

the challenge

Magazine for The Center for Gifted Studies

Celebrating Giftedness Worldwide

Educators, researchers, and parents gathered in Odense, Denmark, August 10-14 for the 21st Biennial World Conference of the World Council for Gifted and Talented Children. These conference participants represented 65 countries – truly a worldwide celebration of giftedness.

WKU was well represented at the World Conference with Julia Roberts, Tracy Inman, Tyler Clark, Sam Oldenburg, Toni Symanski, Carrie Koedyker (SCATS 1984-86; SCATS Teacher), and Keely P'Poole (SCATS 1995-1997; SCATS Teacher) participating in the conference. Dr. June Maker, a WKU alumna, joined others for the "Red Towel" photo and was honored with the World Council Research Award.

Julia, Tracy, Toni, Carrie, and Keely made presentations at the conference. Julia also made a presentation with



Lynette Baldwin, executive director of the Kentucky Association for Gifted Education. Julia presented at the Parent Day that preceded the World Conference.

The Executive Committee of the World Council consists of seven elected members. Julia is a member of the Executive Committee, and she was elected to continue her service as treasurer at the recent meeting.

The international headquarters of the World Council for Gifted and Talented Children moved to WKU from the University of Winnipeg in 2011, and the Executive Committee invited WKU to extend that contract for another five years. Leslie Graves, president of the World Council, and WKU President Gary Ransdell have signed the contract for the headquarters to continue at WKU from 2016-21. Tyler

Clark is the Executive Administrator of the World Council.

A generous gift from Pete and Dixie Mahurin made it possible for the international headquarters to move to WKU. The offices are located in Gary A. Ransdell Hall.

The previous biennial World Conference was held in Louisville, KY, and the 22nd Biennial World Conference will be held in Sydney, Australia.

Letter from Julia



Dear Friends of The Center
for Gifted Studies,

Pockets of Excellence!

Dr. James Gallagher was a gracious gentleman and a fine scholar in gifted and special education who spent much of his career at the University of North Carolina. Dr. Gallagher spoke of “pockets of excellence in gifted education.”

Pockets of excellence in gifted education must create momentum to educate and advocate for children and young people with gifts and talents. They must include opportunities for people to gather with others who share their interests.

Certainly, one pocket of excellence in gifted education is to be found at WKU. After all, The Center for Gifted Studies has more than a 30-year history serving gifted children and young people, educators, and parents. In fact, The Center will hit the 35-year mark before very long.

WKU is a hub of activity in gifted education. In addition to The Center for Gifted Studies, The Carol Martin Gatton Academy of Mathematics and Science in Kentucky is located there, and *Newsweek* and/or *The*

Daily Beast has recognized The Gatton Academy as the number one high school in the country for the last three years. Relocated to WKU from Winnipeg in 2011, the international headquarters of the World Council for Gifted and Talented Children will begin its second five-year term at WKU as 2016 is ushered in. The offices of the Kentucky Association for Gifted Education are located at The Center for Gifted Studies, providing mutually beneficial support on a daily basis for 25 years. The Honors College at WKU is the only honors college in Kentucky, adding to the momentum in gifted education on campus.

The recently approved MAE in Gifted Education and Talent Development will provide more opportunities for graduate study in gifted education at WKU than can be found elsewhere in Kentucky and in many other states. This graduate work will add additional momentum to the “pocket of excellence in gifted education” at WKU.

Thank you, Friends of The Center for Gifted Studies, for supporting programming and professional development opportunities with your gifts, participation, and advocacy.

Sincerely,

A handwritten signature in red ink that reads "Julia Link Roberts". The signature is written in a cursive, flowing style.

Julia Link Roberts
Mahurin Professor of Gifted Studies

EDITOR

Tracy Inman

DESIGNER

Marcus Dukes

PHOTOGRAPHERS

Emilie Milcarek

Sam Oldenburg

WRITERS

Gail Hiles

Tracy Inman

Sam Oldenburg

Josh Raymer

Julia Roberts

Melody Ann Wallace

Join The Center's Listserv

If you are interested in getting information between issues of *The Challenge*, contact Sam Oldenburg at samual.oldenburg@wku.edu or 270.745.5991.

Table of Contents

- 1** Celebrating Giftedness Worldwide
- 2** Letter from Julia
- 4** SCATS Experience Enriched by Returning Campers and Teachers
- 6** Beloved VAMPY Traditions Kept Alive by Campers
- 9** Let the Renovations Begin!
- 10** Alumni Update
- 11** The Center Travels to England
- 12** A World of Patterns Opens Up at Camp Explore
- 13** Friends of The Center
- 14** Camp Innovate Puts a Creative Spin on Familiar Classes
- 16** Academically Talented Seventh Graders Honored at Duke TIP Ceremony
- 18** Labs in AP Science Classes Prepare Students for Success
- 19** New Degree in Gifted Education Available
- 20** Student Growth Begins with Action Research
- 21** Julia Roberts Recognized by Alma Mater
- 22** Meet Sam: The Center's Storyteller

THE MISSION FOR THE CENTER

We are committed to encouraging excellence by providing educational opportunities and resources to three populations: gifted and talented students, educators working with gifted students, and parents of gifted students.



THE VISION FOR THE CENTER

An internationally preeminent center, The Center for Gifted Studies envisions expanding services in five areas: (1) offering educational programs for gifted children and youth; (2) providing professional development opportunities for educators; (3) enhancing communication and advocacy for gifted children; (4) conducting research and developing curriculum to remove the learning ceiling, and (5) building a testing and counseling component for gifted children and their families.



This summer began like the others – suitcases in hand, the sixth, seventh, and eighth graders trekked across Western Kentucky University’s campus with their parents in tow. The sun shone brightly overhead as the campers flocked to the white tent under which their adventure would begin. SCATS, now in its 33rd year, was underway once again. Unforgettable experiences awaited those fresh-faced campers who were attending SCATS for the first time. But there were those among the crop of 159 campers who knew the joys that awaited them during the next two weeks.

Some students returned for a second or even third year of classes, optionals, weekend activities, and new friendships. Even rarer were those among the returning campers who so enjoyed a class the previous year that they signed up to take it again in 2015. One of those students was Paris resident Zach Hanvey, who came back for his second year at SCATS and his second time taking Clowning.

“My favorite part about this class last year was I got to give my balloon animals to kids at lunch,” Zach recalled. “It made them so happy because I had my clown face on, and they thought I was a real clown.” Evvie Cooley, a Louisville resident and second-year camper, joined Zach for another year of Clowning. “I like making people laugh, and this is the class for that!” she exclaimed. Zach and Evvie received differentiated instruction from teacher Nick Wilkins, who wanted to ensure both students experienced personal growth given their previous exposure to the basics.

