



the challenge

Magazine of The Center for Gifted Studies

The Time Is Now: The Kentucky Academy of Mathematics and Science

The photograph of then-Congressman Fletcher was taken when he spoke with the 2003 VAMPY young people and faculty. He submitted the following statement on the proposed Kentucky Academy of Mathematics and Science for the Kentucky Association for Gifted Education newsletter, *KAGE Update*, which was printed in August, 2003.



PHOTO BY SHERYL HAGAN-BOOTH

"I believe that the proposed Kentucky Academy of Mathematics and Science is an important part of ensuring future economic prosperity in our state. According to the report *Challenges for the New Century* (2000), Kentucky currently ranks 47th in the number of scientists and engineers in its population and 39th in its adaptation to the New Economy. Kentucky's best and brightest are leaving the state in record numbers because there are few New Economy industries to attract their talents and utilize their skills after graduation. Support for the Academy should be an integral part of a multifaceted approach to bring Kentucky into the New Economy and keep our kids at home. The program has proven to be effective in Texas and would certainly be so here. The longer we wait to establish the Academy, the longer our children – and state – will suffer."

ERNIE FLETCHER
Governor of Kentucky

Letter from Julia Roberts

DEAR FRIENDS OF THE CENTER,

Who should advocate for appropriate educational opportunities for children who are gifted and talented? Anyone who supports excellence in education should be an advocate. Anyone who has been affected by appropriate or inappropriate educational experiences has a message that needs to be shared with decision-makers. Parents, educators, and citizens can be effective advocates. Even after one's children are no longer involved in school, it is important to influence decision-making. I hope you will resolve to be a life-long advocate for gifted children!

Talk to your legislators at the state and national levels. Write to your governor and key officials in the executive branch. Communicate with members of your state and local school boards. If they don't hear from you, they will assume that all is going well. If services are available to challenge gifted children, decision-makers need to know that as well. Advocating is an ongoing process.



Stay informed. Today a lot of information is available through the internet. Belonging to state and national organizations brings newsletters and periodicals with up-to-date information.

Joining an organization that advocates for gifted children also provides the opportunity to collaborate with others. Numbers count in advocacy work. The Parent Leadership Association, a Prichard Committee/KSA-Plus Communications collaboration, uses the following statement that is both humorous and powerful.

COLLABORATION COUNTS

- 1 Parent = A Fruit Cake
- 2 Parents = Fruit Cake and Friend
- 3 Parents = Troublemakers
- 5 Parents = Let's Have a Meeting
- 10 Parents = We'd Better Listen
- 25 Parents = Our Dear Friends
- 50 Parents = A Powerful Organization

The time is now. Please speak out on behalf of children who are gifted and talented. These young people must be challenged to reach the highest levels possible. These young people will play a large part in creating the future.

Sincerely,

A handwritten signature in cursive script that reads "Julia Roberts". The ink is dark and the signature is fluid and elegant.

Julia Roberts
Director

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

Becoming an internationally preeminent center is the vision of The Center for Gifted Studies. This vision includes 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.

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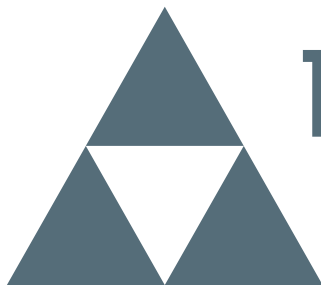
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What is the Kentucky Academy of Mathematics and Science?

Western Kentucky University has proposed establishing the Kentucky Academy of Mathematics and Science, whose mission is to offer a residential early admissions college program for bright, highly motivated Kentucky high school students who have demonstrated interest in pursuing careers in mathematics and science.

The Kentucky Academy also seeks to provide its students with the companionship of peers; to encourage students to develop the creativity, curiosity, reasoning ability and self-discipline that lead to independent thought and action; and to aid students in developing integrity that will enable them to benefit society.

The goal is to enable Kentucky's exceptional young scientists and mathematicians to learn in an environment which offers advanced educational opportunities, preparing them for leadership roles in the Commonwealth of Kentucky – all of which is necessary for Kentucky's success in the New Economy.



The Kentucky Academy of Mathematics and Science

Please Join Us as We Celebrate Gifted Education at the Capitol

On January 14 from 6:00 to 8:00 PM (EST), please join us for a reception in the Capitol Rotunda for legislators and Governor Fletcher. On this occasion we will honor three outstanding individuals with Challenge Awards because of their tremendous contributions to gifted education in Kentucky and beyond: Susan Leib, J.T. Sandefur, and Donald Zacharias. They join previous Challenge Award winners Larry Laird, Doris Mills, and Jody Richards. Please let us know at The Center if you will be there. We hope so! See page 13 for more details.

Why is it important?

The establishment of the Kentucky Academy is key to building a workforce which is scientifically and mathematically oriented. Such a workforce is the prerequisite for Kentucky's economic future.

CONNECTIONS TO KENTUCKY'S EDUCATIONAL PLAN

One of the principles in the Kentucky Education Reform Act states that "All children can learn at high levels, given adequate time, opportunity, and support." "All" includes those with "learning challenge" (e.g., being gifted in a school that cannot offer you appropriate challenge). This principle is coupled with a very powerful statement: "The goal is success for every child." Every child deserves to make continuous progress – including those who are gifted and talented.

