



the challenge

Magazine of The Center for Gifted Studies

A Gift from the Mahurin Family Brings the Headquarters of the World Council to WKU



Cora Pitchford

A press conference on November 16 announced the relocation of the headquarters of the World Council for Gifted and Talented Children to WKU from the University of Winnipeg. Dr. Leonie Kronborg of Australia and Dr. Edna McMillan of Canada were present for the announcement, as was Dr. Ken McCluskey, Dean of the College of Education at the University of Winnipeg.

The move of the headquarters of the World Council to WKU was made possible by a generous gift from the Mahurin family. Pete and Dixie Mahurin have been friends of The

Center for Gifted Studies since their daughter Sarah Jo came to the Summer Camp for Academically Talented Middle School Students (SCATS) and later the Summer Program for Mathematically and Verbally Precocious Youth (VAMPY). Pete serves as a member of The Center's Advisory Board and has done so since the first Advisory Board was named in 2001. The Mahurin family endowed the professorship in gifted studies in 2003.

Dr. Julia Roberts, Mahurin Professor of Gifted Studies, is one of seven members of the Executive Committee and Treasurer of the World Council.

Julia is the Executive Director of The Center for Gifted Studies and the Carol Martin Gatton Academy of Mathematics and Science in Kentucky. She has been an active member of the World Council for twenty years.

Julia remarked, "The relocation of the headquarters of The World Council to WKU helps The Center for Gifted Studies realize its vision of becoming a preeminent international center. Welcoming the headquarters of the World Council to WKU is a wonderful way to begin the 30th year for The Center for Gifted Studies."

Dear Friends of The Center,

What will be the "Sputnik" that makes decision-makers in the United States realize that we are missing the mark when the message to educators is to focus on reaching proficiency? What will convince school leaders that it is essential to support teachers who create classrooms that promote children learning at the highest level possible?

The 2009 Programme for International Student Assessment (PISA) was released December 7, 2010, and the message for the United States is that our fifteen-year-olds are placing in "the middle of the pack" of developed countries. American students ranked

14th in reading, 17th in science, and 25th in math out of the 34 countries. Why is there not an outcry from the public about such a mediocre performance?

Mind the (Other) Gap is a report that was released last February. Jonathan Plucker, Nathan Burroughs, and Ruiting Song deliver the strong message that there is an excellence gap in the United States, one that is infrequently mentioned. One suggestion in the report is that two questions should be asked when decisions are made. The first – How will this affect our brightest students? – and the second – How will this help other students begin to achieve at high levels? These questions could help refocus the emphasis on excellence in schools.

Achievementtrap, a report from the Jack Kent Cooke Foundation, documents that there are fewer young people from lower income families in the upper quarter for



Letter from Julia

achievement each year they are in school. There is a tremendous need to focus attention on advanced learners, including but not limited to those who come from disadvantaged backgrounds.

ACT reports that fewer than two out of ten eighth graders score at a level that indicates they are on track to be successful in postsecondary opportunities. Emphasis on high achievement must start early and continue throughout the school experience.

Data make it obvious that not enough is being done in many schools to develop America's talent in science, mathematics, language arts, and social studies as well as in the visual and performing arts. Yet the predominant message at the state and national levels is to bring every student to proficiency – to bring up the bottom. Those are not mutually exclusive goals. Of course, proficiency is a worthy goal for each student

who is not yet there; however, it is no goal at all for young people who are beyond proficiency or way beyond that level. Our country will not be globally competitive much longer unless we change that message and put excellence as a top-priority goal.

The only federal legislation for gifted education is the Jacob Javits Gifted and Talented Students Education Act, and the current administration recommends eliminating that funding. Where are our country's priorities? The Javits legislation focuses on gifted children who are underrepresented in school opportunities, those who are twice exceptional, and those from

low-income families.

Help get the public believing that the time is now to change both the message and practices in elementary, middle, and high schools to ensure that each child is challenged. It is not good enough for our future to have all young people doing grade-level work. We wouldn't stand for "average" in athletics, so why are we complacent about mediocre performance in academics? Make people aware that we are at a new Sputnik crisis. Let's do what was done when the first Sputnik was launched – develop the talent in our country to ensure a bright future.

Sincerely,

A handwritten signature in red ink that reads "Julia Link Roberts".

Julia Link Roberts
Mahurin Professor of Gifted Studies

The Executive Committee of the World Council for Gifted and Talented Children announces that the 19th World Conference will be held in Prague, a beautiful, historic city in Eastern Europe, August 8-12, 2011. Political circumstances in South Korea necessitated the Executive Committee making a very difficult decision to change the location of the 19th World Conference.

the
challenge

Editor/Writer
TRACY INMAN

Designer
MARCUS DUKES

Charisma and a huge smile. That's the first thing you notice when you meet summer 2010 VAMPY student Will Walters. Then, you discover that he won \$29,999 on the *Jeopardy* game show last summer after answering three Daily Double questions correctly.

Will says that he didn't really do anything special to prepare for the challenge. He scored well on an online test that allowed him to audition in Chicago. There he had a written test, as well as a practice game of *Jeopardy* and an interview. Chances are taking accelerated courses at school, scoring in the top one percent on the SAT, and competing on Lexington Traditional Magnet School's Academic and Math teams probably played a role in preparing Will to be chosen as a contestant on this past summer's *Jeopardy Kids Week*.

His appearance happened during VAMPY camp, which was very exciting for the 232 campers. Counselors and kids watched the taped program and cheered for Will's exciting victory. "I won \$29,999 and a trip to Costa Rica and Panama. Most of the money is in a savings account; however, I did use some of it to buy a drum set. We will be going on our family trip in January," Will explained.

Will is an eighth grader who hopes to attend the Massachusetts Institute of Technology and be a theoretical physicist. He will be back at VAMPY this summer.

Will is not the first VAMPY camper to appear on *Jeopardy*. Kendra Chapman (VAMPY 2000-03) appeared on *Jeopardy* and is now in her first year at the University of Illinois at Urbana enrolled in Urbana-Champaign's MFA in Creative Writing with a concentration in Poetry. She attributes her development as a teenage reader and writer to her first VAMPY class, John Hagaman's

I'll take Higher Level Thinking for 500

BY CARA PITCHFORD



Expository Writing. The Contemporary Poetry class, taught by Sue Neal Roberts, helped Kendra find her literary interests during her fourth year attending VAMPY. "Tracy Inman's Humanities class introduced me to T.S. Eliot's *The Love Song of J. Alfred Prufrock* which is still probably my favorite poem of all," Kendra reflected.

Zia Choudhury (VAMPY 2003-06) also appeared on the popular game

show in January 2008 while he was a senior at Lone Oak High School in Paducah, KY. He came in third place, winning \$18,000. He reports that all of his winnings went towards college tuition.

