Summer 2000

The Challenge: The Newsletter of The Center for Gifted Studies (No. 5, Summer 2000)

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The Academy Is Becoming a Reality

The Kentucky Legislature designated monies in the 2000-2002 budget for the Kentucky Academy for Mathematics and Science. With the $500,000.00 allotment, Dr. Julia Roberts and Dr. Charles McGruder (those who made the original proposal) will plan the Kentucky Academy. The mission of the Academy is to offer a residential early admissions college program for bright, highly motivated high school students who have demonstrated an interest in pursuing careers in mathematics and science. The Academy also seeks to provide its students with the companionship of peers; to encourage students to develop creativity, curiosity, reasoning ability and self-discipline that lead to independent thought and action; and to aid students in developing integrity that will enable them to benefit society. The Kentucky Academy of Mathematics and Science will enable Kentucky's exceptional young scientists and mathematicians to learn in an environment which offers advanced educational opportunities, preparing them for leadership roles in the Commonwealth of Kentucky.
DEAR FRIENDS OF THE CENTER FOR GIFTED STUDIES,

Opportunities, opportunities, opportunities! What types of opportunities do gifted children and young people need in order to thrive? Gifted children need opportunities to learn at high levels and to make continuous progress. They need opportunities to work hard to master challenges successfully. They need opportunities to make friends who share their interests. Gifted young people need to work with mentors who can further their interests and enhance their understanding. They need learning opportunities that allow them to learn from their mistakes and to see that mistakes provide opportunities to learn and to improve.

Providing appropriate experiences for children and young people who are gifted and talented has been the goal of The Center for Gifted Studies since programs were first offered nineteen years ago. Because The Center is primarily self-supporting, you have opportunities to help us reach this goal.

You can play a role in creating opportunities for others through The Center. The needs are numerous; consequently, the opportunities to help are numerous as well. A few of the needs and opportunities are (1) scholarship support for young people who could not otherwise participate in SCATS, VAMPY, Super Saturdays, or international travel, (2) annual lecture series for parents and educators, (3) sponsorship of an outstanding speaker to talk to young people during VAMPY and SCATS, and (4) support that will allow adding opportunities such as a summer program for elementary-age children and/or a leadership institute for middle school and high school young people.

Please call if you can help create opportunities for gifted young people. Remember - they are a percentage of our population today, but they are all of our future!

SINCERELY,

JULIA ROBERTS

LETTER FROM Julia Roberts

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 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.
Below you’ll find a listing of some of the best web sites that focus on gifted and talented:

**HOAGIES** - [http://www.hoagiesgifted.org](http://www.hoagiesgifted.org)
Here you can find the latest research on parenting and educating these marvelous children, plus the best Internet and print sources to be found on the subject.

**GT WORLD** - [http://www.gtworld.org](http://www.gtworld.org)
GT World is an on-line support community for parents of gifted and talented children.

This site serves parents, schools, and advocacy groups with information about identification, assessment, counseling, learning styles, programs, presentations, and resources for gifted children and adults.

It is the mission of SENG to assist bright, talented, and gifted children and their families (and the professionals who work with them) in better understanding and guiding the development of those children so that they might reach their best personal potential as human beings.

**KIDSOURCE** - [http://www.kidsource.com/](http://www.kidsource.com/)
Here are daily, age-appropriate newsletters to help busy parents raise and educate their children. Filled with educational activities, healthcare, parenting and educating tips, these newsletters also provide news about other web sites, products, and more.

These sites will also prove useful:

**INDEPENDENT CHILDREN’S BOOK SITE** - [http://www.achuka.co.uk/index2.html](http://www.achuka.co.uk/index2.html)

**THE NATIONAL RESEARCH CENTER FOR GIFTED AND TALENTED** - [http://www.ucc.uconn.edu/~wwwgt/nrcgt.html](http://www.ucc.uconn.edu/~wwwgt/nrcgt.html)

**NATIONAL ASSOCIATION FOR GIFTED CHILDREN** - [http://www.nagc.org](http://www.nagc.org)


**KENTUCKY ASSOCIATION FOR GIFTED EDUCATION** - [http://www.wku.edu/kage/](http://www.wku.edu/kage/)

**THE CENTER FOR GIFTED STUDIES** - [http://www.wku.edu/gifted/](http://www.wku.edu/gifted/)

Visit The Center for Gifted Studies’ web site at [http://www.wku.edu/gifted/](http://www.wku.edu/gifted/). We’ve just added two new areas: an alumni section and The Challenge in its entirety. We’re currently working on a personnel section. Please be patient as we’re under construction.
Super Saturdays: “It’s a Really Neat Place!”

That's how seven-year old Fletcher Young of Bowling Green, KY, describes our hands-on program designed for high ability elementary school children. In fact this first grader defined Super Saturdays well: “It's a really neat place where you go to learn things – art, music, science, there's even languages. You learn about stuff and do experiments. And you get to do a lot of neat things. It's really cool.” Perhaps not many children would use the term cool or neat to describe school – much less a school that meets on Saturdays for two hours five weeks in a row. But Super Saturdays' kids do; these young people desperately need enrichment and challenge that may not be available in their regular elementary schools. They thrive with critical and creative thinking as these classes encourage. Just ask another first-timer, first grader Chelsea Cornett also from Bowling Green: “I thought it was really fun because I got to meet new kids and learn how to solve crime” (her class was The Great Chocolate Caper.) Fun and learning are key.

Take Fletcher’s experience with his Super Science class as example. His mother, Mary Young, marveled at his reaction upon picking him up that first Saturday: “He was bubbling over with excitement when we came to pick him up. He had so much to tell us about class.” And this is from a boy whose pat response to “How was school?” is always “It was okay.” Mary discusses his enthusiasm: “He says he loved Super Science because he got to do so many experiments. He found it exciting and fun to meet new kids, and he was literally counting the days from one Super Saturday to the next. At home he even demonstrated some of his Super Science activities for his little sister.”

And “bubbling” he was. In his interview, he rushed from one example to another of the “really fun stuff” he did: “Every day we had one or two things we’d study on. One time we peeled a hard-boiled egg; we got to see eggs without shells on them. I liked that egg thing. We even got to eat some of it if we wanted to. It was sort of good. Well, there’s a thing, a power ball. It has two little metal things sticking out. When everyone held hands and some people held those metal things, electricity went through us all. It didn’t hurt or anything. And one time we put water in a cup and put cardboard over it. We turned it over slowly. We got to see if it’d hold – and it did for a little while. One time we put four things on a table. Everyone got something like shampoo or vinegar. We each got one. I got vinegar. Then we each got colors; one was called Congo Red. I got blue. We guessed what color it’d change. We put a little of that in a cup then we added our thing (Mine was vinegar.) Mine turned yellow! It was really cool!” He continued on for a
while with words like predictions, balloons, rulers, and balance. He even came back to “the egg thing.” But never once in the conversation did he say, “It was okay.”