Mary Baker, a resident of Paducah and second-year camper, was enrolled in Acting and Musical Troupe this summer after taking both classes in 2014. She wanted to recapture the magic that made Acting so special: “Last year I learned so much about how to express yourself through acting,” she said. “I realized that everybody in that class was like me – crazy but having fun at the same time.”

SCATS EXPERIENCE ENRICHED BY RETURNING CAMPERS AND TEACHERS



Jared Rodgers, a Verona resident and second-year camper, simply wanted to try acting last year at SCATS. During his second time in the class, Jared wanted to mature as an actor and approach his roles in a different way. “Last year, being a first-year, it was like I could say these lines however I wanted,” he said. “This year I have to find the right way to interpret a character and dialogue.”

These second go-rounds were only possible thanks to the instructors who return to SCATS year after year to teach the same class. Among those returning teachers was Mary’s instructor for Musical Troupe, Jim Fulkerson, a 27-year SCATS veteran. In addition to Musical Troupe, Jim taught Career Decision Making and Stagecraft at SCATS in 2015. After mov-

ing from the public school system to a university setting in 1986, Jim has missed getting to teach music, his true passion, and getting to work with junior high-aged students. SCATS fills that void for him.

“This gives me the opportunity to work with a lot of really talented young people,” he shared. “It’s amazing what they can accomplish. They have nine practice days to prepare for a 30-minute production, and they do a better job than some choirs I’ve had in the past.” The theme for this year’s musical production was Disney, which was suggested to Jim at the end of SCATS in 2014 by Mary, who was delighted when she arrived at SCATS this summer and learned what songs she’d be singing.



SAM OLDENBURG

Bonnie Honaker and Linda Martin have taught Be a Writer at SCATS for 13 years, and they take great pleasure in the first-day interactions of their students: “These students are hungry for socialization with peers who are at their same level,” Bonnie explained on the first day of class. “Look at the excitement right now.” Breathless chatter from excited students filled the air along with laughs and the typical sounds that accompany the start of class – desks scooting along the tile floor, backpacks being unzipped, and materials being readied for an influx of new knowledge.

“These kids just met today!” Bonnie added. “It’s fantastic – a teacher’s dream.”

Chad Snyder, a 4-year veteran teaching Dragons, Chemistry, Science, and The Hobbit, said the passion he sees for learning has kept him coming back. “I love the students’ enthusiasm for my subject material,” he said. Chad can keep that ma-



SAM OLDENBURG

SCATS had 159 campers from 10 states.

terial fresh since SCATS teachers have the freedom to develop exciting and unique curriculum. Unbound by the restrictions found in a typical classroom, Chad and his fellow teachers are able to focus on developing material that fits the demanding academic needs of these advanced students. “The material is my sole responsibility,” Chad said. “It can then be flexible

without the worries of sticking to a set of content.”

Both students and teachers who return to SCATS take home valuable lessons that extend well beyond the classroom. As teachers, Bonnie and Linda are reinvigorated by these two weeks each summer. “Being able to work with these high-energy, high-achieving students makes my summer,” Bonnie admitted. “They love what they’re doing, which makes us love what we’re doing.”

Students like Zach and Evvie are, in turn, inspired by the passion they see in teachers who welcome campers into their class year after year. “I want to learn how to be like Mr. Nick,” Zach admitted. “He’s the best teacher ever. He’s fun, laid back, and never gets too mad about anything.”

“He only gets mad if you say ‘can’t,’” Evvie interjected.

“Yeah, don’t say ‘can’t!’” Zach finished.



BELOVED VAMPY TRADITIONS KEPT ALIVE BY CAMPERS

It was the summer of 2012, and VAMPY was winding down for first-year camper Simon Heimbrock (Super Saturdays 2013; SCATS 2011; VAMPY 2012-15). Leading up to that final Friday, Simon had only heard rumors of a VAMPY tradition that would take place after classes dismissed for the day. “It was my last day of Chinese class, and I heard this hubbub that we weren’t going back to Schneider Hall,” he recalled. The mystery, he explained, was intentional. “Your first year, they don’t tell you the traditions. They want you to be surprised.”

What happened next was both surprising and unforgettable. As he neared the area of campus where the Ivan Wilson Fine Arts Center and the Margie Helm Library stand adjacent to one another, that hubbub became a dull roar. “I came down and there’s just a cascade of kids running through this fountain,” Simon revealed. “I



was sitting there taking off my socks and shoes so they didn’t get wet. Once I had those off, my friend Mason Strange (Super Saturdays 2005-09; SCATS 2011; VAMPY 2012), who was a big fourth-year, and my brother pick me up and carry me through the fountain. I’m laughing and having a great time.”

Harry Chalmers attended SCATS from 2002-2004 and VAMPY in 2005 and 2006 and was a counselor from 2009 to 2012. Like Simon, his fountain run memory resonates years later. “Running through the fountain after the last class always seemed to me to represent what a wild ride we’d all had together,” he said. “As we carried other campers and counselors through the blasting jets, I couldn’t help but feel that the water was symbolic of how everyone was overflowing with camp spirit. It was a dramatic moment that made the perfect prelude to the festivities of the last night.”

The fountain run that final Friday is one of the dozens of VAMPY traditions that have been handed down year after year, from one generation of campers to the next. These beloved experiences have become so engrained in the fabric of VAMPY that they’ve come to define

the camp in the minds of campers. From straightforward traditions like the fountain run, dance, and slideshow, to those with cryptic names like Cryfest, VAMPY Pie, and Paper Theater, hardly a day goes by during those three weeks that doesn't include some time-honored activity or experience.

Like anyone who helps build something before passing it on to a new group of torchbearers, counselor Kayce Hyde (VAMPY 2009-12; Traveler; Counselor 2015) hoped the VAMPY traditions would endure even after she left. She needn't have worried: "Coming back as a counselor, it was so refreshing to see that these traditions had carried on, and even as an alumna of the camp, I could still see our legacy was intact. These traditions are what make VAMPY more than just a summer camp. They're the reason it's so hard to explain why you can't wait to go back to nerd camp next summer."

Even the way campers are identified reveals a tradition. Take fourth-year,

fourth-year Eileen Price (VAMPY 2012-15) for example. The second "fourth-year" reveals she just finished 10th grade, the last year students are eligible to attend VAMPY. The first "fourth-year" designates her as the rarest of VAMPY campers – those who attended all four years they were eligible, from 7th to 10th grade. Eileen and her seven other fourth-year, fourth-years display their veteran status through another tradition – collecting Schmoes, the nickname given to the Big Red pins campers are given each year, and displaying them on their nametags. Counselors have nametags, too, and campers traditionally start VAMPY by claiming a counselor's nametag for the final day.