Zia is an excellent student and gives credit to time spent on the high school quick recall team helping him with his appearance on the game show. He remembers the attention that he garnered from wagering on Daily Doubles and that it caused him to receive some unusual fan email from

people he didn't know. "I had no idea so many people appreciated gutsy *Jeopardy* play!" Zia said.

Zia is a junior at Washington University in St. Louis, majoring in Philosophy, Neuroscience, and Psychology with a concentration in Cognitive Neuroscience. He is also premedicine, planning to study Neurology, Anesthesiology, or Neurosurgery.

Other VAMPY campers to have appeared on *Jeopardy* include Matt Burgess (1995-98), Anthony Chiu (1994), and John Zhang (1999-2000).

VAMPY has been available for gifted and talented seventh, eighth, ninth, and tenth graders for 27 years. Students spend three weeks living on the WKU campus studying one topic in great depth. Students have a choice of approximately 15 different courses. VAMPY's emphasis is academics, but it offers a life-changing world of both learning and friendship. Last summer there were students from 13 different states and 4 countries, including 20 from Shanghai, China.

VAMPY 2011 will be June 26-July 16. The application will be available for download on The Center website mid-January.

Fall Super Saturdays **FLIES HIGH**

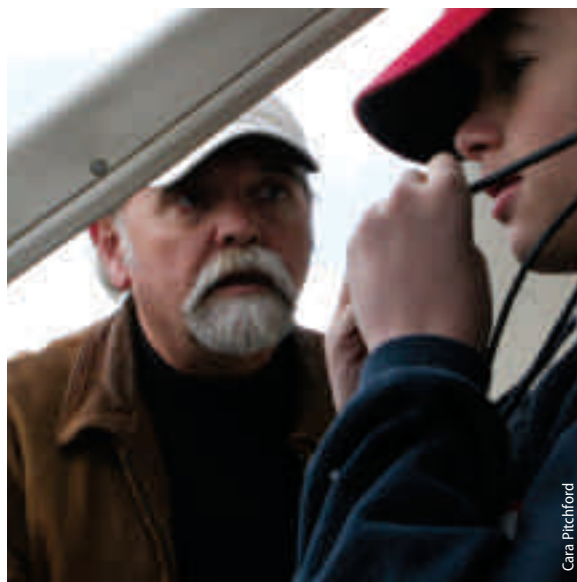
BY CARA PITCHFORD

“Have you ever done a loop?” a Super Saturdays participant asked one of her Aviation teachers. “A few,” Dan Cherry, former leader of the Air Force air demonstration squadron, the Thunderbirds, said. “But, we can’t do that in this kind of airplane. If we could, would you want to?”

“Oh, YES!!” Lauryn Bollinger (Super Saturdays 2009-10), a sixth grade student from Radcliff, KY, said.

And that describes the excitement level of all the participants — students and teachers — in the Fall Super Saturdays Aviation class taught by Bob Pitchford and his fellow Aviation Heritage Park (AHP) board members. The class came about through a partnership between The Center for Gifted Studies and AHP. Bob is on the Board of Advisors of The Center, and Julia Roberts is on the Board of AHP. A mission of the park is to foster knowledge of aviation and of local aviators, and The Center has a young audience thirsty for such an experience.

This Fall Super Saturdays class had an all-star volunteer cast of mentors with a million dollar set of classroom manipulatives and opportunities. The four-week session was led by Bob Pitchford who shared his detailed knowledge



of all things mechanical. Retired lawyer and local historian Ray Buckberry shared the history of aviation and stories of local aviators with students. Arnie Franklin, a retired Air Force Colonel who flew F-111s, shared his knowledge of flight physiology and g-forces even allowing a student to don his “G-Suit” which was then inflated to simulate how it prevents loss of consciousness during high speed turns.

Thanks to Rob Barnett, airport manager, the students had the opportunity to tour the flight line at Bowling Green-Warren County Airport, comparing the technologies and characteristics

of a private plane, corporate jet, AirEvac helicopter, and antique aircraft. The third week of class, students and several parents traveled to Aviation Heritage Park where they heard the stories of the two aircraft commemorating the service of aviation heroes, WKU graduate Johnny Magda and Dan Cherry.

To some students the most memorable moments of the class were the 30 minutes they had in an airplane, high above the ground. Some of them pressed their noses against the windows and just stared down, wondering what the tiny objects below were.

All 15 got into the airplanes as cool pre-teens but then exited impressed with what they had seen and how they had gotten there. As Adam Collins (Super Saturdays 2010; SCATS 2010) of Cox’s Creek, KY, put it, “Wow! That was awesome!”

Fall Super Saturdays offered 47 classes, four at the Louisville Science Center, another great partner of The Center. A total of 743 first through eighth grade students participated, making it the largest Super Saturdays event ever. Winter Super Saturdays is scheduled January 29, February 5, 12, and 19 from 12:30-3:00 p.m.



HARRY CHALMERS (SCATS 2002-04; VAMPY 2005-06; Counselor) is a junior studying Philosophy and Creative Writing at Centre College. He was awarded the Max P. Cavnes First-Year Book Prize for having the highest GPA at the end of his first year. He works as a Writing Center Consultant and was recently elected as a student senator. After studying abroad in Bali in January of 2010, he studied abroad in France this past fall. Ultimately, he plans to earn a Ph.D. in Philosophy and teach on the collegiate level. In his spare time, he enjoys reading, writing, walking, biking, playing old video games, discussing academic subjects with others, volunteering, traveling, and playing Magic: The Gathering – which he learned at camp.

My years as a camper at SCATS and VAMPY were instrumental in making me the person I am today. Being a counselor has been a wonderful way for me to continue to be a part of gifted education.

GEORGE JOHNSON (Gatton Academy, Class of 2008; Counselor), a senior at Northern Kentucky University, has double majors: Philosophy and Computer Science. Not only does he participate in a successful work-study in the R & D section of the Informational Technology Department at NKU, but he also is developing a potential technology startup on the side. When attending the Academy, he often volunteered at The Center.

I have a diverse and well-rounded work history, but never has a job been more meaningful to me than being a counselor. As a child, my life was touched by these sorts of programs. I never thought that working as staff could have had just as powerful an impact on me. I am grateful for the experience.

MARY JOHNSTON (VAMPY 2003-07; Counselor; Head Counselor) graduated this past May *magna cum laude* with honors in English from the University of Kentucky. While there, she served as

president of UK's literary club, W.O.R.D., published works in UK's award-winning essay textbook as well as online in *Excellent Essay Archive*, and worked as floor manager for the Salvation Army free clinic. She relocated to Wisconsin this past fall, spending the year working as a lab research assistant and teaching a writing class for young adults at a literacy center. Her ultimate plans include a Ph.D. in either English or Clinical Psychology.

This is a wonderful place to be a camper as well as work. I feel very lucky to have grown up with The Center.

