



# the challenge

*Magazine of The Center for Gifted Studies*

## THE CENTER TURNS 25!

### The Center Sponsors National Contest to Celebrate

The summer of 2006 kicks off a full year of celebrations as we commemorate our providing services to young people who are gifted and talented, their educators, and their parents for a quarter of a century. July 1 is the official beginning with the inaugural meeting of the Alumni Association and a picnic (details are inside, and we hope to see you there). This summer we will also send out information to school districts and state agencies and organizations regarding a national contest designed to help spread the word about gifted children. Young people who are gifted and talented are often misunderstood; in fact, they have tremendous needs that stem from their strengths. Too



few Americans understand the challenges faced by these children and too few realize the tremendous impact these young people will have on our country and our future. We want to help change that.

Young people can submit entries in two categories: illustrated slogans and digital videos. Winners will be chosen in each of four grade levels: intermediate (grades 4-5), middle school (grades 6-8), high school (grades 9-12), and college. Winners and honorable mentions will receive savings bonds. The deadline is mid-January, so start those creative juices flowing!

When The Center turned 20 in 2001, we hosted a PSA/Slogan contest and received over 400 entries representing 15 states. We plan on this one being even bigger and reaching even more people! Contact The Center (270.745.6323) or checkout the website ([www.wku.edu/gifted](http://www.wku.edu/gifted)) for more information.

# Letter from Julia

DEAR FRIENDS OF THE CENTER,

Twenty-five years! Birthdays and anniversaries are occasions for celebrations. They are times to reflect, and they are also times to plan. As the 25th year for The Center for Gifted Studies begins, I want to use this letter to do just that – to reflect and to look forward.

The future is bright for The Center because of the alumni and families of participants in SCATS, VAMPY, and Super Saturdays as well as those who have traveled with The Center and participated in our various opportunities for educators. These are the people who help “spread the word” about programs offered by The Center. They are the ones who send gifts that allow financial assistance for young people to participate in programs, children who couldn’t do so without financial assistance. Friends respond when we make a plea to contact legislators or other decision-makers. Friends read *The Challenge* and share articles with others they know will be interested. Friends know of the cognitive and social-emotional needs of young people who are gifted and talented, and they talk with others about these needs. Friends keep up with opportunities offered by The Center.



One of our long-term goals is on its way to becoming a reality: the Kentucky Academy of Mathematics and Science will open its doors for the first classes of high school juniors and seniors in the fall of 2007. We need the assistance of Friends of The Center to get the word out about the Academy and to help us host events in your area to talk about the Academy and the opportunities it will offer its students. A great source of information about the Academy is the website: [www.wku.edu/academy](http://www.wku.edu/academy).

The opening of the Kentucky Academy will signal a new home for The Center for Gifted Studies. Offices for The Cen-

ter will relocate to Schneider Hall along side the Academy offices. The residential space in Schneider Hall will become the summer home of programs offered by The Center for Gifted Studies.

Leadership is the thread through this issue of *The Challenge*. The Center facilitates educators nurturing children’s leadership skills and abilities. The Center works to develop leadership skills among educators to help them differentiate instruction and model best practices for teaching all children to make continuous progress, including those who are gifted and talented. The Center endeavors to help educational leaders lead in ways that remove the learning ceiling for learners who are ready to learn at more complex levels and at a faster pace than their age mates. Friends of The Center make it possible for The Center to be a leader in advocating at the state and national levels for appropriate educational opportunities for children and young people who are gifted and talented. Friends lead the way!

Hopes and dreams for The Center for Gifted Studies include continuing to implement all parts of The Center’s vision statement. We aren’t quite there yet, but none of the dreams has faded. We hope Friends can help us spread the words about The Center’s needs and dreams, and then they can become a reality.

Please come join our celebration!

Sincerely,

A handwritten signature in cursive script that reads "Julia Link Roberts".

JULIA LINK ROBERTS  
Mahurin Professor  
of Gifted Studies

## FIRST MEETING OF ALUMNI ASSOCIATION!

The Center for Gifted Studies Alumni Association will hold its inaugural meeting July 1, 2006. Join us in the auditorium of Tate Page Hall at 3:00. Then stick around for the picnic that kicks off the twenty-five year celebration.

**the challenge**

Editor/Writer  
TRACY INMAN  
Designer  
MARCUS DUKES

Although they've never met, Rachel Riffe and John Meredith have a lot in common. Both get visibly excited when discussing their passion for science. Both hope to have careers in math and science one day. And both discovered their love for science at The Center's Super Saturdays.

**JOHN MEREDITH: 'I enjoy structural design. I like building things.'**

As a fourth-grader one of John Meredith's teachers encouraged him to sign up for Super Saturdays. John decided to take Greg Mills' "Be a Civil Engineer." In Greg's class, John discovered his knack for and interest in building bridges. "We built a bridge," John said. "Then I built my own bridge. It was massive and lopsided. I used the wrong wood. I just went to Hobby Lobby and bought it. I just built it by myself and brought it in, and Greg let me put weight on it. It made it up to 98 lbs. We ran out of weight for it. I still have it."

A junior now at Butler County High School, John recently placed 1st out of 75 competitors at the Barren River Imaginative

Museum of Sciences Regional Bridge Building Contest. "It was a huge thrill," John said. "I've been working for a long time. I began designing in October. You want to build test bridges first. I built seven test bridges for this year's competition. Once you build the final one though, you just want to set it aside and not even look at it."



Despite his thorough preparation, John had a last-minute glitch that forced him to stay up seven hours straight in order to complete his bridge, finally finishing at an early 3:30 am. "I had to build the whole thing in one night," John said. "I had the basic design, but I had to change all the dimensions."

With a chuckle John notes that the competition is "kind of destructive." After all the time and hard work a competitor puts in, he or she stands and watches as a bucket is suspended from the bottom of his or her precious bridge and filled with sand until the bridge breaks. "Your bridge will be destroyed," John said. "Unless you've just built something ridiculously strong, it will break."

# STUDENTS DISCOVER PASSIONS, TALENTS AT SUPER SATURDAYS

BY HARPER LEE



Following his win at BRIMS, John also won the national bridge building competition in Oak Ridge, TN, where his winning bridge held a whopping 165 lbs! In the future, John wants to go to college to study engineering. "Super Saturdays got me started in bridge building. I want to go to school to be a civil engineer," John said. "I want to go to U of L or Western and major in physics and civil engineering. I will probably stay in Kentucky after that."

**RACHEL RIFFE: 'I just like thinking.'**

As a kindergartner, Rachel Riffe confused her teacher by putting feathers on the head of a penguin she drew: "My teacher thought I was confused. She thought I had put feet on my penguin's head. But then I explained to her that it was a rock hopper penguin." From the very beginning of her school experience, Rachel has always shown a keen interest in scientific detail.

*(Continued on page 2)*

The Center for Gifted Studies' Winter Super Saturdays was again a huge success with over 500 students from two states and 45 school districts participating. Fall Super Saturdays on the campus of WKU will be held October 21, 28, November 4, and 11, 2006.

# Friends of The Center

Brenda Adams .....Bowling Green, KY  
 Anonymous Gift  
 Robert & Barbara Begtrup .....Nashville, TN  
 Robert & Jean Bendon .....Prospect, KY  
 (Gift for VAMPY)  
 G.F. Bessinger & Reba Rye .....Frankfort, KY  
 Bryan & Temisha Denison .....Horse Cave, KY  
 Bob & Sheila Depp .....Owensboro, KY  
 Mark Evans .....Louisville, KY  
 (Matching Gift: AEGON)  
 Daniel & Lisa Gillen .....Macon, IL  
 Ruthene Glass .....Bowling Green, KY  
 Tim & Ellen Gott .....Elizabethtown, KY  
 Chet & Judy Guillory .....Bowling Green, KY  
 Duane & Dana Hammer .....Tompkinsville, KY  
 John & Dawn Hitron .....Louisville, KY  
 John & Gwen Hornsby .....Mandeville, LA  
 IBM .....Raleigh, NC  
 (Matching Gift: Cliff & Beth Tibbitts)  
 Lee & Judy Johnson .....Alvaton, KY  
 Mary Johnston .....Lexington, KY  
 (VAMPY 2003, 2004, and 2005)  
 Tom & Ann Johnston .....Lexington, KY  
 Ints & Melissa Kampars .....Hardinsburg, KY  
 Bruce & Heather Kessler .....Bowling Green, KY  
 Bud & Jana Layne .....Glasgow, KY  
 (Spantech, LLC)  
 David & Laura Harper Lee .....Bowling Green, KY  
 Pete & Dixie Mahurin .....Bowling Green, KY  
 Bogdan & Therma Marcol .....Glasgow, KY  
 Carl & Donna Martray .....Macon, GA  
 Prabodh & Daksha Mehta .....Elizabethtown, KY  
 Terry Milam .....Russellville, KY  
 Karl & Jennifer Miller .....Bowling Green, KY  
 Owensboro Rotary Club .....Owensboro, KY  
 (Gift for Owensboro Super Saturdays)  
 Patricia Richardson .....Louisville, KY  
 Dick & Julia Roberts .....Bowling Green, KY  
 Jacque Saltsman .....Austin, TX  
 (SCATS 1989)  
 Bruce & Joyce Teale .....New Port Richey, FL  
 Stuart & Linda Yeoman .....Alvaton, KY

The very next year, first grader Rachel took her first Super Saturdays class – and hasn’t missed a session since! She responds with a quiet and deadpan, “Lord, help!” when asked to list all the classes she’s taken. This past winter, Rachel took her 11th Super Saturdays class, Joe Napier’s Rocket Science course.