VAMPY campers grow so accustomed to these annual rituals they become second nature, like eating or sleeping. Eileen couldn't live without the customary VAMPY songs, an eclectic blend of tunes that has evolved throughout the decades and can summon powerful memories in alumni. "To this day there are numer-

ous songs that will immediately take me back to being at VAMPY," admitted Hank Zimmerman, a former camper (1990-92), counselor (1996-2005), and member of the VAMPY Alumni Association. "I think more than anything the traditionally played songs at VAMPY are forever intertwined with my summers spent on Western's campus."

Matt Beasley, a VAMPY alumnus (1991-94) and founding member of the Alumni Association, vividly remembered singing a particular tune at the talent show with his fellow campers. "I enjoyed singing *Friends Are Friends Forever* by Michael W. Smith," he said. "To this day, every time I hear that song, it brings back fond memories."

The camp classics that lodge themselves in Eileen's head get sung whether she's at camp or back home: "I love *VAMPY Ignition*. A few years ago they revamped *VAMPY Pie*, and I really like that song a lot. I have memorized both of those songs and sing them all the time. I sing



them inside VAMPY, outside of VAMPY, pretty much everywhere. I love teaching them to the first-years.”

Harry relished his experiences in Paper Theater, a tradition that incorporates storytelling, newspaper, tape, and lots of imagination. “Before my first year of camp, I had never seen anything quite like Paper Theater,” he said. “It was such a simple idea, yet it somehow managed to combine acting, arts and crafts, and storytelling so seamlessly. But most of all, it was a wonderful chance for my fellow campers and I to be silly and creative together. Plus, I got to be the Big Bad Wolf – twice!”

One tradition that would typically terrify 7th through 10th graders, a dance,

tion, the aptly titled Cryfest. “It’s all really sad but I find Cryfest to be a good part of camp,” Simon offered. “VAMPY for a lot of people is more than just a three-week sleepaway camp. It’s home. You come here, and you’re around a lot of like-minded people. When it’s time to leave, it’s good to have a place where you can get all those emotions out instead of bottling them up.”

Whether they be singing, dancing, acting, or crying, campers take pride in passing sacred VAMPY traditions on once they “graduate” from camp. “These traditions can be passed on in part due to the great pride campers take in returning for multiple years,” Kayce said. “This allows them to teach the traditions to the new

In Eileen’s mind, it’s her responsibility as a camper to ensure traditions survive: “I think it’s the kids. I think it’s us. I think it’s the fact that when I was a first-year, the fourth-years taught me. Now as a fourth-year, I teach my first-year friends. The traditions are very important to the campers themselves. Traditions keep going because we impress upon each other the importance of keeping them alive.”

It might seem strange to first-year campers, but Hank said the rituals of camp soon become cherished memories: “A first-year camper will see how emotional the older campers get during seemingly silly traditions. That first-year camper may not grasp why the tradition provokes such



is made less intimidating thanks to the culture created by everyone involved with VAMPY. “Everyone at VAMPY is accepted for who they are and can partake in the numerous traditions,” Hank explained. So when it comes time to cut a rug, everyone is equal and expected to get down on the dance floor: “It was important for all of us to experience a dance,” Matt said. “For many of us, it was the first such experience, and I still think back fondly to those moments.”

Held during the final week, the second dance of camp heralds the end of VAMPY and is followed by another tradi-

VAMPY had 217 campers from 12 states and 3 countries.

tion, preserving the special nature of VAMPY.” Harry added: “Having different generations of campers present each year is also important. Traditions get passed on from older generations of campers to younger ones. Also, the fact that many counselors were themselves campers makes it easier for the traditions to stay strong.”

a response at the time, but in just a few more summers, he or she will be guiding first-year campers in those same traditions.”

In many ways, running through a fountain can be seen as silly. But when you’ve lived and breathed the traditions of VAMPY for three weeks, those jets of water blasting high into the air represent everything you love about your new home. “There are plenty of camps where you can sleepaway for three weeks, take some classes, and get smarter,” Simon said. “There aren’t many camps where, on the last day, two of your best friends pick you up and carry you through a fountain.”



Let the Renovations Begin!

The Center for Gifted Studies and Gatton Academy of Mathematics and Science packed their offices this May to move to temporary locations as the remodeling of Schneider Hall began. Bates Runner Hall will be the home of the Gatton Academy until August 2016 when 160 students and staff move back into Schneider – an increase of 40 students and the reason for the renovation. By 2017, there will be 100 juniors and 100 seniors. The Center is housed at Tate Page Hall with a few staff members at Gary Ransdell Hall. We will also return home to Schneider for the fall of 2016.

Mr. Bill Gatton, the original donor and namesake of The Gatton Academy, made another generous gift to fund the expansion. In fact, the wings will be named in honor of his parents Harry W. Gatton Sr. (the boys' wing) and Edith Martin Gatton (the girls' wing). The more than \$10 million Gatton Academy project is also being funded by other private donors including Sue and Brown Badgett, Ben and Janine Cundiff, the J. Rogers Badgett Sr. Foundation, Mike and Julie Muscarella, Daksha and Prabodh Mehta, and Bill and Sue Hamilton. Not only will the renovation include additional residence hall rooms, but it will also add a second-floor multipurpose room that seats all 200 students.

Governor Steve Beshear joined other dignitaries on the front lawn of The Gatton Academy on May 6 to celebrate the announcement. The state budget included funding for the Academy making the education of 80 additional Gatton students possible.



JULIE CRUDELE (VAMPY 1997-2000) recently graduated from the University of Pennsylvania with a Ph.D. in Cell and Molecular Biology/Gene Therapy and Vaccines where she was researching gene therapy treatments for hemophilia and cancer. She then moved across the country for a postdoctoral fellowship as a research scientist in the laboratory of Dr. Jeffrey Chamberlain at the University of Washington Medical Center in Seattle, studying gene therapy for muscular dystrophy. She is excited to be on the west coast, combining her love of science with her love of the outdoors.

ERIN ELLIOTT (SCATS 2002-03; VAMPY 2004-05) is the Senior Biologist at Florida Keys Aquarium Encounters. She is responsible for the daily care of hundreds of aquatic animals and reptiles, educating the public through formal guided aquarium tours, guiding visitors through different encounters where they can get up close and personal with sharks, rays, and fish, and developing the curriculum for a marine biology summer camp at the facility. She earned a Bachelor of Science in Biology and a Master of Science in Biology from Western Kentucky University.

