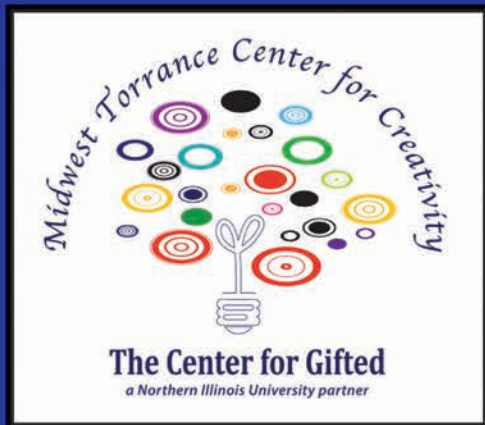
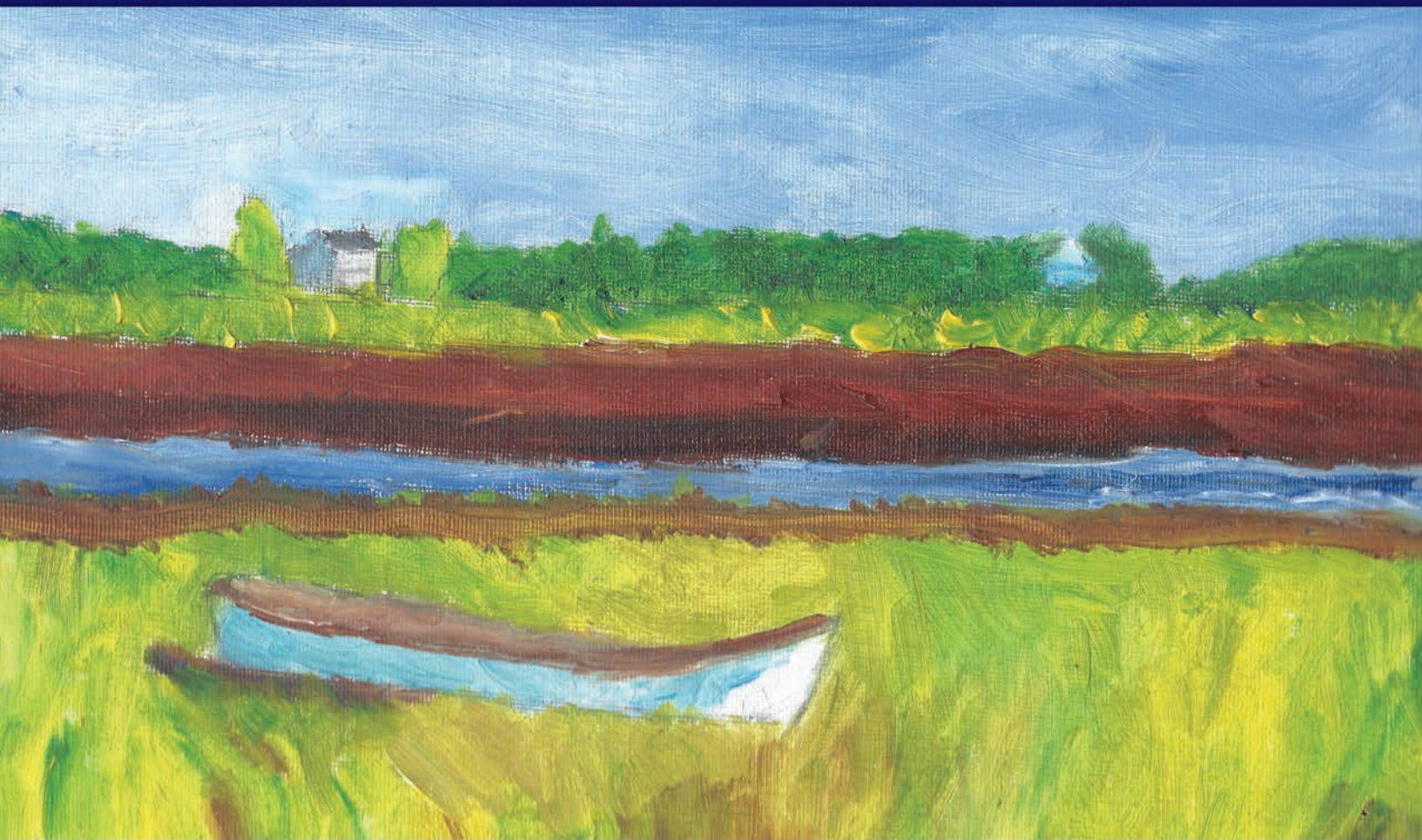


# Innovate!

Issue 2: April/May 2017



## Inside:

- Embrace and Incorporate the I's: Imagination, Ingenuity, Invention, and Innovation
- How Parents Can Spark Imagination, Innovation and Inspiration at Home
- Imagination and Ingenuity in Mathematics – Really?
- Happy Birthday, Beatrix Potter
- Ingenuity



# Ingenuity and Imagination as a Way of Life

The greatest gift we can impart to children and young people is the creative life. More than taking classes in music, art, film, performing arts, or pursuing any of the more innovative fields in math, science, technology or business, a creative life is a state of openness that applies to everything we do. At a young age, children have already tapped this creative essence as they go about exploring the world around them with fresh eyes. They are scientists, mathematicians, poets, and artists, and they carry out their explorations in a state of wonder. We love this quality in children; through them, we re-discover our own creativity and how big and glorious the world can be. It's a precious quality we all want to protect in our children.