His mother concurs: “From what I could gather by talking with Fletcher, and also from observing his class a bit, I have only praise for his class and teachers. Kathleen Matthew and Herb Simmons created a fun, exciting environment for learning about science. They really made those kids think. They learned a little bit of everything, from botany to chemistry to biology. The kids would theorize about cause and effect, and there were many hands-on activities and experiments to test the outcome of their theories. Fletcher walked away from each class having learned many new things, and he had a great time in the process.” Those are some of the reasons first-timers like Chelsea and Fletcher will return year after year. Mary even commented, “He is already looking forward to next year!”

This year 565 children from thirty-five Kentucky school districts plus private and Tennessee schools attended Super Saturdays. Super Saturdays fills such a need that children don’t want to miss. In fact, on one icy, snowy day when The Center was sure not many could travel, we had almost three-fourths of our students there – and they traveled from as far away as Louisville and south of Nashville! Perhaps first-grader Jake Inman of Bowling Green, KY, explained that reasoning best: “I wish it weren’t called Super Saturdays. I wish it were called Super Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.”

We are pleased to announce that Dr. Sylvia Rimm, noted child psychologist and NBC-TV’s Today Show educational specialist, will be featured in the Mary E. Hensley Lecture Series here at Western.

On September 18, she will address the subject of achieving girls in her lecture See Jane Win® (she has a New York Times best seller out with the same title).

Then on September 19, she will present a workshop on Underachievement. Please contact The Center for details.
Here are some people you may know! Perhaps they are fellow campers, a former counselor, or even a favorite roommate. Take a moment to catch up on important happenings in their lives.

A special thanks goes to all the alumni who returned our survey. And if we missed you by accident, it’s not too late. You can complete the survey on the web (www.wku.edu/gifted/) or contact our office (270) 745-6323.

Please let us know if something special has happened to you or feel free to just catch us up on your life. We want to make this Update a regular section, but we need your help in doing so. Send in informational updates — even pictures! An electronic form is on the web, but plain old paper works just as well.

Remember, you are important to us. Without you, we wouldn’t be what we are academically, socially, or even financially. Help us stay in touch!

**MATT FISCHESSER** (VAMPY 1984, 1985, 1986, 1987) will be moving from Boston to New York City in June of 2000. He’ll spend that next year on his thesis project designing a transitional family housing/educational facility tentatively entitled the “Human Recycling Center.”

**JEREMIAH DAVIS** (VAMPY 1994, 1995, 1996, SCATS and VAMPY Counselor 1999) is currently a student at the University of Kentucky where he is developing a topical major in Near Eastern and Mediterranean Studies. After studying both Arabic and Greek coupled with his particular interest in Islamic philosophy, he hopes to become a writer and professor in Near Eastern Studies.

“**The experiences I had at summer camp were among the BEST experiences in my life! When I was at the junior high age, SCATS was the only place I really had good friends and the only place I really seemed to ‘fit in.’**”

**MELINDA CRAWFORD,**
Tuscon, AZ

“**VAMPY encouraged me to investigate a broad scope of interests. Also, VAMPY gave me confidence. VAMPY helped me to continue to enjoy learning and appreciate its importance.”**

**SCOTT KELLIE,**
Murray, KY

**WEI-SHIN LAI** (VAMPY 1990, 1991) is currently studying at the University of Virginia-Charlottesville Medical School. There she serves as president of the Asian-Pacific American Medical Students Association.

**EMMA MURLEY** (SCATS 1991, VAMPY 1993, Russia 1994) attends Indiana University where she majors in Trumpet Performance. She recently came in first in the Kentucky Fund for the Arts Whittenberg Fellowship Competition. She has also toured Japan with IU’s Wind Ensemble.

**MARY AUSTIN** (SCATS 1987) will be awarded her M.D. in May of 2000 from Vanderbilt University. She has had several articles published in such journals as Tennessee Medicine and Parkinsonism and Related Disorders.

**BRANDON GILVIN** (SCATS 1990) expects to complete his Masters of Divinity at Vanderbilt University in May, 2001. This spring, he will be interning in Capetown, South Africa.

**TROY MCPEAK** (SCATS 1983) works as an attorney with Natural Resources and Environmental Protection Cabinet in Frankfort, KY. He has served as Regional Editor of the Journal of Law and Education.

**AMBER CANN SAPP** (SCATS 1988, 1989, 1990, China 1992, London 1993, SCATS Counselor 1996) will graduate in May 2000 from the University of Kentucky with a Doctorate in Pharmacy. She has accepted the position of Clinical Pharmacy Director at T.J. Samson Community Hospital in Glasgow, KY.
“What is it that makes VAMPY so important, so life-changing? It’s the people, the environment. VAMPY is a place where gifted kids are not the minority, a place where they feel they can fit in, express themselves, not be ashamed of being who they are, like they often are in school. Before I came to VAMPY for my first year, I was very insecure and always did what the majority of kids at my school were doing: I dressed like them; I talked like them; I wanted to be them. But after three weeks at Western Kentucky University, I was a different person. I no longer cared about fitting in with the popular group or wearing the coolest clothes. I knew that there were more important things than that, like individuality and genuine relationships.”

HEATHER VOUGH, Lexington, KY

“SCATS gave me self-confidence - before the camp, I was unsure of my abilities and talents. SCATS gave me the opportunity to meet other gifted students which helped me develop my social skills. The travel experiences are truly some of my most treasured memories. I gained independence and a broader world view.”

AMBER CANN SAPP, Leitchfield, KY

Gifted and talented students from eastern Kentucky wishing to attend SCATS or VAMPY will now have the opportunity to apply for a newly funded scholarship: The William Gladstone Begley II Scholarship. Originally from Hazard, KY, Dr. W.G. Begley had been an ardent supporter for excellence as well as a dear friend to The Center. Dick and Julia Roberts wish to memorialize this fine man and his memory (he passed away last year) by perpetuating one of his missions in life: the love of learning. His daughter Jennie Lou Eidson was a counselor for SCATS and VAMPY for several years. Others who wish to help endow the scholarship have that opportunity.

