

Summer 2002

The Challenge: The Newsletter of The Center for Gifted Studies

The Center for Gifted Studies

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the challenge

NEWSLETTER OF THE CENTER FOR GIFTED STUDIES NO. 9, SUMMER 2002

THE CENTER RECEIVES \$1,000,000

Thanks to the overwhelming generosity and kindness of Pete and Dixie Mahurin, an endowed professorship in gifted education has been created with a gift of \$500,000. The Commonwealth of Kentucky will forward \$500,000 from its matching incentive fund to total a \$1,000,000 gift! Dixie states, "The investment we have made in children is certainly the best use of our money. We expect this investment to have a great return."

This gift certainly furthers us in reaching our vision: becoming an internationally preeminent center. Few universities in the country have an endowed professorship in gifted education. Julia Roberts will be the first to be named to this endowed professorship. She says, "What an honor this gift is, and what a statement it makes for the future of The Center! No words can express how much this gift means for reaching our goals for children who are gifted and talented, their parents, and educators."





LETTER FROM JULIA ROBERTS

Dear Friends of The Center for Gifted Studies:

Twenty years and counting! What a wonderful theme for the dinner and how perfectly the theme describes The Center for Gifted Studies at Western Kentucky University as we are "twenty years and counting." This twentieth year for The Center has been special from start to finish. The celebration began with a picnic and activities on the South Lawn on a very hot July day. We concluded the year with a dinner honoring three individuals who made major contributions to gifted children through their advocacy - Doris Mills, Larry Laird, and Jody Richards. Homer Hickam's words were truly inspiring. Thank you to all who came to the summer celebration or to the dinner, sent congratulatory messages, or made gifts to support scholarships for gifted children!

As one of the winning slogans stated, The Center is "where gifted and talented kids fulfill their potential." A major focus of The Center's work is on advocacy for children who are gifted and talented. Although the winners of the public service announcement and slogan contest have received their prizes, the work has just begun. We are developing a plan to disseminate their messages. The public must understand that gifted children need and deserve opportunities to thrive cognitively, socially, and emotionally. The public must understand that the well-being of our country and our economy depend upon these children developing their potential.

Thank you for your help in building a bright future for gifted children and for The Center for Gifted Studies! We truly are "twenty years and counting."

Sincerely,

Julia Roberts

THE MISSION OF THE CENTER

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

THE VISION OF THE CENTER

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

**the
challenge**

Editor/Writer

TRACY INMAN

Designer

MARCUS DUKES

20 Years and Counting: The Sky's the Limit

*Author Homer Hickam
Celebrates with The Center*

What a glorious evening! Over 160 friends joined us on April 20, 2002, to celebrate twenty years of providing services. These friends ranged from parents of VAMPY's first campers to first-time Super Saturdays' children, from Western faculty and administration to SCATS alumni, from Honorees' families to Homer Hickam fans. *20 Years and Counting: The Sky's the Limit* was also designed to celebrate the past and future of gifted education in Kentucky. And what a celebration!

Festivities began with a cozy reception where we mingled, ate hors d'oeuvres, visited with the honorees, and chatted with author/NASA engineer Homer Hickam and his charming wife, Linda. Classical guitarist Andrew Winner certainly added to both the reception and the dinner that followed. As we finished our strawberry shortcake, eyes turned to the honorees.

What a privilege for The Center to present The Challenge Award to three people for their tremendous contributions to gifted education! Each honoree received a hand-blown glass bowl as a symbol of appreciation for their dedication and devotion to gifted children in Kentucky. Challenge Award Honoree Mrs. Doris Mills was one of the founders of the Kentucky Association for Gifted Education, serving as President and later as Executive Director. The late Dr. Larry Laird was a psychology professor at Western Kentucky University and former President of the National Association for Gifted Children. During the last two decades, The Honorable Jody Richards,



PHOTOS BY SHERYL HAGAN-BOOTH



Speaker of the Kentucky House of Representatives, has sponsored key legislative initiatives which established and promoted education in the Commonwealth. (Please see pages 8, 13, and 16 for more information on our recipients.) Each honoree dramatically improved education for the gifted and talented in Kentucky; each acceptance met with enthusiastic response.

Highlighting the evening, Homer Hickam (who epitomizes the vision of The Center) presented ideas from his latest book *We Are Not Afraid*. In essence, he expounded upon those values that are necessary in a post-September 11 world, something he calls “The Coalwood Attitudes of Strength and Courage.” These attitudes are “We are proud of who we are. We stand up for what we believe. We keep our families together. We trust in God but rely on ourselves. The Coalwood Assumption: We are not afraid” (Hickam, 2002, p. xx). His stories of becoming a Rocket Boy in Coalwood brought each of those values to life.

He also emphasized how necessary it is to turn our dreams into reality – something The Center has been founded on. He promotes his Three P’s of Success: “Here are a few simple concepts about how to turn your dreams into reality. First, you should have a real passion for whatever you dream because to make it come true, you’ve got to be willing to work harder than anybody else. Then, once you’ve committed to doing the work, you have to get a plan. Without planning and an organized approach to whatever it is you want to do, you are going nowhere.... Neither passion nor planning will get you where you want to go without perseverance. Perseverance means never giving up.... These are what I call the three P’s of success: passion, planning, and perseverance. It is the doing, not the dreaming that counts. That’s what I learned as a Coalwood Rocket Boy” (Hickam, 2002, p. 22). The Center well knows those Three P’s and the critical role each has played in our journey these past twenty years as we have encouraged and helped prepare America’s future generations. All of our friends in the audience could relate to his message as well – and all joined together to sing “God Bless America.”

This glorious evening ended with that Coalwood Rocket Boy signing books for hours. After all Homer had commented, “We wanted to be a part of this. I really admire the work, and we wanted to help out any way we could.” Helping out any way we can is something that Homer, the honorees, and The Center have in common.

So as we celebrate 20 years, we are indeed still counting. After all the sky is the limit!

Hickam, H. (2002). We are not afraid. Deerfield Beach, FL: Health Communications, Inc.



PHOTOS BY SHERYL HAGAN-BOOTH

Visit The Center’s web site at www.wku.edu/gifted.

PHOTO BY SHERYL HAGAN-BOOTH



Homer Hickam

Encompassing the Spirit of Gifted Education

By Christy Grubb, Public Relations Intern

The dream first began when the Soviet satellite *Sputnik* streaked along a brisk October sky. There, in the midst of the hustle and bustle of a booming coal mining community nestled deep within the Appalachian Mountains, a young boy immersed himself in the adventures of Jules Vern, dreaming of a day when he could work alongside NASA scientist Wernher von Braun as the race to put a man on the moon became less about science fiction and more about reality.

The town of Coalwood was not the ideal setting for a young boy interested in learning physics rather than football; but Homer Hickam, Jr., knew he needed more than a love of literature and science to escape the footsteps of his father, the dedicated superintendent of the local mine, and his brother, Jim, a local football legend. Facing pressure from both sides, Hickam immersed himself in his studies, and the young man that once had trouble with calculus was now applying those theories to rocket design.

Hickam began building model rockets with his boyhood friends with only one piece of advice from his supportive mother, Elsie: "Just don't blow yourself up." Instead Hickam and friends experimented in the design and construction of rockets and collected data from the launch of their rockets. The boys never blew themselves up, but through trial and error they persevered, despite the first two setbacks — the destruction of Elsie's fence and the thinning patience of Homer, Sr.