Kentucky's Council on Postsecondary Education (CPE) created *2020 Vision: An Agenda for Kentucky's System of Postsecondary Education* (1998) which included this as part of the vision: "An integrated system of elementary and secondary schools and providers of postsecondary educations, committed to meeting the needs of students and the Commonwealth, and acclaimed for

excellence, innovation, collaboration, and responsiveness." The Kentucky Academy is part of that vision. In fact, the CPE has called for change: "A responsive and flexible system of postsecondary education is the most important tool we need to help Kentucky flourish in the early decades of the 21st Century."

The P-16 Council, made up of representatives from the Kentucky Board of Education and the Commissioner of Education, the CPE, the Education Professional Standards Board, the Governor's Office of Early Childhood Development, and the Cabinet for Workforce Development, was created in 1999. Advancing both KERA and House Bill 1, the P-16 Council advises the Board of Education and the Council

on Postsecondary Education on the elimination of barriers impeding student transition from preschool through the baccalaureate among other topics. For some, finishing high school before entering college is indeed a barrier to learning.

Part of the Kentucky Board of Education's mission (2003) is "to assure that each child is given the maximum opportunity to achieve at high levels." The Academy is a necessity for those who have maxed their options by their sophomore year.

CONNECTIONS TO NATIONAL SECURITY

The U.S. Commission on National Security for the 21st Century says in its report, *Road Map for National Security*:

Imperative for Change (February 15, 2001), "Second only to a weapon of mass destruction detonating in an American city, we can think of nothing more dangerous than a failure to manage properly science, technology, and education for the common good over the next quarter century The capacity of America's educational system to create a 21st Century workforce second to none in the world is a national security issue of the first order. As things stand, this country is forfeiting that capacity."

CONNECTIONS TO THE NEW ECONOMY

According to the *State New Economy Index* by Atkinson, Court, and Ward (1999), "Growing or attracting a high-

The establishment of the Kentucky Academy is key to building a workforce which is scientifically and mathematically oriented. Such a workforce is the prerequisite for Kentucky's economic future.

THE SIERPENSKI TRIANGLE, the symbol of the Kentucky Academy, is often used as an elementary example of fractals. A fractal is a geometric object that is similar to itself on all scales. If you zoom in on a fractal object, it will look similar to the original shape. The Sierpinski triangle is formed by connecting the midpoints of each side of an equilateral triangle and removing the middle triangle. This removal of triangles repeats infinitely, and the resulting pattern is the Sierpinski triangle. The Sierpinski triangle is a basic pattern that can be used to teach in-depth concepts. When repeated an infinite number of stages, the Sierpinski triangle has a number of triangles approaching infinity but an area approaching zero. It has connections to other patterns and applications to real world modeling.



The Sierpinski triangle is a simple concept that opens doors to a vast number of connections and applications. The Kentucky Academy of Mathematics and Science is a simple concept that opens doors for young people to discover connections with others like themselves and to be challenged academically, applying their intellects in a setting designed to meet their interests, needs, and abilities. Students will realize all sorts of connections and applications for their lives at the Kentucky Academy.

quality, scientific workforce is critical to continued economic growth in states." Legislatures in eight of the bottom ranking sixteen states in adaptation to The New Economy have established residential mathematics and science academies in an effort to improve the quality of human capital in mathematics and science. Ranking 50th is Mississippi, whose legislature has established the Mississippi School for Mathematics and Science. Its director, Joe Portera, says, "To quote the State Superintendent who was instrumental in this school's creation - 'It's the sizzle on the steak in the Mississippi Reform Movement.' It sends business a loud message about Mississippi's commitment to develop the workforce of the future."

Kentucky's Science and Technology Strategy (1999) proposes that "Kentucky education systems prepare highly skilled, knowledgeable graduates with the necessary mathematics and science capabilities for successfully maneuvering in the 21st Century knowledge economy."

Our National Education Goal #4 told us that by the year 2000, American students would be the first in the world

(Continued on page 5)



Timing is critical for the Kentucky Academy; be sure to let the governor and legislators know how important it is that the Kentucky Academy is funded in 2004.

What can you do to secure the Kentucky Academy?

In order to make the Kentucky Academy of Mathematics and Science a reality, we need the support of legislators, business and industry, and Kentucky citizens. Materials pertaining to the Kentucky Academy are available upon request. We can also do presentations for your organization or business.

Contacting your legislators in support of the Kentucky Academy of Mathematics and Science, would make a strong impact. Letters can be highly effective especially if a few guidelines are followed.

Use a personal or business letterhead with a return address. Be clear in stating your reason for writing. Explain how the Kentucky Academy affects gifted services and you, your child, your students, your community, and/or the Commonwealth. Ask for a written reply from your legislator stating his/her position on the issue. Always thank your legislator for his/her support.

- *If you wish to write to your legislators in Frankfort during session, use the follow address:*

(Name)

*Legislative Offices, Capitol Annex
Frankfort, KY 40601*

- *You may also leave a telephone message for the Kentucky General Assembly members at 800.372.7181.*
- *Faxed messages can be sent to 502.564.6543.*
- *You may contact your legislators at the website: www.lrc.state.ky.us/whoswho/whoswho.htm.*

Timing is critical for the Academy; be sure to let Governor Fletcher know how important it is that the Kentucky Academy be a part of his budget. Also make sure that your legislators understand the vital impact the Academy will have on our Commonwealth.

**Find out more about the
Kentucky Academy of
Mathematics and Science
at www.wku.edu/academy.**



(Continued from page 2)

in math and science achievement – first! Yet in the 1998 Third International Mathematics and Science Study (TIMSS), our best students ranked in the middle third.