New Scholarship Remembers W.G. Begley II, M.D.

JOANNA GAUNDER (VAMPY 1990) majored in Neuroscience at MIT. She served as president of MIT Brass Ensemble and as project coordinator of MIT Project HEALTH. Currently, she designs and builds new computer systems as an Information Technology consultant.

MASON DYER (VAMPY 1991, 1992) serves the Boyle County Schools, KY, as an AmeriCorps member in the EKU Student Services Consortium Center. He plans to pursue graduate studies in the fall of 2000 either at the University of Kentucky or the University of Mississippi.

HEATHER VOUGH (VAMPY 1993, 1994, 1995) studies Comparative Literature and Philosophy, Neuroscience and Psychology at Washington University in St. Louis. There she is a photographer for the school newspaper Student Life, and she is also on the gymnastics team.

JANET BIGGERSTAFF (VAMPY 1987, 1988) will complete her Ph.D. in the fall of 2000 from the University of California San Diego. Her field is Vibrational Damping in Graphite/Epoxy Composite Materials. Her studies are funded through NASA’s Graduate Student Research Program Fellowship. She has presented four research papers at conferences, and she was recently published in Journal of Composite Materials.

SCOTT KELLIE (VAMPY 1992, 1993, 1995) recently presented research at the International Society for Neuroscience, Kentucky Academy of Science, and Society for Integrative and Comparative Biology. He is studying Biology at the University of Kentucky under a Singletary Scholarship.

MICHAEL JUNG (VAMPY 1987, 1988) is an environmental policy analyst at American Electric Power. He will begin his Masters in Public Policy at the JFK School of Government at Harvard this fall. He graduated cum laude with distinction from Yale in 1997. In 1997-1998, he worked in South Korea as a Fulbright Scholar teaching English to middle school boys.

ANGELA SHELTON (VAMPY 1985) expects her Ph.D. in Biology and Environmental Studies in 2001 from the University of California Santa Cruz. Her program is an interdisciplinary environmental study combining biology and social science.

CYNTHIA MORRIS GILSON (VAMPY 1984, 1985, 1986, 1987) is a computer programmer for Premium Allied Tool, Inc., in Owensboro, KY. This career well utilizes her B.A. in mathematics from Western Kentucky University.

MELINDA CRAWFORD (SCATS 1987, 1988, 1989) is currently in an interdisciplinary Ph.D. program in the Psychological Sciences at the University of Arizona in Tuscon. She is also minoring in Neuroscience. In addition to her completely funded Ph.D. program, she has an additional two-year grant from NIH for pre-doctoral neuroscience training.
“I VIEW MUCH OF MY ACADEMIC CAREER TO THE PRESENT time as a sort of battle to have appropriately challenging experiences,” reflects Michael Lanham, Kentucky’s only Rhodes Scholar this year. The Centre College senior continues: “This battle initiated thirteen years ago when my kindergarten teacher went to my mother (they taught at the same school) and told her there was nothing else that she could teach me.” Since Michael was reading before he turned two, this came as no surprise. But the acceleration did take some convincing on behalf of the “authorities.” First grade lasted briefly, as again nothing new could be offered. So Michael soon became a second grader. The problem this time came in the number of days he attended. At that time in Marion County, kindergartners came to school three days a week, and since Michael was kindergarten age, the administration argued that he should only attend three days. So he did. Michael muses: “It’s always been interesting to me that the following argument was brought up at this point regarding my pending acceleration: There had been a girl about twenty years earlier who had been accelerated, and she ended up having to get married before she graduated high school. So I’ve been told the phrase they used was ‘and you know what happened to her.’ Luckily, I’ve made it this far without getting pregnant.”

Michael continued his elementary years in a gifted pullout program. This, he feels, was a blessing: “It was the gifted second graders from my kindergarten year who helped ease the transition to third grade.” The one full day a week with intellectual peers made him realize he was not alone. Soon he was in middle school attending SCATS in the summer. By his eighth grade year, he was attending high school half the day in order to challenge his mathematical abilities. Through this, coupled with his earning credit for Algebra II while in VAMPY, he in essence skipped his freshman year of high school as well. He then took advantage of his county’s alternate time frame to get in extra classes. In short, Michael successfully completed the traditional school curriculum by age 14 and graduated.

None of this would have been possible if not for his support system, one of his greatest blessings he argues. He explains: “Throughout my journey I’ve had an extremely supportive and vocal set of parents who communicated well the reasons for my various accelerations and helped to smooth over the bumps that did occur along the way. Their drive and determination at making sure I (and my brothers, both of whom are also radically accelerated) was (were) receiving the best education possible at all times has been inspiring. And a by-product of this inspiration has been my desire to speak at state and national levels about my experiences as a gifted, accelerated student, hoping that I can help break through the prejudices and negative stereotypes still surrounding the process of acceleration.” And he has been most successful in this endeavor. Since his initial K through 3 acceleration, both of his brothers, Ryan and Jonathan (SCATS and VAMPY alumni as well), have been accelerated in Marion County as “have at least a dozen gifted students for whom it was an appropriate educational decision.”

The next “educationally appropriate” decision for Michael was Centre College which he entered as a Trustee’s Scholar (awarded to one incoming freshman and covers full tuition, room, and board). Not only has he completed a double major in mathematics and music, but he has also participated in numerous activities and earned many awards and honors. Founding the Gamma Psi chapter of Delta Omicron International Music Fraternity and becoming president of that organization allowed him to combine his passion for music with his desire to lead. From his being selected to study in the Centre-in-London Program to serving as chapter president in the Mathematics Association of America, Michael has sought challenge, service, and leadership. His vita is truly outstanding!

With this double major, Michael has “kept many doors open for the future.” But those doors have now been voluntarily closed except for one: “while struggling to choose one of these three possibilities (music, mathematics, or medical school), I discovered the subject that I now feel called to study at the graduate level. This subject combines the sound structure of mathematics with an appreciation for the uncertainty encountered when studying biological systems - systems in which the objects of interest are no longer symbols and numbers, but living organisms. I discovered mathematical biology.” This is a relatively new passion of his, one that developed last summer as he participated in the Mathematical Biology Institute at Cornell University. He was one of twenty-three students...
invited to participate in this eight-week intensive research program: “I found myself immersed in the most challenging mathematical atmosphere to which I had ever been exposed. I discovered that socially pressing questions and applications are inherent in the study of mathematical biology, distinguishing it from any area of mathematics in my previous experience. I realized that through my research my desires for challenge, leadership, and knowledge were being fulfilled.” He feels that this research last summer helped him greatly in becoming a Rhodes Scholar. Oxford is the optimum place for continuing this work. 

