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The Challenge: The Newsletter of The Center for Gifted Studies

The Center for Gifted Studies

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No. 11, Summer 2003

WESTERN KENTUCKY UNIVERSITY

the challenge

Newsletter of The Center for Gifted Studies

The Time is Now: Send in Your Reservations Today!

Twenty years ago this summer marked the beginning of the Summer Program for Verbally and Mathematically Precocious Youth (VAMPY). Since then thousands of gifted and talented young people have participated – and you probably know quite a few of them! Come celebrate with VAMPY alumni, counselors, teaching assistants, instructors, and friends on July 5.

On that day we will also be honoring three individuals who have made a difference in gifted education in Kentucky and beyond. The Challenge Award recipients are Dr. Susan Leib, Dr. J.T. Sandefur, and Dr. Donald Zacharias. Without these three, VAMPY would not have been! (Please see The VAMPY Experience on page 7 for more details.) We're planning a wonderful party and hope that you will help us celebrate their contributions.

Be sure to mail in your reservations. And if for some reason you didn't receive an invitation, just contact The Center (270.745.6323) or look on our web site (www.wku.edu/gifted.) We sure look forward to seeing you again!

Thanks, Friends

Our most sincere appreciation goes to David and Nancy Laird of Louisville, KY, who generously donated $10,000 to The Center in honor of his parents. The Dr. A.W. "Larry" and Carol Laird Fund for Excellence in Gifted Studies memorializes the work of his father and honors the work and dedication of his mother. The late Larry Laird, former Western psychology professor, was honored by The Center in 2002 for his vast contributions to gifted education in Kentucky and the United States by being named recipient of the first Challenge Award. As one of the first presidents of the National Association for Gifted Children, Larry Laird was a forerunner of our vision; through the giving nature of friends like the Lairds, The Center can continue that vision.

Super Saturdays are Super! Insight from a SCATS Alum

— BY BETH SHAVER

When I attended SCATS during the years of 1993-95, my life changed. At the time, I thought the camp had actually made me an adult! I suppose most teens would acquire this feeling of adulthood in a college-like atmosphere such as SCATS. Now that I really am an adult, I see that SCATS did much more for me than I had previously thought. SCATS not only provided the environment for social development, but also a place where I could grow in many other ways. All the people who made SCATS possible strived to ensure that all the campers and I were given a safe, positive, enriching, and unique learning experience. Not only did the program help me to become a more intelligent and responsible individual, but it also prepared me for the challenging academic work I would face in the future.

Since I am such a believer in the positive things SCATS does, I decided to volunteer for The Center's similar program, Super Saturdays. Super Saturdays interested me because it is yet another opportunity for young people to learn. It gives elementary age children the chance to experience SCATS at a beginner's level. Currently I am majoring in Elementary Education at Western, so I was looking forward to the opportunity to work with the same age children I will be teaching in two years.

The list of classes Super Saturdays has to offer is very impressive. As a future educator, I became excited to discover how many learning opportunities there were for all ages. It was like a mini SCATS, so I knew I would feel at home! The Civil Engineering class for grades 4-6 is where I volunteered for two hours every Saturday for five weeks. It was an experience that I will not forget!

Greg Mills and Jack Wright are the instructors of the Civil Engineering class and do a wonderful job of coming up with great hands-on activities for the students. I was shocked at the level of intelligence displayed by the children and immediately began to learn things myself. Seeing the children discover and explore topics pertaining to such a complex field was amazing to witness. Quickly I learned that the students were reaping the benefits of specialized instruction that is not always a part of the regular school curriculum. They were responding to higher order thinking questions and exercising their minds in ways I did not realize children could.

While watching the children construct bridges from pipe cleaners and drinking straws (one of the many fun activities in the class), it was interesting to see what different approaches the students took and how they conducted themselves during the activity. Some students did best by having conversations with other students during their work. It was evident that others preferred to be quiet so they could fully concentrate. No matter what their method of learning, student needs were met and nourished throughout the course of the program. After thinking of all the observations I had made, I realized that Super Saturdays was doing for these children what SCATS did for me. I immediately began to make connections to the two experiences and realized that The Center for Gifted Studies does so much more than provide an extra learning opportunity. SCATS and Super Saturdays are places for children to discover how they learn best, decide what types of things interest them, learn how to interact with peers and adults, and grow as students and individuals. From the viewpoint of a SCATS alum, Super Saturdays is something that parents and gifted students should look forward to. Students will be satisfied with the fun aspects, but parents will be enthused with the developmental opportunities, present and future, for their children. Most of all, I have learned that the programs instill confidence in the children, and I believe that a confident child is one who will never be afraid to face new challenges.

students

PHOTO BY SHERYL HAGAN-BOOTH

Letter From Julia Roberts

DEAR FRIENDS OF THE CENTER,

The achievement gap is one of the most discussed topics in education today. Everyone agrees that we must make sure that children can read and do math at levels at which their agemates are expected to perform. However, many discussions of the achievement gap dismiss the fact that some children are already performing at grade level and need challenge. Some individuals even suggest that the way to narrow the achievement gap is to hold achievement steady for higher achieving students while concentrating on those who are behind. Of course, no child should be left behind. No matter if a child learns rapidly or more slowly or if the child is learning basic or complex content, each child deserves to have challenging learning opportunities that ensure that each makes continuous progress. A twist to the No Child Left Behind mantra is to interpret it as meaning No Child Left Unchallenged to Reach His/Her Potential!

A gap that we at The Center need your help to eliminate is the gap between what gifted students can do and what they have the opportunities to do. A priority for The Center for Gifted Studies is to ensure that children from lower socioeconomic backgrounds, from all racial and ethnic groups, as well as from families with English as their second language have opportunities to be challenged to learn at rigorous levels. We need the help of Friends of The Center in order to reach this goal. You can and do help in the following two ways. First, you can and do share information about programs and opportunities offered by The Center with parents, young people, and other interested individuals. Without your personal communication, some folks will not know that the opportunities exist. Others will not consider the possibility of SCATS, VAMPY, or Super Saturdays because they do not know about scholarship support that could help make such programs a reality. Second, you can help by providing scholarship support so it will be possible for a diverse group of individuals to participate. Each gift helps create opportunities for young people.

Thank you for spreading the word about opportunities offered by The Center and providing scholarship support! In both ways, you make it possible for diverse young people to develop their talents and abilities.

