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The Challenge: The Newsletter of The Center for Gifted Studies (No. 3, Spring 1999)

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The Mission for the Center

We are committed to encouraging excellence by providing educational opportunities and resources to three populations: gifted and talented students, teachers 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.

"10 + 8" Celebration

Welcome to The Challenge and please join us in our birthday celebration. This year marks our "10 + 8" anniversary — ten official years as The Center for Gifted Studies and eight years of programs and services before that. This issue of The Challenge highlights our history for those "10 + 8" years. It also includes dozens of letters from our friends — people who have been instrumental in our being who we are. Enjoy!
DEAR FRIENDS OF THE CENTER,

Ten years plus eight more! Ten years as The Center for Gifted Studies plus eight additional years of providing services for children and youth who are gifted and talented, educators, and parents. The designation as The Center for Gifted Studies was made by the Western Kentucky University Board of Regents on August 24, 1989. What a special day that was!

This issue of The Challenge provides the incentive to glance back at what has been accomplished and then to look to the future. So, friends of The Center, thank you for each note or letter which helps us retrace the history of The Center and the past eighteen years — 10 + 8. Thank you to the administrators and faculty at Western who have given support and encouragement! Thank you to the parents who have supported The Center in a myriad of ways! Thank you also to educators who have participated in professional development offered by staff at The Center and who have helped young people learn about programs that were being offered! Thank you to all of the children and youth who have participated in programs offered by The Center for eighteen years!

As always, the next look must be to the future. What will it take to translate the vision of The Center into reality? What are steps to take to expand services offered to address additional needs of gifted children and youth, their parents, and educators? What resources can we muster to make it possible to make The Center a more comprehensive international center. One step, of course, is to generate additional resources. Thanks to each of you who has helped by making a contribution to The Center through the Western Kentucky University Foundation! Please assist us in identifying individuals, foundations, businesses, and industries who would share goals and be willing to support one component embedded in the vision.

As I close my comments, I want to recognize and thank Dean Emeritus J. T. Sandefur for working with me to initiate the first services to address the needs of gifted children as well as their parents and educators. Dean Sandefur, you launched The Center for Gifted Studies.

Sincerely,

Julia Link Roberts, Director

Visit The Center for Gifted Studies web site at http://www.wku.edu/gifted/.
Thinking back over the long history of The Center for Gifted Studies and even before it was The Center, Director Dr. Julia Roberts settled into her desk chair almost hidden behind the stacks and piles of work yet-to-do and reflected.

After a moment's pause, she quietly revealed, "Everything we did was in response to a need." Although this premise seems rather simplistic, it has been the driving force behind The Center, our reason for being. All it took was someone asking for help.

The initial request, the first need, was very real indeed. In 1981, Western Kentucky University realized that gifted and talented students, their parents, and teachers needed support. The Dean of the College of Education and Behavioral Sciences, Dr. J.T. Sandefur, called a meeting of parents of gifted children, Deans across campus, and Dr. Julia Roberts to see how Western could support this special population. This one meeting served as the springboard for who we are and what we do today as The Center. Dr. Roberts began immediately to fill the needs discussed in that meeting.

The first step was teacher education. A series of workshops commenced for one day in the summer wherein tops in the field of gifted education were brought in for professional development. For example, Dr. John Feldhusen of Purdue University and Dr. Ann Robinson of the University of Arkansas at Little Rock were two of the speakers who came during the ten-year life of the workshops. In addition to the workshops, Dr. Roberts began the process to get gifted and talented education classes into Western's graduate curriculum. In fact while Western developed and offered classes, the state was just beginning to look at endorsement possibilities. We offered classes in 1982; it wasn't until 1984 that the state developed the endorsement. Not only were we among the first in the state to offer these classes, but we have been the only institution in Kentucky that has offered the endorsement program completely each year. This has allowed teachers to become specialists in gifted education in just one year's time; hundreds have taken advantage of the program. Classes might have been small at times, but the University recognized the dire need involved. The state's endorsement and our gifted education curriculum have grown together.

Now once the classes were offered, a practicum was needed in order for teachers to develop and hone their skills in teaching gifted and talented young people. The programs provided this opportunity; SCATS (The Summer Camp for Academically Talented Middle School Students) began in response to the practicum need. But first, we had to ensure the viability of the programs. Therefore the first SCATS in 1983 involved no practicum teachers. Hand-scheduled, the sixty students attended four of eight classes offered as opposed to the forty classes offered now. By the next year, practicum teachers taught over eighty students. Viability had been enthusiastically established.

The next need came in the form of a phone call from Kentucky's Department of Education's Susan Leib. Duke University and its Talent Identification Program had contacted the Department wanting to offer its first cooperative program. Susan Leib immediately contacted Dr. Roberts. Then-President Dr. Donald Zacharias and Dr. Roberts flew out to Duke for two days looking at the program. They came back with the sincere commitment to establish the program here at
Western. Thus VAMPY (The Summer Program for Verbally and Mathematically Precocious Youth) was born.

Western was a natural choice for Duke University. The strong relationship between the two institutions — founded on similar beliefs about gifted education — began in 1983 when Western hosted the Duke Talent Identification Program's Kentucky State Recognition Ceremony. In fact since that time, we have hosted the ceremony that honors bright seventh graders who have scored exceptionally high on college entrance exams. In 1999 we have outgrown Van Meter Auditorium, and the Kentucky Awards Ceremony will be held in E.A. Diddle Arena.

Just one year after our first affiliation with Duke's TIP Program, the second affiliation, VAMPY, was created. No one would have dreamed that the program could grow from only thirty-one campers and three classes to almost two hundred campers and twelve classes. Also not expected was the emotional response to the camp. Hundreds turned out for last year's fifteenth reunion reminiscing about friendships and fun times together. But also emphasized was the life-changing experience VAMPY was for many. VAMPY has always had an accepting environment wherein people with similar interests and abilities can flourish. It has been a lifeline for many.

1984 was a busy time here. Not only did that year witness the birth of VAMPY, but also the birth of the Advanced Placement Institutes. Again, there was another real need, and we took the opportunity to provide for that need. The state of Kentucky had started the Commonwealth Diploma that was directly tied in to Advanced Placement credits and exams. Kentucky teachers needed to be well prepared. In cooperation with The College Board's Southern Regional Office, we offered professional development in the form of weeklong beginning and experienced Advanced Placement workshops. Since that time, we have serviced almost 3000 teachers from over thirty states and seven foreign countries.

