

Hi Mr. Rush! Hope you are doing well!

This is my formal request for the recommendation letter

I wrote a little letter for you at the second page of this file, to say something that I want to.

And since I wrote a bit too much, for the purpose of decreasing the heavy reading work, I rearranged the order of the questions, putting the ones that I think are more valuable at the first, and the ones a bit too general at the last. Please feel free to skip the question other than the top 3 questions.

If you need anything else regarding the letter, please tell me and I will send it to you via WeCom immediately:)

Thank you so much for being my recommendation letter teacher!

Sam

Rearranged order: (2) (3) (5) (6) (1) (4)(7)

Feel free to skip: (6) (1) (7) (4)

Acknowledge:

Dear Mr. Robert Rush,

As the academic year draws to a close, I find myself reflecting on the journey we've shared in AB 614. From the very beginning, your guidance and continuous encouragement to me, no matter how bad I did on test, have been instrumental in shaping my academic path and support me to working harder.

I remember vividly the challenges I faced when I first met you 270 days ago. The material seemed daunting, and I struggled to find my footing. It was during those difficult times that your unwavering support truly shone through. Your patience, understanding, and willingness to provide extra help were invaluable as I navigated through unfamiliar territory.

Your inspirational lectures and vast knowledge have not only expanded my understanding of the subject matter but have also sparked a newfound passion for learning within me. Your enthusiasm for the material is contagious, and it's evident that you genuinely care about instilling a love for learning in each of your students. You make me really love Economic as a interest manner, not only for its job advantage. And I really understand how to study.

I want to express my heartfelt appreciation for all that you've done. And it is a great honor for me to have you has my economic teacher in my high school life.

Looking ahead, I am excited to tell my decision to choose Advanced Economics next year. The prospect of continuing to learn from you is one that excites me beyond measure. I am eager to delve deeper into the subject matter under your expert guidance and to further cultivate my academic skills. And, perhaps, learn more about interdisciplinary idea, e.g. evolutionary game theory.

However, I have known that you will be returning to your home in the US. While I am saddened by the news, I want to take this opportunity to wish you all the best in your future endeavors. Your impact on me and other students' lives is immeasurable, and I have no doubt that you will continue to inspire and empower others in wherever you go.

Thank you once again for everything, Mr. Rush, for your unwavering support and dedication. You have made a profound difference in my life, and for that, I am truly grateful. Hoping everything goes smoothly in the future, and we will be able to meet sometime in America again!

Sincerely,

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2024/05/27

By: Cen(Sam) Sun



Letter of Recommendation Request Form for Class of 2024

Chinese Name (Pin Yin): Cen Sun

English Name: Sam

Program: AP

Subject Recommender/Teacher: Mr. Robert Rush

Intended Major(s): Economics/ Undecided

Chinese Advisor: Mr. Wu Ruixiang

Intended Countries: USA, UK, Australia

Counselor: Mr. Dane Christensen

Class Subject	Semester 1 Grade 11 Score/Grade	Current Score/Grade
AP Micro/Macroeconomics	90	97

Please reflect upon the actions that you have taken which have enabled you to be successful in this class. In your responses to the following questions, provide details about the actions that you took. Please limit your response to 4 pages, providing more details for relevant questions.

2. What was your most memorable class-related experience with this teacher?

- Please share memorable details of a personal interaction with the teacher.
- What are the most important insights you gained from this class?

Discussion of "Poor Economics" with Mr. Rush. At the end of last semester, before the winter vacation, I approached Mr. Rush after reading 'Poor Economics' and expressed my desire to discuss the book with him. He graciously agreed, and spent an entire evening reading it to discuss with me the following day. I was deeply impressed by his dedication, but also by the substance of our conversation. The exploration of the complexity of the human mind, combined with the inertia, and the limitations of education, prompted me to reconsider questions I had previously thought. Also, Mr. Rush's inspiration for me to rethink morality improves my understanding beyond general moral principles to consider what we can and should do (for individual and general). This has deepened my interest in economics, a core discipline that intersects with various subjects and real-life events.

Moreover, through Mr. Rush's lectures, understanding the constraints on personal welfare for the sake of achieving social equilibrium has reinforced my commitment to studying economics (want to improve). I am inspired by the concept of not worsening individual conditions while pursuing the efficient allocation of resources and enhancing social welfare—Pareto Optimality, but maybe in general ways.

3. Give an example of an experience from this class where you worked as part of a team and your efforts contributed to a positive classroom environment:

- What was the activity [Helping peers with difficult questions](#)
- How many students were involved? What was your role within this team? [2](#),
- Did you have to overcome any challenges? What did you accomplish with this team?