Sincerely,

Julia Roberts

Julia Roberts
Director

The Mission for The Center

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

The Vision for The Center

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

the challenge
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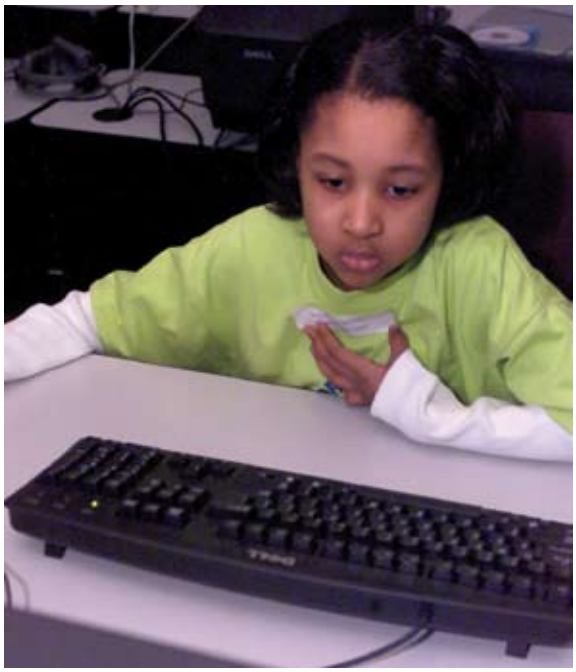

PHOTO BY SHERYL HAGAN-BOOTH

A New opportunity: Owensboro Super Saturdays

Since 1992, over 8,600 high ability elementary school children have experienced hands-on, minds-on challenge through Super Saturdays. In 2002, The Center for Gifted Studies added a Fall Super Saturdays because the need is so great. And this need just isn't a local one; these children come from a hundred mile radius around Bowling Green for five enrichment classes on consecutive Saturdays. Because of that need, The Center is providing an additional opportunity.

Starting this fall (October 18 and 25 and November 1, 8, and 15) The Center will sponsor Owensboro Super Saturdays, so people in Daviess and surrounding counties – even Indiana folks – can readily participate! The classes will be conveniently held at the Owensboro Community and Technical College.

In the spirit of cooperation, Owensboro Community and Technical College President Jackie Addington, Extended Campus Owensboro Director Marilyn Brookman, and The Center's Director Julia Roberts and Associate Director Tracy Inman organized and planned Owensboro Super Saturdays. From physical space to public relations, they have collaborated fully, putting the interests of the children first. It's a marvelous partnership! And the Director of the Owensboro Super Saturdays, Debbie Stofer, will ensure the program is marvelous as well.

For those children who have participated before, the only difference they'll note is the location. They'll still select from a wide range of classes – all grade levels – all subject areas. They'll be challenged and motivated – and they'll even get a Super Saturdays t-shirt designed specifically for Owensboro!

Owensboro has eagerly welcomed us. Within a week of the initial planning meeting, the Rotary Club donated ten scholarships so that all children have the opportunity to attend – regardless of economic circumstance. We fully anticipate more scholarships to follow.

The Center is certainly excited about this new program! And the folks in Owensboro are pretty happy, too.

"I'll Take Game Shows for $100"

— BY TARA GUPTON AND TRACY INMAN

GAME SHOWS FOR $100
A game show that challenges young minds to answer questions quickly about a wide variety of subjects.

What is Jeopardy Teen Tournament?

GAME SHOWS FOR $200
Matt Burgess, Kendra Chapman, Anthony Chiu, and John Zhang.

Who are some Kentucky teens that have been Teen Jeopardy contestants?

GAME SHOWS FOR $300
Matt Burgess, Kendra Chapman, Anthony Chiu, and John Zhang.

Who are VAMPY alumni who have participated in Teen Jeopardy?

GAME SHOWS FOR $400
John Zhang

Who won the 2003 Jeopardy Teen Tournament with the Final Jeopardy response: "Who was Daniel Boone?"

That's right. The four teenage players from Kentucky may hail from Louisville and Lexington, but they have Bowling Green in common. All participated in VAMPY: Matt Burgess (1995 to 1998), Kendra Chapman (2000 to 2002), Anthony Chiu (1994), and John Zhang (1999 and 2000). Only Kendra and John crossed paths at camp, but Matt, Kendra, and Anthony all attend(ed) the same high school, Louisville's duPont Manual.

Not everyone enjoys the challenge of *Jeopardy*. Some prefer their game shows to have lifelines to help in times of difficulty or multiple choices for their answers. Not our VAMPY alums; they thrive on the challenge. And most of them dreamed about being on this #1 quiz show in America ("it has ranked first in Nielsen ratings for the genre for nearly 950 weeks, and as the #2 series in syndication for 67 ratings sweeps periods" according to its web site www.jeopardy.com) since they were young!

Anthony Chiu discovered his passion for *Jeopardy* on his 10th birthday when he was given a *Jeopardy* book as a present. This passion paid off. He did beautifully in the tournament making it to the semi-finals. "I didn't bet big enough to win, but it was fun, unique and something that I'll always have to remember and talk about," he explained. His winnings helped pay for his Stanford education.

Some wanted to participate so much that they wouldn't take no for an answer. Take Kendra. Several years ago she discovered the *Jeopardy Teen Tournament* while she and her mother were watching the show. Two years ago she signed up for the event for the first time but wasn't selected. That didn't stop her. She signed up again last January online and soon received the call inviting her to go for a try-out. Even though she didn't make it to the finals, her winnings were enough for a laptop!

Matt Burgess shared some of his winnings with the VAMPY group! He brought the massive box of candy to camp and shared with all. Matt remembered the *Jeopardy* experience as "the most nerve racking thing (he'd) ever done." He explained, "You realize there are so many people out there

watching you, and it's just scary. I was somewhat consoled that it was taped so that if I messed up very badly they could go back and fix it!" Of course, his worries proved groundless. Most fun for Matt, then 14, was his all-expenses-paid trip to Beverly Hills: "That was probably more impressive to me than actually being on the show!"

Just this past February, John Zhang traveled to Los Angeles, visited the Getty Museum, admired the city's architecture, waded in the Pacific Ocean – and then won $50,000 as the champion of the 2003 *Jeopardy Teen Tournament*. Going into the tournament, he was pretty confident. But, like Matt, his confidence waned when he saw the competition. "I somehow pulled it off in the end," John confessed.

"Camp was GREAT FUN! My parents signed me up that first year, and I was sure I would hate it and didn't want to go. But the next year I was the one begging to go to camp. It had a tremendous effect on me as a person and as a scholar." — MATT BURGESS

MATT BURGESS

ANTHONY CHIU

KENDRA CHAPMAN

JOHN ZHANG

And pull it off, he did! He explained: "The final tournament lasted two days. The first day I was lucky because I hit two Daily Doubles. I came in second place. I wasn't as lucky on the second day because my opponent had a big lead. Tyler, to my left, had a gambling streak in him. On the final question he had $30,000, so I knew that betting it all was the only possibility I ever had to win. Then the Final Jeopardy answer was a Kentucky one. I got it right, and they (his opponents) both got it wrong." He left the City of Angels $50,000 richer and the owner of a new car!

Aside from VAMPY, these four contestants had another similarity: their ability to handle the fast pace of *Jeopardy* was honed by participating on their schools' Academic and Quick Recall Team. John explained how his involvement on Academic Team led to his trying out for *Jeopardy*: "I played on Academic Team all through school, and I wanted to do something more constructive with that experience." A Volkswagon Beetle and $50,000 definitely qualify as constructive!

So it's time for Final Jeopardy. Make your bets, and give the question for this answer:

FINAL JEOPARDY

By encouraging excellence and challenge in a nurturing environment, this camp instills confidence and ability that opens doors to all possibilities – including competing on Teen Jeopardy .