SCATS and VAMPY showed me that it is okay to be passionate about learning, that it's okay to want to learn as much as possible about something. This revelation allowed me to follow my dream and do something that matters – something that matters to me, those I educate, and hopefully the ocean itself through the people I've educated. I always look back on my time at camp with a smile. I'm very grateful for my time at SCATS, VAMPY, and WKU. I have no doubt that I would be a different person if I hadn't spent my summers on that campus.

Alumni UPDATE

LEAH HUGHES (Super Saturdays 2002-05; SCATS 2006; VAMPY 2007-09; Counselor 2012) graduated from Scripps College with a double degree in Art and Politics in May 2015 and, since then, has been preparing to embark on a year-long journey around the globe on a Thomas J. Watson fellowship. She will be visiting Iceland, Panama, Brazil, Mongolia, and India to study the intersection of arts and political engagement in regions that face similar challenges to those faced by rural Kentuckians, especially folks in Appalachia. She plans to return to Kentucky after the trip is complete to utilize the tools of artistic empowerment learned to help promote community prosperity at home.

I credit my experiences both participating and working for The Center in giving me the confidence I needed and the passion for learning that have been so instrumental to my professional ambitions. Thank you all for all that you do!

LISA CHESTNUT RAISOR (SCATS 1992-94) lives in Lexington with her husband and two preschool daughters. She is a speech-language pathologist at Baptist Health in Lexington.

CYNTHIA SMITH (Super Saturdays 2001-02; SCATS 2004-06; VAMPY 2007-08) recently graduated with highest honors from the University of Louisville with a Master of Engineering in Electrical and Computer

Engineering. The J.B. Speed School of Engineering named her the Most Outstanding Student for the May 2015 commencement. During college, Cynthia completed internships with Marathon Petroleum Company, TopWorx, and Hewlett-Packard which led to a permanent position with Hewlett-Packard in Vancouver, WA. She will be working on the inkjet printing line doing integrated circuit design. In her spare time, she enjoys hiking in the mountains of the Pacific Northwest, golfing, and anything music related.

JONATHAN THOMAS (SCATS 1986-87) is an assistant professor of mathematics education at the University of Kentucky. Presently, his teaching and research are focused on developing innovative methods to help children learn fundamental mathematical concepts. Prior to his faculty appointment, he served as a mathematics intervention specialist working with struggling elementary and middle-grades students in Cincinnati and Northern Kentucky. Jonathan completed his undergraduate studies at the University of Kentucky and his doctoral studies at the University of Cincinnati.

My two amazing summers as a SCATS camper played an instrumental role in setting me on this path of helping kids unlock their academic potential.

JEFF WALKER (VAMPY 2005-07) received a Merit Assistantship from the University of North Carolina at Chapel Hill to study in the Department of Nutrition Master of Public Health and Registered Dietitian program. He recently graduated from Western Kentucky University with a BA in International Affairs and a BS in Nutrition and Dietetics, receiving Outstanding Student awards in both fields. During his studies, Jeff completed a thesis, which passed with distinction, examining nongovernmental organizations' relationships with the government of North Korea following a famine in the 1990s.



THE CENTER TRAVELS TO ENGLAND

Whether the weather is fairly warm and pleasant or rainy and cold, traveling in England is informative and fun. Sixteen travelers flew out on Memorial Day and returned on June 3. Adults and students learned a lot about British history and culture as they traveled in the United Kingdom.

The informative side of the trip included sights tied to the monarchy – Buckingham Palace, Windsor Castle, Hampton Court, and the Tower of London. Travelers donned velvet robes to wear while at Hampton Court, were entertained

by a Beefeater on the tour of the Tower of London, and a few caught a glimpse of the cars bringing Queen Elizabeth to Windsor Castle.

To absorb the culture the group experienced ties to Harry Potter, Shakespeare, and the theater scene. Photos at Gate 9¾ at King’s Cross and the Millennium Bridge were taken to share with other Harry Potter fans. Travelers visited the Globe Theater as well as Anne Hathaway’s Cottage and Shakespeare’s birthplace to capture the feel of Elizabethan times. The theater scene was sampled with two shows – *War Horse* and *Les Miserables*.

Weston Loy (travel to London, SCATS 2012-13, and VAMPY 2015) described The Center’s traveling to London: “It was a tremendous experience to see all of these places and things you only ever hear or read about. To have a real, physical memory of a country on the other side of the world is beyond anything I could imagine.”

Traveling with The Center for Gifted Studies continues, and the fall trip to Belgium and the Netherlands is scheduled for October 2-11.

A WORLD OF PATTERNS OPENS UP AT CAMP EXPLORE

Patterns can be found all around us. They're evident in the rings of a tree, glimpsed in the repetition of themes in our favorite book, and found in the beautiful colors of a mosaic. Patterns were the lens through which first, second, and third graders explored learning at Camp Explore this summer. Originally called The Summer Camp, this one-week camp offered by The Center for Gifted Studies featured classes in acting, art, clowning, language arts, and science.

Getting into the mind of a character is an instrumental part of acting and an example of a pattern, said instructor Julie Boggess: "When you're doing a role, you don't just start reading the lines. There's a pattern in what you do because you can't memorize lines until you figure out your character." A play itself offers another example: "You wouldn't applaud before the play begins," Julie said. "Everything has a rhythm."

While students tackled tongue twisters and improv in acting, art instructor Bethany Inman introduced motifs and taught that patterns don't have to be in a row. Her first graders looked at the Mexican folk art of Oaxacan wood carving and made their own foil embossing of wood carving characters. One class of second and third graders studied mosaic mandalas, which show that patterns can be in a circle and demonstrate radial balance, and another class made plaster molds of their hands and adorned them with henna tattoos. These inky embellishments taught students about repeating lines and naturalistic shapes.

"The kids think each subject that they learn is segregated," Bethany said. "This is a great vehicle through patterns to make those cross-curricular connections and get a broad view of how you see patterns. It's the perfect theme for this age."



The 57 campers in Camp Explore came from 21 school districts in Kentucky.

Clowning is filled with patterns, revealed Nick Wilkins, whose alter ego is Broadway the Clown. Costuming, juggling, makeup, and balloon sculptures are just a few examples Nick covered in class. "Juggling is mainly a pattern," Nick said. "If they stay within that pattern, they're more likely to be successful." Same thing with makeup: "What kind of pattern do I want to use on my face? Do I want to use a symmetrical pattern or maybe an asymmetrical mouth? That's their creative choice."

Language Arts instructor Dianne Wade had students examining repeating themes in a story, actions that created an appearance change, alliteration, rhyming words, and drawing pictures of the action that caused the appearance change they described. To her, understanding patterns is foundational to better understanding the world around us: "Life is made of patterns. If your pattern is working well, you want to continue that pattern. If it's not going well, you want to make changes."

