



**Governor's Scholars Program
2010 Academic Report**



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Governor's Scholars Program



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Letter from the Executive Director

Dear supporters and friends of the Governor's Scholars Program,

This August, even as we celebrated the conclusion of another successful summer, all of us associated with the Governor's Scholars Program suffered a great loss. Robert Sexton, an extraordinary advocate for education in Kentucky, passed away. Bob was involved with many initiatives aimed at advancing our Commonwealth's human capital, one of which was the creation of the Governor's Scholars Program. Thanks to Bob and our other founders, GSP is deeply rooted in a philosophy of educational excellence that has supported its growth over time. As a result, the Program continues to branch out, offering each new generation of scholars fresh opportunities to grow as learners and as leaders.

Honoring Our Roots

In 1983, a group of community leaders banded together to realize the utopian dream of creating a summer program for high-achieving rising high school seniors. Since then, the GSP has expanded from 250 to 1,050 students each summer, including representatives from all 120 Kentucky counties. Even as the Program has undergone such growth, its core values remain the same. Today, as it did in 1983, the mission of the Governor's Scholars Program continues to encompass two challenges: nurturing the future of civic and economic leadership in Kentucky and providing models of educational excellence.

Branching Out

In order to keep meeting the challenges that our mission poses, the Governor's Scholars Program must continually grow and change. I am pleased to report that in 2010, GSP has branched out in a number of ways. Some examples:

- In February, we launched a new, highly-interactive website designed to effectively address the needs of applicants, accepted students, and alumni, as well as school officials, would-be staff, and scholar parents. The new gsp.ky.gov helps us to stay in touch with all generations of scholars, from those who completed the Program in 1983 to those who will do so in 2011.
- In June, we went "back to the future," as we returned to Murray State University, which had last hosted the Program in 1992. Scholars on the MSU campus enjoyed a wide variety of opportunities in the Western Kentucky region, including field trips to the Land Between the Lakes, the National Quilt Museum, the Frist Center for the Visual Arts, Cundiff Farms, and St. Jude Children's Research Hospital.
- On July 21st, scholars on the Bellarmine campus had the opportunity to attend and participate in a debate involving the candidates seeking to be the next mayor of Metro Louisville. Five scholars joined the panelists and the candidates themselves in posing questions. The debate's interactive format prompted several spirited exchanges that offered great insight into the candidates' personalities and their plans for the city.
- On July 28th, the GSP-Centre community enjoyed a new activity: the Evening with the Arts. This event allowed a number of classes—focus areas and general studies, alike—to showcase all that they had learned and accomplished during their time on campus. The night included displays ranging from watercolors to scrapbooks to edible art, original musical recordings, a dramatic production, and even a Japanese game show!

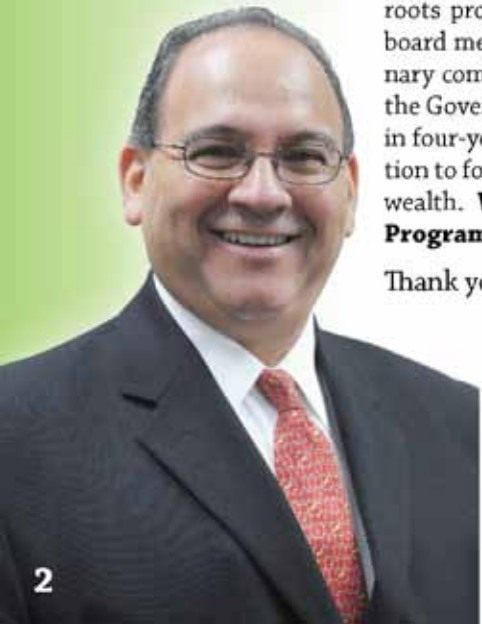
Nurturing New Growth

After 28 great summers, the Governor's Scholars Program continues to thrive, thanks in large part to the strong roots provided by our founders. With the ongoing support of state elected officials, private donors, parents, board members, school administrators, and our over 22,000 alumni, the Program has grown into an extraordinary community of learners that challenges students to achieve their fullest potential. Students who complete the Governor's Scholars Program enjoy amazing opportunities. On average, the 2009 scholars accepted \$65,000 in four-year college scholarships. More importantly, though, they have strong roots: a love of learning, a dedication to fostering and strengthening their communities, and an appreciation of and commitment to our Commonwealth. **We at the Governor's Scholars Program are proud to give our scholars the same gift that the Program's founders gave us: roots strong enough to sustain continued growth.**

Thank you for joining us as we grow tomorrow's leaders.

Sincerely,

Aris Cedeño
Executive Director & Academic Dean.



2010 Scholars by County

Counties with 1—3 Governor's Scholars Selected in 2010

Adair	Clinton	Green	Lyon	Morgan	Robertson
Ballard	Cumberland	Hancock	Magoffin	Muhlenberg	Simpson
Bath	Edmonson	Hart	Martin	Nicholas	Todd
Bell	Elliott	Jackson	McCreary	Ohio	Trimble
Bracken	Estill	Lee	McLean	Owen	Union
Breathitt	Fleming	Leslie	Menifee	Owsley	Webster
Butler	Fulton	Letcher	Mercer	Pendleton	Wolfe
Caldwell	Gallatin	Lewis	Metcalfe	Perry	
Carlisle	Garrard	Livingston	Monroe	Powell	

Counties with 4—6 Scholars

Allen	Henderson	Mason
Bourbon	Hickman	Rockcastle
Breckinridge	Knott	Rowan
Carter	Knox	Russell
Casey	Laurel	Spencer
Crittenden	Lawrence	Trigg
Harlan	Lincoln	Washington
Harrison	Marshall	Wayne

7—9 Scholars

Barren	Henry
Boyle	Jessamine
Carroll	Johnson
Clay	LaRue
Floyd	Montgomery
Grant	Taylor
Grayson	Whitley
Greenup	

10—14

Anderson
Boyd
Calloway
Clark
Graves
Hopkins
Logan
Marion
Meade
Nelson
Woodford

15—25

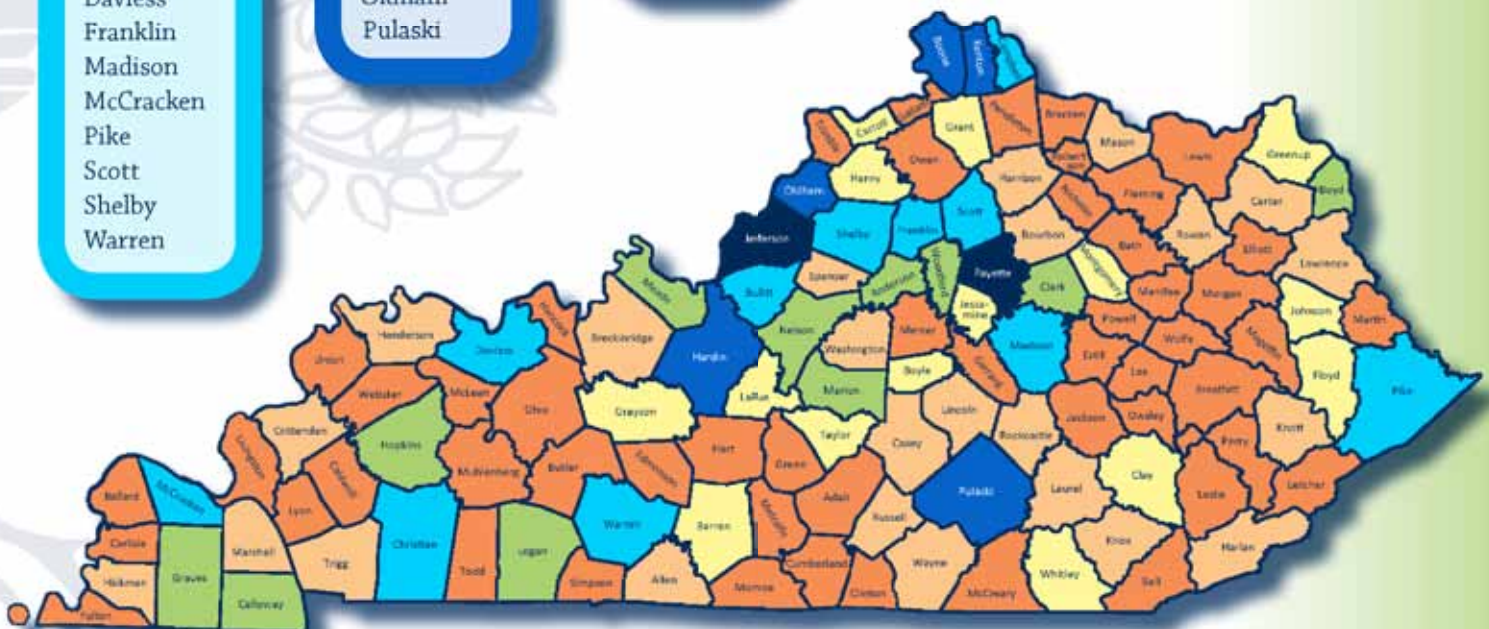
Bullitt
Campbell
Christian
Daviess
Franklin
Madison
McCracken
Pike
Scott
Shelby
Warren

26—50

Boone
Hardin
Kenton
Oldham
Pulaski

51+

Fayette
Jefferson





Agribusiness & Biotechnology

Murray State University

Scholars in **Melissa Travis's** focus area explored many facets of the agricultural industry and delved into various areas affected by advancements in biotechnology. The class enjoyed many hands-on opportunities related to these two broad fields of study. At the University's farms, scholars observed the procedures involved in creating a corn maze, learned about techniques required to raise beef cattle, discussed horticulture and organic gardening with professors, explored the aquaculture of bass and catfish, and assisted in equine care. The class also traveled to several businesses outside of Murray. On one trip, the scholars visited two large grain and tobacco operations and talked with the owners about the management skills and finances necessary to maintain such vast agricultural businesses. During another excursion, the class traveled to the Brea:hitt Veterinary Center, where scholars observed and administered testing procedures used to diagnose illnesses and/or causes of death in animals. Working in small groups, the scholars partnered with technicians to perform tests in the serology, bacteriology, virology, toxicology, and DNA labs. During a third field trip, scholars toured the ethanol plant in Hopkinsville, where they learned about the potential role of ethanol produced from corn in helping to alleviate Americans' dependence on fossil fuels.



A scholar displays the catfish he caught in MSU's aquaculture ponds.

"My favorite experience was our trip to a large corporation farm with over 10,000 acres. In Eastern Kentucky, a large farm is 200 acres!"

*Tim Grubb
Boyd County High School*

Throughout the five week Program, scholars in the Agribusiness & Biotechnology focus area spent the vast majority of their class engaging directly in hands-on experiences. From time to time, they also enjoyed interacting with guest speakers who shared their expertise in such areas as sustainable agriculture, wildlife management, and the environmental and health issues associated with food production.

Architectural Design

Bellarmine University

Scholars in **Bryan Orthel's** focus area explored the idea of design as a decision-making process and problem-solving activity that has broad applicability to everyday life. The scholars examined three aspects of Architectural Design: the development of a city and its components, the forces that impact residential and commercial buildings, and the process of construction. Class field trips highlighted the evolution of the Louisville-area urban form, traditional development patterns, and outstanding local design projects including the Olmsted Park System and the proposed Parklands of Floyds Fork. These trips also provided a primer on typical architectural styles. The scholars examined the cultural and physical forces affecting city form as well as how humans interact with a city and what meanings we derive from physical form. The class also delved into architectural history, professional design practice, and contemporary design projects.

For their culminating project, the scholars were challenged to construct a 15'-0" diameter geodesic dome using 11" x 17" paper. In conjunction with the dome project, the class briefly discussed Buckminster Fuller's approach to design and intellectual exploration. Through repeated and successful builds, the scholars developed seven prototypes that began as a 1'-0" diameter mini-dome and expanded to a 7'-8" wide example. The scholars successfully created the 15'-0" diameter geodesic dome during the last week of the Program.



Scholars use pizza boxes to assemble a prototype geodesic dome.

Bellarmino University

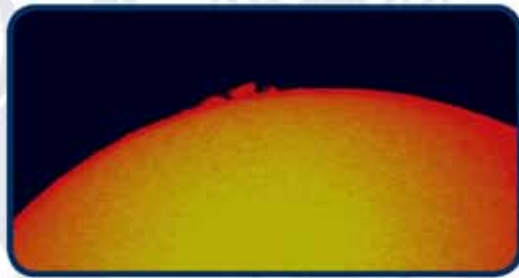
Astronomy instructors **Scott Cassidy** and **Rico Tyler** worked in tandem to create a variety of classroom experiences for scholars on the Bellarmine campus. Two undergraduate astronomy teaching fellows, Liesel Gardner and Hilary Harper of the Western Kentucky University SKyTeach program, assisted the class while learning the methods and activities used at GSP.

A hands-on, in-depth project launched the scholars' astronomical explorations: using PVC pipe and surplus optics, each scholar constructed his or her own complete 60-mm diameter refracting telescope. Bellarmine facilities management, the Barren River Imaginative Museum of Science, and the WKU SKyTeach program all assisted the astronomy scholars by providing tools, materials, and construction services. After completing their telescopes during the first week of the Program, the scholars continued to use them throughout the summer as they observed and photographed the moon, stars, and planets.

Observing the night sky through telescopes was only one of the astronomers' exciting evening activities. During the second week of the Program, scholars learned how to construct and use basic celestial navigation equipment. The classes then travelled to Western Kentucky University, where the planetarium hosted a visit to help the scholars learn how to use the night sky. During week four, the scholars enjoyed a visit from Astronomy to Go's Bob Summerfield, who led them through an extensive hands-on introduction to using a wide range of astronomical equipment, including a number of large telescopes. The scholars then engaged in two unique undertakings that allowed them to demonstrate the astronomical knowledge and observing techniques that they had mastered: first, they hosted a "star party" for the entire GSP-Bellarmino community; then, they travelled outside of Louisville for a dark-sky observing trip.



Scholars pose with Astronomy to Go telescopes before hosting a "star party" for the GSP-Bellarmino community.



After constructing their own refracting telescopes, scholars used them to take digital astrophotos.