Michael explains part of the procedure in being named Rhodes Scholar. Potential Rhodes Scholars must endure both state and, if successful, regional level interviews. The state level interviews, only twenty minutes in length, focused on Michael’s areas of study plus how he met the four standards of the scholarship. From the mathematical urn model to the VEI (Vaccine Efficacy for Infectiousness) vaccine to how he “protected the weak,” Michael had to explain, defend, and argue. Then once on the regional level in Chicago (where twelve people were narrowed to four), he explains, “the committee made me qualify anything I said.” So he fielded a variety of questions such as an ethics one regarding the distribution of medium-quality therapies for AIDS in Africa. One “cool question” concerned his creating a list of important musicians/composers from the last millennium and his justification for including those singers for challenge, leadership, and knowledge were being fulfilled.” He feels that this research last summer helped him greatly in becoming a Rhodes Scholar. Oxford is the optimum place for continuing this work. 

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When the regional results were announced, it “was extremely hard to believe. I literally was speechless because I began to find it hard to breathe.”

MICHAEL LANHAM, Rhodes Scholar

As he finishes his final semester and prepares to go to Oxford, Michael analyzes his life as gifted: “I feel that my role as a gifted student has been slowly transformed from one that requires my constant attention to the quality of my education to one that allows me to use my experience to help other people have the same types of positive and appropriate educational experiences that I have.” He views himself as a passionate advocate: “Instead of having to fight the public school system, I’ve had smaller fights with my college, and this has allowed me to step back from my past educational experiences and comment on them and how they could have been better or worse. Hopefully, my example of what works for me and what didn’t (though as individuals, each student’s situation must be viewed separately and with that student’s particular needs in mind) can help pave the way for making the entire process of receiving an appropriately challenging education a little less trying for future students, parents, and teachers.” He continues, “There were so many junctures along the way where it might have been easier for many of the involved parties if the persons-in-charge had simply said ‘no.’ (Well, sometimes they did try – but they were usually talked out of it.) I am very thankful for my association with The Center and KAGE because I have felt for quite some time that I have a whole network of supporters for the cause.”

So what’s the next step after Oxford for Michael? Will mathematical biology materialize into a career for him? He isn’t sure about that quite yet: “Music has been an important part of who I am for as long as I can remember, and I cannot simply abandon it. Finding a balance between music and mathematics will be the challenge I face once I’ve run out of degrees to get.” He’s the first to admit he doesn’t quite know what he wants to be; however, he is steadfast in what he wants to do: “To become a leader among my peers, to make learning a lifelong career, and to seek out opportunities and experiences that continually challenge me.”

The Challenge / Summer 2000
Leslie Kendrick: Veteran Rhodes Scholar

“There is an issue that often, but not always, correlates with being an adult, and that’s finding a community in which you can use and enjoy your abilities without being stigmatized by them. Some kids already have such a community; I did within my family, though not always at school. Some people never find one, even when they’re with adults. Oxford is definitely providing such a community right now, and I love it.”

LESLIE KENDRICK, Rhodes Scholar

“I THINK THE RHODES’ SELECTION COMMITTEES LOOK FOR people that have filled a space at their universities that would have been empty without them,” explains the Floyd County, KY, native Leslie Kendrick. “Do what only you can do; if you’re happy with what you’re doing, you’ll do it well. That’s much better than doing what someone else thinks it takes to be a Rhodes Scholar and having each day be like pulling teeth. I was very lucky to have the support of my family and of many educators who used their own time to listen to me and to talk about their own careers, their research passions, and my own developing ideas about these things.” Through this type of support coupled with immense drive and dedication, Leslie was named Rhodes Scholar in December of 1997.

Leslie began her formal studies in the Paintsville City School system and continued there until her sophomore year. After having spent three summers with the Duke Talent Identification Program (which is VAMPY’s model), Leslie realized that she needed more: “You can do a great deal for yourself in a public system with supportive parents and mentors, but when you get to the last couple years of high school, you either have things like college guidance and AP classes or you don’t. PHS didn’t, so I spent my last two years of high school at Salem Academy, Winston-Salem, NC.” From this all-girls school, she received the prestigious Morehead Scholarship to UNC-Chapel Hill. It was there that she discovered her passion — or rather she “filled a space at her university that only she could fill.”

Her passion was interdisciplinary study in the humanities: she graduated in 1998 with highest honors having majored in Classics and English with a minor in Creative Writing. She explains: “I didn’t come in intending to major in Classics, but the small classes (sometimes three people - like an Oxford tutorial) and the stellar, incredibly caring faculty proved to be some of the best things UNC could offer... The Classics and English folks at Carolina like to work together, and the result was that I enjoyed almost a custom-made degree program that had a lot in common with the BA Oxford offers in Classics and English. The result is that the intersection of those two fields is still my favorite area of study and a big part of what I do at Oxford.” She pursued this passion at Oxford in the fall of 1998 as Rhodes Scholar.

One other notable aspect of her undergraduate program proved to be the Morehead Scholarship itself (which is modeled after the Rhodes). Leslie interprets its impact: “This not only paid for my tuition and provided a living stipend, but it also arranged and paid for summer internships for each of the 50 students or so in each Morehead class. They arranged summers on outdoor leadership (Outward Bound), public interest, the private sector, and global travel. The flexibility of the program allowed me to do internships which matched with my interests in literature, language, and teaching. Also, my husband was a Morehead Scholar in my class, so we have a great deal to thank the program for.” She believes that her Morehead experience proved invaluable in her seeking the Rhodes.
The oldest international fellowship, the Rhodes Scholar, was established in 1902 in the will of Cecil B. Rhodes, a British colonial pioneer and statesman. He specified four standards by which all Rhodes Scholar applicants should be assessed:

1. literary and scholastic achievement;
2. fondness for and success in sports;
3. truth, courage, devotion to duty, sympathy for and protection of the weak, kindliness, unselfishness and fellowship;
4. moral force of character and instincts to lead, and to take an interest in one's fellow beings.

Each year thirty-two Americans earn this honor to join the other two hundred scholars selected world wide.