E. Paul Torrance, fondly called "the father of creativity," had this child-like quality of openness, even while becoming an eloquent speaker, prolific author, much loved mentor, and developing his widely recognized tests, programs and models for creative thinking. His interest in creativity

began while teaching high school students considered "difficult"—students he suspected were creative. It deepened while he served as a research psychologist in the Air Force Survival Training Program. During his years as a researcher, Torrance discovered the fundamental role that creativity played in human survival—not just in achievement or personal success.

Children and young people hunger for more opportunities to be inventive and imaginative, qualities they often struggle to keep alive as they navigate new pressures in school and society. When we developed the International Torrance Legacy Creativity Awards competition, we wanted to honor the legacy of this great pioneer by doing what Torrance did: offer a framework for children and young people to explore their imaginative powers and create an original product.

Writing was the first award competition in 2009. Hundreds of children from across the country and around the world submitted their poems and short stories. In

subsequent years, visual art, musical composition, and, in 2014, inventions joined the annual competition. Since its inception, students have sent entries from the United States, Canada, England, Australia, New Zealand, Poland, China, Singapore, South Korea, Kingdom of Bahrain, Turkey, India, and parts of Africa.

Each year, the enthusiasm of children and young people has continued to expand as more teachers encourage them to submit their most imaginative work to the competition. Every November, the Midwest Torrance Center for Creativity publishes a magazine with the prize-winning poems, stories, visual art pieces, musical scores, and invention designs. Over the past eight years, the creative writing category has attracted hundreds of young authors who submitted poems and short stories. Entries reflected a rich diversity of ideas as well as maturity and depth of feeling among students throughout the world.

A particularly striking poem by one of the 2016 winners follows:

## 2017 Summer with the Center!

### Project '17

at Elmhurst College

for students entering grades 6-12

July 17 - August 4

FREE Transportation!

### Worlds of Wisdom and Wonder

for students entering grades PreK-8

- Barrington - Elmhurst - Skokie
- Chicago - Glenview - Wheaton
- Crete - Naperville

see our website for location details

### Summer Wonders

in Buffalo Grove

for students entering grades PreK-8

I. June 7-16 III. June 26-July 7

II. June 19-23 IV. July 10-14

Meridian Middle School, 2195 Brandywyn

### Tinker-a-Thon!

at Elmhurst College

for students entering grades 1-5

July 17 - August 4

Enroll for one, two, or all three weeks!



# Ingenuity. Inspiration. Imagination. Innovation.

## Dove Wing

By Nathalie C. Mitchell  
Seattle, Washington

One  
Gentle flap of  
Silver gray down  
Silent waves  
without a  
ripple  
Dipping  
    under  
Tilting  
    Over  
The dove  
An experienced flyer  
    Of chilled dusk skies  
Scent of clover  
Hint of pumpkin  
    Autumn  
Flowing on currents  
    Sprinkled with spice  
Mountains in motion  
Challenging this feathered climber  
to summit  
    and exalt  
in flamingo pink  
    mango red  
        veins of gold  
coursing through  
the steady breath  
of evening.



# 2017

Details and application available at:  
[www.centerforgifted.org/torrance.html](http://www.centerforgifted.org/torrance.html)

## International Torrance Legacy Creativity Awards

Sponsored by:

National Association for Gifted Children (NAGC)  
Creativity Network, NAGC  
Torrance Center for Creativity and Talent Development, The University of Georgia  
Future Problem Solving Program International  
Great Plains Center for Gifted Studies, Emporia State University  
Center for Creative Learning  
and  
Midwest Torrance Center for Creativity/The Center for Gifted

**Creative Writing | Visual Arts | Music Composition | Inventions**

## Center for Gifted receives Annual Award for Business Excellence from the Daily Herald's *Business Ledger*



CFG Student Liasons Lexie Kiamco from Fenton High School in Bensenville (left), and Lindsey Kourafas from Highland Park High School in Highland Park (right), attended the March ceremony and accepted the award on behalf of the Center.



The Center for Gifted / Midwest Torrance Center for Creativity was recognized for Excellence in the category of Educational Institution, Entity, or Program by the Daily Herald Business Ledger.

This is the second issue of Innovate! a new publication offered by the Center for Gifted/Midwest Torrance Center for Creativity. Articles by Carol Fisher, Jerry Flack, Kathryn Haydon, Kathleen Nilles, and Harry Roman offer a deeper understanding of what it means to live and learn creatively. The authors apply their rich and varied history working with students, parents, and teachers to the challenges faced by so many creative young learners. Their practical guidance, simply and generously shared, will assist you on your own path.

