Leadership Development: Building Global Awareness and a Global Perspective with Gifted Students

—Dorothy Sisk
Lamar University

Leadership development is not about filling a gap. It is about igniting a search for inspired connections and actions to address macro-problems with macro-opportunities. Gifted students are not only aware of the macro-problems and issues impacting the world, but they often feel a heavy burden along with this heightened concern and inability to address these problems. Research conducted by Gillian Eriksson (2009) found gifted students were concerned about the world economy, crime, global wars, terrorism, violence and safety, nuclear weapons, racism, biological warfare, HIV/AIDS and infectious diseases, child and animal abuse, hunger and homelessness, animal extinction, natural disasters, deforestation, depletion of natural resources, pollution, global warming, standards of education, government corruption, religious and gender discrimination, gang violence, loss of languages, endangered cultures, and ignorance. This research emphasizes the need for teachers to help gifted students build and strengthen their global perspectives and go beyond tolerance to productivity. Productivity could include action research and service projects, and many programs for gifted students require service projects as part of graduation requirements.

LEADERSHIP AS A TYPE OF GIFTEDNESS

The first formal definition of giftedness was provided in the Marland Report (1972) and listed leadership as one of six areas of giftedness. The most recent definition of giftedness in the Jacob K. Javits Gifted and Talented Students Education Act (1988) states:

“...gifted and talented students” means children and youth who give evidence of high performance capability in such areas as intellectual, creative, artistic or leadership capacity, or in specific academic fields; and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully. (Public Law 100-297, Section 4103. Definitions)

Most states in the U.S. use the federal definition of giftedness in their state plans and legislation for gifted education; however, the majority of the gifted programs focus on the intellectually gifted. This is most notable in states which use the term “advanced academics” in lieu of gifted programs. Stephens and Karnes (2000) found only 18 states included leadership as part of their state definition, and they said it was the least served area or domain of giftedness.

(Continued on page 3)
DEAR FRIENDS:

The three summer programs were very successful, and we are making plans for next year. The Saturday Gifted Studies Program is in the planning stage. It is on the calendar for January 19 to March 2. Students in pre-K through 12th grade will be served.

The Career Explorations for Girls Conference will be conducted on November 10, on the Hattiesburg Campus. Girls currently in grades seven through 12 are invited to attend and should be accompanied by their mothers or another female adult. Dr. Ann Blackwell will be the keynote speaker. Enrollment in gifted education is not required. Lunch will be provided. The conference is co-sponsored by the Spirit of Women at Forrest General Hospital. In addition to the Career Exploration for Girls Conference, The Frances A. Karnes Center for Gifted Studies will also be hosting the Fall Day of Sharing for Teachers of the Gifted and the Parenting Gifted Children Conference. The Fall Day of Sharing for Teachers of the Gifted will be held on October 26, and is designed to educate teachers on current curriculum and instructional issues in gifted education. The Parenting Gifted Children Conference will be held October 27, and is aimed to offer assistance to parents and other concerned adults to better understand the needs of the gifted and talented.

The lead topic of this newsletter is leadership. Dr. Dorothy Sisk is an expert on leadership and the gifted. You will enjoy reading her perspective on the topic.

The Frances A. Karnes Endowed Chair is still in need of support.

Sincerely,

Frances A. Karnes, Ph.D.
DISTINGUISHED PROFESSOR, Curriculum, Instruction and Special Education and DIRECTOR, The Frances A. Karnes Center for Gifted Studies

Thank You! Thank You! We wish to thank our donors who have continued to support the Frances A. Karnes Endowed Scholarship, the Christopher J. Karnes Gifted Education Memorial Fund, the Summer Program for Academically Talented Youth, and Friends for Gifted Education. The Friends fund was established in 1999 for scholarships for needy and eligible students to attend our summer programs and the Saturday Gifted Studies Program.