Throughout all these developments and programs, we have traveled. Our first travel-study program began in 1980 when Drs. Julia and Dick Roberts took a group of teachers to England for a month. And since 1986, educational tours have been taken once or twice a year. Groups of eighth grade and high school honor students as well as interested adults have accompanied the Roberts to France, Great Britain, Italy, The Netherlands, Switzerland, Belgium, Germany, The People's Republic of China, and Russia. This year The Center hosts two trips, one to France and the other to Italy. Once again we're providing opportunities for those requesting them.
By 1987, many of our programs were already in place. But this year proved significant in our history. WestCJn received the Richardson Study Grant that allowed us to hold a dissemination conference wherein the latest information concerning the gifted and talented population could be shared. One reason for the significance is that we had established a national reputation. Another reason was that we realized the importance of bringing in people from all over the state such as legislators—not just those people with a special interest in gifted and talented education. We brought together decision-makers from around Kentucky. Held at Shakertown every fall, The Symposium on Kentucky's Children Who are Gifted and Talented.

The very next year it became apparent that Doris Mills, the first Executive Director of KAGE, could no longer feasibly run KAGE from her living room as she had for the past ten years. It had grown tremendously. The KAGE offices are now housed at The Center as they have been since 1990. We have committed ourselves to excellence in education for the gifted and talented, so providing room, equipment, and materials for KAGE is a welcomed service.

It also provided viability for new programs. In 1992, Program Director Mary Evans recognized a new need—this one on the elementary level. Gifted and talented elementary children needed enrichment and challenge outside the classroom. They also needed opportunity to hone leadership skills. So Mary Evans organized and directed the first Super Saturdays Seminar, and over 300 children attended. Now in its eighth year, Super Saturdays has grown to forty plus classes and over 600 children! Programs are now available to meet the needs of all gifted and talented school-age children.

Teachers of the gifted and talented needed more opportunities as well. At the same time that the Leadership Institute was initially offered, our Vertical Team training came into being. Dr. Geoff Freer from The College Board's Southern Regional Office asked if we would be willing to address a need: The College Board wanted us to pilot the English Vertical Team training in the Southern Region. We said yes. Because it works so well—to assist teachers in the vertical articulation of the curriculum to help more students reach world-class standards—the vertical team training has grown each year. In 1996, the English Vertical Team Institute was first held. The next year, we added The Building Success in Social Studies Institute. And the next year, the Mathematics Vertical Team Institute joined the others. Schools send entire teams of teachers to train using the vertical approach to curriculum. Not only does it prepare Advanced Placement students to take the exam, but it also strengthens the entire curriculum for all students.

From vertical teaming to VAMPY, The Center for Gifted Studies has provided services and offered enrichment and training for tens of thousands of people in our “10 + 8” years.

The numbers keep growing; the interest is real; the need is vital. When the Leadership Institutes were organized and offered, it was not just Western Kentucky University providing the service. In June of 1989, The Center for Gifted Studies became an official center at Western Kentucky University. It became the umbrella for our various programs, activities, and services already in place.

From vertical teaming to VAMPY, The Center for Gifted Studies has provided services and offered enrichment and training for tens of thousands of people in our “10 + 8” years. But we have also been active in the research arena as we strive to encourage excellence in gifted education. Federal and state grants have been resources for this research. Federal lawmakers have seen the keen need for quality education for gifted populations. The passing of the Jacob K. Javits Gifted and Talented Students Education Act and its multi-million dollar funds attest to their sincerity. In 1990, The Center for Gifted Studies was one of only eight recipients in the nation of a Javits Act Grant. This three-year grant, Enhancing Educational Opportunities for Gifted Middle School Students, allowed The Center to examine the

From vertical teaming to VAMPY, The Center for Gifted Studies has provided services and offered enrichment and training for tens of thousands of people in our “10 + 8” years.
curriculum and other offered services in the middle school setting to determine what makes the gifted and talented thrive. This grant happened to coincide with the beginning of KERA (The Kentucky Educational Reform Act), so it proved vital in keeping the needs of gifted and talented kids alive.

The Center received its second three-year Javits grant the following year. Restructuring Primary Education: Responding to Kentucky's Educational Reform focused on the ungraded primary program. The grant compared the progress of ungraded primary students to graded primary students out-of-state. Results showed that attributes of primary programs could remove the learning ceiling! This grant was followed by the United States Department of Education Office of Educational Research and Improvement grant to continue and expand the study. Roger Pankrantz and Julia Roberts co-authored and co-directed this Field Initiated Research Grant: The Long-Term Impact of Kentucky's K-3 Continuous Progress Curriculum on Student Achievement in Core Content Areas. Through such grants, the needs of gifted and talented students can be better met.

A series of overlapping two-year grants from 1993 to 1996 reinforced the global perspective sought by The Center. Through the United States Information Agency Grants and the Citizen Exchange Council, The Center established a Russian–American educational partnership. Over these years Russian students have come to VAMPY and groups of Americans have traveled to Rostov-on-Don with The Center. This has resulted in an ongoing partnership. In fact, Rostov State University will be hosting a gifted conference in August of this year, and Dr. Roberts will be going there to co-chair the conference. The cause of the gifted student extends beyond the United States.

Over the last eighteen years we have been concerned with the issues – and needs – of the gifted student. We began in a cubicle-like office where the student worker's desk was outside in the hall. And now in our office that houses ten desks, we find ourselves in need of more! There are still needs to be met – such as a summer program for elementary students, a leadership academy, a counselor institute, a ... well the list goes on and on. Ideas keep pouring in from students, parents, and teachers. For "10 + 8" years, we have been here to address the needs of gifted and talented individuals. And through support, we will be here another "10 + 8" and another "10 + 8" and another "10 + 8." That's who we are and what we do.
I WOULD LIKE TO CONGRATULATE YOU, JULIA, AND THE CENTER FOR GIFTED STUDIES ON 18 YEARS OF SERVICE TO GIFTED AND TALENTED STUDENTS AND THEIR FAMILIES. THE REPUTATION OF THE CENTER IS INTERNATIONAL, AND YOUR WORK HAS BEEN A MODEL FOR MANY OTHER PROGRAMS AROUND THE WORLD.

I WOULD BE REMISS IF I DIDN'T ALSO THANK WESTERN KENTUCKY UNIVERSITY FOR GIVING THEIR CONTINUED SUPPORT TO YOUR WORK AND TO THE SUPPORT YOU AND THE CENTER GAVE TO THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN'S 45TH ANNUAL CONVENTION. YOUR EFFORTS AND THOSE OF YOUR STAFF MADE THIS THE MOST SUCCESSFUL CONVENTION IN OUR HISTORY.