Alumni Update

MISTY (STRATTON) LAWRENCE (SCATS 1993) is a very active mother of four children and the managing editor of a local newspaper outside Toledo, OH. A 1998 graduate of Allen County-Scottsville High School, she went to Ohio to earn an undergraduate degree in Forensic Psychology from Tiffin University.

JAMI MANN (Super Saturdays 1997-99) graduated from Western Kentucky University in 2009. She is currently in her second year of Pharmacy School at the University of Kentucky. This year Jami was accepted into the dual MBA program there.

LESLEY MANN (Super Saturdays 1997-99; VAMPY 2004-05) graduated from the University of Kentucky this past May, earning a degree in Biotechnol-

ogy from the College of Agriculture. She will spend the 2010-11 school year at the University of Cambridge, St. John's College, having earned the Gates Scholarship to attend. She is working on a Master's Degree in Enterprise Sciences. In fall 2011, she will attend MIT to work on a Ph.D.

GREGG (ERIC) MCKEE (VAMPY 1988) earned a Ph.D. in Materials Science from the University of California at San Diego. This was preceded by a Bachelor's degree in Materials Science from the University of California, Berkeley. He now works for Intel in Portland, OR, where he designs silicon chip process development for new computers.

RACHEL ROBERTS-GALBRAITH (SCATS 1993-95; Counselor; TA) earned a Ph.D. in Cell Biology from Vanderbilt University in December of 2009 after completing a BS in Biology in 2005 from Emory. She relocated to Illinois for a postdoctoral fellowship studying Planarian Regeneration at the University of Illinois in Champaign.

ANDREW SALMAN (Super Saturdays 2002-03; SCATS 2004; VAMPY 2005-08) spent two months in Chongqing, China, after he graduated high school. He now attends Western Kentucky University where he is part of the Chinese Flagship Pilot Program and Army ROTC. He is majoring in International Affairs with minors in Military Science and East Asian Studies.

JESSICA (CULL) SEBASTIAN (VAMPY 1993-94; Counselor) attended Pratt Institute for a Master's in Creative Arts Therapy. She is currently working as a creative arts therapist in Brooklyn. Jessica, who is applying for national certification, works in a day treatment program with adults who are diagnosed with serious mental illnesses. She is married to a sound designer working in downtown

Friend Ed Hamilton Wins National Award

Ed Hamilton, long-time friend of The Center for Gifted Studies, was honored this summer at the 2010 Human and Civil Rights Awards Dinner in New Orleans, LA. Ed was selected to receive the National Education Association's (NEA) 2010 Carter G. Woodson Memorial Award. The award, which annually recognizes exemplary accomplishments in advancing education and equal opportunity, is presented jointly by NEA and the Association for the Study of Afro-American Life and History.

This gifted Louisville sculptor has many ties to The Center and to gifted children. Ed has been married thirty-eight years to Bernadette, the Director of Options, Magnet, and Advanced Placement Programs for the Jefferson County Public School System and past-president of the Kentucky Association of Gifted Education (KAGE). Here at The Center for Gifted Studies, we are proud to boast that the first piece of art to grace the walls of Schneider Hall when the Gatton Academy opened was a portrait of Ed Hamilton, painted by Alice Gatewood Waddell.



Ed's most recent commission was a sculpture of the first African-American Supreme Court Judge in Kentucky. The statue of Judge William McAnulty now resides in the State Capitol in Frankfort (Patrick McAnulty, Judge McAnulty's son, attended VAMPY in 1991.) In 2009, the banks of the Ohio River in downtown Louisville were graced with Ed's statue of Abraham Lincoln plus four bas-reliefs that highlight the different stages of Lincoln's life. Other memorials Ed has created include York in Louisville, KY; the Booker T. Washington Memorial in Hampton, VA; Joe Louis Memorial in Detroit, MI; and the Amistad Memorial in New Haven, CT.

Ed Hamilton has shared his passions and talents with children, young people, and the community at large. The NEA Award highlights how widespread his influence has gone. I was honored to participate in the video that was shown at the NEA Convention. Thank you, Ed.

— Dr. Julia Link Roberts

Be sure to check out Ed's book, *Creating the Lincoln Memorial at Waterfront Park*, and view his works at www.edhamiltonworks.com.

NYC theater. She enjoys spending a quiet life at home with her husband when he is not traveling the world with several theater companies.

ANDREW SMITH (VAMPY 1994-96) is finishing a Bachelor of Science degree in Construction Management at Louisiana State University. He is also president of Fast Guys, LLC, an auto racing part manufacturer.

KRISTINE SONG (Gatton Academy, Class of 2009: Counselor), a senior at the University of Miami, is a Pre-med and Chemistry major.

SCATS and VAMPY have so many bright and intelligent students, and working with them has been an invaluable experience.

CARRIE STEWART (VAMPY 1994-97) is the director of the new campus English as a Second Language International (ESLI) which opened late 2010 at Morehead State University in Kentucky. She worked with ESLI while completing a Master's degree in English with an emphasis on Teachers of English to Speakers of Other Languages at Western Kentucky University where she also earned a Bachelor of Arts degree in English. Carrie has traveled abroad to recruit international students for ESLI campuses and the universities it works with. From 2005 to 2009, she also taught as an adjunct in WKU's English Department.

JEANNE (HENZEL) SWARTZ (SCATS 1986; VAMPY 1987-88) is an artist and designer, self-employed in Oakland, CA.

She and her software engineer husband have one daughter who was born in 2007. In 1995 she received a B.A. in Studio Art from Transylvania University, where she was a William T. Young Scholar. Following graduation, she worked as a costume crafts artisan for regional theaters and, to a more limited degree, Hollywood, before leaving that line of work to open her own interior decoration business specializing in custom fabrication of high-end upholstery, slipcovers, and window treatments (with a sideline in costume design and construction). Some of her artistic upholstery work is in the permanent collection of the San Jose Museum of Art, plus she had an installation work at the San Francisco Museum of Modern Art in 2008.

Center Alumni Find Perfect Fit at Honors College

BY LINDSEY WESTERFIELD

The Honors College at WKU has become an educational destination point for many alumni of The Center for Gifted Studies. Created in 2007, the Honors College at WKU provides an intimate, highly selective learning environment where college-age gifted and high-achieving students can develop the skills to prepare them for success in the nation's top academic and career opportunities. Highlighted below are three Center for Gifted Studies alumni who are making the most of their Honors College experience.

Caitlyn Abell

Super Saturdays (1998-99), SCATS (2001), VAMPY (2002)

After a series of academic accomplishments that continues today, Caitlyn Abell says that The Center for Gifted Studies provided her with the opportunity to explore academic areas to which she might not have otherwise been exposed.

As an undergraduate from Bowling Green, KY, Caitlyn chose a rigorous program of study, majoring in Mathematics with minors in Animal Science and Biology and the completion of an original Capstone Experience/Thesis (CE/T) Project through the Honors College. Caitlyn graduated *summa cum laude* from WKU in 2009, finishing her undergraduate experience in three short years.