What is VAMPY at The Center for Gifted Studies?

The Center Develops an Invaluable Resource

Drawing on their wealth of insight and honest natures, we interviewed VAMPY campers last summer on such issues as peer pressure and what stifles learning. Our video "Gifted and Talented Middle School Kids Tell Their Stories" presents these responses so that a wide variety of audiences can gain real perspective.

This video is designed to be a catalyst for discussion in an array of settings. The included guide helps facilitate that discussion. Divided by audiences, the guide also explores questions prompted by resources critical to practices in middle school education. Of course, many questions are suitable for multi-audiences. From K-12 teachers in faculty meetings to a classroom full of gifted middle school students, this video has a message for everyone. It can be fundamental to formal professional development for a district; similarly, it can provide a strong basis for a parent association meeting. One parent even suggests showing it to children; his eleven-year old son now knows that he isn't alone.

For more information, just contact The Center. Videos (including the discussion guide) are available for $50.00. Call, email, or fax a request. You can even download an order form from our web site.

The VAMPY Experience

"I have to admit that we sent her off to Western with more than a little trepidation, but our fears were unwarranted. Sarah Jo 'blossomed' at VAMPY. She enjoyed her math class, but more than that, being in the company of other gifted students did wonders for her. She returned to us confident, self-assured, and looking forward to her eighth grade year. And eighth-grade has been remarkably different for her; she has many friends, she is well liked and respected by nearly everyone, and she has demonstrated a level of initiative and leadership that we have never seen from her. We honestly have to credit her experience at Western with a large part of the change in our daughter."

Mary DeFini of Madisonville, KY, captures the essence of the VAMPY experience in this passage. She well understands and values what VAMPY offers young people who are gifted and talented. Even though this summer only marks Sarah Jo's second VAMPY experience, it numbers twenty in the history of the summer program. And it's quite a history.

It all started with a phone call. Duke's Talent Identification Program wanted to offer its first cooperative program, so the director contacted the Kentucky Department of Education (KDE) and spoke to Dr. Susan Leib (now the Executive Director of the Education Professional Standards Board.) She immediately contacted Julia Roberts: "I had already worked with Julia before, so I knew that both Julia and Western were ready to try things off the cuff. The great thing about Western is that they are willing to say we don't have fifteen weeks to plan this; we have three days – let's do it."

This phone call prompted then-President Donald Zacharias and the future-Director of The Center for Gifted Studies to fly to Duke for two days to examine the program. They returned with a sincere commitment to establish the program here at Western. That commitment coupled with $10,000 from KDE made it all possible.

Dr. Zacharias, now President Emeritus of Mississippi State, reflects on this: "I am proud of the work that Dr. Roberts has done to bring gifted studies to Western. I know that other campuses, public and private, wanted to claim that they were the proper home for this program. Dr. Roberts' dedication and energy made the difference."

So in the summer of 1984, the Summer Program for Verbally and Mathematically Precocious Youth (it didn't become VAMPY until a couple of years later) brought 31 young people to campus to take one of three classes offered. Instructors ensured challenge in a nurturing environment during the day, while counselors guaranteed fun in a nurturing environment the rest of the time. Andy Schrader, now of Panama City Beach, FL, was one of those first counselors. His memories may spark other memories: "With the impending 20th anniversary of the summer camps, I mostly recall the fun times at the end of the day. Swimming, tennis, VCR movies before sack time, and best of all, the wild and crazy trip to Opryland. Thank you for enriching my educational experiences and my life."

Another counselor, Jeanette Crawford Askins (now Dr. Askins of Lindsey Wilson College), also remembers: "The friendships developed during the summers on Western's campus are very cherished. It was hard work and time consuming, but the counselors and faculty made it a fun and enjoyable experience. We really enjoyed the road trips to Opryland and Mammoth Cave in the WKU vans with the brief stops for film, gum, drinks, or whatever else may have been forgotten. And, who can forget the trips to do laundry in Andy's Camero and my Firebird? Those were the days. Even though my first experience working as a counselor for Julia was in 1984, I still keep in touch with many of those responsible for making the camp such a success (i.e., Dick Roberts, Vickie Whetherhold, and Brenda Adams). The summers were busy with graduate classes and keeping up with the campers around the clock, but they are summers and experiences I will never forget."

VAMPY remained TIP's only cooperative program for six years. By then, it had grown to 120 campers taking one of eight classes. And just last year almost 200 gifted and talented

"Western Kentucky University is seen as the institution in the state if you want information about or opportunities for gifted kids."

— SUSAN LEIB, Executive Director of the Education Professional Standards Board

Interested in an Alumni Network?

Not only do our alumni span the fifty states, but they also practice hundreds of different professions, know the admission and scholarship ropes for universities from England to California, and participate in a myriad of organizations. In short, they are a fount of wisdom. The Center would love to take advantage of this expertise and experience. We propose an alumni network wherein interested alumni can be connected with current Center participants or even other alumni. We could even use alumni to help The Center! And the possibilities are endless:

- **become an electronic mentor;**
- **show a high school senior around your college campus;**
- **provide guidance in a career;**
- **make presentations at our summer camps;**
- **teach SCATS or Super Saturdays;**
- **suggest possible college roommates;**
- **share educational or professional contacts;**
- **write articles for *The Challenge*; or**
- **create your own idea!**

If you are interested, please let us know. Email tracy.inman@wku.edu or call The Center at 270.745.6323. We think it's a wonderful idea!

young people chose from 14 classes! In its 19 years, VAMPY has challenged and nurtured over 2250 young people from almost every state in the union plus several foreign countries.

Most alumni would readily agree that VAMPY played a pivotal role in their lives. But few might not realize that some instructors feel the same! (Please see *Midsummer Blossoms: Remembering VAMPY* by Dr. Frank Steele). From those early days, VAMPY instructors recognized the rarity; Western professor Dr. Rich Weigel, a VAMPY teacher for three of the early years, has "very fond memories!" In fact, he reflects: "I taught in the VAMPY program three times, Humanities once and Mythology twice. What stands out most in my memory is a large group of interesting and interested students who absolutely loved what they were doing, both academically and professionally. We took field trips to Louisville and Nashville, and the VAMPY students did imaginative posters and really thrived on class discussion of our readings of texts. They loved watching videos the best, of course, but still managed to learn a lot during their three weeks of full-day classes. Each group consisted of very special people who bonded with us and with each other very closely. I would love to hear from any of them, so I could know what they are doing now: Richard.Weigel@wku.edu." (Alums, don't hesitate to contact him!)

From the VAMPY instructors to the campers themselves, everyone who has played a role in the VAMPY experience is forever changed by that experience. VAMPY not only enriches, but it also encourages.

And to think it all began with a phone call and the right person answering that call; Susan Leib honestly believes that "we would not have the programming in this state if it weren't for Western – and for Julia." Western and Dr. Julia have ensured opportunities for young people who are gifted and talented from every state – and perhaps one of the finest opportunities is that VAMPY experience.

