

A MATTER OF EQUITY



HOW WE ARE FAILING
HIGH-POTENTIAL DETROIT SCHOOLCHILDREN
AND WHAT WE CAN DO ABOUT IT

A SYMPOSIUM

co-sponsored by

THE ROEPER INSTITUTE

and

THE DAMON J. KEITH CENTER FOR CIVIL RIGHTS

Friday, October 14, 2016

8:00am – 4:30pm

Damon J. Keith Center for Civil Rights

Wayne State University Law School

471 West Palmer Avenue • Detroit, MI 48202

WELCOME

On behalf of the Roeper community, I want to thank you for joining us today. In 1968, our co-founder, George Roeper wrote,

Nothing is more worthy of research, understanding, and improvement than the means to encourage children to achieve full development as creative, intellectual beings for the satisfaction of their own and mankind's aspirations.



The Roeper School grew out of George and Annemarie Roeper's commitment to developing the intellectual and creative potential of all children, and the knowledge that those with high-potential required special development. Seventy-five years after the founding of their school, too many low-income and culturally diverse gifted and talented children continue to go unidentified and underserved. We hope today to raise awareness about a group of children whom we don't often discuss, share insights based on our diverse experiences, and begin the collaborative process that will guide us to realizing George and Annemarie's vision for all of our children.

I am grateful for your partnership!

A handwritten signature in black ink, reading "David H. Feldman".

David H. Feldman
Executive Director, The Roeper Institute
Head of School, The Roeper School

The Roeper Institute, a separately incorporated not-for-profit corporation affiliated with The Roeper School, was formed to advance the core values and ideals of the Roeper philosophy both within the school and to a larger community. Its mission is to promote broader understanding of the needs of gifted and creative children and the means of supporting their education, learning and growth.

GREETING

The Damon J. Keith Center for Civil Rights is pleased to co-sponsor this program as an important step in advancing racial equity in Detroit and ensuring that the needs of all of Detroit's gifted and talented children are properly addressed. The real story about children in Detroit is a story of promise and opportunity, not one of deficit and neglect. We need to invest in all of our children, to make sure that the next Damon J. Keith, born in Detroit, reaches his or her full potential.



A stylized, handwritten signature in black ink, appearing to read 'Peter Hammer'.

Peter Hammer
Director of the Damon J. Keith Center for Civil Rights
Professor of Law
Wayne State University

Located in Detroit and embedded within Wayne State University's Law School, the Damon J. Keith Center for Civil Rights addresses the civil rights needs of southeast Michigan and beyond. The Keith Center's mission is to promote the educational, economic and political power of underrepresented communities in urban settings.

OUR PROGRAM

8:00am // Continental Breakfast

8:15am // Welcome and Agenda

8:45 am // Session 1

HIGH-POTENTIALITY 101

Ann Deneroff and Dr. Leslie Hosey

We will begin our day with a quick survey of the history of gifted and talented education in Michigan. We will then turn our attention to the wide world of gifted education, introducing definitions, themes, and views on what does it mean to be gifted, including the holistic perspective advanced at The Roeper School.

9:45am // Session 2

UNIQUE CHALLENGES OF BEING BRIGHT, TALENTED & BLACK

Dr. Joy Lawson Davis

The multifaceted world of being gifted and talented and African American can be extremely challenging, as the issues they face can be different from those faced by other gifted children. In addition to the challenges that are frequently experienced by many gifted children, such as underachievement and idealism, Black gifted students often have to navigate multiple worlds, have to prove themselves worthy of the gifted label, often must also deal with issues like implicit bias and low expectations. In her presentation, Dr. Joy Lawson Davis will discuss these issues and offer practical information for serving these bright, talented youngsters based on her personal experience as a parent and a gifted education professional.

10:45am // Session 3

SOCIO-EMOTIONAL ASPECTS OF LOW-INCOME AND CULTURALLY DIVERSE GIFTED LEARNERS

Dr. Tracy Cross

Each child, regardless of ability, has his/her own personality characteristics that lead to certain social and emotional needs. In addition, each child has needs that arise because of the situation or environment in which he/she lives. Children with high abilities, however, may have additional affective needs resulting from their increased capacity to think beyond their years, greater intensity in response, combinations of unique interests, personality characteristics, and conflicts that are different from those of their age mates. For low-income and culturally diverse gifted children, these characteristics, combined with the additional stress of prejudice, discrimination, and severely reduced opportunity, makes it even more critical that parents, educators, and policy-makers gain a better understanding of these children, from the inside-out.