During the daylight hours, the scholars learned how astronomical observations are used to study the history of the solar system and universe, as well as the process by which ideas and conjectures become hypotheses and theories. The scholars also had the opportunity to take digital astrophotos and learn how to process their images. Finally, during the last week of the Program, the University of Louisville hosted the scholars' visit to the Rauch Planetarium. While they were on the UofL campus, the scholars also visited the library, where they relished the opportunity to examine rare original copies of historical astronomical texts.

"I've learned not only about (quite literally) everything in the universe, but also about how to approach every issue from several different points of view with an open, imaginative and eager mind."

*Anna Nuckols
Fort Knox High School*

Murray State University

The scholars in **Michael Feedback's** Astronomy focus area studied various topics in space science with an emphasis on observational astronomy. Identifying constellations, exploring deep-sky objects, and building telescopes were some of the many challenges that they tackled during the course of the summer. Like their colleagues on the Bellarmine campus, the Murray State Astronomy scholars built their own refracting telescopes made from PVC parts and surplus optics. Then, they were able to take advantage of the very dark skies of the Land Between the Lakes recreational area during a number of observing trips. They also enjoyed their time with Bob Summerfield, a self-described "professional amateur astronomer," who brought an impressive array of high-powered telescopes and rare space artifacts with him to campus.

Reflecting on his focus area experience, scholar Eric Evans of Boyle County High School remarked, "Coming into Astronomy, my goal was to gain knowledge in an area that few people understand. Not only did I achieve that goal, but I also got to use telescopes that most people will never use and touch space material most only see in museums."

Faculty member Michael Feedback assists scholars as they prepare the PVC parts that they will assemble into telescopes.





Biological & Environmental Issues

Bellarmino University

Under the guidance of faculty member **Greg Smith**, scholars in this focus area studied a variety of biological and environmental issues that impact the scholars' world view. They began the class by exploring some of the ways in which humans—and the scholars themselves, as individuals—impact nature. Then, conversely, they turned their attention to the ways in which nature shapes their world and lives. The ongoing BP oil spill in the Gulf of Mexico served both as a context for and an illustration of many of the concepts and relationships that the class considered. The scholars tracked the spread of oil and investigated the spill's short- and long-term impact on humans and their natural environment. The class also considered environmental forces on a more local scale as they studied how population dynamics affect the number of deer living in Kentucky.



In addition to being fun, this complex game helps Bellarmine scholars better understand population dynamics.

Centre College

Using *The Botany of Desire* as their guide, scholars in **Jamie Hester's** class explored the relationship between people and domesticated plants. The author, Michael Pollan, links four fundamental human desires—sweetness, beauty, intoxication and control—with the plants that satisfy them. From defining words such as “sweetness” and “beauty” to visiting local beekeepers and learning how to create an aesthetically pleasing floral arrangement, this group tracked the origin and migration of the apple, potato, and tulip as well as intoxicants such as marijuana and opium. Scholars enhanced their understanding of the mutual relationship between humans and plants by interviewing plant biologists, camping in the woods, baking homemade apple pies, and creatively diagramming the processes of viral infections and photosynthesis.



A Centre scholar documents the different tastes of a variety of fruits and vegetables.

Murray State University

This summer, scholars in **Greg Jacobelli's** focus area looked at some of the major problems facing the environment and the ways in which those problems may ultimately affect the human race. An underlying question that drove the scholars' five-week discussion was where humans fit into nature and whether, as humans, we still consider ourselves to be a part of nature.

During the first week of the Program, the class looked at population dynamics and how an increase in human population puts stress on carrying capacity. As a local study, the scholars walked to the Murray cemetery to examine local population trends. They then turned their attention to examining current food production and analyzing the sustainability of high-input food production versus traditional family farming, which is generally understood to be low-input. Part of this experience involved exposing the scholars to some of the unsustainable practices employed in conventional farming. The scholars also learned about the political and economic forces that shape the food production status quo. During the fourth and fifth weeks of the Program, the class considered energy concerns and invasive species, respectively. The films *Sludge* and *Who Killed the Electric Car?* served as catalysts for their discussion about the impact that humans' energy needs will have on the environment. The story of the Cane Toad served as the back drop for discussion on the implications of manipulating species in different ecosystems.

For rejuvenation in the midst of heavy discussions about politics, economics, and the environment, the scholars turned to nature in its purest form. Together, they traveled to the Garden of the Gods in Illinois, where they enjoyed the wonders of simple geology. One week later, they reveled in back-country camping at the Land Between the Lakes. Thanks in part to these excursions, the scholars maintained a positive outlook even in the face of seemingly daunting environmental issues. Most importantly, they learned that despite the challenges that they face, they can celebrate and build upon the strides that have already been made to address many environmental issues.

Scholars from the Murray State campus explore the Land Between the Lakes.

“Never in my life had I stopped to think about the relationship between humans and plants from the plants' perspectives.”

*Faiyad Mannan
Johnson Central High School*



Business & Economic Theory

Bellarmino University

With the help of faculty member **Scott Takacs**, scholars on the Bellarmino campus tackled the basic principles of business, accounting, and entrepreneurship. They focused their efforts particularly on accounting and, over the course of the summer, learned about the diversity of opportunities available in the accounting field during trips to the FBI, Junior Achievement, Rio Tinto, and Yum! Brands. The scholars also visited the Kentucky Society of CPAs, whose generous support made many of the class's activities possible. In conjunction with these visits, scholars performed tasks ranging from learning about fraud to developing new products and presenting the results. They also learned a great deal about the complexities of a business plan. To help them prepare for life after high school, the scholars developed strategies for fiscal responsibility in and beyond college and learned about possible career opportunities throughout Kentucky.

At the conclusion of the Program, scholar Carrie Salmon of Assumption High School praised her focus area experience, saying, "I think the Business & Economic Theory Focus area was extremely successful. The emphasis on accounting and finance was a good way to focus in on one aspect of business. The biggest impact this class made on me was making me reconsider careers in accounting, such as being a CPA, and showing me how interesting finance can be."



Scholars from the Bellarmino campus visit the FBI to learn about the important roles that accountants play in the Bureau.

Centre College

While there may be no such thing as a free lunch, scholars in **Brian Gardner's** focus area certainly enjoyed one during their field trip to Zappos. There, the class was able to observe Zappos' unique corporate culture, which includes open management, encouraging new ideas, and free lunch for all employees. After their visit, the scholars compared and contrasted this style of management with other business models. They also considered how one person can turn a dream into a business reality. Through class discussions, readings, and speakers, each scholar learned how to prepare to one day go into business for him- or herself.

Over the course of the summer, the scholars proved to be particularly interested in the topic of personal finance. Class discussions about investments and diversification emphasized the need for the scholars to begin investing for their future as soon as possible, highlighting the time value of money. To enhance these discussions, the scholars spoke with a financial planner who explained the different types of investments and their various objectives. On another occasion, a knowledgeable speaker from the Better Business Bureau provided the scholars with insights regarding scams in the Internet Age to protect them from misguided investment schemes.

Finally, members of the class turned their attention to one of the hottest trends in business today: the use of social networking as a marketing tool. The scholars enjoyed an expert's perspective on how best to use Facebook, Twitter, and other social media to promote business and develop customers. The class also discussed traditional marketing strategies and how they can best be implemented in today's changing business climate.

"This class has exposed us to various perspectives on ethics, law, and business ideals. With the concepts we have discussed and the necessary life skills we have nurtured, we can enter the business world fully prepared and with the right mindset."

*Kartik Malhotra
duPont Manual High School*

Murray State University

Lead by faculty member **Whitney Peake**, scholars at Murray State explored the most basic component of the economy – the entrepreneur. During their first focus area meeting, scholars interviewed one another in a "speed interview" environment, in which they had one minute to pitch their strengths and weaknesses to their peers. These interviews assisted the scholars in choosing their four-person entrepreneur teams. To simulate the entrepreneurial process, groups were encouraged to think of a "problem" and then, as entrepreneurs, to develop a product or service to solve the problem they had identified. Weekly topics and discussions assisted the scholars in developing strategies related to competition, marketing, and finance.

Each Friday, local entrepreneurs visited with the groups to mentor them as they

During one of their weekly mentoring sessions, a group of scholars meets with a Murray-area entrepreneur to discuss the product that they are developing.





worked to develop their products and services. During these visits, the scholars shared their ideas and the prototypes that they were constructing as visual accessories to their final product presentations. Weekly field trips to local businesses allowed the scholars to see firsthand the problems encountered and successes enjoyed by practicing entrepreneurs. Together, the class visited a wide variety of businesses and facilities, including Dippin' Dots Inc., Broadbent Country Hams, Bryerpatch Studio, and Sportable Scoreboards.

A final team presentation to stakeholders in the University and community culminated the scholars' work on their product ideas. Each group showcased the problem that they had perceived and their solution to that problem, specifically identifying their target market, the competitors in that market, their marketing strategies, and their financial needs and projections. Developing such a detailed and well-rounded entrepreneurial plan provided scholars with the opportunity to explore a wide variety of concepts within the fields of Business and Economic Theory.

According to scholar Justin Weiss of Christian Academy of Louisville, his focus area's emphasis on entrepreneurship was quite successful. He explained, "Business and Economic Theory completely revamped my understanding of what business is all about. The hands-on experience I had in designing an actual product with my group helped give me a great insight into the work of entrepreneurs and how they deal with the obstacles as well as successes in their line of work on an individual and daily basis."



As they prepare to "pitch" their ideas to University and community stakeholders, the scholars in one group create a prototype of the product that they have developed.

Communications & Social Studies

Centre College

According to Andrew Carroll, "letters give us 'a better understanding of life' because they provide us with immediate and often striking insight into human nature and the human experience." Scholars in **Amy Maupin's** Communications and Social Studies focus area read several letters from Carroll's collection and wrote a few of their own, as well. By reading and discussing American letters—letters of a new nation, letters of slavery, letters of war, letters of humor, love, friendship, and family—scholars were able to experience history from a more personal angle. Furthermore, the writing and sharing of their own letters allowed them to practice crafting an argument or a reflection using their own voice and experience as their best tools.

Because the scholars studied several "Cold War Letters" written by Thomas Merton, the class traveled to the Abbey of Gethsemani, where Merton lived for many years. They also got to view old letters in their original form during a visit to the Special Collections at the Transylvania University Library. For an additional experience with letters, scholars were grouped into literary circles in which they read epistolary novels. This activity provided a greater opportunity for individuals to collaborate with their peers to create a final project. On the last day of class, each group presented their project on a particular theme or social issue from their novel.

Scholar Dahlia D'Arge of Paris High School described her focus area's impact on her life, saying, "I have learned the importance of letters to all human beings because of the personal accounts they provide. Also, by realizing this importance, I have been inspired to write many letters myself—both in class and out of class. I now see letters as a means of permanent, meaningful communication."

The scholars in one literary circle present their project on the epistolary novel Fair and Tender Ladies by Lee Smith.



Murray State University

Scholars in **John Darnell's** focus area began the summer by considering the importance of individual, personal stories about significant historical events. After discussing this topic, scholars were encouraged to write "their-stories"—instead of "his-stories"—discussing events in their own lives. This project produced a number of revelations and prompted the scholars to embark on another intellectual journey: the collection of oral histories from a variety of residents of Murray, Kentucky. To prepare for this undertaking, scholars discussed various interviewing techniques with Bec Feldhaus, a field reporter with 91.3 WKMS at Murray State University. Feldhaus gave the students insight on how to conduct an interview. This training dovetailed well with another of the class highlights, a trip to St. Jude Children's Research Hospital in Memphis. There, scholars spent the morning meeting with various members of the Public Relations department who taught them about techniques for preparing for interviews and sharing stories on a national scale.

Armed with this newfound knowledge, the scholars set out to collect stories from residents of the Jackson Purchase. While volunteering at the Weaks Senior Citizens Center, the scholars befriended numerous lifelong residents of Murray. The individuals they interviewed included several who had been displaced by the creation of Kentucky Lake in 1944, others who were veterans of World War II, and even one who had lived in Germany as a child during World War II. For scholar Allison Ferguson of Assumption High School, conducting these interviews was a truly moving experience. She explained, "I will always remember my interviews with the war veterans and what they taught me. I gained a new appreciation for not only the elderly, but those who fought to keep our country safe." All of the class's interviews involving veterans have been submitted to the Library of Congress's Veterans' History Project. There, the interviews will remain in the archives and the scholars will be given credit for producing the recordings. The rest of the scholars' interviews have been submitted to the library at Murray State University, where they will be housed in the Jackson Purchase Collection.

Scholars focused on the theme of forgiveness in **Cynthia Gayman's** class, considering first what forgiveness meant to them as a concept and then examining forgiveness as a complex process integral to meaningful human communication and high-level social functioning. Scholars examined forgiveness on three fundamental, but overlapping, levels. First, they discussed reconciling the harms inflicted through the everyday dynamics of interpersonal relationships. Second, they considered the violations committed within civic society or community life that necessitate legal action or mediation, looking specifically at teams that address non-actionable offenses in schools, institutional interventions, and twelve-step programs. Finally, they delved into the types of violence perpetrated on a national scale that harm the political process and social life and, as a result, necessitate the formal review of policies and reinstatement of human rights. In conjunction with this third level of forgiveness, they studied two specific examples: the Truth and Reconciliation Commissions in South Africa and Rwanda.

To augment their class discussions, the scholars interacted with a number of guest speakers, including a public defender, a human-rights advocate and teacher from Belize, and the directors of a non-profit agency that assists recently-released prisoners with their transition back into society. Scholars read many articles and shared a common text: *The Sunflower: On the Possibilities and Limits of Forgiveness* by Simon Wiesenthal. When challenged

with the question of whether some crimes are unforgivable, scholars wrote their own personal responses and shared their ideas in class. The course culminated as scholars formulated ideas about social obligations and basic human rights, the violation of which may—and perhaps must—open the door to questioning the possibility of forgiveness.

Scholars prepare their individual responses to a question about when forgiveness is—and is not—possible.