**Joan Franklin Smutny, Director**  
The Center for Gifted /  
Midwest Torrance Center for Creativity

**Maria Freeman Ph.D**  
Associate Director, Editor

**Jennifer Rinne**  
Associate Director

**Michael Gorelick**  
Associate Director, Graphic Designer

**Cover Art:** Angela Deng  
International Torrance Creativity Award Winner



# Embrace and Incorporate the I's: Imagination, Ingenuity, Invention, and Innovation

by Harry T. Roman

## Background

Why do we resist them so—imagination, ingenuity, invention, and innovation? Probably because we cannot measure them like we do everything else. They simply fail to fit into our well-worn educational subject compartments, the square pegs that seem to mess up the divine circular symmetry of what we have come to recognize as the gestalt of modern education.

Our old friend Einstein may have gotten it perfectly right decades ago—“The true sign of intelligence is not knowledge but imagination.” While laden with theoretical calculations and higher order math, the fuzzy-haired sage knew the secret, and was comfortable with it. Purportedly, this sign hung in his office: “Not everything that counts can be counted, and not everything that can be counted counts.” The old boy understood and embraced the interplay of content and process—why don't we?

I surmise our gifted and talented (GT) students already know about this dilemma their teachers and administrators live in fear of. I'll bet part of their “giftedness” revolves around their ability to hold the content-process duality in their heads without having to nail down and statistically quantify every aspect of it. They are comfortable with uncertainty. They have a well-developed internal process for learning.



In a bold interview with the New York Times, Google talked about what traits it looks for when hiring talent. Their senior leaders listed five attributes they look for in new hires regardless of whether a candidate has a formal college degree or not:

1. Learning ability—to process on the fly; to synthesize data/information from many sources [it's not simply IQ]
2. Emergent leadership—not traditional leadership; knowing when to lead and when to step back and follow others
3. Working together to solve problems—owning the problem and dynamic teamwork
4. Intellectual humility and knowing how to learn from failure
5. Expertise is OK, but people with drive and desire can easily overcome this.

It sounds like a post-GPA world is coming and with it a new gestalt—a fresh new wind whistling through the halls of academe. *It is not about what you know, but what you can do with what you know*, that is, the ability to find utility for great ideas and create wealth for a company, and with that, humanity; to help strategically position it to compete in a globally competitive world. If you can perform this kind of magic with what you know, Google does not care if you earned that ability behind a desk in college or working in the real world without a college degree.

In Google's world, subject matter or content enables success when used within an effective process that solves real-world problems. Problem-solving is

integrated across all human intellectual assets and processes. Why resist this evidence? Is not education in the long term a celebration, a process of continual learning?

## Take the Bull by the Horns

Do not wait for new testing standards to solve this problem. Too much may be at stake with entrenched thinking to make this change happen anytime soon. Take the initiative and bring what is necessary for your GT charges to get ready for the future. Team-based problem solving is the coin of the realm. This is a school-to-work paradigm whether your collar is white or blue.

The order of the I's set down in my title is purposeful. New ideas move through these stages:

- Bring *imagination* to problem solving [stir up the excitement for solving the problem];
- Be *ingenious* in solving the problem, think out-of-the-box [the root of the word engineering derives from the word ingenious];
- Employ your natural *invention* talents [we are all built to invent—turn that switch in our DNA “on”], build prototypes; and,
- Be multi-dimensional in your thinking and solution evaluation to truly *innovate* [innovation is invention carried to a commercial application; and commercial application implies a solution that is acceptable across the panorama of cultural concerns and constraints].



As I write this, I am fresh from judging a “pitch contest” where three student teams competed to convince judges why their new products should be funded so they could actually build a prototype. Each of these finalist teams had five minutes to pitch their ideas and withstood two minutes of tough questioning. The finalists were ranked and awarded prizes to fund their next steps. Proud parents and teachers were delighted with what they saw. The students were from science, technology education, and STEM classrooms at their schools. As someone who retired early to write and teach, I told their parents and teachers to never stop this intermingling of content and process because from what I saw this day, I would hire these student teams. Did I mention these talented students were just middle schoolers?

You can do the same in your classrooms. Here is what you should strive for with your beautiful students:

- Encourage and unleash your GT cherubs to soar with their imaginations and inspire [another great “I-word”!] them to dream. Tell them when you present them with a design challenge to solve it in a new and lasting way. Look at what has been done before with similar problems and go beyond that.

- Identify needs our society has for new products and services. Have teams of students assemble to try and invent new products and justify why they should be created—just like the middle schools kids above. Motivate them into a head and hands environment; get them to build prototypes. Have lots of materials at hand for building stuff!

- Study and read about innovators past and present to gain perspective on their process of problem solving; check out Edison, Ford, Gates, Jobs, Musk and others. Consider Dean Kamen, a great modern inventor and entrepreneur.

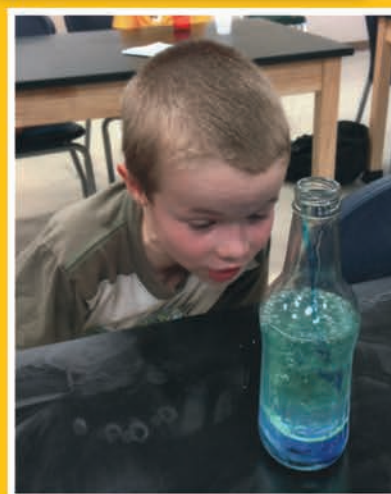
- Teach them to look at the multi-dimensional aspects of solving a problem and integrate their content knowledge when solving problems. Look at the social, environmental, economic, technical, regulatory, and safety impacts of what a solution to that problem or design challenge portends [what I have referred to in previous writings as 360-degree evaluations or problem solving].