11:30am // Session 4

**GIFTED EDUCATION AS A VEHICLE FOR ENHANCING SOCIAL EQUALITY
AND A MATTER OF CIVIL RIGHTS**

A Conversation between Dr. Don Ambrose and Dr. Jennifer Riedl Cross

Income inequality in the United States ranks at its highest level since the Gilded Age. Poverty and inequality distort perceptions of giftedness while suppressing talent development. What role can gifted education policy and practice play in enhancing socioeconomic equality and how can a focus on high-potential students advance the cause of civil rights for all?

12:15pm // Lunch Break
(Lunch to be provided)

12:45 pm // Session 5

VOICES OF STUDENTS

Moderated by Dr. Robert Schultz

A panel of current and former Detroit students will offer various reflections on their experience as “smart” kids in and out of school.

1:30 pm // Session 6

OVERLOOKED GEMS: GIFTED STUDENTS IN POVERTY

Dr. Joyce Van Tassel-Baska

How might we best identify promising students of poverty and provide appropriate services and interventions for them? Dr. Van Tassel-Baska will discuss the latest research regarding students of poverty, both gifted and non-gifted. Findings from the book, *Overlooked Gems*, a monograph from the National Association for Gifted Children and the College of William and Mary, is highlighted. Only a handful of research-based curricula and special programs have been shown to increase academic gains for promising students of poverty. This session focuses on the features these curricula have in common and how educators can incorporate them into their programs and services. Unique characteristics and learning needs of promising students of poverty will also be shared.

2:45pm // Session 7

PROMISING WORK IN DETROIT

Moderated by Dr. Joan Firestone

A panel of Detroit educators will share information about some promising, innovative work currently happening in Detroit and how their work aligns with and advances the realization of their students' potential.

3:30 pm // Session 8

BREAK-OUT SESSIONS

Symposium participants will meet in small, guided group discussions to reflect on the material presented, how it impacted their perspective on high-potential children and their needs, and how they might want to collaborate on expanding opportunities for this population to achieve their full-potential.

4:15 pm // Next steps

4:30 pm // Concludes

OUR PRESENTERS



Don Ambrose, PhD, is professor of graduate education at Rider University in Lawrenceville, New Jersey, and editor of the *Roeper Review*. He serves on the editorial boards of most of the major journals in the field of gifted education and for several book series. He has initiated and led numerous interdisciplinary scholarly projects involving eminent researchers and theorists from gifted education, general education, creative studies, cognitive science, ethical philosophy, psychology, political science, economics, law, history, sociology, theoretical physics, and critical thinking. Some of his recent books include *Creative Intelligence in the 21st Century: Grappling with Enormous Problems and Huge Opportunities* (Sense, with Robert J. Sternberg); *Giftedness and Talent in the 21st Century: Adapting to the Turbulence of Globalization* (Sense, with Robert J. Sternberg); *How Dogmatic*

Beliefs Harm Creativity and Higher-Level Thinking (Routledge, with Robert J. Sternberg); *Morality, Ethics, and Gifted Minds* (Springer Science, with Tracy L. Cross); and *The Roeper School: A Model for Holistic Development of High Ability* (Sense, with Bharath Sriraman and Tracy L. Cross). Projects currently under construction include books of new teaching strategies based on constructs derived from various academic disciplines. Recent awards include the Outstanding Scholarship Award from the International Center for Innovation in Education and the Outstanding Book Chapter Award from the American Creativity Association. He has done invited keynote presentations throughout the world.



Jennifer Riedl Cross, Ph.D. is the Director of Research at the William & Mary Center for Gifted Education. Dr. Cross holds a Doctorate in Educational Psychology with a specialty in Cognitive and Social Processes. She is the co-editor, with Tracy L. Cross, of the *Handbook for Counselors Serving Students with Gifts and Talents*. Her research in the field emphasizes the social aspects of gifted education, from individual coping with the stigma of giftedness to attitudes toward giftedness and gifted education.