Once at Oxford, Leslie and her soon-to-be husband, George Baldwin, took different scholarly paths: George is pursuing a degree in Politics and Economics at Hertford College while she is at Magdalen College completing the Master of Philosophy in English Studies, specifically the Renaissance period, 1500-1660. She is thrilled about her program of study: “The Classics played such a large part in the development of the English language and literature. My thesis is on the pathetic strain in the Aeneid and Paradise Lost, and I hope to expand it into a larger study of Virgil and Milton: not exactly untravelled territory, but as English Studies moves farther from (and even vilifies) the classics, and as classics departments are reduced (or even eliminated), it’s important for people of modern (or should I say postmodern/feminist/etc.) sensibilities who think the classics still matter to get up and say so.” Passionate in her views, she argues, “English departments become more and more divided, and people studying, say, John Milton and Virgil often get branded as old school and reactionary - and sometimes they are. I want to be a scholar who subverts the stereotypes and makes both students and faculty think before they make such generalizations or turn their backs on a rich part of literature.” This academic thought will soon be questioned as she enters her M.Phil. exams that last from March until the end of June. Once that phase of her scholarship is complete, she hopes to continue at Oxford for a Doctor of Philosophy, which should take one to two more years.

Her Rhodes’ experience is not her first one in Oxford. In 1992, Leslie and her father, Will, accompanied Dr. Julia Roberts on a trip to England sponsored by The Center for Gifted Studies. When they visited Oxford, Leslie wondered if she could ever go to school there. Several years later, we all know the answer to that question. Her family has other ties to The Center as well. Her sister Eliza attended VAMPY for four years and interned for a month. She also participated in a Russian exchange with us in 1996; Leslie feels that this “greatly influenced her decision to study Russian in college.” Her father even serves on the board for the Kentucky Association for Gifted Education (KAGE). This is the type of support and opportunity Leslie mentioned earlier.

When Leslie was questioned about what advice she would give to someone just beginning the same journey (as Michael Lanham is), she replied: “My best advice is always demand what you need. Oxford is extremely hands-off, and most people who come here are used to close personal guidance at their schools in the States. If you do not ask for what you need here, you will not get it. It is a good idea to maintain ties with professors in the U.S. for advice.” She concludes her wise words: “And finally, there ain’t nothing this place hasn’t seen before! You can either let that bother you or make it one of the most exciting and unique parts of the experience. I opt for the latter: who can beat reading the original edition of Paradise Lost in the Bodleian? (Sadly Milton was a Cambridge man, but you can’t have everything.)” This all tends to lead back to what Leslie said in the beginning: “Do what only you can do: if you’re happy with what you’re doing, you’ll do it well.” And she should know; she’s one happy Rhodes Scholar.
Leadership Institute IV: Recognizing and Developing Leadership Talent

Dr. Frances Karnes, director of both the Center for Gifted Studies at the University of Southern Mississippi and the Leadership Studies Program, spoke to over fifty people at Leadership Institute IV this past December. Having authored *Girls and Young Women Leading the Way*, Dr. Karnes was well qualified to provide insight and strategies in preparing our young people to be the leaders of tomorrow. She, along with other leaders from the world of business and academia, presented sessions on how to develop leadership talent and gave examples that have worked for them. Other presenters included Dr. Randall Capps of Leadership Strategies International, Mr. Gene Crume of Western Kentucky University, and Dr. Steve Titus of Southwest State University.

Since leadership is one of the five areas of gifted and talented designations (the others being general intellectual ability, specific academic aptitude, creativity, and visual and performing arts), educators must learn how to develop and hone these skills in young people. That’s the reason the Institutes began four years ago. And Dan Reeder, the District Coordinator for Gifted Services at Montgomery County Schools and Past-President of KAGE, has been to every one of them! In fact, he was part of the Shakertown discussion group at the Symposium on Kentucky’s Children Who are Gifted and Talented back in 1996 when people commented on the real need for leadership development. The first Leadership Institute occurred a few months later. Why does he return each year? He explains: “Each year the Institute provides new and valuable information for those attending. I also feel part of a team that works on the solutions for gifted services. Together we find ways to serve our students. We do not look at the negative and find ways not to lead. The fact that we participate shows we value leadership opportunities.” He continues, “Each time I leave with a renewed spirit and a realization of how important our efforts on leadership are.”

This renewed spirit of his has taken on tangible form. As a result of these Institutes, he has developed a leadership framework for Montgomery County; he has shared this with teachers across the state. He also shared the plan at the National Association for Gifted Children’s National Convention in Louisville last year with Dr. Julia Roberts and her daughter Julie Roberts. But he argues that the most important utilization of what he’s learned has been activities in the classroom with students.

Each Institute has taken leadership training to new levels. For example, Dan remembers: “I think the first Institute was the most rewarding as there was such a need across the state. Jim Wiseman (of Toyota) was such a great person to begin the Leadership Institute. I came home, typed the notes from his speech, and sent them to all administrators and board members in our county. Today I keep them close and still pass them on to others when I make presentations on leadership.” Then he confirms, “The last Institute was great because...
it reflected how far we had come as a group." Progress has certainly been made in this arena. But more is needed.

Dan hopes to see motivational speakers and work on curriculum articulation at future Leadership Institutes. And his desire for leadership activity displays from successful projects will be a reality at Leadership V scheduled for November 30 and December 1, 2000. Attendees will bring displays depicting leadership training success so that others may learn and even emulate.

Dan has been in the same company with another attendee all four years. Donna Leach, the Public Relations Director for Russellville City Schools in Kentucky, also teaches leadership seminars to gifted middle school students. It was this latter task that prompted her going to the first Leadership Institute. She explains: "I felt it would be immediately applicable with what I was doing. I found that teaching leadership as part of gifted education was very new. In fact, I found myself sharing exercises and techniques. I even had several people contact me afterwards. It was advantageous for everyone. I was the recipient of very rich ideas and gave ideas as well. We were all sailing on this ship together." It was her curiosity and intense interest in leadership development that encouraged her to return year after year.

"When we teach gifted students, the best way to guarantee their secure self-esteem (as well as their appropriate humbleness) is to provide them with the challenge that most other students receive each day in school: the challenge to learn something new and to discover first hand that struggling to learn can be exciting."