- Practice teaching and learning. When new subject matter is learned, put it into practice as soon as possible. How and where is this new math equation used in the real world? Where is Pascal’s Law in science applied in our everyday world? How does science and technology work together in bringing clean water to our homes?

- Without our critical social infrastructures, our standards of living would quickly deteriorate. We hear about how we must rejuvenate them in our country. What a great content/process area to study. How do these all work? Can we envision new ones for the future?

Parents at home, you must get your talented children involved in the process of living too. Have them plan such things as re-decorating rooms, a family vacation, putting in a new garden, and so forth. Tell them how you solve problems at work, how your company creates new things and why. Show them the connection between school and work.

**Harry T. Roman** is an engineer, teacher, inventor, and author. He has published over 550 articles, papers and scientific treatises, along with 75 teacher resource products including books, math card games, and science kits. A recipient of multiple awards for outstanding service as an educator, as well as technological achievements and inventions, Roman is currently an educational advisor for the Edison Innovation Foundation





# How Parents Can Spark Imagination, Innovation and Inspiration at Home

by Kathleen Nilles

Did you know that children are born with infinite creative potential, but by age 7, they are only using 10% of their creative ability? Studies have shown that once children enter school, their creativity drops significantly. This means parents are key to sparking imagination, inspiration, and innovation in their children at the earliest ages possible—long before they enter school.

Tina Seelig, Stanford University professor and author of *InGenius: A Crash Course in Creativity and Insight Out: Get Ideas Out of Your Head and Into the World*, has developed a model called the “Innovation Engine” for unleashing creativity. I suggest that parents can adapt Seelig’s model to nurture creativity in their home.

## Here’s how:

**1. Habitat.** Is your home conducive to playing, experimenting, building, making art, and inventing? It’s essential that the home environment be ready for creativity! This means designating a creative space (even a corner or desk), stockpiling “raw materials” (crayons, clay, paint, paper, glue, recyclables), and allowing your children to display their creations with pride.

**2. Culture.** In an era where extracurricular activities abound, it’s natural for parents to want to provide every possible experience for their children. However, sometimes it’s important to stay home, too. Children need unstructured time for play and opportunities to unplug. Parents set the creative tone in their home by modelling creative behaviors, asking questions, teaching the creative process, and letting kids get bored. When kids are bored, they need to rely on their own imaginations for entertainment and stimulation.

**3. Attitude.** While culture is a way of life, attitude is a frame of mind and feelings conveyed. Having an open, flexible attitude toward creativity can be difficult for some parents as adults are conditioned to find the “right answer,” follow the rules, and maintain picture-perfect homes. However, with creativity there are no rules. Parents need to believe—and demonstrate to their children—that process is more important than the end result, it’s okay to fail, and that making a mess is a good thing!

**4. Imagination.** How can parents help fuel their child’s imagination? Parents can encourage their children to take apart old gadgets, “try the opposite” of usual tendencies, have conversations where they make unusual connections, pose fun challenges (like six-word stories, squiggle art), and to simply be silly.

**5. Knowledge.** Knowledge is fuel for the imagination. A basic knowledge of how things work is important, particularly when making new connections or trying to invent something new. Help your child gain foundational knowledge in their area of interest by reading non-fiction books, visiting science and art museums, or tinkering on computer coding sites for kids. This fosters an early understanding of physics, chemistry, math, and engineering—and sets the stage for new creations.

**6. Resources.** Finding resources outside the home expands your child’s world. There’s an abundance of people, clubs, and events eager to share experiences and expertise with children. Research shows that it’s more important to connect with ‘interest’ peers versus age peers, so look for mentors with similar passions and interests as your child.

Be sure to turn to your local library, museum, or enrichment class (like those at the Center for Gifted) to expose your child to outside influences for inspiration.

Making your home an “Innovation Engine” isn’t difficult. It just takes a bit of planning, some raw materials, and an open mind to nurture creativity in our children and in ourselves.

## Innovation Engine



©Tina Seelig

**Kathleen Nilles** is the Parent Services and Communications Manager for the National Association for Gifted Children in Washington, DC.





# Imagination and Ingenuity in Mathematics – Really?

by Carol Fisher

Far too often we relegate the concept of mathematics to only computational formats. We think there is one correct answer and may limit the solution to only one format. Case in point, my grandson came home with a math worksheet (in kindergarten) that had an open-ended question at the end – show five ways to make ten. One of my grandson's choices was  $19 - 9$ . Unfortunately, the next day the paper came back with the answer marked WRONG – with the note, we are not doing subtraction, only addition. How stifling!

We can ENCOURAGE children to 'look outside the box' even in computational situations. Let's look back at ways to 'make 10':

- the legs on two elephants and the legs on one flamingo
- one nickel and five pennies
- the sides on two pentagons

It seems these answers (actually produced by kindergarteners) include imagination and ingenuity.

How about a classic problem? There are 17 animals in the barnyard; there are 54 legs. What animals are in the barnyard? Traditionally, children are told there are cows and chickens. They are encouraged to make a table to solve the problem. Sometimes they have to make an organized chart as shown at right.