PROGRAM SPONSORS
Sponsorships for our programs also provide necessary funding for program support and student scholarships:

SATURDAY GIFTED STUDIES PROGRAM
PURPLE PARROT CAFÉ
CRESCENT CITY GRILL
COLDWELL BANKER

LEADERSHIP STUDIES PROGRAM
BancorpSouth

SUMMER GIFTED STUDIES PROGRAM
AMERICAN

SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH
FORREST GENERAL HOSPITAL
REGIONS

MISSION STATEMENT
Beginning in 1974, programs and other endeavors in gifted education were initiated at The University of Southern Mississippi. The Center for Gifted Studies was established in 1979 and dedicated as The Frances A. Karnes Center for Gifted Studies in 1999, its central purpose to further the education of gifted students and those with leadership abilities through teaching, research, and service. Emphasis is also placed on these areas for those interested in the gifted: teachers, parents, administrators, psychologists, counselors, and other concerned citizens.

Many services are offered through the Center. Instructional programs are provided for intellectually gifted students in grades pre-kindergarten through 12. The Saturday Gifted Studies Program provides instruction for students in pre-kindergarten through 12th grade for seven consecutive Saturdays during the months of January and February. The Summer Gifted Studies Program, a one-week residential program, serves youth in grades four through eight, while the Summer Program for Academically Talented Youth, a three-week residential program, serves students in grades seven through ten. The Leadership Studies Program is a one-week summer residential program designed to develop leadership concepts and skills and is offered for students enrolled in grades six through 11. Leadership competitions are held for students in grades seven through 12 each year and are designed to develop leadership skills and style and to build self-confidence. Teacher training and staff development are provided for regular education personnel and for teachers who specialize in gifted education. A conference for parents of gifted youth and other concerned adults is provided on an annual basis. In addition, research is conducted in rural and urban schools in response to issues in the field of gifted education.
WHAT IS A GLOBAL CITIZEN?

Singh (2003) listed 10 characteristics of an international or global citizen. Teachers and students can use this list to establish goals, plan and develop units of inquiry to address global issues and to assess individual student and group performance. The characteristics of a global citizen include the following:

- Inquirers
- Risk-takers
- Caring
- Reflective
- Thinkers
- Knowledgeable
- Open-minded
- Communicators
- Principled
- Well-balanced

Thomas Friedman (2005) in *The World is Flat: A Brief History of the Twenty-First Century* said globalization leveled the playing field of many countries, and old ways of doing things politically and socially are no longer effective. He said classrooms of today need to guide students on how to gain new kinds of knowledge, skills and dispositions for them to function successfully in an increasingly interconnected global society. Friedman noted that by infusing global education and technology, teachers can build an understanding of the interrelationships of peoples worldwide and prepare students to meaningfully participate as global citizens.

IDENTIFYING AND SERVING GIFTED STUDENTS WITH LEADERSHIP CAPACITY

Swiniarski and Breitborde (2003) in *Educating the Global Village: Including the Child in the World* said it is essential that teachers know about and be active in social and world issues and events, to be open to new ideas and willing to share, and to use critical and creative problem solving in global education. This suggestion is equally essential for parents of gifted students who can discuss social and world issues and events with their children around the dinner table, in the car and following family viewing of news programs. Gifted students are exposed to world events immediately as they happen on the radio, the television, the Internet and in newspapers; consequently, open family discussions are needed to provide opportunities to critically examine issues with adult guidance.

One solution to the problem of identifying and serving students with leadership capacity is to integrate leadership into the curriculum for gifted students. At the University of South Florida in the Center for Creativity, Innovation and Leadership, a model for developing leadership was conceptualized, developed and field tested from 1985 to 1989. This Sisk Leadership Model was adapted in 2011 to address global awareness including 1) Characteristics of Gifted Leadership, 2) Teaching Strategies, 3) Teaching and Learning Models, and 4) Key Concepts. The model and leadership lessons were published in a book entitled *Leadership: A Special Type of Giftedness* (Sisk & Rosselli, 1987).
conclusIoN

Global awareness and global education are essential in preparing students for an increasingly pluralistic and interdependent world. To teach and to guide from a global perspective, teachers and parents need to build and strengthen their own global awareness, as well as that of gifted children and youth. In summary, this brief article explored the importance of gifted students further developing their leadership giftedness to reach beyond themselves and work together with other leaders toward solutions of the problems and issues of our global world.