Tracy L. Cross, Ph.D., holds an endowed chair, Jody and Layton Smith Professor of Psychology and Gifted Education, and is the Executive Director of the Center for Gifted Education and the Institute for Research on the Suicide of Gifted Students at The College of William and Mary. He has published more than 150 articles, book chapters, and columns; made more than 300 presentations at conferences; and published 10 books. He received the Distinguished Service Award from The Association for the Gifted (TAG) and the National Association for Gifted Children (NAGC), the Early Leader, Early Scholar and Distinguished Scholar Awards from NAGC, and in 2009 was given the Lifetime Achievement Award from the MENSA Education and Research Foundation. He has edited seven journals and is the current Editor of the *Journal for the Education of the Gifted*. He served as President of TAG and is President Emeritus of NAGC.



Dr. Joy Lawson Davis is a career educator with over 35 years of experience as a practitioner, scholar, author and consultant. She is currently an Associate Professor of Education at Virginia Union University where she is chair of the Department of Teacher Education. A graduate of the College of William & Mary, Dr. Davis holds both Master's and Doctorate degrees in Gifted Education. As a highly sought after speaker and vocal advocate for increasing access and equity in gifted education, Dr. Davis has published numerous articles, technical reports and book chapters, as well as the award-winning book — *Bright, Talented & Black: a Guide for Families of African American Gifted Learners* — the first of its kind on the market to specifically address the advocacy needs of Black families raising gifted students. Her new book, *Gifted Children of Color around the World: Diverse Needs, Exemplary Practices and Directions for the Future*, co-edited with Dr. James Moore, was released in July 2016.

Dr. Davis is currently the Special Populations columnist for the NAGC publication *Teaching for High Potential* and serves on the *Gifted Child Today* advisory board. Dr. Davis served a two-year term as Chair of the NAGC Diversity & Equity Committee and is now serving her second term as an at-large member of the NAGC Board of Directors.



Ann Deneroff has spent her professional career as a teacher and administrator for Trenton Public Schools in Michigan. The first 17 years were as an elementary and middle school teacher in general and special education as well as the talented and gifted program. Administrative positions have included Elementary Curriculum Specialist, Elementary Principal, and Director of Curriculum for the past 11 years. She has a BS in Elementary and Special Education from the University of Arkansas, MA in Special Education (Emotionally Impaired) from the University of Michigan, MA in Special Education (Learning Disabled) from Eastern Michigan University, and an additional 40 credits in Educational Administration.



David H. Feldman is the Head of School at The Roeper School. He received his Bachelor's degree in English and Education from the University of Wisconsin and his Doctor of Jurisprudence from the John Marshall Law School in Chicago, Illinois. Mr. Feldman has served as the Head of Middle School at the University of Chicago Laboratory Schools, Headmaster of the Foote School in New Haven, Connecticut, and Head of School at the Greta Berman Arbetter Kazoo School in Kalamazoo, Michigan.

Mr. Feldman is the recipient of the National Association of Independent Schools' E. E. Ford Foundation Fellowship for Educational Leadership and has spent over 30 years as a teacher, administrator and leader in independent school education. In his work as a teacher and administrator, he has worked with students in pre-school through graduate school. He has written about, spoken to, and taught parents, faculty and community members about child development and the particular developmental needs of early adolescents.



Joan Firestone, Ph.D. As Director of Early Childhood for Oakland Schools, Dr. Firestone oversees development, implementation and continuous improvement of collaborative, county-wide cross-sector systems to improve young children's school readiness. Currently, Dr. Firestone directs three grant-funded projects with annual budgets totaling almost \$25 million. Their focus is (1) implementing and monitoring state-funded prekindergarten programs for over 3,000 children; (2) developing a coordinated, county-wide infrastructure and parenting supports to improve all children's school readiness; and (3) providing identification, assessment and services to over 1,000 children aged birth to three with developmental delays or diagnosed conditions. In addition, she served as Governing Board member of the National Association for the Education of Young Children (NAEYC). An author of the *Pre-kindergarten through Grade Three Michigan Literacy Progress Profile (MLPP)*, and a former columnist for Scholastic's *Early Childhood Today*, she speaks often on issues such as early childhood education and brain development. Dr. Firestone formerly led the early childhood teacher training program at Mercy College of Detroit and developed and directed three NAEYC-accredited preschool programs. She received her B.A. from the University of Michigan and her Ph.D. in Developmental Psychology from Wayne State University.



