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Center for Gifted Studies

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the challenge

Magazine for The Center for Gifted Studies

THE GATTON ACADEMY RANKS #1 ON NEWSWEEK'S LIST

Newsweek ranked the Carol Martin Gatton Academy of Mathematics and Science in Kentucky as the best public high school in the United States. Surely this #1 ranking is cause for celebration across the Commonwealth. In fact, it is the right time to celebrate opportunities the Gatton Academy provides



for Kentucky's high school students specifically and to encourage academic excellence in elementary, middle, and high schools in all corners of our state and beyond.

The Gatton Academy's history is intertwined with that of The Center for Gifted Studies. In 1998, Charles McGruder, Professor of Physics, and Julia Roberts, Executive Director of The Center for Gifted Studies, submitted a small proposal for a residential school of mathematics and science. That was the beginning of a decade of advocacy to secure legislative support and funding for this statewide initiative.

Many people supported the concept and joined in as advocates. The funding and bonding capacity provided by the Kentucky General Assembly made it possible to renovate Florence Schneider Hall, bringing up to date this classic building. Florence Schneider Hall is located in the center of the WKU campus and serves as the home of The Center for Gifted Studies and the Gatton Academy.

The official opening of the Gatton Academy took place in August, 2007. Carol Martin "Bill" Gatton made a gift of \$4 million, and the Academy was named in his honor. Five classes of graduates have earned at least 60 hours of college credit from WKU as well as a

high school diploma from the Gatton Academy. They have taken college classes across the campus. They have experienced Italy, studied at Harlaxton, and conducted research in the rain forest of Costa Rica. They have engaged in research with dedicated professors in various STEM (Science, Technology,

Engineering, and Mathematics) disciplines, presented papers, and even published. They have gone on to attend universities on both coasts as well as public and private schools in Kentucky.

The Center for Gifted Studies' decades of experiences with children and young people made WKU the right place to locate the Academy. The Center for Gifted Studies congratulates the staff and students at the Gatton Academy, WKU faculty and administrators, as well as members of the Kentucky General Assembly. We at The Center for Gifted Studies are proud to be involved with the Gatton Academy's past and future. We celebrate both academic excellence and the #1 ranking by *Newsweek*.

Letter from Julia



After the last campers have gone home, members of the Executive Committee for the World Council for Gifted and Talented Children will arrive to visit the international headquarters. It will be special to have them at the headquarters in the beautiful new Gary A. Ransdell Hall, as well as at Schneider Hall, home of The Center for Gifted Studies and the Carol Martin Gatton Academy of Mathematics and Science in Kentucky.

These activities continue to be offered to young people who could not afford to participate without financial assistance. This summer The Center has awarded over \$50,000 in financial assistance. Gifts of Friends of The Center make that financial assistance possible, and I thank you for each gift. Gifts also make our programming possible. I encourage you to get in touch if you would like to establish an ongoing scholarship, lecture series, or any other program that would be important to you and consequently valuable to children, young people, educators, and/or parents.

Thank you for being a friend of The Center for Gifted Studies.

Sincerely,

Julia Link Roberts
Mahurin Professor of Gifted Studies

Dear Friends of The Center,

The Center for Gifted Studies' calendar for the summer is packed full. In fact, we have more than one program going on at the same time during two weeks.

Summer is annually ushered in with the Kentucky Awards Ceremony of the Duke Talent Identification Program. This event brings 7th graders from across the Commonwealth to campus for a day of celebrating their tremendous potentials as shown on a score equivalent to a graduating senior on one or more portions of the ACT or SAT. Family and friends of the students being honored almost fill Diddle Arena.

On Memorial Day a group of 21 travelers with The Center flew to London. What a bonus to be there when Queen Elizabeth was celebrating her 60th year on the throne.

This summer will be filled with multiple activities sponsored by The Center for Gifted Studies – activities steeped in tradition and one program that is brand new. The Center will be buzzing with about 200 SCATS campers who will be living and learning together for the 30th summer of the camp and 250 VAMPY campers spending three weeks on campus for the 29th year of the program. Our new program is The Summer Camp, a one-week day camp for first, second, and third graders.

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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Eclectic Energy Infuses Winter Super Saturdays

This year's Winter Super Saturdays courses explored a wide range of topics ranging from the art of King Arthur, to the twists of mystery theater, to the boundaries of bridge building, the limitless possibilities of LEGO Robotics, and much more. In fact, the only thing more eclectic than the classes were the students taking them. More than 440 first through eighth graders from 38 Kentucky school districts and nine Tennessee districts participated in 32 Winter Super Saturdays classes held each Saturday from January 28 to February 18. The program took place on Western Kentucky University's Main and South campuses in Bowling Green and at the Louisville Science Center.

Exposing students to an expansive array of subjects through interactive, engaging approaches to learning is vital to developing creativity and maintaining engagement. So, the unique Winter Super Saturdays experience focused on the students' imaginations and inner drives to achieve. "We want these young people thinking early on they can do anything they set their minds to," The Center's Associate Director Tracy Inman said.

Super Saturdays has long inspired students to reach for the sky. But this winter a special event on the final Saturday further illustrated just how high a dream can rise. During our "Aiming Sky High" kickoff of Gifted Education Week in Kentucky, students shouted their greatest ambition as they watched a biodegradable balloon representing its potential soar out of sight. "Do you aspire to be an engineer, a dancer? Whatever you want to be, I want you to shout it out," Executive Director Julia Roberts prompted before counting down to the balloon launch. A canopy of bright colors as diverse as our students and as brilliant as their hopes then ascended above Gary A. Ransdell Hall, providing students with a memorable moment of inspiration and encouragement for years to come.

Our Super Saturdays classes and Parent Seminars will continue stimulating and challenging students and their parents during Fall Super Saturdays on October 27, November 3, 10 and 17, 2012. Visit our website this fall for details (www.wku.edu/gifted).



Photos by Kelly Lafferty

Winter Super Saturdays Students Begin Life-Long Journey at Louisville Science Center

Within the Louisville Science Center's classrooms, 7-year-old Ezra Nash (WSS 2011-12; FSS 2011) tossed his newly-assembled kite into the air, held his breath, and hoped it would fly. "Look, coooooool," he exhaled, as his flying machine floated back down ever-so slightly defying gravity. The kite then became part of the thriving scientific energy at the Louisville Science Center, where well-placed paper wings and something special in the air gave rise to imaginations and intellects during Winter Super Saturdays 2012.

More than 50 students in first through eighth grades participated in four courses hosted at the Louisville Science Center each Saturday from January 28th to February 18th. First and second graders like Ezra explored the physics of flying in "Up and Away," as third and fourth graders discovered the science behind crafts in "Chem-artistry." Fifth and sixth graders traveled around the Science Center and the Louisville area learning about local plants, animals, and geologic formations in "Kentucky's Secrets," while seventh and eighth grad-



ers let their robots do the trekking for them in "Lego Robotics."

Each level of learner engaged in minds-on and hands-on curricula written by teachers and designed to spur critical thinking and innovation. "It's a really amazing program that allows kids to grow as individuals," said Mellisa Blankenship, workshops and programs manager for the Science Center. "Hopefully, it will get them to foster their learning for a life-long journey."

The Louisville Science Center is an ideal place to begin that odyssey because of its uniquely explorative atmosphere and array of exhibits. In the past,

Super Saturdays students have utilized installations to try out parachute and airplane designs and earthquake simulators to test structures built in engineering-based classes.

But that small taste of the Louisville Science Center's offerings is not enough for many students, who make return trips to investigate the rest of the approximately 150 interactive exhibits and activity stations. "I think it really opens their minds to the science that we do offer and the programs that we can cater to," Mellisa said. "They get to see the cool side of science, and they get the real-life activities and lessons that go along with it."

That unique experience is even worth waking up early on Saturday for 13-year-old Sean Hussung (FSS 2008-09; WSS 2011-12; SCATS 2010-12). During his LEGO Robotics course, Sean and his teammates hustled to design a robot and corresponding programming that could accomplish increasingly difficult challenges, such as moving along an outlined perimeter or clearing a floor "arena" filled with cups. "You get to really design your own stuff instead of following instructions," he said. "It's pretty fun."