reFerenCeS:
LANIER AVANT attended the Leadership Studies Program. He graduated with his Juris Doctorate from Howard University School of Law in 2007. He earned his undergraduate degree in economics from Jackson State University in 2000. He currently serves as staff director of the Committee on Homeland Security and chief of staff for Representative Bennie G. Thompson. Under his direction, the committee has conducted hearings to improve security at the White House and other federal buildings, provided oversight of the Deepwater Horizon oil spill, expanded contract participation for small/minority/disadvantaged businesses, and enhanced diversity at the Department of Homeland Security. In addition, he has strengthened the committee’s relationships with the leadership of the House, the department, private industry, the labor community, the academic community and a range of other advocacy groups. As chief of staff for Rep. Thompson, he develops action plans to implement the Representative’s legislative and political objectives and provides the constituents of Mississippi’s Second Congressional District with a strong, active and competent Washington, D.C., office upon which they have come to rely. He serves on the North Panola Community Resource Development Corporation’s Board of Directors and is a lifetime member of the National Association for the Advancement of Colored People. He is an avid golfer and enjoys playing the bass guitar and alto saxophone, along with biking.

DALTON LEE BRIDGERS attended the Saturday Gifted Studies Program. He is currently a senior at the United States Air Force Academy, majoring in aeronautical engineering. He is an instructor pilot for USAFA flight simulators, a participant of the Soaring Program, chief clerk for Squadron 34, and a member of the cycling team. He has also flown solo in a T-52A plane. He plans to pursue pilot training school after his graduation in 2013. He enjoys target shooting in archery and various guns. His sister, Kaitlyn Barber, also attended the Saturday Gifted Studies Program.

J. ALISON BRYANT attended the Summer Gifted Studies Program from 1988-91. She received her undergraduate degrees in political science and German from Davidson College. In 1999, she earned her M.A. in telecommunications and film from the University of Alabama, and in 2002, she received her M.A. in communications from the University of Southern California. She then earned her Ph.D. in communications in 2003 from the University of Southern California. She is currently the president and founder of PlayScience, a research and development firm focused on play and entertainment in all forms.

RICHIE EKINS MALONE participated in one of the first Summer Gifted Studies programs in 1977 and has been a member of the Advisory Council since its inception. She earned her undergraduate degree from The University of Southern Mississippi in 1986, majoring in accounting. She currently serves as project manager at Malone Development and general manager and events coordinator at Big Creek Wildlife Lodge in Hattiesburg, Miss., which specializes in wedding and special events. She and her husband Sidney enjoy hunting in the hardwood forests of Mississippi, fishing in the Gulf waters of Grand Isle, Louisiana, hiking in the Rocky Mountains of Colorado, and most recently building furniture and pursuing an interest in photography.

TRACY POWELL participated in the Summer Gifted Studies Program. He graduated in 1986 from The University of Southern Mississippi with a degree in accounting. Since 1997, he has been a partner at Sherrard & Poe, PLC, a law firm in Nashville, Tennessee. He has recently been inducted into the 2011 Petal School District Academic Hall of Fame, selected by the American Medical Association through the American Bar Association to participate on a committee to co-author a Model Service Line Management Agreement. Along with this, he was noted by Woodward/White Inc. as one of the Best Lawyers in America 2009 to present. In his free time, he coaches little league baseball and basketball, is a member of the Board of Directors of YMCA Camp Widjiwagan (2010 to present), is a member of the Board of Directors of the USM Foundation (2010 to present) and has interests in football, basketball and wine collecting.