Peter Hammer. A professor at Wayne State University Law School since 2003, Peter Hammer is the Director of the Damon J. Keith Center for Civil Rights. The Keith Center is dedicated to promoting the educational, economic and political empowerment of under-represented communities in urban areas and to ensuring that the phrase "equal justice under law" applies to all members of society. Professor Hammer was instrumental in editing and compiling Judge Damon J. Keith's new biography, *Crusader for Justice: Federal Judge Damon J. Keith* (2013). Professor Hammer has become a leading voice on the economic and social issues impacting the city of Detroit, and has added new courses to the law school curriculum on "Race, Law and Social Change in Southeast Michigan" and "Re-Imagining Development in Detroit: Institutions, Law & Society."



Shea Howell is a Detroit activist, writer, and lecturer. She works with youth, artists and community groups, emphasizing place-based, visionary organizing. She explores issues of social difference and peace. For nearly two decades she wrote a weekly column for the *Michigan Citizen*, and her work is widely published. She is a co-founder of Detroit Summer and of the Boggs Center to Nurture Community Leadership. She is currently working with Detroiters Resisting Emergency Management, emphasizing the need for a Water Affordability Plan and independent freedom schools. She is a professor at Oakland University.



Leslie Anita Hosey, Ph.D., currently serves as the Lower School Director at The Roeper School in Bloomfield Hills, Michigan. The Roeper Lower School serves the intellectual, academic and social and emotional needs of gifted students in preschool through 5th grade. Leslie is the mother of three gifted boys, two who have graduated from Roeper, and one who is a current 9th grader. In addition to being a parent, Leslie has served three terms on the Board of Trustees, co-chaired the Centenary Committee to honor George Roeper, and chaired Roeper's most recent Head Search Committee. In addition to her position as Lower School Director, Leslie serves as a Trustee on the Roeper Institute Board. Prior to assuming leadership at the Lower School, Leslie served as a School Psychologist in Waterford School District, as well as maintained a private practice as a Clinical Psychologist. She has conducted over 3000 psychological evaluations, and co-authored the Oakland County guidance document for identifying specific learning disabilities. Leslie has been a member of the Roeper community for over 20 years and has

expertise in meeting the needs of the gifted across the lifespan. In her free time, Leslie supports local organizations committed to social justice and enjoys travel.



Professor Steve Kahn is the Director of the WSU Center for Excellence and Equity in Mathematics, a series of programs designed to produce success for Detroit students as they pursue their education from elementary and middle school through high school and college. Built by Dr. Kahn, the two cornerstone programs of the Center, the WSU Math Corps at the middle and high school levels and the WSU Emerging Scholars Program at the college level, have received not only local, but national recognition for their dramatic results. Professor Kahn has received many honors and awards for teaching, as well as for his work in support of the Detroit Public Schools and the students of Detroit. In 2003, the Michigan Section of the Mathematical Association of America awarded him the prestigious 2003 Distinguished College or University Teaching Award. Math Corps was recently awarded a \$1.5 million grant from the National Science Foundation to replicate its program in three other major US. urban communities. A part of the Wayne State

faculty since 1981, Dr. Kahn holds a B.S. in Mathematics from SUNY, and M.A. and Ph.D. degrees in Mathematics from the University of Maryland.



Raised on the southeast side of the city of Detroit by her extended family, **Judge Qiana Denise Lillard** earned a scholarship to attend The Roeper School from which she graduated in 1994. Judge Lillard attended the University of Notre Dame, where she earned a BA in English in 1998 and her JD in 2001. Upon graduation from law school in 2001, Judge Lillard returned to metropolitan Detroit to work in the legal department of the Detroit Edison Company and then as legal counsel with various insurance companies. In 2005, she began working as an Assistant Wayne County Prosecuting Attorney where, during her eight-year career, she focused primarily in the trials division on the areas of elder abuse, child abuse, domestic violence, sexual assault team and as a specially assigned prosecutor for the special victims unit.