SUSAN WINEBRENNER, Teaching Gifted Kids in the Regular Classroom

Coming from an industry background, she was approached four years ago by her district to develop a class on leadership for youth. Sources for this age group were almost non-existent. In fact, she ended up re-vamping what she had in the industry world to make it age-appropriate. She argues, "It’s taken four years to get where it needs to be. And the Leadership Institutes are the only place I can go where I can talk with others who are doing the same. They are necessary!" She argues that it’s not enough that districts point out existing programs such as 4-H or scouts to support that they are developing leadership: "We are all challenged - no mandated - to teach leadership as a gifted component. We need to teach leadership skills to gifted students. And the people at the Leadership Institutes, like Julia Roberts, Frances Karnes, Dan Reeder, these are the movers and the shakers in this field. Frances Karnes is one of the few in the field who is writing curriculum for this age group. And you must have an understanding of gifted to make it work – which, of course, she does!" She also believes that leadership development has come a long way – thanks to people such as Frances Karnes and opportunities like the Leadership Institutes.

In fact, Donna exclaims, "These people are diamonds to me. They are a fount of ideas. They are valuable resources who have an incredible depth of knowledge. They’re motivational. Inspirational. In fact, every gifted resource person should be aware of this opportunity. Give yourself a treat. Go to the Institute and meet these people. You can’t get it anywhere else."

FOR GATEKEEPERS AT COLLEGES, A DAUNTING TASK OF SORTING

"Though her SAT scores exceeded the median of those applying to Wesleyan (1,350), and her race and West Coast origin were in high demand, Mr. Figueroa (an admissions official) finally circled the preliminary recommendation ‘deny.’ Among his concerns, he said, was that she had not selected very challenging courses."

The New York Times, February 27, 2000
What Educators Need to Know About Mentoring: Implications for the Learning Environment

Educators need to consider a variety of educational experiences as they develop programs to meet the diverse needs of students. Mentorships are a flexible way to develop individual talents and interests outside the regular curriculum and timetable. Mentoring is a strategy which can complement classroom teaching.

The term mentor derived from Greek mythology when Odysseus entrusted his son, Telemachus, to the care of his wise advisor, Mentor. Mentor assumed the role of guiding Telemachus into young adulthood in his father’s absence.

A mentor is an expert in a field who may assist a child with his or her understanding in an area of common interest. Mentorships are not traditional student-teacher relationships, but equal partnerships forged in learning. A mentor and student interact on a one-to-one basis to develop a plan to integrate skills and knowledge to meet the needs, abilities, and desires of the student.

The educational mentoring relationship may focus on an academic or creative area chosen to capitalize on the student’s interests and enthusiasm. The work undertaken in a mentoring situation is not the regular curriculum; it can be an extension of it, as well as an area of interest unrelated to school curriculum content.

Prior to beginning the mentoring program, a school planning team should identify a coordinator for the program, define the roles of mentors, and develop a program plan which includes staff awareness training, possible funding resources, criteria for student and mentor selection, and feedback and evaluation procedures. The individual mentoring relationship should be developed with an underlying set of goals that have been agreed upon by each mentor and mentee. The role the mentor plays in developing the specific goals of a mentoring situation varies. Thus throughout the mentoring experience, regular feedback needs to be collected to determine the compatibility of the relationship and the progress that is being made.

“If I have seen farther, it is by standing upon the shoulders of giants.”
SIR ISAAC NEWTON

Three broad stages of development occur in the mentor relationship. Stage One involves defining the student’s interest and finding areas the student would like to pursue. It is imperative that this first step is undertaken slowly and develops as the bond between the mentor and the mentee grow.

Stage Two is the development of the necessary skills and strategies to undertake the high-end learning that will be completed at Stage Three, which may be an original piece of research or in-depth investigation of a topic. Mentors can provide a level of content sophistication for student projects that is impossible for a local school system to offer.

Interaction between the two participants is determined by the needs of the student and does not necessarily need to be limited to personal contact. The rapidly expanding electronic communication options now available in many schools afford students easy, inexpensive access to experts at a variety of locations through the use of telecommunications and computer systems.

Practicing professionals in the community, retired people, older students, and university faculty should be considered as possible mentors. The mentoring relationship is a creative and open-ended one. It depends upon a truthful interchange between the mentor and mentee. Successful mentoring allows the student to leave the relationship with not only increased knowledge, but also a valuable personal contact and a realistic image of the professional’s role in the field.

Mentoring Notes

- The goal in any mentoring process is the combination of practical experience and intellectual challenge for the mentee through the cooperation of the school, family, and mentor.
- The benefits of a mentor relationship for a student are both personal and academic. The relationship encourages the student to pursue his or her interests at advanced levels.
- Mentorship programs expand the options available to students utilizing community resource people to share content beyond the conventional classroom curriculum.
- In a 22-year study of 212 young adults, E. Paul Torrance found that those who worked with mentors completed a larger number of years of education and earned more adult creative achievements than peers who did not have mentors.

Striving for Excellence in Math and Science: The Eisenhower Grant

“The Eisenhower Grant has many goals. But the ultimate goal for me is to produce the best science students in the world,” explains McLean County Middle School science teacher Donna Howell. “I find it very depressing to read the results of national studies and find out how low our students score in both science and math. I know our kids are capable of being the best.” This belief in her students coupled with innovative training and teaching strategies provided by the grant have realized positive results for her science students.

In 1998, Eisenhower Grant co-writers Dr. Julia Roberts and Dr. Roger Pankratz received funding through the Kentucky Council on Postsecondary Education’s Dwight D. Eisenhower Mathematics and Science Program to lift the learning ceiling in middle grades science and math classes. Teachers from Bowling Green, Daviess, McLean and Warren County participated that first year (with many new districts added last year).

“In the spring of 1998, McLean County Middle School was asked if any of our teachers would like to participate in a professional development opportunity for science and math at Western. Three of us decided to risk ten days of our summer. Our basic reason for choosing to attend was the desire to improve our KIRIS scores in both math and science. The math scores from our school have always been impressive. The science scores less so. As the seventh grade science teacher, I took the lack of the same type performance in science personally,” confesses Donna. Since she had attended numerous workshops in vain trying to raise the scores, she approached that summer workshop “with a great deal of skepticism.” But her skepticism soon dissolved.

She continues, “Dr. Pankratz had visited our school several times to inquire what we felt was needed to improve scores. What a change – someone asking teachers what they needed and then listening!” Dr. Pankratz utilized this information in planning the workshops. Donna reflects on one of her greatest lessons: “One thing that the program taught me was that I needed to be teaching the concepts in science in much greater detail and not trying to cover so many topics: an inch wide and a mile deep in content, not a mile wide and an inch deep. The concept of mini-units was introduced as a way in which to accomplish this goal. Also emphasized was the idea that teachers need to be teaching to the highest level possible.