[I think all the students in Mr. Rush's class function like a team, actively posing questions during class and engaging in fruitful discussions with Mr. Rush.](#)

[However, for me, not exactly a team but a 2 people group. My friend Jason initially struggled with the Macroeconomics content and felt anxious, so he sought my help since I had performed](#)

reasonably well in the class. I assisted him in reviewing the material, which also served as a review for myself. In this dynamic, we took on roles to both teacher and student. Some of his questions exposed my own weaknesses, and to answer them effectively, I had to change my approach to learning – fully “understand”, not “memorize” – since that’s the only way I can be able to answer his questions. After, Jason was better able to keep up with the course. This interaction not only made a positive environment for us but also somewhat improved the overall class atmosphere.

5. Describe an occasion during this class when you demonstrated your creativity or problem-solving skills.

This class has been an opportunity for me to continuously enhance my problem-solving skills. Initially, when I began learning economics in Mr. Rush's class, I kept to my old study methods—memorizing factors that would shift curves. This approach led to a poor performance on the first formal test of the semester. Following this setback, I struggled but sought advice from Mr. Rush. He provided a brief lecture on how AI works, which helped me understand the importance of drawing conclusions using my own logic and considering various factors. AI functions like a vast database, finding information but not creating—that is where human capability excels. Inspired by this, I began to change my learning style and take ownership of the learning process. After, I have read an essay called 'Too Bad It's Good' and had a brief discussion with Mr. Rush about the topic. During this discussion, I made progress in my understanding and attempted to think independently. By putting myself in different positions, considering possible factors, and maintaining a desire to stay focused, I applied what I had learned about supply and demand to generate an output. With a small supply, the price is always high. Given that bad things used to be cheap, there would be a significant consumer surplus, making it desirable. However, to understand why people would choose this option, since its quality may not be enjoyable, Mr. Rush inspired me to consider the complexities of human behavior affecting events and provided a more accurate explanation. I finally grasped the problem-solving process, which involves not only directly applying course material but also thinking broadly about real events with multiple factors and consequences, step by step, to reach a final conclusion.

6. For this class, how well did you cope with academic demands?

- Did you complete your assignments efficiently and in a timely manner?
- What motivates you to be a resilient learner? Explain with an example.

At first, I found myself somewhat behind and faced difficulty in completing assignments, taking considerable time to adapt to the class style. Personally, I strive to be as efficient as possible and in a timely manner. However, I have made significant progress and can now follow through, effectively completing all assignments within a reasonable time manner and maintaining good quality.

I keep an optimistic attitude towards life, being inclusive and open to new things. My curiosity about the unknown and desire to try new things enable me to embrace a variety of situations. This openness is also why I could enjoy Mr. Rush's lessons. At the beginning of the school year, I was uncertain about what the class would entail, and the broad range of topics Mr. Rush introduced initially made me somewhat resistant, as I felt they were not directly related to economics. At that time, I found it challenging to follow the course. However, I made an effort to embrace these topics, remained open to them, tried to change, and discovered the enjoyment within them. By not resisting myself, I began to appreciate Mr. Rush's lessons, focusing on understanding rather than just memorizing or listening. I found many useful messages from the class and grew to love this course,

which has become the best choice I've made regarding course selection. It has changed my previous perception of economics. Furthermore, when faced with conditions that are unfamiliar, I possess a strong incentive to adapt. While I do feel more comfortable with my previous style of learning, which involved mindless memorization and required less change, I also appreciate the opportunity to explore new things, even if the process is challenging. I welcome the new style and am quick to shift my attitude from negative to positive, embracing the new idea and finding unexpected surprises.

1. Think of an assignment or a project that you undertook for this class that caused you to become curious about a new topic, one with which you were previously unfamiliar.

- Why did this topic excite you so much?
- What actions did you take to explore your curiosity about this topic?

In Mr. Rush's class, most topics introduced was one I had not previously considered. However, I hold a big impression on basic economic concepts at the several first sessions, such as opportunity cost and sunk cost. These concepts prompted me to contemplate the practical applications of economics in the real world, rather than lifeless calculation. It tells me what to do when I am feeling regret and struggle, it is the power pushes me to work hard without being lazy. I started to think Economics as a real life subject, not far from our life. And within the study, everything is Economics. I started to learn how could I see a subject.

Coincidentally, I read "Poor Economics," which talks about the causes of poverty and why people are poor. These concepts further ignited my interest in reading. Discussions with Mr. Rush helped establish my foundational understanding of poor, and the real applications. Subsequently, "Buddhist Economics" reinforced my decision to major in Economics, not just to study resource allocation in general, but to focus on ensuring the effective distribution of resources on individual, and the welfare of the general public. As Mr. Rush often emphasizes in Macroeconomics class, what truly matters is not the data or numbers themselves, but the welfare they aim to measure(paraphrase). With the incentives of "Poor Economics", my idea of choosing Economics has been strengthened. This perspective has inspired me to consider, at least on an intermediate level, solutions to poverty, informed also by what I have learned from Buddhism. Furthermore, some extra books such as "The Economics of Money, Banking, and Financial Markets", "Think Again" and "Thinking, Fast and Slow."