"My focus area class has challenged me to analyze, question, and consider the thought-provoking aspects of the abstract concept of forgiveness. The topics we have covered have opened my eyes to the humanity in others and to the possibility of forgiveness."

Becca Kelly
Paul Laurence Dunbar
High School



Scholars visit St. Jude Children's Research Hospital, where they meet with the Public Relations department to discuss how to prepare for interviews and share stories on a national scale.





Creative Writing & Literary Studies

Bellarmino University

Faculty member **Frank Ward** focused his efforts on presenting scholars in his class with a variety of opportunities to express themselves in written form and on exploring the possibilities of a career in literary areas. Scholars participated in a variety of activities, including a weekly “roundtable” critiquing each other’s work and writing exercises such as people watching, round robin storytelling, and ten-minute play development. These activities culminated in the creation of “The Giving Tree,” an interactive display that the scholars designed and used to distribute individual 140-character narratives as gifts to the entire GSP-Bellarmino community. In addition, the scholars participated in a one day workshop in writing for the stage directed by Kentucky playwright Nancy Gall Clayton, met with the Literary Department of Actors Theatre of Louisville, and toured a Publisher’s Printing facility. Finally, the scholars met with two Kentucky freelance writers, Caroline Clowes and Ryck Neube, to discuss the practical considerations of a career in writing.



Frank Ward’s class constructs a “Giving Tree” to share their 140-character narratives with the GSP-Bellarmino community.

As the Program concluded, scholar Tra Taylor of Russell County High School reflected, “Literary Studies has helped me to raise my confidence as a writer while challenging me to seek further development and education. It has exposed me to more than your standard in-school writing forms. I feel that I am more aware of what good writing is and that I can strive to create it.”

Centre College

Scholars in **Tony Crunk’s** focus area class read and discussed an extensive sampling of literature written by contemporary Kentucky authors and completed a series of directed creative writing exercises. Each scholar then drafted two complete works—poetry, fiction, or creative nonfiction—which he or she read and discussed with the class in a workshop format. For many of the scholars, the highlight of the summer occurred when widely-acclaimed Kentucky poet Maurice Manning visited the class to read from his works and share his experiences as a writer.

These techniques proved to be very beneficial for scholar Megan Conley of Louisville Male High School, who explained, “Before GSP, I was unsure whether I was a good writer and whether I even wanted to pursue writing in the future. Because of this class, I am confident that I absolutely love writing. I have learned to look at the world as an artist, write creatively about it, and discuss my writing strategies with my peers. I am so thankful for this class, and I believe it can be seen in my growth as a writer.”

With the help of faculty member **Leigh Koch**, scholars discovered what it means to be inspired and what factors motivate them as writers. They achieved these discoveries by placing themselves in alternative settings, contemplating the meaning of the objects surrounding them, meeting new people from different cultures, and observing the world around them from both historical and modern perspectives.

A wide variety of activities sparked the class’s inspirational process, including a cemetery stroll during which scholars sought to capture the voices of those long forgotten; a trip to the Headley-Whitney museum, where they pondered the beauty and mysteries only an object can tell; and a trip to the Underground Railroad Freedom Center in Cincinnati, where members of the class reflected on their world’s past, present, and future. In addition, the scholars participated in an interview and photography lesson with Wilhemina Koch, a woman born in China. The pictures that they took during this lesson served as inspiration as the scholars wrote their own Chinese Shi poems, which they then turned into Chinese

Scholars translate their original Shi poems into Chinese calligraphy to display for International Day.



Scholars critique one another’s original work.

calligraphy for display during the campus's International Day activities. For their culminating project, the scholars compiled their writing into a scrapbook that mirrored their inspirational process and allowed them to share their work with the GSP community.

Members of the class refined their ability to appreciate and critique the written word as they contemplated their own—and others'—writings. This contemplation became a regular process as the scholars took time each week to share with their classmates the pieces that they had written. At the Program's end, each scholar demonstrated his or her own journey as a writer by discussing personal goals for future writing and by constructing a final piece born out of the class's five-week focus on inspiration.

Murray State University

Scholars in **Ron Reed's** Creative Writing and Literary Studies class spent their first day on the Murray State campus creating a class poem, thereby spurring their motif for the summer: writing from their own experiences. After that first creative moment, the scholars began reading works by such Kentucky authors as Gurney Norman, Bobbie Ann Mason, Bob Sloan, Chris Holbrook, Squire Babcock, and Frank X. Walker. These readings were augmented by visits from several writers—Constance Alexander and Squire Babcock, as well as Affrilachian poet Walker—who led students through creative writing exercises that challenged them to depend upon their own experiences to generate material. As they developed their own blog site and listened to works that their classmates had written, the scholars began to respond to one another's writing. In so doing, they promoted the writer's colony aura they felt would create the most effective forum for providing feedback.

The scholars-turned-writers also used artwork to spark their creativity, visiting Paducah's National Quilt Museum, the Paducah History Museum, Yeiser's Art Studio, and the flood wall murals in Paducah for inspiration. They even produced prose and poetry to interpret artwork that scholars from the Visual Arts focus area provided to them. Members of the class also sought inspiration from their environment; scholars hiked the trails at Kenlake Lodge, swam in the lake, and made observations at the Paducah Mall to find fodder for their writings. As a final class project, the scholars worked together to assemble a chapbook.

Phyllis Schlich's Creative Writing and Literary Studies scholars focused first on the short story as they explored the new approaches to fiction that contemporary authors are adopting. The short story collection *Tunneling to the Center of the Earth* served as their model, and a great deal of class discussion and practice writing arose from this book. A personal visit from its author, Kevin Wilson, further encouraged students in their writing, leading them to attempt such forms as flash fiction, episodic fiction, and parody.

The scholars also had the opportunity to delve into Anne Lamott's *Bird by Bird*, a book of advice about writing. Putting some of Lamott's strategies to work, scholars embarked on writing walkabouts around campus, the Land Between the Lakes, and Paducah's historic waterfront.

As they sought to grow as writers themselves, the scholars greatly benefitted from—and enjoyed—talking with established authors. Members of Murray State University's Creative Writing Program visited the class, as did poet Connie Alexander and writer Squire Babcock. The scholars even had the opportunity to interact with celebrated Affrilachian poet Frank X. Walker.

Through a project called "The 6-Word Memoir," the Creative Writing scholars encouraged the entire GSP-MSU community to write. They displayed all of the memoirs on a clothesline outside of the dining hall for their fellow scholars to enjoy.

When asked about her focus area experience, scholar Mary Esther Fremin of Carroll County High School raved, "It's one thing to be born with a natural knack for writing, it's another thing entirely to be taught to write. Being in this class has been an inspiration. It's made me remember what I love so much about literature and finding the right words for a piece. It's put me in a community of talented, young writers who love what they're doing, and made me realize what exactly I can do with pen and paper." Dakota Preat of Wayne County High School chimed in, "I enjoyed that, though we wrote every day, we didn't write in the classroom every day. As the scenery changed, my thoughts changed. I got more written by being in different places—like the Land Between the Lakes—than I would have had we stayed in the classroom."

A scholar displays pieces submitted by members of the GSP-MSU community as part of "The 6-Word Memoir" project.



The Pogue Library serves as an ideal writing environment for scholars at Murray State.





Cultural Anthropology

Bellarmino University

Together with faculty member **Terence Gaskins**, scholars in the Cultural Anthropology focus area explored the historical and cross-cultural meanings of hospitality. Scholars researched the meaning and practice of hosting, visiting, and gifting in a variety of cultures by learning how to dance (and teach others to dance) salsa and studying Japanese language and customs. Scholars also examined the different ways in which both natural and man-made environments shape peoples' attitudes and behaviors about hospitality. To enhance their class discussions, the scholars interacted with guest speakers both on- and off-campus and embarked on a variety of field trips throughout the Louisville area. In conjunction with Teresa Hoffman's Healthcare Industry class, the scholars also learned that where a person lives profoundly affects his or her quality of life, especially as it relates to overall health.

Scholar Matthew Snodgrass of Holy Cross High School praised the skills he acquired as a result of his focus area class, saying, "Cultural Anthropology has given me the insight and the ability to ask critical questions and to analyze basic concepts about the nature of society, human behavior, and the world as a whole."

Centre College

This summer, the scholars in **Andrea Abrams's** class delved into fundamental anthropological concepts such as holism, ethnocentrism, and cultural relativism. They used a variety of in-class activities, including readings, films, and skits, to reinforce these concepts. Fieldwork projects also served as an important component of the course; by engaging in participant observation and conducting interviews in Danville and Lexington, the scholars gained firsthand experience with methodology.

Their primary topic for the summer, which the scholars themselves selected, was cultural taboos. Groups researched topics such as food, cults, body art, and etiquette, while considering why certain cultural practices are meaningful to the identity of some societies but prohibited by others. In order to reinforce these ideas, they designed interactive activities such as Food Fear Factor, recreating ethnic body art (with face paints), and conducting a campus survey on religion and cultural relativism. Such undertakings allowed the class to test what other members of the GSP community considered to be culturally taboo while engaging their fellow scholars in discussions about cultural relativism and cross-cultural understanding.

When asked about his focus area experience, scholar Levi Underwood of Carroll County High School raved, "I have really enjoyed learning about different cultures and realizing that what is taboo to us may not be for someone else—and vice versa!"

Murray State University

In order to directly experience the fieldwork involved in cultural anthropology without the expense of traveling to another continent, scholars in **Larry Grabau's** class focused on the culture of Western Kentucky barbecue. Each Wednesday, they visited two unique barbecue restaurants, talked with owners and pitmasters, and made observations about the establishments. Of course, they also tasted the barbecue and even inquired about the subtle differences in smoking styles and sauce recipes. Over the course of the summer, the scholars learned a lot about differ-

Using face paint, scholars recreate ethnic body art.



Scholars tour the grounds of an old tobacco barn in eastern Jefferson County that will be part of the 21st Century Parks project, The Parklands at Floyd's Fork.



"I have learned that Cultural Anthropology is much less an exact science than a way of looking into the heart and soul of humankind."

*Marjorie Amon
Bryan Station High School*



During one of their weekly excursions to barbecue restaurants, scholars look on as a pitmaster prepares a shoulder for smoking.

ent smoking styles; however, the most they learned about specific sauce recipes is that most are very closely guarded secrets!

When they were not busy visiting restaurants, the scholars continued their study of the culture of barbecue by interacting with guest speakers who came to campus to clarify the relationships among different types of anthropology and to embody the concept of a true pitmaster. (Tellingly, even the most accomplished barbecue masters with whom the scholars had met firmly resisted personally accepting the title of pitmaster.)

For their final project, the scholars worked together to create an illustrated ethnography telling the story of their interactions with persons and places involved in the special culture of

West Kentucky barbecue. They reported that cultural anthropology is about learning the stories of real people in real places at a particular time. One surprise for them was to learn that this area of study is an interactive one—the researcher actively engages with the persons being studied. For many of the scholars, this proved to be an exciting subject with many prospects for continued interest.

Reflecting on her focus area experience, scholar Susan Draus of Sacred Heart Academy concluded that her class increased her understanding of herself as a Kentuckian. She said, “Explaining Western Kentucky BBQ through a cultural anthropological point of view allowed us to learn more about our own heritage and the culture that thrives around us every day.”

“From community building activities to fun warmup games, I have found a sense of belonging and connection to my focus area and the work we have created. Students of unique personalities and backgrounds were able to come together and perform a play for our peers; it was truly an amazing experience.”

Drama

Bailey Ubellacker
Scott County High School

Bellarmino University

Scholars in **Jason Meenach's** Drama focus area class staged a thought-provoking production of *Bang Bang You're Dead*, a contemporary drama by William Mastrosimone. In preparation for this play, which addresses such themes as bullying, school violence, teen stressors, and criminal psychology, scholars conducted research to put the work in its proper social and historical context. An intense four-week rehearsal process focused heavily on the fundamentals of actor training and preparation: vocal production, physical specificity, tempo, pacing, and making strong acting choices. Scholars learned about the Alexander technique to promote proper spinal alignment, better breathing, and maximal vocal production.

The class took two field trips into the Louisville community to experience live theatre productions: scholars saw *The Tempest* at the Kentucky Shakespeare Festival and a performance of *The Glass Menagerie* produced by Shoestring Productions and the Louisville Visual Arts Association. Two of the actors in *The Glass Menagerie*, Lee Look and Doug Sumey, visited with the scholars twice to discuss their show, specifically, and the art of acting, in general. These experiences provided invaluable reference tools as scholars prepared for their own performance of *Bang Bang You're Dead*, which they presented for the entire GSP-Bellarmino community during the last week of the Program. As the performance concluded, the drama scholars' peers recognized all of their hard work and success by giving them a rousing and enthusiastic standing ovation!



Two scholars prepare a scene for the class production of William Mastrosimone's *Bang Bang You're Dead*.



Centre College

With the help of faculty member **Eric Hack**, scholars in this class focused on unconventional theatre with particular emphasis on exploring the roles of the audience and movement within the production.

The most elaborate production the scholars staged was for the GSP-Centre International Day convocation. The class decided to create a piece that would strike a light tone and highlight the complex relationships in our global community. To illustrate the interconnectedness of the world, especially in this age of mass communication, the scholars began with a mysterious introduction, describing activities from Japan, Italy, the United States, and other countries. As the lights came up, they revealed that the subject of the introduction was in fact Mario from the Super Mario Brothers franchise. In keeping with the idea of unconventional theatre, the scholars created an atypical production in which the main character would remain moving in place while prop-holding scholars moved the background along behind him, creating the illusion of Mario's motion through a simulated video game level. Preparation for this piece was a great learning experience; the scholars spent time inside and outside of class designing the props and organizing the performance. It was, above all, a primer in the technical aspects of theatre, as the lights, sound and backstage work had to coordinate perfectly in order for the performance to be believable.



Drama scholars prepare the props for their International Day performance.

In other activities, scholars worked with improvisational comedy, honing the skills of ad-libbing and filling the stage with their presence.