PETER D. ROSENSTEIN
NATIONAL ASSOCIATION FOR GIFTED CHILDREN
EXECUTIVE DIRECTOR
WASHINGTON, DC

DR. JULIA ROBERTS AND THE WESTERN KENTUCKY UNIVERSITY'S CENTER FOR GIFTED STUDIES HAVE BEEN MAJOR CONTRIBUTORS TO THE GROWTH OF THE FIELD OF GIFTED EDUCATION. IT HAS BEEN A GREAT PLEASURE KNOWING DR. ROBERTS AND SEEING HER ACTIVE AND PRODUCTIVE ROLE IN THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN. MY WIFE AND I REMEMBER WELL OUR VISIT TO WKU TWENTY YEARS AGO.

DR. JOHN Feldhusen
PRESIDENT OF FIRST SUMMER WORKSHOP 1982
PROFESSOR EMERITUS, PURDUE UNIVERSITY
SOUTH BEND, IN

CONGRATULATIONS TO DR. JULIA ROBERTS AND THE CENTER FOR GIFTED STUDIES AS YOU CELEBRATE YOUR TEN-YEAR ANNIVERSARY. I HAD THE PLEASURE OF WORKING AT THE CENTER FROM 1990-1996. IT WAS AN EXCITING TIME TO BE INVOLVED IN GIFTED EDUCATION IN KENTUCKY. DURING THIS TIME GIFTED EDUCATION CAME UNDER CLOSE SCRUTINY IN OUR STATE. THERE WERE EVEN SOME WHO SAID GIFTED PROGRAMS WOULD NO LONGER EXIST. THE CENTER FOR GIFTED STUDIES AND THE KENTUCKY ASSOCIATION FOR GIFTED EDUCATION ORGANIZED STATEWIDE SUPPORT AND WORKED WITH THE KENTUCKY DEPARTMENT OF EDUCATION TO DEVELOP NEW GUIDELINES IN GIFTED AND TALENTED EDUCATION. THE NEW GUIDELINES PLACED EMPHASIS ON PROVIDING SERVICES MATCHED TO SPECIFIC STUDENT NEEDS IN FIVE AREAS.

I TRULY ENJOYED WORKING AT THE CENTER FOR GIFTED STUDIES AND BEING AT THE "HUB" OF GIFTED EDUCATION IN KENTUCKY. I BECAME AWARE THAT WHAT WAS HAPPENING IN OUR STATE WAS BEING CLOSELY WATCHED BY OTHER STATES. HIGHLIGHTS FOR ME WERE WORKING ON TWO JAVITS GRANTS, HELPING ORGANIZE TWO SUMMER ACADEMIES FOR PRIMARY STUDENTS, COORDINATING FIVE SESSIONS OF SUPER SATURDAY SEMINARS, AND FACILITATING NUMEROUS PARENT WORKSHOPS AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS. I SAW THE GREAT NEED FOR INFORMATION AND SUPPORT THROUGHOUT KENTUCKY AND HOW THE CENTER IS A TRUE "LIFELINE" FOR STUDENTS, PARENTS, AND TEACHERS. THANK YOU FOR THE VALUABLE SERVICES YOU PROVIDE THROUGHOUT OUR州 AND BEST WISHES AS YOU LEAD US INTO THE 21ST CENTURY!

MARY EVANS
PROGRAM COORDINATOR AT THE CENTER
PRINCIPAL, CUMBERLAND TRACE ELEMENTARY SCHOOL
BOWLING GREEN, KY
THANK YOU FOR THE OPPORTUNITY TO BE A PART OF The Center for Gifted Studies' "10 + 8" celebration. I am sure you will experience a myriad of feelings as you reflect on the many memorable connections people relate to you. Justifiably, pride will be among the strongest feelings.

Thinking of The Center and what it means to those involved in gifted education, I realize that Dr. Julia Roberts personifies the ideal. The Center represents a vision, a dream come true. Julia simply glows with excitement at the chance to share this vision. Her personal direction and commitment to excellence inspire so many.

The Center for Gifted Studies represents leadership. The need for leadership in the state and the nation magnifies the importance of The Center for Gifted Studies. We have looked for advice and direction from The Center and have become partners in establishing a strong foundation for gifted education. The strength of The Center has been built around collective efforts of those involved.

On a personal note, the opportunity to participate in the Leadership Institutes and involvement in the Kentucky Association for Gifted Education makes my connections to The Center strong. This association has given me a chance to be a credible voice for gifted and talented education. I feel that this voice makes a difference.

Celebrate the gifts and talents of our youth. Never lose sight of the mission we all share. Be proud of the commitment of "10 + 8." The Challenge is in daily celebration of collaborative success.

Dan Reeder
Leadership Institute
Gifted and Talented Resource Coordinator
Montgomery County Schools
Montgomery County, KY

THE CENTER FOR GIFTED STUDIES AT WESTERN Kentucky University is nationally and internationally known for exemplary programs in teaching, research, and service. The development of teachers in gifted education has always and will continue to be one of the highest priorities. Gifted youth, their families and teachers, and members of the community and state have greatly benefited from the outstanding service and programs provided. Research focusing on the best practices for serving the educational and socio/emotional needs of the gifted through state and federal grants have provided needed models for replication.

The work and dedication of Julia and Dick Roberts, faculty, and staff of The Center are to be applauded. We owe all associated with The Center and Western Kentucky University gratitude for their commitment and vision for gifted education.

Dr. Frances Karnes
Director of The Center for Gifted Studies
University of Southern Mississippi
Hattiesburg, MS

I HAVE SPENT FIVE SUMMERS ON WKU'S CAMPUS WITH different programs offered through The Center for Gifted Studies. From my first year in 1994 until my last year in 1998, I had several experiences that have had a great impact on my life in both a physical and an emotional way.

When I first went to SCATS in 1994, I was a young kid who, with all his intelligence, had a hard time getting along with people. I left VAMPY for the last time in 1998 a different person. I left with my many friends and had grown from the young boy I was when I first started my journey to the young man that I am today.

If The Center for Gifted Studies had never offered programs such as these to teenagers, then I would probably have spent my summers sitting around the house and doing nothing but watching TV. Instead I had a great experience with many great people, and I learned a lot, too. Classes I took at VAMPY (i.e. Physics and Chemistry) allowed me to excel in classes in high school such as AP Physics and AP Chemistry.

I made many friends over the years, too, including counselors. I became slightly more social over the years and would creep out of my room every once in a while and seek out people to talk to. I still try my best to keep in touch with my many friends I met at SCATS and VAMPY by e-mailing them or using snail mail.