The imaginative and inquisitive spirit that captivated students like Sean this winter will return to the Science Center in the fall with as much energy and engagement as ever. The special relationship between the Louisville Science Center and The Center for Gifted Studies deserves credit for continuing Super Saturdays' commitment to providing programming for high-ability, high-interest students in Kentucky. "It's not too often that you can see a partnership like this," Mellisa said. "It's not too often that we get to work hand-in-hand with a university, and it is wonderful."





ALUMNI UPDATE

JON WHITNEY (VAMPY 1997-2000; Counselor) is working on a PhD in Mechanical Engineering at Virginia Tech where he is engaged in cancer research. Jon earned his undergraduate degree from Vanderbilt and his graduate degree from the University of Michigan. He is the author of the classic VAMPY Pie.

HOLLY GODDARD JONES (SCATS 1992-93) received the Rona Jaffe Foundation Writers' Award in 2007 which honors six emerging women writers yearly with a \$25,000 fellowship. A fiction writer and college professor, Holly will publish her first novel, *The Remains*, in 2013 through Touchstone Books. Harper Perennial published a collection of her short stories set in Kentucky called *Girl Trouble* in 2009. Holly also has stories in *Best American Mystery Stories*, *New Stories from the South*, *Tin House*, and *Kenyon Review* among others. An assistant professor at University of North Carolina, Greensboro, she is married to Brandon who teaches Interior Design at High Point University.

"I was actually moved to look SCATS up, nearly twenty years after attending, by a student's short story about a girl having a life-changing summer camp experience.... My two summers at SCATS were extraordinary. I'm so proud to have been a part of it."

CHARLES "BUNKY" FARBER (SCATS 1988-89) lives in Virginia with his wife, Emily, and baby daughter, Madeline. Charles earned a BS from Western Kentucky University in Biochemistry, an MS from Michigan State in Genetics, and a PhD in Genetics from University of California, Davis in 2005. After graduation, he pursued a postdoctoral fellow at UCLA. He now is an assistant professor of medicine at the University of Virginia where his research focuses on the genetics of osteoporosis.

SCOTT GRANT (VAMPY 1995-97) earned an MBA from Murray State. Since then he has worked for the Kentucky Department of Revenue in the Field Division at the Louisville Office. He recently married and has been residing in Louisville since 2010. He hopes to become a CPA this year.

"I know you've been told repeatedly how these programs have touched the lives of so many, but I would like to express how much of a difference the program has made in my life."

DUNCAN TEATER (VAMPY 1993-96; Counselor) earned a BA in English and Performance Studies, summa cum laude, from Indiana University in 2002. After several years as an improvisational actor in Chicago, he began volunteering for then-Senator Barack Obama's presidential campaign. Duncan now works at the White House as a Senior Advance Lead for the President. He has coordinated official events in 11 countries and throughout the United States. Memorable trips include Iraq, Kenya, and the Australian Northern Territory. Although he has a Washington, DC driver's license, he makes his home on the road.

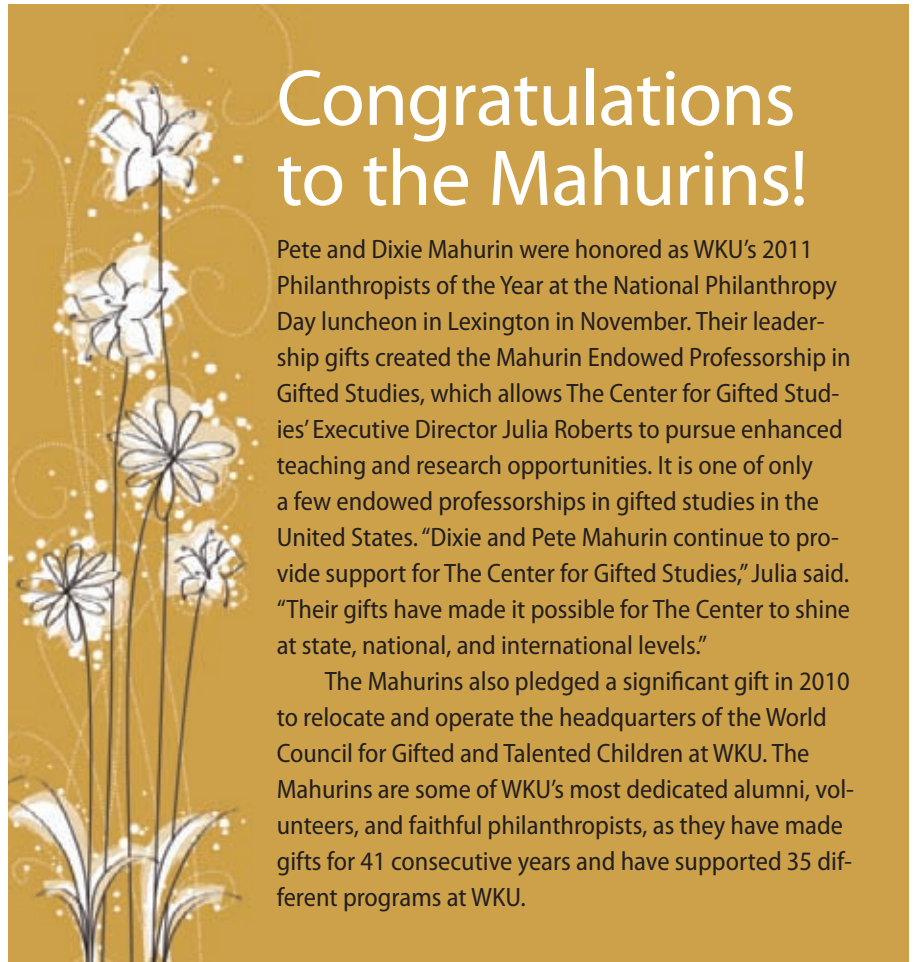
SARAH WEINBERG (VAMPY 2006) graduated from Wellesley College this May with a double major in political science and English. After her second year at Wellesley, she spent a summer at the University of Cambridge. Last summer she was an editorial assistant/intern with the literary journal AGNI in Boston.

SCOTT NASS (VAMPY 1988-91; Counselor) completed a Family Medicine residency in June and has been selected as Faculty Development Fellow for the coming academic year. He will be teaching other Family Medicine residents in the UCLA-affiliated program and working on some curriculum development and community-based research projects. He is excited to discover that his passion lies not only in caring for patients but also teaching culturally-competent care to others. Scott earned a Master's degree in Urban Management at Indiana University and a BS in Psychology and English from Bradley before earning a medical degree from UCLA in 2009.

"I always credit The Center (and VAMPY specifically) with being such an important part of my young adult years."

MORGAN GILES (VAMPY 2001-04) earned a Bachelor's degree in Japanese Language and Linguistics from Indiana University, Bloomington in 2009. She currently lives in London, England, where she is a literary translator.

TRACEY OWENSBY CARBAJAL (Super Saturdays 1992; SCATS 1993-94; Travel to Russia) practices medicine in Harlingen, TX, where she utilizes her fluency in Spanish and enjoys the beach at South Padre Island. A specialist in OB/GYN, she is a member of the American Board of Obstetrics and Gynecology. After graduating magna cum laude with a BA in Neuroscience from Berea College, Tracey earned an MD from the University of Virginia. She completed her residency at the University of Kentucky Chandler Medical Center. While there, she was chosen by the faculty for the American Association of Gynecologic Laparoscopists Resident Award for Special Excellence in Endoscopic Procedures. She married Junior Carbajal on Cinco de Mayo 2012.



Congratulations to the Mahurins!

Pete and Dixie Mahurin were honored as WKU's 2011 Philanthropists of the Year at the National Philanthropy Day luncheon in Lexington in November. Their leadership gifts created the Mahurin Endowed Professorship in Gifted Studies, which allows The Center for Gifted Studies' Executive Director Julia Roberts to pursue enhanced teaching and research opportunities. It is one of only a few endowed professorships in gifted studies in the United States. "Dixie and Pete Mahurin continue to provide support for The Center for Gifted Studies," Julia said. "Their gifts have made it possible for The Center to shine at state, national, and international levels."