When they were not preparing for their live productions, the scholars dedicated their efforts to analyzing the works of two existentialist playwrights from the mid-twentieth century: Samuel Beckett and Eugene Ionesco. Their time spent on Beckett's *Waiting for Godot* resulted in discussions about the nature of existence and the role of religion, life and death, and other such forces in our lives. These analyses led the scholars to examine a wide variety of philosophies ranging from those of Plato and Aristotle to the Hellenistic thinkers to Nietzsche and Kierkegaard and even the gospels in the New Testament.

Murray State University

Together with faculty member **Melanie Kidwell**, scholars in the Drama focus area spent the summer exploring all things Shakespeare. They began by reading *The Complete Works of William Shakespeare – Abridged*, which helped them overcome any preconceived notions that Shakespeare was dry, boring, and/or impossible to understand.

Their confidence and enthusiasm bolstered, the scholars then jumped into an analysis of some of the Bard's more famous soliloquies; by the end of the Program, they were able to portray the complexities of Hamlet, MacBeth, the drunken porter, and Puck.

Next, the class turned its attention to considering the rhythm of Shakespearean text, exploring both iambic pentameter and tetrameter as well as trochaic verse. Drawing on their newfound understanding of these rhythmic devices, scholars composed original music to accompany text from the witches in *MacBeth* and the fairies in *A Midsummer Night's Dream*.

On one occasion, The Kentucky Shakespeare Festival's touring production of *Twelfth Night* traveled to the Murray State campus to perform for scholars. This was a wonderful opportunity for scholars to appreciate how a well-respected Shakespearean company can bring the Bard to life for a wide variety of audiences—some consisting of children as young as five years old! Finally, the Murray State University Fencing Club visited the class and demonstrated the skill of stage combat. Members of the club taught the scholars enough basic moves that they could choreograph their own battle scenes.

Throughout the summer, even as they concentrated on Shakespeare, the scholars also took time to explore what was happening with the arts in Western Kentucky. When the class toured Paducah's Lowertown Arts District, Market House Theatre, and The Carson Center, the scholars were able to appreciate that community's active support for the arts and its artists. They returned to campus very impressed with what they had seen.



A scholar rehearses her Shakespearean soliloquy.



Bellarmine University

Faculty members **Stephanie Harmon** and **Jaby Mohammed** worked together to teach the two Engineering classes, which focused on the many opportunities available in the field of engineering. Throughout the summer, scholars considered various applications of engineering and learned about the educational paths that prepare individuals to work in each of those fields. They also developed an appreciation for the intricacies of project design and presentation and the importance of teamwork within the profession.

During a series of field trips to organizations and corporations that rely heavily on the expertise of engineers, scholars tackled a number of different hands-on problem solving activities. For example, during a visit to the U.S. Corps of Engineers, the scholars were challenged to determine the location of a new access road and parking lot at Taylorsville Lake. When they visited Toyota Motor Manufacturing of Kentucky in Georgetown, they were presented with the now-infamous "Windshield Problem." In both instances, the scholars had the opportunity to share their solutions with engineers and executives at their host organization and to receive feedback regarding their work. This sort of personal interaction characterized all of the classes' many field trips; during their visit to Lexmark, scholars toured the research facilities and interacted with a wide variety of scientists and engineers. They even had the opportunity to meet with several recent GSP alumni who are now in Lexmark's Engineering Co-Op program!

For another of the scholars' excursions, East Kentucky Power Cooperative hosted the scholars for a tour of the Maysville Power Plant, which features clean coal technology. There, too, the class members were able to interact with professional engineers to discuss the many



Scholars work with a professional from the U.S. Corps of Engineers to determine the best location for an access road and parking lot at Taylorsville Lake.

applications of engineering within the field of energy production.

Harmon's Engineering class used Petroski's *The Essential Engineer* as their guide as they explored the relationship between creativity and problem solving. To emphasize the problem solving skills required in engineering, each of Harmon's scholars designed an entire outfit of clothing made solely from duct tape. In addition to being a fun and unique application of many engineering principles, this project required each scholar to complete a materials analysis.

Scholars in Mohammed's class were focused on critical thinking and the application of physics and hydraulics to real life problems. They also learned the basic concepts of technical drawing. After studying these concepts, each scholar applied them

"I now know that in engineering team work and communication skills are as important as mathematical and scientific skills. GSP has changed the way I look at engineers!"

*Logan Frank
Daviness County High School*



At Lexmark, scholars discussed the techniques used in developing "quiet" products.

as he or she individually designed a cubic puzzle composed of several different parts. For their group project, the scholars all worked together to develop a hydraulic mechanism made of syringes, tubes, and dowels. Once it was complete, this device successfully served as a lifting and sorting machine.

Scholar Taylor Dyer of Anderson County High School firmly believed that the skills she learned in the Engineering focus area would help her in many aspects of her life. She explained, "Engineering has been a great experience for me. I'm humanities-oriented, so applying my math and science skills has helped me in problem solving. Now I consider all aspects of a problem. Because of the Engineering focus area, I am not only a better student, but also a better problem solver because I think more clearly and quickly."

Scholars tour the Spurlock Power Plant in Maysville, which uses clean coal technology.



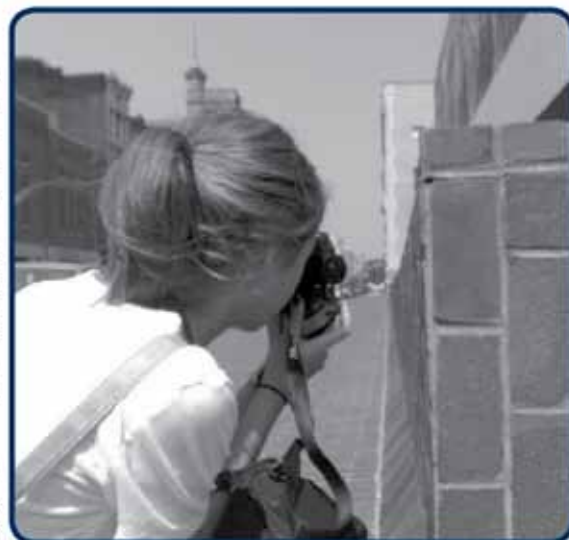


Film Studies

Bellarmino University

With the help of faculty member **Craig Miller**, scholars in the Film Studies focus area explored the craft of filmmaking through workshops in storytelling, writing, directing, production, visual effects, cinematography, and editing. Armed with the lessons that they had learned in their workshops, the scholars then tackled what was, for most, a completely novel challenge: each created his or her own original one-minute film. As they made their films, the scholars took part in “on location” shooting experiences during which they each worked hand-in-hand with a professional filmmaker as they sought to bring their stories to life on the screen.

The class enjoyed several field trips, one of which included a photographic exploration of downtown Louisville. During this excursion, the scholars took a number of photographs that they later used as the basis for in-class lessons about storytelling, directing, and cinematography. The scholars also had the opportunity to interact with Greg O’Bryant, a Los Angeles filmmaker, who spoke with them about the independent film industry and the process by which young storytellers discover their personal voices.



During the first week of the Program, scholars spend time taking still photographs in downtown Louisville to practice their technique framing and composing shots.



Faculty member Craig Miller guides scholars through the unfamiliar process of editing their original films.

As a group, this year’s scholars had very little previous experience with any aspect of filmmaking. Nevertheless, by the end of the Program, their class activities had successfully instilled them with an overall appreciation of both the filmmaking process and the art of communicating ideas. As scholar Sophie Knight of Paul Laurence Dunbar High School raved, “I was totally out of my element, but I loved every second of this once-in-a-lifetime experience!”

Murray State University

David Goodlett’s Film Studies class explored the magic and universality of film by watching Woody Allen’s *The Purple Rose of Cairo* and Charlie Chaplin’s *City Lights*. With these films as their foundation, the scholars then delved into a close genre study of the suspense film, viewing Alfred Hitchcock’s *The Birds*, Steven Spielberg’s *Jaws*, and Tobe Hooper’s *Poltergeist*. Taking these individual filmmakers’ styles and techniques as their inspiration, the scholars conceived, designed, and shot their own suspense film, which they ultimately screened for the entire GSP-Murray State community.

As they worked through the process of creating their own film, the scholars developed proficiency with advanced editing software, including Adobe Premier and Final Cut Pro. They also had the chance to learn from two guest speakers: Bill Myers, a Louisville-based film composer, and Seth Parker, a recent graduate of Asbury University with a degree in Media Communications.

In order to make the most of an opportunity available to them in the GSP community, the scholars researched each of the films screened in the GSP Film Series—which included such varied titles as the musical *On the Town*, the horror classic *What Ever Happened to Baby Jane*, and the documentary *Shakespeare Behind Bars*. Attending each of the Film Series screenings allowed the scholars to further extend their cinematic repertoire.

Describing his growth as both a consumer and producer of film, scholar Will Lyle of Henry County High School said, “Film Studies has provided me with the opportunity to stop looking at film and start *seeing* film. Not only did I view movies with new eyes, but I also participated in the acting, shooting, and editing facets of the ‘Hollywood’ experience.”

Several scholars collaborate as they shoot a scene for their class’s original suspense film.



Healthcare Industry

Bellarmino University

Faculty member **Cindy Brainard's** Healthcare Industry class had three overarching goals. Scholars accomplished the first of these—to explore the many facets of the healthcare field—by working in groups to prepare presentations for the class regarding the different vocations that comprise the industry as a whole. In conjunction with this exploration, the class visited several different healthcare facilities, including clinics and research laboratories.

The second goal was to increase the scholars' awareness of human suffering around the world and to help foster within them an attitude of compassion for their fellow human beings. To assist them with this undertaking, the scholars read and discussed the class text, *What Patients Taught Me* by Dr. Audrey Young. As their reading progressed, the scholars followed one medical student's journey through medical school and internships in a wide variety of geographically- and socioeconomically diverse communities, ranging from northern Alaska to AIDS-riddled Africa.

To accomplish their final goal, the scholars sought to understand the dichotomy between profits and ethics as the driving forces behind medical practices in the United States. Together, they read and analyzed data from studies performed by a number of reputable organizations and used them as a basis for differentiating between ethical and abusive practices. As they focused in on the topic of medical ethics, the scholars explored genetic engineering from two different points of view: they engaged with sections of Vandana Shiva's *Stolen Harvest*, in which she sets forth arguments against genetic engineering, and they interacted with Nobel Prize winner and native Kentuckian Dr. Phillip Sharp, a pioneer in the field of genetic engineering.

Throughout the five-week Program, scholars also engaged in an ongoing lab activity: they used sticks, styrofoam pieces, yarn, and cardboard to reconstruct the anatomy of a human body within a mannequin shell named Albert. They drew from detailed diagrams of the skeletal, muscular, nervous, and circulatory systems as they recreated life-sized, three-dimensional models of these systems within Albert's "body."

As the Program concluded, scholar Samantha Whitlock of Eastern High School reflected on her focus area experience, saying, "This class gave me new perspectives on the industry as a whole. It opened my eyes to the real world, and what to expect as a healthcare professional. It prepared me to enter the healthcare field with

an open mind and heart. This real-life experience went far beyond anything I could have learned in a regular classroom."

The scholars in **Teresa Hoffmann's** Healthcare Industry class adopted an anthropological point of view as they explored the disparities in health and healthcare between different racial and socioeconomic groups. In order to bolster their understanding of this important topic, the scholars each researched the status of general health and wellness, as well as the healthcare system as a whole, in their own home counties. They also interacted extensively with Dr. Adewale Troutman, the Director of Louisville Metro Health and Wellness, about the health disparities that exist among communities in the Metro area as well as a variety of initiatives intended to address those disparities.

For hands-on experience in the healthcare field, the class engaged in both patient care and laboratory exercises. Each week, the scholars volunteered at St. Mary's, an education center for adults with mental and developmental disabilities. They also hosted a dance on the Bellarmine campus for area Special Olympics athletes and participated in gene transformation, physical therapy, and cadaver lab activities.



Scholars bring textbook diagrams to "life" as they re-create bodily systems in their mannequin, Albert.



As they learn to use different biometrical tools, scholars monitor their own vital statistics.



Working with a state-of-the-art simulator gives scholars hands-on practice with patient care.



Historical Analysis

Centre College

Scholars in **Kristen Harris's** Historical Analysis focus area spent their summer exploring the differences between the ways in which school classes and textbooks teach history and the ways in which historians think and write. To this end, scholars read and discussed James Loewen's book about the half-truths, simplifications, and silenced narratives portrayed in traditional history textbooks. The class then explored how historians read, think, and write about primary and secondary sources. In order to employ these techniques themselves, the scholars worked with multiple sources, including images, speeches, memoir excerpts, and other texts, on topics as wide-ranging as Reconstruction, the Montgomery Bus Boycott, and the Spanish-American War. After reading these sources as a historian would, the scholars wrote their own interpretations of these historical events.



Scholars peruse a variety of primary and secondary sources as they develop their own interpretations of significant historical events.

"My focus area involved more than just learning about history. It taught me a new way to think. I learned not to accept everything I'm told as truth, but to figure it out for myself."

*Deanna Yocum
Lincoln County High School*

The class's culminating project challenged each scholar to employ his or her capacity for historical thinking to construct an interpretation of when American history began and to support this interpretation with primary and secondary evidence. Some scholars dated the beginning of U.S. history back to the streets of Greece, while others pointed to much more recent events, such as the founding of the nation upon the successful conclusion of the Revolutionary War. Regardless of the date that they chose, all of the scholars successfully completed this project by skillfully supporting their answers with sound evidence that reflected their newfound analytical skills.

Murray State University

Under the leadership of faculty member **Adam Mudd**, scholars in this focus area studied history in an unusual way—firsthand!—by reproducing it. Together, they studied Master Sigmund Ringeck's *Commentaries on Johann Liechtenauer's Fechtbuch*, a German longsword fighting manual written circa 1400. Using this manual as their guide, the scholars learned how to fence. In fact, they became so skilled at this historical-athletic-art that they were able to engage in sparring matches using what they learned. The class also studied the use of siege engines and challenged the members of Madiscn Sewell's Physical Science focus area to a trebuchet build-off. The two classes produced a large-scale model of the winning design and test fired it on Murray State's intramural soccer field.