Andrea Heming and the students in her science class engaged in a two-fold investigation of patterns. The first phase involved looking at patterns in water and how the density of substances makes patterns. In phase two, students inspected the best structures and the science and engineering behind them. The class created a density rainbow, made boats out of a hodgepodge of materials, and built structures out of marshmallows and spaghetti, then clay and skewers.

"It makes them ask questions," Andrea said of the camp's theme. "If they can find the pattern of something, especially in math or science, then they know things repeat and they're more comfortable and not so afraid of it. When they get older, they tend to be more afraid of the learning and they just want the answer. If they figure out the pattern early on, they can do it and not be so frustrated."

Nick added that patterns jumpstart young minds: "It stimulates the learning process and triggers their minds. They think about how patterns are used in everyday life."

Nancy Bell
Radcliff, KY

Thomas & Doris Clark
Raywick, KY

Sheila Depp
Owensboro, KY

Marjorie Farris
Richmond, KY
*For VAMPY in honor
of Julia Link Roberts*

Ruthene Glass
Bowling Green, KY

William Gump
(VAMPY 1985-88;
Travel)
Louisville, KY

Thomas Johnston (VAMPY
1999-2000; TA; Counselor)
& Anna Hitron (VAMPY
2003-06; Counselor)
Lexington, KY
*In Honor of Thomas
& Mary Johnston*

Megan Kaufman
Lexington, KY

David & Laura Harper Lee
Bowling Green, KY

Stewart & Amanda Lich
Brownsville, KY

Pete & Dixie Mahurin
Bowling Green, KY

Carl & Donna Martray
Elberta, AL

Barbara McClard
Scottsville, KY

Janet Meeks
Custer, KY

Brian & Allison
(SCATS 1984) Mefford
Bowling Green, KY

Ellen Napier
Mount Washington, KY

Wake Norris (VAMPY
1989-92; Counselor) &
Elizabeth Zimmerman
(VAMPY 1992-93;
Counselor)

Troy, OH
*Matching Gift
Emerson Electric Co.
Alumni Fund*

Ken, Cindy, Matt (SCATS
2007-09; VAMPY 2010-11;
Travel; Counselor), & Jill
(SCATS 2002-03; Travel;
Counselor) Owen
Frankfort, KY

Jonathan Plucker
Glastonbury, CT

Jeff & Marlene Richardson
Campbellsville, KY

Jeff & Margaret Stein
Bowling Green, KY
Matching Gift Pfizer

William & Natalie Stinson
Bowling Green, KY

TIAA-CREF
New York, NY
*Sponsorship of Duke TIP
Kentucky Recognition
Ceremony Reception*

Mary Nancy Todd
Bardstown, KY

Clarence & Carolyn Traum
Princeton, KY

Lois Weinberg
Hindman, KY

Friends of The Center

Tyler (SCATS 1983;
VAMPY 1985) & Kate
(Endorsed Teacher) West
Bowling Green, KY

Michael & Sherry Whitten
Germantown, TN

Joe & Judy Wismann
Talent, OR

*A special thank you goes
to Mark Bowers & Astro
Jump of Bowling Green for
helping to make VAMPY a
great experience for our
campers. We also appreciate
the donation of the speaker
equipment made by Paula &
Greg Lyons.*

RILEY JANE LAWRENCE MEMORIAL SCHOLARSHIP FUND

Tom & Linda Bendorf
Louisville, KY

Michael & Debby Duncan
Dawson Springs, KY

Joseph Fleck
Clarksville, IN

Richard & Charlene Kaiser
Spencer, MA

Mariann Lawrence
Louisville, KY

Heather Mahoney
Lexington, KY

Paul & Sonja Quale
Crestwood, KY

Stephen & Melody Ryan
Lexington, KY

Stephen & Judy
Segrave-Daly
Harrisburg, PA

James & Marsha Serdenis
Louisville, KY

Michael & Marla Lori Sims
Louisville, KY

Richard Tewksbury &
Lisa Sutton
Louisville, KY

Joseph & Shannon Wilson
Louisville, KY

Thanks to a generous gift from the Jewish Heritage Fund for Excellence, the murals created from Ron Skillern's VAMPY class Nazi Germany and the Holocaust will be exhibited at the Kentucky Museum on WKU's campus October 25 to November 6. If you took Ron's class and would like an invitation to the opening reception, please contact julia.roberts@wku.edu. Everyone is welcome!



SAM OLDENBURG

CAMP INNOVATE PUTS A CREATIVE SPIN ON FAMILIAR CLASSES

As the newest summer camp offered by The Center for Gifted Studies, Camp Innovate appropriately focused on everything “new” – innovations, perspectives, ideas, discoveries, insights, and more. The fourth and fifth graders who attended the week-long camp explored art, science, math, and language arts in ways they likely never have before. By week’s end, campers undoubtedly left Western Kentucky University’s campus looking at the world around them in a different way.

That was the motivating factor for art teacher Andee Rudloff. “How can we take something we’ve always done and turn it into something else?” she asked. “I’m taking what I’ve done before, objects I’ve used before, and twisting them. The next time students see those objects, they’ll have a new way of putting it all together.”

Each day in art started with a warm-up exercise before moving to a larger focus for the hour-long class period. Monday was about creating opposites, and, on Tuesday, students examined perspective by building viewfinders. Class work culminated in a collaborative project that each student took home. “My goal is a real transformation from trying to do something that looks like something, to having their own sense of voice,” Andee said of the campers.

While designing her lesson plans for Camp Innovate, Denise Ziegler kept going back to the idea of exploration and eventually decided on a space science theme for her science class. “Some of our best inventions came from space travel,” she explained. “That became my forefront. We’re going from ‘is there life out there’ to,

if there is, deciding what technology and innovation we’re going to use to get there.”

Students began class Monday by exploring the question of other life in the universe. Tuesday they brought things closer to home by extracting DNA from strawberries. The class blasted into orbit with an examination of constellations on Wednesday and zoomed ahead the last two days by looking at space travel and rockets.

Math is present in every facet of STEAM – science, technology, engineering, art, and math – and that was the central focus for Allison Bemiss as she designed her class: “I wanted to explore STEAM through math,” she said. “Often-times when you search for STEAM lesson plans online, what you find is science or engineering focused. What I wanted to

do was see what math looked like in art, technology, or science and use math as the exploration lens to work through those other areas.”