Hickam not only found support in his mother but also within the community. Workers within the mine were constantly helping the boys create parts for their rockets, much to the dismay of Homer, Sr., the staunch company man who looked down upon Homer's vision and persistence in design-

ing these flying machines. Ms. Riley, a teacher at Big Creek High School, continued to pressure the boys to enter science fair competitions. For Homer, the chance at a scholarship was his best way of escaping the inevitable life of coal dust.

In 1960, Hickam's dreams of working for NASA came one step closer to reality. The boys won first prize in the National Science Fair, launching Homer into Virginia Polytechnic Institute, where he graduated with a Bachelor of Science degree in Industrial Engineering. After a brief round of military service, serving as an engineer for the U.S. Army Missile Command, Hickam's first vision of the streaking Soviet rocket came full circle; he began working for NASA.

His career at the National Aeronautics and Space Administration led him to the Marshall Space Flight Center in Huntsville, Alabama, as an aerospace engineer. Until his retirement in 1998, Hickam was Payload Training Chief for the International Space Station Program specializing in propulsion, spacecraft design, and crew training. The young boy who first

blew up his mother's fence was now finding himself training astronauts for many Spacelab and Space Shuttle missions, including the Hubble Space Telescope deployment, the first two repair missions, Spacelab-J (the first training of Japanese astronauts), and the Solar Max repair mission.

Hickam's career didn't end there. A free-lance writer, his works have been published extensively, including articles in *Air & Space/Smithsonian* magazine. In 1989, he released his first book — *Torpedo Junction*, a military history best-seller by the Naval Institute Press. Yet, through all of the accomplishments and recognition, it is the story of his humble beginnings that makes Homer Hickam an unforgettable person.

Hickam first wrote *Rocket Boys* in 1998 as a tribute to those in the rural coal mining community of Coalwood, who continued to push Homer to aim higher. In many ways, it was Homer's way of reaching out to his late father who succumbed to black lung disease in 1989.

Rocket Boys was adapted into a screenplay, *October Sky*, and its 1999 release immediately won critical acclaim. Audiences world-wide seem to connect to the poignant story of a young boy with big dreams escaping insurmountable odds. Since then, Hickam has released *The Coalwood Way*, the follow-up to *Rocket Boys*, and *We Are Not Afraid* — thoughts and reflections on values in a post-September 11 world.

And in many ways, Homer Hickam's life epitomizes gifted education — the crucial need for identifying and nurturing the talents of gifted and talented youth that are quite capable of not only helping put a man on the moon but also inspiring others to dream of a day when we will be living there.

**Based on biographical information provided by The Greater Talent Network*

Super Saturdays Draws Hundreds

— By Christy Grubb, Public Relations Intern

The names say it all — *Stinky, Smelly, Ooey Goopy, Yummy Gummy Science; Hogwarts 101: The World of Harry Potter; Taking the Stage By Storm*. With almost 750 students in preschool through sixth grade, this year's Super Saturdays program continued to grow. Gifted and talented and high ability elementary students from as far away as Lexington and Louisville made the trip this January and February to attend their choice of 44 classes. In fact, demand was so great that The Center offered multiple sections of some classes, but even with that, we were forced to turn away over two hundred students. With all the excitement buzzing around the campus of Western Kentucky University, it was hard for even parents not to get involved in the action. (One major way for involvement was the Parent Seminars. See Box.)

Super Saturdays' popularity is due to one important element — a hands-on approach to learning with teachers who are eager to bring ordinary subjects like math and science to life. Ruth Ann Hammer of Glasgow enrolled her daughter Samantha in *Shakin' It Up with Music*; and, according to Ruth Ann, Samantha's excitement was contagious: "One comment she made was 'This is different from school, Mommy. I know it is a class, but I actually learn something when I am there.'"

Joe Napier, the Quality Control Manager with The Center's business partner Trace Die Cast, Inc., first became involved with The Center as a SCATS camper. Joe coordinated with representatives from several local manufacturing plants to present *How do They Make That*, and according to him, his fifteen students learned just that: "My hope is that they can



look at a toy, a car door, a stapler, a computer case, a cardboard box, or a shovel and say, 'I've got a good idea how they made this object.'"

The fifth and sixth grade students visited Trace; Holley Performance, a leading manufacturer in automotive performance parts; automotive wheel maker Hayes-Lemmerz; the Weyerhaeuser Company; and the Corvette Museum. "All of the 'engineers' that attended the classes were great," he said. "I never had the need to ask them to pay attention or ask questions."

Sixth grader Daniel Symonds was just one of the "engineers" willing to come back next fall. "Trace Die Cast was the coolest place I visited," Symonds commented. "I learned a lot of new things and lots about how things work."

At each location, students learned different manufacturing processes and the technology driving some of the most common products used today. On Saturday, February 9, the students visited Hayes-Lemmerz where engineer Jeff Joseph demonstrated the painstaking work involved in making steel wheels for the automotive industry. Jeff took the students from the design room to finishing test labs. "Out of everything, I think they enjoyed the robotic machine demonstrations the best. I think it went very well, and the kids got to see a lot," Joe reflected.

One of the highlights of the class was visiting the Corvette Museum in Bowling Green and learning about the history and design evolution of America's favorite sports car. After a brief tour, the students were treated to a pizza party sponsored by Trace and were given miniature Corvettes as a souvenir of their visit.

Joe has been with Trace Die Cast for three and a half years and continues to support The Center for Gifted Studies. Although Joe is quite happy there, he jokingly suggested that he may be looking at a career change: "Perhaps I missed my calling in life—I enjoy teaching kids more than my regular job!"

PARENT SEMINARS

According to our mission, The Center provides services for three audiences; one of those is parent. In addition to resources and print information, we host parent seminars so that parents can learn about the specific strengths of their children, the needs that arise from those strengths, and the best ways to meet those needs. During Super Saturdays, we provide seminars for the parents while their children are dissecting animals, speaking German, and growing crystals. This past winter, The Center held four seminars with gifted experts such as elementary principal Dr. Mary Evans, psychologist Dr. Ed Amend, and Dr. Julia Roberts speaking. Topics ranged from *Recognizing and Nurturing Advanced Ability in Children* and *The Emotional Side of Giftedness* to *Strategies for Parenting Gifted Kids* and *Gifted Education in Kentucky: Matching Services to Needs*. We hope to provide seminars again this fall during the inaugural Fall Super Saturdays.

Trace Die Cast, Inc. and The Center received Honorable Mention in Bowling Green's Chamber of Commerce Business-Education Partnership of the Year Award in April.

Larry Laird was the kind of man who would let no need go unanswered. When his country was in the throes of World War II, he answered the call of duty. When he received notice one Friday, he left the next Monday without taking time to settle his affairs. This Warrant Officer in the 8th Army fought under General Patton at the Battle of the Bulge. His five years in the military well met America's needs and served all of our needs as well. He also met basic individual needs. Thirty years later, a young college student in his class at Western confided to this now-psychology professor that her girlfriend didn't have enough money to eat that day – but she was too proud to ask for help. Seeing her need, he called his wife, Carol, to let her know he wouldn't be home for lunch. He explained that he decided to have a luncheon that day for some of his

tion at Western: Psychology of the Gifted Student. His wife commented how just a month ago a former student (now a teacher) stopped by her home to let her know what a difference her late husband had made in her life. She had never had a teacher so innovative, so caring, and so inspiring. He went on to lead many



at the lab school. Then he explained the summer program. Although she was thrilled with his activities, her main question regarded funding. His simple response was "I'm funding it, Carol." And he did – with the money he had earned the first part of the summer teaching summer school. He did whatever it took to meet the need.