When they were not otherwise occupied with historical arms, the scholars traveled widely to find and study Kentucky's past. The class spent time studying the Murray Cemetery as a collection of primary sources and discussed this technique as one of many non-traditional means of historical scholarship. Scholars also visited the Adsmore Living History Museum, where they witnessed the recreation of a Victorian wedding. Drawing from this experience, the class discussed rites of passage in modern times and compared them to those of the recent past. They then considered common rites of passage during the Medieval Period using their text, *Life in a Medieval City*, as their guide. Finally, each scholar composed his or her own epic poem in the style of Beowulf. They recounted their epics for one another from the stage of the Murray amphitheatre.



Historical Analysis scholars visit the Adsmore Living History Museum, where they witness a Victorian wedding ceremony.

International Relations



Bellarmino University

The focus of faculty member **Aris Cedeño's** class was on helping scholars develop an understanding of the world's social, political, economic, and cultural trends through 2050, as predicted by author George Friedman in his book *The Next 100 Years: A Forecast for the 21st Century*. Class activities included a number of field trips to places of cultural and faith-based significance, including a Hindu temple, an Islamic mosque, a Buddhist monastery, and a Christian abbey. Working in teams, students delved into the cultures of four countries: Japan, Turkey, India, and Italy. Their readings and presentations were complemented by the movie *Gandhi*, a field trip to the opera, and a hands-on lesson about the immigration and naturalization processes in the United States. Students also compared Friedman's prediction about space wars in the 2050's with the science fiction movie *The Empire Strikes Back*, an activity that sparked discussions about the role of technology in the position of the United States as a world power in the 21st century. As a class project, students collected more than one thousand blank notebooks for children in Afghanistan and delivered them to Fort Knox, where they had the opportunity to talk to members of a U.S. Army brigade about to deploy for Afghanistan.



After collecting over 1,000 notebooks, scholars deliver them to Fort Knox so that a brigade scheduled to deploy later that week can distribute them to Afghani children.

Centre College

Faculty member **Salome Nnoromele** introduced scholars in her class to different theories of international relations in order to help them understand the historical, political, and cultural ideologies associated with the field. Over the course of the summer, members of the class developed techniques to assist them in identifying and evaluating their own views and attitudes toward international issues and questions. Among the many topics they touched upon, scholars explored the interconnectedness between nations and how globalization and new technologies are changing the nature of trade, food production, and the relationship between developing and developed countries.

In order to enhance their class discussions with specific examples, each scholar chose a different country to represent and researched that country's economy, political structure, and culture. The scholar also explored some of the challenges facing his or her chosen country in its relationship with the global community. Conducting this research and sharing the results with the class both formally and informally allowed each scholar to reflect on the country that he or she had investigated and to better appreciate its interconnectivity with fellow classmates' countries.

For their culminating activity, scholars delved into a study of the structure, form, and role of the United Nations. Together, they examined the UN Millennium goals and reviewed the successes and failures in achieving those goals to date. They also discussed what implications meeting those goals—or failing to meet them—might have for the world community.

Over the course of the summer, the class embarked on several field trips. The scholars' visit to Keeneland and the Kentucky Horse Park highlighted the economic impact of the horse industry and its importance in establishing Kentucky's place within, and relationship to, the international community. Scholars particularly explored the 2010 World Equestrian Games' significance to the Commonwealth. Their trip to the Underground Railroad

Freedom Center in Northern Kentucky helped focus the scholars' attention on past and on-going human struggles around the world for economic and political freedom.

Describing a class activity that had been significant to him, scholar Nathan Little of Shelby Valley High School commented, "In our class, we researched various countries from Nepal to Brazil and put together presentations to demonstrate how all countries of the world interact and affect each other. This project opened my eyes and helped me to form a more well-rounded view of my community, country, and the world."

Scholars explore the relationship between China, the Middle East, and Kentucky through horses.



"This class has enabled me to look beyond myself and my hometown. I have gained a global perspective."

*Gray Grisham
Owen County High School*



Japanese Language & Culture

Centre College

Scholars in **Bill Randall's** Japanese Language & Culture class looked at Japan through the lens of travel. They began by establishing multiple frameworks for analysis—including the emphasis on insiders vs. outsiders, duty and desire, and the collective elements of the culture—all of which were drawn from anthropological studies of Japan. Two texts formed twin poles for this examination. Scholars first read *Backroads to Far Towns*, a travel journal by the haiku poet Bashō. After a brief stint writing their own haiku out in nature, scholars began *The Roads to Sata*, a record of Alan Booth's 2000-mile walk across all of Japan. Along the way, scholars dipped into examinations of Japanese architecture, art, and music. To balance their emphasis on Japan's traditional culture, the scholars also looked at modern Japanese life as they wrote and produced their own Japanese game show. After analyzing the variety shows featuring the comedy duo DownTown, scholars produced a 22-minute live game show for the campus community. It began with a contest related to Japanese food and ended with a "No-Laugh Batsu" game popularized by DownTown. For the final component of the course, scholars watched the Japanese television series *Haikai, Chichiue-Sama*, a short drama about a traditional restaurant's last days. It perfectly represented all that the scholars had covered, including the tensions between Japanese and Western business models. After finishing the last episode, scholars enjoyed a cup of high-quality Japanese tea with one another.



Scholars practice the "Batsu" game from the television program *DownTown Zettai Warratte Ha Ikenai*.

Scholar Ashton Foster of Waggener High School neatly summed up her focus area's impact: "Even though we didn't go [to Japan], it felt as if we had." She went on to say, "The class actually taught me about both Japanese and Western cultures. I was very surprised by the small connections and similarities and differences between the two. ... I'm really satisfied with the fact that I learned so much from this class."

Journalism & Mass Media

Bellarmino University

With the help of faculty member **Matthew Burgess**, scholars in this class explored various aspects of the dynamic and pluralistic fields of journalism and mass media. They received guidance in this undertaking from several journalism and communication professionals who visited the class to share their expertise and insights. These individuals included Dan Burgess, former associate news director of WHAS Radio and winner of the Peabody Award in 1988 for his piece "A Matter of Time: A Crisis in Kentucky Corrections;" Ed Manassah, long-time publisher of *The Courier-Journal* and founding editor of *USA Today*; and Jason Falls, a leading national social media consultant and 1990 alumnus of GSP.



The scholars also traveled to Clear Channel Communications, WDRB television, and Publisher's Printing Company to witness the production of radio, television, and print media firsthand. With all of these experiences as their guide, the scholars undertook the creation of their own media product: a weekly newspaper entitled *Escalator*.

Murray State University

As scholars in **Todd Ross's** class learned, the term "Journalism & Mass Media" naturally brings to mind newspapers and television, but "mass media" actually incorporates any medium that communicates a message to the masses—everything from radio, advertising, and marketing to quilting and greeting card-making.

Scholars spent a great deal of time considering the question, "What is truth?" In today's society, the highest-caliber journalists are expected to be objective, report the truth, and serve as advocates for change. In order to do so, they must have an understanding of the historical and

Scholars tour a Publisher's Printing Company plant to get a firsthand look at print media production.



Scholars garner experience with one of many non-traditional forms of mass communication: greeting cards.

TV-11 student station at Murray State University, where they were given a behind-the-scenes look at all areas of television production. Their travels also took them to a small advertising agency, to MSU's Sports Information Office, and to the National Public Radio station WKMS, where they received on-air experience. Back on campus, they enjoyed several visits from professional photojournalists, who shared tips and tricks that aided the scholars as they assembled their own photo essays and magazine-type layouts about the GSP experience.

philosophical foundations of the truth in a given situation and be able to defend those concepts. Scholars were exposed to a number of different issues, including the ongoing BP oil spill in the Gulf of Mexico and several of the challenges facing our Commonwealth today, all of which served as springboards for class discussions about truth.

For a more traditional perspective on the media, the scholars visited two newspapers—one regional and one local—to learn about the ways in which news coverage varies between different markets. The class toured the regional television station WPSD-TV in Paducah and the

"I have a new appreciation for all the work that goes into creating a broadcast or a newspaper. I also see the necessity of an unbiased media that is focused on the facts and that promotes knowledge and awareness."

*Matt Lawson
Oldham County High School*

Modes of Mathematical Thinking

Centre College

This class, facilitated by **Duk Lee**, challenged scholars to tackle new concepts in familiar math-based fields as well as to explore entirely unfamiliar realms of the mathematical world. As in a typical high school math class, scholars were given problems to solve from a variety of mathematical areas: algebra, trigonometry, geometry, and number theory. However, instead of coming from a textbook, the problems came from national mathematics contests and they seemed very complicated and unfamiliar—dauntingly challenging. As the scholars delved into them, though, they discovered that these problems could actually be solved using familiar concepts and a bit of creativity.

As they pushed themselves even further outside of the realm of "normal" math, the scholars began exploring the mathematical underpinnings of nature, music, and even origami. To observe fractal geometry in nature, the class spent a day in the field with Jamie Hester's Biological & Environmental Issues focus area. As they connected mathematics with music, the scholars spent several class periods working in tandem with the members of Frieda Gebert's Music focus area. They also developed a true appreciation of origami, not as a children's craft, but as a complex artistic/mathematical/scientific undertaking. Overall, as a result of class discussions and activities, the scholars' perceptions of mathematics began to change. They came to the realization that math is not the process of solving symbolic equations to get right answers, but rather a complex and beautiful language that describes nature, music, art, and many other aspects of our world.



A scholar demonstrates the origami technique that he used to create an octagonal box.

Murray State University

Strange algebras provided scholars in **Seth Hunter's** focus area with the opportunity to hone their questioning and reasoning capacities. Once they had been introduced to the ground rules of a new system, the scholars would observe its patterns and peculiarities, develop their own questions for investigation, and then work in teams to



search for reason within a strange new mathematical world. As they worked through a variety of algebraic systems, the scholars noticed that one algebra resembled the game “Sudoku” while other algebraic systems had direct connections to the class’s previous areas of study. On one occasion, the scholars even learned that under the proper circumstances, $2 + 9 = 2$.

Over the course of the summer, the scholars came to the realization that systems of algebra are not necessarily modeled after nature, but instead are created by the human mind. In fact, a mathematician creating a system of algebra is remarkably similar to a writer creating a story: first, a writer creates unique characters and then the writer fashions a story building on those characters’ traits. With this process in mind, the scholars created their own algebra and investigated how their mathematical “characters” would play out based on the traits with which they had imbued them.

As scholars investigated the nature of mathematics and mathematical works, they also learned how to capture and share their experiences by using digital cameras, YouTube, iMovie, and Blogger to create digital media. As a result, they were able to collaborate in real life and online as they explored and created different algebras.

The most important lesson that the scholars learned is that education is a transformative experience that can be used to improve the human condition. To demonstrate this principle on a small scale, the scholars made a brief foray from algebraic symmetries into the art of origami and shared their paper creations with the residents of a local assisted living community.



Scholars use models to analyze three-dimensional symmetries.

“I’ve learned different ways of thinking about math. It’s not always about finding the right answer, but rather asking the right question.”

*Daniel Murphy
Shelby County High School*

Music

Centre College

Together with faculty member **Frieda Gebert**, scholars in this focus area explored music in several non-traditional ways, including studying the science of acoustics and the psychology of music, as well as researching the latest neurological discoveries. In addition to playing, arranging, and composing music in class, the scholars attended a professional opera and a musical theatre performance, learned several dances, and explored the connections between music and poetry. The class’s culminating activity was a concert consisting entirely of music by The Beatles that the scholars had arranged themselves.

As they explored the art and science of musical composition, the scholars also learned a great deal about current technology and became proficient in using a wide variety of software programs and editing techniques. Ultimately, these skills enabled them to produce their own CD of original compositions.



At the end of the Program, scholar Shelby Rogers had high praise for every aspect of her Music class. She explained, “My focus area was the best part of my GSP experience. It allowed me to grow, not only as a performer and intellectual, but as a person. I was surrounded by people who were just as passionate about learning as I am and we had the perfect instructor to push us to be the best musicians we could aspire to be. I am completely grateful for this unique experience.”

Working with a professional composer helps Music scholars compile their own works.

Philosophy

Bellarmino University

Over the course of the summer, scholars in **Lisa Hicks's** focus area studied a number of different philosophical themes and schools. The class was structured around the different branches of philosophy—such as ethics and epistemology—and the sorts of questions with which each branch is concerned—such as, respectively, “what is the right way to act?” and “how do I know that I can trust my senses to give me accurate information about the world around me?”

Scholars read excerpts from several texts, including Jamie Whyte's *Crimes Against Logic*, an introduction to philosophy aimed at a general audience; Julian Baggini and Jeremy Stangroom's *Do You Think What You Think You Think?*, a book of tests and puzzles for examining philosophical intuitions; and Plato's *Crito*, a classic dialogue concerning justice and right action.

For an individual project, each scholar researched a significant philosopher, school of thought, or movement and collected his or her findings into a short paper. Before leaving campus, the class compiled these papers into a booklet and every member received a copy to keep as a reference source and memento.

Centre College

This year, **Patrick Nnoromele's** Philosophy class engaged in the search for and examination of the origin and development of several prominent ideas, many of which have strongly influenced our contemporary culture and value systems. Very early in this process, the scholars realized how philosophical thinking differs from other kinds of thinking. Using a Socratic line of questioning, the class sought for ways in which philosophical thinking could contribute or lead to progress in the arena of personal and social responsibility.

On one occasion, the class divided into small groups to debate the problems of determinism and free agency. As they reviewed arguments and identified logical fallacies, the scholars recognized that rational people evaluate reason based on intellectual standards. With this in mind, the scholars looked to primary sources and short articles to uncover the basic principles that underlay their respective positions and arguments. This exercise helped the class better appreciate the power of critical thinking in the pursuit of truth.

Since philosophy embraces every field of human knowledge, the scholars often escaped the four walls of the classroom in search of truth in the domain of the natural world. While there, they investigated a number of epistemic questions, including “what is life?” and “how did living organisms come into being?” as well as “is there a physical basis for human thought?” The scholars' collective interest in this realm of human knowledge was motivated and encouraged by Socrates' own claim that his development as a philosopher began with the study of the natural sciences.