Donna returned rejuvenated, armed with strategies to get rid of the learning ceiling. And that’s what happened: “On last year’s CTBS test, the highest scores in seventh grade were in science. The credit for this, I believe, belongs to the Eisenhower Program and what it has taught me.”

One strength of the program is the sharing of ideas. Donna expounds: “All of us attend because we are interested in providing the best possible science and math education to our students. People share what they have found to be successful in their classrooms. Materials and funding sources are shared, too.” Another participant Deb Wisley from Bowling Green City Schools values this as well: “We shared resources that we felt were good and activities and strategies that worked for us. The second year I presented a short lesson that I developed during the previous year. Although I presented, I still gained an improved understanding of content and activities.” This is one reason the program meets with such success, Deb explains. “I feel that this project has helped me improve my content knowledge in science and has helped me improve and refine my teaching, which in turn helps students. Students seem to have a much improved attitude about science also.”

“The Eisenhower Grant has truly been a partnership between the practicing teacher and the teaching of teachers. A lot of the credit for the increase in our science scores belongs to this program.”

DONNA HOWELL,
McLean County Middle School, KY

The Eisenhower Grant funds a variety of opportunities for participants including workshops. Donna Poland presented the latest one, Problem Based Learning Workshop, in February. The workshop used the science curriculum developed at The Center for Gifted Education at the College of William and Mary. Donna Howell attended and was “very pleased with the program.” Since the Kentucky Core Content stresses Inquiry and Application type problems, the emphasis of the workshop was right on target, she believes.

When asked about the value of the Eisenhower Grant, Donna paused to reflect: “There are many ways one can measure value. Lately, most measure the value of a program by an increase in test scores. However the value of this program has been much more personal: the friends I have made through this on-going program; the satisfaction I get from seeing the enjoyment of the mini-units on my students’ faces; and the satisfaction I get from making science fun and understandable.” She concludes: “I hope that the grant for this program is funded for many years to come. I plan to participate as long as possible.”
Let It Be London

Julia and Dick Roberts have taken groups of students and/or adults to places all over the world since 1980. France, China, Russia - the list goes on and on. This past April, thirty-four people accompanied them to London, England - and I (the editor of The Challenge) was fortunate to be one of those! What follows is a rather atypical article; I've included snippets from my travel journal (that in truth was composed on my eight-hour flight home with the exception of one day's events!) from my travel journal (that in truth was composed on my

What follows is a rather atypical article; I've included snippets from my travel journal (that in truth was composed on my eight-hour flight home with the exception of one day's events!) for those who have traveled, you will be a kindred spirit in my awe and excitement. For those who haven't, may this inspire you to take wing.

For those of you who haven't, may this inspire you to take wing.

MONDAY’S RECOLLECTIONS, APRIL 3

We took an early bus to Windsor. I had no idea what was in store for me!

... We explored so many aspects of the castle: outer walls with a glorious view of the whole valley - a real defense; small slitted windows for archers; cannons along the wall. I walked where king after queen wandered and lived from the 11th century until today. And the castle itself was unbelievable! We visited so many chambers each more ornate and elaborate than the last... The staircase was perhaps my favorite - winding on each side and brilliantly decorated with shining suits of armor and displays of swords. Even knights on horseback in full armor! It was afire with brilliant metal... I then walked out onto the medieval stone pathway, glancing at colorful stained glass as I bent down through the wooden-pegged door. I was transported in time and place...

TUESDAY’S RECOLLECTIONS, APRIL 4

... Then on to the National Gallery. I am amazed at my physical reaction to some works of art - my heart speeds; my breath stops moments at a time. And this is what happened as I stared open-eyed at Leonardo da Vinci’s The Virgin of the Rocks and his chalk Madonna sketch. I could spend an entire day just soaking them in. Incredible... As I wandered from room to room, I stumbled upon famous paintings one right after the other. Many I have taught in class: Jan van Eyck’s The Arnolfini Portrait, Botticelli’s Venus and Mars - well, the list is almost endless (so I bought a book). I find my words lost as I try to explain what I was feeling - spirituality, peacefulness, contentment, awe, disbelief. And then the Impressionists! Monet, Renoir, Degas. I saw Van Gogh’s Sunflowers! If I did nothing else, my trip was complete!

As I review what tidbits I have chosen, I can’t believe all that I was forced to omit due to space: no room for Parliament and our special viewing from the Strangers’ Gallery, no mention of Poets’ Corner in the monumental Westminster Abbey, no talk of the “divorced, beheaded, died, divorced, beheaded, survived” rhyme the young British learn while studying Henry VIII, no talk of the Tower of London and its ravens, no London Bridge, no Globe Theater, not a word about Les Miserables and The Starlight Express, no talk of the Roman Baths, and certainly no space to discuss the artistry of the tapestries at Hampton Court.

Maybe I should leave some of that up to you. Come join us next year as The Center takes a group to Paris during spring break and to Great Britain in the summer. And be sure to take your journal with you.

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What Parents of Gifted Students Need to Know about Television Viewing

Television is one cultural factor that all children have in common. It is a highly prominent source of information and entertainment for the most gifted children, and their attraction to it at an early age is reflective of their natural attraction to accessible and interesting sources of information. Gifted children enjoy learning tasks that are unstructured and flexible. Television seems to fit the bill and should be considered a viable learning tool. It gives gifted children an opportunity to observe and familiarize themselves with advanced or abstract concepts that are normally learned at a later age through other means.

Television viewing during the preschool years does not warrant concern by parents unless it unduly limits interaction with adults and other children, results in long-term viewing habits, or takes the place of other viable means of information, such as books.

“The most effective form of parental mediation of television viewing is purposeful selection of programs and viewing television with the child.”

ROBERT ABELMAN,
Author and Researcher

“This instrument can teach, it can illuminate; yes, and it can even inspire. But it can do so only to the extent that humans are determined to use it to those ends.”

EDWARD R. MURROW,
Former CBS Correspondent

Gifted preschool children are more likely to watch educational programs such as Sesame Street, Reading Rainbow, Carmen San Diego, or Mister Rogers’ Neighborhood than cartoons and other children’s programming, and they are more likely to do so at an earlier age. They are also inclined to watch these programs with greater regularity and devotion than other children. However, gifted children rapidly outgrow these programs and seek more interesting and appropriate alternatives.