Governor Snyder appointed Lillard to the Third Circuit Court in Wayne County in 2013, and Judge Lillard successfully won her retention election in November 2014. She began her tenure in the Family/Juvenile Division and currently serves in the Criminal Division. Judge Lillard is a member of the Wolverine Bar Association, the Association of Black Judges of Michigan, The Irish American Chamber of Commerce, The Incorporated Society of Irish American Lawyers and the Detroit Metropolitan Bar Association. She is also a lifelong member of Fort Street Presbyterian Church in Detroit where she has served as an elder.



Nate Mullen is the director of Detroit Future Schools. He is a proud graduate of Detroit Public Schools and the University of Michigan School of Art and Design. His work thrives at the intersection of art, design and education. For 10 years, Nate has worked in classrooms across Southeast Michigan, leading student media investigations which have included everything from stop-motion videos about Newton's Laws to infographics on the complexities of global economics. All of these projects are the result of working closely with teachers and students to integrate digital media into the core curriculum of a classroom. Nate was one of the founding DFS Artists in Residence in 2011 and became the program's director in 2014.



Dr. Jeffrey Ram is a Professor of Physiology in Wayne State University and a leader of education programs at the Belle Isle Aquarium (part of the Belle Isle Conservancy). Jeff began research on invasive species with zebra mussels shortly after they were reported in the Great Lakes. Invasive species have also been the focus of exhibits that he and his students have created at the Belle Isle Aquarium. Several years ago, as Director of Science Education at the Aquarium, Jeff and his students, together with Conservancy staff proposed a program of field trips for Detroit and other metro elementary school children. Funded by the Grand Prixmiere and GM Foundation, this program has been so successful that the National Science Foundation has recently granted \$1.2 million to Jeff to expand the program and study its impact on Detroit Public School student choices in the areas of science and science careers. Jeff has a B.A. in Physics, *magna cum laude*, from the University of Pennsylvania and earned his Ph.D. from Caltech studying Biophysics and Biochemistry in a marine mollusk model system.



Cliff Russell has been a fixture in Detroit-area media for more than 35 years as a news reporter, news anchor, talk-show host, columnist, media specialist and political analyst. He has worked at numerous radio and television stations in the Detroit area, and he has won several local, state and national awards for his news reporting, feature reporting and commentaries. In 1994, Cliff Russell became Detroit's first African-American Press Secretary to the Mayor, appointed to the position by former Mayor Dennis W. Archer. He has also worked as a full-time lecturer at Wayne State University and as a weekly columnist for the *Detroit Free Press*. In December 2002, Cliff Russell was named Senior Director of Communications for the Detroit Tigers, the first African-American to hold the position in Major League Baseball history. For several years, Cliff hosted "American Black Journal" on Detroit Public Television. He currently serves as host of "The Cliff Russell Show" on 910 AM WFDF Radio. He also works as an independent media consultant and political pundit.

Cliff was a four-sport athlete and two-time All-State basketball player at Roeper School before attending the University of Texas at El Paso on a full basketball scholarship. He transferred to Wayne State University, where he starred for two seasons under Coach Vern Payne and was later inducted into the Wayne State University Athletic Hall of Fame. A native of Detroit, Cliff Russell graduated from Wayne State University with a Bachelor of Arts Degree in Broadcast Communications.



Robert A. Schultz, Ph.D., is Professor of Gifted Education and Curriculum Studies at the University of Toledo. He is the Past Chair of the Conceptual Foundations Network of the National Association for Gifted Children (NAGC) and serves as a Young Scholars Specialist for the Davidson Institute as well as a Contributing Editor to the *Roeper Review* and *Gifted Child Today*. Bob coauthored (with Jim Delisle), *Smart Talk*, *More Than a Test Score* and *If I'm So Smart, Why Aren't the Answers Easy?* Bob is working on three additional books on giftedness and curriculum for gifted learners (and their teachers).



