THE FRANCES A. KARNES CENTER FOR GIFTED STUDIES

Twenty-five Years of Excellence
1979-2004

THE UNIVERSITY OF SOUTHERN MISSISSIPPI
Twenty-five Years of Excellence

Issued in 2004

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Photographs by center staff and Southern Miss photographers
The Frances A. Karnes Center for Gifted Studies
College of Education and Psychology
The University of Southern Mississippi

Twenty-five Years of Excellence
1979-2004
THE FRANCES A. KARNES CENTER FOR GIFTED STUDIES

For 25 years The Frances A. Karnes Center for Gifted Studies in the College of Education and Psychology at The University of Southern Mississippi has been dedicated to serving gifted and talented students, parents and grandparents, and teachers, administrators, counselors, school psychologists, and other professionals. Two important events orchestrated by Dr. Karnes that occurred prior to the initiation of the center helping to pave the way for its accomplishments should be acknowledged. First, the Mississippi Legislature, responding to the needs of gifted children, amended the law to provide a legal basis for funding gifted education programs and subsequently appropriating funds for that purpose. Second, parents of the gifted, teachers, and other interested citizens from throughout the state also responded by uniting as active members of a new advocacy organization, the Mississippi Association for Gifted Children, of which Dr. Karnes was the founder and first president.

The work of the center has encompassed a wide array of initiatives. The first task undertaken by the faculty and staff was the design, implementation, and evaluation of specialized instructional programs for the intellectually gifted, the academically talented, and for all youth with leadership potential. As a result of continuing efforts, the innovative and challenging programs developed and validated have been replicated at other colleges and universities and in public schools across the state and nation.

The center has also been responsive to the critical need for highly qualified teachers of the gifted in public and private schools and for college and university faculty with strong preparation at the advanced graduate level. The University of Southern Mississippi is one of a select few institutions in the country to offer master's, specialist's, and doctoral degrees with an emphasis in gifted education. Many former graduate students have become instructional leaders in elementary and secondary schools. Doctoral students have readily obtained excellent positions in colleges and universities throughout America and abroad.

Twice each academic year, teachers of the gifted in public and private schools of Mississippi and adjoining states meet on our campus for intensive workshops devoted to developing strategies for meeting the unique needs of gifted and talented youth. Additionally, the annual Parenting Gifted Children Conference, held for the past 20 years has attracted parents, grandparents, teachers, counselors, and other advocates for the gifted from throughout the region.

The research conducted by the center personnel has been widely reported in numerous journals. These publications have provided a broad audience with a better understanding of gifted and talented children and their distinguishing characteristics. Furthermore, such research and publications have benefitted professionals who plan and conduct challenging programs to meet the unique needs of the gifted. The extensive investigation of legal issues and the gifted, reported in the only three books ever published on this subject, has helped influence public policy pertaining to the gifted.

Accomplishments to date can be attributed in large part to the many outstanding graduate students and other capable and dedicated people who have worked in the center during the past 25 years. Credit is also due to continuing support provided by administrative officers and by the many colleagues from academic and service departments who have collaborated with the center or rendered assistance. A great deal of gratitude is extended for the valuable time contributed and the fiscal support provided by the many individuals and corporate entities in the public and private sectors.
Future Directions

The mission of the center from its inception has been that of strengthening gifted education in Mississippi and the nation. Positive influences on gifted education developments within and beyond our state's borders sustain our confidence for making even greater and more influential contributions to the evolving field of gifted education.

We look forward to the day when all gifted and talented students from a very young age through high school will have ready access to challenging educational programs and services of high quality that will fully meet their unique intellectual, academic, and social/emotional needs. To that end, the developmental work we have been pursuing in connection with the Saturday morning and summer residential programs for talented and gifted youth will be carried forward. While other approaches are being pursued elsewhere, the center will continue to strengthen the education of gifted students by exploring enrichment and acceleration models. The establishment and validation of programs to prepare preschool, elementary, and secondary youth for leadership roles will also remain a high priority, as well as the development of programs and strategies for enhancing the abilities of girls and young women.

Our commitment to superior teacher education programs and staff development is steadfast. The experience graduate students and teachers receive through direct involvement with our enrichment and acceleration programs for gifted and talented students has been a vital component in their preparation for rewarding careers in gifted education, and this will receive even greater emphasis in the future. In response to the critical shortage of teachers, the recruitment of outstanding students for graduate degree programs must be high on our agenda. While scholarships have been made available recently through endowments, we are increasing our efforts to obtain support for graduate students as they prepare for instructional leadership.