Larry also focused on national needs. He became ardently involved in the National Association for Gifted Children (NAGC) – it was the leading organization focusing on the gifted at that time. In fact, he served as NAGC president from 1972-1974. He also wrote many articles published in national journals that pertained to the gifted. He knew how great the need was.

So this dynamic teacher who dabbled in framing and photography (Carol still has the pictures he took

Honoree A.W. 'Larry' Laird

students – and thus he ensured that this student's most basic need was met. This practicality based in resourcefulness perhaps stemmed from his childhood as an orphan when he lived with various relatives. Larry never focused on that, but it certainly shaped the man he became. In addition to meeting collective and individual needs, Larry also realized the overwhelming needs of gifted and talented young people. His life's work was devoted to meeting this need.

After receiving his BA degree on the GI bill and then his Master's at Texas Christian University, Larry earned his Ph.D. in psychology at Oklahoma University (while working full time to support his family). He came to Western in 1967 to teach in the Psychology Department and immediately recognized the lack of research, resources, and opportunities concerning the gifted nationwide. So he got busy. He instituted the first class ever focusing on gifted educa-

teacher workshops to help teachers meet the needs of the gifted. He even informed the public by speaking at almost every civic club! In addition to teaching others about gifted, he persuaded his wife to become a psychometrist so that parents could have their children tested to help determine giftedness. And no, they never charged because, as Carol put it, "He felt it was part of what he should do." This no-charge policy also went with the counseling he provided for students and families.

He realized, too, that once young people were identified they needed services. So he provided that as well. For two summers in the late 1970s, he ran a program at Western for gifted young women to ensure they had challenge. An amusing part to this is he hadn't discussed it with Carol – purposely. One afternoon he called her asking her to get dressed up so that he could take her to a musical/theatrical program that evening

of Patton), this man who loved people and loved to laugh, this man who taught five psychology classes a semester and wrote a book on baseball (*Ranking Baseball's Elite*), this man who developed a program called *The Exciting Teacher* – this charming, intelligent, and caring man not only saw people's needs, but he also devoted his life to meeting those needs. He so deserves The Challenge award for the tremendous contributions he's made to gifted education and the gifted.

Psychology professor Dr. Joe Cangemi remembers Larry fondly: He was "a great colleague and wonderful friend to me. A most considerate and unselfish man."

The Center is honored to have his widow, Carol Laird (a retired teacher), and his children, David Laird (hospital administrator in Louisville, KY) and Pamela Laird Antinetti (an elementary school principal in Oakdale, CA) accept this award.



A New Tradition: A Second Season of Super Saturdays in the Fall

Children throughout a large part of Kentucky eagerly await applications for Super Saturdays before the Thanksgiving holidays. Alumni know that early applications are a must to get first choice – or even a placement in the program at all. This winter program has been so popular that we are often forced to turn people away. But change is in the air! Of course, we'll still be offering Super Saturdays in January and February to as many high ability young people as we can accommodate. And, yes, those applications come back from the printer not too long after trick-or-treaters pack up their costumes. The difference will be that many of those young people will simply pick up the application that month from their Fall Super Saturdays' teachers! That's right; this autumn The Center will team with the art education program at Western to offer a second season of Super Saturdays classes for high ability young people.

We have had many requests to offer more programs for elementary children, but one of the problems we face is lack of staff. A new faculty member at Western – in the art education program – has provided that little extra to make this possible. Dr. Miwon Choe joined the university this last school year where she is responsible for training our future art teachers. In addition to gaining a strong knowledge of content, she wants her teacher candidates to develop "competencies in the knowledge of pedagogy as well as knowledge of learners through effective clinical and field experiences." In short, she knows that hands-on experience is an optimal way of learning. Therefore, those students signed up for Foundations of

Art Education Methods I will find themselves teaching sixteen young people in a Fall Super Saturdays class! Dr. Choe is very excited about the partnership: "The art education program will collaborate with The Center for Gifted Studies to offer various art classes where beginning art education majors will learn to plan and teach a thematic unit of art lessons for elementary grade children in a supervised setting."

So art (from printmaking and drawing to ceramics and puppetry) will certainly be emphasized in this inaugural Fall Super Saturdays, but dozens of other classes will be offered as well. That's where The Center comes in. We'll make sure that a variety of classes is offered, that schools and children are aware of the program, that supplies are ready, classrooms prepared, and a quality hands-on program awaits all who registered.

This coming school year, then, when children are still wearing shorts to school and still learning their classmates' names, be ready for Super Saturdays' applications. And be ready to meet more new friends of The Center – Miwon Choe and her art education students.

FALL SUPER SATURDAYS

10:00 to 12:00 Central Time

October 26, 2002

November 2, 2002

November 9, 2002

November 16, 2002 and

November 23, 2002

IT'S A PARTY!

Twenty years ago The Center began its long tradition of summer programming for gifted and talented young people with Summer Camp. Those sixty middle school students grew to well over two hundred as Summer Camp evolved into Academic Camp and then SCATS – The Summer Camp for Academically Talented Middle School Students. For two decades these young people have been enriched and challenged. Likewise their teachers have been enriched and challenged. Some of the teachers teach to complete their practicum – a requirement to earn their endorsement in gifted education.

On June 22, 2002, The Center is throwing a birthday party in honor of SCATS' turning 20. We would love to have any one who has ever been a part of Summer Camp/Academic Camp/SCATS – whether that be as a camper, a counselor, or a teacher – to come celebrate with us. But we have lost touch with some of our friends along the way. Any information you can pass our way would be most appreciated. We sure want all of our friends to be there! We'll be sending our more details later, but feel free to contact us. Information about this special occasion also will be posted on the web site.





PHOTO BY JOHN BACHMAN

Center Group Watches History Unfold

— By Julia Roberts

Royalty has always been important in Great Britain; but for the individuals traveling with The Center for Gifted Studies' 2002 Spring Break in London, news of royalty took center stage. We knew that this year was special for the royal family, as it is Queen Elizabeth II's Golden Jubilee, celebrating her fifty years on the throne. In addition, on the day of our arrival in London, the Queen Mother died. Together these events made our days in London especially memorable.

Itineraries for study tours to London usually include Windsor Castle, Buckingham Palace, and Westminster Abbey. During the week we were in London, visits to these sites were filled with activities that demonstrated the strong sentiments of people of Britain for the Queen Mother and the preparations that were being made to honor her life.

Our visit to Windsor Castle was scheduled for Monday, following the death of the Queen Mother on Saturday. On Sunday when we were to have toured Kensington Palace, all royal residences were closed. When we arrived at Windsor, we wondered if the castle would be open for tourists. Fortunately for us, the royal family had decided that too many Britons were enjoying the Easter holidays to disappoint them by closing the castle. The royal family was in residence at Windsor Castle. In fact, the Queen Mother died at Windsor, and her body was not taken to London until Tuesday. The residents of the town of Windsor lined up to sign the books of commemoration and to pay their respects to the 101 year-old woman who was loved and admired by many. We enjoyed the military band playing for the changing of the guard. We

watched as people placed hundreds of bouquets on the lawn in front of St. George's Chapel, a remarkable outpouring of love and respect.