Midsummer Blossoms: Remembering VAMPY

— BY DR. FRANK STEELE, PROFESSOR OF ENGLISH EMERITUS, WKU

Looking around for words to celebrate VAMPY'S 20th anniversary, I remember that I'm a pack-rat. I check my files. Sure enough, it's all there in labeled folders: names of students, sample papers, notes from Dr. Julia Roberts and my helper, Tom Shields, plans for each day (often scratched through and hastily rewritten), jottings in margins about what seemed to work, what didn't. Something like the stickiness of the active hive rises from these heated pages from 1983-87, as VAMPY was getting started. We were all so busy then. What were we trying to do?

Probably trying to make amends. America does what it can with conventional secondary education, especially for students with average ability. For those at one end of the scale, there needs to be additional work in Special Education. For students at the other extreme, there need to be additional programs like VAMPY. Summer school once meant that you'd probably failed and had to make up a year in school. Now it means that the school, for one reason or another (lack of money, lack of vision), has failed, and someone has to make up for that, too.

VAMPY needs a genius like Julia Roberts to get it going and a staff of genial workaholics to carry it through. It needs parents willing to back their kids in the face of cultural deprivation. But the center of the programs isn't the faculty or the parents. It's Cyndi Brame, Kristi Wells, John Keeling, Leslie Duncan, Matt Fischesser, Elizabeth Homan, and hundreds of other gifted fourteen-year-olds, some of whom are now on the verge of becoming parents. VAMPY is about the large reaches in their lives at a time when they had these enormous hands and long arms but no clear notion of what to reach for or how to take hold. They only knew they had the reach.

In English Composition Tom and I quickly found that the reach meant the ability to think abstractly without much understanding of how to communicate with or persuade others. Therefore, we brought forward a little galaxy of material involving the magic powers of language, rhetorical techniques, creative writing, approaches to research, and so on. We read stories, essays, and poems; looked at videos, critiqued each other's work, and revised, revised, revised. For a flying three weeks each summer, Tom and I focused on grounding abstract thought in concrete detail, the difference between empathy and irony, a sense of human voice in writing. It was wonderful to deal with people so young and lively who could know something complex forever after hearing it once. When VAMPY ended and I went back to regular college-level classes, I found myself having to slow up again, to present material in three different ways to make sure it was properly conveyed. The flying time was over—and, with it, a certain exultation.

It goes without saying that the teachers had a terrific time at VAMPY. Did the students benefit? There are ways to find this out. One thing for sure: if asked, they could answer fully, clearly.

MARCUS SAMALE (VAMPY 1997 and 1998) is currently attending Brown University where he is majoring in Chemical Engineering. This past summer he was a research assistant at Vanderbilt University in a Gastroenterology lab. His research centered around using protein-protein interaction identification techniques, such as the yeast-2-hybrid system, to determine biochemical pathways for the exportation of iron.

"I still keep in touch with a select group of people I met at VAMPY.... I loved my time there and learned so much. I wish that school was more like VAMPY [smirks]."

EMILY WALSH (VAMPY 1989) is a postdoctoral researcher in the field of human genetics of immunological disorders at the Whitehead Institute's Center for Genome Research in Cambridge, Massachusetts. She completed her Ph.D. in developmental genetics at the University of California, San Francisco where she was a Howard Hughes Predoctoral Fellow. This high school valedictorian is also an alumna of the University of North Carolina at Chapel Hill where she earned a B.S. in Biology.

VAMPY ALUMNI UPDATE

ROSS EATON (VAMPY 1995 and 1996) is currently a senior at Yale University, majoring in Computer Science and Psychology. His interests lie in the areas of artificial intelligence and computer vision. He plans on moving to Boston, MA, after graduating in May.

"VAMPY made me want to excel in school. It taught me to appreciate others for all their talents and skills rather than for just one aspect or another."

LEIF GLYNN (VAMPY 1994; Russia) spent four weeks in Rostov-on-Don, Russia, with a group from The Center back in the early 1990s. He will graduate this year with both a B.S. and a B.A. from Johns Hopkins University where he has earned a 4.0 in Computer Science, his major. He just finished his last football season at Johns Hopkins where he was an Offensive Line team member in their best season in history – one that included their first bowl game (and win!) in the East Coast Athletic Conference. This 6'8" Right Tackle was named "First String All-Conference."

"I was left with an overall feeling to always look for challenges!"

SOHIL SHAH (SCATS 1998; VAMPY 1998) graduated from high school this past spring after having taken eight Advanced Placement courses. He served as president of Mu Alpha Theta and co-founded an Amnesty International Student Group; he also participated in Bridge Builders, a leadership program, and played violin in the Memphis Youth Symphony (and even traveled to Europe with them.) A participant in the Yale Model United Nations Conferences, Sohil attended Tennessee's Governor's School for International Studies.

"SCATS & VAMPY helped me recognize my abilities and made me want to pursue new opportunities. I always tried to do something I had never done before in high school and, as a result, had experiences of a lifetime."

JOSHUA BOWMAN (VAMPY 1991) graduated summa cum laude from St. Olaf College in Minnesota in 1999. He earned a B.A. in Mathematics and Music. From July 2000 to June 2002, he served in the Peace Corps where he taught secondary mathematics in a rural West African town. He plans to use his graduate studies to pursue research and to become more involved in educational issues.

MICHAEL LARSON (VAMPY 1989, 1990, 1991, and 1992) left his Florida home to attend Boston University. In May of 1998 he graduated with a B.S. in Journalism and a B.A. in English. He currently works as a financial writer/analyst. Michael plans to pursue a Certified Financial Planner designation in the next few years. Most importantly, though, he is the proud father of a baby girl named Maya.

"VAMPY helped make me a more confident person. They encouraged me to start working toward college early."

MELANIE MARON (VAMPY 1986, 1987, and 1988) lives in Chicago where she is the Assistant Area Director of the American Jewish Committee. In 2001, she graduated with honors from the Chicago-Kent College of Law, Chicago, IL. This followed her B.A. in Fine Arts degree from the University of Louisville where she graduated magna cum laude.

"VAMPY made me happy and proud to be smart! In that sense, it helped me feel like I could do anything I chose to do."

CARA CASKEY OSBORNE (VAMPY 1992, 1993, and 1994) left her high school in Grayson, KY, after her sophomore year in order to attend Mary Baldwin College in Staunton, VA. Cara transferred to Transylvania University, graduating in 1999 with a B.A. She then attended Vanderbilt University graduate school where she earned R.N, MSN, CNM in 2001. She now attends Harvard University and is working toward a doctorate in Public Health, Women's and Children's Health. She also works as a certified mid-wife.

EMMA BOLDEN (VAMPY 1995 and 1996) attended Sarah Lawrence College in Bronxville, NY, where she earned a B. A. in Creative Writing. She is a graduate student at the University of North Carolina at Wilmington, working on a Master's of Fine Arts in Creative Writing, Poetry. Currently she is a teaching assistant and does freelance graphic arts/publishing work. Em-

ily's work has been published in *Belle's Letters: An Anthology of Alabama Women Writers* and the *2002 Anthology of New England Writers*. In addition, her play, *Drinks*, was produced at the University of East Anglia in Norwich, England.