“I want to invent things when I grow up,” Rachel said. “And you have to know physics to invent things. But I’m only in sixth grade, so I haven’t gotten to that yet. It was a completely new experience. I like new things.”

Rachel was one of only two girls to take the rocket science class; the experience she said made her feel “outnumbered” but not discouraged as she says she’s certain there are other girls who are interested in science – they just don’t say it.

“I mean,” she said, “I don’t say it. When we voted for designs for the rocket, all the boys voted for each other.” She sighs and rolls her eyes. “All they wanted to talk about was boy things. Outnumbered. Outnumbered and outvoted, too.”

Rachel’s favorite part of Rocket Science was actually getting the completed rocket in the air. “The launch was cool even though the parachute didn’t deploy. I think we screwed the top on too tight.”

A true science buff, Rachel has yet to meet a branch of science that doesn’t spark her interest. “I love animals,” she says. “I like the study of life. I also really like rocks. Touching rocks and looking at rocks. I love doing experiments. The only problem is I have to take my glasses off to look in the microscope.”

Rachel is already thinking about what she’ll take next session: “Maybe biology or robotics, if it’s offered.” But she says she definitely hopes to pursue a career in science.

“I want to be an inventor or something in science,” she says. “I’m good at it. That’s what I think, when you’re good at something, you enjoy it more.”





## DUKE TIP HONORS KENTUCKY SEVENTH GRADERS FOR OUTSTANDING ACHIEVEMENT

Some of the most academically talented seventh graders in the U.S. were recognized this spring for their exceptional scores on the ACT or SAT. For 1,346 Kentuckians who qualified, this meant a trip to Western Kentucky University for the Kentucky Recognition Ceremony on May 26. The Center for Gifted Studies and Western Kentucky University have sponsored this ceremony since 1983. This year, Speaker of the House Jody Richards keynoted the event and assisted in distributing the medallions to these outstanding young people.

The Duke University Talent Identification Program (Duke TIP) Recognition Ceremonies honor top-scoring students from the program's annual Seventh Grade Talent Search, in which academically talented students take the above-level college-entrance exams (SAT or ACT) as a way to learn more about their abilities. This year, of the 70,024 participants, 22,342 students (32%) have been invited to attend State Recognition Ceremonies and 1,234 students (1.8%) have been invited to the Grand Recognition Ceremony. Out of 3,747 Kentuckians who participated in the Talent Search, 1,346 qualified for state recognition. The Grand Recognition Ceremony honors seventh graders who have earned scores better than 85% of college-bound seniors who

took the same tests. Eighty students from Kentucky qualified for Grand Recognition.

"The Recognition Ceremonies are inspiring events," says Martha Putallaz, Ph.D., Executive Director of Duke TIP. "It is rare that so many gifted students can come together to be honored for their achievements and encouraged by their intellectual peers. The honorees have proven, at this young age, their capacity for great things. We hope they consider their achievement to be an invitation to pursue an ambitious path in life."

Duke TIP's Talent Search identifies seventh-graders in sixteen states in the Southeast, Midwest, and Southwest who have scored in the top five percent on a grade-level achievement test. In addition to the above-level testing experience, Talent Search participants receive educational materials and resources through 10th grade to help them develop to their full potential – such as information on the Summer Program for Verbally and Mathematically Precocious Youth (VAMPY). VAMPY was the very first cooperative program with Duke TIP in 1984 and the only one for seven years. The Center welcomes those 7th graders honored to be part of the VAMPY experience.

# Making a Difference: Gifted Children's Impact on the World

BY LEIGH JOHNSON

Most gifted children have keen sensitivities to other people's feelings, emotions, and expectations. They also have advanced senses of justice, morality, and fairness (Winebrenner, 2001). Because of these characteristics, many young people who are gifted and talented want to make the world a better place. They are strongly affected by global issues such as genocide, starving peoples, and animal cruelty. Oftentimes these desires to improve their world take on tangible results. These children learn early, when properly encouraged and nurtured, the invaluable rewards of helping others. When schools, families, and communities encourage service, they help meet the needs of gifted children – their need to make a real difference in the lives of others. This early encouragement of excellence often fosters a sense of civic engagement that lasts a lifetime.

As a volunteer at a health clinic in Malawi, Africa, Kateri Roessler (VAMPY 1995, 1996, and 1997; Russia) works to correct global disparities in health care. Kateri spends time in urban health clinics and travels out into the “bush” to assist rural residents who may not be able or have the money to get to the cities and the health care available there. She traveled to Russia with The Center in 1996, and says, “Though I didn’t continue studying Russian, the trip impacted me

in a different way. It has fanned a flame to learn more, first-hand, about different cultures and peoples. I had always planned on volunteering abroad after college because it would combine two of my main interests: helping others and learning about them. Going to Russia was my first real experience outside of the U.S., and it served to pique my curiosity even more. After returning to the States, I will attend medical school. After finishing medical school, I will ... try to get into a routine of volunteering for a month or

two outside of the U.S. every year or so.” Her experience as a volunteer shows the impact of investment. Kateri’s trip to Russia created a strong desire to serve others and resist injustice.

Serving others doesn’t have to take you out of the United States – or even out of your own county. Several students who have been involved with The Center’s summer programs wrote a Youth Solutions Grant to start a mentoring program with students at Dishman-McGinnis Elementary School in Warren County. This group includes Linda Flynn (Super Saturdays 1998; SCATS 2003; VAMPY 2004 and 2005), Emily Peeler (Super Saturdays 2000 and 2001; SCATS 2003; VAMPY 2004, 2005, and 2006), Jennifer Scott (SCATS 2001), Justin Simmons (SCATS 2000), Ervin Puskar (SCATS 2001; VAMPY 2002, 2003, and 2004), and Khotso Libe (Super Saturdays 1999 and 2000; SCATS 2000 and 2001; VAMPY 2002, 2003, and 2004; Paris and London). All of the students recalled how difficult it was for them to make the transition between elementary and middle school. They thought their most useful contribution would be to serve as “a friend, a supportive figure, someone to talk to, and a mentor.” The program, which began in the winter of 2005, expanded this year to include scholarships for students at Dishman-McGinnis to



Obviously, gifted students have much to offer their communities and their worlds through their leadership and their service. It is time to realize that proper support and encouragement can help not only the gifted student, but society as a whole. This year we'll be collecting stories of how gifted children have impacted their communities – as children and as adults. Please send us any information you may have in this regard.

attend Super Saturdays with their high school mentors. Ervin describes the excitement of just being “one of the guys on the playground,” and Linda recalls the importance of “swinging and talking” with her mentees. The relationships forged between the high school students and the elementary students have been beneficial to both.

Like the Youth Solutions mentors, Lindsey Bale (SCATS 1992 and 1993; Counselor) identified a need in her community and acted on that need even though she faced challenges along the way. Because she believes that literature is for everyone, educated or not, Lindsey decided to create a book club for women inmates at the Warren County Regional Jail. She convinced personnel at the jail that the books would not be dangerous – literally (hardback) or figuratively – secured funding, and started a discussion about literature with the women at the jail. Reflecting on her experience she says, “Although we may not be conventional and sit on overstuffed couches sipping coffee, we are a dedicated and growing book club, learning from and discussing not only the classics ... but also the literature of all of our lives.” Lindsey has moved to Nashville since starting the book club, but she found someone interested in continuing her project, and the book club that she began is still going strong.

While some service originates when individuals identify challenges to address in the community, other service begins when individuals experience obstacles. They commit to helping others overcome those barriers. For some gifted children, VAMPY is a life-changing experience. Mary Ann Brockman Bokkon (VAMPY 1989) says, “I’m not really sure how my camp fees were paid. I think that I may have had a partial scholarship, and my teachers at Russell County Junior High took up a collection out of their own

pockets to make up the difference. What I liked best about VAMPY was meeting other people like me. I no longer felt like a freak or a big nerd. I met people at VAMPY that I kept as pen-pals for at least four or five years afterward. I’ve often wondered what happened to many of them.”

“My favorite day at VAMPY was when my Psychology instructor, David Ball, took the class on a walking field trip through downtown Bowling Green. To a kid raised in trailers and a falling down Depression-era farmhouse, all those big, old Victorian buildings on State and College streets looked like mansions. We ate lunch at a little greasy spoon on the square, looked at the fountain, and walked back to campus. I had never been in a ‘college town’ before and I really, for lack of a better term, fell in love with Bowling Green and the whole college town atmosphere.”