On Tuesday our group went to view Buckingham Palace, the official London residence of the Queen. We were there when the cortege bearing the Queen Mother passed Buckingham Palace and went down Pall Mall to the Queen Mother's home, Clarence House, and on to St. James's Palace. Later in the week the Queen Mother was taken to Westminster Hall where she laid in state while more than 200,000 people filed by her casket. Britons waited for 7 to 12 hours in the que in order to pay their respect. At the theater one woman chatted at the intermission with me, saying that she had come from the Lake District out of respect for the Queen Mother whom she remembered especially for her strong presence during the years of World War II.

Our visit to Westminster Abbey was enhanced as we knew that this would be the place where the funeral would be held in just a few days. In addition to observing in Poets Corner and walking in the Royal Chapels, we saw the technicians preparing Westminster Abbey for televising the funeral. Those preparations certainly did not take away from our time in the Abbey.

Our time in London and the surrounding area included numerous highlights: Stonehenge, Chartwell (Churchill's home), the Globe Theatre, and the Tower of London. We saw two musicals - *My Fair Lady* and *My One and Only*. We rode the Underground to explore various sections of the city. These experiences provided the opportunity to learn about the history and culture of Great Britain. As we reflect on these experiences, we especially will remember the events that were key to the week and year - the celebration of the life of the Queen Mother as well as Queen Elizabeth's Golden Jubilee.

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. We hosted a national Public Service Announcement and Slogan Contest – the first of its kind – to try to change that.

Over 400 young people from 15 different states participated in the radio PSA, television PSA, and slogan categories. Experts from the fields of Broadcasting and Journalism judged the 265 entries. Winners from each division – Grades 4-6, Middle School, High School, and College – received savings bonds for \$500, \$300, and \$100 respectively. Team-effort winners received the same cash amount that was divided among the members.

Associate Director of The Center Tracy Inman commented about the contest: “Not only were we thrilled with the number of responses, but we were also excited with the quality of the entries. This is a wonderful way for us to build advocacy for gifted children, and we’ve been working at that for a long time. The Center has provided services to gifted and talented young people, their parents, and their educators for over twenty years.”

Winning entries are currently being incorporated in a public relations campaign.

AND THE WINNERS ARE...

RADIO PUBLIC SERVICE ANNOUNCEMENT CATEGORY

Grades 4-6 Division

- 1st Place: Elizabeth Moore and Mary Rice
Cannonsburg Elementary School, Ashland, KY
- 2nd Place: Alexandria M. Boswell
Summer Shade Elementary, Summer Shade, KY
- 3rd Place: Abby Sims, Spencer Peppitone, Amanda Ready,
Janelle Taylor, Zack Lehtola, Blake McGee, Anna
Nations, Lake Pickle, and Julie Watson
Brandon Elementary of Brandon, MS

Middle School Division

- 1st Place: Amber McMillen, Ashley Sherrad, and Obi Didia
Brandon Middle School, Brandon, MS
- 2nd Place: Maggie Gray
King Middle School, Harrodsburg, KY
- 3rd Place: Chase Sanders and Seth Segraves
Huntingdon Middle School, Huntingdon, TN

High School Division

- 1st Place: Daniel Bach
Woodford County High School
- 2nd Place: Tim Corkery and Travis Christofferson
Twin Spruce Junior High School, Gillette, WY
(one team member was a high school student)

SLOGAN CATEGORY

Grades 4-6 Division

- 1st Place: Cole Aebersold
Brandenburg Elementary School, Brandenburg, KY
- 2nd Place: Savannah Scott
Catlettsburg Elementary School, Catlettsburg, KY
- 3rd Place: Aubrey Raines and Erin Reynolds
Lynnvale Elementary, Elizabethtown, KY

Middle School Division

- 1st Place: Blane Clark
Brandon Middle School, Brandon, MS
- 2nd Place: John Starks
Russellville Middle School, Russellville, KY
- 3rd Place: Andrew Marx and Cory Gibson
East Jessamine Middle School, Nicholasville, KY

High School Division

- 1st Place: Megan Culler
Paul Laurence Dunbar High School, Lexington, KY
- 2nd Place: Cherrelle Dabney, Sean Rutherford, and Cierra
Presberry
Spring Hill High School, Columbia, TN
- 3rd Place: A. J. Valcarcel, Nick Barajay, and James Sutton
Spring Hill High School, Columbia, TN

College Division

- 1st Place: Margaret Patton
University of Montana, Missoula, MT
- 2nd Place: Daniel Prather
Florida International University, North Miami, FL
- 3rd Place: Bethany Noelle Snyder
University of Illinois, Champaign/Urbana, IL

TELEVISION PUBLIC SERVICE ANNOUNCEMENT CATEGORY

Grades 4-6 Division

- 1st Place: Ben Schipper, Jessica Hunt, Dere Tabor, Carissa
Jerkins, and Courtney Carter
Woodland Elementary School, Radcliff, KY
- 2nd Place: Tyrie Stone, Majid Abdow, Sam Stocker, Ihmanuel
Fields, Michael Beard, Demarcus Kennedy, Megan
Burtner, Kristen Charles, Christina Gazaway,
Kenethia Hutchison, Gabriela Santiago, Rikka
Weaver, Jessica Standard, Lenora Booker, Chloe
Marten, Dominic Johnson, Tabitha Bissonnette,
and Michael Watts
Phillis Wheatley Elementary, Louisville, KY
- 3rd Place: Andrew Saults, Anthony Thorn, Travis Wells,
and Elizabeth Prather
G.C. Burkhead Elementary, Elizabethtown, KY

Middle School Division

- 1st Place: Carson Rider, Lauren Morris, Chase Mitchell,
Brittany Martin, and Brianna Jones
McKenzie Middle School, McKenzie, TN
- 2nd Place: Emily Nail and Blair Harden
Brandon Middle School, Brandon, MS
- 3rd Place: Tatum Dale, Haley Miller, and Jessica Torsack
Calloway County Middle School, Murray, KY

High School Division

- 1st Place: Megan Reese, Jesse Ryan, and Shannon Anderson
Spring Hill High School, Spring Hill, TN
- 2nd Place: Megan Stanley and Whitney Smith
Mayfield High School, Mayfield, KY
- 3rd Place: Nicole Loveless, Melissa Douglas, Samantha
Ballard, and Cristina Serrano
Spring Hill High School, Spring Hill, TN
- Tied with -
Kelly Riley and Candice Buck
Mayfield High School, Mayfield, KY

College Division

- 1st Place: Margaret Patton
University of Montana, Missoula, MT

Shaping the Minds of Tomorrow's Leaders

— By Christy Grubb, Public Relations Intern

Gifted and talented students across the nation naturally excel at math, science or the arts, but one area of giftedness often overlooked is leadership. In recent years, a new trend geared at targeting these future leaders of tomorrow has met with unprecedented success, and it's not just the students who benefit as schools and communities share in the wealth of these talented individuals.

The Center recently hosted Leadership VI at Western Kentucky University reminding administrators and educators of gifted students of the importance of recognizing and refining leadership skills. On November 29-30, 2002, Leadership VI brought together both nationally and regionally recognized pioneers in the development of leadership.