According to the National Science Foundation, North Carolina increased its number of scientists and engineers by 125% from 1980 to 1990. The North Carolina School for Science and Mathematics (NCSSM) was established in 1982. NCSSM reports that 66% of their students stay in-state to finish their degrees and 57% stay or return to live and work.

Kentucky juniors and seniors in high school who have interest and ability in mathematics and science need opportunities to learn at the highest levels possible, and many high schools cannot meet their needs. The Kentucky Academy of Mathematics and Science will enable Kentucky's exceptional young mathematicians and scientists to learn in an environment which offers advanced educational opportunities, preparing them for leadership roles in the Commonwealth of Kentucky.

Who are the students?

Each year the Kentucky Academy will admit 100 Kentucky students who apply during their sophomore year and are awarded admission based on standardized test scores, grades, personal interviews, and recommendations. After the first year, 100 new juniors will be enrolled each year for a total of 200 students.

Instead of spending their junior and senior years in traditional high schools, students will enroll in the Kentucky Academy and live in a uniquely dedicated Academy residence hall.

Taking courses offered by Western, their classmates will be fellow Academy students and Western undergraduate students. At the end of two years, Academy students will have earned at least sixty college credit hours in addition to completing high school. Academy graduates may choose to stay at Western or transfer to other universities to complete their bachelor's degrees.



PHOTO BY SHERYL HAGAN-BOOTH

Kentucky Academy students' scholastic test scores and nationally recognized achievements such as ACT/SAT scores and national merit awards will be credited to the home high school. Academy students will be able to participate in their home high school senior class ceremonies.

Would Kentucky's Academy be the first of its kind?

Similar opportunities are offered to young people in Alabama, Arkansas, Illinois, Indiana, Louisiana, Maine, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, and Texas. The highly successful Texas Academy of Mathematics and Science, which has been operating for well over a decade, will be used as a model for the Kentucky Academy of Mathematics and Science.

Similar academies, all funded by the legislature, have been in existence for over 20 years and not one of them has been unsuccessful. The Kentucky Academy of Mathematics and Science could create a stimulating and academically challenging environment in which Kentucky students could flourish, too.

The College Board recently honored Julia Roberts, The Center, and Western for our Advanced Placement partnership. The crystal award reads: *The College Board Southern Regional Office Service Recognition Award Presented with sincere appreciation to Julia Link Roberts and Western Kentucky University in recognition of 20 years of service to the College Board as an Advanced Placement Summer Institute and Director. Although other institutions received service awards, ours was the only one whose director was honored.*



Students

It was 20 years ago when Julia Roberts, director of The Center for Gifted Studies at Western Kentucky University, took Cindy Gilson under her wing at the first Summer Program for Verbally and Mathematically Precocious Youth.

Gilson, now of Evansville, IN, was just a seventh-grader then. She was shy, felt awkward and had never been away from home in a housing project in Owensboro.

"I was kind of scared at first, but it was a lot of fun," Gilson explained Saturday during the 20th anniversary of VAMPY Camp on Western's Downing University Center's South Lawn. "It was a different environment, and there were just 31 of us then."

This year, there are 205 seventh- through tenth-grade campers from several states at the three week VAMPY camp session, which was started at WKU to give extremely bright kids who score higher than normal on a section of the ACT or SAT a chance to learn in a college environment.

The campers gathered on the lawn Saturday to enjoy a dinner and meet with former VAMPY camp alumni and teachers.

"I grew up in the projects, and you got by," she said. "You were lucky to go to high school. Nobody went to college."

Gilson's family was on welfare, she said, and didn't value or push education.

"I knew I wanted more than that," she said.

Roberts and her husband, Dick Roberts, a VAMPY camp volunteer and middle and secondary grades professor at Western, told Gilson she could be anything she wanted.

Gilson attended VAMPY on scholarships for three weeks each summer until tenth grade. Then, she went on to be a Governor's Scholar and to get a double major in math and psychology and a minor in writing at WKU.

Now she works as an information system specialist at Toyota Manufacturing in Evansville.

She came to the VAMPY camp reunion mainly to see the Roberts, with whom she'd kept in contact for years. The couple even came to her wedding.

"I would say they're definitely friends," she said.

At the reunion, she ran into the only other original camper to attend the 20th anniversary event.

"I remember Matt," she said of Matt Fischesser, now an architect who lives in New York City. "He was..."

Her voice trailed off, and she moved her hand from shoulder height toward the ground. Fischesser admitted he was much shorter when attending VAMPY Camp years ago.

Fischesser was a seventh-grader from Park Hills in northern Kentucky when he attended the first VAMPY camp. Like Gilson, he attended each of the four years he was eligible.

He made good friends at VAMPY Camp. In school, he said, he was nearly two years younger than his classmates. And he was not very challenged in regular school.

"I was a huge discipline problem because I was bored silly," Fischesser said. "I was suspended in grade school and suspended in high school."

At VAMPY Camp, he quickly made dear friends while studying on a college level. One good friend was Stephanie Woodward, who died in a car wreck in 1987 and who had been Gilson's VAMPY Camp roommate.

"That was one of the most important relationships I had here," the graduate of the Boston Architectural Center said.

For a while, Fischesser kept in touch. Then he didn't hear from her for a while. Julia Roberts wrote to tell Fischesser that Woodward had died.

"She was the first person I knew who died who wasn't a grandparent," he said. And "she was real, real genuine and very considerate...."

From time to time, Fischesser still thinks of Woodward.

It's the relationships that

make VAMPY camp special while children are learning, he said.