I am glad that The Center offers these many great programs, and I wish more universities had centers like this that would do the same; I believe there are many great students out there that are missing out because there is no one to give them a chance to experience something such as SCATS or VAMPY.

I'd like to wish The Center a Happy Official Tenth Anniversary, and I hope that it is around for many more years so that even more students and counselors can get a chance to have some of the great experiences that I have had during my time at these programs.

Joey Maresca
SCATS, VAMPY Camper
Student, junior
Bowling Green, KY
CONGRATULATIONS ON REACHING THE MILESTONE OF ten "official" years of service and accomplishments for The Center for Gifted Studies.

The Kentucky Department of Education is committed to meeting the needs of all children, including those that are gifted and talented, so as to ensure each child an internationally superior education and love of learning. The Center for Gifted Studies at Western helps to meet some of the unique needs of gifted and talented children by providing valuable opportunities for these children, their parents, and their teachers. We are pleased that The Center can be counted on to collaborate with the Kentucky Department of Education to support its projects and initiatives related to meeting the needs of gifted children.

Again, congratulations on the tenth anniversary of the Western Kentucky University Center for Gifted Studies. On behalf of Kentucky's gifted children in the present and in future generations, may you celebrate many more.

Wilmer S. Cody, Commissioner
Kentucky Department of Education
Frankfort, KY

The fantasy of every professional educator is to have a small class of students, each of whom is bright and eager to learn your subject. They would hang on every word, answer each of your questions with true understanding, and then challenge you with questions that were meant to extend that newly found understanding. At the end of the day, there would be smiles all around, great satisfaction with all that was learned, and excitement over the fact that tomorrow would be just as great as today.

I have lived this fantasy for three weeks each summer for the past fourteen years. VAMPY Physics has been everything promised to me and more as a teacher. Would I want to do this all year long? No. It would not be as special, and I would miss the challenges that a regular school program offers. Has this made me a better teacher in my regular classroom? You bet it has. Experiences make and shape people. These students have shaped me in ways most could only imagine. Have the students in VAMPY Physics benefited being in class? I sure hope so. Their response during the program and their countless letters, e-mails, and requests in years following lead me to think that they, too, have been shaped in some way by the experience. Am I going back for more? You bet!!!!

Doug "Dr. J" Jenkins
VAMPY Instructor
Physics Instructor, Warren Central High School
Bowling Green, KY

THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
and the entire University can justifiably be proud of The Center for Gifted Studies. Not only is The Center known throughout the state, but also it is nationally and internationally known. The staff will never know the influence The Center has had in developing the full potential of gifted students.

I can well remember the enthusiasm and vision of Dr. Julia Roberts as she discussed her plans for developing a center for gifted students. The Center has grown to meet her expectations and perhaps even exceed them. I am pleased and gratified to have had even a small role in the creation of The Center. My role was simply one of support, and it was very easy to support such a creative and worthwhile concept.

J.T. Sandefur, Dean Emeritus
The College of Education and Behavioral Science
Western Kentucky University
Bowling Green, KY

I have been fortunate to work with the Center for Gifted Studies for several years. It was my experience as a counselor at the SCATS and VAMPY summer programs that inspired me to pursue a career in education. Even after I became a teacher, I still wanted to work at the summer camps because I saw how much the camps meant to everyone. From the students to the counselors to all the staff that were involved in making each camp a success, I found a group of people that had intent on making a difference in people's lives. For five weeks each summer, there was always something to look forward to. Every year when the camps came to an end, people were already excited about coming back the next year.

With the summer camps that The Center for Gifted Studies has put on, I found that they are programs that do have a lasting impact on people. The friendships that are formed at these camps are unlike anything I have ever been a part of. When I get the opportunity to see a shy, insecure person come full circle by the end of the camp, it brings a smile to my face. Watching that student perform at some sport he did not realize he was good at or seeing her perform on stage at the talent show when she once thought she could never get up in front of people is just part of what the summer programs are all about.

There have been many people (teachers, staff, etc.) who have helped The Center for Gifted Studies become what it is today, but none of it would be possible without the leadership of Drs. Julia and Dick Roberts. These two individuals have touched so many people's lives. Their compassion for young people is evident by all the hard work that they have put into making the summer camps a success. They have helped expand opportunities for young gifted students. There are thousands of students who have gone through these camps and, as a result, have had their lives changed because of it.

Dennis Jenkins
Residential Counselor
History Instructor, Warren Central High School
Bowling Green, KY
I FIRST HEARD OF THE CENTER FOR GIFTED STUDIES when I was invited to conduct a workshop in Mathematics Vertical Team at Western Kentucky University during the summer of 1998. Middle school and high school teachers throughout the south were invited to participate in activities to work together to vertically align their mathematics curriculum to prepare more students to become successful in Advanced Placement courses during their high school career. While our workshop was for teachers, it quickly became apparent that the Center provided outstanding opportunities for youngsters. Throughout the workshop, I constantly observed and talked with young people being given opportunities for participation in activities to enrich and supplement their regular school activities. Many of these students were finding ways to creatively express themselves in ways not provided during the school year. Interviewing them to find out what their role during the week was all that was necessary to see that they were completely involved in whatever activity they were participating. Seeing these hundreds of students come together for a variety of activities that allowed them to go above and beyond opportunities provided in their own schools was quite rewarding to all of us teachers who were there.

Tricia Walker
Mathematics Vertical Team
Instructor, Temima High School for Girls
Atlanta, GA

I ATTENDED THE FIRST VAMPY CAMP. I WAS VERY nervous because I had never been away from home before. Three weeks sounded like a very long time! One of the first people I met was Dr. Julia Roberts. I had never met anyone quite like her before. She greeted each person with such warmth and enthusiasm. She introduced herself and asked me about myself looking me straight in the eyes the entire time. From that moment on, I knew I had a good friend.

The atmosphere at VAMPY was much different from school. It was amazing how much I had in common with the other participants. It was refreshing to find people who had the same interests, read the same books and enjoyed doing the same things as I did. At school I used to be looked at like I was odd—the one who always understood what the teacher was saying, who always did the homework, who always had the solution to the problem on the board. The great thing about VAMPY was I wasn't. No one stood out as the "smart one." I think we all appreciated that.

When I think back now, six hours sounds like a long time to be in class in the summer. It didn't seem long then. The subjects were always of interest to me; I chose my class. I could tell the teachers and academic counselors were chosen with care. At school, I sometimes felt like I intimidated the teachers. I never felt like this at VAMPY. The teachers and counselors at the program seemed to accept me and my abilities and tried to help guide me in any way that they could.