Faculty member **John Wilcox** built this class upon the classical texts of Western and non-Western philosophy. His goal was to draw the scholars into a greater understanding and appreciation of the power of critical thinking. To this end, he would offer scholars a brief explanation of a philosopher's position and then suggest a few questions about the implications of that position.

The class engaged in a thorough examination of the practices of Socrates and sought to appreciate the underlying moral values that motivated his philosophical critique of his contemporary culture. The scholars then considered ways in which Socratic questioning could contribute to the improvement of our own culture. Turning their attention to Socrates' student, the scholars thoroughly studied Plato's philosophical ideas, including his theories of the soul and of the division between a higher world of unchanging Being and a lower world of ever-changing Becoming. They also familiarized themselves with the critique of Plato developed by his greatest student, Aristotle. This allowed scholars to reflect on the various understandings of what is most real.



Scholars dabble in astronomy as they consider the connections between philosophy and the natural world.



Faculty member Lisa Hicks leads scholars in a philosophical discussion.

“Philosophy has provided me with a view of alternate perspectives. I have been able to study the consistency of my thoughts and how they apply to the creation of my moral beliefs.”

*Deanna Walker
Scott County High School*



"I've learned so much about ancient philosophy, but it has made me realize that the ideas we discuss hardly seem ancient at all. The thoughts of men who have been dead hundreds of years still have very modern, relevant applications. I see philosophy everywhere I look now and it's incredible."

*Kelsey Kinney
Central Hardin High School*

The class examined the skeptical challenges to the idea that any knowledge can ever be considered to be absolutely certain. Working from the assumption that it is impossible to be certain, they sought to determine what rules should govern one's beliefs. They pondered whether the strict rules that govern scientific belief should be applied to other areas of human life, such as morality or religion. The scholars also considered competing ideas and standards of justice and wondered about how they should choose which standard to adopt for themselves. This discussion required a great deal of personal reflection and prompted the scholars to consider the extent to which their own self-interests prejudice their concepts of what is just.

Finally, the scholars debated the problem of free will versus determinism, the basic ideas of Buddhism, and the competing moral theories of utilitarianism and Kantian deontology. In conjunction with the discussion of free will and determinism, the class joined with Jamie Hester's Biological & Environmental Issues class to discuss the theory of biological determinism.

When asked about his focus area, scholar P.J. Johnson of Daviess County High School described it as a safe environment that challenged him with new ideas. He explained, "In my focus area of Philosophy, I feel like I became more open to ideas and viewpoints that seemed far-fetched before the Program. I was able to experience the thoughts of my fellow scholars in a calm environment. We went head-on into very controversial and serious topics, but we tackled them while maintaining a mature and considerate respect for everyone involved. ... This whole experience has shown our class the importance of open-mindedness and the search for answers. I think a lot of the problems the world faces could be solved with open minds and philosophy."



Working in small groups, scholars consider the influence of the sciences on philosophy, and vice versa.

Physical Science

Murray State University

Scholars in **Madison Sewell's** class used Richard Feynman's *Six Easy Pieces* as their guide as they explored the physical world. As they did so, they realized that their exploration would encompass far more than just physical science; ultimately, they ventured into the related fields of engineering and even philosophy, as well.



The scholars' first challenges were to use their knowledge of physics to design and build their own metersticks and spring scales. Then, using the metersticks that they had created, they worked together with scholars in the Historical Analysis focus area to design a number of model trebuchets. From these, they selected the best design and, working from it, they built a full-scale working armament that was over fifteen feet tall!

During a field trip to Western Kentucky University's Physics Department, the students were challenged to consider how physics relates to a number of other scientific fields, including astronomy, cybercrime, and the study of the nucleus. They delved deeper into the topic of nuclear physics by visiting and touring a uranium enrichment plant.

At the conclusion of the Program, scholar Haaken Magnuson of Christian Academy of Louisville reflected on the wide variety of projects and opportunities that he had enjoyed in his focus area, saying, "Homemade metersticks, popsicle stick trebuchets, musical PVC pipes, a 100 foot slinky, and enriched uranium make for a great five weeks!" Scholar Doug Long of Campbell County High School similarly appreciated the ways in which his Physical Science class wove different elements into a cohesive whole. He raved, "Physics for the mind, engineering for the hands, and philosophy for the imagination. GSP is a workout for the whole body, and I love it!"

Working together, scholars from the Physical Science and Historical Analysis focus areas design, build, and test a full-scale (15' tall!) working trebuchet.

Political & Legal Issues



Centre College

Scholars in **Karen Esham's** Political and Legal Issues class read George Orwell's *1984*, using Orwell's concepts of the future to compare and contrast the geopolitical alliances of Orwell's vision to those of the United States from 1945 to the present. The scholars began the summer by examining various torture statutes in general and the Federal Torture Statutes in particular. They also reviewed the Geneva Convention recommendations for prisoner of war treatment and the recently-released memos about the use of enhanced interrogation in the treatment of non-military combatants. Familiarizing themselves with these policies prepared the scholars to evaluate the efficacy of torture as a method of obtaining information as well as to consider the reliability of information obtained by such means. The class toured the oldest—now unused—part of Eastern State Hospital to get a firsthand look at how mental illness was treated following World War II. After the tour, the scholars better understood the ways in which Orwell had extrapolated the practices of his own time to create the brutal torture scenarios that take place in his novel's infamous Room 101.

Scholars engaged in several map exercises that allowed them to compare modern NATO and European Union alliances to those which would have comprised Orwell's Oceania. They then took a current world map and color-coded it to indicate Orwell's Oceania, Eastasia, and Eurasia, as well as to identify the quadrilateral in which all of Orwell's wars were fought. As they completed this project, the scholars were surprised to see how closely Orwell's alliances and hot zones match those of our world today.

The class also studied the effects of continual war on a nation's ability to manage security without endangering the privacy of its citizens. Scholars read the Bill of Rights, examining the First and Fourth Amendments, and discussed how those rights might be weakened by a nation's engagement in a permanent war like the one Orwell envisions.



A scholar leads her classmates in a discussion of Room 101 and the ramifications of torture as Orwell portrays it in 1984.



During their visit to Frankfort, scholars speak with Katie Quitter Shepherd, the Chief of Staff to Kentucky's Chief Justice, about what they can do to address problems in their home communities.

For five weeks, scholars in **John Powell's** class closely followed three interrelated issues: immigration, the War against Terror, and race. On a daily basis, they monitored breaking news—including the implementation of Arizona's Senate Bill 1070, the WikiLeaks release of classified U.S. military documents, and the Shirley Sherrod case—and tracked developing stories. Thanks to their heightened awareness of these current events, the scholars were able to explore the stories' public trajectories and track their evolving impact on U.S. politics in general and, specifically, on elected leaders' ability to effectively respond to the nation's needs.

A number of guests visited the class and helped to enhance the scholars' appreciation of the issues they were tracking. They included the Hon. Eugene J. Siler, Jr., of the U.S. Court of Appeals, 6th Circuit; FBI Special Agent Clay Mason; Campbellsville University political science professor and counterterrorism expert Max Wise; Barbara Klein, director of the Lexington office of the Kentucky Refugee Ministry; and Andres Cruz, editor of *La Voz*, a bilingual newspaper covering news of interest to Latinos of Central Kentucky. In conjunction with their study of immigration, the class planned and hosted weekly day camps for more than forty refugee children who had recently arrived in Lexington from Bhutan, Iraq, and the Democratic Republic of the Congo.

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Murray State University

Karen Shelby's focus area engaged with political and legal issues through the lens of quilting. Scholars began by exploring the hypothesis that slaves used quilts to communicate in the antebellum South. Next, they considered women's suffrage and claims about women in America. They then examined Gee's Bend, Alabama, as a successful example of women's using quilting as a tool to raise their community out of poverty. Finally, schol-

"I've never been able to debate political and social issues with such an informed audience.

Our discussions assisted me in refining my political ideas to become a much more informed and well-rounded citizen."

*Morgan Hahnert
Eastern High School*



ars examined Kentucky artist Denise Furnish's quilt-based work as a model of self-expression and political statement. Throughout the course, the scholars worked on their own quilt squares, which served not only as outlets for political commentary and expressions of the scholars' aesthetic visions, but also as a means of engaging the class with the traditional art form of quilting.

The scholars garnered inspiration for their study and for their own handiwork during several visits to the Frist Center for the Visual Arts, where they viewed exhibits of fashion from the 1940s and 50s and glass blown by Dale Chihuly's team of artists. They also created their own silkscreens and sculptures in the Frist Center's art engagement space. When they visited Paducah, the scholars had the opportunity to explore the history and economics of quilting through a curator-led tour of the National Quilting Museum. At the same time, they visited an arts renaissance community and witnessed firsthand its reviving influence on a depressed neighborhood.

Back on the Murray State campus, the class participated in discussions with guest speakers on a wide variety of topics, ranging from the future of Kentucky to the achievement of legal safeguards through human rights efforts in Belize. They even spoke with the Director of the Murray-Calloway County Chamber of Commerce, who emphasized the important roles that women and their artwork play in the Murray economy.

"My favorite thing about this class is how engaging it has been. Every learning experience has relied on hands-on activities and group discussions; in my opinion, this is the best way to learn."

*Brad Cundiff
Nelson County High School*



Scholars use sewing machines as well as hand-stitching as they create their very own quilt squares.

Psychology

Bellarmino University

The scholars in **Irene Bozio's** focus area explored some of the popular subfields of psychology. Within the area of cognition, scholars examined the anatomy and function of the human brain, held a real brain in their hands, and observed aspects of child development with the help of Dr. Christy Wolfe's baby daughter. The scholars then turned their attention to perception, speaking at length with Dr. Don Osborn, who explained how an individual's perceptions of "love" can affect his or her relationships.

Recognizing that many of today's most popular television genres, including reality TV and police dramas, include important psychological components, the scholars spent part of the summer learning more about the real psychology behind their favorite shows. The class sincerely enjoyed a visit from Roger Bingham, *Survivor's* "Kentucky Joe," who talked with them about the process that psychologists used to evaluate potential competitors for reality TV shows in general and for *Survivor: Australian Outback* in particular. Mr. Bingham also disclosed some of the psychological challenges that contestants face behind-the-scenes. The scholars then turned their attention to

police dramas and spoke with Walter Elder, a veteran police officer, who offered them insights into the interviewing and interrogation techniques that real-life officers rely on, particularly emphasizing the importance of reading facial expressions and body language.

To prepare the scholars for their trip to Eastern State Hospital, Dr. Pam Cartor visited the class and discussed the history of psychological treatments. With her help, scholars began to understand that psychology is still a relatively young field. She explained the good intentions behind some of the gruesome procedures that were once used to treat mental illnesses and discussed how ongoing research continues to reveal more effective methods of treatment. As a result, facilities such as Eastern State have become safer and more welcoming over time. After touring Eastern State's historic wings, the scholars visited the Center for

After studying the psychology of Survivor, scholars experience some of the show's stressors firsthand during their class camping trip.



Women and Families, a facility where victims of physical violence and sexual abuse seek asylum. The contrast between these two facilities allowed scholars to appreciate how far psychological treatment has come. While visiting the Center for Women and Families, the scholars began an art therapy project that will be completed by residents and then displayed at the Center: they rearranged broken pieces of pottery and glass to create a beautiful mandala. The mandala will serve as a vehicle for healing as participants come to recognize that the brokenness of their lives may be reconfigured to create a new life free of violence or abuse.

Students in **Lisa Wagner's** Psychology class began the Program by examining common mental and behavioral disorders that are traditionally associated with the study of psychology. They toured the facilities at Eastern State Hospital, the second oldest public mental health facility in the United States, and discovered just how far treatments have advanced in the past few decades. They also learned about the legal process involved in hospitalizing someone who is in need of treatment. Because they found the topics of mental and behavioral illnesses to be fascinating, the scholars further engaged with these subjects by participating in small group research, taking part in simulations, and watching and discussing several related films.

The class also spent a great deal of time exploring the psychology of power. Specifically, scholars considered the different types of power and how individuals achieve it, acquire it, and reinforce it in contemporary society. Once they had familiarized themselves with this topic, they applied their knowledge to the issue of bullying. They created a petition to raise student awareness of this issue and sought the commitment of their GSP peers in pledging to take a proactive stance against bullying behavior. On a related note, the class discussed the human tendency to form social cliques and considered the role social power plays in the group dynamics of their schools. Finally, the scholars embarked on a journey of self-awareness in which they analyzed their personality traits through a series of brief assessments, graphology, and dream analyses.

Murray State University

Jay Crocker's class studied the psychology of power and its effects on the world through the lens of social psychology. Specifically, the class considered the power of the visual and performing arts, the media, the government, the self, and communication. After an initial introduction to the field of social psychology, the class then spent approximately one week focusing on each specific topic.

To better understand the power of the visual and performing arts, the scholars read and discussed contemporary research regarding music's therapeutic value in treating autism. The class also attended a performance by the Kentucky Shakespeare Festival, which facilitated the scholars' understanding of the psychological process that an actor undertakes as he or she assumes the role of a character in a theatrical performance.

During the second and third weeks of the Program, the class considered the powers of media and of the government. The scholars researched and evaluated the media's treatment of mental health and imprisonment and then visited two facilities, Western State Mental Hospital in Hopkinsville and the Western Kentucky Correctional Complex in Fredonia, to collect firsthand data regarding these issues. At the Correctional Complex, the class toured the facilities with a deputy warden, met with a number of inmates, and even engaged in an hour-long discussion with two of the inmates. These experiences enabled the scholars to draw their own conclusions about society's perceptions of the mentally ill and of prisoners.

Turning their attention to the power of self, the scholars explored the ways in which a person's beliefs and ideas can shape that individual's psyche and the choices that he or she makes in life. To enhance their discussion, the scholars considered many different paths of belief, including religion, astrology, and Eastern medicine. They also met with a psychic and even learned the fundamental elements of Tai Chi. To see psychological theory in action, the scholars designed several small-scale experiments and conducted them on the MSU campus. These experiments allowed them to view conformity and social pressures in a positive and instructional light, ultimately teaching the scholars a great deal about themselves.



Scholars conduct a social experiment on the Murray State campus.