“My eyes were opened to diversity issues at VAMPY. Being from a town that is probably 90% white, extremely rural, and mostly poor, I guess I didn’t realize before that there were other young people who were as smart as me, but I also never realized how poor not just my family but my entire town was in comparison to other areas in America. Also, I had never met anyone Jewish or of Asian descent before I came to VAMPY.”

Mary Ann came to Western after “falling in love” that summer she spent at VAMPY. She worked and met her husband in the honors dorm. However, she quickly realized that there was a gap in support for first-generation, low-income college students. She explains, “I started college with a 31 on the ACT and a four-year Hallmark Scholarship. I was a Governor’s Scholar, a National Merit Scholar, and a participant in the WKU Honors Program. When I finally finished my bachelor’s degree 8 1/2 years later, I had a 2.8 GPA and no real job prospects. I was working at an answering service, and many of my other

friends with B.A.’s were working in nursing home kitchens and waiting tables. Something somewhere had gone wrong for us. We had all been honors students in high school and early college, we had borrowed (some of us up to \$20,000-\$30,000) and put in 16-hour days for years to get an education, and now we worked as janitors, cooks, and secretaries? I decided a) I needed a Master’s degree, and b) I was going to get that degree studying the ways that higher education was systemically failing low-income, first-generation students.”

Now Mary Ann works to ensure that others, from backgrounds similar to hers, have the tools they need to succeed in higher education and beyond. Mary Ann works at the Educational Opportunity Center at Western Kentucky University, counseling prospective and current students about their educational plans; “I also see myself as a mentor, offering small amounts of self-disclosure where appropriate (I was a low-income, first-generation student, too, etc.) and I try to encourage students to share their plans/stories so I can pick up on potential challenges.” She also works with the Housing Authority of Bowling Green’s Reach Higher program, helping with the transition from welfare to work and providing life skills training. Mary Ann also has one more project in the works: the WKU Women’s Studies-sponsored summer day camp, Women and Kids Learning Together. She says, “This camp will expose low-income women and their kids to the college atmosphere. Hopefully, their experience will be as pleasant for them as my VAMPY experience was for me back in 1989, and some of them, moms and kids alike, will be inspired to give higher education a shot some day.”

*Winebrenner, S. (2001). Teaching gifted kids in the regular classroom. Minneapolis, MN: Free Spirit Publishing.*



Perhaps you can imagine “April in Paris,” but may I suggest that springtime in London is wonderful as well. On March 31, twenty-two students and eight adults boarded a plane to fly to London. They spent the next eight days seeing the sights and sites as they learned about the people, culture, history, and art of Great Britain.

Lasting impressions include the splashes of color projected by the flowers in the English gardens. Primroses of many hues dotted the parks. Daffodils were seen in abundance. Wordsworth’s poem “Daffodils” came to mind:

*I wandered lonely as a cloud  
That floats on high o’er vales and hills,  
When all at once I saw a crowd—  
A host of golden daffodils  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.*

Favorite experiences varied from individual to individual. Warwick Castle was mentioned by several. Stonehenge was among the places that the young people most wanted to visit. The commentary of the “beefeater” who provided the tour of the Tower of London was enjoyed by all. Theater always has devotees, and *Phantom of the Opera* and *Les Miserables* left folks humming as they boarded the underground to return to the ho-

tel. Views from the Eye of London (seen in the photo) provided the opportunity to see the various sites from a fabulous vantage point. And another highlight was the tour of the Houses of Parliament. The view of Big Ben Tower at night was spectacular as was the sound of the bell, Big Ben, as it rang to toll the hour.

Alex Stewart (Paris 2005) described his favorite experience: going to St. Paul’s Cathedral. “To me, the visit to St. Paul’s Cathedral to attend church was a very exciting opportunity, and it lived up to my expectations. Sitting under the huge dome where every detail makes you feel tiny with the voices and the choir rising up and resonating through the cathedral – it is a great experience that just can’t be described.”

Spring break in London was filled with experiences that tie to what one studies in history, literature, science, and the arts. Learning is the focus. Jennifer Robinson (VAMPY 2003, 2004, 2005, and 2006) summed up her experience in England: “This trip to London has been an amazing opportunity that I am honored to have had the privilege to participate in. I’ve been from Buckingham Palace to Shakespeare’s birthplace and all the way to Stonehenge, and I will cherish every moment. I have left my footprints across London, and London has left its footprints in my heart.”

Next year The Center will offer Spring Break in Paris. Perhaps you will want to plan to go!

# The Center Travels to England

BY JULIA ROBERTS





**LINDSEY BALE** (SCATS 1991 and 1992; Counselor) started a book club for women inmates at the Warren County Regional Jail. She applied for and received grants to cover the cost of the books and met biweekly with women to discuss literature, including *The Lovely Bones* by Alice Sebold, Shakespeare's *The Taming of the Shrew*, and *Daughter of Fortune* by Isabelle Allende. After earning her undergraduate degree at Indiana University, Lindsey completed her Master's in English with a certificate in Women's Studies at Western.

"Although we may not be conventional and sit on overstuffed couches sipping coffee, we are a dedicated and growing book club, learning from and discussing not only the classics, but also the literature of our lives."

**LEIGH JOHNSON** (SCATS 1993; VAMPY 1994; Travel to Russia; Counselor) received a grant from the Kentucky Foundation for Women to teach poetry writing workshops to girls at an alternative high school. They will produce a book of poetry and host a performance of their poetry for the community. Leigh begins a doctoral program at the University of New Mexico this fall.

**DAVID TAO** (SCATS 2000 and 2001; VAMPY 2001, 2002, 2003, 2004, and 2005) won the Prudential Spirit of Community Award as the Outstanding Kentucky High School Volunteer for 2006 for "The Wagon of Hope Food Drive" that he began three years ago; he has collected more than 15,000 food and toiletry items for the needy in Nelson County. "It doesn't take a large number of people or endless resources to start something great," said David. "It only takes dedication, time, and commitment." He won the award as a middle schooler four years ago for a different project. He is also one of four members of the McCallie Science Bowl team which won the Tennessee State competition and with it an expense paid trip to the Nationals in DC at the end of April. He returned in early May for the Prudential Awards.

"I am so very grateful to The Center for the wonderful summers provided for my child. He developed friendships, confidence, and had meaningful learning experiences that have helped make him what he is today. I thank all of you."

— Dr. Marilee Benson, David's mom

# ALUMNI UPDATE

**WEI-SHIN LAI** (VAMPY 1990 and 1991) practices Family Medicine in Stamford, CT. She graduated with distinction from the University of Michigan in three years with a degree in Cellular Molecular Biology; from there she graduated from the Virginia Medical School in 2002. Her private practice allows her time and freedom to pursue her personal interests.

"Looking back, I think VAMPY was a turning point in my academic and social pursuits. It gave me the confidence to know that I can achieve anything I wanted, and yet it showed me humility as there were so many other gifted people out there to admire and befriend."

**CLAIRE FORMAN** (SCATS 2001) just finished her freshman year at George Mason University where she is majoring in Global Affairs with a concentration in Latin America. As

a national finalist in Informative Speaking and Persuasive Speaking, she was able to compete in the nationals this spring. This summer she will attend the Latin Immersion School in Buenos Aires, Argentina.

**NATHAN MISHRA LINGER** (VAMPY 1992, 1993, and 1994) is currently living in Oregon where he is pursuing a Ph.D. in Computer Science at Portland State University. He has been married for a year to Taniya Mishra Linger. His interest in computer science stems from his first introduction to it "in a mini-course at VAMPY about 15 years ago."

**COREY ALDERDICE** (Counselor) won the 2006 Outstanding Graduate Student John D. Minton Award for excellence in gifted studies, English, and forensics. He received the award at the May 12, 2006, graduate student commencement. "Corey is an outstanding scholar and contributing member of the Western Kentucky University family," WKU President Gary Ransdell said. "He is creative, responsible and committed to excellence." That commitment to excellence continues this next year as he serves as planning coordinator for the Kentucky Academy of Mathematics and Science; he will also teach in Western's English Department.

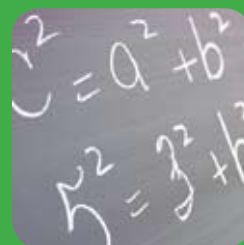
We're Celebrating and  
Hope You'll Join Us!

July 1 marks the date of our official kickoff for The Center's 25th year celebration of providing services to young people who are gifted and talented, their educators, and their parents. We have a wonderful day planned full of food and fun. Join us at 3 p.m. for the inaugural meeting of The Center's Alumni Association. That afternoon and evening we'll have hot air balloon rides (weather-permitting), games and inflatables for the whole family, tours to the Kentucky Academy of Mathematics and Science, and a catered picnic. Enjoy the traditional Irish songs of The Rogues (led by Skip Cleavinger, a former VAMPY teacher), a slide show of Center activities spanning 25 years, and a fireworks display! If you haven't received your invitation or have any questions, please contact The Center. We hope to see you here!