Must be time to stop – we got the answer.

How about modifying the problem? There are some animals in the barnyard; there are 54 legs in the barnyard. What animals are in the barnyard? Give at least two solutions.

Here's a chance to use imagination and ingenuity, especially if you are doing this with children who have not been officially introduced to multiplication.

How do they solve it? Do they draw some pictures? How many different animals do they put in the barnyard? My favorite was an eight year old who had five pigs, five cows, four ducks, and two three-legged dogs.

Too many teachers are required to teach only from the textbook, reducing or even eliminating opportunities for imagination and ingenuity.

Looking for inspiration? There's some great math literature from authors such as Anno Mitsumasa. Many, unfortunately, are out of print, but try your library for *Anno's Math Games I, II, and III*, *Anno's Mysterious Multiplying Jar*, or *Socrates and the Three Little Pigs*. Try materials from Theoni Pappas, such as *Fractals, Googols, and other Mathematical Tales* or *The Adventures of Penrose the Mathematical Cat* or books from Marilyn Books, such as *Spaghetti and Meatballs for All*, *The Big Book of Think*, *Math for Smarty Pants* or *The I Hate Mathematics! Book*.

Remember geometry – not the postulates and axioms, but the sheer joy of building and drawing. *Lego blocks*, *Magformers*, *Squigz*, *K'Nex*, and *Spirograph* (yes they are still around), pattern

blocks, tangrams, tessellations, and origami can all encourage using imagination and ingenuity in the exploration of math.

As I am writing this, I am staring at a stack of games my grandchildren enjoy – *Battleship*, *Tic-Tac-Two*, *Labyrinth*, *Rock Me Archimedes*, *Otrio*, *Gravity Maze*, *Robot Face Race*, *Laser Maze*, and more. There are many games available for various age levels. *Mindware* is an online store that carries games, puzzles and more.

Of course, there are also opportunities online for a variety of math challenges that engage the imagination or require some ingenuity for responses - [pbskids.org](http://pbskids.org), [wolframalpha.com](http://wolframalpha.com), [mathforum.org](http://mathforum.org), [mathcats.com](http://mathcats.com), [mathplayground.com](http://mathplayground.com), and [coolmath-games.com](http://coolmath-games.com), are a few. There are also many amazing apps available. Since there are so many, I suggest looking for lists from teacher websites for recommendations.

Math is sheer FUN!!! If you approach math that way, you can help children see the beauty of mathematics and help them use imagination and ingenuity in their approach.

Cows	Chickens	Total number of legs
17	0	68
16	1	66
15	2	64
14	3	62
13	4	60
12	5	58
11	6	56
10	7	54



*About the author from previous page:*

**Carol Fisher** has been involved with gifted children for more than 40 years, teaching, coordinating, and creating curriculum in mathematics for the Chicago Public Schools. An author in education and recipient of the Golden Apple Award for Excellence in Teaching, she has worked with the Center for Gifted in Glenview, Illinois, creating math and integrated curricula for summer and weekend programs.

---

## Happy Birthday, Beatrix Potter

by Jerry Flack

*“It is all the same, drawing, painting, modeling, the irresistible desire to copy any beautiful object which strikes the eye. Why cannot one be content to look at it? I cannot rest. I must draw.”*

*Beatrix Potter*

Beatrix Potter was born 150 years ago, July 28, 1866. The sesquicentennial celebration of her birth and life therefore extends from July 28, 2016 to July 27, 2017. Due to exceptional ingenuity (and against all odds), she became the first truly great children’s author-illustrator in the English language. One imaginative resource among the many tributes to the inventive creator of Peter Rabbit and so many other wonderful characters is *A Celebration of Beatrix Potter*.

*Potter, Beatrix. A Celebration of Beatrix Potter: Arts and Letters by More Than 30 of Today’s Favorite Children’s Book Illustrators. New York: Frederick Warne / Penguin Random House, 2016.*

In this beautiful book salute, nine of Potter’s most famous tales are reimaged by 32 of the most honored and innovative illustrators working today. Artists such as David Wiesner, Chris Raschka, Brian Pinkney, Rosemary Wells, Melissa Sweet, and Betsy Lewin provide in words and images their personal bonding with Potter and nine of her greatest tales.

The nine tales that highlight this special tribute are as follows:

*The Tale of Peter Rabbit*  
*The Tale of Squirrel Nutkin*  
*The Tailor of Gloucester*  
*The Tale of Two Bad Mice*  
*The Tale of Mrs. Tiggy-Winkle*  
*The Tale of the Pie and The Patty-Pan*  
*The Tale of Jeremy Fisher*  
*The Tale of Jemima Puddle-Duck*  
*The Tale of Mr. Tod*

Each of the nine tales is introduced with an “About This Book” commentary about the origins of the tales, the dates of publication, and two to six facsimile pages of the initial storytelling and watercolor paintings. Following samples of Potter’s ingenious works, the 32 contributing artists describe how they were introduced to the original tales and the impact that Potter’s imaginative work in children’s literature had on their careers. Next, they add paintings that continue the tales or even extend Potter’s original stories. One example of the latter. Artist Peter H. Reynolds recalls his own “curiosity-fueled mischievousness” that seemed to him to match

Peter Rabbit’s hectic day in Mr. McGregor’s garden and his frantic escape. Reynolds states that Peter needed more than an herbal tea at bedtime. Reynolds notes that the best medicine for Peter would have been a great big loving hug from his mum. He then presents a bold and beautiful portrait of Peter’s mother lovingly hugging her son in the warm light of the fireplace just before she sends him off to bed for the night.