Increased effort will also be devoted to planning and conducting conferences and providing additional services for teachers in the field and for parents, grandparents, counselors, psychologists, and administrators who wish to increase their understanding of gifted and talented students. It is anticipated that participants in these service activities will encourage the development of educational programs and services responsive to the unique needs of gifted and talented students.

Research vividly reveals the fact that certain groups of gifted and talented children are overlooked and thus are underrepresented in gifted education programs throughout this country. In response to this challenge, new initiatives will be developed for the screening and identification of the gifted in culturally and ethnically diverse populations as well as the gifted from families in disadvantaged socioeconomic circumstances. Increased attention, time, and effort will be directed to the challenge of screening and identifying children who are gifted but have disabilities as we develop and validate educational programs to meet their specific needs. In addition, legal issues that impact gifted students and their families will continue to be an area of investigation.

These challenges will be met by continuing to develop, conduct, and evaluate innovative instructional and service programs of high quality and by responding with vigor and enhanced support in our research efforts to the problems and issues in the field of gifted education. All associated with The Frances A. Karnes Center for Gifted Studies and The University of Southern Mississippi are determined to remain among the nation's strongest advocates for gifted children and for educational programs and services responsive to their unique needs. With the continued guidance of the university and community, we look toward the future with continued enthusiasm and commitment, with the goals outlined here foremost on our agenda.
THE CENTER FOR GIFTED STUDIES

Purpose

The Center for Gifted Studies was established in 1979 to further the education of gifted students and those with leadership abilities through teaching, research, and services. 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. A program to develop leadership concepts and skills is offered for students enrolled in grades 6 through 11. 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.

History of The Center for Gifted Studies

Very little was being undertaken in the late 1970s and the early 1980s to develop and initiate in the public schools of Mississippi challenging educational programs appropriate to the unique needs of gifted and talented children. It was thus evident that a major effort over a long period of time would be required to upgrade education to the point that all exceptionally able youth in the state would be identified prior to, or upon, entering school and that their exceptional capacity for learning would be challenged and adequately served from kindergarten through high school. In the hope of making optimum progress in filling that glaring void in the state’s total educational enterprise and having a major impact on the development of gifted education throughout the state, The Center for Gifted Studies was planned at The University of Southern Mississippi and established in 1979.
Chronology of the Development of The Center for Gifted Studies

1973  Collaboration was conducted with legislators to have gifted education included in the definition of exceptional children in the state statute.

1974  The first statewide conference on gifted children was conducted with support from a grant awarded by the Mississippi Committee for the Humanities.

1974  The Mississippi Association for Gifted Children, formerly the Mississippi Association for Talented and Gifted, was founded as a statewide effort to support all children, especially those with outstanding abilities.

1974  Graduate degree programs and teacher certification courses were established to provide leadership within the state and region.

1976  The first nonresidential program for high-ability seventh-graders began.

1978  The Summer Gifted Studies Program, the first statewide residential program for intellectually gifted students, was established.

One of the most important things that allows a field to grow and have an impact on the young people we seek to serve are strong leaders and centers of excellence that attract and nurture future generations of leaders and practitioners. A field needs “long-distance runners” and “ancestral homes,” and Frances Karnes and the center that bears her name are examples of the longevity that provides the research, advanced training, and direct services that have contributed so mightily to the field of education for the gifted and talented. Congratulations on a marvelous quarter of a century and best wishes for many more years ahead.

Joseph S. Renzulli, Director
The National Research Center on the Gifted and Talented
University of Connecticut Board of Trustees Distinguished Professor
Raymond and Lynn Neag Professor of Gifted Education and Talent Development

I was 12 years old in 1977 when I participated in one of the first Summer Gifted Programs. Twenty-seven years later, I still recall with a smile what an engaging and inspiring several weeks that was! Dr. Karnes opened windows on the world for me then and remains one of my dearest friends and mentors today!

Richie Elkins Malone
Advisory Council Member
The Frances A. Karnes Center for Gifted Studies

If one thinks back 25 years, there are few things that stand out clearly. Outstanding experiences and outstanding people may be the exceptions. In the summer of 1977, I was fortunate to participate in a summer program offered by Southern Miss called Southern High Ability Resources Program (SHARP). Through this program, I had an outstanding and memorable experience, and I also met an outstanding person and educator.