Campers learned about being themselves – an important lesson for innovators – on Monday by examining the life and works of Russian artist Wassily Kandinsky, an early abstract artist. After expanding their vocabulary to include mathematical concepts like obtuse angles, parallel lines, and isosceles triangles, students created a finger painting that could be used to teach one of these new ideas to someone else. The rest of the week saw campers dive into other areas of STEAM by measuring the size of bubbles, collecting data on cars and boats they made, designing objects to be 3-D printed, and analyzing the Fibonacci sequence and algebraic thinking.

Jan Lanham also took a unique approach with her language arts class, opting to focus on resources that would be biographical or pragmatic for problem solving. Campers investigated young people who made a difference with the goal of discovering the characteristics of innovators and the process of innovation. This new-found knowledge prepared them to identify a problem they’re passionate



Ten school districts and several private schools were represented by the 43 participants in Camp Innovate.

about, formulate a solution, and develop a plan to implement that solution.

As Jan explained, the first step in that process was to narrow the scope of the problems campers want to tackle. “They’re very big, very global,” she revealed, citing problems like global warming and defor-

estation as examples of issues students brainstormed during class on Monday. “I want to help them narrow it down, so it’s more manageable. They want to save the world. They can, but they need to start closer in terms of who their audience is and how they go about that.”

Through daily journaling and the continuous study of young innovators, Jan said her campers uncovered problems that hit close to home. She also provided the young students with some context for the issues they’re studying, a crucial but sometimes difficult step when something has always been a certain way during the entirety of her students’ lifetimes. With a broader frame of reference and a narrowed focus, the various problem-solving plans began to take shape. “By the end of the week they had the beginnings of a plan so they felt empowered to solve a problem they feel passionate about,” Jan concluded.

By utilizing creative approaches to familiar classes, Camp Innovate challenged students to approach learning in new and exciting ways. “Camp Innovate highlighted ideas in art, language arts, social studies, science, and mathematics,” said Julia Roberts, Executive Director of The Center for Gifted Studies. “Fourth and fifth graders examined the processes leading to innovation as well as examples of innovation. Innovation creates a bright future.”



Academically Talented Seventh Graders Honored at Duke TIP Ceremony

Nearly 400 academically talented seventh graders from throughout Kentucky were honored by the Duke Talent Identification Program (Duke TIP) May 22 at Western Kentucky University. Duke TIP's 7th Grade Talent Search identifies students across a 16-state region who have scored at or above the 95th percentile on a grade-level achievement test as a sixth grader. As part of the program, these academically talented students take above-level college-entrance exams to learn more about their abilities. Duke TIP then holds recognition ceremonies to honor the seventh graders who scored the highest on the ACT or SAT. The Center for Gifted Studies at WKU has hosted the annual Kentucky Recognition Ceremony since 1982.

In the 2015 talent search, a total of 22,236 students from Duke TIP's region scored well enough to be invited to a state recognition ceremony. In Kentucky, 2,625 students were tested and 1,293 qualified for the state recognition ceremony. Of those students, 153 also qualified for the grand recognition ceremony at Duke University by scoring among the top tier of all students in the 16-state region. Of the students invited, 382 attended the Kentucky Recognition Ceremony.

Julia Roberts sees the program as an important way to identify potential in academically gifted students: "The Ken-



tucky Recognition Ceremony for the Duke Talent Identification Program provides the opportunity for parents and other family members, friends, and educators to celebrate with seventh graders who scored at the average or above for college-bound seniors on the SAT or ACT. These young people have exceptional academic potential that must be nurtured."

Keynote speaker Representative Derrick Graham, chair of the House Education Committee, encouraged the students to look at the recognition as a stepping-stone toward success. "I hope you enjoy today because you earned this recognition, but don't think of it as a reward for past efforts," he told the students. "Think of it as a ticket to do even more."

Other speakers included WKU Provost and Vice President for Academic Affairs Gordon Emslie, Manager of the Diverse Learners Branch of the Kentucky Department of Education Kathie Anderson, and Duke TIP Talent Search Manager Judy Elsey.

Several fourth through sixth grade students were also recognized during the ceremony through the fourth through sixth grade talent search. These students scored exceptionally well on the eighth grade level Explore test.

A very special thank you goes to the Kentucky Education Savings Plan Trust which cosponsored a reception following the ceremony.



PHOTOS BY SAM OLDENBURG

The way Advanced Placement science classes are taught in high schools has undergone a shift in recent years, with labs playing a more integral role in teaching students the processes of science. The consultants at the AP Summer Institute (APSI), hosted by The Center for Gifted Studies this past June, were excited about this shift and eager to work with AP teachers from across the country on how it affects their classroom.

“The focus has shifted on the labs, which used to be about verifying content,” revealed Michelle Strand, the APSI Physics consultant. “Now they’re more about the science skills. I think that’s an amaz-

ing shift because that’s where the science portion of the ACT has gone. It’s all about if students can interpret data or a graph. If they understand the processes, they’ll get more out of the labs.”

Pam Bryer, who taught the beginner APSI Biology course, agreed with her colleague: “With labs, students can make the connections with hands-on experience and actually see the principles that we’re talking about happening in front of them. Plus they understand the process of science a lot better. There’s trial and error, but you learn from things that don’t go the way you think they’re going to go.”

Scottie Smith didn’t even teach content in her APSI Environmental Science course. She focused on integrated labs that were inexpensive and important. Partici-

pants were getting their hands dirty in soil formation, quality, and fertility labs and dissolving oxygen and pH in water. The class even ventured to Hidden River Cave in Horse Cave for on-site nitrate and turbidity tests in water. “Experiential learning is always more efficient than classroom learning,” Scottie explained. “Having them conduct a soil test or water quality test, those tests will remain in their heads way better.”

For Laurie Babbs, who teaches at Webster County High School in Dixon, KY, that experience in the cave was very meaningful. “We used typical water tests to test the quality of water from a cave and were able to experience field testing within the caves,” she described. “Many people are not in an area where they can study

LABS IN AP SCIENCE CLASSES PREPARE STUDENTS FOR SUCCESS



SAM OLDENBURG

This summer 468 participants attended one of the 25 workshops offered here on WKU’s campus. People came from 21 states and 3 countries.

caves. Therefore, this was a very valuable experience for many AP instructors.”

Michelle, Pam, and Scottie all said that inquiry-guided labs have replaced what were formerly known as cookbook labs. Those labs, while engaging students in hands-on learning, did little to stimulate their minds since they were essentially following a recipe. In today’s AP classrooms, teachers demonstrate a lab and then expect students to design and execute their own labs with only a few questions to guide them. “A lot more conversation is happening with the labs now,” Michelle explained. “Students have to discuss procedures, their conclusions, and be prepared to back their conclusions with evidence they have from the labs.”