Betsy Lewin notes that *The Tale of Peter Rabbit* was among her favorite picture books when she was a child. “Peter Rabbit was my favorite because, like me, he was mischievous and adventuresome, sometimes finding himself in hot water.” Lewin’s artistic contribution reveals Peter (hidden by a cabbage plant in Mr. McGregor’s garden) nibbling on stolen carrots.

Jarrett J. Krosoczka blends his verbal and artistic tribute to Beatrix Potter in an inventive two-page graphic novel salute to *The Tale of Peter Rabbit*. His opening image portrays himself admiring Potter’s book. “When I look at the illustrations in Beatrix Potter’s books, I marvel at the quality of the anatomy in her animals.” He concludes with an image of his own drawing and the accompanying words: “I need to remember to be more like Beatrix Potter and draw from the wildlife that surrounds me.”

Potter’s own favorite book, *The Tailor of Gloucester*, takes place on Christmas Eve. She alludes to the timeless legend that only then can animals talk and weave. Rosemary Wells states



that the tale is also her favorite. In her commentary she writes, “Beatrix Potter brought a complete emotional range, common sense, and common morality to her set of English hedgerow animals. She did this in much the same effortless way Glenn Gould played Bach.” Wells’ bold painting portrays a charming bunny astride a toy hobby horse.

One of the most inventive entries is David Wiesner’s extension and homage to the 1906 book, *The Tale of Mr. Jeremy Fisher*. After praising Potter’s anatomically correct characters and her superb characterization of individual bunnies, kitties, and frogs, Wiesner portrays Jeremy Fisher levitating in mid air while sitting poised on a lily pad along with the words, “I found it last Tuesday. What do you think?” The day of the week and the floating image of Jeremy are obviously both verbal and visual allusions to his own Caldecott Medal book, *Tuesday* (Clarion Books, 1991).

With the publication of *The Tale of Peter Rabbit* in 1902, Beatrix Potter changed the world of children’s literature forever. Potter’s oeuvre has profoundly influenced generations of author-illustrators. Perhaps the unique revelation found in *A Celebration of Beatrix Potter: Arts and Letters by More Than 30 of Today’s Favorite Children’s Book Illustrators* is that well over a century after she published her final book, *The Tale of Mr. Tod* (1912), all of the author-illustrators—regardless of gender, age, race and ethnicity, and artistic style—read and loved her stories and were greatly influenced by her works. Their desire to become author-illustrators universally stems from Beatrix Potter’s wonderful little green books. *Peter Rabbit* and *Jemima Puddle-Duck* were the inspirational stimuli that led these great contemporary author-illustrators to become creators of children’s literature themselves. In a word, they were “ignited” by Potter.

Beatrix Potter is a remarkable personality in the history of children’s literature. She aspired to be a scientist and she made significant discoveries about mushrooms and lichen. However, when the Victorian and Edwardian

gender prejudices of her time barred her from that goal, she re-invented herself as one of the greatest author-illustrators in history. She continued to be innovative throughout her adult life. She used her earnings from the publication of *The Tale of Peter Rabbit* to purchase Hill Top, a 34 acre farm in England’s Lake District. She became a superb farmer who won county fair awards for her own Herdwick sheep, a rare breed that she prevented from becoming extinct. She was a successful businesswoman who ultimately acquired more than

4,000 acres of farm land, all of which she willed to England’s National Trust. She was decades ahead of others in her championship of conservationism. Her gifts to the National Trust allow vast acreage in northwest England to remain just as pristine, natural, and beautiful as it was upon her death in 1943. She was ever inventive, even being a cryptographer. She made up her own code to write in her diaries from 1881 to 1897. Decades later her journals were finally decoded and first published in 1966, a century after her birth.

### Innovative Extensions

Authors of both juvenile and adult literature have created additional Beatrix Potter stories of their own invention.

**Hopkinson, Deborah.** *Beatrix Potter & the Unfortunate Tale of a Borrowed Guinea Pig*. Illus. by Charlotte Voake. New York: Schwartz & Wade Books, 2016.

Hopkinson’s imaginative story is based upon entries from the coded diary that Beatrix kept from 1881 to 1897. The unfortunate incident occurs when the young artist borrows a prize guinea pig named Queen Elizabeth from her next door neighbor. She loved to create her drawings while observing living creatures and she wanted to create a painting of a guinea pig. However, left to her own devices, Queen Elizabeth eats paste, blotting paper plus ink from Beatrix’s pen and expires. Alas, the following day Beatrix has to return the remains of Queen Elizabeth to her outraged neighbor. Charlotte Voake uses the medium of watercolors that Miss Potter favored, but her style of characterization is uniquely her own. The end pages of *Beatrix Potter & the Unfortunate Tale of a Borrowed Guinea Pig* include author notes, complemented with period photographs and drawings that sum up the life of the tale’s young heroine. Internet resources for readers are also provided.