The program also offered areas for social growth in my life. I fondly remember taking trips to Opryland and Mammoth Cave, playing volleyball in the afternoon, spending evenings on the 4th floor of DUC, Dinner Theatres, talents shows, a Mark Twain impersonator, Sunday mornings at church, dances in the basements of dorms, and much more. I recall staying pleasantly busy and active.

At the summer program, I also met someone very special to me, my roommate Stephanie Woodward. She taught me so much about living life. She put her heart into everything she did, whether it was class, playing volleyball, singing "Friends" at the talent show, or organizing a slave auction for her Latin class. We spent many nights talking about everything from what happened in class that day to what we wanted in life. I learned so much by watching her. She greeted everyone as friends and strangers with a smile. Unfortunately she was killed in a car accident a few weeks before our fourth and final summer in the program. It was the first major loss in my life. I am thankful for the good times we had and thankful for the summer program that brought us together.

I attended the fifteen-year reunion in July. I was very excited to share it with my husband and my daughter. I'm not sure that my husband understood why I had to attend a reunion from a camp fifteen years ago, but I especially knew why I had when I got there. The program had grown a lot since that first year, but I could still feel the excitement in the atmosphere. I could see the friendships that had formed and grown. I could see that the young people felt comfortable and at home in the program's environment. I could see that even fifteen years later these kids would look back on their program experiences and realize that VAMPY taught them more about understanding and accepting themselves than any other single experience.

Cindy Morris Gilson
VAMPY Camper
Programmer, Premium Allied Tool, Inc.
Owensboro, KY
I read through The Challenge and perused The Center's website. I find The Center's existence and the articulation of its mission and vision to be very heartening. The programs and services provided by The Center are an asset to the state and to gifted children everywhere. Expanding the scope of the mission to include teachers and parents is a welcome development. It extends the promise of enriching these kids' lives beyond just a few weeks in the summer.

As for my connection to The Center, I was around before there was one. I attended the first summer of the VAMPY program in 1984 when I was eleven years old and returned through 1987. The program couldn't have started at a better time for me. I was signed up for the program at Duke but couldn't afford the tuition. That first year I received a scholarship to the WKU program, so I jumped at the chance to attend.

In the context of that first year, the current VAMPY camp seems huge. Initially there were twenty or thirty students, each taking one of three classes. Frankly though the classes weren't exactly the most important part of the experience. To be sure, it was liberating to be challenged day in and day out. However, it was meeting and living with the other students that was the richest part of the summer.

I'm sure that I was not alone among my fellow students in being something of a misfit. It's hard to be well behaved in school while being bored out of one's skull. Also, at that age, intelligence and eagerness to learn do not tend to be highly valued. In contrast, the atmosphere of the camp was one of complete acceptance, from Dr. Roberts, the instructors and counselors down to each and every student. The diversity of the group was surprising given the fact that we were mostly all from Kentucky. The various religious, social, cultural and family backgrounds, though, did not keep everyone from being accepted.

In addition, the short duration of the program made it a very intense experience. Over the course of three weeks, we made great friends, ran roughshod over Mammoth Cave and Opryland, debated issues ranging from sports and music to religion, and fell in and out of love (at least we thought we did... we were young.)

For many of us, Western was the setting of our first public performance, our first kiss, our first experience with death. As unfortunate as it may be, the fact remains that we all have to learn to deal with death, with real loss. For myself and several of my fellow students, we got our first chance to do that when Stephanie Woodward, whom we met at that first camp in 1984, died. Our fourth year, 1987, we had all planned to take the same class; it didn't really matter which one. That didn't happen, though, as Stephanie died in an auto accident earlier that year. We all lost a very special, genuine, giving person and a very good friend. For myself, Stephanie had set a powerful example showing me the value of peacefully sticking to your beliefs and the rewards of simply being nice to everyone around you. I remember when I reached the inevitable question: "Why would God do something like that to her, to her family, to us, to take her away?" I could only answer "How can you blame Him?" I say I'll consider myself lucky to have known her.

There were many of us who were deeply hurt by Stephanie's death. As lucky as we were to have known her, we were just as lucky to have each other to share the experience with. It's interesting to me that the song "Friends" has remained a tradition of the VAMPY camp. The first three years Stephanie had sung that song at the talent show. In '87 it was sung by one of the counselors, Tim Gott, another one of those special, genuine people. Hearing his singing it that night, I finally grasped its full meaning: that life goes on, that we can both move forward and look back, and that we can let go without forgetting. Although I haven't seen him in years, I'm still grateful to Tim for that lesson. And I can't even think about that song without getting a little choked up. Okay, a lot.

In my opinion, the value of The Center's programs goes way beyond academic enrichment. I'm sorry I've rambled on so, but it's hard for me to be dispassionate, or even coherent, about what my time at Western meant. That time, all twelve weeks of it, defines much of who I am today.

If there were anything I can ever do to help The Center, I'd like to be asked... I would welcome the opportunity to give a little back. I received much, and not just through the program. I still haven't forgotten Dr. Roberts' taking me in when my folks didn't show to pick me up from camp. I was the first student marooned at VAMPY camp. Not that she had the option of leaving me there, but it was very nice of her to take me home. The warm, supportive atmosphere that I mentioned earlier was surely a direct result of Dr. Roberts' influence.

Matt Fischesser
VAMPY Camper
Boston Architectural Center
Somerville, MA
I AM A FIFTH GRADE STUDENT AT POTTER GRAY Elementary. I have enjoyed Super Saturdays at Western Kentucky University for four years. I have participated in the classes The Human Body, Kentucky Writers, Acting Up is Fun and What's the Weather Going to Be? Each class has been educational and lots of fun.

Many students do not have access to programs such as Super Saturdays. I feel fortunate to live in a town where such a fine program exists.

Will Milliken
Super Saturdays Student
Student, fifth grade
Bowling Green, KY

I WOULD LIKE TO SAY THAT THE VAMPY PROGRAMS have left an indelible impression on my life and have been extremely beneficial in making me who I am today. I am now at Johns Hopkins University pursuing a career in medicine and majoring in Neuroscience. My attendance of the Physics and Chemistry programs at VAMPY helped me do well in high school and even gave me such a firm basis in these subjects that college course work seemed very elementary. Mr. Jenkins and Dr. Pesterfield are wonderful teachers who make learning enjoyable and interesting. In addition, friendships made in VAMPY have lasted to this day.