Current VAMPY campers Marie Buckingham, 15, of Louisville and Kate Whitney, 14, of Georgetown seem to be current proof of that.

The two have become extremely close since Monday, when this year's VAMPY camp began.

"I made friends within a day, and I'll probably keep in touch with them," Marie said.

Julia Roberts said she's glad the children love the camp and want to come back years later. Her husband agreed, and said the camp is also a lot of fun for the teachers and other volunteers.

"When you see the joy they have in this place and in coming back again, and the success they've had, it's fantastic," Dick Roberts said. "You wouldn't think three weeks out of 52 (per year) would be that important, but for some of them, it means a lot."

VAMPY CAMPERS REMINISCE AT ANNIVERSARY

*By Alicia Carmichael
The Daily News, July 6, 2003
Reprinted with Permission*

On May 29 and 30, Kentucky's brightest seventh graders were recognized at the Kentucky Recognition Ceremony for the 23rd Annual Talent Identification Program (TIP). TIP, through Duke University, sponsored a series of recognition ceremonies to honor some of the most talented seventh-graders in the United States. This year more than 20,100 students were invited to attend State Recognition Ceremonies; 1,056 of those students live in the Commonwealth. Kentucky students invited to the Duke TIP ceremonies earned scores that would be the envy of many graduating seniors.

Duke TIP sponsors both State Recognition Ceremonies and a Grand Recognition Ceremony for the very highest scoring students. Students invited to the Grand Recognition Ceremony earned a math or verbal score on the Scholastic Assessment Test (SAT) or the American College Testing Assessment (ACT) higher than 90% of college-bound high school seniors. Of the 80,919 students who participated in the 2002-2003 Talent Search,

1,295 qualified for this honor – including 68 Kentuckians.

Out of 3,979 Kentucky students who took the tests, 1,056 of them were invited to the Kentucky Recognition Ceremony held at Western Kentucky University (for the 21st year). Kentucky House Representative Rob Wilkey addressed the group May 29, and Trace Die Cast, Inc., CEO Chris Guthrie inspired them on May 30 to "Maximize Their Talent."

Mr. Guthrie stressed the importance of doing whatever you do to the best of your ability in order to maximize your talent. He used Pat Conroy's *Prince of Tides* to illustrate this through the indigent character of Mr. Fruit. The self-appointed traffic director of Street of Tides, Mr. Fruit

put his heart, soul, and "gut" into helping people cross streets and leading the town's parades; the narrator says, "My grandfather would always tell us that Mr. Fruit had done as well with what he had as any man my grandfather had ever met." Doing well with what you have is critical.

To maximize our talent, Mr. Guthrie argued, it takes head, heart, and guts. Gaining knowledge in all areas and building strong relationships with teachers and mentors stem from the head. Compassion comes from the heart, and this is needed when we help others reach their potential. In Pat Conroy's words, "A community can be judged in its humanity or corruption by how it accommodates the Mr. Fruits of the world." Lastly, he emphasized the gut. Here is the difference between confidence and arrogance; here lie persistence and stamina. He closed with a quote from Calvin Coolidge: "Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful people with talent. Genius will not; unrewarded genius is almost a proverb. Persistence and determination alone are omnipotent. The slogan 'Press On' has solved and always will solve the problems of the human race." These children certainly will Press On.

The day before, Representative Wilkey also began his speech with a reference to literature: Robert Fulghum's *All I Really Need To Know I Learned in Kindergarten*. Weaving this work throughout his speech, he encouraged the audience to consider its points as they "write" their own life books by the choices they make. His message spoke to all: "Work hard, work smart, and you'll find the doors to where you want to go will open when you knock. Just never give up if they seem a little jammed at first."

(Continued on page 11)

Messages for Kentucky's Best and Brightest

We at The Center extend our warmest gratitude to Dr. Bharat Mody of Glasgow, KY. Dr. Mody has generously donated his time, talents, insight, and funds while serving on our Board of Advisors. Even though September was his last meeting, he has assured us that his heart is with us and that he's only a phone call away. Our relationship with this wonderful family began in the early '90s when Dr. Mody and his wife, Dr. Bharati Mody, brought their young daughters, Bhavana and Bhavani, to SCATS. Dr. Mody assures us, though, that it is a relationship that has no end. And for that, we are grateful.

The Center for Gifted Studies Board of Advisors

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The Center has sponsored travel study trips abroad for almost two decades. Our latest adventure, The Italian Experience, introduced twenty youth and adults to that richly cultured peninsula country noted for robust food, Renaissance masters, and ancient ruins. Dr. Jim Flynn, the co-director of the trip along with Mrs. Carolyn Pitchford, took a few moments for some "Italy ruminations:"

I have traveled abroad with student groups on numerous occasions, but always with college-age students. I was a bit concerned before the Gifted Studies trip to Italy about traveling with younger students – middle school and high school age – but I quickly discovered that the students on this trip were gifted in many ways: not only intellectually but also in responsibility and the fine arts of courtesy and thoughtfulness.

They are bright kids, every one of them. And they showed that with the attentiveness they gave to our art history lecturers and various local guides. They all were alert and active learners, asking questions and answering them too! But, maybe more importantly, they are all good kids, who soaked up Italian culture and experiences and had a

great time doing it. They were a joy to be around, as I think all of the adults who traveled with the group would agree.