"VAMPY definitely deepened my commitment to my studies but, more than that, allowed me to spend three weeks with a group of people who were just as committed as I was. VAMPY was one of the few places where I felt accepted—I wasn't a 'nerd.'"

LEIGH JOHNSON (SCATS 1993; VAMPY 1994; Russia: Counselor) will be returning to The Center this summer where she will serve as Head Counselor for the second year. She graduated from Lewis and Clark College with a B.A. in International Affairs. She hopes to attend graduate school at the University of Oregon, again majoring in International Affairs. She is an AmeriCorps volunteer and Academic Team Coach.

ANGELA WALKER WILKINS (VAMPY 1985 and 1986) attended Murray State University and Western Kentucky University, obtaining a B.A. in Mathematics. She is currently the marketing director for Kentucky Army National Guard and serving on active duty status. She is married to Kevin Wilkins and has a son, Neal, who is "the joy of her life." Aside from spending time with her family, she enjoys learning sign language.

"VAMPY let me meet others like me so I knew it was OK to be smart. I was no longer afraid to excel in front of others. The experience at WKU was a major influence when I decided to transfer from Murray State. I knew the campus and some of the faculty which made me feel more at home."

CHRISTOPHER JONES (VAMPY 1989 and 1990) graduated first in his class from DuPont Manual High School where he took concurrent college classes at the University of Louisville. Majoring in computer engineering, he attended the Georgia Institute of Technology where he graduated with highest honors. Currently he works as a technical sales consultant for a telecommunications company. He has spent 18 months out of the past six years on foreign assignment in Germany, so he speaks fluent German.

LYDIA PAAR (VAMPY 1995) attends Portland State University studying English language and linguistics. This Oregon Laurels Award Recipient hopes to continue her studies on the graduate level. She currently works as a research assistant in a clinical asthma/allergy office.

"My time at VAMPY piqued my curiosity about many things; most importantly the importance of continually striving for understanding of this world. I feel quite free to challenge myself in ways I did not prior to VAMPY."

TED HELM (VAMPY 1989, 1990, 1991, and 1992; Counselor) graduated in 1998 from Hampshire College, a liberal arts college with self-initiated and individualized programs of study. He achieved a Master's degree in Clinical Social Work at Smith College. He is currently a psychotherapist at Somerville Mental Health Association in Massachusetts.

"Finding my first real friends at VAMPY made life worth living."

KRISTI HENZEL (SCATS 1986; VAMPY 1987 and 1988) attended Vanderbilt University on a full-tuition scholarship and was awarded her Biomedical Engineering degree in 1995. She continued her education at the University of Louisville where she was awarded a Ph.D. in Physiology and Biophysics in 2001 for studying vascular reactivity in the microcirculation. In August 2002, she enrolled in medical school at the University of Louisville, where she expects to receive her M.D. in 2006. In her spare time, she works as an independent education consultant for the Louisville Science Center.

"I think the most important influence was on my social development. It was a great relief to know that there were other kids like me and I didn't have to pretend to be less smart to be accepted. An indirect effect of this was that I felt it was okay to excel during the rest of the year because I knew the students at my school were not really my peers. I think it is wonderful that, 15 years later, I am still friends with some of my fellow campers."

KIMBERLY SCALES (VAMPY 1990) credits VAMPY with her eventually becoming an engineer! She graduated from Vanderbilt University in 1999 with a B.E. in Mechanical Engineering. Having earned her Master's of Engineering in Technology Management from Vanderbilt University in 2000, she now works as a systems engineer.

"VAMPY made me more confident in my mathematic skills, which lead to my choosing an engineering career."

NICOLE ARACHIKAVITZ (VAMPY 1992, 1993, 1994, and 1995; Russia) is an alumna of Brescia University where she earned multiple degrees: B.S. in Biology, Chemistry, and Spanish. She now attends Western Kentucky University pursuing a Master's in Public Health. She works as a graduate assistant and a waitress. Nicole has been accepted to the University of Kentucky to earn her Doctorate in Health Enhancement, so she may be relocating to Lexington soon.

LOUIS SEELBACH VI (VAMPY 1991, 1992, and 1993) is an alumnus of Tulane University having earned a B.S. in Economics and a B.A in Philosophy. Among his achievements are the J. Tanner Award for Excellence in Economics; The A.B. Hess Award for Excellence in Philosophy; the William Wallace Perry Society; the National Collegiate Student Government Award; and Who's Who. This Phi Beta Kappan currently works as Policy and Budget Analyst for the Governor's Office of Policy and Management in Frankfort, Kentucky.

HARPER LEE (SCATS 1995 and 1996; VAMPY 1997 and 1998; Counselor) recently toured Russia, the Czech Republic, and Taiwan with a traveling children's theater group. This world traveler will spend her summer in Prague teaching conversational English for five weeks while studying the language. She currently attends Miami University of Ohio, majoring in English with a journalism focus and Theatre. She plans to pursue a Ph.D. in Theatre (Shakespeare).

"My experiences with The Center are very special to me. I learned how to be a student through The Center."

What Do You Think? A Container of Lard or a Roll of Duct Tape?

That was only one of the decisions the sixty educators at Leadership Institute VII had to make. You see, their plane crashed over the Rocky Mountains in a horrible snow storm, and they had to decide what to do: leave to look for help in the sub-zero temperatures taking the necessary survival gear or stay put and wait for help in sub-zero temperatures using the necessary survival gear. They had several items with them, but they had to rank them in the order of need. What's first? The giant Hershey bar, the tarp, the empty lighter, or the whiskey (to start a fire with, of course!)? This Colorado Plane Accident Simulation had everyone debating and arguing – using both critical and creative thinking skills and problem solving – all skills that leaders need.

Of course, the Director of the Ohio Leadership Institute, John Lester, knew exactly that. His twenty plus years of experience in developing leaders and in training others how to develop leadership have allowed him to hone his skills and build a vast repertoire of resources. In fact, his expertise in leadership training (coupled with his delightful sense of humor) led

teachers

The Center to have him back for an encore performance. (He presented at Leadership VI last year.) This year he specifically instructed teachers how to create effective leadership lessons and activities – then showed them methods to infuse these into current standard curriculum. Leadership VI served as the forerunner for these Kentucky-specific strategies demonstrated in Leadership VII.

In addition to the simulation, John showed the participants how to use Bloom's Taxonomy to create leadership activities including tiered lessons, shared instruments for identifying leadership talents, and provided educators with techniques on integrating leadership education with other academic subjects. Counselors, gifted resource teachers, central office personnel, and other educators left the institute, held November 21 and 22, armed with many ideas, strategies, and activities.

Early the second day, participants browsed displays set up by other participants. These showcased successful leadership endeavors. Now in its third year, these displays serve as inspiration to others.

The next opportunity to learn about leadership development is in the fall; The Center will host Leadership VIII November 20 and 21, 2003. Please contact us for information. And we promise not to leave you out in the cold!