John E. Lester, the main presenter at the institute, has been working with gifted students for the past 17 years, and in that time, he has witnessed the value of encouraging these students to become essential members of their peer groups. John founded the Ohio Leadership Institute; and today, it is quickly becoming one organization synonymous in shaping the minds of tomorrow's leaders. Through several summer camps and year-round workshops, John incorporates a hands-on approach through games and activities aimed at stimulating group effort and cooperation.

John's approach stresses ample opportunities for students to develop at their own pace: "Parents can do such things as allowing children to plan vacations, meals, visits to relatives, or allow them to develop their own service projects to raise money for a need in the community."

Encouraging students to expand their potential is one keystone to leadership development. According to presenter Jan Trabeau, counselor for Cumberland Trace Elementary School and co-author of *KidLeaders* published by MarCo, the KidLeaders program has found immense success by encouraging a peer-based system to encourage leadership. "I think of leadership as being a spectrum, and a person's ability to

lead can fall anywhere on that spectrum from a little to a lot," Jan explains.

Potential leaders at Cumberland Trace are first identified and then placed in a talent pool where they are invited to participate in the KidLeader program — a mentor program that pairs younger leaders with older students. Through this relationship, the younger students have another leader to look up to, and with enrichment activities and a journal, they are allowed to better understand the benefits of developing their leadership skills.

While the Little KidLeaders are being introduced to the program, Jan and the faculty at Cumberland Trace encourage the continued growth of Big KidLeaders. "They initially complete a Leadership Growth Plan that requires them to write down areas needing improvement like self-confidence, perfectionism tendencies, etc.," she explains. The Big KidLeaders meet with her and brainstorm activities that will allow them to practice their skills.

According to Jan, the success for Cumberland Trace has been immeasurable: "Because working with those students who have the most influencing power in the school creates this kind of ripple effect — we are proactively creating a positive culture in our school."

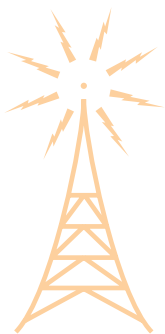
While students may flourish within the program, Jan feels that parents must also be strong leaders: "They are children who need you, as the parents, to be a leader in the home, set boundaries, structure for success, create opportunities for them to flourish, and channel their energy."

Close to 70 educators attended Leadership VI gaining knowledge and new ideas for their students — like Eileen Embry, guidance counselor at Rockfield Elementary School. In charge of leadership development at her school, Eileen teams with teachers to ensure leadership-driven students are given ample opportunity to succeed. Teachers at Rockfield get their students involved in community service projects and use them to do leadership-type jobs around the school. "We have identified a leadership team for sixth grade leaders in our school," Eileen explains. "We meet weekly discussing community service projects we have planned."

According to Eileen, the students have conducted a canned goods drive to benefit the Family Resource Center and the Salvation Army. "The students were in complete charge of this project, from writing notes to parents and being the cheerleaders for individual classrooms to encouraging participation and record keeping." Because of their outstanding work, the students were invited to the Salvation Army to help sort the goods and prepare baskets for needy families.

School recognition and community outreach are benefits that pale in comparison to the real benefit of programs like these. Eileen explains: "Our school has learned about the joy of giving and helping. Hopefully establishing a habit that will last a lifetime."

Plans are already underway for Leadership VII. If you would like more information on how to foster the leadership development of a gifted and talented student, please contact us.



'Giving kids with big dreams the chance to chase them.'

BLANE CLARK
Brandon Middle School, Brandon, MS
Public Service Announcement Winner
First Place Middle School Division

Today KAGE (the Kentucky Association for Gifted Education) is a healthy, vital organization that promotes advocacy for gifted and talented children. One of the oldest state gifted organizations, KAGE boasts record-setting conferences with some of the most respected names in the field, an executive director that lends stable leadership and direction, and a permanent home in The Center for Gifted Studies at Western Kentucky University. KAGE, speaking for thousands, has been the driving force in every major piece of gifted and talented legislation. Indeed, KAGE provides a strong foundation for advocacy. One of the main reasons for that strength lies in the strength of one person who not only built a tremendous foundation for that organization, but also nurtured it its first ten years of life. That person is Doris Mills.

Like many in the field, Doris first developed an interest when she real-

Subsequent to hearing her ideas at this 1975 conference, her superintendent asked her to develop a countywide program for gifted students when she was hired as Daviess County's Secondary Curriculum Director the following year. As the state level, in 1978, she worked with a small contingent of parents and educators from Louisville and Paducah as they contacted people all over Ken-



time, full-time district curriculum director and an all-time mother and wife with four emerging adult children matriculating successfully through high school and college. "My children were my driving force," Doris explains. "Very often too they were my only 'working force' in the preparation of numberless mailings and conference packets. All the while my husband was the wind at my back with his support."

What is it that makes KAGE so successful that its membership has numbered 6000? Doris feels that the success lies in the organization. The rotating system of officers and board members that includes not only a president, but also a past president and president elect to ensure a knowledgeable transition is key to KAGE's success. Doris also credits quarterly meetings and newsletters. Additionally, KAGE sponsors three conferences held throughout the year that allow marvelous opportunities

Honoree Doris Mills

ized that one of her children wasn't getting what he needed in a private school in the early '70s. That interest grew during her early years as a middle school language arts teacher when her principal, recognizing her ability to perceive children's strengths and motivate them toward achievement, asked her to develop a program that would challenge gifted students. After the successful beginning of this program at Daviess County Middle School, she was encouraged by her principal to team with Jefferson County's Advanced Program Director, Hattie Glynn, in making a presentation about their programs to the Kentucky Association of School Administrators during their annual state conference. This, her first experience in speaking publicly on behalf of gifted children, led to a dedication of doing so innumerable times throughout her educational career.

tucky urging them to speak to their legislators about funding support. These efforts resulted in the first competitive funding grants to districts and eventual categorical funds for all school districts for gifted student programs. This gathering of gifted education advocates formed the nucleus of KAGE which formally incorporated in 1980.

KAGE literally operated its first ten years from Doris's basement. As its second president and its first executive director, she helped "grow" the organization into an advocacy organization that coalesced a waiting force of parents and educators ready to act when they received information from countless legislative alerts, newsletters, conferences, and meetings that were written, promulgated, planned and organized in the basement. This was her nighttime and weekend work because she was a day-

for learning and sharing. Then of course the enthusiastic, caring people fit into the success recipe.

What major advancements for gifted and talented children can KAGE credit? Many, including the establishment of Advanced Placement classes; the Commonwealth Diploma.; state-wide academic competitions; the Governor's Scholars Programs; The Kentucky Advisory Council for Gifted and Talented; legislation that provides mandated identification, services, and modest funding for every Kentucky school district; and, most importantly, a significant improvement in the understanding of the needs of children with great potential. Yet KAGE'S greatest challenge in the beginning still is its greatest challenge today: to get the ear and understanding of the General Assembly.

(Continued on Page 18)

ALUMNI *UPDATE*

Stacy Smith (SCATS 1983) graduated Cum Laude from Middle Tennessee State University in 1991 earning both a Bachelor of Music Degree and Graduate of the Year Award from the College of Music. She later received a Master's and Rank I in Counseling from Western Kentucky University. Last summer, Stacy earned her principal certification. She served as a band director for five years and then as a high school guidance counselor for the past six years. She and her husband will celebrate their 11th wedding anniversary this June. They have a five-year-old son, Barrett.