PAUL HUNTER WALDOFF participated in the Saturday Gifted Studies Program from 1988 through 1992. He graduated in 2004 with his Bachelor of Science in English literature from the U.S. Military Academy at West Point. He currently serves as captain in the position of commander, Alpha Detachment, 24th Financial Management Support unit based out of Fort Stewart, Ga. Through his military service, he has been awarded the Bronze Star for actions in combat, Army Commendation Medal, and NATO Medal for his service in Afghanistan. With his time in the military, he has been deployed twice to Iraq and once to Afghanistan. His current duty is the commander of a mobile finance and ranking operation for the Army. In his free time, he enjoys reading, writing, music, playing the guitar, singing, sports, Saints football, rugby, boxing, gothic and horror literature, and swimming.


**New Publications**


Dr. Frances A. Karnes, distinguished university professor at The University of Southern Mississippi, and Dr. Kristin R. Stephens, assistant professor at Duke University, have co-edited another book in the Practical Strategies Series in Gifted Education published by Prufrock Press. The book, *Language Arts for Gifted Learners*, was authored by Lauren Miller and Emily Lubkert, two elementary teachers writing specifically for classroom teachers. Language arts is a complex subject area that includes multiple domains (reading, writing, speaking and listening) and can be infused into many other content areas throughout the school day. Students who are gifted in any area of the language arts need consistently challenging and stimulating instruction. Designed to be an initial resource for teachers seeking to add to their instructional repertoires, it provides specific strategies that teachers can use to meet the needs of their gifted students both in the language arts classroom and beyond.


Dr. Frances A. Karnes, distinguished university professor at The University of Southern Mississippi, and Dr. Kristin R. Stephens, assistant professor at Duke University, have co-edited another book in the Practical Strategies Series in Gifted Education published by Prufrock Press. The book, *Science Strategies for Students with Gifts and Talents*, was authored by Dr. Michael S. Matthews, an associate professor at the University of North Carolina at Charlotte, where he serves as co-editor of the *Journal of Advanced Academics* and was the 2010 recipient of the Early Scholar Award from the National Association for Gifted Children. This book examines some common pitfalls in how we teach science in schools and then suggests ways teachers can improve their practices in this area. Specific sections cover elementary, middle and high school science instruction, with a focus on how teachers can be effective in meeting the needs of the academically advanced and high-ability learners in their classrooms of each of these levels.

**WHAT IS MAGC?**

Founded by parents and teachers in 1974, Mississippi Association for Gifted Children (MAGC) is a nonprofit organization that serves as a public advocate for gifted children and youth in the state of Mississippi. MAGC is the only state-level organization specifically for the gifted. In 1988, MAGC initiated legislation that resulted in state-mandated gifted programs and their funding in all Mississippi public school districts.

For information regarding membership in MAGC, contact MAGC, P.O. Box 3545, Jackson, MS 39207, or visit [www.magcweb.org](http://www.magcweb.org).
The Career Explorations for Girls Conference will be conducted on the Hattiesburg campus of The University of Southern Mississippi on Saturday, November 10, 2012. The keynote speaker will be Dr. Ann Blackwell, dean and professor at The University of Southern Mississippi. Her keynote address will be “For a Successful Tomorrow, Prepare for Today.” The conference is open to all girls in grades seven through 12, and each girl must be accompanied by her mother or another adult female. Girls do not need to be enrolled in gifted education to attend. Distinguished presenters will offer practical information to help girls plan for their education and entry into prospective careers. Careers to be discussed include business, science and technology, healthcare, social work, communication, education, nutrition, art, architecture, psychology, law, music, and sports.

The Frances A. Karnes Center for Gifted Studies will hold the Parenting Gifted Children Conference on Saturday, October 27, 2012, at Owings-McQuagge Hall on the Hattiesburg campus of The University of Southern Mississippi. The conference will offer assistance to parents and other concerned adults to better understand the unique intellectual, academic and social/emotional needs of the gifted and talented. Dr. Kevin Besnoy will be the keynote speaker addressing “Steps to Being a More Efficient Digital Citizen.”