# THE KENTUCKY ACADEMY OF MATHEMATICS & SCIENCE

*...A Beacon of Excellence*



Located on the campus of Western Kentucky University, the Kentucky Academy of Mathematics and Science will open its doors to its inaugural class of 60 high school juniors and 60 seniors in the fall of 2007. The Kentucky Academy is Kentucky's first and only full tuition-paid, early admission program for students who are gifted in mathematics and science.

The Kentucky Academy offers a two-year living/learning environment and specialized curriculum for highly motivated Kentucky juniors and seniors gifted in the areas of math and science and interested in pursuing careers in science, technology, engineering, or mathematics.



Academy students will:

- live on Western's campus in a residence hall surrounded by like-minded peers
- take challenging college courses with other college students and college professors
- earn 60 hours of college credit
- have the opportunity to do research alongside faculty members
- plan and participate in any number of extracurricular activities such as intramural sports, Key club, and student council

At the Kentucky Academy students will be surrounded by friends and staff committed to encouraging and supporting each student's particular talents and interests.

---

If you are interested in further information on the Kentucky Academy of Mathematics and Science, please contact Dr. Julia Roberts at The Center for Gifted Studies, 270.745.6323, [academy@wku.edu](mailto:academy@wku.edu) or check out the academy website at [www.wku.edu/academy](http://www.wku.edu/academy).



## *The Academy Receives Funding: Doors to Open in Fall 2007*

Congratulations, Kentucky! The Kentucky General Assembly has passed the budget that includes funding to implement the Kentucky Academy of Mathematics and Science, and Governor Fletcher has signed the budget. The state of Kentucky, young people across the Commonwealth, and their high schools will benefit from the Kentucky Academy when it opens in the 2007-2008 school year. Kentucky will open the fourteenth statewide residential school with a focus on mathematics and science for advanced high school-age students.

Indeed, it is a time of celebration as Kentucky prepares to open the Kentucky Academy of Mathematics and Science.

Remember The Academy isn't about The Center for Gifted Studies. We simply stewarded it, advocated for it, explained the need. The Academy isn't about Western Kentucky University. Western, realizing the great need Kentucky has for such a residential school, dedicated space, instructors, and an optimal learning environment. The Kentucky Academy of Mathematics and Science is all about Kentucky and Kentucky's young people. Our Commonwealth must nurture and develop these precious resources. We must ready ourselves and prepare our people to compete in a global economy and a "flattened" world.

### **TOYOTA GIVES TO THE ACADEMY**

The Kentucky Academy of Mathematics and Science would like to say thank you to Toyota Motor Manufacturing, Kentucky, Inc. for their great generosity and support. Toyota has just given the Academy \$100,000! The Academy will receive \$25,000 a year over the next four years. Much like The Center, Toyota has a special interest in educating young people from all over the state in math and science. We're so proud and thankful to have Toyota on board!



Read more about the Academy on the web: [www.wku.edu/academy](http://www.wku.edu/academy).

## **KARL, WE'LL MISS YOU**

We here at The Center are always excited to hear about talented young people tackling challenges and taking advantage of new opportunities; it's just a little difficult, however, when that means we lose someone very special to us. Karl Miller, the Director of Development for the College of Education and Behavioral Sciences, will be leaving June 30 to serve as Assistant Dean for Development in the College of Education at The University of Texas at Austin, ranked 8th in the nation for their College of Education in 2004. This talented, dedicated man is special to The Center for many reasons, but leading the way is the fact that Karl has been with us since the beginning: he attended the first summer camp we ever offered in 1983.

Karl reflects on his experience: "As an alumnus of Center programming, it has been a thrill for me to assist in its advancement efforts. My family has had a connection with The Center going

back 23 years and getting to work side-by-side with someone I admire as I do Dr. Julia Roberts has been an honor and a privilege.

I will miss my daily interaction with Dr. Julia and the rest of her wonderful staff, but I will remain an active member of the The Center for Gifted Studies Alumni Association and continue to support and advocate for The Center and its programming. As a matter of fact, I've already informed the folks in Texas that I will be taking some days off to come back next year for The Academy grand opening."

Karl and his wife, Jennifer, have been wonderful friends to The Center. From enrolling their son, Tristan, in Super Saturdays to giving monetary donations to setting up tables for picnics, the Miller family have supported us in every way

possible. And now it's time for us to support them in their new adventure! We wish you only the best.







# *The Academy: Frequently Asked Questions*

As we approach the fall 2007 opening of the Kentucky Academy of Mathematics and Science, you as students, parents, and educators have many questions for us. We have some answers, written from the student's perspective.

## **How does my high school benefit from my going to the Academy?**

Your test scores will be sent to your home school. Any awards or honors you receive (such as National Merit) will be credited to your high school. Educators at your high school should be proud that you have been selected for the Academy. They will have the Kentucky Academy as an option for addressing your learning needs and interests.

## **What will an Academy education offer me?**

The Kentucky Academy will offer you the opportunity to receive 60 hours of college credit and a high school diploma. You will have university professors teaching classes that will allow you to work to your ability. You will have the opportunity to take classes in a broad range of academic interests including humanities, languages, or social sciences, in addition to your focus on math and science. Your interest and ability in math and science may be supplemented with opportunities for research during the academic year as well as in the summer. You will live with other Academy students in a residence hall on campus.

## **Must I live on campus?**

All Academy students will live in Schneider Hall, the residence hall dedicated to the Kentucky Academy of Mathematics and Science. The residential and academic aspects of the Academy

combine for an overall experience for you. Because the Academy is more than just your classwork, you will have a community of peers on campus to round out the experience.

## **Will I take classes with college students?**

Yes. All of your classes are Western Kentucky University classes, taught by professors. Some classes will be for Academy students, but most will be open to you as well as other students on campus. Remember, you are a college student as well as an Academy student.



## **What social activities will I be able to participate in?**

Many social activities will be available for students. You may decide to start a concrete canoe team or a horticulture club with other Academy students. There will be a full range of club opportunities, and your input and interests are important. In addition to clubs, there will occasionally be films or speakers at the Academy. You are free to attend lectures or events on campus. The Academy also will have a yearbook and a prom.

## **What sports are available?**

You may participate in intramural sports at Western. You will have access to the

Preston Health and Activities Center on campus, which is scheduled for expansion in the near future.

## **When can my parents visit?**

The Academy will have one open weekend each month when students return to their homes to spend time with their families. However, your parents may visit any time it doesn't conflict with your class schedule.

## **Where will I eat?**

You will have a meal card which allows you to eat at several locations around campus. Fresh Food Company has a variety of traditional dining hall food choices, as well as vegetarian options, sandwiches, international cuisine, and pizza.

## **How much will my family need to pay?**

The Academy, funded by the Kentucky General Assembly, will provide room, board, and tuition for students. You will be responsible for your books, travel expenses, and any incidentals.

## **What safety provisions are in place?**

We have worked very closely with the security consultants on the construction of the residence hall. There will be monitors and a 24-hour desk clerk. Students will have a nightly and weekend curfew.

## **Will I have access to phones and/or the internet?**

Yes. Schneider Hall will have just been fully renovated and will have a wireless internet connection you may use. There will be phone jacks in the residence hall, and you may choose to bring a regular and/or a cell phone.

# OPPORTUNITIES FOR GIVING

The realization of the Kentucky Academy of Mathematics and Science brings myriad opportunities. Most obvious, of course, is the opportunity for high school juniors and seniors to be challenged in a unique college environment. The Academy may inspire business and industry to come to Kentucky as we provide a richer employee pool. But the Academy also provides an opportunity for giving. Friends of The Center have given generously to help us help others. We're counting on you to help again. The Center's physically moving into the Kentucky Academy in 2007 creates unique opportunities for giving. Read the wish list below. You may make a gift or you can put us in contact with someone, a business, or an organization who can contribute in one or more of these ways. You can make a real difference!

## WISH LIST

### Naming Opportunities

Outdoor Classroom  
Various Rooms in Schneider Hall (e.g., The... Computer Center or the... Board Room)  
The Center for Gifted Studies

### Academy Design in the Terrazzo Floor

Lobby  
Office Entrance

### Furniture

Offices for The Center and the Academy  
Lobby  
Game Tables  
Outdoor

### A Baby Grand Piano

### Landscaping/Gardening

### Artwork

Lobby  
Offices

### Vans

### Technology

Computers for the Lab  
Smart Boards for Study Rooms  
Technology for the Board Room  
Large Flat Screen for Largest Room/TVs  
Sound System

### Sponsorship

Websites for The Center and/or the Kentucky Academy  
Cultural Experiences and/or Field Trips

Lecturer/Opportunities to Talk with Experts from Various Fields of Study and Careers

A Sabbatical Year or Semester for Secondary Math and Science Teachers to Spend at the Kentucky Academy

Yearbook for the Kentucky Academy

Prom for the Kentucky Academy  
Public Radio Spots for The Center and the Kentucky Academy

### Equipment

Offices  
Publications  
Sports

### Scholarships

Summer Programs  
Super Saturdays  
Travel

### Books and Board Games

## How much interaction will Academy students have with regular college students?

Your classes will be regular university classes which may include other students from the Academy and will certainly include regular college students. However, most of your social interaction will take place with other Academy students through planned events and activities.