The Mahurins also pledged a significant gift in 2010 to relocate and operate the headquarters of the World Council for Gifted and Talented Children at WKU. The Mahurins are some of WKU's most dedicated alumni, volunteers, and faithful philanthropists, as they have made gifts for 41 consecutive years and have supported 35 different programs at WKU.

Contribute to the New Alumni Fund

The Center for Gifted Studies Alumni Fund, introduced in the last edition of *The Challenge*, has been established to raise funds for scholarships for summer programming and monies to hire a Coordinator of Alumni. Initiated by VAMPY alumni Wake Norris (1989-92; Counselor), the fund has a \$500,000 goal over a five-year campaign.

Annual Pledge	Number of Alumni	5-Year Total	% of Alumni	
\$2,000	25	\$250,000	0.3%	◀ <i>Been working for 10+ years? Join us!</i>
\$1,000	25	\$125,000	0.3%	◀ <i>Onto your second promotion? Join us!</i>
\$500	35	\$87,500	0.4%	◀ <i>Just started your first job? Join us!</i>
\$100	75	\$37,500	0.8%	◀ <i>Still in school? Join us!</i>
	160	\$500,000	1.8%	

To make a commitment or give a gift, please go to www.wku.edu/gifted to Support The Center. A five-year pledge form is available to download or you can give online. The Center is excited to see alumni carrying on the tradition for other young people who are gifted and talented.



ALUMS EXCEL IN

The Center has long celebrated talent development in all arenas, including the arts. We purposely offer multiple visual and performing arts options in our Super Saturdays classes, even partnering with the Art Education Department at WKU to ensure high quality experiences for art education college students and young people alike. Visual and performing art classes are a staple of SCATS each summer with the last few years culminating in a choral stage production produced by SCATS students. Exploration of art and music permeates the decades-old VAMPY Humanities class, and we've even offered a Topical Study of Art and Art History: Space, Self, and Others in VAMPY in the past. Advanced Placement Studio Art teachers hone their craft at our AP Summer Institute. And each travel/study experience embeds the arts – whether that's a tour of the Bargello in Florence with an art history professor as a tour guide, a visit to the Louvre in Paris, or experiencing *Les Miserables* in Queen's Theatre that was renovated especially for the show.

This article, our latest endeavor in celebrating the arts, is the first in a series spotlighting Center alumni who are on the cutting edge of their fields whether that field be art, engineering, health services, or others. In this first installment, we focus on the visual arts. Meet a young artist just beginning her formal studies, a mixed-media acrylic painter who incorporates family heritage into her works, a painter who blends science and art, a potter who earned a full ride to college exploring ceramics in a science fair, and a textile artist who has a permanent collection in a museum.

Leah Hughes

(Super Saturdays 2002-05; SCATS 2006; VAMPY 2007-09; Counselor)

Leah has a long, rich history with The Center that started with Super Saturdays over a decade ago and continues with her being a first-time counselor this summer for SCATS and VAMPY. This Louisville native currently lives, studies, and works in Claremont, CA, a small college town, where she attends Scripps College. Although she experiments in many media, her favorites are printmaking and painting. You can find a near-exhaustive catalog of her work at lhughesart.tumblr.com.



Self-Portrait on Mahogany, bisque-fired clay, red iron oxide, wax, and mahogany, Leah Hughes

When and why did you first become interested in art?

I think I've always been interested in art. Some of my earliest memories are of making watercolors and drawings. I couldn't identify a single point in my life in which art became significant: it's always been significant. I've got artistic talent in my family, so maybe that's it.

What are the most frequent subjects of your work?

Most of my work has to do with intense nostalgia or sentimentality in one way or another. If I make work about what really gets me going emotionally, it's almost inevitably about my life and my adolescent years in Kentucky and the people there. I've also made somewhat of a hobby out of painting portraits of people's pets, which has been fun.

What are some of the landmark moments in your artistic development?

I'd say that the largest landmark moments in my development so far have been centered around my education. For middle school, I ended up going to a school with an excellent art program and pursuing that interest as much as I could. That eventually led to attending a high school in which I had the access to so many resources that I was really able to push myself artistically. I ended up working at an art museum and taking extra art classes during the school year and the summer. I hope to keep the ball rolling!

What impact did The Center for Gifted Studies have on you?

The Center for Gifted Studies had an enormous impact on my personal development as a teenager and really played a huge part in making me who I am today. The relationships I cultivated during the various programs I attended gave me the confidence to approach my life's goals with fearlessness and excitement rather than hesitation. I know this probably sounds somewhat inflated, but it's true. It wasn't about the education so much as it was about the atmosphere.

Why is it important for gifted children to experience the arts?

Because I believe that the arts are some of the most established and rewarding

VISUAL ARTS

2-D AND 3-D ARTISTS

avenues through which a gifted child can express him or herself and his or her intelligence. To experience the arts is to look through a critical lens at what you already know and to eventually realize that you have a lot to say about it.

Sarah Rogers Irvin

(SCATS 1999-2000; VAMPY 2001-02; Counselor)

Sarah's art not only appears on paper; it is the paper. In her Richmond, VA, studio, she creates mixed-media acrylic paintings — including drawings made with carbon paper — crafts handmade paper, and does some printmaking. When not innovating with artistic materials, Sarah works for a corporate art program curating rotating exhibits and managing a permanent collection. This summer she will have a solo exhibit at the

Medical College of Virginia and co-curate and participate in a group exhibit at the Linda Matney Gallery in Williamsburg, VA. Additionally, her art will appear in a group exhibit at the Kennedy-Douglass Center for the Arts in her hometown of Florence, AL. Those unable to catch her summer exhibits can view Sarah's work at www.sarahirvinart.com.

What are the most frequent subjects of your work?

The imagery in my work, although it is typically abstracted to some degree, is taken from a public international water lily collection that was created in part by my grandfather, Jimmy Rogers, when he was the City Park Superintendent of San Angelo, TX. I also incorporate text into the work, although it is illegible. As my work

is conceptually tied to memory and family heritage, there are other subjects that make their way in, such as quilt making and the physical characteristics of the brain and how it works. Right now, I am exploring cotton as a medium to reference the landscape of my home state of Alabama.

What are some of the landmark moments in your artistic development?

I would say the decision to dedicate the amount of time I do in the studio instead of at a full-time job was the biggest landmark in my development. Just having enough time to develop my studio practice was very important and wasn't possible while working full time.

What are your goals as an artist?

I had an instructor that would repeat, "The most important thing is the work." It is very simple but incredibly important.

What impact did The Center for Gifted Studies have on you?

The Center for Gifted Studies has had a huge impact on me. I attended SCATS and VAMPY. At SCATS I took a pinhole photography class, and I thought it was the coolest thing I had ever done. Being in the darkroom and getting to learn a process is such a rare experience for a middle schooler. At VAMPY, I took a Humanities class, which I also loved.

Why is it important for gifted children to experience the arts?

Gifted students are future artists, museum curators, art critics, art teachers, gallery directors, designers, architects, poets, and playwrights. Most people don't realize how many careers there are in the arts, but there are creative people behind every building you walk into, every movie you see, every book you read, and every product you buy. It is so important to develop creative and visual intelligence at an early age.



Yes or No, acrylic and carbon transfer on panel, Sarah Rogers Irvin

Angelia Pickett-Chirichigno

(SCATS 1992-93)

Angelia is currently living in the place that first inspired her love of painting — New York City. As a young girl, she spent a great deal of time in the Big Apple, frequently visiting museums and galleries. There the works of some of the greatest artists in history encouraged her to dip into oil and acrylics herself. Her subjects and artistic style have changed over the years, but her most recent paintings reflect her work in the field of mathematics and engineering. The diverse inspirations and artistic ability that shine through her work continue to fortify the links between the arts and sciences. Presently, Angelia is painting for private sellers, but she hopes to return to the gallery scene in late 2012.

What are some of the landmark moments in your artistic development?

There were many inspirational moments as a child that shaped my desire to become an artist. Seeing Picasso's work for the first time was certainly one of them. My first trip to Paris was another. As an adult, however, my

most memorable moment was signing with my first gallery. It was in Los Angeles and gave me the confidence that this was something I should continue to pursue.

What are the most frequent subjects of your work?