Everyone with the group would probably come up with a different list of highlights of the Italian Experience. For some it may have been Piazza San Marco in Venice, or maybe the many rich treasures of Florence, like the Uffizi Gallery or Michelangelo's David; or for some it could have been the quiet solemnity of the Cathedral of St. Francis in Assisi or the fireworks on Pentecost Sunday at Orvieto; or Rome, whose ancient monuments like the Colosseum or Pantheon stretch our sense of time and wonder, or the Sistine Chapel ceiling and other world-famous artworks in the Vatican Museum. Regardless of our individual highlights list, the whole Italian experience was a rich mosaic of a fabulously complex culture that speaks to us from its storied past and its vibrant present.

The next opportunity to travel with The Center is March 26 to April 4, 2004, when we visit London in the spring. We hope you'll join us! Then we'll journey Down Under from July 19 to August 1, 2004, in the Australian Experience.

Reflections of an Italian Traveler



KIM MURPHY (SCATS 1989 and 1990) attended both St. Mary's University (1994 and 1995) and Winona State University (1995 and 1998) in Minnesota. She graduated with a B.S. in Molecular and Cell Biology. She is currently working toward a PhD in Genetics and Cell Biology at Washington State University in Pullman, Washington. Her interests are many and varied: golfing, hiking, biking, lifting weights, traveling, and spending time with her good friends from graduate school in Seattle, Washington, at cultural and sporting events.

MERRITT JOHNSON (VAMPY 1995 and 1996) attends the University of Kentucky where he is majoring in Electrical Engineering. He currently serves as a Navy Nuclear officer.

"VAMPY encouraged my academic studies, and afforded me the opportunity to meet new, interesting people."

ALUMNI UPDATE

MARK BROWN (VAMPY 1988, 1989, 1990, and 1991) graduated from Western Kentucky University where he majored in Elementary Education. He currently works as a teaching assistant, homeschool resource teacher, and freelance writer.

"VAMPY camp was the definitive experience of my adolescence. ...it reinforced a certain self-image, one not easily described, that has carried me forward despite some severe existential challenges presented to me. For this, I cannot thank The Center enough!"

SARAH SHANNON (VAMPY 1991, 1992, 1993, and 1994) earned a B.A. in Psychology with a Sociology minor from Saint Mary's College, Notre Dame, IN. She continued her education at the University of Kentucky where she graduated in 2002 with a Master's of Science in Counseling Psychology. She is currently the assistant executive director of Advocate Homes, a community program for adults with mental retardation. Sarah is eager to participate in The Center's Alumni Network.

"VAMPY encouraged me to be proud of my intellectual abilities and to never stop trying to enrich my life experiences."

MICHAEL LAMAR (VAMPY 1991, Travel) works as a physicist at the Johns Hopkins University Applied Physics Lab. He is currently pursuing a Master's of Science in

Applied Math at Johns Hopkins; this will be his second Master's – he earned a Master's in Science in Mechanical Engineering at Washington University in St. Louis. This followed his A.B. in Economics and Math and his B.S. in Physics. Michael married this past summer.

"VAMPY and travel helped broaden my world view to see a world of more possibilities."

ROBYN HASTY (VAMPY 1999 and 2000) just began a five year, two degree program at Parsons School of Design in New York City where she will earn a Bachelor of Fine Arts and a B.A. in Languages. She received numerous scholarships as a high school senior. Speaking German, French, and Spanish fluently, she was awarded a scholarship by the Palm Beach County Path Finders; she also was selected by the Palm Beach Post newspapers to receive its college scholarship. She received a scholarship from the Educational Communications Scholarship Foundation. In addition she was semifinalist in the National Society of High School Scholars Scholarship Competition (sponsored by Claes Nobel of the Nobel Peace Prize Committee), and she was a Coca-Cola semifinalist as well as a National Merit semifinalist. Robyn graduated from Dreyfoos School of the Arts in West Palm Beach, Florida, ranked as number 10 in her class of 303.

Robyn's mother credits VAMPY as having provided the opportunity for Robyn to experience educational and intellectual challenges earlier in her academic career than most students. Robyn and her mother want to thank WKU and Dr. Julia Roberts for developing and offering such a wonderful educational opportunity for gifted students.

ANGELA LEE (SCATS 1994) graduated summa cum laude from Eastern Kentucky University this past May with a degree in Psychology. Although graduated and no longer running for her college, she still enjoys marathons. Currently Angela is working for a communications company in eastern Kentucky. She is very active in her local church. Eventually she hopes to serve in some facet of Christian ministry. Possibilities include seminary study, missionary work, or Athletes in Action.

RYAN SUTHERLAND (SCATS 1986 and 1987) graduated with honors from the University of Richmond, VA, with a degree in chemistry in 1995. While there, he earned many awards including the Clarence DeNoon Award (worth \$12,000) for being the best student in the natural sciences. He spent one summer at Columbia University as a guest of the NSF. He then pursued a Ph.D. in Chemistry on a full scholarship at MIT. After a year, he decided that medicine was his calling, so he entered the University of Kentucky College of Medicine and graduated in 2002 with distinction. He is currently finishing his surgical residency at UK. He lives in Lexington with his wife, Amy, and their one-year-old daughter, Madeline.

(Continued from page 8)

Representative Wilkey cautioned the honorees not to rest on their laurels: "The worst thing you could do now is coast, doing enough to earn A's, maybe, but not really pushing yourself to do more. Don't measure yourself against others, but against yourself. Don't think of your considerable accomplishments as trophies to be admired on a shelf, but as stepping stones to take you to a better place."

Then, of course, he encouraged perseverance:

"On the flipside, if you suffer a setback along the way, don't treat it like it's the end of the world. History is filled with examples of those who did not let adversity stand in their way.