## How many classes will I take each semester?

In order to graduate from the Academy with 60 hours of credit, you will need to take 15 hours (about five classes) each semester.

## What are important aspects of the application?

There are three significant portions to your application for the Academy. Your ACT/SAT score will be used as a predictor of readiness for college level work. Recommendations that can attest to a strong work ethic will be important. Finally you will need to interview with Academy staff to explain your preparation and readiness for the Academy environment. One of the

goals for the Academy student population is that it represents Kentucky geographically and demographically.

## How can I prepare to attend the Academy?

You want to make sure that you take the most challenging classes your high school offers. Preparation in mathematics and science will allow you to be ready to do college-level work. You must have completed a minimum of Algebra I and II and Geometry.

## What will a day at the Academy be like?

A day at the Academy will include a combination of going to classes, studying, participating in club activities, socializing with friends, eating at campus dining facilities, and many other possibilities.

## How can I attend religious services?

Many churches are near enough to the university that you may be able to walk. Other churches have vans that they use to transport students. Bowling Green has a variety of worship opportunities, includ-

ing churches for most Christian denominations, an Islamic mosque, and a place for Jewish students to gather for worship.

## What social and emotional support is available?

There will be a person trained as a counselor on staff. Resident Assistants will live in the residence hall to assist in planning activities and serve as resources for students. The Director and Assistant Director of Residential Living also will live in apartments in Schneider Hall. The staff will be well trained in dealing with the social and emotional needs of academically gifted young people.

## What are college options for me after I complete my study at the Academy?

After you graduate from the Academy, you will have many college options. Members of the staff will work closely with you as you narrow your college search. Other state academies' directors tell us that their students are sought after by colleges across the country. The future is bright!



# WANTED

## HELP IN RECRUITING FOR THE KENTUCKY ACADEMY OF MATHEMATICS & SCIENCE

Most friends of The Center know about the Academy, and some of them will even be among the first students in the Academy. But the Kentucky Academy is an unknown to many throughout our Commonwealth. Although we will provide information to schools, sometimes the best resource is outside the school system. The fall of 2006 will be important for recruiting our first students for the Kentucky Academy. High school sophomores and juniors can apply. We need your help in spreading the word.

### CAN YOU

- ▲ coordinate information and opportunities in your community?
- ▲ help host get-togethers to talk to prospective applicants and their parents? Or provide contacts in communities who can?
- ▲ arrange speaking opportunities in communities throughout the state such as Rotary Club, Kiwanis, Optimists Club, Chamber of Commerce, etc.?
- ▲ connect us to local radio or television stations with interview possibilities?
- ▲ encourage a community newspaper or magazine to provide information or write a story about the Academy?

*If any of these are possible for you (or any other idea we didn't list!), please contact Julia Roberts at The Center.*





## *Gone South: Frustrated and impatient with school, Chris Ginter just couldn't wait any longer for the Kentucky Academy of Mathematics and Science to open its doors*

BY HARPER LEE

Chris Ginter's story is dishearteningly familiar to gifted students in Kentucky. A profoundly talented student, Chris struggled to stay focused in high school. Not because he found school and the material challenging, but because he found it lacked challenge. Without the opportunity to accelerate at a fast rate academically or the camaraderie of other exceptional and highly motivated students, Chris was just "dealing with" school.

"Middle school and high school especially became extremely tedious and boring," Chris said. "My high school was unable to offer more challenging courses, except to seniors, and even then in very limited numbers."

Fortunately, however, Chris' great gifts and talents were identified and cultivated. He spent five consecutive summers attending SCATS and VAMPY and then another additional summer as a TA for the VAMPY genetics class.

"Middle school and high school weren't able to provide the stimulus that I had experienced at VAMPY," Chris said. "SCATS and especially VAMPY opened my eyes to what was out there academically."

The then-just-prospect of a Kentucky Academy of Mathematics and Science gave Chris some hope, but upon hearing that the start date for the Academy had been pushed back, Chris began immediately to search for similar programs. His search yielded the University of West Georgia's (UWG) Advanced Academy of Georgia (AAG), a residential, early-entrance-to-college program designed for gifted and talented high school students.

"West Georgia's Academy just seemed to be the best fit," Ginter said.

Conceived and begun by the University of West Georgia's president, Dr. Be-

heruz Sethna, the Advanced Academy of Georgia admitted its first class in 1995. Dr. Sethna, a long-standing friend and advocate for Gifted Education, has devoted a great deal of his time and scholarly energy to promoting and implementing academies. Within a year of his being university president, the Advanced Academy of Georgia was a reality.

"Without being at all critical of high schools, their constraints mean that they cannot afford to have really challenging classes," Dr. Sethna said. "The Academy and similar programs benefit the entire nation as they provide academically challenging programs to students who would not find those challenges in a high school setting."

For the past 11 years, Academy students, like Chris, have had the opportunity to not only take a rigorous college curriculum, but they can also take advantage of UWG's specialty – faculty-directed student research. "Sixteen-year-old students are doing research, publishing papers, presenting at national conferences and building their skills," Dr. Sethna said. "In many high schools, it's not cool to appear smart. At AAG it is. Student peers not only encourage excelling, but also help others excel."

Academy students are allowed to take any course offered on campus, and they may join any organization except fraternities and sororities. While Chris' current major is chemistry, he says his current class schedule indicates anything but that major.

"My other favorite thing about the Academy is the freedom we have, socially and academically," Chris said. "The ability to freely explore whatever classes we are

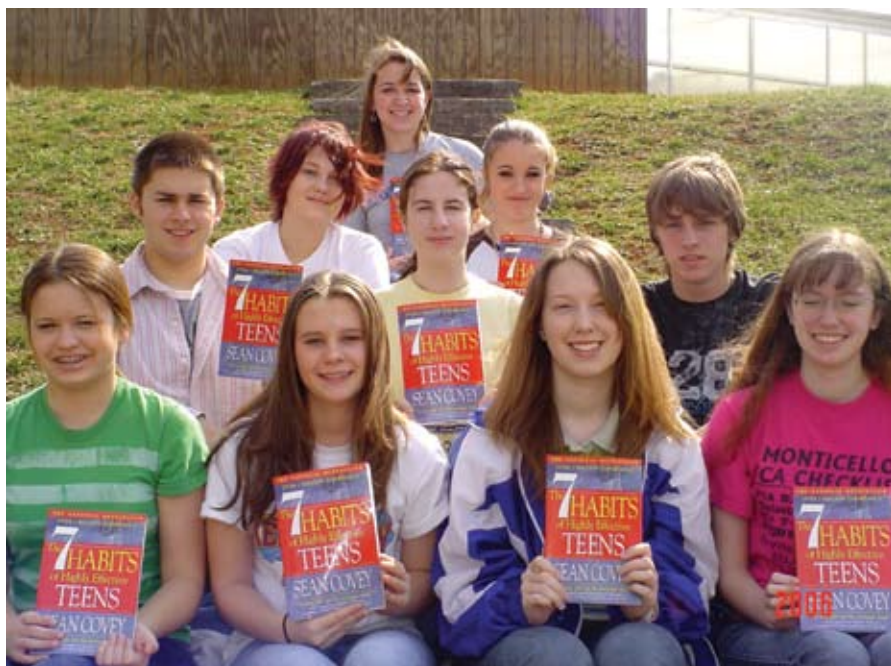
interested in. We are free to enroll in any class that interests us as long as we meet the prerequisites and still enroll in those classes that are required for our high school graduation. The friendships that we make with other students are amazing – they are true peers, which is something that I had only before experienced at VAMPY."

Although Chris is very happy with his Academy experiences and friends, he admits that the move away from home can be difficult. "It was a bit hard leaving Kentucky. My family and friends were extremely supportive of the move, which made that a lot easier, but it was especially hard leaving the friends that I had gotten over my years at VAMPY," Chris said. "It definitely makes the time I spend with my family and friends now a lot more significant."

But thanks to AAG, Chris has been able to transition away from high school at a time appropriate for him while still maintaining a strong base of support from not only family and home friends, but also like-minded peers he sees every day.

"Academies provide students with a means to go beyond the restrictions and limitations of traditional high schools," Chris said.

Finally, after eight years of lobbying and advocacy, the Kentucky Academy of Mathematics and Science received funding and support from the Kentucky General Assembly. The Academy is set to open its doors to its inaugural class in the fall of 2007. Talent like Chris' won't need to look out of state for challenging academic experiences in math and science anymore!



A Service Option for Gifted and Talented High School Students,” focused on the positive environment created by the lunchtime gathering. Out of this gathering came specific special interest areas that students were eager to study – with one topic being leadership. The focus of the workshop was the book *The 7 Habits of Highly Effective Teens* by Sean Covey. Students completed a jigsaw study of the book during this ½ day workshop. They began the workshop reading their portion of the book; they finished the day sharing what they’d learned in discussion. Reflections from the teens included these thoughts:

- I have a need for perfection and being right all the time. That should be something I must work on.