My subject matter has changed over the years, as has my artistic style. My most recent subjects, however, were reflective of my work in the field of mathematics and engineering.

What are your goals as an artist?

I would like to continue to explore different subjects and different mediums and never settle on my works being "good enough." I strive to be an artist who can invoke strong emotion in my viewers, whatever that emotion might be.

What impact did The Center for Gifted Studies have on you?

I took several art classes through The Center for Gifted Studies during my summers at WKU. I learned great technical skill from my drawing teacher, while my classes in animation showed me a fun side to art that I had never explored. It also showed me I could

combine my love for math and science with my love for art. There was room for both.

Patrick Rademaker

(SCATS 2003-04; VAMPY 2005-06)

A senior Bachelor in Fine Arts major at the University of Louisville, Patrick works in clay making functional, wood-fired pottery. This potter first became seriously interested in art during his senior year at Saint Xavier High School. It is now his life's passion.



Soup Bowl, porcelain clay, Patrick Rademaker

What are some of the landmark moments in your artistic development?

The first landmark moment in my artistic career came very early. After taking a clay class during the first semester of my senior year in high school, I decided to take what I had learned, and along with applying further research, construct a science fair project based on ceramics. I ended up winning the Louisville Regional Science Fair and went on to the International Science and Engineering Fair. Through a scholarship awarded by the Fair, I was able to attend the University of Louisville tuition free, and I decided this was the perfect opportunity to follow my dream of being a potter. I haven't looked back since. Another landmark moment for me came when I won "Best in Show in Ceramics" at the Kentucky State Fair in 2010 and 2011. My best experience in ceramics came last summer when my friend Matt Gaddie and I began traveling throughout the country building ceramic kilns for fellow potters. Although these instances may be minor in the grand scheme of things, they are personal accomplishments I carry with me to always keep myself motivated.



Abstract #11, acrylic on oil canvas, Angelia Pickett-Chirichigno

What impact did The Center for Gifted Studies have on you?

The best thing about The Center for Gifted Studies is that it taught me to always follow my dreams. Attending both SCATS and VAMPY, I was surrounded by people passionate about learning and doing what they loved. Even now, almost ten years after my first summer at Western Kentucky University, I draw inspiration from those old friends as I follow my own dreams.

What are your current projects?

One of my current projects is putting together a Senior BFA Exhibition Show for the University of Louisville. After spending the past semester constructing a body of work for the BFA “pre-show,” I gave a 30-minute oral presentation to the entire art faculty. The review went great, and I am now beginning work for the official show that will take place at school this coming December. I am also working on ways to successfully market my work. I have been juried into multiple national ceramic shows; however, the best way I have found to market my work is on a site called ETSY.com (www.etsy.com/shop/RademakersPottery). It provides a unique opportunity to show my work across the world without the pots ever having to leave my apartment. I am also in the process of constructing a website (rademakerspottery.com).

Jeanne Henzel Swartz

(SCATS 1986; VAMPY 1987-88)

In 2005, textile and fiber arts artist Jeanne had a large upholstered sculpture installed at the San Jose Museum of Art that is now in their permanent collection. A few years later, in 2008, she created a large installation at the San Francisco Museum of Modern Art. In addition to her fine arts work, she has an interior design practice in Oakland, CA, where she focuses on helping people tell their unique stories and create happy spaces for living and working. Visit www.joonacreates.com for more information. She is also building a business plan encompassing the interior design practice and a school that will teach design and various textile arts such as upholstery, millinery, sewing skills, and other art forms, with a somewhat sculptural focus to adults and children.

When and why did you first become interested in art?

I was artistic from an early age and remember making elaborate set pieces for plays that I put on with my brother and sister as young children. I took a lot of art classes in high school but didn't consider art as a life work until I was in college. My freshman year at Transylvania University, I was enrolled in a survey of visual art class (with Sean Looney, another VAMPY alum), and, as we moved from art history into making small works of art, I realized that I was having more fun and feeling more engaged while art-making than in any of my other pursuits. Over time, I have realized that I am happiest when making tangible things with my hands and that this gives me more fulfillment and challenge than almost anything else I do (parenting MIGHT be an exception, but only by a small margin).

What are the most frequent subjects of your work?

My body of work is varied, but recent works have dealt with airing the aspects of human life and relationship that are hidden or somewhat taboo.

What are your goals as an artist?

I would like to do more large installations, ideally permanent or semipermanent ones. I would like to bring the work of more women artists into museums and the consciousness (and collections!) of major collectors. I was recently at the Hirshhorn Museum of the Smithsonian Institute in DC, and the representation of women in their galleries was shockingly low.

What impact did The Center for Gifted Studies have on you?

Attending SCATS and VAMPY had a huge impact on my social and intellectual life. I really needed to have a group of friends with whom I could relate to on all levels, something that was sorely missing from my local school environment. My friends from those summers are still some of the dearest to my



Translucence Relief, lyca spandex over found sculpture, Jeanne Henzel Swartz

heart, and I recently caught up with a few while vacationing on the east coast. It was very important for me to have an environment where it was cool to be as geeky and clever as possible, where I was pushed to excel, and where I was very socially accepted. Those summers opened my eyes to a wider world both intellectually and emotionally, and I'm very grateful for that.

Why is it important for gifted children to experience the arts?

All children benefit exponentially from their exposure to the arts, but I believe that gifted kids stand to benefit even more because of their capacity for original thought and creating connections between apparently unrelated topics. I am endlessly amazed by my gifted 5-year-old's insights into and interpretation of her experiences with the fine and performing arts. I believe that the United States needs to think again about their prioritizing of quantitative vs. qualitative experiences in education, particularly in gifted education. Studying the “fuzzy” subjects creates just the kind of people that the world needs: those who can innovate by combining analytic and perceptual ways of knowing to create radical new solutions to age-old problems.

If you are a visual and/or performing artist and wish to share your talents and accomplishments with us, please contact Tracy Inman at tracy.inman@wku.edu. We love to showcase our alumni!

Barbara Lewis, award-winning author of such works as *The Kid's Guide to Social Action*, *Kids with Courage*, *The Kid's Guide to Service Projects*, and *The Teen Guide to Global Action* shared strategies and resources to develop leadership skills in young people at Leadership Institute XVI held in December 2011. A dynamic, interactive group from 14 school districts and several student

organizations gathered to explore service learning for students.

Carey Chaffin and Jackie Weygandt, both fifth grade teachers in Simpson County, left the institute understanding the importance of student-generated service learning. In fact, Jackie explained that after the institute they met with students to help them generate ways to improve the school or community. Carey elaborates: "We learned that some of the things we had been doing at our school were not student driven.

Service Learning the Focus of Leadership Institute

Since then we have been working hard to make sure that students come up with the ideas for our drives and such." Students decided that the school's use of Styrofoam was harmful to the earth, so they developed a plan and presented it to the school administration. Carey commented, "It is so much more meaningful to them now that they have ownership."

Part of a three-person team from Shelby County Schools, gifted and tal-

ented resource teacher Kathie Wrightson attended the institute looking for ideas: "Leadership is often a domain of giftedness that seems to get put on that back burner. Often, the students with academic areas, even arts identification, can find classes that are appealing to them and can help them better develop their potential. I wanted ideas that might help me work with a group of leaders within the school setting." And she wasn't disappointed. Like Simpson



Clinton Lewis

If you want to teach children to ride two-wheeled bikes, you don't just explain the physics of balance. Even though they might thoroughly understand Newton's laws of motion, center of gravity, and torque, they won't understand how to balance until they get on their bikes and experience what balance is. The analogy holds true for leadership. Children don't understand what leadership is until they experience it. Just as it is important to learn to read, it is important for children to learn to lead. In order to assume their roles in society as they mature, they need these opportunities when they are young.

— BARBARA LEWIS

County participants, since the institute she has also focused on student-generated projects. For example, her students “took a book of fairy tales and digitalized them, by narrating them, recording that narration and finding sound and musical effects to enhance the stories. The book and their original CD have been donated to a local hospital that treats very sick children and to one of the elementary schools in Kentucky that had been destroyed by a tornado.”