And We're Writing, Too

The Center's Director Julia Roberts and Associate Director Tracy Inman had some publications in the last two years:

Roberts, J.L. (2003). Persons who are gifted and talented. In R.M. Gargiulo (ed.), *Special education in contemporary society: An introduction to exceptionality* (pp. 314-361). Belmont, CA: Wadsworth/Thomas Learning.

Roberts, J.L. & Inman, T.F. (2003, March). Building advocacy with a public relations campaign. *Parenting for High Potential*, 24-27.

Roberts, J.L. & Inman, T.F. (2002, Fall). Elementary language arts. *Gifted Education Communicator*, 33, 3.

Roberts, J.L. & Inman, T.F. (2001, December). Mentoring and your child: Developing a successful relationship. *Parenting for High Potential*, 8-11.

Parenting for High Potential is published by the National Association for Gifted Children (www.nagc.org) and *Gifted Education Communicator* is published through the California Association for the Gifted (www.CAGifted.org).

Advanced Placement courses: Avenue to Success

The pluses to rigorous Advanced Placement classes are many. In fact, The College Board lists those benefits in *A Secondary School Guide to the Advanced Placement Program* (1996):

AP offers high schools the opportunity to

- motivate their best students to study hard.
- enhance the quality of the curriculum.
- allow faculty to teach demanding courses to capable, well-motivated students.
- demonstrate to the community the school's commitment to strong academic standards.
- permit students to take a college-level course in an area of their special interest.

For students, AP can

- provide college credits for courses and examinations successfully taken in high school.
- exempt them from some introductory college courses, thus permitting students to move more quickly into advanced classes.
- motivate them to attempt more challenging courses in both high school and college.
- develop, in a high school environment, the study skills and habits they will need in college.
- bolster their confidence that they can meet college requirements.
- reduce college costs and time to obtain a degree.

From college credit to motivation, perhaps the greatest gain for students is the challenge itself: "The most important part of an AP class is having an educational experience on a college level. Getting college credit is secondary to learning how to learn in a college course," explained Lynn Ann Griffin Veitschegger (SCATS 1995 and 1996) of Bowling Green, KY. Too few students graduate (even those with 4.0's) who truly understand the rigor of challenging work and the work ethic and study skills that spring from that challenge. In order for this to occur, that AP course must exemplify best practice: a class wherein a rigorous college level curriculum is taught by a College Board trained teacher who has a major, area, or even a Master's in his or her subject; and one where students take the test in the spring. With those in place, "learning how to learn in a college course" is a given!

Research well supports these benefits:

- "AP students at graduation had completed more course hours per semester, had completed more course hours at the junior and senior levels, and had attained higher grade point cumulative averages than did their non-AP counterparts" (Chamberlain et. al., 1978).
- "AP students achieved higher first-year grades than did the average matriculant" (Burnham and Hewitt, 1969).
- "AP students received higher course grades than non-AP students in all subjects…. They do not seem to be at academic disadvantage because they did not take the introductory course work at the university" (Simms, 1982).
- "AP candidates who were placed out of introductory courses did better in the first upper-level course than those students who took the introductory course" (Casserly, 1986).
- "AP students continued to pursue knowledge in the subject areas of the exam at greater rates than other students" (Morgan and Crone, 1993).
- "AP candidates were superior at the time of entry to college on all pre-admission measures of ability and achievement except athletic accomplishments; were more likely to specialize in majors with more demanding grading standards, and to graduate with a double major; performed better academically through four years; were superior in terms of broad criteria of college success, such as 'leadership' and 'significant accomplishments'" (Willingham and Morris, 1986.)

Here at The Center, successfully training AP teachers has been part of our mission for twenty years. Absolutely critical to that success is the trainer; College Board trained instructors have the prowess and expertise to ensure quality. Our Board trained instructors not only have years and years of experience, but they also are AP Test Readers, Table Leaders, test designers and even textbook writers (as is the case with Dan Yates' Experienced Statistics Workshop – his AP Statistics text is used more than any other in the nation)! We know the pivotal role that quality instruction plays in the success of the workshops; it trickles down to every AP student in every AP class taught by one of the 3500 teachers trained here at Western over the last twenty years.

(Continued on Page 15)

Wonderful Learning Opportunity for Counselors

Most people don't realize that many of the needs of gifted children stem from their strengths – not their weaknesses. This includes professionals who specialize in helping young people: their school counselors. A greater understanding of these needs and characteristics is absolutely critical.

In conjunction with Supporting Emotional Needs of the Gifted (SENG) and South Central Counselors Association (SCCA), The Center will host Dr. Rick Olenchak, a national leader in the social-emotional needs of gifted children, this fall. This day-long session will acquaint counselors and other interested individuals with the psychosocial needs of diverse populations of gifted and talented students, provide practice with several strategies shown to be helpful with this population, and demonstrate use of a counselor training model for enhancing school services for gifted and talented children and youth.

This workshop, made possible in part by a $1000 grant from SENG, will be held on September 5 in Bowling Green, KY. Please contact The Center for more information.

PHOTO BY SHERYL HAGAN-BOOTH

We want to thank the following people. Through their financial support, we can work daily on our mission.

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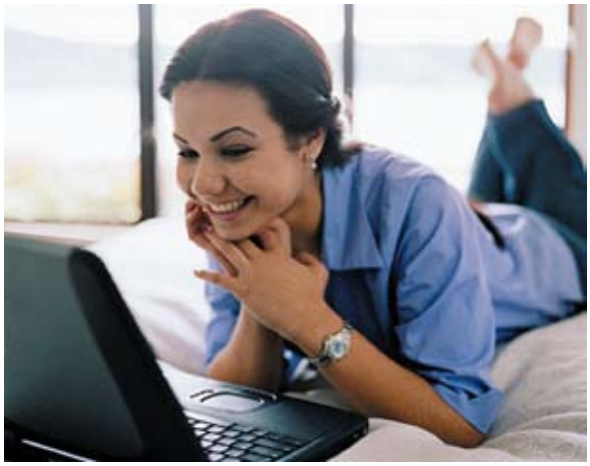
(Advanced Placement Continued)

A VAMPY and SCATS alumna from Bowling Green, KY, took several AP classes in her local high school, all taught by our AP alumni. Harper Lee's idea of the ideal AP experience stems from her own: "The AP experience should be fun. It should begin with an excited, knowledgeable teacher, enthusiastic students, and lots of great ideas. And it should end with an extremely excited, knowledgeable teacher, enthralled students, and even more great ideas."

We do our best to nurture that experience by providing exemplary training of AP teachers. Our participants (who have come from 46 states and 8 countries) appreciate that effort: "In my twenty-eight years of teaching, this has been by far the best thing I have ever done for professional development," and "I don't know how this workshop could've been any better. I feel fortunate to have such a serendipitous mix of participants and teacher. I am also thrilled to be taking home new books, wonderful materials, and a variety of ideas for teaching and learning. I am so grateful to have had this opportunity, and I look forward not only to teaching (with confidence and substance!) but also continuing to learn and to keep in touch with the extraordinary people I have met."