I've traveled abroad with Dr. Roberts to many places including Russia, France, Italy, and England. These experiences have made the study of history a "real life" adventure instead of a "textbook" experience. These trips have instilled in me a lust for experiencing other cultures, and I believe have even helped prepare me for attending college. Currently, my roommate is a Pakistani who lives in Jordan, and many of my friends are native to non-Western countries. I have learned much from them as I have learned much from these trips with Dr. Roberts, and it is because of my high school experiences abroad that I have made it a point to make non-Western friends.

Above and beyond the programs offered though, I think that Dr. Roberts should be recognized as the driving force behind these programs. She has been a mentor to me as well as my "mom" for one summer when I spent ten combined weeks with her on a trip to Russia, a trip to Italy, and in the VAMPY program. She's braved outhouses, dirty water, and the language barrier in Rostov-on-Don, Russia; pickpockets in Florence, Italy; and catcalls on the subway in Paris, France. In all of these experiences, she has remained a guiding light and example to her students, and for this I think the world of her.

I have received tremendous experiences from the VAMPY programs that have helped shape who I am today, and I would highly recommend this program to any gifted student who asked.

David Bauer
VAMPY Camper, Travel Study Student
Johns Hopkins University
Baltimore, MD

WHEN I FILLED OUT THE APPLICATION AND PACKED MY bags for my first three-week stay in Gilbert Hall, I had no idea what a defining institution VAMPY would become in my life. Even now that I'm in college, my room is filled with pictures of the people and things that I learned to love during those three years. I still remember the things I learned in class, I still keep in touch with the people I met, and I still hang on to those old VAMPY crushes. We all do.

For that very reason, putting into words exactly how I feel about VAMPY, the Doctors Roberts, and The Center for Gifted Studies is a very difficult task. It defines, in many ways, who I am today; VAMPY made me a different person. I don't know if it was the sense of humor I developed, the confidence I learned, or simply the product of spending three weeks being myself. Whatever it was, though, I love it. And I love what it made me.

Kelly Carneal
VAMPY Camper
Georgetown College
Georgetown, KY

The Center for Gifted Studies at Western has nurtured some of Kentucky's and the region's most talented students for eighteen years. It has been extremely satisfying and encouraging for me to observe the achievement, progress, and success of the many promising young people who have attained greater levels of success because of the personal interest and encouragement shown by the caring personnel at The Center.

What a significant pleasure it has been to work with Dr. Julia Roberts to promote The Center and obtain funding for related services. It has been exciting to be involved with Kentucky's Gifted and Talented Program, to observe the operation of the Gifted and Talented Advisory Council, and to work with the Kentucky Association for Gifted Education.

Particular highlights for me have been when I have twice had the wonderful privilege of speaking to the delightful participants in the Duke Talent Identification Program's State Recognition Ceremony at Western Kentucky University, sponsored in part by The Center for Gifted Studies, interaction with the delightful and talented young people in this setting is interesting, exciting, and intellectually stimulating.

Congratulations to The Center for Gifted Studies for your great service over "10 + 8" productive years.

Representative Judy Richards
Speaker of the House
Commonwealth of Kentucky
I think Super Saturdays is great for expanding your mind. I have been in Super Saturdays for four years. I go to McNeill Elementary School, and I am in the third grade. I am returning because I like it, and it makes me smarter. I have learned a lot in Super Saturdays. The thing I like about Super Saturdays is that it's fun. And it is good for your mind. Super Saturdays is a great way to spend your Saturdays. I think everybody needs to try. You need to do Super Saturdays!

Page Minton
Super Saturdays Student
Student, third grade
Bowling Green, KY

IN THE QUEST FOR DEMOCRACY IN EDUCATION, I OFTEN think that too little effort is given to the cause of the gifted student. Over and over I have heard it said, "The good student will always get by." It seems to me, however, that the best teachers I know teach students as individuals, taking each to the highest level he or she is capable of reaching. Such is the goal of The Center for Gifted Studies at Western Kentucky University. Not only does The Center provide programs for individual students, but a variety of opportunities for the teachers of these students is also available. I am most familiar with the summer Advanced Placement Institutes. Truly an outstanding group of teachers come to Western each summer to participate in the AP Institutes. The hallmark of a good AP teacher is exceptional knowledge of the subject matter, enthusiasm for teaching, and the capacity for long hours of hard work. In order to do their job well, the instructors for this group must satisfy the high standards of the University and also contribute to the professional development demands of teachers who are already recognized as excellent in their fields.

From the beginning of the AP Institutes to the present, it has been my great fortune to be an instructor in US History. I remember the early days well. Instructors and participants were housed in one dormitory where we all became members of an extended family. We lived and learned together, and intimacy bred respect, lasting friendships, and very happy memories. The size of the institutes now will not allow the same level of integration as the old days, but groups often form to work and socialize. Today, subject matter is the adhesive that allows participants and instructors to build a new atmosphere of camaraderie.

Over the years a spirit of cooperative learning has evolved. Instructors work with teachers of the gifted to help each develop the knowledge and skills needed to prepare gifted students to be successful AP students. Also in both large and small activities, teachers share individual strengths and resources and form networks for future cooperation. Teachers are used to giving instructions, not taking them. With sixteen institutes and hundreds of personalities interacting at one time, a powerful and resourceful person must be in charge. The situation calls for a tower of strength, a steady hand at the wheel, a decisive, confident leader who inspires educators to reach for the stars! In addition this leader must also see that everyone has a good time! In Dr. Julia Roberts, Western Kentucky University has just the right person to administer just the right programs to work magic.

When I first met Julia, I thought her both diminutive and demure. She was always smiling, and her voice was quiet. She epitomized gentility, fine lace and tea being served in heirloom china. At the end of that first AP Institute, physically and personally Julia had not changed; however, in my eyes, she was several inches taller, and I would have followed her into battle had she but asked. At her call, I have returned for sixteen years to teach in the summer AP Institutes. Each summer my admiration for her abilities grows mightily. I will always be grateful for the lessons she has taught me in professionalism, leadership, dedication, and personal interaction. I thank God that I have Julia Roberts (this very tall and commanding figure) as my friend.

Gene Pickel
Advanced Placement Institutes
College Board Consultant
Kingston, TN
As I sat in St. Louis rush-hour traffic, a flood of fantastic VAMPY memories entertained me when a song by Blind Melon came on the radio. Almost every night of VAMPY camp 1996, the year I was a residence counselor, my campers and I danced and laughed to the tune of Blind Melon. We eventually showcased our shakes and moves at the talent show where we performed a routine to “The Macarena.” Having worked as a teaching assistant (1995) and residence counselor (1996), I am rewarded with countless memories—late night conversations over cereal and milk, hacky sack games, messy art days in Humanities, and, of course, a sweltering day at Opryland. I am thrilled to have been a part of VAMPY for two summers and will most remember the joy I experienced being around so many creative, original, and intelligent people with loads of energy and the promise of a great future.