Kathie was rejuvenated and inspired by the institute: “Our work matters to people. It matters that we cared, even for a moment, about the condition of others, about the sorts of trials and travails each endures – we cared, and we tried to do something about it.”

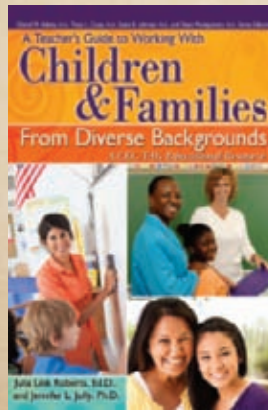
Barbara would be pleased with the student-driven emphasis that Simpson



County and Shelby County have incorporated into their leadership programs. She has devoted much of her career to empowering students to make real differences in the world – and making sure that educators can support and guide students. She gives this advice to adults building leadership skills in young peo-

NEW RESOURCE FOCUSES ON DIVERSITY

Schools are increasingly diverse in their student population, presenting new challenges for teachers. In light of these challenges, schools remain important in the talent development process. The Association for the Gifted, a division of the Council for Exceptional Children (CEC-TAG), recently published an excellent resource that will help educators help children from diverse backgrounds.



CEC-TAG Vice President Julia Roberts co-authored *A Teacher's Guide to Working with Children and Families from Diverse Backgrounds* with CEC-TAG Secretary and Louisiana State University professor Jennifer Jolly. Available through Prufrock Press, this resource provides important information and strategies for educators at all levels. The book is written for educators who want all children to thrive in school, including those who are twice-exceptional, those from lower-income backgrounds, and others who have been underrepresented in gifted programming.

ple: “Allow the children to brainstorm their own service experiences. You might have an idea of something that they can do, but allow them to see the problem, analyze it, and come up with their own solutions of how they might help. Function as the facilitator to make sure they are safe and successful. But do not take over the role of leadership. Children will only become committed to leadership if they are given the opportunity to actually lead.”

To learn more about Barbara Lewis and her work with leadership development, visit her website: www.barbaraalewis.com. Your next opportunity through The Center to learn about developing leadership skills in young people will be Leadership Institute XVII on November 28, 2012. Stay tuned to our website for more information.

The Victoria Fellows

Change Agents for Gifted Education in Kentucky



Linda and John Kelly and their daughter, Victoria, gave a gift last year to establish an initiative to build an advocacy group for young people who are gifted and talented in the Commonwealth of Kentucky. The resulting Victoria Fellows is composed of decision-makers from throughout the state (please see the side bar for the inaugural group). Victoria Fellow Matt Constant reflected, “Thanks to the generosity of a very special donor, the Victoria Fellows program affords the chance for focus. As educa-

tors, we deal with so many variables. However, The Center for Gifted Studies and the Victoria Fellows allow our coming together to focus on this particular issue of advocacy for giftedness. It is truly refreshing to be treated this way, and I feel it’s been an honor to have taken part. I am humbled to be a part of the group.” He continued, “Forming the group spreads the advocacy voice out among school district leaders. With this partnership, we can pinpoint the issues and propose possible solutions on iden-

Our most academically gifted students, if we can keep them in Kentucky and help them reach their potential, are extremely important in an economic, political, and cultural sense. These students will be our inventors, our elected officials, our job creators, and our researchers. If Victoria Fellows can be successful in bringing research-based instructional strategies and appropriate levels of funding to bear on behalf of these students, the pay-off across the state can be immense. We all know of extremely bright people who are not contributing to the level they could and should be. How many lives would be different – both directly and indirectly – if these same people were motivated, challenged, and properly prepared to take advantage of their gifts?

— **KEITH DAVIS**
SUPERINTENDENT
OF BULLITT COUNTY
SCHOOLS

tification, programming, and funding.”

The group first met in September where they learned about the excellence gap from Jonathan Plucker, director of the Center for Evaluation and Education Policy at Indiana University, [See *Mind the (Other) Gap* at <https://www.iub.edu/~ceep/Gap/excellence/ExcellenceGapBrief.pdf>] and the latest in mathematics from Linda Sheffield, internationally known authority in mathematics education. At the February meeting, Anita Davis, assistant superintendent



World Council for Gifted and Talented Children News

The World Council for Gifted and Talented Children (WCGTC) has recently launched its new website: www.world-gifted.org. Not only does it provide vital information about the upcoming 2013 conference in New Zealand, but it also provides a wealth of resources. The members-only section, once completed, will include issues of the *World Gifted* newsletter and *Gifted and Talented International Journal* plus a blog.



WCGTC's Executive Committee will travel to Bowling Green, KY, this summer to visit the headquarters and hold their annual meeting. Members include President Taisir Subhi Yamin, Paris, France; Vice President Ken McCluskey, Winnipeg, Canada; Secretary Klaus K. Urban, Stadthagen, Germany; Treasurer Julia Link Roberts, Bowling Green, KY, USA; Ümit Davasligil, Istanbul, Turkey; Leslie S. Graves, Dublin, Ireland; and Leonie Kronborg, Clayton, Victoria, Australia. The Center and WKU are proud to welcome these international visitors.

of Oldham County Schools, shared her district's journey of evaluating and re-vamping their gifted and talented policies and services. With such a strong foundation, the group then focused on its charge: to prepare a White Paper for the legislature requesting a report evaluating the state of gifted education in Kentucky.

Julia Roberts said, "Advocating for excellence in education is essential for a bright future. The Victoria Fellows constitute a core group to create momentum for gifted education across Kentucky. They encourage you to speak out for academic excellence in your school and school district as well as at the state and national levels."

The Victoria Fellows' potential for positive change is tremendous. Bullitt County Superintendent Keith Davis emphasized: "As a group, I would like to change the world. I hope that we can set a process in motion that will lead to the child who may not yet be born to a place where he or she discovers the cure for cancer or invents a way to produce affordable clean and renewable energy."

Inaugural Class of Victoria Fellows

Lynette Baldwin
executive director
Kentucky Association
for Gifted Education

Will Begley
principal
Boyle County High School

Dale Brown
high school/university liaison
Western Kentucky University

Eddy Bushelman
principal
South Warren Middle School
Warren County Schools

Karen Cheser
assistant superintendent
Boone County Schools

Matthew Constant
assistant superintendent
Owensboro Public Schools

Keith Davis
superintendent
Bullitt County Schools

Gary Fields
principal
Bowling Green High School

Pam Harper
instructional supervisor
Pendleton County Schools

Sean Howard
superintendent
Glasgow Independent Schools

Walter "T" Hulett
superintendent
Knox County Schools

Lisa James
superintendent
Carroll County Schools

Mike LaFavers
superintendent
Boyle County Schools

Brady Link
superintendent
Christian County Schools

James Neihof
superintendent
Shelby County Schools

THE CENTER CALLS UPON THE COMMONWEALTH TO INNOVATE KENTUCKY

In a recent article in *The Wall Street Journal*, Tony Wagner — the Innovation Education Fellow at the Technology & Entrepreneurship Center at Harvard and author of *Creating Innovators: The Making of Young People Who Will Change the World* — notes, “To succeed in the 21st-century economy, students must learn to analyze and solve problems, collaborate, persevere, take calculated risks and learn from failure.” The Center shares this philosophy. From our affiliation with the GEMS Academy and The Carol Martin Gatton Academy of Mathematics and Science to our latest initiative aimed at increasing STEM (science, technology, engineering, and math) awareness, idea generation and entrepreneurship, The Center is dedicated to the advancement of Kentucky and its citizens of all ages through innovation.

Project GEMS Students Learn Lessons about Innovation

Students in the GEMS Academy tackled global issues through projects, research, and debates this school year. But one of the greatest challenges they encountered involved rethinking and overcoming their own fear of failure. “It is so important for students to understand that mistakes and failures are a natural part of the innovation process and can often lead them to deeper and more personalized understandings of concepts,” GEMS Academy teacher Jennifer Smith said.

This philosophy is the heart of the GEMS Academy curriculum. The Academy serves third through sixth graders and is one component of Project GEMS (Gifted Education in Math and Science) — a partnership between The Center for Gifted Studies and Warren County Public Schools funded initially by a federal research grant. It focuses on generating interest and developing talent in disciplines related to science and math and encouraging careers in STEM disciplines.