Joyce VanTassel-Baska, Ph.D., is the Jody and Layton Smith Professor Emerita of Education and founding director of the Center for Gifted Education at The College of William and Mary in Virginia where she developed a graduate program and a research and development center in gifted education. She also initiated and directed the Center for Talent Development at Northwestern University. Prior to her work in higher education, Dr. VanTassel-Baska served as the State Director of Gifted Programs for Illinois, as a regional director of a gifted service center in the Chicago area, as Coordinator of Gifted Programs for the Toledo, Ohio, public school system, and as a teacher of gifted high school students in English and Latin. She has worked as a consultant on gifted education in all 50 states and internationally and for key national groups, including the U.S. Department of Education, National Association of Secondary School Principals, and American Association of School Administrators. She is Past President of The Association for the Gifted of the Council for Exceptional Children, the Northwestern University Chapter of Phi Delta Kappa, and the National Association for Gifted Children (NAGC).

During her tenure as NAGC president, she oversaw the adoption of the new teacher standards for gifted education, and organized and chaired the National Leadership Conference on Promising and Low-Income Learners.

Dr. VanTassel-Baska has published widely, including 30 books and over 550 refereed journal articles, book chapters, and scholarly reports. She also served as the Editor of *Gifted And Talented International*, a research journal of the World Council on Gifted and Talented, for seven years from 1998 – 2005. Her major research interests are on the talent development process and effective curricular interventions with the gifted. She has served as principal investigator on 65 grants and contracts, including eight from the United States Department of Education (USDOE).

Dr. VanTassel-Baska has received numerous awards for her work, including the National Association for Gifted Children's Early Leader Award, the State Council of Higher Education in Virginia Outstanding Faculty Award, the Phi Beta Kappa Faculty Award, the National Association for Gifted Children Distinguished Scholar Award, the President's Award, World Council on Gifted and Talented Education, the Distinguished Service Award, CEC-TAG, and the Distinguished Service Award from NAGC, the Mensa Award for Lifetime Achievement in Research and Service to Gifted Education, the Distinguished Service Award from The World Council on the Gifted and Talented, and the Legacy Award from NAGC for her lifetime contribution to gifted education.

OUR STUDENT PANELISTS



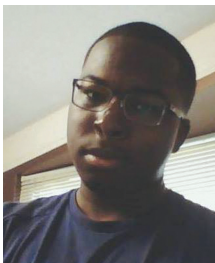
Breeana Blackmon, an alumna of both Detroit Public Schools and The Roeper School, graduated from Babson College in 2015 as a Natalie Taylor Scholar for her commitment “to service, community engagement, and social responsibility.” Breeana was selected as a Challenge Detroit Fellow, a leadership and professional development program that invites approximately 30 of tomorrow’s leaders to live, work, play, give, and lead in and around the greater Detroit area for one year. She is currently a Dream Director for The Future Project at DPSCD Detroit School of Arts, whose mission is to turn schools across the country into places that unlock the passion and purpose of everyone inside them.



Nathaniel Lee is a senior at The Roeper School. He is one of 10 students selected to be on the C-STEM (Communication, Science, Technology, Engineering and Math) Youth Commission. He recently returned from the Congressional Black Caucus’s Annual Legislative Conference in Washington, DC, where he and his cohort presented their research findings on improving STEM education for minorities and girls. Using his leadership skills, he helped restart the Upper School Robotics team, and his team — Blood, Sweat and Gears — will be competing at this year’s Michigan Regional Robofest competition. When he’s not building robots, Nate spends his time running track, playing basketball and looking toward another state championship with the soccer team.



LaMarea Moore is 16 years old and a junior at Renaissance High School in Detroit. She is an honor roll student, a participant in the Wayne State University Math Corps program, and aspires to be an engineer.



Amahd Roquemore is 19 years old and a freshman at Eastern Michigan University. Amahd’s passion is for writing, especially in the genre of science fiction. He is working on his first novel.

A THANK YOU NOTE

I feel like the luckiest person on earth in that I was educated at The Roeper School from age four through graduation AND was able to send both our daughters to Roeper for their education. Profoundly impacted by the humanistic tradition of their own education coupled with the dehumanizing consequences of Nazi fascism, George and Annemarie sought to create a safe, nurturing environment for children to explore the world, discover their own strengths and passions, and exercise the freedom to figure out their own paths through life and how to be informed, constructive global citizens. Isn't this a promise we should make to all our children? I would like to think that the outcome of our Symposium is just that, and that what comes next moves us in the direction of fulfilling that promise.