Take the man who wanted so badly to become a public servant. He ran for the state legislature and lost. He ran for Congress several times and lost. He could not even get a political appointment as a state land officer, which is similar to the Justice of the Peace.

You know this 'failure,' so to speak, better as President Abraham Lincoln.

Babe Ruth is known more for his 714 home runs than he is for his 1,330 strikeouts. Albert Einstein, Thomas Edison, and Edgar Allan Poe—each a genius—had difficulty at school at some point in their lives.

These people experience failure, but they overcame it. As long as there is a tomorrow, there is absolutely no reason to give up." His speech met with great enthusiasm.

The Kentucky Recognition Ceremony for the 24th Annual Talent Identification Program will be held May 28, 2004. Contact us for more information.

GAME SHOWS FOR \$1000

The VAMPY alumnus who won *Teen Jeopardy* in 1994 mistakenly omitted from "I'll Take Game Shows for \$100" article in the last *Challenge*.

WHO IS MATT MORRIS?

That's right! Matt Morris joins the ranks of other VAMPY alumni who have been on *Teen Jeopardy*: Kendra Chapman, Matt Burgess, Anthony Chiu, and this year's champ, John Zheng. This 1989-1990 VAMPY camper became *Teen Jeopardy* champion in 1994 winning \$29,601!

Now a New York City resident working at CitiGroup Global Markets, Matt spent those winnings paying in part for his college education at Princeton. His financial savvy that paid off so handsomely in 1994 led him to a career in finance that he thoroughly enjoys.

In fact, betting all of his \$3600 in a Daily Double that "begin a roll" coupled with his strategy of betting so that he would beat his opponent by \$1 in Double Jeopardy indicated strong makings of a financial whiz! Add his knowledge of Longfellow (he won Double Jeopardy in the qualifying rounds with an answer about "On the 18th of April in '75") and a myriad of other subjects, and Matt was a sure bet.

As far as The Center is concerned, Matt described his experience as "a big confidence builder especially after 7th grade." Taking Algebra I and Algebra II those two summers made him "competitive in all those tournaments and tests that were so important to (him) in high school." He explained, "That really gave me a big head start. I knew I had the skills, but I never had the chance to accelerate." VAMPY gave him that chance. And who knows? Maybe those math classes contributed to that mathematical savvy!

SUPER VAMPY Sweatshirts Available!

Faster than a Mac G-5, more powerful than a pen, able to solve quadratic equations in a single step. Look, it's a National Merit Scholar; it's a Rhodes-Scholar; No —it's Super VAMPY alumni!

Since VAMPY's beginning, each year every camper dons a customized t-shirt especially designed for VAMPY. For years, campers have requested a t-shirt design reminiscent of Superman. For the 20th anniversary, they got it! Now you can have it, too. The Center is offering a sweatshirt with the same design (see a photo of the design on page 6). Made of 50% polyester/50% cotton, these sweatshirts cost \$20 each (includes shipping). Just fill out the form, write a check payable to The Center for Gifted Studies, and mail it in. (You can call us, too!) And you, too, can be a Super VAMPY alum!

January 15, 2004, is the deadline for the first order.

Name _____

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Adult Size (Circle) S M L XL XXL

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TOTAL _____

teachers

EVT: Preparing For Success

Students must be prepared for the challenge of Advanced Placement (AP) curriculum in order to succeed in an AP class (plus research shows students have a significantly better chance of success in college when they do well on a AP exam). For that to happen, teachers in feeder classes must be prepared to teach a challenging curriculum emphasizing analytical skills and main concepts. Our strong partnership with the College Board helps with that training through the English Vertical Team Institute (EVT).

Offered this past summer for the eighth time, the institute is designed to provide an opportunity for teachers to explore ways to bridge the gap between middle and high school English curriculum so that more students can reach high standards. Teams came from two different states to participate, and all participants gave enthusiastic feedback. In fact one called the experience "life-changing;" she continued, "I knew I belonged in the classroom, but now I know I can keep improving and help my students even more. I am so excited to work on our EVT at home, and I can't wait to begin using the techniques I learned in the classroom!" Those techniques will enable this middle school teacher from North Carolina to better prepare her students for success.



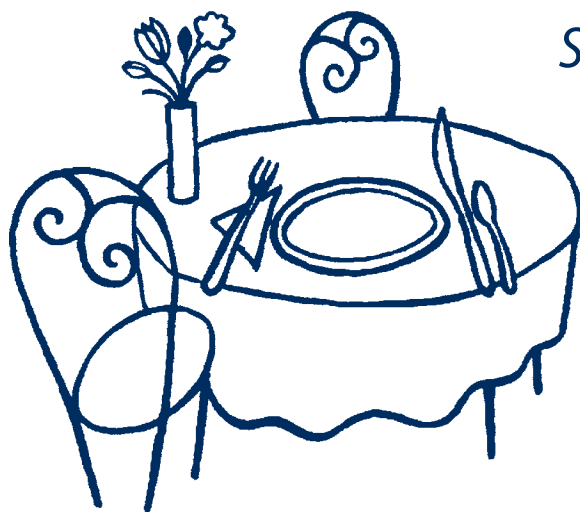
New Workshops to Be Offered in AP Summer Institute 2004

The Center for Gifted Studies has partnered with the College Board for twenty years to offer high school teachers the opportunity to develop effective strategies for teaching College Board Advanced Placement courses. The Advanced Placement Summer Institute, held June 22 to June 26 this past summer, offered eighteen workshops: twelve beginning workshops designed for teachers new to the AP curriculum and six advanced for those experienced in teaching AP. But that wasn't enough.