"By attending Super Saturdays, SCATS, and VAMPY, I was exposed to the WKU campus and some of the faculty and staff," Caitlyn said. "I observed the excitement of academic excellence at WKU."

Caitlyn was awarded a Presidential Scholarship, WKU's highest academic



scholarship, and immediately engaged in scholarly work as an undergraduate, crediting the Honors College as being the catalyst to her research endeavors. "By being in the Honors College and choosing to complete a CE/T, I was exposed to the research process," Caitlyn explained. "During the time I was working on the thesis, I did not realize the value of this experience. I now appreciate the knowledge I obtained not only

about my topic of interest, but also the process. Having this exposure as an undergraduate has been very beneficial."

The Honors College assisted Caitlyn through personalized mentoring, research funding through an Honors Development Grant, and facilitating research opportunities with faculty in the Honors College and Ogden College of Science and Engineering. Caitlyn's Honors thesis entitled *The Effect of Genetic Lag and Its Associated Economic Value on Gilt Replacement Decisions in Commercial Swine Breeding Herd* has led to multiple internships, national conference presentations, and publications in professional journals, as well as the honor of being selected as one of 16 students from around the world to receive the International Livestock Congress-Calgary Student Fellowship.

Caitlyn's success is far from over. She is currently pursuing a Master's degree in Animal Breeding and Genetics at Iowa State University and plans to start a Ph.D. program upon graduation in May 2011. Caitlyn's motivation to become a leader in the pork industry stems from her scholarly interests in the field of breeding and genetics. "I hope to contribute in some way to support the growth of the industry," Caitlyn said. Caitlyn's experience at The Center for Gifted Studies, complemented by the undergraduate opportunities in the Honors College, provided Caitlyn with the academic support and inspiration for her to pursue a future of distinction.

Alyssa Stephens

SCATS (2002), VAMPY (2004)

SCATS and VAMPY alumna Alyssa Stephens attributes much of her decision to attend WKU to her summers spent with The Center for Gifted Studies. "I think the preparation [from The Center] was really subconscious," Alyssa said. "It introduced me to the kind of living-

learning community offered by the Honors College, so I knew that was what I wanted later.”

Hailing from Fallon, NV, Alyssa is a senior in the Honors College majoring in Sociology with a minor in American Humanics. Alyssa said she feels that her Honors courses offer a level of preparation that is distinct from other coursework. “The real world is not about taking notes or memorizing material,” Alyssa explained. “It is about problem solving and discussion, and having Honors courses based on these concepts will give me the skills I need to be successful in graduate school and in the nonprofit sector.”

Alyssa is taking full advantage of the academic support available through the Honors College in preparing her for graduate school and the professional world. Alyssa was selected to participate in an internship with the ALIVE Center for Community Partnerships, a nonprofit organization dedicated to promoting community development across central Kentucky. “I have been able to meet with executive directors, learn about how to start my own nonprofit organization, and tour some of the nonprofits in the area,” Alyssa said. “My internship and my time in the Honors College have been such unique experiences.”



Nilesh Sahi

SCATS (2001),
Gatton Academy, Class of 2008

Involvement in gifted studies programming is a natural fit for Bowling Green native Nilesh Sahi, who participated in SCATS through The Center for Gifted Studies, was a member of the first graduating class of the Carol Martin Gatton Academy of Mathematics and Science in Kentucky, and will graduate from the Honors College in 2012. “The programs offered by The Center, especially being part of the Gatton Academy, helped me realize that as we progress in our academic studies, the difficulty level continues to build,” Nilesh said. “However, I have been fortunate to be able to overcome those challenges by preparing earlier through The Center and the Gatton Academy.”

Nilesh is a double-major in Biology and Chemistry with a concentration in premedicine. Combining his academic and extracurricular pursuits, Nilesh is involved in student organizations at WKU, such as the Chemistry Club and Alpha Epsilon Delta, a preprofessional health organization, as well as engaging in research with WKU faculty. “I

work with two faculty members in the Chemistry Department and have been doing research for nearly three years,” Nilesh explained. “Some of my research is anti-cancer based, dealing with bulky platinum complexes and their reactions with certain amino acids. The platinum complexes that we synthesize are analogs of Cisplatin, which is used in chemotherapy.”

During his undergraduate experience, Nilesh presented original research at several national, regional, and campus conferences and plans to attend medical or graduate school, focusing on a career in medical research. “I chose to come to the Honors College at WKU because of the opportunities available to students,” Nilesh said. “The faculty and staff are focused on pushing you to the next level, which is exactly where I want to be.”

For more information about the Honors College at WKU, contact:

WEB: www.wku.edu/honors

EMAIL: honors@wku.edu

PHONE: 270.745.2081

Brenda Adams
Bowling Green, KY

Eduardo & Jaime Spencer
Alvarran
Hopkinsville, KY

Katie Augustyn
Westport, CT

Matt Beasley (VAMPY 1991-94)
Nashville, TN
Tom & Wendy Beasley Family
Foundation

Bonnie Berman
Bowling Green, KY

Mark & Kathryn Bigler
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Matching Gift: Dow
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Prabodh & Daksha Mehta
Elizabethtown, KY

Karl (SCATS 1983)
& Jennifer Miller
Round Rock, TX

Jack & Doris Mills
Owensboro, KY

Keith & Tricia Moore
Owensboro, KY

Scott Nass
(VAMPY 1988-91; Counselor)
Ventura, CA
Riley Jane Lawrence Scholarship

Roger & Mary Ann
Teater Pardieck
Columbus, IN

Gene Pickel
Kingston, TN

Rankin & Dolly Powell
Corydon, KY

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Bowling Green, KY

James & Rebecca Simpson
Bowling Green, KY

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Bowling Green, KY

Linda Struve
Bonita Springs, FL

Gus & Beverly Swanson
Owensboro, KY

TIAA-CREF
New York, NY

Nora Traum
(Travel Paris 1997;
London 1998)
Raleigh, NC

FRIENDS

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Winchester, KY

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Beaver Dam, KY

Beth Bryant
Bowling Green, KY

Dann & Kathi Cann
Leitchfield, KY

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Cecilia, KY

Travis & Rebecca Colip
Hopkinsville, KY

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Owensboro, KY

Kinchel & Mina Doerner
Bowling Green, KY

Wayne & Jean Dudgeon
Elizabethtown, KY

Sam & Mary Evans
Bowling Green, KY

Leigh Johnson
(SCATS 1983; VAMPY 1994;
Russia 1995; Head Counselor;
VAMPY Instructor)
Albuquerque, NM

Tom & Mary Johnston
Milwaukee, WI

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Bowling Green, KY

Daniel & Aline Kemp
Olmstead, KY

Jose & Dianne Labrado
Dawson Springs, KY

David & Laura Harper Lee
Bowling Green, KY

Stewart & Amanda
Coates Lich
Brownsville, KY

Pete & Dixie Mahurin
Bowling Green, KY

Carl & Donna Martray
Macon, GA



THE GATTON ACADEMY

Seeing is Believing

In the months preceding the opening of the Gatton Academy of Mathematics and Science in Kentucky in 2007, a handful of early staff members crisscrossed the state to endorse the notion of Kentucky's first and only state-supported residential high school for students with interests in advanced STEM careers. At the time, the greatest challenge of promoting the program was that it remained a concept that had yet to be actualized. Schneider Hall's renovation was not yet complete, and no students had enrolled in the program who could share their experiences.