The Fall Day of Sharing for Teachers of the Gifted will be held on Friday, October 26, 2012, at the Union on the Hattiesburg campus of The University of Southern Mississippi. This conference, held in the spring and fall of each year, provides professional development for gifted education teachers. It is designed to educate teachers on current curriculum and instructional issues in gifted education. Teachers of the gifted, regular education teachers, psychologists and administrators are encouraged to attend. The keynote speaker will be Dr. Kevin Besnoy, presenting on “Steps to Being a More Efficient Digital Citizen.” Other presentations will also be given by speakers in various professional educational positions. There will also be time for sharing for participating teachers of the gifted who present materials and ideas that were used successfully in the classroom. Teachers will be given time to share activities and ideas that they use in their classrooms.

The Saturday Gifted Studies Program will be held from January 19 - March 2, 2013, on the Hattiesburg campus of The University of Southern Mississippi. The program meets on seven consecutive Saturdays from 9 a.m. - noon from the middle of January through March. It is open to gifted students in pre-kindergarten (four or five years old) through grade 12. The program is designed to enhance cognitive and affective abilities of gifted students through planned enrichment/acceleration programming. Emphasis is placed on participation in areas that provide in-depth analysis of specific topics in small-group activities with other gifted youth.
2012 SUMMER PROGRAMS

DUKE TIP AWARD CEREMONY
JUNE 10-15, 2012

The Frances A. Karnes Center for Gifted Studies hosted the Mississippi Recognition Awards Ceremony for the 32nd Annual Seventh Grade Talent Search on June 2, 2012, in Bennett Auditorium on The University of Southern Mississippi’s Hattiesburg campus to honor Mississippi students recognized by Duke University’s Talent Identification Program. There were 162 students in attendance. Opening session greetings were given by Dr. Frances A. Karnes, director of The Frances A. Karnes Center for Gifted Studies, and Charlie Brown, executive director of the Mississippi School of Math and Science. Dr. Joe Paul, vice president of Student Affairs at The University of Southern Mississippi, also spoke on “Helping Your Child Plan for College.” Mr. Lex Lindsey delivered the keynote address, and Dr. Kristen Stephens was the representative for the Duke Talent Identification Program.

Visit the Duke University TIP Program website at www.tip.duke.edu for more information on Duke TIP interactive courses, parenting resources, and more.

LEADERSHIP STUDIES PROGRAM
JUNE 10-15, 2012

The Leadership Studies Program was held from June 10-15, 2012, on the Hattiesburg campus of The University of Southern Mississippi. There were 88 students in attendance. This one-week residential program is designed for students in grades six through 11, who have a desire to develop and enhance their leadership abilities. Training included those areas necessary for leadership development: fundamentals of leadership, written and oral communication, group dynamics, problem-solving, planning, personal skills and decision making. Avenues for becoming leaders in the schools, communities and religious affiliations were utilized to heighten students’ awareness and development of leadership potential.

SUMMER GIFTED STUDIES PROGRAM
JUNE 17-22, 2012

The Summer Gifted Studies Program was held June 17-22, 2012, on the Hattiesburg campus of The University of Southern Mississippi. There were 140 students in attendance. This one-week residential program is designed for intellectually gifted students in grades four through eight with intelligence quotients of 120 or above on an individually administered test or the 90th percentile or above at the national level on an achievement test. This program seeks to enhance the cognitive abilities of gifted students through the exploration on instructionally appropriate topics. Course selections included the following: How to Be a Detective, Business Leaders: Today and Tomorrow, Inventions, Money! Money! Money!, Express Yourself!, Designing Games and Write On!

SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH
JULY 1-20, 2012

The Summer Program for Academically Talented Youth was held July 1-20, 2012, on the Hattiesburg campus of The University of Southern Mississippi. There were 48 students in attendance. This three-week residential program serves eligible students currently enrolled in grades seven through 10 who scored at or above the level of entering college freshmen on the ACT or SAT. This program is a cooperative effort with the Duke University Talent Identification Program that provides a balance of educational, cultural and recreational experiences. Students completed an entire year’s high school-level course in three weeks. Moreover, guest speakers visited the classrooms to share with the students different career opportunities associated with each course. Course selections included the following: pre-calculus mathematics, human anatomy and physiology, psychology, writing and forensic science.