We're all about opportunities. If The Center can provide you or someone you know with one, please don't hesitate to contact us.

What's the excitement about?



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www.tip.duke.edu

Kentucky's Leading the Way with Senate Bill 74

In 2002, the Kentucky General Assembly passed legislation (certainly worthy of replication in other states) that revolutionizes the way districts will handle Advanced Placement. This totally supports the vision of former U.S. Secretary of Education Richard Riley who "set a goal of having AP available to students in all schools in the nation by 2002. No high school student who is prepared and motivated to take on the challenge of college-level AP courses should be denied the opportunity to do so because AP is not offered at their high school" (www.collegeboard.org).

THE HIGHLIGHTS OF S.B. 74 ARE BELOW:

- **Expand access to AP classes through the Kentucky Virtual High School (KVHS).**
- **Require school districts to accept for credit toward graduation and completion of high school course requirements an advanced placement, a high school equivalent, or a KVHS course taken by a student in grades 5, 6, 7, or 8 if that student attains performance levels expected of high school students in that district as determined by achieving a score of "3" or higher on a College Board Advanced Placement examination or a grade of "B" or better on a KVHS.**
- **Pay tuition and other costs for students from their districts enrolled in a KVHS course for credit that is part of the student's regular school day course work.**
- **Require school-based decision making councils (SBDMs) to offer a core of college level curriculum (in at least four of the six following subject areas: English, science, mathematics, social studies, foreign language, and the arts) for the 2003-2004 school year through AP, International Baccalaureate (IB), dual enrollment, or dual credit courses using either or both on-site instruction or electronic instruction through the KVHS or other on-line alternatives.**
- **Require SBDMs to develop student recruitment and admission policies that recognize all students have the right to a challenging curriculum.**
- **Require the Kentucky Department of Education to develop core AP curriculum.**
- **Require the Council on Postsecondary Education (CPE) to develop regulations requiring public postsecondary educational institutions to grant credit towards graduation to a student who scores at least a "3" on a College Board Advanced Placement examination.**
- **Require CPE to develop guidelines for content knowledge and teacher training in dual enrollment and dual credit programs offered in KY.**

(KRS 158.622, a new section of KRS Chapter 158 www.kde.state.ky.us)

tions. A girl who is very good at math and science may meet resistance if she explores an art history career. A boy who is not ambitious may be called an underachiever in a family of high achievers.

- Some gifted children may appear to have emotional problems because of uneven development. A six-year-old doing math like a nine-year-old may "act like a six-year-old" on the playground, but he is acting appropriately for his age.

How can I help my bright son make more friends? He has just one good friend.

Having one good friend may be enough! One good friend can provide support and understanding and prepare him for the other relationships later in life. To make new friends, a gifted child needs opportunities to be with others who share his abilities and interests, either in or out of school.

What makes my seventh-grade daughter such a perfectionist? She wants every assignment to be right!

Perfectionism may come from within gifted children themselves. They like to do the very best work they can. In some cases, parents may have unintentionally taught their

parents

What are the Social and Emotional Needs of Gifted Students?

— BY H. L. NEVITT

(Reprinted Pamphlet: Frequently Asked Questions of the National Association for Gifted Children, Washington, D.C.: NAGC.)

Do gifted children have more emotional problems than other children?

They don't have more emotional problems, but their problems may be different from those of other children. They may require special support from parents and teachers to meet their intellectual needs, or to allow them to use their remarkable strengths and abilities, or to help them "be themselves."

- Gifted children are often more intense than other children, emotionally and in other ways; this intensity may be misunderstood or seen as something to be changed.
- Children who like intellectual activities such as learning new vocabulary words or solving complex math problems may be ridiculed by their peers who prefer more typical childhood games.
- Students may face disapproval when their accomplishments are different from parents' and teachers' expectations. A girl who is very good at math and science may meet resistance if she explores an art history career. A boy who is not ambitious may be called an underachiever in a family of high achievers.
- Some gifted children may appear to have emotional problems because of uneven development. A six-year-old doing math like a nine-year-old may "act like a six-year-old" on the playground, but he is acting appropriately for his age.

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What makes my seventh-grade daughter such a perfectionist? She wants every assignment to be right!

Perfectionism may come from within gifted children themselves. They like to do the very best work they can. In some cases, parents may have unintentionally taught their child that mistakes are not acceptable, or a teacher may have made negative comments when the child scored less than 100. We can help children see that mistakes are not disasters; they provide opportunity for learning.

Should gifted children be told that they are gifted?

First, we need to recognize that gifted children usually know that they are different. We can help them see that there is nothing "wrong" with the way they are; being different is part of being an individual. We can help them to respect each other's differences and to like themselves as very capable students without fear that they are "better than" their classmates.

FOR MORE INFORMATION

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Springtime in Paris

BY JULIA ROBERTS

Springtime in Paris brings images of blossoms, warm temperatures, and wonderful sights. Travelers on the Spring Break in Paris study tour enjoyed blossoms on flowering trees and in lovely gardens as well as amazing sights; however, the warm temperatures were felt only occasionally. One day was accented with a bit of snow and sleet.

The memorable sights were numerous. At the time of conflict in Iraq, a visit to the American Cemetery in Normandy was especially meaningful.

Traveler DANIEL BACHMAN from Williamstown, KY, describes this experience:

"I was proud to be an American touring France when we went to the U.S. Cemetery at Colleville. Like Arlington in Virginia, white crosses blanketed the rolling hills. Although presently the background is a very peaceful Normandy beach, we realized the importance of the heroic events that occurred just beyond our footsteps! In such a trying time, this discovery was very special to me."

Highlights of our travels varied from person to person. From the enchanting Mont St. Michel to the gardens of Monet at Giverny to the chateau of Chinonceau, the students experienced French art, history, and culture. Here are a few comments to illustrate what individual travelers viewed as the peak experiences:

"This trip was more than I expected! It was beyond words! Going to the Eiffel Tower, Arc de Triumph, Mont St. Michel, and the other million places we went were awesome! All the history and stories of places were so neat to hear about. Our guide, Catherine Clement, was spectacular! Once you leave, you want to go back!"

— TABBY STOTT, Maryville, TN

"It was the most amazing trip I've ever been on. Apart from seeing some of the greatest things in Paris such as the Eiffel Tower, the Louvre, and Arc de Triumph, we saw lots of other places such as Monet's home and the D-Day landing beach. All of these places were remarkable. We also got to taste a little French food! This trip was so awesome because we were able to see so many things that we had learned about back home. This was something that many people never get to experience – I'm just glad that I got to!"

— MOLLY MCLAREN, Franklin, KY

"I can honestly say that of all the trips I've taken, this trip to France was certainly the most enjoyable. It provided a unique combination of fascinating historical insight in conjunction with a great deal of fun. This trip was well-organized and very sensibly planned to maximize the educational experience associated with traveling abroad. Likewise, it was a wonderful opportunity to meet new people through the group, try new things, diversify cultural knowledge, and simply have a great time all in all. I am grateful for the opportunity ...."