Fast forward four years and the challenges of those early days have become distant memories. Schneider Hall, home to The Center and Gatton Academy, weekly welcomes a variety of guests to the facility. For prospective students and summer program participants, Schneider Hall is a place to both live and learn.

Tim Gott, director of the Gatton Academy, sees a great amount of value in visiting Schneider. "Actually, there is no substitute for an actual visit to Schneider Hall," Tim said. "It is worth the time and effort to come here to experience the community spirit, to observe the student interactions, and to see the beauty of the building and the campus. Seeing is certainly believing in this case."



Clinton Lewis

The Gatton Academy was named one of The Public Elites by *Newsweek* for the second year in a row. One of only 20 on the list, the Academy is the only Kentucky school to have ever been named to The Public Elites.

Leadership Kentucky participants, members of the Council on Postsecondary Education, members of the Kentucky Association of School Superintendents, and legislators of the Interim Joint Subcommittee on Education have held meetings in Schneider Hall. During those sessions, Academy staff members and students have not only shared their physical space but also relayed the

unique experiences and opportunities the Gatton Academy affords gifted and talented young Kentuckians.

"Decision-makers endorsed the idea of the Academy based on the experiences of other states," explains Corey Alderdice, the Gatton Academy assistant director for admissions and public relations. "We're always excited when legislators or educators experience the program first-hand. They leave Schneider Hall eager to partner

and promote the Academy across the state."

As part of the Gatton Academy's recruitment efforts, students, parents, and educators are invited to Preview Weekends scheduled in September, November, and January. These events allow prospective families time to speak with staff members, current students, and parents of Academy students. While touring campus and Schneider Hall provides a sense of place where students will finish their high school experience, a different element of the visit solidifies students' interests and parents' willingness to apply for admission.

"It's a daunting prospect to allow your child to live away from home," noted Corey. "What eases parents' concerns isn't the building or the classrooms. The support of our staff members and the community built by our students make this learning experience second to none."

In our five-year federal research grant, Project GEMS, we are designing and implementing a model demonstration project that will increase the number of elementary children who are advanced in science and math and foster their interest and achievement in science, technology, engineering, and mathematics. This goal specifically targets children from low-income backgrounds and minorities who are underrepresented in STEM careers. A partnership between The Center and six Warren County elementary schools, Project GEMS touches many people. Two schools, Cumberland Trace and Lost River, have children who attend a one-day-a-week magnet school plus have core classrooms of children learning science and math through problem-based learning. Two other schools, Bristow and North Warren, have core classrooms of students receiving problem-based learning instruction in math and science. The last two schools, Richardsville and Oakland, serve as control schools; these very important schools ensure that the research design is clean. By comparing the scores of the students who receive problem-based learning to the scores of the students who do not, we can better determine the impact problem-based learning has on math and science interest and achievement.

Project GEMS

An Overview

TEACHERS

Third through sixth grade educators from Bristow, Cumberland Trace, Lost River, and North Warren participate in professional development. Teachers who are working with a core classroom of students selected as having high ability and interest in math and science receive training in problem-based learning. Not only do they have initial content and strategies training, but they also have consultants — Dr. Linda Sheffield and Dr. Lori Bland who model lessons and observe their teaching. The consultants often coach the teachers so that they feel confident in their abilities as they take on this 21st century way of teaching. “Working with the Warren

County teachers has been a phenomenal experience,” Lori explains. “They have such dedication and focus on getting implementation of the curriculum ‘right’ to maximize learning for their students. During this most recent training, one teacher remarked that she has had to increase the sophistication of her questions for students, as the students have become increasingly sophisticated in their understanding of science and application of scientific reasoning. Project GEMS has not been a ‘one-way’ street. The teachers have learned a great deal from the students and listening to their responses. I have learned a great deal from the teachers and students about how conceptual understanding and linkages are truly individual.”

STUDENTS FROM CORE CLASSROOMS

All students in grades two through five undergo testing in the spring. Students who score the highest on the selection criteria (i.e., Iowa Test of Basic Skills math and science subsets scores, the nonverbal score of the Test of Cognitive Abilities, teacher surveys in math and science, and student self-reports in math and science) are placed together in a core classroom. These students receive problem-based instruction in math and science in addition to their regular curricula. “I feel being in a cluster class/core classroom encourages more depth of thinking as students bounce ideas off one another and spur discussion. Students truly influence each other’s thinking and learning,” elementary curriculum coordinator of North Warren, Nancy Willis, reflects. “I also think these students learn to take risks and learn to focus a little more on the process and a little less on the end product. They learn to see possibilities without searching feverishly for the ‘right answer’ they think the teacher is seeking. This allows them to gain insight and understanding which is far more valuable than a single correct response.”





GEMS ACADEMY STUDENTS

Fifteen students in grades three through six from Lost River and Cumberland Trace with the highest selection scores attend the GEMS Academy one day a week. Here, students study math and science using problem-based learning. David Baxter, a teacher at Project GEMS, describes their fall curriculum: "GEMS Academy students are exploring the broad theme of sustainability as they consider the economic, environmental, and social implications of everyday choices. This fall, their focus on conservation included such hands-on activities as recycling paper, designing and constructing a compost bin, and comparing the efficiency of incandescent and compact fluorescent light bulbs. Students also learned about sustainability from a variety of guest speakers and field trips. Among the highlights were testing water samples at Griffin Industries, touring the manufacturing facilities at Trace Die Cast, learning about Warren County Public Schools energy management program, and examining green initiatives at WKU. These

experiences underscored the authentic science and mathematics connections in this integrated unit of study." For more detailed information, go to www.projectgems.org.

CONTROL SCHOOL STUDENTS

Crucial to the research design, the two control schools for this Javits grant are Richardsville and Oakland. Although their students do not participate in problem-based learning yet, they do have the benefit of assessment data. These scores allow the schools to identify gifted students, discover strengths, and examine weaknesses. Manesha Ford, the elementary curriculum coordinator at Richardsville, explains, "A ben-

efit for our school is being able to have additional data points on our students. This helps to better identify students for GAT and other programs."