# Leadership Development: For the Good of Society

Signs of leadership show themselves early in the school career. A leader could be that five-year-old who quickly organizes everyone into a Star Wars role playing game during recess – and the kids listen. He may be the third-grader who convinces the whole classroom to agree to bogus rules when there’s a substitute teacher. By middle school, a leader may be the one who initiates a service project to beautify the school or raise money for an important cause. He could also be the one that kids turn to for help in solving problems. A leader could also be someone who rallies her buddies in tormenting the new girl in school. In high school, leaders may be those kids managing part-time jobs, AP classes, and extra-curricular activities – while somehow finding time to be a vital part of their community. Or he may be running the most lucrative drug operation in the school. Young people who are gifted and talented in the area of leadership have that innate ability to get others to follow them. But the innate ability isn’t enough – communication, problem-solving, and decision-making skills must be

honed and developed. And that ever-important ethical component that separates leading for the good of society versus the good of self is critical.

The Commonwealth of Kentucky includes leadership as one of the five areas of giftedness. Young Kentuckians who are identified in leadership must receive services that develop those skills with the goal being continuous progress. Services can range from a leadership class held daily for a semester to a once-a-year leadership seminar to a monthly pull-out. The article on page 17 suggests myriad other services generated from Leadership X. The following examples show even more strategies.

## Book Study and Lunch Group: Monticello Independent Schools

Jennifer Chaplin’s Gifted Studies Lunch Group proved so successful that she and her students at Monticello Independent School presented at the Kentucky Teaching and Learning Conference, March 9-11, in Louisville. Their workshop, “Gifted Studies Lunch Group:

- I learned that I have things to work on in all seven areas, not just the habit I chose to work on today.
- I learned that habits control the level of happiness in your life.
- I now know that in order to function well I need to take the time to renew my body, soul, brain, and heart.

These leadership activities fully support their TRADITION program (trust, respect, attitude, dedication, integrity, teamwork, involvement, organization, and never give up) at Monticello Independent Schools.

## Leadership Class and Seminars: Pulaski County

Taterology? Sound familiar? Of course not! It’s not a science, and it has nothing to do with potatoes. It’s an original, high-energy teaching method developed by Exploring Gifted and Talented (EGAT) instructor Jeff Bellamy to engage and jump start his leadership class.

“Leadership opportunities are important for all gifted students because

(Continued on page 16)

# Marcia Eisenstein Connects Kids to College —and Wins Duke Service and Leadership Award

BY HARPER LEE

Marcia Eisenstein doesn't forget. Even now as a new college graduate, Marcia still remembers the girl from her hometown of Glasgow, KY, that should have gone to college – but didn't. "She was the perfect example of someone falling through the cracks," Marcia explained. "She had been identified as gifted. She was definitely college material. It had a lot to do with the environment she grew up in."

As a junior, Marcia participated in a course on "Enterprising Leadership," offered as part of Duke University's Hart Leadership Program. During the program, Marcia's memory gave birth to careful scrutiny and consideration. "Basically I was reflecting on my own experience applying to college. My parents were very helpful. They both have college degrees and graduate degrees, and I had an older brother who had already been through the process, so the application process was easier," Marcia said. "But I wondered for an individual without a support network, how would the process be different for them?"

The idea for her pilot program College Connection hit her, and Marcia hit the ground planning – one of her very favorite things. College Connection teamed

up with South High School in Durham, N.C., in the fall of 2004. Marcia requested ten low-income, at-risk seniors. She then paired each student up with a volunteer, and together the two navigated the college application process from start to finish.



On a whim, Marcia emailed a member of Duke's admissions staff describing the project. Duke's admissions staff supported the idea, and ultimately their team provided College Connection with additional volunteers, helped train volunteers, and even provided lunch on the training day.

Students and volunteers meet for a series of sessions (two a month) throughout the fall to insure that students have

all their information complete, packaged, and ready to mail by deadlines. Each session has its own unique theme: taking the SAT or ACT, writing an essay, or applying for financial aid. Sessions are held in the school library so that the group could have access to computers.

"The majority of them are first generation (college) students. They all have low-income backgrounds," Marcia said. "Really what a lot of them need is to have it in their schedules that they will work on applications for two hours on this particular day."

Of the ten students who participated in the first College Connection, eight enrolled in four-year colleges. Marcia hopes that the program will eventually expand to include Duke employees and their children as participants.

"One girl had a very supportive mother who was totally ignorant of the college application process. Her father wasn't in the picture. She's just finishing up her freshman year now at East Carolina University. I think she's studying to be a teacher," Marcia said. "After she got her acceptance letter, she came to our next session wearing a purple and gold sweatshirt — purple and gold are ECU's colors. She was just so thrilled to be going to college."

After her older sister had success with the program, Amanda Brown decided she also wanted to be a participant. "I loved the one-on-one attention that I received," she said. "I was provided with my own college coach. And also, the program is very positive. I knew way before College Connection that I wanted to go to college. I am so excited and can't wait to go." Amanda applied to four colleges, and she is set to enter Elizabeth City State University in the fall.

For her efforts, Marcia was the sole recipient of the prestigious Duke University's Samuel Dubois Cook Society Undergraduate Award. She has managed to successfully hand off the reins of College Connection to completely new leadership in hopes that the program will stay alive and well after she graduated in May.

*Congratulations, Marcia!*

Leaders know how to make things happen. They know how to effect change in their world. First, they identify a real need. Then they set a goal and design a plan to reach the goal. Next comes the plan's implementation so that the goal is reached. Marcia Eisenstein did just that.



they are well on their way to be the future leaders in their communities, state, and world,” EGAT coordinator, Lynn Ashbrook said. “Usually, these students are current leaders in their classrooms, schools, churches, clubs, and athletic teams. Gifted students pay close attention to real-world issues such as clean water, aging, the U.S. drug epidemic, war, and hunger, just to name a few.”

For the past three years, EGAT has been helping students in Pulaski County who are gifted in leadership, creativity, and the performing arts cultivate their unique talents. “Teaching in EGAT allows time to encourage and give hope to young teens who may be struggling to find where they fit in,” Bellamy said. “Gifted students need real life examples from history to show that they are not different or strange. We feel that it is important to give the students the confidence that they need to develop to their full potential.”

These students spend a day each semester exploring the arts and fashioning their own personal leadership styles and philosophies through special immersion workshops. Through classes just like Bellamy’s, students discuss and learn about the many different ways an individual can lead using his or her own strengths.

“The students have a passion to contribute to make a difference in their world,” Ashbrook said. “Positive leader-

ship opportunities channel the gifted students’ talents in the correct direction by enhancing their abilities to make a positive impact on society. Leaders are not born, they are made.”

### **Competition: Kentucky**

Each year, the National Association for Gifted Children sponsors the Nicholas Green Distinguished Student Award for each state affiliate. In 1994 while traveling with his family in Italy, Nicholas Green was killed in a drive-by shooting. His parents have since established the Nicholas Green Foundation to honor and support children near Nicholas’ age when he was killed who are gifted and talented. These children have not only excelled in the classroom, but have also demonstrated talent in the arts and/or leadership. In addition, these students have made significant contributions to their community.

Elizabeth Gatten, the 2006 Kentucky Nicholas Green Distinguished Student selected by the Kentucky Association for Gifted Education, is currently a fifth grader in Sturgis, KY. Nominated for the award by her teacher, Elizabeth’s leadership abilities shine in the classroom, in her community, and beyond. Her compassion and personal experience guided her to a local nursing home caring for patients with Alzheimer’s where Elizabeth has volunteered for the last three years. Eliza-

beth’s curious and active mind prompted her to research the plight of the manatees off the coast of Florida and donate money to organizations fighting to protect them. This leader finds a need, makes a goal and plan, and then implements so that the goal is reached. Even as a young person, Elizabeth Gatten has the makings of a truly great leader; she is kind, compassionate, engaged, and thoughtful. Elizabeth is an excellent example of how leading is not just about delegating responsibility and giving orders, but it is also about setting examples.

### **Putting Training Into Action: Warren County**

An important aspect of building leadership skills in gifted and talented young people is emphasizing not only the generation of ideas for leadership but also the finer points of carrying a process through to completion. Khotso Libe (Super Saturdays 1999 and 2000; SCATS 2000 and 2001; VAMPY 2002, 2003, and 2004; Paris and London), a senior in the Warren County schools, has participated and benefited from myriad leadership services including seminars, workshops, conferences (some in Washington, DC), and service projects (see Making a Difference: Gifted Children’s Impact on the World on p. 4). As president of his Student Council, he developed a leadership idea that would complement Greenwood High School’s efforts to help freshmen adjust to high school. Khotso suggested to his principal, Mark Davis, the idea of assigning two seniors to each freshmen homeroom. These carefully selected seniors, the Guiding Gators, would then act as mentors to the freshmen, giving advice, providing friendly faces, and answering questions. Davis enthusiastically embraced the idea, asking Khotso to begin creating applications for seniors who wanted to participate. Khotso, a gifted leader, now has experience in both designing and implementing leadership opportunities; he says, “Even though my high school experience is over, I hope that I can still help upcoming high school students with their high school experience.”