Scholars make beauty out of brokenness as they create a mandala at the Center for Women and Families.

"I really enjoyed learning about the facets of psychological professions, the self, and social interaction. I also appreciated the manner in which we were taught. The class was engaging and instead of knowledge being forced upon me, I wanted to reach for it myself."

*Nick Clayton
Madisonville North Hopkins
High School*



Finally, focusing on the power of communication offered the students a chance to learn more about the art of expressing themselves effectively. Their discussions centered around the idea of social bargaining, which requires individuals to interact in order to achieve personal or shared goals. They also considered verbal and non-verbal means of threatening and communicating, as well as the individual and collective effects of these expressions. Ultimately, the scholars acquired the ability to differentiate between the positive and negative psychological powers at work in a variety of modes of communication.



Scholars from both Psychology focus areas on the MSU campus learn the fundamentals of Tai Chi.

Together with faculty member **Stephen Dorsett**, scholars in this class participated in a variety of learning activities designed to help them better understand themselves and their relationships with other people. The scholars began this endeavor by recounting for their classmates stories about their most critical life events. For example, one scholar discussed the time he had been caught breaking into a swimming pool and explained how that experience had empowered him to part ways with a group of peers who had negatively influenced him. In addition to helping the scholars learn more about one another and recognize the commonalities among their class, the process of identifying and sharing the transformational events in their lives was crucial to aiding the scholars in better knowing themselves.

As the course progressed, the scholars recognized that one experience that they all had shared—and, in fact, all humans share—is that of dealing with conflict. With this in mind, the scholars sought to learn techniques for addressing conflict. In one activity, the scholars wrote about problems that they had encountered with others in the past. They then exchanged their writings with other members of the class, who would act out resolutions to the conflicts described.

The scholars' skits led the class into a productive discussion about a variety of constructive ways to resolve conflicts. For more real-world experience with this topic, the scholars visited a women's prison and spoke with the deputy warden and two inmates about fights, social hierarchies, and group therapy behind bars.

Spanish Language & Hispanic Culture

Centre College

Scholars in **Genny Ballard's** class studied and discussed Hispanic culture, focusing specifically on the migration of Latinos to, and inside of, the United States. They watched several films about immigration, including documentaries and feature-length movies. Together as a class, they read and discussed *Enrique's Journey*, a book about a boy's travels to the United States to find his mother.

A variety of class speakers and hands-on activities enhanced the scholars' understanding and appreciation of Hispanic immigrants, their motives, and their culture. Nayarit native Julia Gomez came to Danville to teach the scholars how to cook tamales and tres leches, a sweet milk cake. The class also hosted Cori Hash, the director of the Maxwell Street Legal Clinic, who talked with the scholars about immigration. During the following week, Andres Cruz, editor of the bilingual newspaper *La Voz*, visited with the scholars and spoke about Arizona's recently-enacted anti-illegal immigration measure (Senate Bill 1070), as well as the topics of immigration law and the media's portrayals of Latinos. Kathya Beard, a native Peruvian, even taught the class Latin dance!

Most importantly, the scholars worked closely with the Kentucky Migrant Education Program at Hogsett Elementary. They spent two days each week volunteering there, interacting with thirty-six children who are new immigrants in Kentucky. The scholars read to the children, accompanied them on visits to the library and the fire department, and even helped them prepare for a presentation that over 100 guests attended—all while conversing with them in Spanish.



Scholars accompany children from the Migrant Education Program on their field trip to a firehouse.

"I have learned how difficult immigrating to the U.S. is and gotten a glimpse of how fascinating different cultures can be. Working with the migrant children showed me how hard and rewarding it is to cultivate a cultural identity in a new country."

Michael Hall
Conner High School



Scholars blow out eggs as the first step in making their own cascarones.

about the subject from several different experts who visited campus.

Maggie Roll's primary goals for the summer were to help the scholars become more comfortable speaking Spanish and to expose them to aspects of Hispanic culture that they had not previously encountered. To learn more about the different vocabularies and traditions of several Spanish-speaking countries, the scholars divided into small groups, each of which then selected a specific country and prepared a presentation for the class about that country's unique linguistic and cultural heritage.

Throughout the summer, the scholars adopted a very hands-on approach to the cultures that they were studying. As they learned about Mexican art, they created cascarones, alfeniques, and papel picado and then displayed their creations during the GSP-Centre Evening with the Arts. They also worked with a Peruvian dance instructor to learn Zumba, a mix of Latin dance and aerobics. Two of the class highlights were of a culinary nature: the scholars made their own tamales and enjoyed lunch at an authentic taqueria and grocery.

Members of the class frequently engaged with native Spanish speakers, talking about topics ranging from immigration to Mexican food. After watching and discussing several documentaries portraying different aspects of Latino immigration, they joined together with Genny Ballard's class as well as the Political & Legal Issues focus areas to learn more

Visual Arts

Bellarmino University

Matt Curless began the summer by telling the scholars in his class, "Art is not simply a job or vocation; it is a method of creating, expressing, and making the world a better place." Thus motivated, the scholars explored techniques for developing and maintaining the eyes and brain of an artist. The class went beyond simply teaching the scholars how to draw or paint; instead, it created an environment that accepted students of all artistic abilities and backgrounds and enabled them to create wonderful works of art using both the left brain (the logical, analytical side) and the right brain (the intuitive, creative side).

Class projects included life drawing, as well as a variety of two-dimensional techniques such as etching, watercolor, acrylic, and colored pencil. Students also studied the process and purpose of gesture drawing. They then visited the Louisville Zoo, where they used these techniques to study the forms and structures of live animals. In addition to creating their own works, the scholars also considered professional artists' creations. During a field trip to Flame Run glassblowing studio in downtown Louisville, they got a first-hand look at the processes of making, finishing, and selling glass sculptures.

During the final week of the Program, scholar Rossi Clark of Pulaski County High School expressed her appreciation to GSP for allowing her to immerse herself in a previously unfamiliar field. She explained, "I've always had some interest in art, but this class has given me the opportunity to really dive into the field. As a result, I have discovered a hidden passion—and some artistic skill—that I had never been able to explore before GSP."

During a visit to Flame Run, scholars learn about the processes of creating, finishing, and selling glass art.





Centre College

Today more than ever, our young people need the arts as a forum for safe expression, communication, exploration, imagination, and cultural and historical understanding. The scholars in **Siobhan Byrns's** Visual Arts focus area committed themselves to the idea that drawing is a way of thinking. Together, they learned that art is a skill, similar to math and science, and they worked individually and as a group to hone that skill.

Over the course of the summer, scholars cultivated a visual perception of the world through drawing and the study of color. They submersed themselves in the study of art history techniques, ranging from those of the masters to contemporary approaches. As the weeks progressed, the curriculum unfolded and the scholars gained the technical expertise and critical thinking skills they needed to help them discover their own unique visions as artists.

One of the techniques that the class focused on was plein air painting, which takes only moments to learn, but a lifetime to master. As they painted the world around them, the scholars also practiced the general principles of composition and perspective while simultaneously familiarizing themselves with transparent watercolor techniques, including color mixing, glazing, and brushwork. The class traveled to a number of different locations—including the Louisville Zoo, Shaker Village of Pleasant Hill, and Danville-area historic sites—to do their painting. At the different sites, each individual scholar was free to choose the subject matter that he or she found to be the most inspiring.

As the culmination of their GSP experience, the scholars organized an exhibition of their artwork. Many different focus areas contributed their own creations to exhibit and, incorporating their fellow scholars' works, the Visual Arts scholars curated and presented a large collection as a testament to the GSP-Centre summer experience. Showcasing their creations allowed all of the scholars to take a great deal of pride in what they had accomplished during their five weeks on campus.

Murray State University

Deeno Golding challenged the scholars in his Visual Arts focus area to use the computer to create art. Eschewing traditional art-making methods—painting, long-pose drawing, ceramics, and the like—the scholars used a professional illustration application and a computer mouse to express their artistic abilities.

The scholars' first task was to discuss their personal definitions of "art," "visual art," and "computer art." When they had established some common ground—and debunked popular myths—they began preparing to create their own masterpieces by using the Internet to research a number of different portrait artists. In order to share their findings with the rest of the class, each scholar then created a PowerPoint presentation about the artist that he or she had researched. The scholars also enjoyed a field trip to the Frist Center for the Visual Arts, where they

viewed a wide variety of works of art, focusing particularly on portraits, and conducted additional research on portrait artists. Thus prepared, the scholars undertook their final project. Using little more than the Adobe Illustrator computer program, each scholar created his or her own digital self-portrait.

For scholar Katie Moore of Oldham County High School—and for most of her classmates—working with digital art was an entirely new experience. Ultimately, though, it proved to be quite rewarding. As she described, "I was a little hesitant about working with graphic arts rather than tangible art such as painting or sculpture. ... However, I was pleasantly surprised by how much I enjoyed working with Adobe Illustrator. Over the past few weeks, I have become very familiar with all the program's tools and tricks and I feel accomplished enough to continue using the software in the future. Together, our class collectively mastered a new frontier of Visual Arts!"

With the help of Adobe Illustrator software, a scholar turns a simple digital picture into an original digital self-portrait.



During a plein air painting trip to the Louisville Zoo, a scholar shows his watercolor to a curious orangutan.

"In Visual Arts, I have learned to look at the world around me differently.

Now when I look at someone, I think about what they would look like in charcoal. When I look at trees or grass, I don't just see one shade. I see a thousand shades of green and maybe an unexpected purple streak."

*Jacqueline Scates
Franklin-Simpson High School*



General Studies Classes



General studies classes emphasize creative thinking, problem solving, service learning, and civic engagement. In order to fully experience the living, learning environment of the Governor's Scholars Program, students are assigned to a general studies class that takes a different approach to learning than that of their focus area. This policy is based on the philosophy that in order to be true scholars, scientists should appreciate the humanities and humanists should understand the importance of science and technology in our world.

Each general studies class is developed independently by the faculty member, who will often venture outside his or her own area of expertise when choosing the course topic. As a result, the instructors learn together with the students, creating an educational environment that is both innovative and exciting. The following are a sampling of the fifty-seven general studies classes that engaged faculty and scholars on the three GSP campuses in 2010.



"Around the State in Five Weeks"

Centre College

Kristen Harris, Faculty

Through classroom and field experiences, scholars in this class garnered an appreciation of Kentucky's unique people and places. In addition to researching our Commonwealth's history, culture, politics, geography, and future, they learned to identify all 120 Kentucky counties! Here, scholars celebrate reaching the top of the rocks at Bad Branch Falls in Whitesburg.



"Civilization Creation"

Bellarmine University

Alaina Stephens, Faculty

After studying a variety of ancient civilizations and the spiritual beliefs, natural resources, and leadership styles that underlay them, the scholars worked in groups to create their own civilizations. They defined the governmental, geographic, and religious foundations and then created three-dimensional models of the new cultures that they had envisioned.



"Crime and Punishment"

Murray State University

Madison Sewell, Faculty

By participating in an extended mock legislature session, scholars in this class learned about criminal law and criminal justice policy. They reviewed actual cases and then worked together to craft a new homicide code. Visiting with experts in the field, including Judge Russell (above), helped scholars understand the reality behind their theoretical proposals.



"Boiling Over with Inspiration"

Bellarmine University

Craig Miller, Faculty

Each week, scholars worked within a defined field (for example, music or visual art) to choose a piece that particularly inspired them. After defining the essence of that piece, they created and prepared original recipes to capture that same essence. In addition to honing their culinary skills, scholars developed an appreciation for the intricacies of taste and flavor and the ways in which they can affect eaters.



“Dance with Me”

Bellarmine University

Terence Gaskins, Faculty

Beginning with the Cuban rumba, scholars embarked on an interdisciplinary examination of when, where, and why people dance. To experience the joy of dancing themselves, they practiced hard and became proficient in several Afro-Caribbean dances, including salsa, merengue, and rueda de casino. The scholars shared all that they had learned by leading a series of dance classes for children at a local daycamp.

“Is Life a Game?”

Murray State University

Seth Hunter, Faculty

Scholars in this class studied and played games as a way to learn more about human nature and behaviors. They first focused on logic and strategy, but quickly began to question whether reason and self-interest are always players’ primary motives. As a result, they began to consider social dilemmas and game theory, looking specifically at classic interactions like the Prisoner’s Dilemma. They also conducted related social experiments. Ultimately, the scholars determined that an individual’s understanding of him- or herself within a community significantly impacts that person’s behaviors in the “game of life.”



“Extreme Makeover: Paper Edition”

Centre College

Duk Lee, Faculty

Over the course of the summer, scholars in this class were challenged to make beautiful and precise art and geometry via paper folding. This required a great deal of effort and perseverance, as many of the projects that the scholars undertook required more than fifty steps! As the scholars learned, despite the fact that it does not involve any typical math terminology, origami is a truly mathematical activity: each step of the process must be done with great care and precision in order to achieve a correct—and beautiful—result. By the end of the program, the scholars had become adept at transforming flat sheets of paper into three-dimensional masterpieces.



“The Most Powerful”

Murray State

Deeno Golding, Faculty

In order to better understand the use and abuse of power—and to consider stereotypes regarding male and female roles—this class turned to an unusual source: comic books. Scholars researched, analyzed, categorized, compared, and contrasted the power(s) of characters from the Marvel Comics and DC Comics universes with the goal of definitively determining which superhero is the most powerful.



“The Logic of Creativity”

Bellarmine

Bryan Orthel, Faculty

Taking Buckminster Fuller’s writings on creativity and intellectual exploration as their inspiration, scholars in this class focused on defining creativity and using it as a problem-solving technique. To put their ideas into action, they organized a campaign to raise awareness on campus about the lack of potable water in Africa. They created a number of hands-on activities and visual aids—including a giant water bottle made of water bottles—to attract attention for their cause.



“Land Between the Lakes”

Murray State University

Larry Grabau, Faculty

Thanks to the proximity of the Land Between the Lakes to the MSU campus, scholars were able to undertake a thorough exploration of this beautiful area. In addition to studying the history and function of Barkley Dam, the class took part in a wide variety of cultural and recreational activities both on water and on land. As they swam, square danced, and dug potatoes, scholars learned to appreciate LBL as a Kentucky treasure.