All six schools play important parts in Project GEMS. Principal Investigator Julia Roberts comments, "As Project GEMS begins its third year, it is exciting and rewarding to note changes for children and teachers. Teachers are becoming more comfortable with problem-based learning. Children show growing interest in math and science, and achievement in those subjects is increasing. I think we are watching young scientists, mathematicians, engineers, and computer scientists emerging. Of course, that is the goal of Project GEMS."



Excellence Gap Author to Visit WKU and Frankfort

The Center is excited to announce that Dr. Jonathan Plucker, one of the authors of *Mind the (Other) Gap: The Growing Excellence Gap in K-12 Education*, will be coming to WKU on February 15 and Frankfort on February 16, 2011. Jonathan co-wrote this eye-opening piece with Dr. Nathan Burroughs and Dr. Ruiting Song.

Join The Center in welcoming Jonathan as he shares their research focusing on the excellence gap. More information can be found on the web.

AP Studio Art Visits the Downing Museum at the Baker Arboretum

BY CARA PITCHFORD

Participants in Studio Art, a workshop for teachers new to teaching Advanced Placement, traveled to the Downing Museum at the Baker Arboretum as part of the 2010 Advanced Placement Summer Institute. A native Kentuckian, Joe Dudley Downing was an internationally known sculptor and painter noted for his abstraction and experimentation with different media formats. He has the distinction of being one of only three Americans to exhibit work at the Louvre Museum in Paris. The Downing Museum at the Baker Arboretum in Bowling Green is the home of a large collection of Joe Dudley Downing works.

AP Studio Art workshop consultant Janet Rogers, an artist and art professor at Florida Atlantic University in Boca Raton, FL, said, "The highlight of the week together was our visit to the Downing Museum at the Baker Arboretum that Jerry Baker has so beautifully built to house the collection of Joe's works. The video they have created of Joe Downing's story enhances the enjoyment of his work." Janet, who has conducted Advanced Placement Studio Art workshops the past

four years at The Center, said that the majority of the participants this year were new to AP Studio Art. With the sharing of ideas from the experienced AP teachers and viewing many images of AP students' works, participants were able to feel better equipped to start a new program.

The expertise of the consultants coupled with the participants' sharing of ideas has created an exciting Advanced Placement Summer Institute for the past 27 years at The Center. Over 6,000 teachers from every state and over two dozen foreign countries representing nearly every continent have attended the Institute. Our College Board-endorsed week-long workshop provides teachers with valuable course-specific content and pedagogical knowledge and serves as a collegial environment in which teachers can interact with experienced members of the AP community.



Cara Pitchford

The last issue of *The Challenge*, Summer 2010, received the Award of Excellence by the Council for Advancement and Support of Education (CASE). The Award of Excellence is part of CASE's Advancement Awards given in recognition of outstanding achievement in concept and execution of programs for institutional advancement. A special thank you goes to designer Marcus Dukes for making this possible!



Mentors and participants alike attest that teaching an Advanced Placement course is both very challenging and rewarding. The Center's AP Summer Institute gives high school teachers the tools they need to provide high school students with an intellectual experience comparable to their freshman year at college.

This past summer at the Institute, we had 472 participants from 17 states and 3 countries. There were 18 different subjects for beginning AP teachers and six subjects for experienced Advanced Placement teachers. We are looking forward to the 2011 Advanced Placement Summer Institute scheduled June 26 – July 1, offering a full slate of beginning and advanced level classes for AP teachers including AP Computer Science which has not been offered for a long time. The applications will be on our website mid-January.

Developing STEM Innovators: Important Recommendations

Preparing the Next Generation of STEM Innovators: Identifying and Developing Our Nation's Human Capital, a recently released report, provides important recommendations that advocates for excellence in education need to know about and disseminate. The National Science Board gave two reasons for beginning the study that culminated in this report: "1) The long-term prosperity of our Nation will increasingly rely on talented and motivated individuals who will comprise the vanguard of scientific and technological innovation; and 2) Every student in America deserves the opportunity to achieve his or her full potential" (p. v). They defined STEM innovators as "those individuals who have developed the expertise to become leading STEM professionals and perhaps the creators of significant breakthroughs or advances in scientific and technological understanding" (p. vii). Advocates for excellence in education will value the recommendations in this report.

Three main recommendations are issued in the report with policy actions and a research agenda for each of the recommendations. A few (but only a few) of the recommended policy actions are listed here with the recommendations:

1. Provide opportunities for excellence.

Encourage states and/or local education agencies to adopt consistent and appropriate policies on differentiated instruction, curriculum acceleration, and enrichment, and to recognize the achievement levels of students moving or transitioning to different schools. States and LEAs (Local Education Agencies) should examine ways to remove bureaucratic or policy-related barriers and increase administrative flexibility so as to allow students — beginning in early grades — to proceed at a pace that matches their individual ability and interest.



2. Cast a wide net.

Expand existing talent assessment tests and identification strategies to the three primary abilities (quantitative/mathematical, verbal, and spatial) so that spatial talent is not neglected. Talent searches should routinely measure spatial ability.

3. Foster a supportive ecosystem.

Hold schools, and perhaps districts and states, accountable for the performance of the very top students at each grade. Progress should be monitored for the top 10 percent and top 1 percent of students in each school using assessments that can adequately measure their performance (i.e., assessments must have an appropriately "high ceiling" to measure the full range of performance).

As only a sampling of the recommended policy actions is included in this summary of *Preparing the Next Generation of STEM Innovators*, it is important to read the full report. It is available by googling for the report title or going to www.nsf.gov/news/news_summ.jsp?cntn_id=117713. As the Information Age morphs into the Innovation Age, it is imperative that we develop the talents and encourage the interests and achievement of potential innovators. This report would be a provocative book study for administrators, teachers, and parents. It is a "must read" for advocates for excellence in our nation's schools.

National Science Board (May, 2010). *Preparing the next generation of STEM innovators: Identifying and developing our nation's human capital*. Arlington, VA: National Science Board.

The 20th Annual Symposium on Kentucky's Children Who Are Gifted and Talented

For twenty years, the Symposium on Kentucky's Children Who Are Gifted and Talented has brought together decision-makers in business, education, and government from throughout the Commonwealth. They spend a day-and-a-half discussing issues affecting gifted children, their education, and the future of the Commonwealth. (See box for goals.) The State Advisory Council for Gifted and Talented Education, a governor-appointed council acting in an advisory capacity, and the Kentucky Association for Gifted Education (KAGE) have generously sponsored the Symposium these two decades. Held at the beautiful and strategically isolated Shaker Village of Pleasant Hill, the Symposium invites conversation about critical issues, and that conversation from the day carries over into meal times as concerned people discuss what they've learned that day.

Lynette Baldwin, Executive Director of KAGE, explains: "Having been involved in the Symposium for many years, I have enjoyed watching the participants as they listen and discuss the various issues presented. Like any teacher, I take joy when the 'Aha!' moment occurs. At that time, someone becomes a committed advocate for gifted children. All Symposium participants are committed to better education for Kentucky's children, but some haven't fully grasped the need that gifted students have for complex fast-paced learning or the fact that gifted children exist in all levels of society. Thus, the



importance of the Aha! Other participants have been supporters of appropriate educational opportunities for gifted students for years and watching those relationships deepen and spread has been very gratifying. I come away with positive energy and new friends committed to gifted children." These new and old friends then commit to advocate for change.