Finding age-appropriate television content for young children can be problematic. Parents should ensure that the programs being watched match their children’s capability to follow story line and plot development and is sufficiently challenging. Children are likely to perceive many of the fictional characters found in more sophisticated adult-oriented programming as real. Parents can view these programs with their children and discuss themes and characters with them.

Parents of young children should avoid programming featuring marketable products. These program length commercials are becoming increasingly prevalent on television.

‘This instrument can teach, it can illuminate; yes, and it can even inspire. But it can do so only to the extent that humans are determined to use it to those ends.’

EDWARD R. MURROW,
Former CBS Correspondent
Television viewing should not be used as reward or punishment. This places too much emphasis on the importance of the medium over other sources of information and entertainment.

Parents should not allow children to watch television haphazardly. They should purposely select programming that has something to offer their children. This may require a certain amount of previewing and co-viewing with their children.

The television viewing habits of preteen and teenagers may serve as the foundation for important conversations about social roles and peer group pressures. During early adolescence gifted children tend to watch a great deal of television and may be especially attracted to fictional information about social interaction and behavioral roles. These programs can give parents an opportunity to discuss a variety of issues with their children.

For some children, under some conditions, some television is harmful. For other children, under the same conditions, or the same children under other conditions, it may be beneficial. It depends on the child. By monitoring what children watch and by discussing the programs they view, parents make television a useful resource.

- Gifted teens, and females in particular, are often poorly portrayed on television.
- Gifted preschool children typically watch two to three more hours of television per week than do other children of the same age; although once gifted children reach school age, they watch less television than their peers. The existence of cable or VCRs does not increase the total amount of time gifted children spend in front of the television set.
- Gifted children are more active viewers than their peers. They are more involved in plot and story lines, less influenced by violence, and more aware of advertising appeals and strategies.

This information comes from a pamphlet published by NRC/GT and it is based on the following:

Lost Contact

As the years have gone by, we have lost contact with some people important to us. Under Alumni on our web page (www.wku.edu/gifted/), we have a section entitled: Where Are They Now? Check it out. If you can help us reconnect with some of these friends, we sure would appreciate it.

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.
Once again, we’d like to thank some very special people. The friends listed below help us provide opportunities, resources, and information. Their monetary gifts make it all possible.

Katherine and John Abbott - Louisville, KY
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Tom and Linda Kerley - Paducah, KY
Jae and Hak Yoon Kim - Bowling Green, KY
Michael and Donna Koller - Lewisburg, KY
Jih and Engrid Lai - Blacksburg, VA
Karen and Stephen Landy - Memphis, TN
David and Laura Harper Lee - Bowling Green, KY
Dr. and Mrs. Gene Lewis - Frankfort, KY
Jeff Ligon - Nashville, TN
Winni Lin - Owensboro, KY
Christopher and Melissa Lind - Nashville, TN
Steven and Judy Lippmann - Louisville, KY
Dr. and Mrs. Kee-Fei Liu - Lexington, KY
James and Dorothy Looney - Louisville, KY
Nancy Love - Owensboro, KY
Lonnie and Debbie Lusk - Cape Girardeau, MO
Pete, Dixie, and Sarah Jo Mahurin - Bowling Green, KY
David and Sharyn McBride - Henderson, KY
Paul and Sue McNeary - Murray, KY
Katherine Mearles - Versailles, KY
Peter and Francine Meenen - Antioch, TN
Travis and Carolyn Megason - Texarkana, TX
Carol Mercer - Owensboro, KY
David and Marilyn Meyer - Louisville, KY
Shri and Shada Mishra - Nashville, TN
Denise Murley - Scottsville, KY
Mr. and Mrs. Julio Nieri - Soddy Daisy, TN
Mark and Nancy Overstreet - Frankfort, KY
David Pahrer - Knoxville, TN
Daniel and Patti Prather - Louisville, KY
Richard and Becky Raff - Frankfort, KY
Drs. P.S. and Reva Raju - Louisville, KY
Mohan and Mary Ann Rao - Madisonville, KY
Drs. Sreedhar and Subbulaxmi Rayudu - Germantown, TN
Gregory and Siegfried Ream - Lexington, KY
Julie Roberts - New York, NY
William and Nancy Rogers - Florence, AL
James and Diane Salmon - Bowling Green, KY
Marcus and Mary Samale - Nashville, TN
Stephan and Cathy Samuels - Louisville, KY
Steven and Terese Sherer - Louisville, KY
William and Judy Sisk - Louisville, KY
Lee and Sherleen Sisney - Prospect, KY
Nancy and David Smithfield - Clarksville, TN
Teresa Snead - Bowling Green, KY
G.S. and Indu Sohi - Louisville, KY
Jerry and Betty Springate - Lawrenceburg, KY
William and Esther Sutton - Lexington, KY
John and Carol Talbert - Henderson, KY
Bruce and Joyce Teale - Scottsville, KY
Don Thomas - Owensboro, KY
Patrick and Arlene Thomson - Orlando, FL
Dr. and Mrs. E.W. Unnikrishnan - Ashland, KY
Harish and Urmila Vishria - Germantown, TN
Gary and Cindy Vough - Lexington, KY
Susan Wilkins - Paducah, KY

Friends interested in helping us reach our vision through financial development should contact us.

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The Challenge / Summer 2000
The Calendar of Events

**June 18 - 30, 2000**  
The Summer Camp for Academically Talented Middle School Students (SCATS), WKU

**June 25 - 30, 2000**  
The Advanced Placement Institute, WKU

**July 2 - 22, 2000**  
The Summer Program for Verbally and Mathematically Precocious Youth (VAMPY), WKU

**July 17 - 21, 2000**  
The English and Mathematics Vertical Team Institutes, WKU

**August 26, 2000**  
New Teacher Workshop, WKU

**October 18 - 19, 2000**  
Junior Great Books Training, WKU

**November 30 - December 1, 2000**  
Leadership Institute V, WKU  
South Campus

**January 28, February 3, 10, 17, and 24, 2001**  
Super Saturdays

**April 6 - 15, 2001**  
Spring Break in Paris

**June 2 - 15, 2001**  
The British Experience

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Anything New?

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

Name ____________________________________________

Address __________________________________________

STREET __________________________________________

CITY __________________________________________

STATE __________________________________________

ZIP __________________________________________

Phone Number ______________ Fax Number ______________ E-mail Address ______________