# 'Scampering' for Leadership Ideas

For ten years, The Center for Gifted Studies has brought together educators and administrators who want to develop leadership in young people. Leadership X, held in early January, focused on strategies to develop communication, problem-solving, and decision-making skills. Tracy Inman and Julia Roberts shared ideas, resources, and strategies with people from 14 Kentucky school districts.

One creative brainstorming strategy produced a variety of services for young people to develop their talent in leadership. Scamper (Eberle, 1996) is an idea-spurring checklist wherein each letter stands for another way of producing ideas. See some of the results below.

## How can we develop leadership skills in students?

### Scamper: S is for substitute

Substitute: To have a person or thing act or serve in the place of another. Who else? What else? Other place? Time? (Eberle, p.1)

- Substitute young people for school, district, or business leaders for a day
- Substitute a class time in the school day for leadership training

### Scamper: C is for combine

Combine: To bring together, to unite. Combine what? Bring whom together? Combine purposes? Ideas? Materials? (p.1)

- Combine mentoring and shadowing with leadership development
- Combine leadership development within club membership or participation in extracurricular activities and sports

### Scamper: A is for adjust

Adjust: To adjust for the purpose of suiting a condition. Reshape? Tune-up? Tone-down? Accommodate? Agree? (p.1)

- Adjust attitudes of school personnel so they understand how vital leadership development is to Kentucky's economy. Use flyers, PACE legislation, *Rising Above the Gathering Storm* report
- Adjust curriculum so all identified students get leadership training because they will be leaders in their fields

### Scamper: M is for modify

Modify: To alter, to change the form or quality. Other color? Sound? Motion? Form? Size? Shape? Taste? Odor? (p.1)

- Modify schedule to include time with material that correlates with leadership (e.g. sports leadership, leadership in areas of strength)
- Modify activities in specific content areas to include a leadership component (such as communication skills in Language Arts or Speech)

### Scamper: M is for magnify

Magnify: To enlarge, to make greater in form or quality. Add what to make higher? Stronger? Thicker? Longer? (p.1)

- Magnify the importance of leadership development by bringing in guest speakers to connect it to the real world (e.g., the impact of China and India on the world)
- Magnify the intensity of skill development through a leadership camp or long-term class/seminar

### Scamper: M is for minify

Minify: To make less, to minimize. Make what smaller? Lighter? Slower? Less frequent? Shrink? Reduce? (p.1)

- Minify the study of skills by studying one leadership skill across the curriculum or by studying one skill at a time in leadership training
- Minify service learning by choosing a single need and focusing on it

### Scamper: P is for put to other uses

Put to other uses: Use for purpose other than originally intended. New uses as is? Other places to use? Use when? How? (p.1)

- Have school leaders be ambassadors for adult activities or lead workshops for adults
- Use school leaders to help solve community problems

### Scamper: E is for eliminate

Eliminate: To remove, omit, or get rid of a quality. What to cut out? Remove? Simplify? Weed out? (p.1)

- Eliminate classroom teachers' negativity for pullout opportunities
- Eliminate negative leadership behaviors/qualities; replace with positive ones

### Scamper: R is for reverse

Reverse: To place opposite or contrary. To turn what around? Upside down? Inside out? 180 degree flip? (p.1)

- Reverse who teaches leadership by letting students teach ideas
- Reverse idea that only identified leadership students get training

### Scamper: R is for rearrange

Rearrange: Change order or sequence? Other pattern? Layout? Plan? Scheme? Regroup? Redistribute? (p.1)

- Rearrange group members to allow all students the opportunity to use their leadership skills
- Rearrange lessons to include leadership concepts

This Scamper activity was only one of the many strategies and techniques shared. Leadership XI, planned for this winter, will also explore practical ways to develop leadership skills in young people.

Eberle, B. (1996). *Scamper on*. Waco, TX: Prufrock Press.

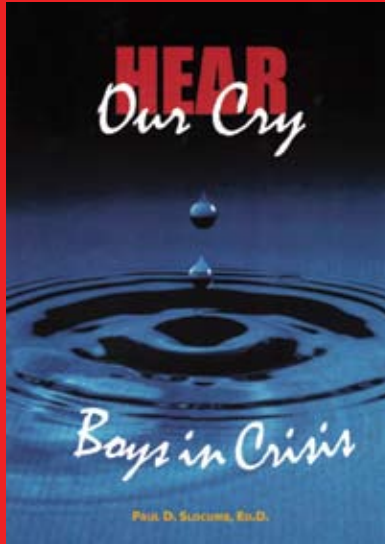
# Paul Slocumb, Expert on Gifted in Poverty and Boys, Speaks at WKU

BY LEIGH JOHNSON

The College of Education and Behavioral Sciences enthusiastically welcomed Dr. Paul Slocumb to campus February 20-22. Dr. Slocumb conducted three different workshops over three days: *A Framework for Understanding Poverty*, *Removing the Mask: Giftedness in Poverty*, and *Hear Our Cry: Boys in Crisis*. Because of a generous donation to the College, the workshops were free for participants and included a book to further the participants' learning. Dr. Julia Roberts, who chaired the committee in charge of selecting a speaker, was excited to have Dr. Slocumb here as the First Annual Visiting Professor in this endowed series.

Slocumb, who co-authored *Removing the Mask: Gifted in Poverty* with Dr. Ruby Payne, worked as an educator for 30 years and draws on his own experiences growing up in poverty. Patrick Cronin, who attended the first two days of seminars and teaches at the Learning Opportunities Center in Franklin, KY, remarks: "As an alternative school educator and an academic team coach, my teaching experiences are rarely understood. Dr. Paul Slocumb not only had his finger on my pedagogical pulse, he also presented information that was at once palpable and classroom-ready. I left thirsty for more and eager to implement what I had learned in the gifted and alternative settings."

Highlights from the workshops include analysis of Payne's *A Framework for Understanding Poverty* through understanding language markers and the differences in the "parent" and "adult" voices. By using an adult voice, educators allow students to develop their own adult voices. When a parent or educator uses the parent voice, the child voice emerges in opposition and little can be accom-



plished. This was simply one of the many insights embedded in the text.

*Removing the Mask: Giftedness in Poverty* explains how traditional identification measures are not valid ways to identify gifted children from poverty. Slocumb and Payne have developed a multi-stepped process. Using specially designed instruments that take poverty into account (i.e., Slocum-Payne Teacher Perception Inventory that examines both negative and positive "manifestation of giftedness" [p. 102]), they enter data into their Preponderance of Evidence Environmental Opportunities Profile. Information rarely considered in data collection but infinitely important in considering what kind of resources the child has to work with (such as the number of lights in the home, immigration status of parents, and color décor of the home) is weighed against the results of the other instruments. Performance in subject area exams is also considered. Once educators examine the whole child, they are better able to identify kids from poverty.

From his most recent book, *Hear Our Cry: Boys in Crisis*, Slocumb cites many ways schools and parents can help boys: "Let boys know there's more than one way to be a guy. Girls are no less feminine because they play basketball or softball. Boys are no less masculine because they like to play chess, paint, or dance" (p. 141), and "School districts must develop policies and administrative regulations that require students to go through a process to get to the root causes of a behavior rather than just punishing the symptoms" (p. 142). These and the other necessary changes Slocumb designs will take time and effort to produce. Learning how to talk about emotion and creating an empathic framework are essential for boys, especially boys in poverty.

Over 100 people attended the workshops with very enthusiastic responses. One attendee remarked: "If more Americans heard more Paul Slocumb, in place of the majority of what they see on television, hear on the radio, and view on the internet, then shared his message, our country might have a chance to overcome the cultural abyss we are facing." Another reflected on the implications for her classroom: "I will definitely take things back to my classroom from this conference to use. As he was talking, I was seeing students in my class, behaviors that I have handled, but will now handle differently because of this training." This Visiting Professorship series will continue next year.