SHARP was a day program of sorts that took place over a number of weeks and there were several students from Petal who participated with students from other area schools.

In looking back, I remember vividly what a fun and interesting experience we had virtually every day. I recall the names of participants and the activities. I remember to this day how much Dr. Karnes impressed me with her passion for teaching and children, and I am honored today that I was a participant in this program so long ago.

Tracy A Powell
Sherrard & Roe, PLC
Nashville, Tennessee
1979  The Saturday Gifted Studies Program was initiated to serve intellectually gifted youth in kindergarten through grade 12.

1982  The Staff Development Program for teachers and other professionals offered twice annually was introduced.

1982  The Leadership Studies Program, a summer residential program, was initiated for students in grades 6 through 11 to develop and/or enhance their leadership abilities.

1984  The Parenting Gifted Children Conference was initiated to assist parents and other adults in understanding the unique abilities of gifted students.

1986  The Duke Talent Awards Ceremony to honor seventh-grade students scoring as well as, or better than, college freshmen on the ACT or SAT was begun.

1987  Legislation to mandate gifted education in Mississippi was initiated. The Legislature passed the Gifted Education Act of 1989, to be fully funded in 1993. To date, full funding has not been provided.

1988  The Summer Program for Academically Talented Youth, a summer residential program, was established in conjunction with Duke University to serve students in grades 7 through 10 with exceptionally high academic abilities.

1989  The Leadership Competitions for students in grades 7 through 12 commenced.

1997  The Frances A. Karnes Endowed Scholarship was initiated to provide scholarships to graduate students in gifted education.

1998  The Christopher J. Karnes Gifted Education Memorial Fund was established to provide scholarships to assist students in attending summer residential programs and for undergraduate and graduate student scholarships in gifted education.

2000  The Friends for Gifted Education Fund was established.

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*The Duke University Talent Identification Program (Duke TIP) is pleased to extend congratulations to Dr. Frances Karnes and The Center for Gifted Studies on the occasion of 25 years of service to gifted students. We are very proud of the center’s long-standing association with Duke TIP as one of our cooperative programs. Dr. Karnes’ tireless dedication to serving gifted students in Mississippi and the nation is unparalleled.*

Martha Putallaz
Executive Director
The Duke Talent Identification Program

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*While attending programs offered by the center, I studied the leadership attributes of Winston Churchill, successfully defended my first legal case, learned about the superego, researched the aerodynamics of a paper airplane, and met my future wife, all in the confines of the same building.*

John C. (Jay) Wellons, III, M.D.
Assistant Professor of Surgery
Section of Pediatric Neurosurgery
Children's Hospital of Alabama
2000  The Friends for Gifted Education Newsletter was initiated.

2001  The Advisory Council for The Frances A. Karnes Center for Gifted Studies was formed.

2002  The Frances A. Karnes Endowed Chair was established.

**Congratulations on your 25th anniversary. The Frances A. Karnes Center for Gifted Studies is, in my opinion, one of the major reasons that Mississippi is considered nationally as a leader in gifted education. The leadership of the center and Dr. Karnes has made a major impact on not only education for gifted children, but for all our children in Mississippi. Your contributions in research and publishing are recognized across the nation. Great work and keep it up for your next 25 years.**

Dr. Bob Seney
Professor, Gifted Studies
Mississippi University for Women

2002  A federal grant was awarded to fund a study on the culturally diverse gifted - *Expanding Appropriate Assessment and Differentiated Instruction for Culturally Diverse Gifted Students*.

2003  A federal grant was awarded to fund a study on the disabled gifted - *Appropriate Practices for Screening, Identifying, and Instructing the Gifted Disabled Youth*.

**Dr. Karnes has created a Center for Gifted Studies that disseminates important and up-to-date research, which is accessible to professionals and practitioners alike. The center’s work in the area of advocacy and legal issues provides schools and states with guidelines for program and policy development. Congratulations on your 25th anniversary.**

Susan K. Johnsen, Ph. D.
Professor, Department of Educational Psychology
School of Education, Baylor University

2003  An informational video was created depicting all of the activities of the center.

2004  A federal grant was awarded to fund a study on early childhood giftedness - *Appropriate Practices for Screening, Identifying, and Serving Potentially Gifted Preschoolers*.