“Labs are so important because students get to teach each other in these kinds of settings,” said Katelyn Duncan, a physics participant from Oakland High



New Degree in Gifted Education Available

Western Kentucky University has added a master's degree in Gifted Education and Talent Development. The new degree offers two pathways leading to an MAE in order to serve both educators and researchers. The Advanced Certification for Teacher Leaders will allow teachers, administrators, counselors, librarians and other special teachers to enhance their knowledge and skills in a concentration that leads to a Rank II certification and gifted endorsement. The Advanced Research Focus will prepare students for a variety of careers in higher education, government policy work, or other organizations and could lead to a Rank I for those who have earned a master's degree.

College of Education and Behavioral Sciences Dean Sam Evans is thrilled about the impact the new program will have throughout Kentucky and beyond: "This degree will provide expanded opportunities for educators and other professionals desiring to increase their knowledge base and skills in the field of gifted education."

The classes will be taught by nationally and internationally recognized graduate faculty with specialties in gifted education and talent development, including Julia Link Roberts, Mahurin Professor of Gifted Studies. She is delighted with the impact graduates of the new program will eventually have on elementary and secondary school students as well as on decision-makers.

"Offering the MAE in Gifted Education and Talent Development will open options for graduate study in this important content area," she said. "The MAE in Gifted Education and Talent Development will complement the exceptional opportunities at WKU with The Center for Gifted Studies, The Gatton Academy of Mathematics and Science in Kentucky, the international headquarters of the World Council for Gifted and Talented Children, and the state offices of the Kentucky Association for Gifted Education."

Other faculty teaching in the MAE program are Dr. Janet Tassell and Dr. Toni Szymanski.

School in Murfreesboro, TN. "The deepest level of understanding a concept is when you are able to teach someone else. With students collaborating and teaching each other in labs, they are able to solidify their understanding of physics concepts."

Katelyn's classmate Fred Cox, who teaches at Paul Laurence Dunbar High School in Lexington, thought Michelle properly explained the benefits of this new approach with labs. "I think the institute is a good way for educators to become either initiated to or more comfortable with inquiry-based lab experiences," he said. "For those teachers who are not already on board with the idea, they begin to understand how inquiry, rather than cookbook, leads to a greater depth of student understanding."

What better way for teachers to grasp how these new labs should be taught than to try them out for themselves? "We had the opportunity to share our experiences with the different lab topics," recalled Paul Bates, a biology participant from Apollo High School in Owensboro. "We were given time to do the labs ourselves. Pam encouraged us to try different techniques with which we were not familiar."

Teaching teachers with labs ensures that they're able to share with their students the crucial information they need to succeed in AP classes. Without understanding the processes of science that are learned during labs, students will struggle with the AP exam and the ACT. Scottie explained it this way: "The labs demonstrate the science we want the students to learn. If you can't demonstrate the science that applies, you can't answer any of the questions on the exam."

In terms of science labs preparing students for success, that goal extends beyond the classroom and the AP exams. As Pam puts it: "They're going to be presented with something they've never seen before and have to reason it out. That's important because that's what they're going to do whether they go into science or not. With a new situation, they take what they've learned and deal with that situation."

STUDENT GROWTH BEGINS WITH ACTION RESEARCH

By Melody Ann Wallace, Kentucky Student Growth Project participant
and Daviess County Middle School Language Arts teacher

On June 8 and 9, elementary, middle, and high school teachers from as far away as Union County eagerly made the drive to attend a two-day training at the Knicely Conference Center in Bowling Green. What would prompt forty-nine educators from thirteen different schools across seven different districts to be excited about attending professional development just days after they celebrated the last day of the 2014 school year? The answer: the Kentucky Student Growth Project. The project is part of the Advanced Learning Workshop Series and focuses on the implementation of classroom action research to support student growth at all grade levels. The Kentucky Student Growth Project is a grant-funded project made possible through a joint effort between The Center for Gifted Studies and kid-FRIENDLY, a GRREC (Green River Regional Educational Cooperative) grant funded by Race to the Top. Dr. Angie Gunter, Dean of Liberal Arts at Daviess County High School and past-president of the Kentucky Council Teachers of English, leads the project.

Months prior to the professional development training, teachers applied and were accepted to the cohort program based on their suggested student growth goals in the areas of reading and writing. Those teachers would then make a year-long commitment to attend Twitter chats, face-to-face meetings, and conduct peer observations, where they could share and be held accountable for the research and evidence they had collected from their classrooms. During this two-day training, the educators were given a wealth of new educational and research-based resources, so that each teacher or group of teachers could propose and develop an action research project to be carried out in the upcoming 2015-16 school year. The teachers were supplied with iPad Minis in order to collect video and photo evidence to upload and share with their peers.

The research ideas that were proposed covered a wide range of topics, yet were all current and applicable to real-world



learning for students. Reading topics spanned from analyzing complex texts and decoding new meaning in vocabulary words to teaching students how to develop and strengthen their own background knowledge of a particular topic. In the area of writing, teachers selected topics such as philanthropy, self-reflection of individual learning styles, and interest-based language arts classes in order to motivate and inspire students to be stronger, more engaged writers.

Each day, it was evident from the smiles on their faces that these teachers

weren't just excited about the resources that they had been given, but they were also motivated to work together in order to learn how to better affect their students' growth in the classroom and refine their teaching practices. The positive impact was immediately evident through online posts and tweets by many of the attendees. Ashley Hicks from Owensboro Middle School tweeted, "I should not be excited about next school year during the summer, but I am!" College View Middle School teacher Lexie McDuffee echoed the sentiment by tweeting, "I'm excited to

be here!” Ginger Estes, Daviess County Middle School, expressed how much she was “loving the culture here.” Apollo High School teacher Kendra Bronsink remarked, “What better way to spend our first day of summer vacation!” Facilitator Tracy Inman shared her excitement by tweeting, “What an incredible group of educators! Can’t wait to see where this takes us.” However, Daviess County High School teacher Therese Payne summed it up best in her project introduction by saying, “I have had to re-evaluate the way I deliver instruction to students in order to make sure that the (Common Core) standards are being met. This project enables me to develop a specialized set of activities to do just that.”



SAM OLDENBURG

Julia Roberts Recognized by Alma Mater

Julia Link Roberts was recognized for her contributions to the field of gifted education with an award given by her alma mater, the University of Missouri, March 13 in Columbia, MO.

The Honorary Alumni award given annually by the MU College of Education was presented to Julia for her work as executive director of The Center for Gifted Studies and The Carol Martin Gatton Academy of Mathematics and Science in Kentucky. She is also the Mahurin Professor of Gifted Studies.