4. What research, project work, subject competitions, on-line courses, and/or additional readings did you initiate for the purpose of extending and deepening your knowledge of this subject?

- How does this "extended learning" relate to your academic interests and intended major?

I will be participating in Pioneer for Economic Growth this year; have taken part in several competitions, like LIBF and IEO. Non-textbooks such as "Money, Banking, and Financial Systems", "Poor Economics", and recently, "Think Again", "Fast and Slow".

Participating in Pioneer, engaging in these competitions, and studying these texts provide the foundational knowledge necessary for my decision to major in Economics. However, it is "Poor Economics" and "Buddhist Economics", along with Mr. Rush's inspiration, that are the true reason for my choice – the humanistic concerns, with the giant effect of Economics to the real life; it is not something theoretical, but applicable. "Think Again" serves as a reminder of the importance of continuously evolving one's thought processes, making me find more fascinating idea with Economics "MBF" offers me a basic understanding of macroeconomics in conjunction with finance, explaining the workings of financial institutions and the stock market without relying on the

ubiquitous IS-LM model. Additionally, “Essays on the Great Depression” by Bernanke has provided me with insights into the causes and impacts of the Great Depression. Combined with my knowledge of human psychology from other readings, these insights have deepened my understanding of economic phenomena.

7. What are some qualities that are desired by your intended major at a university? How do you feel that you have developed in these qualities while enrolled in this course?

- Identify three adjectives that describe you.
- Which quality might distinguish you most from your peers?
- For each adjective, briefly elaborate with supporting evidence of the trait.

EXTRACURRICULAR: Three words: humanistic concern, interdisciplinary, passionate (leadership, outside the class)

Humanistic concern: (1) I am one of the start member of Honduras glasses, a charity dedicated to assisting impoverished students in Honduras. With the goal of aiding poor students in Honduras, we started our efforts in October 2022, raising funds through student art exhibitions and school-wide events, allocating all proceeds towards purchasing eyeglasses. (2) I have serviced 190 hours in total until now for the community in Beijing Volunteer Service Federation.

Leadership: (1) I am the manager and organizer of Aspirational DreamWork, to assist students who wish to pursue their interests but are unsure of how to proceed. I am personally concerned that, with the abundance of activities and resources available, students (especially freshman) may find it challenging to identify the appropriate path to follow, and we provide the aid. (2) I am the co-founder of BNDS Investment Club, sharing foundational knowledge of personal finance with students who lacked this understanding, aiming to equip them with a basic comprehension for their life needs. Furthermore, we initiated collaborations with several business clubs in Beijing, forming a business alliance to have a wider influence.

Interdisciplinary: I have a passion for applying academic knowledge to real-life situations, often in conjunction with other subjects. For example, after acquiring basic computer science knowledge, I began utilizing it to enhance my finance studies, such as performing formatted calculations or using MATLAB/STATA for data analysis, so solving formatted problems would be easier. Knowledge from Calculus has deepened my understanding of various economic formulas, such as Solow's growth model. Additionally, strategies learned from AP Language have helped me interpret the implicit purposes of subject-focused work, knowing how to communicate with others without being cheated, and deepen my comprehension of historical events. Economic concepts like sunk costs, diminishing returns, and opportunity costs are valuable when approaching a wide range of questions.

Passion: I am always open to change and eager to explore new academic areas. I possess a strong desire to learn and, although not always proficient, I am committed to working hard and doing my utmost to succeed. I can always find joy in subjects and take pleasure in the learning process.

MAJOR REQUIRE: Interdisciplinary, leadership, passionate, and math proficiency.

Economics is interrelated with all other courses, and many subjects apply its conceptual framework. When considering language, for instance, economics provides the underlying reasons for non-fiction historical events, which are expressed through speech or other forms. Once successfully interpret the

background context and the real reasons behind these events, the implicit meanings and the role of the speaker become clear, without bias towards the purposeful use of language. Also, the idea of diminishing returns, showing attitude with test score, exam prep; rational expectation, explaining why people willing to tack the next subway while it is not too crowded. are essential for real life events. The concept of demand and supply utilizes people's preferences, as studied in Psychology, from what Mr. Rush told us, think dynamically. Computer science and modeling are employed to create deeper and more accurate economic models (though understand why it is formed is more useful). Additionally, logic can be practiced to draw conclusions and make predictions about economic phenomena. Also, frequent discussions with peers have made me more comfortable with communication and have helped me discover ways to guide others towards understanding.