Ann Madison-Phillips
VAMPY Academic Counselor
Residence Counselor
Student Teacher, English
St. Louis, MO

When asked to give our history and connection to The Center for Gifted Studies, we immediately had flash backs to several wonderful memories. We had the pleasure of working three summers, 1985-1987, as residential counselors for the camp and the program as well as the first adventure to Great Britain. Along the way, we met some great kids and worked with some phenomenal colleagues.

As we reflected on those summers, we remembered a collage of images: wack-a-mole at Opryland, make-shift beaches on the front lawn, long lines at the food court in Downing, spade tournaments in the hallways on the late shift, morning marches with tired students (who had stayed up all night), singing “Friends” at the talent show, and dancing the night away to Phil Collins, Bob Seger and “SHOUT.” The names and faces have blurred over the years, but the memories take us back as if it were yesterday.

On the personal side, those summers played a major role in our relationship. We had just started dating a few months before the first summer’s camp. We found working together that we had something special. By the next summer we were engaged; by the last we were married. So, to say the least, the summer sessions played an integral part in the development of our early years together. Since then, we have had three children who we hope will someday have the opportunity to participate in some of The Center’s programs.

There is no way to put a price on the experiences we had those warm June and July days. In retrospect, it was a training ground for teaching, parenthood, and life in general. We will always hold those summers in our hearts as some of the best ever.

Tim and Ellen Gott
Residential Counselors, Travel Study
Guidance Counselor at Bardstown High School
Former Teacher/Current Stay-at-Home Mom
Elizabethtown, KY

Nine years ago when I walked into Dr. Julia Roberts’ office to interview for a summer counselor position, I never dreamed of the impact she and The soon-to-be Center for Gifted Studies would have on me.

Since then, the office itself has moved from the current location to at least two others and returned to 401 TPH. I have gone from being a camp counselor fresh out of college to the Director of the Super Saturdays program, and I have had opportunities related to my career in education that are too numerous to mention.

Perhaps the most unique aspect of my relationship with The Center, however, is that it gave me the opportunity for another relationship: this one with my husband. While I was working as a residential counselor in the VAMPY program, I met my future husband who was working as an academic counselor in the Mathematics section.

Heather Kessler
Residential Counselor
Director of Super Saturdays
Bowling Green, KY

WKU’s Center for Gifted Studies has forged a strong partnership with the Southern Regional Office of The College Board. Through the joint partnerships of over 200 individual workshops in various Advanced Placement Summer Institutes for teachers coupled with the piloting of three new College Board professional development models for English, math and social studies teachers (6th through 12th grades), Western Kentucky University has demonstrated a strong leadership position for innovative and relevant teacher training in the South.

Thomas W. New
Associate Director
Advanced Placement Program and School Services
Southern Regional Office, The College Board
Tucker, GA
I HAVE BEEN ASSOCIATED WITH WKU’S CENTER FOR Gifted Studies for four years now. I spend one week on the WKU campus working with teachers from across the Southern Region on English Vertical Team. The vertical team concept encourages teachers to begin early – as early as 6th grade – to prepare students for more academically challenging classes in English, particularly Advanced Placement English. The program provides methods of addressing not only the content of the English/language arts classroom, but also higher critical thinking skills in both reading and writing.

One of the exciting perks about being on the WKU campus during this week with these teachers is the number of middle and high school students who are on the campus at the same time. Eating in the school cafeteria is a treat as well as a challenge sometimes. There are the typical football, soccer, basketball, and cheerleading camps going on, but the campus is also inundated with gifted and talented young students who have come to the Bowling Green campus to sharpen and hone their skills in math, science, and literature.

One of the exciting perks about being on the WKU campus during this week with these teachers is the number of middle and high school students who are on the campus at the same time. Eating in the school cafeteria is a treat as well as a challenge sometimes. There are the typical football, soccer, basketball, and cheerleading camps going on, but the campus is also inundated with gifted and talented young students who have come to the Bowling Green campus to sharpen and hone their skills in math, science, and literature. I think Carl Sagan in his book *The Demon-Haunted World: Science as a Candle in the Dark* says it best: "...children with special abilities and skills need to be nourished and encouraged. They are a national treasure. Challenging programs for the gifted are sometimes decried as elitism. Why aren't intensive practice sessions for varsity football, baseball, and basketball players and interschool competition deemed elitism? After all, only the most gifted athletes participate. There is a self-defeating double standard at work here, nationwide." This double standard is definitely not at work at the WKU campus during the summer as evidenced by the numerous programs provided by The Center for Gifted Studies. I am proud to be a small part of this program and applaud both the University for its vision and those dedicated workers in The Center’s office who make it happen. Congratulations and Happy Birthday!

Danny Lawrence
English Vertical Team
Instructor, The Career Center
Winston-Salem, NC

BEING IN SUPER SATURDAYS THE LAST SIX YEARS HAS been very fun. My two favorite classes have been Introductory Chess and Pinhole Photography. Super Saturdays has given me a chance to do things I might not have done otherwise and expand on my talents. While some may be cautious about losing their Saturday afternoons, I find the time passes all too quickly. I recommend Super Saturdays to anyone who would like to get a greater challenge than he has at school and meet new friends that have his same interests.

Ryan Tyler
Super Saturdays Student
Franklin, KY

IN 1985, AN AGREEMENT WAS FORMALIZED FOR THE Duke University Talent Identification Program (TIP) to collaborate with the Western Kentucky University School of Education in the education of gifted and talented youth in the state of Kentucky. At that time, Western Kentucky University began offering its Summer Program for Verbally and Mathematically Precocious Youth through cooperative efforts with TIP. For fifteen summers now Western Kentucky University has offered this three-week residential program of academic, cultural, and recreational experiences which are appropriate for very bright students who have completed the seventh through tenth grades during the current academic year. Western Kentucky University, through its cooperative efforts with the Duke Talent Identification Program, assumes full responsibility for the instruction, administration, and outcomes of its summer program.

This Cooperative Program, originally designed to be similar to the TIP summer programs, has made it possible for more students from the state of Kentucky to get academically challenging and exciting summer experience. TIP cooperates by selling labels (names and addresses) of qualified students from the state of Kentucky who have participated in the TIP Talent Search to The Center for Gifted Studies for its Cooperative Program.