— SAVANNAH SWITZER, Williamstown, KY

"We traveled from the beaches of Normandy to Mont St. Michel and to the top of the Eiffel Tower. In between were the Orsay Museum, the Louvre, and many other amazing sights. I particularly enjoyed the Chinonceau Chatau, the Eiffel Tower, Mont St. Michel, and the Arc de Triomphe. It is a pity we couldn't stay longer."

— NICOLE RAMSTEIN, Brandenburg, KY

Making connections between the experiences in France with current and future learning is truly a long-term advantage that comes from travel. KHOTSO LIBE, from Bowling Green, KY, sums it well: *"As a result (of the trip), we will never look at things the same again."* This insight was shared by many of the travelers.

Franklin, KY, traveler ILSE ZOERB agrees: *"When I first heard I was participating in this amazing opportunity, I was blown away at the places and things that I could do and see. I have seen the most famous of art to the most surreal scenery. With all the fun I've had, it's hard to admit I've learned facts and a little French!"*

Want to learn more about creativity? Want to learn how to nurture your own creativity or your child's? Want to discover real outlets for that creativity? The answers are only a click away.

Creativity: A Cyberspace Exploration

SITES THAT PROVIDE INFORMATION AND RESEARCH

National Research Center on the Gifted and Talented
www.gifted.uconn.edu/nrcgt.html

National Center for Creativity Incorporated
www.creativesparks.org

Information on the Encyclopedia of Creativity
www.apnet.com/creative

The Center for Creative Learning
www.creativelearning.com/bibliography.htm

The Torrance Center for Creativity & Talent Development
www.coe.uga.edu/torrance/index.html

SITES THAT LINK TO MORE SITES

The Center for Studies in Creativity (an extensive list of sites)
www.buffalostate.edu/centers/creativity

An index of more sites
http://dmoz.org/Science/Social_Sciences/Psychology/Creativity

Even more links to creativity web sites
http://smarterkids.com/spec_centers/gifted_sites.asp?redir=true

Creativity Web - Resources for Creativity and Innovation
http://members.ozemail.com.au/~caveman/Creative

SITES THAT PROVIDE CREATIVE EXPERIENCES

Crayola offers arts and crafts projects and ideas for everyday or rainy-day fun. They have coloring books and activity pages for any occasion. Be sure to check out their exciting kids' games. They also have one of the largest kids' art collections on the Web in their on-line gallery.
www.crayola.com

Tracking Creativity gives you a chance to explore the world of imagination through odes, idioms, and ideas for future inventions.
www.thinkquest.org

Future Problem Solving (FPSP) engages students in creative problem solving. Founded by creativity pioneer, Dr. E. Paul Torrance, FPSP stimulates critical and creative thinking skills and encourages students to develop a vision for the future. FPSP features curricular and co-curricular competitive, as well as non-competitive, activities in creative problem solving in cooperation with NASA, the US Department of Education, and the National Endowment for the Arts. This site has future scenes on Mars in the "Mars Millennium Project" which include space colonization, space travel and space law.
www.fpsp.org

CyperKids has publishing opportunities for your original stories, articles, poems, and artwork as well as many fun activities such as games, contests, postcards, jokes, comics, and free downloadable fonts. Kids under 12 will need to have parent or guardian send a permission form.
www.cyberkids.com

Project Renaissance - Creative Problem Solving Techniques
www.winwenger.com/mind.htm

Kid Pix (Online Version)
www.kidpix.com

ArtEdventures - The Sanford Company's site has tools to create art, study art, play art games, and teach art.
www.sanford-artedventures.com

Be an Architect! Create your own architecture with these hands-on activities. Draw floor plans, design architecture for the future, make architectural contour drawings of your buildings, make 3-D models with boxes and other found forms.
www.sanford-artedventures.com/play/arch2/index.html

Enchanted Mind - This site has techniques designed to add flexibility to your mind and to develop your creative potential. The puzzle section has puzzles that exercise both sides of the brain.
http://enchantedmind.com

National Inventors Hall of Fame celebrates the creative and entrepreneurial spirit of great inventors. Search for inventors by name or date of induction. Pictures and brief biographies are available on this extensive site.
www.invent.org/index.asp

Thinking Fountain has activities and ideas, galleries to show your work, books you can use and surprises.
www.sci.mus.mn.us/sln/tf/nav/tfatoz.html

Creative Aerobics is a site that uses many techniques to stimulate creative thinking by getting to the heart of the matter, breaking mind-sets, and generating ideas. Activities include "World Salad," "Bumper Stickers," "Fun House," "Brain Walking," "Picture Diving," "Fish Racing," and more. This is a commercial site, but has a great deal of free information as well.
www.nutscape.com/creativity

Creativity Café was founded in 1980 to feature you as a storyteller for the new millennium. This site features "KidCast for Peace" which is a tele-activity designed to aid future leaders.
http://creativity.net/index.html

Kidz Viewz is hosted by the Laboratory for Extended Media at the University of Victoria in British Columbia, Canada. Features include "Wishes, Cookies + the Perfect School," "Join a Living Timeline," "Invention Convention," "HyperZone," "The Great Debates," "KidReviews," and "Mystery Impossible."
http://kafka.uvic.ca/~monterey

(Our thanks to Dr. Bonnie Cramond of the University of Georgia and her graduate student Patrick Desmond for compiling these sites.)

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PHOTO BY SHERYL HAGAN-BOOTH

DEAR JULIA,

Linda Brody and I congratulate you for your fine work on behalf of intellectually talented youth! We are especially interested in the development of the Kentucky Academy for Mathematics and Science. As you probably know, I helped found the wholly-residential Texas Academy of Mathematics and Science (TAMS) and also the wholly-residential Advanced Academy of Georgia (AAG). Those are invaluable special opportunities for certain highly able, mature, well-motivated boys and girls to save a year or two of schooling while interacting strongly with their "true intellectual peers" who are also their agemates. Keep up the good work, and let us help when we can!

I'm asking CTY's business office to send KAMS $1,000 from my discretionary funds for its need-based scholarship program.

Best Regards,

JULIAN STANLEY

Professor Emeritus
Johns Hopkins University

The Center for Gifted Studies
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1 Big Red Way
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May 29 & 30, 2003 ..... Kentucky Recognition Ceremony for the 23rd Annual Talent Identification Program

June 1 - 13, 2003 ..... The Italian Experience

June 15 - 27, 2003 ..... SCATS

June 22 - 26, 2003 ..... Advanced Placement Summer Institute

June 29 - July 19, 2003 ..... VAMPY

July 5, 2003 ..... VAMPY Turns Twenty Celebration

July 8 - 11, 2003 ..... English/Mathematics Vertical Team Institutes

Sept. 5, 2003 ..... Dr. Rick Olenchak: Counseling to the Psychosocial Needs of Gifted Children

Oct. 18 & 25, Nov. 1, 8, & 15, 2003 ..... Owensboro Super Saturdays

Oct. 25, Nov. 1, 8, 15, & 25, 2003 ..... Fall Super Saturdays

Nov. 20 - 21, 2003 ..... Leadership Institute VIII

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