Marylynn Skaggs Jones (SCATS 1983) is an attorney specializing in Medical Malpractice. A Western undergraduate, she earned her J.D. from the University of Louisville where she was a member of the Brandeis Society and was published in the *Journal of Family Law*. She was admitted to the North Carolina Bar in 1997 and the Kentucky Bar in 2001. She and her husband, Mike, are the doting parents of Sam, born in 2000. Marylynn practices law from her home in order to be close to her son.

Ronda Riddle Clutts (SCATS 1983 and 1984) earned a BA in Biology from the University of Louisville in 1993. After being accepted to the University of Louisville School of Nursing, she graduated Cum Laude in 1997 with a B.S.N. and became a licensed Registered Nurse in June 1997. Ronda currently works at Norton Hospital in Louisville in the postpartum units. Ronda and her husband, Tommy, are in the process of adopting their first child, a daughter they plan to name Brelayne Renei Clutts.

Dr. Patty Walchak Wright (SCATS 1983 and 1984) completed her sub-specialty training in Infectious Diseases at the University of Alabama School of Medicine in Birmingham, AL, in June of this year. That next month she joins the clinical faculty in the Division of Infectious Diseases at Vanderbilt University in Nashville, TN. She and her husband, Chris Wright (who is completing his degree in Mechanical Engineering) will relocate with their two dachshunds. After attending the first ever Summer Camp, Patty went on to become valedictorian of her high school class, graduate Summa Cum Laude from Western as a Presidential Scholar, and then graduate Cum Laude with her M.D. from the University of Alabama School of Medicine.

Lori Burke Parrish (SCATS 1983; Travel) received a BS in Applied Mathematics from Kentucky State University and a BS in Civil Engineering from the University of Kentucky. She is currently a forensic engineer with Engineering and Fire Investigations (EFI), a national company that specializes in the why and how of the failures causing insurance claims and fraud. Lori, her husband, Rod (an area manager for an insurance restoration company), and their two daughters, Jennifer and Mary Catherine, reside in Lawrenceburg, Kentucky. In what little spare time she has, she enjoys reading, traveling, and snorkeling.

"In 1979 when I took on the responsibility of developing the Gifted Program for the Warren County School System, I was truly alone. I knew immediately that whatever I learned it was more than what anyone else knew. That is one of the most frightening positions to be in related to education. I realized soon after I started working with the students and their parents that they, too, were in need of more than they were getting through regular education classes.

Once I met Dr. Julia Roberts and recognized a kindred spirit, I was able to work with her to help make education better for gifted students. In reality, through this process, education for all students has improved tremendously.

I believe that education in Kentucky today would not be such a positive experience for all students were it not for the outstanding contributions that The Center for Gifted Studies has made. The Center's work with gifted students, training and in-servicing of teachers and conducting research in the area of gifted education is paving the way for students, parents and educators to successfully provide for curriculum and teaching strategies that meet the needs of all of Kentucky's children."

**BONNIE BECK
BOWLING GREEN, KY**

Bonnie Beck (SCATS Instructor 1983 to 1992) retired from a 31-year career in education – 9 of those in gifted education – in 2001. Before her combined 13 years as principal and assistant principal at Drakes Creek Middle School in Bowling Green, KY, she developed, coordinated, and taught in Warren County's Gifted Program. Her awards and recognitions are many: Intertel Hollingworth Award for Research in the Area of Gifted Education (1984); participant in the NASA Teacher in Space Program (1985-86); coordinator, writer, and implementor of a drug free program that received National Drug Free School Recognition at the White House; facilitator of a national Javits Grant for developing identification of and curriculum for the middle school lower socio-economic / under-achieving gifted students (1989-92); and reviewer of applications for the Javits Gifted and Talented Students Education Program for the U.S. Department of Education (1993). She also served on the KAGE Board as treasurer for four years. All of these experiences were instrumental in Drakes Creek being ahead of other middle schools in curriculum development. She is married to Ron Beck who retired from WKU administration and is presently president of a Lexington-based company "Total Cash Solutions". She has two children and two wonderful grandsons.

Marilyn (Loyal) Robinson (SCATS Instructor 1985-1996; Gifted Education Endorsement) retired from Kentucky teaching in 1999 to relocate with her new husband, Douglas Robinson, to Riverside, CA, where she currently teaches first grade. When in Kentucky she taught in the GATES program in Daviess County, served as academic coach, and was involved with Odyssey of the Mind, KYA, and KUNA. Her experience includes piloting a district-wide, self-contained classroom for the gifted in her county, coordinating a talent development program, and teaching cluster groups of gifted and talented children. In 1983, she attended the first Commonwealth Institute for Teachers, and that next year she received the Distinguished Service of Merit Award at the KAGE Conference. She reviewed Javits grant proposals in 1993 and 1994. She has one daughter and two step-daughters.

Jeffrey Eisenstein (VAMPY 1995, 1996, and 1997) received college credit last summer for a year of intermediate Italian and fulfilled a university language proficiency requirement through a six-week program in Florence. He had the opportunity of living amongst Florentines and visiting museums such as the Galleria degli Uffizi, l'Accademia, and Opera del Duomo. On weekends he traveled to Rome, Venice, Siena, and many other small towns. Currently, he attends the University of Pennsylvania in Philadelphia where he is a prospective economics major and fine arts minor. His activities include peer advising and rowing on the varsity men's lightweight crew. He participated in the Navy Day and Head of the Schuylkill regattas, and last year his boat made the grand finals at the Eastern Sprints in Worcester, MA.

"The Center for Gifted Studies at WKU has provided exciting and challenging learning opportunities for Kentucky's brightest students and support for their parents to better understand their needs. Dr. Julia Roberts has definitely been a pioneer in the field of gifted education and continues to be a model for gifted initiatives for other states. As a California teacher, I am currently seeing signs of recognizing the special educational needs of gifted children and the prospect of program development. Hail to the progress of WKU's Center for Gifted Studies."

**MARILYN ROBINSON
RIVERSIDE, CA**

Brooke Richardson (VAMPY 1997, 1998, 1999, and 2000) will attend Transylvania University this fall on a William T. Young Scholarship plus several others. This National Merit Finalist was also valedictorian of her high school. 2002 makes her 7th year participating in Governor's Cup plus she competed at the Science Olympiad competition. Brooke remains very active in Girl Scouts.

David Tao (SCATS 2000 and 2001) became an Eagle Scout this April at age 12 – only 4% of all Boy Scouts earn this prestigious award, and most don't earn it until late in high school! This past May also held great honor for David: he and his family flew to Washington, DC, where he was named one of the two top youth volunteers in Kentucky. David received The Prudential Spirit of Community Awards, a nationwide program honoring young people for outstanding acts of volunteerism. This award includes \$1000, an engraved silver medallion, plus the trip. David designed and created a candle and broom-making exhibit for a log cabin in the Old Bardstown Village and Civil War Museum.