GEMS Academy students spent the 2011-12 school year using STEM to confront big-picture issues like sustainability in food production by designing and constructing worm

composting bins and researching types of nontraditional gardening and genetically modified food crops. Students continued learning and innovating in the spring when fourth, fifth, and sixth graders designed and created Rube Goldberg Machines (www.rubegoldberg.com), which are purposely over-engineered contraptions that operate in a complex fashion to perform a simple task.

All students also participated in a Physics Olympics. They rarely designed the perfect ping-pong ball launcher or balloon powered vehicle for the contest the first time around. But, of course, that was an essential part of their lesson in innovation. “It is not so much about knowing the right answer as finding the right answer—and learning from wrong answers,” said David Baxter, GEMS Academy teacher. “We hope our students will recognize that ‘failure’ is not an endpoint; it is a springboard for learning.”



Jennifer Smith



The Center for Gifted Studies, WKU Honors College, and the Carol Martin Gatton Academy of Mathematics and Science would like to offer their sincerest thanks to Sue and Brown Badgett, Jr. of Madisonville, KY, who made a lead gift of \$150,000 to support Innovate Kentucky. "The gift from Sue and Brown Badgett launched the Innovate Kentucky Initiative," said Julia Roberts, Executive Director of The Center and the Gatton Academy. "They provided the lead gift for the match required by the James Graham Brown Foundation. Thank you, Sue and Brown. Kentucky will benefit from your generosity."

www.innovateky.org

The Center Launches Innovate Kentucky This Summer

The greatest accomplishments begin with the smallest first step. Einstein began with one variable. Mozart started with a single musical phrase, and Steve Jobs set out with one computer. Which spark will become the next world-changing idea is a mystery, but The Center for Gifted Studies remains committed to the process at the heart of its growth — Innovation.

As such, we present our newest initiative conducted in partnership with the Gatton Academy and the WKU Honors College. The project seeks to promote a culture of innovation and increase awareness of and interest in STEM (science, technology, engineering, and mathematics) fields. Originally called *i⁴*, the initiative has taken on the name Innovate Kentucky in order to clearly identify its purpose and call to action.



Innovate Kentucky began this winter with a \$500,000 matching grant from the James Graham Brown Foundation. "By providing opportunities to not only lead the state in discussions about innovation but also to harness the ideas of its students and citizens, Innovate Kentucky is uniquely positioned to spark entrepreneurial, educational, and social good," said Corey Alderdice, one of the Innovate Kentucky's grant writers and the Gatton Academy's Assistant Director for Admissions and Public Relations.

The initiative will initially have four components:

1. Innovate Kentucky will launch a statewide public relations campaign aimed at increasing awareness of and interest in STEM fields and innovation in citizens of all ages.
2. The Center's three-week Summer Program for Verbally and Mathematically Precocious Youth (VAMPY) will host a set of three seminars in innovation, focusing on mobile application development, invention, and sustainability.
3. WKU will begin a Winter Colloquium in Innovation for Honors, Gatton Academy, and highly talented WKU students, who will spend the three weeks during winter term concentrating on the start-up phase of projects in innovation. Their projects will be carried forward to future semesters.
4. A new WKU Student Incubator at The Center for Research and Development will act as a business startup accelerator by providing grants and guidance to students with entrepreneurial ambitions.

To coordinate Innovate Kentucky operations, The Center is pleased to welcome Executive Administrator Josh Raymer. A native of Bowling Green, Josh is a WKU graduate who majored in news/editorial journalism. He spent the last two years as a writer for the *State Journal* in Frankfort, KY. "I'm thrilled about the opportunity to spearhead an initiative like Innovate Kentucky," he said. "I believe the mission of this project – raising awareness of STEM and inspiring innovation – is of utmost importance for Kentucky's economic future."

The Innovate Kentucky website (www.innovateky.org) is currently under construction but will soon launch as an active hub of information about innovation and STEM in the state. In the meantime, The Center welcomes your help in identifying potential partners for Innovate Kentucky. Contact Julia Roberts at The Center for Gifted Studies at 270.745.6323 or julia.roberts@wku.edu.

Gatton Academy Named Intel Schools of Distinction Finalist

By Corey Alderdice

The Carol Martin Gatton Academy of Mathematics and Science was named a finalist in Intel Corporation's 2012 Schools of Distinction Awards in the high school category for its excellence in science.

The Intel Schools of Distinction program recognized the Gatton Academy for its achievement in science, providing a rich curriculum incorporating hands-on investigative experiences that prepare students for 21st century jobs. The Gatton Academy is the first Kentucky school to become a finalist since Intel introduced the program in 2006. The other finalists in the high school

science category are Boston Latin School in Boston, MA, and Ossining High School in Ossining, NY.

"The schools selected as Intel Schools of Distinction are leaders in preparing their students to become America's next generation of thinkers and doers," said Shelly Esque, vice president of Intel's Corporate Affairs Group and president of the Intel Foundation. "Intel is recognizing these schools as exemplary models of what can be achieved through hard work and innovation in the areas of math and science."

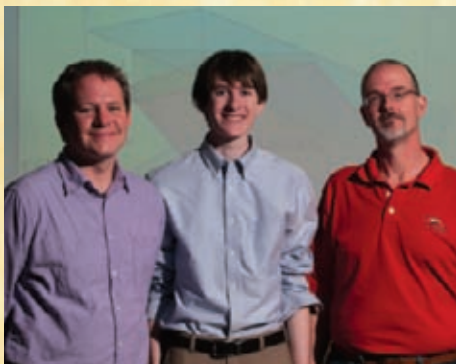
The Gatton Academy, along with the 17 other finalist schools at the elementary, middle, and high school levels nationwide, will receive a \$5,000 award from the Intel Foundation and a trip to Washington, D.C., in September, when six schools will be named Intel Schools of Distinction. These six

schools will each win an additional \$5,000 from the Intel Foundation and a package of goods and services with a total value of approximately \$500,000 split among the schools.

Tim Gott, director of the Gatton Academy, noted that it is an incredible honor for the school to be selected as an Intel Schools of Distinction finalist. "It is a major affirmation of the work our students have accomplished over the past five years," Tim said. "Our partnership with WKU has opened exceptional opportunities. From exploring the micro-world of genomes to the macro-world of dark matter in the universe, the classroom and research experiences have allowed students the chance to enrich their education in powerful ways. This environment continues to equip our students to be the future leaders in STEM fields."

The Center Congratulates Gatton Academy Goldwater Honorees

Three Gatton Academy graduates garnered recognition from the Barry M. Goldwater Scholarship and Excellence in Education Program this year. The Goldwater Scholars were selected based on their academic performance and potential for a research career.



Goldwater Scholarship Recipient

Michael Crocker

2012 Gatton Academy graduate

Parents: Patricia & Scott Crocker

Hometown: Bowling Green, KY

Research Focus: Working with microscopic silica gels to create a more effective, inexpensive, and thorough way to treat industrial waste



Goldwater Scholarship Recipient

Clarice Esch

2011 Gatton Academy graduate

Parents: Carol & Joe Esch

Hometown: Somerset, KY

Research Focus: Finding alternative fertilizers to reduce the pollution associated with nitrogen-based products



Goldwater Honorable Mention

Lukas Missik

(SCATS 2008; VAMPY 2009)

2012 Gatton Academy graduate

Parents: Christine & John Missik

Hometown: Danville, KY

Research Focus: Examining the asymptotics of round-based duels to find the probability of winning