This year's agenda covered a wide array of issues affecting children who are gifted and talented. For example, Joe Dell Brasel from ACT emphasized the importance of rigorous coursework to ensure that children will be successful in college. (Go to www.act.org/research for the latest reports on ACT.) Representative Carl Rollins, co-chair of the Education Committee, updated the group on the pending legislative session and issues affecting children, particularly those who are gifted and talented. Superintendent of Daviess County Schools Tom Shelton focused on *Next Generation Learning: A Partnership for Learning* explaining to the participants Kentucky's role in an innovative new grant. The goal is to transform public education, and Daviess County is well on its way to accomplish that. New federal reports and other publications were also discussed. For example, Interim Associate Vice President for Enrollment Management for WKU Dale Brown introduced

Goals of the Symposium

- To examine current research and practice on gifted children and their achievements
- To discuss and recommend appropriate learning opportunities for Kentucky's gifted children in light of national goals and state reform
- To discuss economic and policy considerations for educating highly able young people in the Commonwealth
- To develop policy guidelines to ensure optimum development of Kentucky's gifted children



Plucker, Burroughs, & Song's (2010) eye-opening work *Mind the (Other) Gap: The Growing Excellence Gap in K-12 Education* that explores this virtually ignored gap in America. (Dr. Jonathan Plucker, one of the authors of the work, will present the material at WKU on February 15 and in Frankfort the next day.) As described in Julia Roberts' article on p. 13, the National Science Board's 2010 *Preparing the Next Generation of STEM Innovators: Identifying and Developing Our Nation's Human Capital* proved to be a great impetus for discussion (www.nsf.gov/nsb/publications/2010/nsb1033.pdf). The last report of interest was a follow-up to a 2005 report from the National Academy of Sciences. *Rising Above the Gathering Storm, Revisited: Rapidly Approaching Category 5* warns that unless drastic measures are taken immediately, the United States will lose its global competitive edge (www.nap.edu/openbook.php?record_id=12999&page=R1). As evidenced by some of the issues discussed, partici-



pants left the Symposium energized to make changes.

Dr. Bill Braden, Executive Director of the Kentucky Counseling Association, has been a faithful participant for over ten years. As an educator, counselor, and parent of gifted children, Bill has a unique perspective that greatly contributes to discussion. He believes that the Symposium is important to

Kentucky: "Educating our highly able youth in Kentucky is one of the best ways to combat the economic, health, and suicide problems we now face in our state." As Executive Director, he has been proactive working with counselors: "The response to challenges has been to partner with Lynette [Baldwin] on increasing counselor awareness of the needs of their highly able students." He feels that the 20th Symposium was one of the best since he "left both renewed and hopeful that we can combat our economic, physical, and mental health problems."

The twenty years of Symposia have left many renewed and hopeful. Those decision-makers, like Bill, take what they've learned back to their workplaces and communities. They become better advocates for children, including those who are gifted and talented. He worded it well when he said "involvement gives me the wonderful opportunity to both give back and pay forward!"

One of the most popular youth offerings of The Center for Gifted Studies is the Summer Camp for Academically Talented Middle School Students (SCATS). Each June for 28 years, gifted and talented middle schoolers have been packing their bags and heading to WKU for a two-week, fun-filled learning opportunity. But were you aware that SCATS was originally created to fulfill the practicum requirement for teachers earning an endorsement in gifted education?

Western Kentucky University has been the only Kentucky institution offering the complete Gifted and Talented Endorsement on the teaching certificate annually since 1984. Holding an endorsement in gifted education can prove extremely valuable for a classroom teacher, counselor, gifted resource teacher, or administrator. In fact, state regulations dictate that an educator who spends more than half of his or her time with gifted students must earn the 12-hour endorsement.

The endorsement is offered online except for the practicum and requires four classes. GTE 536, Nature and Needs of Gifted, Creative, and Talented Students is scheduled in the fall.

GTE 537, Curriculum, Strategies, and Materials for Gifted Students is offered in the spring. PSY 432G, Psychology of the Gifted and Creative is available any semester, and GTE 538 (Practicum) is a summer course. GTE 538 is a two-week practicum and is offered on campus. SCATS is that practicum.

This past summer, The Center had 29 SCATS classes for 201 participants representing 67 school districts, eight states, and two countries. Fourteen of the teachers involved in the diverse selection of classes were practicum teachers working towards Gifted and Talented Endorsements.

Sara Greenwell, English teacher at Mercer County 9th Grade Academy, completed an endorsement this summer as part of her Rank I. She said, "I was truly unsure of what I was about to embark

SCATS: Proving Ground for Teachers of Gifted Children

BY CARA PITCHFORD



Cara Pitchford

upon with SCATS, but I found that not only was it a great educational environment for teaching, but also learning as well. As a teacher, I learned how I could implement many different strategies to teach a complex topic. Also, I learned how to use other forms of assessment to truly assess each student on his or her level. As a student, I learned about many techniques that could be used for all learners – not just gifted and talented. Earning this endorsement has truly opened my eyes in the classroom. Differentiated instruction can be difficult to balance when teaching a large number of students per day; however, there are simple things that can be done so all students are challenged.”

Nancy Ashby, Gifted Specialist at Franklin and Moore Elementary Schools in Franklin, TN, taught *Math Challenge* at SCATS last summer. She explained: “My endorsement experience has been a time of personal growth as a teacher. I have completely changed how I conduct my business with students and other professionals because of what I learned from Dr. Roberts’ classes. My deeper understanding has allowed me to engage students that I encounter daily in learning experiences that deepen understanding and develop habits of the mind so necessary in a world needing creative problem solvers. I have become more skilled helping regular classroom teachers deal with highly intellectual students in the regular classroom. My two weeks at SCATS gave me the opportunity to develop skills that will serve me well as a gifted specialist.”

Educators interested in pursuing an endorsement in Gifted Education are encouraged to contact Julia Roberts. Three of the four classes are available online, making the endorsement easier for a teacher’s busy schedule. It can be a part of a Master’s Degree, Rank I, Specialist Degree, or even done separately.

BOB SEXTON

A CHAMPION FOR CHILDREN



Children everywhere lost a strong advocate in the death of Dr. Robert F. Sexton this August. As the sole executive director of the Prichard Committee for Academic Excellence since its beginning in 1983, Bob devoted his life’s work to improving education through citizen engagement. Fannie Louise Maddux, Prichard Committee member and member of The Center’s Board of Advisors, knew Bob well: “My connection with Bob Sexton spans 26 years as a member of the Prichard Committee and later its board. He taught me many things, the most valuable being that the work I was engaged in as part of the Prichard Committee was not about me, but about Kentucky and the education of all her children. He was a man of high intellect, infectious humor and humility best described by his unassuming manner and interest in all people, great and small. He was tireless in his advocacy for public education and ‘relentlessly optimistic’ as he liked to put it. I miss his leadership, his passion for his work and his wonderful friendship, deepened through years of shared interest.”