“Rabble-Rousers and Rebellion”

Centre College

Maria Kennedy, Faculty

As they examined Americans' struggles to enact socio-political change, scholars focused on a variety of methodologies, including violence, non-violence, music, third-party politics, and even children's literature. After considering the strengths, weaknesses, and overall effectiveness of each tactic for enacting change, the scholars engaged in their own campaign: they successfully lobbied for a curfew extension during their final week on campus.



“Social Justice and the Immigrant Experience”

Centre College

Genny Ballard, Faculty

This class delved deep into the issues of immigration in Kentucky. In addition to reading about and discussing immigration policy, the scholars connected to the human side of the issue by working closely with the Migrant Education Program. In conjunction with the class's consideration of undocumented workers, the scholars met with advocates for the Dream Act legislation. They also visited the Backside Learning Center at Churchill Downs, where they learned about the individuals who live at the track.

“The Wild Rumpus”

Murray State University

Phyllis Schlich, Faculty

After reading a number of children's books and learning more about some of the issues that concern children, scholars in this class set out to write their own children's books. Working in a media lab, they envisioned their characters, created original storylines, and even designed their own illustrations. Ultimately, each scholar published his or her own hardback book.

Because children's literature and children's literacy go hand-in-hand, the scholars also volunteered regularly at Murray Elementary School, where they read to and worked with a group of 6- to 9-year-old students.



“Science by Doing”

Bellarmine

Scott Cassidy, Faculty

Scholars in this class learned scientific principles not by experimenting, but by building. Through the course of the summer, they created hot air balloons, kites, and rockets made from 2-liter bottles. They used the pinhole cameras that they constructed to take black-and-white pictures, which they developed themselves. They even built their own navigational tools and learned how to use them to make astronomical observations that enabled them to determine their position anywhere on Earth!



“Special Effects for Film”

Centre College

Siobhan Byrns, Faculty

Scholars in this class learned basic techniques for photography and digital image editing, including photo manipulation, electronic color theory, and green screening. As their culminating project, they performed the “schoolhouse” scene from Alfred Hitchcock's *The Birds* in front of a green screen and then, using the skills they had learned, seamlessly integrated themselves into Hitchcock's famous film.



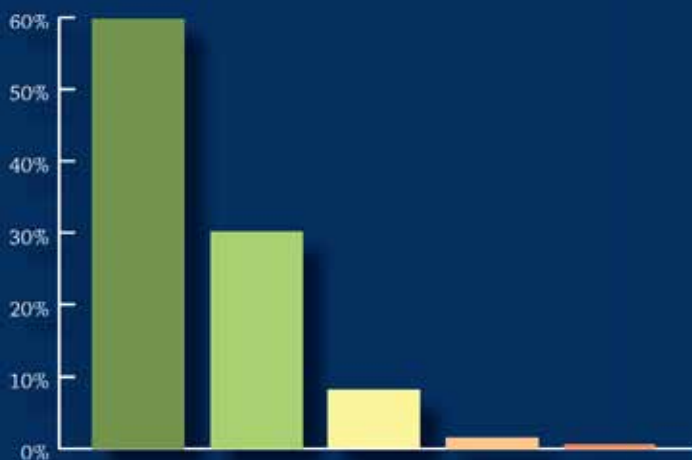


2010 Scholar Experience Survey

Each summer, before leaving their respective campuses, all Governor's Scholars are asked to complete a Scholar Experience Survey consisting of approximately thirty questions pertaining to all aspects of life at GSP. Program staff use the survey results to help gauge the success of the summer's activities, to assist in the evaluation of faculty and staff performance, and to better understand the Program's impact on the scholars themselves. Most importantly, the survey functions as a tool that better equips Program and campus administrators as they begin planning for the upcoming summer. The following is a representative sample of results from the 2010 Scholar Experience Survey. For a complete list of the survey questions and detailed results, please see the GSP website, www.gsp.ky.gov.

Overall Results of the 2010 Scholar Experience Survey

In 2010, 1,032 of the 1,051 Governor's Scholars (98.2%) completed the Scholar Experience Survey. Considering the results of the survey as a whole, the scholars' responses were overwhelmingly positive. In fact, on average, participants selected either "strongly agree" or "agree" nearly 90% of the time. In comparison, "neutral" responses made up 8.0% of the total. Scholars very rarely reacted negatively to the survey prompts, choosing "disagree" only 1.6% of the time and "strongly disagree" in only 0.5% of responses. No individual question received a negative response rate above 6.4%.



Average Response Rates

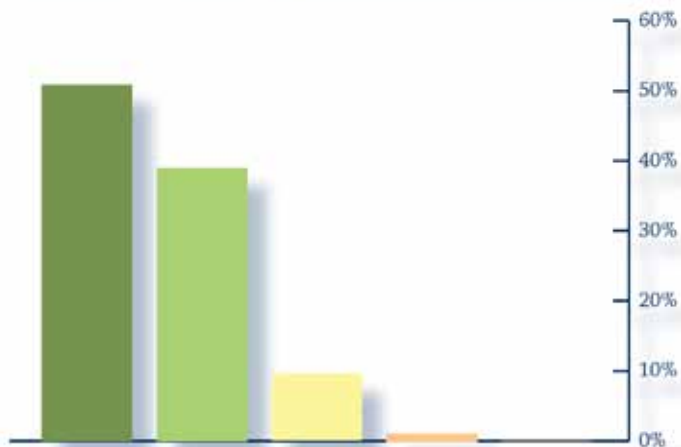
Strongly Agree	59.8%
Agree	30.1%
Neutral	8.0%
Disagree	1.6%
Strongly Disagree	0.5%

A Sample of Survey Prompts and Scholar Responses

"As a result of my participation in the Governor's Scholars Program, I am more willing to assume leadership roles in my school and community."

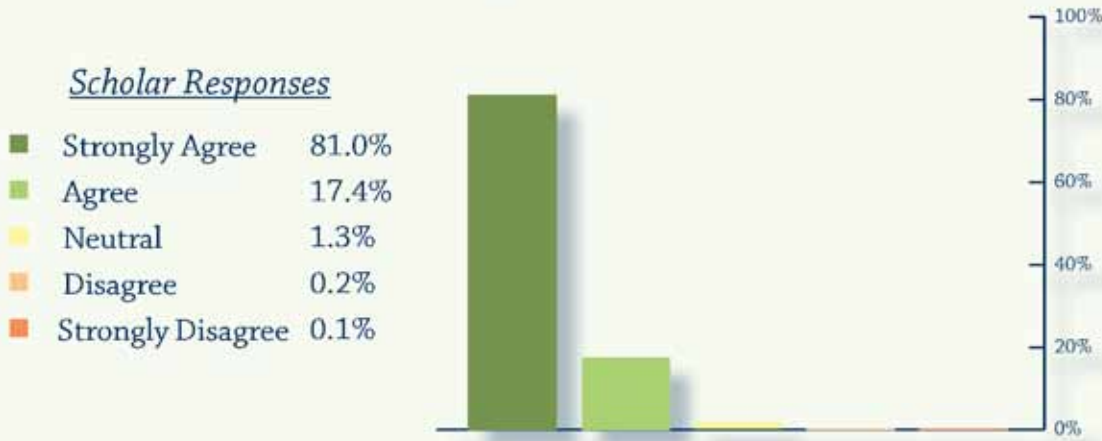
Scholar Responses

Strongly Agree	50.8%
Agree	38.9%
Neutral	9.3%
Disagree	1.1%
Strongly Disagree	0.0%

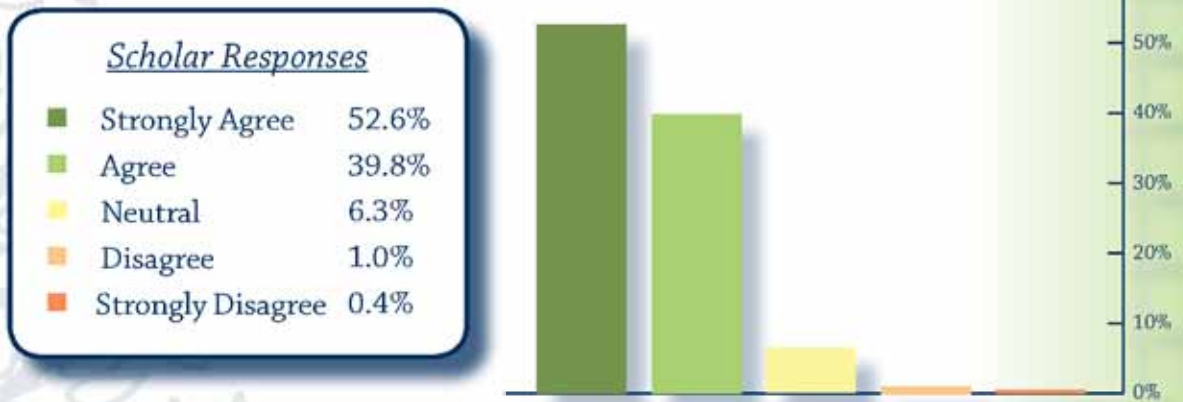




“As a result of my participation in the Governor’s Scholars Program, I have a network of relationships with scholars from across Kentucky.”



“GSP provided me with meaningful classroom experiences.”



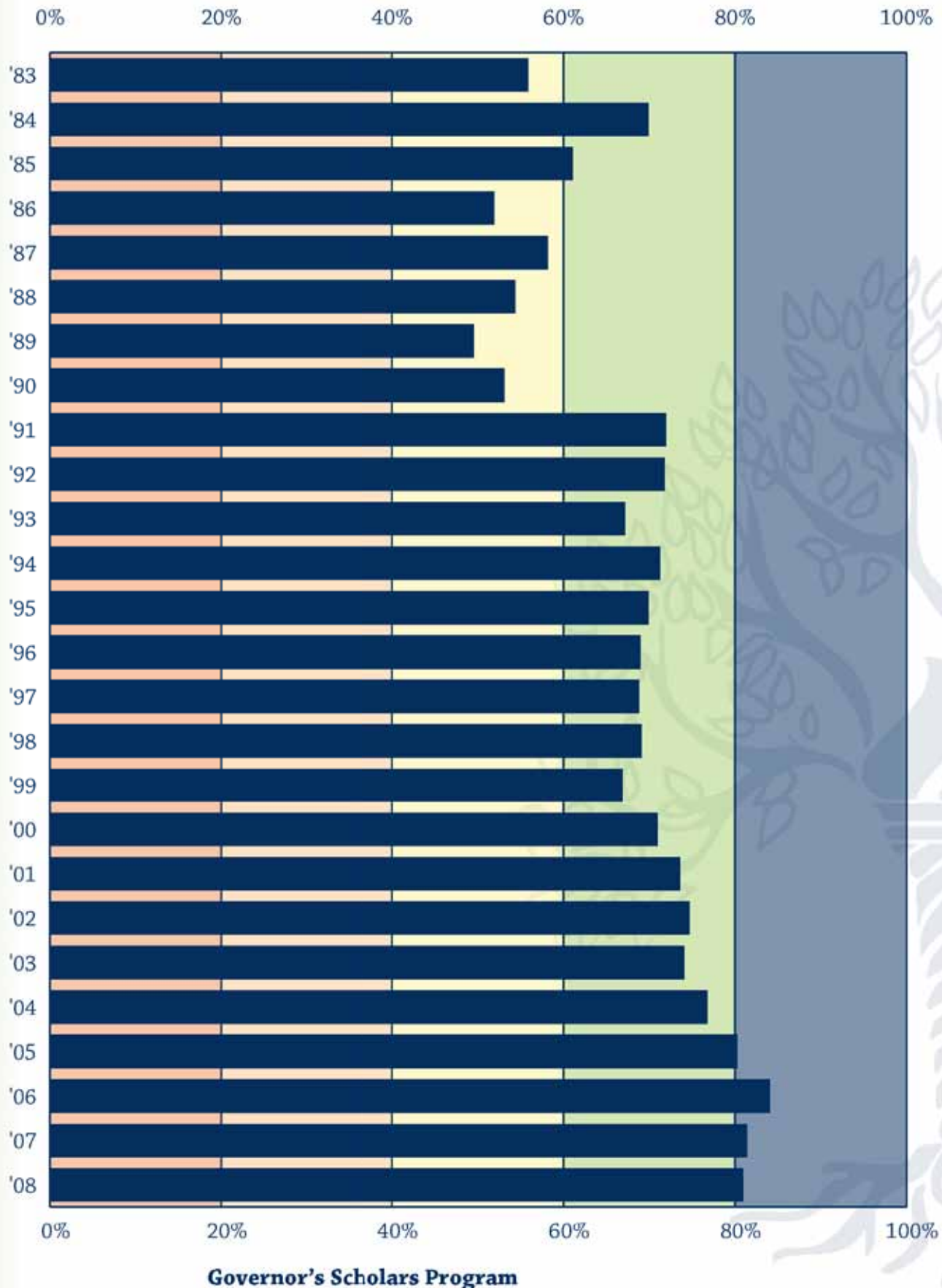
“As a result of my participation in the Governor’s Scholars Program, I will encourage other students from my school and/or district to apply to participate in the Governor’s Scholars Program.”





Scholar In-State College Enrollment

With the help of the Council on Postsecondary Education, the Governor's Scholars Program tracks the number of scholars who pursue higher education at a Kentucky college or university. The following graph shows the percentage of scholars, by Program year, who enrolled at an in-state college or university after completing high school. **Of the 2008 scholars, 80.9% chose to pursue higher education within the Commonwealth in the fall of 2009.**



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The GSP Foundation

The Governor's Scholars Program Foundation, Inc., is a 501(c)(3) non-profit, tax-exempt organization that exists solely to support the Governor's Scholars Program, Inc. The GSP Foundation supplements public funding to finance the GSP's daily operations and special initiatives.

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Online: <http://gsp.ky.gov/Dcnors/HowtoSupportGSP.aspx>

On the Centre College campus, 2010 scholars from east Kentucky join several GSP Foundation board members and staff to accept a generous gift from the AEP Foundation.



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