Western Kentucky University started hosting TIP’s State Recognition Ceremony in 1983. A lot of time and effort on the part of the host is put into making these ceremonies successful, and many students and families from around the state get their first glimpse of a university campus at this exciting event. TIP has always enjoyed working with Dr. Julia Roberts on these ceremonies, and TIP’s representatives have always felt very welcomed.

TIP wants to thank Dr. Roberts for Western Kentucky University’s wonderful and high quality summer Cooperative Programs and for the many successful Kentucky State Recognition Ceremonies she has hosted.

Judith F. Hammes
Director of Development
Talent Identification Program
Duke University
Durham, NC
THE FOCUS OF THE CENTER FOR GIFTED STUDIES AT Western Kentucky University is student learning, helping children and youth realize their fullest potential. All children and youth possess talents; however, not all individuals are provided opportunities to develop their talents to their fullest potential. Through a variety of camps during the summer, Super Saturdays in the winter, and travel opportunities in the spring, children and youth are provided experiences that will challenge them to think "outside the box" and to expand their knowledge in a variety of areas. Students also have an opportunity to engage in learning experiences with other individuals of similar interests and abilities which helps them to develop a positive self-concept. For many individuals, The Center not only provides intellectually challenging experiences that allow them to grow intellectually and socially, but it also provides a setting that acknowledges the value of excelling in intellectual endeavors. As parent of two children who have participated in a variety of experiences offered through The Center and as one who has taught Super Saturdays, I realize the value of these experiences becomes apparent when I see the excitement on the students' faces as they successfully complete an experience that challenges and motivates them to put forth their best efforts.

In an effort to facilitate student learning, The Center supports and provides opportunities for teachers and parents to develop appropriate skills and understandings to nurture and guide children and youth in developing their talents. Numerous staff development opportunities are provided for teachers throughout the Commonwealth and the region to assist schools in the establishment of learning environments appropriate to the needs of the student. Included within these opportunities are summer experiences for teachers of Advanced Placement courses at the high school level. Seminars are provided for parents during Super Saturdays, and support is provided for parents and teachers desiring to provide appropriate learning opportunities in the school settings.

The Center is recognized throughout the Commonwealth and the nation as a valued resource in helping children and youth develop their talents. This recognition has provided numerous opportunities for The Center's staff to work with students, parents, and teachers in an environment that acknowledges and accepts the importance of helping all students, including those identified as gifted and talented, meet their intellectual needs. Ultimately, our success as a state, region, and nation will be dependent upon our ability to motivate and challenge our talented students, and The Center has and will continue to provide leadership in this endeavor.

Dr. Sam Evans
Associate Dean in Charge
College of Education and Behavioral Sciences
Western Kentucky University
Bowling Green, KY

IT HAS BEEN MY PLEASURE TO WORK WITH JULIA AND Dick Roberts in the Advanced Placement Institute for Calculus teachers since the inception of the program in 1984. This experience has afforded me the chance to know most of Kentucky's wonderful high school Calculus teachers as well as many out-of-state teachers this program draws. The Calculus program has split into two groups, experienced and inexperienced, due to the large enrollment interest, and many teachers have become multiple-year attendees. The success of the program lies in the strong support and academic trust shown by the organizers, Julia and Dick. There are too many fond memories to include here, but I think of them not just as administrative counsel. They go above and beyond the ordinary to see the Institute experience is right, be it chalkboard or overhead, twenty more of the latest calculator loan machines and/or a trunk load of sample textbooks.

My experience in this program has enriched my professional life. Meeting and working with new teachers each summer has kept me invigorated and inspired. I thank The Center for Gifted Studies and Julia and Dick Roberts and wish them 10^2 more where n>2.

Benita Albert
Advanced Placement Institute
AP Calculus Instructor, Oak Ridge High School
Oak Ridge, TN

While sitting next to Dr. Julia Roberts in a meeting at the Kentucky Department of Education in 1992, I posed a question and her response literally changed my daughter's life and continues to enhance the lives of our entire family. I had become the director of the Governor's Scholars Program, a summer program for high achieving, rising seniors, in the June of that year. After years of sharing our summers, I found myself at a loss as to how to meet the needs of both my daughter, Shara, and the new position. Dr. Roberts' suggestion that Shara might benefit from the VAMPY experience has helped her become a true scholar; in fact, she has been designated both a Governor's and Presidential Scholar and is currently on a Presidential Scholarship at Centre College. My efforts on behalf of the Governor's Scholars Program have built on Dr. Roberts' methods of how to help young people believe in and reach their full potential. Once again, I have realized that the essence of learning is posing the right question to the right resource.

Sherileen Sisney
VAMPY Parent
Governor's Scholar Program, Director
Prospect, KY

The Challenge | Spring 1999
Many people believe in our mission and in our vision to make it a reality. As we strive to respond to the needs of gifted and talented young people, their parents, and teachers, we need help. The following people, through their gifts and donations in 1998, truly are friends of The Center:

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Friends wishing to make gifts to The Center should designate WKU Foundation, The Center for Gifted Studies on their donations. If anyone would be willing to consider offering scholarship support or if someone knows a business or foundation that might provide scholarships, please contact Dr. Julia Roberts at The Center. Opportunities for providing scholarships can be funded on an annual basis for the cost of the program or on a longer-term basis through an endowment. We would be delighted to assist in this important endeavor. We would be pleased to share plans for extending services offered by The Center and ways that you could help us reach the vision.
The Calendar of Events

June 3-16, 1999  The Italian Experience
June 20 - July 2, 1999  The Summer Camp for Academically Talented Middle School Students, WKU
June 27 - July 2, 1999  The Advanced Placement Institute, WKU
July 5-24, 1999  The Summer Program for Verbally and Mathematically Precocious Youth, WKU
July 7-9, 1999  The Building Success in Social Studies Institute, WKU
July 12-16, 1999  The English Vertical Team Institute, WKU
July 12-16, 1999  The Mathematics Vertical Team Institute, WKU
August 28, 1999  The New Teacher Workshop, Gifted Education, WKU
December 2-3, 1999  Leadership IV Institute, WKU South Campus

Ideas Needed for The Challenge

We want The Challenge to speak to you and for you. Please contact The Center with any ideas, articles, or suggestions. We'd also appreciate your prized pictures for possible inclusion. We want your help and insight. You can reach us by phone (270) 745-6323, by fax (270) 745-6279, or by e-mail at gifted.studies@wku.edu.

Anything New?

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

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