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Western Kentucky University, 1 Big Red Way, Bowling Green, KY 42101

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*Make checks payable to the WKU Foundation.
Gifts to The Center for Gifted Studies directly support the Investing in the Spirit Campaign.*

Speaker of The House Jody Richards has long been a friend of education. He began his career as a teacher here at Western Kentucky University, then he first ran for office in 1976 when he won the 20th District seat in the Kentucky House of Representatives – a position he holds to this day. While still in his first term, Jody was called upon to chair the House's Education Committee. He later played an instrumental part in engineering Kentucky's sweeping education reform by chairing one of the committees that helped draft the Kentucky Education Reform Act (KERA), and he has shown the same commitment in leadership roles in the Southern Legislative Conference's Education Committee and the Legislative Advisory Council of the Southern Regional Education Board.

From the start of his career, Jody has been a friend to gifted education.

the five categories for gifted, identification, multiple services, and the individual education plan or Gifted Student Services Plan for all identified children. Thanks to Jody's vision and determination, other states look to Kentucky for benchmark gifted legislation.



Some future Academy students may come from those who were present at the Kentucky Recognition Ceremony on May 31. Jody provided the inspirational keynote address to the crowd of several hundred. 2002 was the twentieth straight year that Western hosted this awards ceremony recognizing the top-scoring seventh graders who took the ACT or SAT as part of the Duke University Talent Identification Program. This year 3,642 young Kentuckians took the test; 1,062 qualified at the state level, while 81 qualified at the grand level. This is exactly the type of student for which the Academy is designed - as Jody well knows. He also knows how important it is to nurture and challenge these young people for their sake as well as Kentucky's.

Jody remains active in the public affairs of Bowling Green, his hometown. He has held local, state, and

Honoree Jody Richards

He sponsored the very first legislation for gifted when gifted programs were being offered on a competitive basis. Jody has taken a leadership role in securing funding for gifted education and establishing the Advisory Council for Gifted and Talented Education. During KERA's birth The Center realized how Jody was – and is – a champion for the cause of gifted. Under his guidance, gifted and talented children were included under the umbrella of "exceptional children." (Director Dr. Julia Roberts jokes that Jody argues she was his most frequent caller – aside from his wife, Neva – that year.) This inclusion had monumental impact for gifted children: now, their schools would have to provide programs for all exceptional children – including the gifted and talented. This set the groundwork for much of the legislation that ensures the rights of gifted children. Other innovations include

Dr. Julia Roberts insightfully describes his role: "Jody Richards has championed the legislation for gifted children in the Commonwealth. He understands that when gifted children thrive, so does Kentucky."

Jody's leadership ability didn't go unnoticed. In 1987 he was chosen by his Democratic colleagues in the House to serve as their Majority Caucus Chairman, one of the body's five leadership positions. In 1995, he was honored after nearly two decades of legislative service and leadership by being chosen Speaker of the House. As Speaker, he has been a strong proponent for the Kentucky Academy for Mathematics and Science. He helped ensure the planning monies for 2001-2002. Through his involvement in the Southern Regional Education Board, he has seen the academies develop across the South, and he knows the impact they have made on individuals and states.

national leadership positions with the civic-oriented Jaycees. He has served as president of the Southern Kentucky Fair Board and Bowling Green Girls' Club and has held seats on the board of directors of the United Way and Warren County Drug Abuse Task Force. Of course, we are most proud of the fact that he serves on the Board of Advisors for The Center.

Other members of his family have connections to The Center, too. Both his son, Roger, and daughter-in-law, Ellen, have taught in Super Saturdays. And his only granddaughter, Holly Beth, is a Super Saturdays alumna! When not serving the Commonwealth, this friend of gifted education operates his business, Superior Books, Inc., a wholesale book sales and distribution company in Bowling Green.

The Center is delighted to honor our friend, Jody Richards, with The Challenge Award for his many contributions to our Commonwealth's gifted and talented.

Kentucky Academy Update

— By Renee Watkins

The Kentucky Academy for Mathematics and Science is still in the works! As we continue to plan for its opening, it is vital that we communicate with individuals at other similar academies. In February, Dr. Julia Roberts, Dr. Bruce Kessler, and Renee Watkins attended the 2002 National Consortium for Specialized Secondary Schools in Mathematics, Science, and Technology (NCSSSMST) Professional Conference. In an effort to increase communication among mathematics, science, and technology specialized schools, NCSSSMST was established in 1988. Dedicated to transforming mathematics, science, and technology education, the mission of the Consortium is to create connections among innovative schools by shaping national policy and fostering collaboration, as well as developing and disseminating exemplary programs.

The Center for Gifted Studies at Western Kentucky University recently became a member of NCSSSMST. With 76 member schools from all across the country and over 85 college and university members, there was not a single membership from Kentucky. The Center is the first.

While attending the conference, our group attended many sessions relating to academies similar to The Kentucky Academy. One session presented by the Texas Academy for Mathematics and Science (TAMS) provided useful information on the unique challenges of residential, college-based programs. TAMS has been in existence for ten years and is being used as a model for The Kentucky Academy. Another session provided insightful research results from an NCSSSMST longitudinal study. Gathering data from three years of NCSSSMST graduates, the study shows that graduates are consistently satisfied with their specialized high school experiences, that a significant number of students are entering majors related to mathematics and science, that they are active in campus activities and assume leadership roles, and that they earn many

Visit The Academy's web site
at www.wku.edu/academy.

academic honors as undergraduates. The data clearly support the success of specialized secondary schools in mathematics and science.

The NCSSSMST professional conference was held at the North Carolina School for Science and Mathematics (NCSSM), in existence for over 20 years. In February, 2002, NCSSM completed an alumni survey of over 300 graduates, 1984 through 1996. These data prove fascinating. (See What similar academies have to say.)

According to the National Science Foundation, North Carolina increased its number of scientists and engineers by 125% from 1980 to 1990. Ranking 47th in the number of scientists and engineers in the population and 39th in its position for adaptation to The New Economy, according to *Challenges for the New Century* (2000), Kentucky must make it first priority to provide advanced educational opportunities for our exceptional mathematics and science students in order to prepare them for leadership roles in the Commonwealth.

Ranking 50th in adaptation to The New Economy is Mississippi whose legislature has established the Mississippi School for Mathematics and Science. Its director, Joe Portera, says, "To quote the State Superintendent who was instrumental in this school's creation - 'It's the sizzle on the steak in the Mississippi Reform Movement.' It sends business a loud message about Mississippi's commitment to develop the workforce of the future." Our message must be loud and clear - Kentucky and exceptional Kentucky students need The Kentucky Academy for Mathematics and Science in order for us to be prepared for the 21st Century knowledge economy.

We at The Center wish to remember these three very special friends who touched our lives in their brief lifetimes; their contributions will be well-remembered:

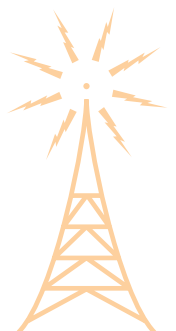
MARK ROBERT BARTELLA
(May 7, 1977 — April 28, 2002)

SARA BETH BENSON
(December 18, 1984 — March 2, 2002)

CHRISTOPHER HARRIS SHUFFITT
(September 3, 1965 — September 11, 2001)

*'Please help keep
knowledge uplifted; support
and challenge our gifted.'*

MEGAN CULLER
Paul Laurence Dunbar High School, Lexington, KY
Public Service Announcement Winner
First Place High School Division



What Similar Academies Have to Say

Question: What kind of economic impact do you think your academy has made on your state? (Answered by administrators of the academies.)