Photos by Clinton Lewis

Friends

David & Carla Abbott
Bowling Green, KY

Brenda Adams
Bowling Green, KY

Mark & Benita Albert
Oak Ridge, TN

Danny & Mary Armstrong
Hopkinsville, KY

Brown & Sue Badgett
Hanson, KY

Robert & Barbara Begtrup
Nashville, TN

Marilee Benson
Bardstown, KY

Theresa Bergmann
Elizabethtown, KY

Gary & Karen Bickett
Owensboro, KY

Mark & Kathryn Bigler
Bowling Green, KY

Doug & Martha Brown
Winchester, KY

Jarrold & Kristi Brown
Beaver Dam, KY

Ronald & Gail Caines
Union, KY

Dann & Kathi Cann
Leitchfield, KY
For VAMPY

Dick & Beth Chapman
Nashville, TN

Derek & Kelly Clemons
Leitchfield, KY

John & Catherine Cliburn
Cloverport, KY

J. D. & Lois Coffey
Burkesville, KY

Jack & Jennifer Coomes
Owensboro, KY

Kathryn Costello
Bowling Green, KY

Stewart & Laura Couch
Elizabethtown, KY

Raymond & Ann Cravens
Bowling Green, KY

Laurie Bay Craycroft
(VAMPY 1990-92)
Louisville, KY

Richard Crouse
Shaker Heights, OH

Olivia Denton (Gatton 2008)
Louisville, KY

*In memory of her mother,
Meg Gatten*

*Matching Gift: Marsh & McLennan
Companies, Inc. — Mercer (US), Inc.*

Kinchel & Mina Doerner
Bowling Green, KY

Tom & Janice Donan
Bardstown, KY

Charles & Maureen Driessnack
Huntsville, AL

Wayne & Jean Dudgeon
Elizabethtown, KY

Warren & Darlene Eisenstein
Boca Raton, FL

Diane Esrey
Louisville, KY

Mark Evans
Louisville, KY

*Matching Gift: AEGON USA
Investment Management*

Marjorie Farris
Richmond, KY

Philip & Martha Ferguson
Union, KY

John Fitts
Bowling Green, KY

Jim & Mary Ann Flueck
Lexington, KY

Michael Flueck
(VAMPY 1989-92; Counselor)
Brownsburg, IN

Kenny Foley
Longview, TX

Jim & Doris Ford
Bowling Green, KY

Tom & Connie Foster
Bowling Green, KY

John Gallagher
Prospect, KY

Ruthene Glass
Bowling Green, KY

John & Silvia Goreing
Paducah, KY

Scott Grant (VAMPY 1995-97)
Louisville, KY

Dan & Anne Greenwell
Louisville, KY

*Innovate Kentucky
(i³ Initiative)/VAMPY Scholarships*

Anne Guillory (TA)
Louisville, KY

Tommy & Tish Gumm
Glasgow, KY

John & Phyllis Gump
Richmond, KY

John & Carolyn Hagaman
Bowling Green, KY

Bill & Sue Hamilton
Pflugerville, TX

Michael & Pang Chartisathian
(SCATS 1987; VAMPY 1990)
Hartman
Lexington, KY

Hope Havener
Bowling Green, KY

Robert & Martha Haynes
Bowling Green, KY

Nelson & Susan Helm
Louisville, KY
In Honor of Pete & Dixie Mahurin

Amanda Hines (SCATS 1983-84)
Bowling Green, KY

Bill & Renita Hines
Calhoun, KY

John & Dawn Hitron
Louisville, KY

John & Gwen Hornsby
Mandeville, LA

Wimpy & Regena Hudson
Scottsville, KY

Mark & Catherine Hunt
Lexington, KY

Ann Huskey
Bowling Green, KY

Robert & Stacey Hyde
Germantown, TN

Thomas & Ann Johnston
Niagara, WI

Thomas Johnston (VAMPY 1999-
2000; Counselor) & Anna Hitron
(VAMPY 1996-99; Counselor)
Louisville, KY

John & Tracy Inman
Bowling Green, KY

Nick & Pat Kafoglis
Bowling Green, KY

Ints & Melissa Kampars
Hardinsburg, KY

John & Linda Kelly
Bowling Green, KY

Daniel & Aline Kemp
Olmstead, KY

Jose & Dianne Labrado
Dawson Springs, KY

Jih-Sheng & Engrid Lai
Blacksburg, VA

David & Laura Harper Lee
Bowling Green, KY

Sangmog & Ji Yang Lee
Louisville, KY

Barbara Lewis
Park City, UT

Stewart & Amanda Coates Lich
Brownsville, KY

Christopher & Melissa Lind
Nashville, TN

Mark & Tracy Littlehale
Madisonville, KY

Gerald & Jolene Lord
Bowling Green, KY

Charles & Fannie Louise Maddux
Pembroke, KY

Pete & Dixie Mahurin
Bowling Green, KY

Eva Markham
Louisville, KY
Riley Lawrence Scholarship

Jim & Diane Matherly
Bay City, MI
Matching Gift: Dow Corning

John & Stephanie Matthews
Russellville, KY

Barbara McClard
Holland, KY

Brian & Becky McCoy
Hardinsburg, KY

William McLean
Lumberton, NC

Rodney & Janet Meeks
Custer, KY

Prabodh & Daksha Mehta
Elizabethtown, KY

Dane & Amy Miller
Richmond, KY

Joe & Mardi Montgomery
Somerset, KY

Brad & Phyllis Mutchler
Paducah, KY

Scott Nass
(VAMPY 1988-91; Counselor)
Ventura, CA
Alumni Fund

Anna Norris
Glasgow, KY

Wake Norris (VAMPY 1989-92; Counselor) & Elizabeth Zimmerman (VAMPY 1992-93; Counselor) LaGrange, IL
Matching Gift: Emerson

Roger & Mary Ann Pardieck
Columbus, IN

Charles & Ramona Parrish
Bardstown, KY

Deepak & Neema Patel
Hopkinsville, KY

Mark & Elizabeth Pichea
Prospect, KY

Rankin & Dolly Powell
Corydon, KY

Steven & Michelle Powell
Danville, KY

John & Nancy Ayers (VAMPY 1984; VAMPY Instructor; Travel) Rice
Bowling Green, KY

Pat Richardson
Louisville, KY

Dick & Julia Roberts
Bowling Green, KY
In Memory of Shara Sisney Davisson (VAMPY 1993-95)

Matt & Aileen Rose
Glasgow, KY

Charles & Kimberly Ross
Prospect, KY

Martin & Angela Rowe
Harrisburg, IL

Gregory & Elizabeth Rush
Lexington, KY

Susan Ryan
Elizabethtown, KY

Tim & Anne Saarinen
Shelbyville, KY

J. T. & Martha Sandefur
Bowling Green, KY

Murali & Madhavi Santapuram
Glasgow, KY

Edmund (SCATS 1991) & Elizabeth Sauer
Nashville, TN

Justin & Marcia Eisenstein (SS 1995; VAMPY 1998-2000; Counselor; TA) Segall
Denver, CO

Janet Skees
Louisville, KY

James Snider
Franklin, KY

Jim & Joyce Ann Spiceland
Salisbury, NC

Flora Templeton Stuart
Bowling Green, KY
Arts Education Task Force – Twice Exceptional Fund

Bruce & Joyce Teale
New Port Richey, FL

Norris & Mary Thomas
Bowling Green, KY

TIAA-CREF
New York, NY
Duke Talent Identification Kentucky Recognition Ceremony

Mary Nancy Todd
Bardstown, KY

Charles & Rhonda Townsend
Russellville, KY

Don & Linda Vitale: Vitale Family
Advised Fund through The
Community Foundation of South
Central Kentucky
Bowling Green, KY

Kristen VonGruben
(VAMPY 1990-93)
Fenton, MO

Bob & Catherine Ward
Bowling Green, KY

William & Lois Weinberg
Hindman, KY

Hillel Weinberg & Debra Weiner
Falls Church, VA

Denny & Peggy Welsh
Philpot, KY

Mary Ellen Wiederwohl
(SCATS 1987-88)
Louisville, KY

Max & Lucy Wilson
Hickman, KY

Steve (SCATS 1984) & Amy
Winger
Bowling Green, KY

Linda & Kurt Winkenhofer
Plano, TX

David & Michelle Wiseman
Bowling Green, KY

Lori Wittlin (VAMPY 1987-89)
Arlington, VA

David & Donna Wooden
Leitchfield, KY

Stuart & Linda Yeoman
Alvaton, KY

Ray & Bobbie Yozwiak
Lexington, KY

Robert Zax & Vilma Fabre
Louisville, KY

Piotr & Sonya Zieba
Nicholasville, KY

Julianna Zimmer
Fairway, KS
In Honor of Julia Link Roberts

Randolph & Marna Zoerb
Franklin, KY

Gifts of Art

Gustaf Swanson
Owensboro, KY

Michael Trepasso
Bowling Green, KY
"I certainly hope my photos will awaken & drive the imagination of young students for years to come."