We have had requests to add three more workshops, and we're delighted to

do so. The summer of 2004 will see the addition of Economics, English Language and Composition, Human Geography, and Government. Striving to maintain the integrity and quality of our workshops (those factors that make us one of the largest in the South), we will find the most qualified and experienced consultants possible. These will join the ranks of our consultants who are Table Readers, Table Leaders, test designers, and textbook writers.

This past summer, 290 educators traveled from fourteen states to be a part of the Institute (11% of them were repeat customers). We hope to have even more next summer as dedicated educators take advantage of our new offerings.



Summer 2004: A Whole New Dining Experience!

AP teachers, VAMPY and SCATS campers: the summer will never be the same! The Fresh Food Company has revolutionized campus dining at Western Kentucky. Modeled after an open marketplace, The Fresh Food Company features authentic upscale foods, prepared fresh, right before your eyes. You can select from Topper Diner, Café Roma, American Bistro and more inside The Fresh Food Company. We guarantee you're going to love this whole new dining experience!

Please Join Us as We Celebrate Gifted Education at the Capitol

On January 14 from 6:00 to 8:00 PM (EST), please join us for a reception in the Capitol Rotunda for legislators and Governor Fletcher. On this occasion we will honor three outstanding individuals with Challenge Awards because of their tremendous contributions to gifted education in Kentucky and beyond: Susan Leib, J.T. Sandefur, and Donald Zacharias. They join previous Challenge Award winners Larry Laird, Doris Mills, and Jody Richards.

The Center and our Board of Advisors extend an invitation for all friends of gifted education to this important event. Please contact us for more information and to let us know you are coming.

"My interest in and support for gifted students began with my initiating the first gifted education program in Pulaski County – Project SAIL (Students Accelerated in Learning), extended through my time as state director for gifted education, and continues to this day."

DR. SUSAN LEIB, Frankfort, KY
Former State Director of Gifted; Currently Director of the Educational Professional Standards Board

"Julia Roberts and I worked together in establishing The Center for Gifted Studies. At her initiative we visited TIP at Duke University and decided we could do something similar at Western. I supported her effort, but she did the work."

DR. DONALD ZACHARIAS, Starkville, MS
Former President of Western Kentucky University;
Currently President Emeritus of Mississippi State University

"With reference to my help in establishing The Center for Gifted Studies, my sole contribution was in supporting Dr. Julia Roberts. I believed in what she was doing and supported her to the extent that I could. The idea, the energy, and the hard work were all supplied by Julia. I have been impressed by the fact that Julia started with an idea and turned it into a state and nationally recognized program. She has done a remarkable job and one of which I am very proud."

DR. J.T. SANDEFUR, Bowling Green, KY
Former Dean of The College of Education and Behavioral Sciences; Currently Retired

Dixie and Pete Mahurin are Honored as Long-term Supporters of The Center

When one little, red-haired girl began participating in programming offered by The Center for Gifted Studies, her parents became "number one" supporters; and they continue to provide ideas, encouragement, and resources to The Center. Dixie and Pete Mahurin are the kind of friends we at The Center can count on, no matter what is needed. Dr. Julia Roberts says, "Dixie and Pete Mahurin are truly long-term friends of The Center. They understand how critical The Center's programming is to developing a child's potential and to opening doors for opportunities. Thank you, Dixie, Pete, and Sarah Jo! Your support is ensuring a bright future for young people and for The Center for Gifted Studies. Your support truly makes a difference!"

For their ongoing support, Dixie and Pete Mahurin were named outstanding volunteers for The Center for Gifted Studies, and they were honored at the Summit Awards dinner on October 30, 2003. Pete was given the Distinguished Service Medal in recognition of the many ways he has provided exceptional services for The Center for Gifted Studies and Western



PHOTO BY SHERYL HAGAN-BOOTH

Kentucky University.

Dixie and Pete provide scholarships to young people to participate in summer programs. They have been known to deliver cookies and other goodies to encourage a camper or two each summer. Pete has served on the Board of Advisors since it began, and he is willing to accept responsibility to help The Center reach goals. One example is his leadership in secur-

ing private funding for a portion of the renovation of Florence Schneider Hall for the Kentucky Academy of Mathematics and Science. Dixie, Pete, and Sarah Jo created the endowed professorship in gifted studies, plus they provide scholarships for young people to attend Western.

Best of all, Dixie, Pete, and Sarah Jo make themselves available when something is needed as well as when The Center celebrates an important occasion!



Collaboration Pays Off!

Thanks to a generous grant from Supporting Emotional Needs of the Gifted (SENG) coupled with the support and cooperation of the South Central Counselors Association, The Center was able to sponsor a fall workshop with Sharon Lind, nationally known psychologist who specializes in gifted. As Ms. Lind so eloquently expressed, "Addressing affective needs adds an integral and often missing piece to the puzzle of understanding the gifted person. It facilitates the teaching and guidance of the WHOLE person." Too often counselors and educators simply haven't been trained to address the special needs of the gifted; it's not a matter of desire – rather more a matter of time and resources.

When given this opportunity, over 80 counselors and educators attended the 6-hour session "Counseling to the Psychological Needs of Gifted Students." Ms. Lind focused on key affective

Parents

needs of gifted individuals: Understanding giftedness; Understanding intensity; Reconciling moral concerns; Finding affirmation and community; Having appropriate expectations; Developing interpersonal skills; and Recognizing and dealing with stress. She shared information and strategies so that these professionals can more readily help the gifted child.