In this book, Margaret Collins brings her expertise in the field of circle time and citizenship to introduce a global focus to the learning experience of young children. The six lessons follow Margaret’s successful formula, setting the content on opposite pages for the two age groups, four to six years and seven to nine years. The sessions cover many topics in the themes such as basic needs, environmental issues, fairness, exploring various cultures, democracy and global issues. Use of story, reflection and case study material introduces new experiences to the pupils, promotes tolerance and understanding, and enriches the citizenship curriculum.


In *Building Everyday Leadership in All Teens: Promoting Attitudes and Actions for Respect and Success*, Mariam MacGregor explains that every teen can be a leader. That’s because leadership is not just about taking the lead in big ways, but in everyday small things, too. The sections in this book guide teens to explore what it means to be a leader, how to work with others, ethical decision-making, risk-taking, team-building, communication, creative thinking and more. Teens learn what’s necessary to do something, even if that something is just speaking up.


In this book, written and experiential activities help teens discover their own leadership potential and develop skills that guide them to act responsibly and make a difference in the world around them. Teens gain a greater understanding of who they are, what matters to them, how that translates into leadership, and how leadership relates to everyday life. Written activities encourage reflection; “do something” activities call for commitment and action. Both *Everyday Leadership: Attitudes and Actions for Respect and Success* and *Building Everyday Leadership in All Teens: Promoting Attitudes and Actions for Respect and Success* enable teens to reach new levels of leadership. Created for use with *Building Everyday Leadership in All Teens*, this consumable guide also functions as a stand-alone resource for personal growth.


In *Educating Citizens for Global Awareness*, Dr. Nel Noddings helps to educate students about their roles as global citizens and is a challenge that has taken on increasing importance in recent years. In this volume, prominent educators join Nel Noddings to address the issue of global citizenship, what this means, and how it should shape curriculum and teaching in K-12 classrooms. Features are frameworks for educating global citizens, including building community and mutual respect, creating social responsibility, instilling an appreciation for diversity, promoting emotional literacy, and managing and resolving conflict; practical suggestions to help teachers enrich their classrooms with global content; advice for teaching better global attitudes throughout the curriculum, including social studies, science, literature and math classes; and diverse perspectives by leading educators and scholars on global citizenship and its value to education and community.


As a part of the Gifted Treasury Series, *Developing Creative Leadership* provides an overview of leadership in the crucial grades of 6-12. Drawing upon theories based on cognitive and affective leadership, and the role of leadership in gifted education, leadership is discussed as it pertains to research projects, problem solving, interpersonal communication and decision-making. Strategies are provided for curriculum planning in the first half of the book in preparation for the second half, which presents practical units for developing leadership. Suggestions are made for developing programs around the Leadership Training Model (LTM), a comprehensive model on which gifted programs can be based.
HOAGIRES’ GIFTED EDUCATION PAGE
www.hoagiesgifted.org
This personally managed website includes extensive information for parents, educators, counselors, administrators, students and teens. The site provides tools for support and advocacy, curriculum resources, assessment information and conference information. Resources also include information regarding gender issues, social/emotional issues, home schooling, and much, much more. A section with fun information for students is also available.

GT WORLD
http://gtworld.org
GT World is an online support community for parents of gifted and talented children. Their mission includes parenting and advocating for gifted children, teaching them how to advocate for themselves, the experience of growing up gifted, obtaining an appropriate education, helping gifted students with learning disabilities, and the wide range of others. The website also supports a very active mailing list along with topics related to homeschooling and twice-exceptional students.

GIFTED HAVEN
www.giftedhaven.net
Gifted Haven is a forum for gifted teens where the focus is on understanding. Students are encouraged to discuss their successes and difficulties through a variety of peer interactions. Specific topics range from artistic endeavors and reading recommendations to debates of educational policy and jokes and games. Discussions also target topics such as dating, depression and interaction with parents.