Over the last year and a half, as we were developing this concept, I had the great privilege to meet with many in our community who make it a priority to care for Detroit children. I am grateful for their time, feedback, questions, generative thinking, encouragement, and dedication. Were I to try to name all of them, I know I would inadvertently miss one or two. So instead, below, are just a few of those whose participation was instrumental:

The Roeper Institute Board of Directors: Doug Winkworth, Joan Firestone, Leslie Hosey, Bob Schultz, Ann Deneroff, Qiana Lillard, and past members, Julia Richie and Bonita Gardner. From overall themes to the smallest details, you improved this day by leaps and bounds.

David Feldman, Head, The Roeper School and Executive Director, The Roeper Institute. From the first day I brought this idea to you, you have unwaveringly supported the vision and its realization.

Denita Banks-Sims, Director of Development, The Roeper School. Your unfailing commitment to ALL of Detroit's children — within and outside of Roeper's walls — inspires so many each and every day.

Marcia Ruff, Historian of The Roeper School. I can't imagine a more generous, wise, or helpful colleague.

Carolyn Borman, Communications Assistant, The Roeper School. Thank you for adding "Symposium First Assistant" to the long list of titles you've held at Roeper.

Bonnie Schemm, Publications Associate, The Roeper School. Your unflinching, gracious acceptance of yet one more task is remarkable as are your creative talents.

Judge David Allen: Your early support, critical feedback, and introductions were largely responsible for our belief that we could do this — and that our doing so mattered.

Dr. Hobart Harris: My oldest and dearest Roeper childhood friend. Your offer to single-handedly sponsor the Symposium while insisting that you were the one privileged to do so is the best evidence of the yield on a humanistic education.

The Damon J. Keith Center for Civil Rights (Peter Hammer, Director; Justin Long, Associate Professor of Law; Marti Knight, Administrative Staff): Your unfailing efforts to educate and advocate for civil rights — through the lens of race, reconciliation, and regionalism — is central to the advancement of social justice. To have you as a partner in this initiative affirms that it is indeed a matter of equity, and to be affiliated with Judge Damon Keith is an honor of the highest caliber and demanding of our best selves.

Our visiting presenters (Joy Lawson Davis, Tracy Cross, Don Ambrose, Jennifer Riedl Cross, and Joyce VanTassel-Baska): Your early recognition that the field of gifted education MUST prioritize access and opportunity for children without, and your decades of work devoted to seeing that it does, is a continuing source of inspiration.

Our local presenters (Steve Kahn, Nate Mullen, Shea Howell, and Jeffrey Ram): You have been a real gateway into some of the terrific work happening in Detroit. It is a privilege to showcase your programs and passions.

Our student presenters: The student voice is what this initiative is all about. Thank you for lending your very powerful ones.

George and Annemarie Roeper: Your respect for all children, your life-long dedication to creating a world which empowers each and every child, and your audacity in believing in the possibility continues to set the bar for the ideal education for children everywhere.

And finally, thank you to all who joined us today. We know you have many obligations and responsibilities; that you came today to learn, share, think, collaborate — is a gift and a beginning. On behalf of The Roeper Institute and the Damon J. Keith Center, I thank you.



Lori Lutz
Associate Director
The Roeper Institute

Funding for the Symposium
is generously provided by

DR. HOBART W. HARRIS

The Roeper School Class of 1975
UCSF School of Medicine
Professor and Chief Division of General Surgery
Vice Chair, Department of Surgery
J. Englebart Dunphy Endowed Chair in Surgery
Director, Infection, Injury & Immunity Lab

To the Present and Future Children of Detroit, a Promise:

Humanity has made two promises to its children. The first is to prepare a world which accepts them and provides them with opportunities to grow and create in safety. The other is to help them develop their whole being to the fullest in every respect. Education is the vehicle through which we try to keep these promises.

Roeper, Annemarie. *Educating Children for Life: The Modern Learning Community*.
Monroe, NY: Trillium, 1990. 3. Print.