The award is bestowed upon individuals who have made professional contributions to the concerns and objectives of the MU College of Education or to the advancement of quality education at the state or national level. Recipients must be nominated by an alumnus of the MU College of Education or a member of its faculty or administration.

Dean of the College of Education and Behavioral Sciences at WKU Sam Evans, an alumnus of the MU College of Education, wrote a letter nominating her for the award. “I have had the

opportunity and privilege to be with Dr. Roberts in numerous professional settings and her knowledge of the discipline and the impact of her work are significant,” he wrote. “It is gratifying

and rewarding to hear the comments from students and their parents about the direct impact that Dr. Roberts has had on their lives.”



Fellow MU College of Education alumna Bronwyn MacFarlane, associate dean for the College of Education and Health Professions at the University of Arkansas at Little Rock, also wrote a nominating letter. “Her advocacy work for gifted education and educational reform is legendary,” she wrote. “Across Kentucky, Dr. Roberts is known for her positive relationships which

have generated a ripple effect stemming from her service on the gubernatorial-appointed Kentucky Advisory Council for Gifted and Talented Education to the local delivery of quality programming for talented learners.”

Congratulations, Julia!

You might have seen him hanging over a balcony railing, crawling out of a construction site, or standing on a table. The camera in his hands makes muted clicking sounds as he looks for the shot that will perfectly capture the moment, the person, or the time. Meet Sam Oldenburg, marketing genius for The Center for Gifted Studies.

Sam joined The Center's staff as Coordinator of Technology and Communications in January and has worked his magic ever since. His photographs beautifully capture the learning, teaching, and "Aha!" moments seen regularly in The Center's programs. Sam's wizardry with the camera is matched only by his technical expertise. The ability to work with multiple digital platforms has helped him to become a true storytelling photojournalist.

While a photojournalism major in the Honors College at WKU, Sam was the recipient of numerous scholarships, highlighting his commitment to excellence (to name a few: the Paul and Ellen Schuhmann Student Publications Scholarship Fund, the Bob Adams Scholarship, the Thomas R. Curran Journalism Scholarship, the Award of Excellence Scholarship, the National/International Academic Scholarship, and the Bryan L. Armstrong Memorial Scholarship). He worked on WKU's student publications during his four years on the Hill, including stints as photo editor for the *Talisman* yearbook and assistant photo editor for the *College Heights Herald* newspaper. Both publications were recognized with top national awards during his time as an editor. Sam was also a participant and volunteer staff member of the Mountain Workshops held annually by the photojournalism department.



Meet Sam: The Center's Storyteller

Wondering about life in a monastery? Yes, there's an app for that, and Sam created it. For his capstone multimedia project, Sam documented daily life at a monastic community in Saint Meinrad, IN, over the course of three months.

Before coming back to WKU, Sam worked at the *Catholic Courier* in Rochester, NY, where he was the recipient of several more awards for his photography, video, and online work. At the *Catholic Courier*, Sam was responsible for photography, videography, web design, online news editing, and social media, all of which made him a perfect fit for The Center.

The epitome of a renaissance man, Sam brings so much more to his work than

just engaging photographs. WKU Coming Home King candidate, furniture maker, chef, magician, and balloon artist which he artfully talks about in terms of The Center: "I started my own business twisting balloons when I was in high school at fairs, festivals, and parties. That balloon twisting business was really one of the first experiences where I had to think a lot about both marketing and customer service, both of which are skills I put to use every day now at The Center."

How does Sam approach taking pictures for a story? "Every storytelling tool has different strengths, so to pick the right tool, I consider the story that's being told and the audience it's being shared with," he explained. "Whether I'm using photography, writing, video, audio, design, infographics, or interaction, the thing that's always at the core is a story about the amazing students, teachers, and parents we have involved in The Center. I want what I do to complement those stories, not overshadow them. Photography is great for freezing a moment that will resonate with both current students and alumni of our programs. Written stories and videos, on the other hand, are great for having participants share in their own words the impact our programs have had on them. In my time so far with The Center, I've learned that no one tells our story better than the countless students who have been impacted by our programs and advocacy. There are so many compelling stories to share, and we've just uncovered the tip of the iceberg so far."

We welcome Sam and look forward to uncovering that iceberg.

Make a Gift to THE Center FOR Gifted Studies

SEND TO:
The Center for Gifted Studies
Western Kentucky University
1906 College Heights Blvd. #71031
Bowling Green, KY 42101-1031

*Make checks payable to
the WKU Foundation.
All gifts are tax deductible.*

Name _____

Address _____

Home Phone _____ Work Phone _____ Email _____

Company _____ (If your company has a matching gift program, please include form.)

Enclosed is my/our gift for \$ _____

Charge to: Visa Master Card

Total pledge \$ _____

Acct. # _____

Amount Enclosed \$ _____

Exp. Date _____

Balance \$ _____

Signature _____

I would like to designate this gift to the Alumni Challenge.

I would like to know more about including The Center for Gifted Studies in my estate plans.

I would like to talk to someone about other ways to support The Center (e.g., endowment, scholarships, specific programs, etc.).



SAW OLDBURG

Contact The Center

DR. JULIA ROBERTS
Executive Director

The Center for Gifted Studies
Western Kentucky University
1906 College Heights Blvd. #71031
Bowling Green, KY 42101-1031

Phone: 270.745.6323
Fax: 270.745.6279
Email: gifted@wku.edu

MS. AMANDA COATES LICH
Development Officer

*The Center for Gifted Studies, The Gatton Academy of
Mathematics and Science, and the WKU Honors College*

Institutional Advancement
Western Kentucky University
1906 College Heights Blvd. #11005
Bowling Green, KY 42101-1005

Phone: 270.745.2340
Email: amanda.lich@wku.edu



The Center for Gifted Studies
Western Kentucky University
1906 College Heights Boulevard #71031
Bowling Green, KY 42101-1031
ADDRESS SERVICE REQUESTED



CALENDAR

Fall Trip to Belgium and the Netherlands
October 2-11, 2015

Berta Excellence in Education Series
October 15-16, 2015

Twice-Exceptional Learners Seminar
October 22, 2015

Fall Super Saturdays
October 31, November 7, 14, & 21, 2015

Leadership Institute XVIII
January 12-13, 2016

Winter Super Saturdays
January 30, February 6, 13, & 20, 2016

Spring Break in France
April 1-10, 2016

Camp Innovate
June 6-10, 2016

SCATS
June 12-24, 2016

VAMPY
June 26 – July 16, 2016

Advanced Placement Summer Institute
June 27 – July 1, 2016

Camp Explore
July 11-15, 2016