#### References:

- Payne, R. K. (2003). *A framework for understanding poverty (3rd rev. ed.)*. Highlands, TX: aha! Process.
- Slocumb, P. D. (2004). *Hear our cry: Boys in crisis*. Highlands, TX: aha! Process.
- Slocumb, P. D., & Payne, R. K. (2000). *Removing the mask: Giftedness in poverty*. Highlands, TX: aha! Process.





child's school or even in the school district? You may discover a fellow advocate at your very own dinner table: your child. Listen when he talks about other children who are reading chapter books when most other children are not ready for reading at that level. Listen when your daughter describes another child who is very capable in math and enjoys challenging problems. Their parents are possible fellow advocates, kindred spirits. They may indeed be interested in advocating for challenge. Search for others, too. Attend school council meetings and parent-teacher meetings; listen for conversations that indicate an interest in issues related to challenging children to work hard on reading, math, or any other subject to ensure that each is making continuous progress. Consider activities where like-

# Find "Kindred Spirits"

BY JULIA ROBERTS & TRACY INMAN

*Reprinted with permission from Parenting for High Potential (March, 2006), this column is the first of a series entitled "Effective Advocates." Parenting for High Potential, a wonderful resource that helps you develop your child's gifts and talents, is a publication of the National Association for Gifted Children and part of a parent membership to NAGC. See [www.nagc.org](http://www.nagc.org) for details.*

You as parents often feel alone in your thinking. Maybe you see your child bringing home all A's or 100's, but you never see any studying going on or real effort being put into it. You might even question if this is a concern (It is!) or if anyone else feels the same. Maybe your child complains of boredom in school or of covering the same material as last year. Perhaps he's reading Harry Potter at home but only allowed to read Harry the Horrible in school. You may be confused and rightly concerned. Is your child getting what he needs in school? Is it just your child experiencing this? Is there anything you can do about this?

It's time to speak out. In order to speak out, to advocate for your child, you must discover others who feel the way you do. Step one in advocacy is to find "kindred spirits." Who else questions easy grades? Who else is interested in advanced math for children who already have mastered the grade-level concepts? Who else in your child's school supports children reading materials that are beyond grade level? Who else shares your concerns or interests? Other parents will undoubtedly share your concerns, but what about educators? Administrators? They, too, may be kindred spirits. They, too, need to find others who share similar beliefs and concerns. Together you are likely to be more effective than you can be alone. Your voice will be much stronger – and better heard.

What happens, though, when the answers to all those questions aren't obvious? What if it's not clear who shares your interests in speaking out to encourage more challenge for children at your

minded people gather: academic team, Future Problem Solving, FIRST LEGO League, Science Olympiad, Math Counts, Odyssey of the Mind – the list depends greatly on your own child's interests. You will find others who think as you do.

Numbers matter when it comes to advocacy. It may be easy to ignore one parent, but a dozen parents get more done. Double that number and the chances of getting your message across also doubles. That is why it is so important to find "kindred spirits."

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

Parent Leadership Associates – A Prichard Committee/KSA Communications

Once those kindred spirits are found, you're ready to craft a message. Stay tuned for the next column.

# The Celebration Continues: Ed Hamilton Comes to WKU

As part of The Center's 25th celebration and Western's Centennial, we are excited to announce that sculptor and scholar Ed Hamilton will visit WKU this September. Ed is best known for his series of public monuments such as York in Louisville, KY; The Spirit of Freedom, African-American Civil War monument in Washington, DC; The Amistad Memorial in New Haven, CT; and the Booker T. Washington Memorial in Hampton, VA. His works have memorialized such greats as Medgar Evers, Joe Louis, and Whitney M. Young, Jr. He is currently designing a proposal for the \$2 million memorial to Abraham Lincoln in Louisville to honor his 200th birthday in 2009.

On September 14th, a display of his art in the Kentucky Library and Museum will accompany a book signing for his new autobiography *The Birth of an Artist: A Journey of Discovery* (Chicago Spectrum Press, 2006). Wanting to provide the ultimate experience for everyone, Ed will meet with area school children so they can tour his display the

day of his book signing. Western art students will benefit from his expertise the following day on the 15th of September.



Booker T. Washington

Ed has many ties to The Center and to gifted children. This gifted artist has been married for 36 years to Bernadette Hamilton who is Director of Options, Magnet and Advance Programs for the Jefferson County Public School System, and past-President of Kentucky Association of Gifted Education. A strong advocate, Ed participated in a video concerning gifted children in the state of Kentucky. Deservedly so, he received an Honorary Doctor of Arts from Western Kentucky University in 2004.

If you want a preview glimpse into his world of sculpture or you want to read the glowing reviews of *The Birth of an Artist*, go to his website

<http://edhamiltonworks.com>.

We hope to see you at this celebratory event the 14th of September. Contact The Center for more information.

## Protecting America's Competitive Edge (PACE) Legislation Is Proposed

BY JULIA ROBERTS

Two United States Senators requested that the National Academies name ten actions that the United States must take in order to prosper in the global economy of the 21st century. In *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future* (draft, fall, 2005), the National Academies made four recommendations rather than ten and presented twenty recommended actions. The four recommendations are:

**Recommendation A:** Increase America's talent pool by vastly improving K-12 mathematics and science education.

**Recommendation B:** Sustain and strengthen the nation's traditional commitment to the long-term basic research that has the potential to be transformational to maintain the flow of new ideas that fuel the economy, provide security, and enhance the quality of life.

**Recommendation C:** Make the United States the most attractive setting in

which to study, perform research, and retain the best and brightest students, scientists, and engineers from within the United States and throughout the world.

**Recommendation D:** Ensure that the United States is the premier place in the world to innovate, invest in downstream activities, and create high-paying jobs that are based on innovation by modernizing the patent system, realigning tax policies to encourage innovation, and ensuring affordable broadband access.

In response to the four recommendations in *Rising Above the Gathering Storm*, Senators Domenici (R-NM), Bingaman (D-NM), Alexander (R-TN), and Mikulski (D-MD) introduced the Protect America's Competitive Edge (PACE) Act. The PACE legislation was proposed in three bills to implement the 20 recommended actions. (Go to [www.ieeeusa.org/policy/issues/innovation/iusa-sidebyside.pdf](http://www.ieeeusa.org/policy/issues/innovation/iusa-sidebyside.pdf) for the PACE legislation in chart form and [\[du/catalog/11463.html\]\(http://du/catalog/11463.html\) for \*Rising Above the Gathering Storm\*.\)](http://www.nape-</a></p></div><div data-bbox=)

One of the pieces of legislation that is of particular interest involves high school math and science specialty schools. The funding for this part of the proposed legislation would be in the energy budget. After all, the impact of developing top level talent in science, technology, engineering, and mathematics will impact all aspects of our economy, energy included. The Kentucky Academy of Mathematics and Science will certainly have such a positive impact and would benefit from support the PACE legislation could provide.

Please contact your U.S. Senators to tell them about the importance of the PACE legislation. Also contact members of the U.S. House of Representatives to encourage them to provide parallel legislation. Our country needs this legislation if we are to "protect America's competitive edge."

# Please Help Us Help Others

Send to The Center for Gifted Studies

Western Kentucky University, 1906 College Heights Blvd. #71031, Bowling Green, KY 42101-1031

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 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.*

**Director's Circle**  
to \$999.99

**Regent's Circle**  
to \$99,999.99

**The 1981 Society**  
\$1,000,000 & more

**President's Circle**  
to \$9,999.99

**Colonnade**  
to \$999,999.99

**FRIENDS  
WISHING TO  
CONTACT US**

**DR. JULIA ROBERTS**  
*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](mailto:gifted@wku.edu)

**MR. RICK DUBOSE**  
*Director of Corporate  
and Foundation Relations*

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

Phone: 270.745.6208  
Email: [rick.dubose@wku.edu](mailto:rick.dubose@wku.edu)

## Berta Education Series Continues This Fall

Through the generous support of Vince and Kathleen Berta and their Berta Fund for Excellence, Dr. Del Siegle will come to Western Kentucky University on September 28 and 29. Specializing in motivation of gifted students and teacher bias in the identification of students for gifted programs, Del currently teaches in the educational psychology department in the Neag School of Education at the University of Connecticut. He is president-elect of the National Association of Gifted Children and writer of a technology column for *Gifted Child Today*. On the evening of September 28, he will present "Understanding and Talking with Your Children about Their Giftedness" geared for parents of children who are gifted and talented. That next day, September 29, he will present "Understanding Motivation and Gifted Children Who Underachieve" designed for educators. These events are free and open to the public. Contact The Center about registration.

## Anything New?

*You're important to us! Help us be able to  
contact you. Please let us know of any changes:*

Name \_\_\_\_\_

Address \_\_\_\_\_  
STREET

CITY \_\_\_\_\_

STATE \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

Email \_\_\_\_\_



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

NONPROFIT ORG.  
U.S. POSTAGE  
**PAID**  
PERMIT NO. 398  
BOWLING GREEN, KY  
42101

ADDRESS LABEL



## CALENDAR

June 25 – 30, 2006

**Advanced Placement Summer Institute (AP)**

June 25 – July 15, 2006

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

July 1, 2006

**Alumni Association Meeting and Picnic Celebration**

July 10 – 13, 2006

**English, Social Studies, Science, World Languages,  
and Mathematics Vertical Team Institute**

September 14, 2006

**Ed Hamilton Book Signing**

September 28 & 29, 2006

**Berta Education Series**

October 17 & 18, 2006

**Junior Great Books Training**

October 21, 28, November 4, & 11, 2006

**Fall Super Saturdays**

October 21, November 4, 11, & 18, 2006

**Owensboro Super Saturdays**

January 19, 2007

**College Board AP Teaching and Learning Conference**

February 3, 10, 17, & 24, 2007

**Winter Super Saturdays**

April 6 – 15, 2007

**Spring Break in Paris**