Another way she helps others help gifted children is by a checklist she has produced entitled "Before Referring a Gifted Child for ADHD Evaluation." Startling similarities exist between giftedness and ADHD. (Please note the article on page 16.)

Visit The Center for Gifted Studies' web site at www.wku.edu/gifted.

As Western's five-year Investing in the Spirit Campaign comes to a highly successful close, The Center for Gifted Studies is thrilled to have been a part of the University's plan. Western well exceeded its \$70 million-revised -to-\$90-million goal: the campaign closed with \$102 million. Thanks to our generous friends, \$1.7 million of that total belongs to The Center. That amount includes the endowed professorship for the director of The Center, Funds for Excellence, endowed scholarships, plus other scholarship monies. Because of our friends, we can continue to fulfill our mission and work toward our vision. The friends below contributed to The Center since the last *Challenge*. A heartfelt "thank you" goes to all.

Friends of The Center

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Parents and gifted educators are asked with increased frequency to instruct gifted children to conform to a set of societal standards of acceptable behavior and achievement — to smooth the edges of the square peg in order to fit into a “normal” hole. Spontaneity, inquisitiveness, imagination, boundless enthusiasm, and emotionality are being discouraged to create calmer, quieter, more controlled environments in school. An extension of this trend is reflected in an increase in referrals for medical evaluation of gifted children as ADHD (Attention Deficit Hyperactivity Disorder). There is no doubt that gifted children can be ADHD. However, there are also gifted children whose “inappropriate behavior” may be a result of being highly gifted and/or intense.

This intensity coupled with classroom environments and curriculum which do not meet needs of gifted, divergent, creative, or random learners, may lead to the mislabeling of many children as ADHD. To avoid mislabeling gifted children, parents and educators may want to complete the following checklist to help them decide to refer for medical or psychological evaluation.

Before Referring a Gifted Child for ADHD Evaluation

By Sharon Lind, M.S. Ed. • Copyright, 1996 • Reprinted with Permission

	GIFTED?	NEED MORE INFORMATION	ADHD?	
Contact with intellectual peers diminishes inappropriate behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contact with intellectual peers has no positive effect on behavior
Appropriate academic placement diminishes inappropriate behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate academic placement has no positive effect on behavior
Curricular modifications diminish inappropriate behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Curricular modifications have no effect on behavior
The child has logical (to the child) explanations for inappropriate behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Child cannot explain inappropriate behavior
When active, child enjoys the movement and does not feel out of control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Child feels out of control
Learning appropriate social skills has decreased “impulsive” or inappropriate behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning appropriate social skills has not decreased “impulsive” or inappropriate behavior
Child has logical (to the child) explanations why tasks, activities are not completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Child is unable to explain why tasks, activities are not completed
Child displays fewer inappropriate behaviors when interested in subject matter or project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Child’s behaviors are not influenced by his/her interest in the activity
Child displays fewer inappropriate behaviors when subject matter or project seems relevant or meaningful to the child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Child’s behaviors do not diminish when subject matter or project seems relevant or meaningful to the child
Child attributes excessive talking or interruptions on need to share information, need to show that he/she knows the answer, or need to solve a problem immediately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Child cannot attribute excessive talking or interruptions to a need to learn or share information
Child who seems inattentive can repeat instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Child who seems inattentive is unable to repeat instructions
Child thrives on working on multiple tasks – gets more done, enjoys learning more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Child moves from task to task for no apparent reason
Inappropriate behaviors are not persistent – seem to be a function of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inappropriate behaviors persist regardless of subject matter
Inappropriate behaviors are not persistent – seem to be a function of teacher or instructional style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Child acts out regardless of attention

If, after addressing these questions, parents and teachers believe that it is not an unsuitable, inflexible, or unreceptive educational environment which is causing the child to “misbehave” or “tune out,” or if the child feels out of control, then it is most certainly appropriate to refer a gifted child for ADHD diagnosis. Premature referral bypasses the educational system and takes control away from students, parents and educators. By referring before trying to adjust the educational environment and curriculum, educators appear to be denouncing the positive attributes of giftedness and/or to be blaming the victim of an inappropriate educational system.

When deciding to refer, parents should search for a competent diagnostician who has experience with both giftedness and attention deficit disorders. It is never appropriate for teachers, parents or pediatricians to label a child as ADHD without comprehensive clinical evaluation that can distinguish ADHD from look-alikes with other causes.

Please Help Us Help Others

*Send to The Center for Gifted Studies
Western Kentucky University, 1 Big Red Way, Bowling Green, KY 42101*

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Address _____

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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 \$ _____

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Signature _____

☐ 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.)

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

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Friends wishing to contact us

DR. JULIA ROBERTS
Director

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Calendar

November 20 - 21, 2003

Leadership Institute VIII

January 31, February 7, 14, 21 and 28, 2004

Winter Super Saturdays

March 26 - April 4, 2004

London in the Spring

May 28, 2004

Duke TIP Kentucky Awards Ceremony

Second Week of June, 2004

Thinking and Problem Solving Institute

June 13 - 25, 2004

**The Summer Camp for Academically
Talented Middle School Students (SCATS)**

June 20 - 25, 2004

Advanced Placement Summer Institute (AP)

June 27 - July 17, 2004

**The Summer Program for Verbally and
Mathematically Precocious Youth (VAMPY)**

July 13 - 16, 2004

English/Mathematics Vertical Team Institutes

July 19 - August 1, 2004

The Australian Experience