**McPhail, David.** *Beatrix Potter and Her Paint Box*. New York: Henry Holt, 2015.

From earliest childhood Beatrix Potter loved art. In McPhail’s loving and child-like images and simple text – even as a smaller-size book – he makes the case that her love of painting began very young when her mother gave Beatrix her own paint box. The beautifully illustrated story chronicles his subject’s life from early childhood to the publication of her first book, *The Tale of Peter Rabbit*.

**Albert, Susan Wittig.** *The Tale of Hill Top Farm. The Cottage Tales of Beatrix Potter series*. New York: Berkley Prime Crime, 2004.

Secondary gifted students who are fans of mysteries will find Susan Wittig Albert’s mystery novels in **The Cottage Tales of Beatrix Potter** series delightful. The first novel in the series is *The Tale of Hill Top Farm*. Beatrix is the sleuth and her gentle and humorous mysteries feature both human and animal characters. The settings are in the hamlet of Near Sawrey, along with the farms (such as Hill Top), all of which are found in the Lake District. Other titles include: *The Tale of Hawthorne House* (2007), *The Tale of Applebeck Orchard* (2009), and *The Tale of Castle Cottage* (2011).



## Further References

Fabiny, Sarah. *Who Was Beatrix Potter?* Illus. by Mike Lacey. New York: Grosset & Dunlap, 2015. An elementary grades biography.

Lane, Margaret. *The Tale of Beatrix Potter*. New York: Frederick Warne & Co., 1968. An older but very fine biography for middle school scholars.

Lear, Linda. *Beatrix Potter: A Life in Nature*. New York: St. Martin's Press, 2007. A scholarly biography for secondary students and adults.

Potter, Beatrix. *Beatrix Potter: The Complete Tales*. New York: Penguin Group (F. Warne Co. Imprint), 2012. See also *The Complete Tales of Beatrix Potter: The Original and Authorized Edition*. London: F. Warren & Co., 1989.

**Jerry Flack** is Professor Emeritus of Education and President's Teaching Scholar at the University of Colorado. He is a reviewer of children's literature for various publications, author of 10 books as well as numerous articles on creativity and curriculum development. He is the 2003 recipient of the E. Paul Torrance Award from the National Association for Gifted Children.

## Ingenuity by Kathryn P. Haydon

Ingenious, imaginative, original . . . When we hear these words, our minds tend to jump into comparative mode. We sort people into an order like they are lining up by height in gym class: you're ingenious, you're less so. But what if instead of using these words comparatively, we used them individually? What if we asked a universally applicable question instead: *How* are you ingenious? *How* are you original? *How* are you imaginative?

To be human is to have the capacity to be ingenious. Everybody is creative and everybody has his or her own constellation of creative strengths that support ingenuity. The creative strengths are important to recognize and nurture in children, because if we are unaware of them then the child himself is at risk of being misunderstood. World-renowned ingenious individuals—Monet, Picasso, Einstein, Edison, Disney, and the like—were all kids once, too. When their creative strengths were not recognized they rubbed up against school, sometimes in a big way. They, too, were often misunderstood.

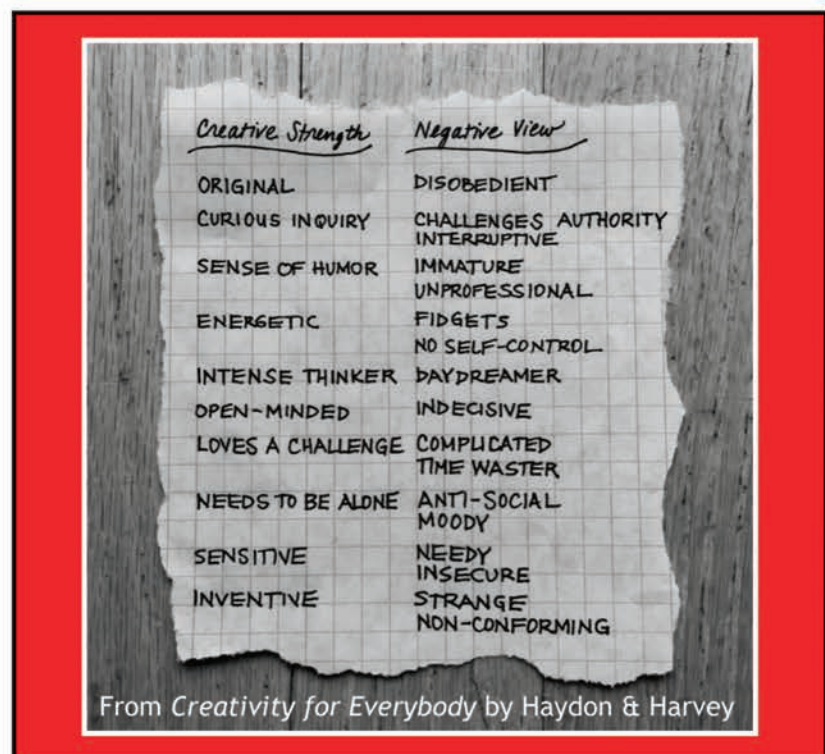
In our book, *Creativity for Everybody* (Haydon & Harvey, 2015), we included a chart of some of the creative strengths and their misinterpretations when they are not recognized as such (see image). Ingenuity can look like disobedience to the uninformed parent or teacher!