Louisiana School for Mathematics, Science and the Arts (LSMSA)

"It has been important to tell legislators that we are not just training these bright students so they can go out of state. Sixty-four percent of last year's seniors stayed in state for college (there is a strong state-funded scholarship program for in state schools in place, which helps.) Approximately 60% of our graduates are now living in Louisiana. Our distance learning program has also had a very positive impact on the state, especially schools in small and rural districts."

South Carolina Governor's School for Science and Mathematics (SCGSSM)

"Last year's 62 graduating seniors earned almost \$7,000,000 in scholarship offers. On average, 50% of SCGSSM graduates attend in-state colleges and universities, and, upon completing their (mostly advanced) degrees, 50% work in South Carolina. A large number of our graduates attend medical school."

The Advanced Academy of Georgia

"Throughout our history, an average of 50% of our students have remained in state and attended a University System of Georgia institution after high school graduation. This is due in part to the transfer of credit that is easily accomplished between System institutions and in part due to the HOPE scholarship. The success of Academy students and former students who remain at West Georgia after high school graduation in undergraduate research and national scholarship opportunities has brought recognition to West Georgia and expanded enrollment in the Honors College, of which the Academy is a part. This has certainly helped the local economy and this institution."

North Carolina School of Science and Mathematics (NCSSM)

An NCSSM Alumni Survey and Analysis for the classes of 1984 through 1996 was compiled on February 12, 2002. Sixty-six percent of the respondents finished their degrees in North Carolina and 57% of NCSSM graduates are currently North Carolina residents. An NCSSM director says, "It is difficult to measure the economic impact of developing additional doctors, researchers, engineers, teachers, technologists, and other professionals." This new report shows that for 320 NCSSM graduates responding to an occupation question, 15% are in medicine, 14.1% are educators, 6.3% are engineers, 4.5% are attorneys, 5.7% are computer professionals, 6.3% are scientists, and 6.3% are entrepreneurs. Joseph Wismann of Lexington, KY has a son who attended NCSSM. He says, "NCSSM gave our son the high school experience every child deserves – a challenging and rewarding environment where success is fairly earned and talents are nurtured." His son "joins 20 years of NCSSM graduates who have elected to attend North Carolina universities and afterwards contribute their talents to the economies of the state."

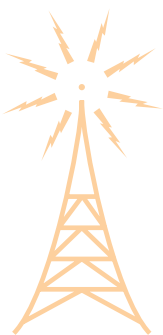
Texas Academy of Mathematics and Science (TAMS)

"The oldest graduate of TAMS is 29, so their professional and economic power is yet to be felt. They are out in highly-paid, tax-generating jobs two years early, so certainly there is a positive impact. TAMS has provided a means for talented, focused high school students to accelerate their education and put their skills and intellect to work much sooner. We will read of great accomplishments by these young scholars ... accomplishments that may not have been if not for the foresight of the Texas legislature and the University of North Texas to identify and nurture these future leaders of science and technology."

(Doris Mills Continued)

KAGE's driving force was Doris during those first ten years. In reflecting on those early days, Doris says, "When I read and hear about the accomplishments of students who have been given the opportunity to meet their potential, I know KAGE has had a part in helping them 'let their lights shine.' Having been a part of that support is most satisfying. And I recall with amusement one of my 'working force' sons remark, as he stuffed his umpteenth envelope, that he hoped someday he would have a passion for something as much as I had for KAGE, because indeed today he and all his siblings certainly have."

Doris is still an active KAGE member, but this retired grandmother of 11 is busy quilting, playing bridge, reading, gardening, and ministering to the sick. Her passion now is spending time with her family: husband, Jack; sons, Kendrick and his wife, Vikki, and their 5 children in Owensboro; Kevin and his wife, Denine, in Boseman, MT; Keith and his wife, Lisa, and their 3 children in Louisville; and daughter Karen and her husband, Troy, and their 3 children in Austin, TX. Ties with The Center include Karen's working as a counselor during the early years of SCATS and VAMPY and Doris's presence at the initial meeting in 1981 (held by Dean J.T. Sandefur) that eventually gave birth to The Center.



'Let's give every child a fair chance. Support gifted student programs.'

MARGARET PATTON
University of Montana
Public Service Announcement Winner
First Place College Division

Friends of The Center

We want to thank these very special people for helping us realize our vision and fulfill our mission. Their monetary gifts make it all possible.

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Mary Lynn and Dennis Griffin	Bowling Green, KY	Julia and Richard Roberts	Bowling Green, KY
Sarah and John Grise	Bowling Green, KY	Amber Dale Sapp	Brownsville, KY
Connie and Chuck Haine	Memphis, TN	Al J. Schneider Foundation	Louisville, KY
Donna and Sam Hamblin	Demossville, KY	David Sihau	Lawrenceburg, KY
Susan and Bill Hamilton	Pflugerville, TX	Dana and Perry Simmons	Bowling Green, KY
Michelle and Charles Haynes	Gallatin, TN	Janet Skees	Louisville, KY
Susan and Nelson Helm	Louisville, KY	Lori Spear	Norcross, GA
Kate and Sam Hinkle	Shelbyville, KY	Joyce and James Spiceland	Salisbury, NC
Dawn and John Hitron	Louisville, KY	Joyce and Bruce Teale	Holiday, FL
Gwen and John Hornsby	Mandeville, LA	Lisa and Charles Townsend	Glasgow, KY
Juliana and William Howard	Valdosta, GA	Carolyn and Clarence Traum	Kuttawa, KY
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Kathy and Russ Heubel	Kingsville, TX	Linda and Stuart Yeoman	Alvaton, KY
Bea and Harold Isable	Bowling Green, KY	Bobbie and Ray Yozwiak	Lexington, KY
Melissa and Ints Kampars	Hardinsburg, KY		

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Calendar

- | | |
|--|---|
| <i>June 11, 2002</i> | Workshop on Meeting the Needs of Gifted Kids in the Regular Classroom (Susan Winebrenner) |
| <i>June 16-28, 2002</i> | The Summer Camp for Academically Talented Middle School Students (SCATS) |
| <i>June 22, 2002</i> | SCATS 20th Birthday Party |
| <i>June 23-28, 2002</i> | The Advanced Placement Institute |
| <i>June 25-26, 2002</i> | KAGE Summer Conference, Lexington, KY |
| <i>June 30-July 20, 2002</i> | The Summer Program for Verbally and Mathematically Precocious Youth (VAMPY) |
| <i>July 9-12, 2002</i> | The English Vertical Team Institute |
| <i>July 9-12, 2002</i> | The Mathematics Vertical Team Institute |
| <i>July 9-12, 2002</i> | The Social Studies Vertical Team Institute |
| <i>August 24, 2002</i> | Update on Gifted Education |
| <i>September 19-20, 2002</i> | KAGE Fall Conference, Lexington, KY |
| <i>October 8-9, 2002</i> | Junior Great Books Training |
| <i>October 26, November 2, 9, 16, and 23, 2002</i> | Fall Super Saturdays |
| <i>November 21-22, 2002</i> | Leadership VII |
| <i>January 25, February 1, 8, 15, and 22, 2003</i> | Winter Super Saturdays |
| <i>April 4-13, 2003</i> | Spring Break in Paris |