FEDERAL RESOURCES FOR EDUCATIONAL EXCELLENCE
www.free.ed.gov
Federal Resources for Educational Excellence (FREE) serves as a database of federal resources relevant to K-12 lesson planning. This website is well-organized by subject area and easy to search or browse. Primary documents, photos, videos and animations are available in a variety of subjects. This database is strong in the arts, the sciences, and especially in U.S. history. The U.S. history resources are organized according to subject and to time period.

EDSITEMENT! THE BEST OF THE HUMANITIES ON THE WEB
http://edsitement.neh.gov
EDSITEment! hosts a number of lesson plans and other educational resources that are divided into four categories: art and culture, foreign language, history and social studies, and literature and language arts. In addition to these main categories, the “Picturing America” and “We the People” sections emphasize American history and culture. Within these categories, educators can search for resources according to grade level, subtopic, and length of lesson plan. Some resources include printable worksheets. Educators can also find a listing of approved websites for classroom integration in addition to a database of student interactive Web activities.

THINKQUEST
www.thinkquest.org/en
ThinkQuest is a learning platform where teachers and students create interactive online learning projects. Teacher-created websites use multimedia to foster active participation in debates, votes and brainstorms. Student-created websites, which can be used as classroom assignments, can also participate in a larger website design competition. These projects can be browsed in a library, which is cataloged according to age of students and subject area. Existing projects include topics as varied as Native American heritage, state history, health, zoology, geometry and ecology.

BYRD SEED GIFTED
www.byrdseed.com
Byrd Seed Gifted is the personal website and blog of a gifted educator. This website includes lesson plans in language arts and creative writing. Emphasis is placed on how to incorporate technology into the classroom, and one section is dedicated to the social and emotional needs of gifted students. Some articles on this website are available on a “name your price” basis. In this case, educators are free to access all resources by simply filling in the price as “$0.00.”

COUNCIL FOR EXCEPTIONAL CHILDREN
www.cec.sped.org
The Council for Exceptional Children (CEC) works to improve opportunities for all types of special education. Their website contains a voluminous section on child advocacy, which includes legislative updates and CEC policy resources. Also, an advocacy action center provides information specific to the user’s zip code.

NATIONAL ASSOCIATION FOR GIFTED CHILDREN
www.nagc.org
The National Association for Gifted Children is dedicated to supporting the needs of high potential learners. Their website contains information about the association, ranging from publications to conventions to marketing. This website is required reading for those interested in the current state of gifted education.
WHAT IS AN ENDOWED CHAIR?
An endowed chair is a distinguished academic position that is funded through an endowment and is established to recognize visionary leadership to promote academic excellence.

WHY HAVE AN ENDOWED CHAIR?
An endowed chair provides assurance to the university and to the program that the position will be funded into perpetuity, eliminating the uncertainty of budget constraints and fluctuation of funding. The prestige of an endowed chair enriches the university by attracting and retaining highly qualified faculty.

HOW CAN THE ENDOWED CHAIR BE FUNDED?
The Frances A. Karnes Endowed Chair in Gifted Education will be funded by those individuals who share Dr. Karnes’ vision of meeting the educational needs and challenges of gifted students. Donors may include, but are not limited to, former students, parents, teachers, and graduate students who worked with Dr. Karnes, and other supporters of The Frances A. Karnes Center for Gifted Studies.

WHAT IS OUR FUNDING GOAL?
The primary funding goal to establish The Frances A. Karnes Endowed Chair in Gifted Education is $1 million cash and $2 million in planned gifts. Although all gifts are appreciated regardless of amount, the cash goal may be accomplished by 100 donors, each committing $10,000 or more. Payments may be made in installments of up to 5 years. Planned gifts may be made in any amount to the endowed chair through a bequest in your will, irrevocable life insurance policy, gift annuity, life estate or charitable remainder trust.

HOW DO I INITIATE A GIFT?
Farsighted and generous friends of gifted education may initiate a gift by contacting The University of Southern Mississippi Foundation by calling 601.266.6853 or via email at foundation@usm.edu.

Friends

I want to become a Friend for Gifted Education. The funds generated will apply to scholarships for gifted, financially disadvantaged students, and for other notable purposes.

Please enroll me in the category checked below.