A memorial held for Bob in October attested to his influence. Hundreds of people traveled to Lexington to pay tribute to this innovator and scholar. From Gene Wilhoit and Thomas Boysen, former commissioners of education, to Vicki Phillips, representing the Gates Foundation, friends and admirers of Bob spoke of his contributions, wisdom, and impact. In addition to the Prichard Committee, Bob, the ultimate public servant, contributed his time and expertise to many state and national boards including Kentucky Long-Term Policy Research Center, the Center for Teaching Quality, the Education Commission of the States, and the American Association for Higher Education, and most were represented at the memorial. He has indeed made a difference in the world. The Prichard Committee, with the assistance of foundations who make the work of the Committee possible, pledge to continue his work.

The Center has had a long relationship with the Prichard Committee. We have partnered with them the past three years to offer the Commonwealth Institute for Parent Leadership with a STEM (science, technology, engineering, and math) emphasis. Upon graduation, CIPL fellows are charged with directing a project in their children’s school that increases student achievement in the STEM areas, and many choose to focus on children who are gifted and talented. “Bob Sexton has provided leadership to advance the cause of excellence in our state for decades,” reflected Julia Roberts. “He built and maintained relationships with many educators and decision-makers, and, of course, relationships are key to being an effective advocate for children. Knowing Bob Sexton has been a privilege.”

goal. After the seminar, I thought about some of the personality traits (perfectionism, not asking for help) I recognize in her and realized that I could talk to her about these when I help her with homework. I believe this will help in developing her giftedness as an asset and not so much as a burden."

Vince and Kathleen Berta donated \$100,000 to endow the Excellence in Education Series, one focusing on the social and emotional needs of children who are gifted and talented. Since 2004, The Center has brought in nationally known speakers to address these issues. Over 850 educators and parents have participated in the lecture series – all at no cost to them. Thanks to the generosity of the Bertas, this series is ongoing. Next fall, Dr. Thomas Hebert, a professor of Educational Psychology at the University of Georgia, will be the speaker. He will focus on concepts from his new book *Honoring the Social and Emotional Lives of Gifted Students*. Details of the 2011 Berta Series will be available on the web soon.

Potential Burdens

Sensitivity
Intensity
Stress
Denied, Controlled Emotions
Control of Environment
Protection of Image
"Fix-yourself" Assumptions
Can't Ask for Help /
Always Ask for Help
Androgyny
Asynchronous Development
Fitting "More-and-Faster"
Programs
Heightened Response
to Stimuli

Potential Assets

Intelligent curiosity
Strong Self-efficacy
High Moral Regard
Positive Explanatory Style
Keen Sense of Humor
Problem-solving Ability
Relationship with
a Caring Adult
Knowing What to Feel
Responsible for, What Not
Positive Vision of the Future

Celebrate with The Center as We Turn 30!

2011, the 30th year that The Center has provided opportunities for gifted and talented children, their parents, and their educators, promises to be a year of celebrations. In addition to bringing the World Council for Gifted and Talented Children to WKU, we are hosting a party on July 2. Be sure to save the date, because we would love to have you join us.

Please help us get in touch with alumni and friends from the past three decades. The Alumni Update Survey on our web page is a perfect place to let us know where you are and what you've been doing since we last saw you. Encourage fellow Center friends to update also.

We promise other opportunities to celebrate as well. Check out the web page for the latest news.

The Center Thanks Volunteers Darlene & Warren Eisenstein

Warren and Darlene Eisenstein were honored with the Summit Award for The Center for Gifted Studies as part of the 2010 WKU Homecoming celebration. The Summit Awards ceremony is designed to honor volunteers of WKU. The dinner and award provided WKU and The Center with an opportunity to express gratitude to Darlene and Warren who unselfishly give their time and resources to The Center. The Eisenstein family from Glasgow, KY, has been long-time friends of The Center for Gifted Studies. All three of Darlene and Warren's children have participated in the Summer Program for Verbally and Mathematically Precocious Youth (VAMPY). Now Dr. Jeffrey Eisenstein, pathologist at Emory University School of Medicine, he was simply middle-schooler Jeffrey in 1995 who attended our three-week camp for three summers. After earning his medical degree from the University of Louisville, he has followed in his father's footsteps by specializing in pathology. His sister, Marcia, came to Super Saturdays in 1995 then partici-



pated in VAMPY from 1998 to 2000. She enjoyed her experience so much that she returned as a teaching assistant and later as a counselor. A Duke graduate, Marcia married Justin Segall in 2009 and now lives in Denver where she is campaign manager for the Denver Scholarship Fund. The youngest Eisenstein, Michael, also spent summers with The Center from 1999 to 2002. After graduat-

ing from Emory, he currently works in corporate finance in Ohio. Not only have the Eisensteins generously supported The Center financially, but they have also supported with their time and energy. Darlene has served on The Center's Board of Advisors since its inception in 2001. Whether it be establishing a local Kentucky Association for Gifted Education (KAGE) group or strategizing about ways to establish the Gatton Academy of Math and Science, Warren and Darlene have been tireless advocates for gifted children. Always willing to talk to legislators, the two have continued to advocate even though their own children are grown. They understand the importance of providing opportunities for young people who are gifted and talented. Warren and Darlene have recently relocated to Florida. Although we will certainly miss Darlene's ideas and active participation in the board meetings, we know that this friendship will survive long distances.

Are you living on your own but still getting mail from us at your parents' house?

Help us update our records by sending in your current address. You can also complete the Alumni Update Survey on our web page to update us on what's going on in your life. You are important to us!



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

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DR. JULIA ROBERTS
Executive Director

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

Phone: 270.745.6323

Fax: 270.745.6279

Email: gifted@wku.edu

MS. AMANDA COATES LICH
Development Officer
**College of Education and
Behavioral Sciences**

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

Phone: 270.745.2340

Email: amanda.lich@wku.edu



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calendar

January 29, February 5, 12, & 19, 2011

Winter Super Saturdays

February 15, 2011 – Bowling Green

February 16, 2011 – Frankfort

Mind the (Other) Gap Seminar with Jonathan Plucker

April 1–10, 2011

Spring Break in Italy

May 27, 2011

**Kentucky Recognition Ceremony
for Duke Talent Identification Program**

June 12–24, 2011

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

June 26–July 1, 2011

The Advanced Placement Summer Institute

June 26–July 16, 2011

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

July 2, 2011

30th Celebration for The Center

October 24–25, 2011

Berta Excellence in Education Series