In Kind Gifts

Corey Alderdice
Bowling Green, KY
Web Design

Tom Foster
Bowling Green, KY
Graphic Design

Gifts in Memory of Carol Laird

Altman Insurance Services
Louisville, KY

John & Janet Ames
Prospect, KY

Skip Berry
Louisville, KY

Susan Blois
Louisville, KY

Myrl & Marcella Brashear
Bowling Green, KY

Jack & Donna Bruner
Louisville, KY

Creative Alliance, Inc.
Louisville, KY

Current Events Literary Club
Bowling Green, KY

Bobby & Angela DeWeese
Louisville, KY

Faulkner Real Estate Corporation
Louisville, KY

Ed & Mary Glasscock
Louisville, KY

Rick & Ann Guillaume
Louisville, KY

Betsy Hall
Prospect, KY

Mark & Sandy Hammond
Louisville, KY

Doug & Carolyn Heisler
Louisville, KY

Kimberly Hite
Crestwood, KY

Kim Hocker
Prospect, KY

Douglas Howell
Prospect, KY

Lounette Humphrey
Louisville, KY

Jewish Hospital & St. Mary's
Healthcare Medical Staff
Louisville, KY

David & Betty Jones
Louisville, KY

Nick & Pat Kafoglis
Bowling Green, KY

Kentucky Hospital Association
Louisville, KY

London Women's Care, PLLC
London, KY

Stephen & Donna Meador
Shelbyville, KY

Steven Monaghan
Chicago, IL

Alice Nicely
Bowling Green, KY

Don & Elizabeth Parkinson
Louisville, KY

Tom & Marti Pearce
Bowling Green, KY

Lillian Perkins
Louisville, KY

Jerry & Helen Prittie
Louisville, KY

John & Carolyn Ridley
Bowling Green, KY

Dick & Julia Roberts
Bowling Green, KY

Mike & Nancy Rust
Louisville, KY

Saints Mary & Elizabeth Hospital
Louisville, KY

Vickie Scott
Louisville, KY

Traci Seaver
Louisville, KY

Joseph & Winona Shiprek
Louisville, KY

Lynn Simon
Louisville, KY

Robert & Lena Sleamaker
Louisville, KY

Douglas & Maxine Smith
Prospect, KY

Stoll Keenon Ogden, PLLC
Lexington, KY

Patricia Swope
Louisville, KY

Paul & Ann Tipton
Louisville, KY

University of Louisville Hospital
Louisville, KY

Frank Weisburg
Louisville, KY

David & Susan Wood
Glenview, KY

Parents who attended Winter Super Saturdays 2012 Parent Seminars learned about an array of topics from the social and emotional needs of gifted children to gifted education regulations in Kentucky. But Associate Director Tracy Inman said one of the parents' most vital realizations came not from advocacy advice or best practice information. "I think one of the most important things parents learn is that they are not alone," she said. "Parents return to parent seminars year after year, and they are able to share successes, provide hope, and offer insights."

About 75 to 100 parents learned from each other, as well as Tracy and The Center's Executive Director Julia Roberts in the course of this winter's seminars in Gary A. Ransdell Hall. Parent Seminars have been an integral part of Super Saturdays since the program's beginning almost 20 years ago. This winter's sessions explored opportunities at The Center, underachievement in high-ability students, and the present state of gifted education and what it could be.

Tracy's seminar on underachievement particularly resonated with first-time Super Saturdays parent Andrea

Givens, who was quickly hooked by Tracy's opening inquiry: If, during the first five years of school, a child earns good grades and high praise without much effort, what are all the things he or she doesn't learn that most children learn by third grade? The answers were eye-opening and the conversation thought-provoking.

"I certainly look forward to attending Parent Seminars offered in the future," Andrea said. "The seminars were both informative and empowering." Both are goals of the free and informal sessions, in which a feeling of community promotes meaningful discussion.

The parents are not the only ones learning, however. Tracy frequently picks up new ideas from attendees. Because of the open exchange of information and experiences, all of the participants and presenters have the opportunity to be impacted by and make an impact on fellow participants. "The thing I enjoy most about this is that you truly are helping people," Tracy said. "You really are making a difference for them."

Parents Learn from The Center and Each Other During Winter Super Saturdays



Mandy Simpson

Celebrating Young Kentuckians' Accomplishments and Potential

The group of more than 400 students that congregated at Western Kentucky University May 25, 2012, had three things in common: their college-ready ACT or SAT scores; their seventh-grade standing in school; and the incredible potential that combination creates. These accomplished middle schoolers visited WKU to attend the Kentucky Recognition Ceremony for the Duke Talent Identification Program, hosted by The Center for Gifted Studies. The event in E. A. Diddle Arena honored students for scoring at or above the average for college-bound seniors on one or more sections of the ACT or SAT this year.

In Kentucky, 2,909 seventh graders – who initially scored in the 95th percentile on a grade-level achievement



test – took the above-level assessments. More than 1,400 then qualified to be honored at the Kentucky Recognition Ceremony. Additionally, 152 were invited to the Grand Recognition Ceremony on Duke University's campus, celebrat-

ing those who earned scores equal to or better than 90 percent of college-bound seniors on the ACT or SAT.

The Center's Executive Director Julia Roberts noted that the Kentucky ceremony and corresponding activities provided inspiration and encouragement for gifted young students, who need the help of educators and decision makers to continue on their current trajectories. "Duke TIP recognizes the exceptional academic performance of seventh graders," Julia said. "The day is a wonderful celebration of high potential that must be followed up with appropriately challenging learning opportunities to develop that potential to the fullest."

The students celebrated their accomplishments with a reception sponsored by the Kentucky Education Savings Plan Trust and rounded out the day with tours of WKU's campus and the Carol Martin Gatton Academy of Mathematics and Science, as well as an informational session about SCATS and VAMPY.

CONGRATULATIONS, COREY!

Corey Alderdice has accepted the position of Executive Director at the Arkansas School of Mathematics, Sciences, and the Arts, a position he will assume mid-summer. The Center for Gifted Studies congratulates him on this new opportunity and thanks him for everything he has done for The Center for Gifted Studies and the Carol Martin Gatton Academy of Mathematics and Science in Kentucky. He has left a mark of excellence.



Corey has been Assistant Director for Admissions and Public Relations for the Gatton Academy since the Academy opened five years ago. He has traveled the Commonwealth spreading the word about opportunities for young people at the Academy and representing the Academy at many professional meetings. He is the technology specialist who has masterminded the website www.wku.edu/academy and social media for the Academy. Corey's extraordinary communication skills can be seen in written pieces as well as in the online presence of the Academy.

In 2001 while an undergraduate student at WKU, Corey spent five summer weeks as a counselor for SCATS and VAMPY. He skipped the next summer, but rejoined The Center as a summer counselor for the next four summers, becoming the head of residential living for three summers. SCATS and VAMPY campers have enjoyed many happy experiences with Corey as a counselor and head counselor.

When funding was in place for the Gatton Academy to open, Corey joined the small team to plan for the opening of the residential school. His ideas have been incorporated in the Gatton Academy – in planning and implementing this exceptional school.

Julia Roberts says, "Corey Alderdice has been such an important member of the staffs of The Center for Gifted Studies and the Gatton Academy. His competence has been shared in many ways, adding traditions and creating opportunities for so many young people with exceptional talent. Thank you so much, Corey. You will be missed, and I am happy to welcome you as a member of the Advisory Board for The Center for Gifted Studies."

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Kelly Lafferty

CALENDAR

September 28 – October 7, 2012

Fall Break in Scotland

October 10, 2012

Twice-Exceptional Seminar

October 12, 2012

Girls STEM Collaborative Forum

October 27, November 3, 10 & 17, 2012

Fall Super Saturdays

October 22 & 23, 2012

Berta Excellence in Education Seminar

November 28, 2012

Leadership Institute

January 26, February 2, 9, & 16, 2013

Winter Super Saturdays

June 9–21, 2013

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

June 23–28, 2013

The Advanced Placement Summer Institute

June 23 – July 13, 2013

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