Obviously, you don't want to be *that* adult, so here are two of the most

important ways to make sure you and others don't misunderstand your child's potential for ingenuity. The first step is to read up on creativity and understand what it looks like. (Major myth alert: Creativity is not only expressed through the arts!) Recognize your child's creative strengths and point them out. Then, make sure those strengths are actively used in learning settings. Hands-down,

the best classes for inspiring ingenuity are through the Center for Gifted. Believe me, I know. When I was in third grade, creative strengths in atrophy, Center for Gifted classes sustained me for the rest of my school years and they have inspired my writing and teaching career to this day!

**Kathryn P. Haydon** is the founder of Sparkitivity (<https://sparkitivity.com/>). She facilitates professional development workshops for teachers; consults with families to support their children's learning; and has written and spoken widely on creativity and creative learning. She co-authored *Discovering and Developing Talents in Spanish Speaking Students* (Corwin, 2012), as well as *Creativity for Everybody* (Sparkitivity, LLC, 2015).





# 2017 Summer Overview

## Are you looking for Robotics? Something in the Sciences, Math, Technology, History, or the Arts?

Find exciting topics that challenge and inspire at our world class summer programs for students entering grades PreK-12!

Problem solving, creativity, critical thinking, and innovation are inherent in all courses. Active, hands-on participation and discovering new ideas and their application comprise a framework for classes, taught by teachers outstanding in their fields.

All summer programs offer full day and half day options, as well as before care; select programs offer after care. Free transportation to and from Elmhurst College is provided from numerous locations for Project '17 and Tinker-a-Thon.

Details, courses, descriptions, and online application available at [www.centerforgifted.org](http://www.centerforgifted.org)

## Project 2017

July 17 - August 4  
Grades 6-12

Elmhurst College  
190 Prospect Ave.  
Elmhurst

## Tinker-A-Thon

*A Makerspace for Younger Students!*

July 17 - August 4  
Grades 1 - 5

Elmhurst College  
190 S. Prospect Ave.  
Elmhurst

## Summer Wonders

Grades PreK-8

Meridian Middle School  
2195 Brandywn  
Buffalo Grove

Session I: June 7 - 16  
Session II: June 19 - 23  
Session III: June 26 - July 7  
Session IV: July 10 - 14

## Worlds of Wisdom and Wonder

Grades PreK-8

### Barrington

Lines Elementary School  
217 S. Eastern Ave.

Session I: July 10-14  
Session II: July 17-21

### Chicago

Audubon Elementary School  
3500 N. Hoyne Ave.

Session I - August 7-11  
Session II - August 14-18

### Crete

Mother Teresa Catholic Academy  
24201 S. Kings Rd.

July 24-28

### Elmhurst

Bryan Middle School  
111 W. Butterfield Rd.

Session I: June 19-23  
Session II: June 26-30

### Glenview

The Center for Gifted  
1926 Waukegan Rd.

Session I: July 17-21 (*grades 1-3 only*)  
Session II: July 24-28  
Session III: July 31-August 4  
Session IV: August 7-11  
Session V: August 14-18  
Session VI: August 21-24 (*individual days*)

### Naperville

Prairie Elementary School  
500 S. Charles Ave.

June 12-23

### Skokie

McCracken Middle School  
8000 East Prairie Rd.

Session I: June 26-30  
Session II: July 10-14

### Wheaton

Madison Elementary School  
1620 Mayo Ave.

Session I - July 17-21  
Session II - July 24-28

# HAK4KIDZ



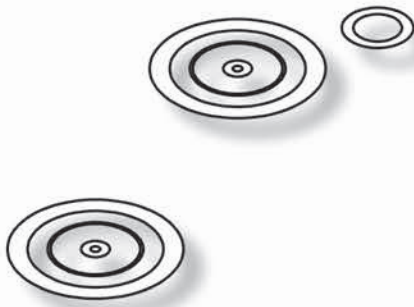
June 3rd, 2017

TechNexus  
20 N. Wacker Drive, Suite 1200  
Chicago

Doors Open: 8:30am  
Opening Ceremonies begin at 9am

Details and registration at:  
[www.hak4kidz.com](http://www.hak4kidz.com)





The Center for Gifted | 1926 Waukegan Road, Suite 2, Glenview, IL 60025 | 847.901.0173

The Center for Gifted is a not-for-profit organization under IRC Section 501(c)(3)

**Now Enrolling!**

***Innovative summer challenges for advanced learners!***



- Moto-Pets
- Robotic Petting Zoo
- Engineering
- Philosophy
- Chemistry
- Makey Makey
- Programming with Robotic Finches
- LEGO Mindstorms and WeDo Robotics
- Artbotics
- and More!

Apply online at [www.centerforgifted.org](http://www.centerforgifted.org)

**Ingenuity. Inspiration. Imagination. Innovation.**

Celebrating the great legacy of educator and creativity pioneer **Dr. E. Paul Torrance**

© 2017 All Rights Reserved The Center for Gifted