- Summa Cum Laude ($1,000 +)
- Special Honor Roll ($100)
- Magna Cum Laude ($500)
- Honor Roll ($50)
- Cum Laude ($250)
- Student ($25)
- Laureate ($150)
- I would like to learn more about corporate sponsorships and donations.

Gifts are tax-deductible to the extent of current IRS regulations.

Name ____________________________________________
Mailing Address ____________________________ State _____ Zip ___________
City ____________________________ State _____ Zip ___________
Home Phone ( _______ ) ____________________________
Office Phone ( _______ ) ____________________________
Email Address _______________________________________

This donation is a gift. Please send donation gift card to

Name ____________________________________________
Mailing Address ____________________________ State _____ Zip ___________
City ____________________________ State _____ Zip ___________

Please accept this gift as a memorial to

________________________________

Enclosed is my check payable to the USM Foundation c/o The Frances A. Karnes Center for Gifted Studies.

☐ Charge my donation to my ☐ Business ☐ Personal credit card.
  ☐ VISA ☐ MasterCard ☐ American Express

Card Number ________________ Exp. Date ___________
Cardholder Name/Business Name ____________________________
Signature ____________________________________________

☐ My place of employment will match my gift.
Company Name ____________________________________________
Mailing Address ____________________________ State _____ Zip ___________
City ____________________________ State _____ Zip ___________

☐ I would like information about how to include The Frances A. Karnes Center for Gifted Studies in my will.

☐ I would like more information about how to give stocks, property, and life insurance.

☐ I give my permission to have my name listed with other donors.

Please send all donations to
THE USM FOUNDATION / FRIENDS FOR GIFTED EDUCATION
118 College Drive #5210, Hattiesburg, MS 39406-0001

Questions?
Please call the Center at 601.266.5236 or 601.266.5246.
The Frances A. Karnes Center for Gifted Studies
118 College Drive #8207, Hattiesburg, MS 39406-0001
**Lost (HOPEFULLY TO BE FOUND)**

Over the years, we have lost contact with some of our former program participants. Please help us find them by forwarding their names, addresses, email addresses, and phone numbers. Thanks for helping.

Name ____________________________________________
Address ____________________________________________
City, State, ZIP ____________________________________________
Phone ( _____ ) ____________________________________________
Email ____________________________________________
Center programs affiliation(s) ____________________________________________
Current school/year or career/position ____________________________________________
Activities or interests ____________________________________________

**Calendar**

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<td>Fall Day of Sharing for Teachers of the Gifted</td>
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<td>OCTOBER 27, 2012</td>
<td>Parenting Gifted Children Conference</td>
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**ADVISORY COUNCIL**

We express our continued gratitude to the members of the Advisory Council who have agreed to offer suggestions and support for the advancement of teaching, research, and service initiatives of The Frances A. Karnes Center for Gifted Studies.

**Council Members**

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Alex Agnew</td>
<td>Greg Garraway</td>
<td>Ora Shaheed</td>
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<tr>
<td>Dr. Ted Atkinson</td>
<td>Dr. Michael Herrington</td>
<td>John Shappeley</td>
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<td>James Baccus</td>
<td>Robert Jackson St.</td>
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<td>Toby Barker</td>
<td>Gwen James</td>
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<td>Miranda Beard</td>
<td>Dan Kibodeaux</td>
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<td>Dr. Hank Bounds</td>
<td>Richie Elkins Malone</td>
<td>David Shemper</td>
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<td>Dr. Ben Burnett</td>
<td>Erica McHard</td>
<td>Bobby Tatum</td>
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<td>Dr. Steven Chevalier</td>
<td>Holt McMullen</td>
<td>Ted Webb</td>
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<td>Joey Fillingane</td>
<td>Hayden Mitchell</td>
<td>Tracy Williams</td>
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**Ex-Officio Members**

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<tbody>
<tr>
<td>Bob Pierce</td>
<td>Warren Hood</td>
<td>Dr. Willie Pierce</td>
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<tr>
<td>Dr. Ann Blackwell</td>
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