2004  The Economic Impact Study of The Frances A. Karnes Center for Gifted Studies was conducted. It was the first such study in the history of gifted education.

2004  The Economic Impact Study of Public School Gifted Programs was conducted through The Frances A. Karnes Center for Gifted Studies.

**Dr. Karnes is a dynamo in the gifted-child field. She and her center have made great contributions and continue to do so. I regard her as one of the prime movers in this important area.**

Julian C. Stanley Jr.
Professor Emeritus of Psychology
Study of Mathematically Precocious Youth
Center for Talented Youth
Johns Hopkins University
SERVICES TO TEACHERS

Teacher Education

The preparation of teachers and other professionals for leadership positions in gifted education is paramount within the center. This goal is accomplished by offering courses in gifted education; providing for teacher certification in gifted education and master’s, specialist’s, and doctoral graduate degrees; and hosting staff development opportunities.

Courses in Gifted Education

SPE 461 Instructional Strategies for Teaching High Ability and Gifted Students Within Traditional Classrooms

This course emphasizes instructional strategies, methods and materials, and assessment and evaluation techniques to maximize the potential of high-

Dr. Frances Karnes is one of the brightest lights of gifted education—she is a scholar who has turned her brilliant spotlight on the needs of gifted children, their teachers, and their parents. Frances is able to synthesize the history of gifted education, wisely reflect on what is needed in the field, and to then not only offer observations about these needs, but to plan and develop books, articles and materials that provide solutions and directions for the field. Dr. Karnes’ career has been an intellectual journey, for her and for her colleagues. Her numerous articles and books have inspired untold numbers of educators, legislators, and parents in Mississippi, in the nation, and abroad. Her work can best be described as discerning, lucid, balanced, and most importantly, path-breaking. I am honored to have her as a colleague in the field of gifted education.

Dr. Dorothy Sisk
Conn Chair
Lamar University
Beaumont, Texas

Congratulations to The Frances A. Karnes Center for Gifted Studies for its pioneering success in making a positive difference for thousands of gifted children. The contributions these children will make and have made to our society is a tribute to the center and its future.

Sylvia Rimm, Ph.D.
Director, Family Achievement Clinic
Clinical Professor, Case Western Reserve University School of Medicine

In good times and in bad, certain minority groups are in danger of being marginalized by society. This is certainly true of the gifted and their needs. The Frances A. Karnes Center for Gifted Studies for 25 years has provided research, advocacy, and outstanding programs to ensure that the voice of the gifted will be heard. I am proud to have been a part of at least some of this.

Jane C. Chauvin, Ph.D.
Professor of Education and Counseling
Loyola University New Orleans

As a student in the doctoral program at the Center for Gifted Studies, I learned to stretch myself more than I ever thought I could. I gained much self-confidence in my skills and abilities. Upon completion of the program, I was prepared to teach at the university level and apply skills acquired in that program every day.

Debra A. Troxclair, Ph.D.
Adjunct Professor, University of St. Thomas
Houston, Texas
ability and gifted students in traditional educational settings. (This course is not for certification in gifted education.)

For teachers wanting to meet certification requirements in gifted education, five specialized courses are offered.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>SPE 460/560</td>
<td>Characteristics and Education of Gifted Students</td>
<td>This course includes characteristics, educational options, assessment and referral procedures, and legal issues. Teacher attributes and competencies, family characteristics, and local, state, and national issues are also addressed.</td>
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<tr>
<td>SPE 661</td>
<td>Methods and Materials in Teaching Gifted Students</td>
<td>This course includes instructional models, methodologies, and materials appropriate for gifted students. Learning styles, writing and evaluating instructional units, public relations strategies, and sources of funding are included.</td>
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<tr>
<td>SPE 662</td>
<td>Curricula Development in Gifted Education</td>
<td>This course includes steps necessary for curriculum development and evaluation for gifted education. Differentiated models, advanced content areas, and process skills are also addressed.</td>
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<tr>
<td>SPE 663</td>
<td>Atypical Gifted Students</td>
<td>This course encompasses the assessment and identification, characteristics, and delivery of services for diverse groups within gifted education including the culturally diverse, rural, disabled, female, low socioeconomic, underachiever, and highly gifted populations.</td>
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<tr>
<td>SPE 664</td>
<td>Practicum with Gifted Students</td>
<td>This course is a supervised practicum with gifted students in a variety of instructional settings. The development of appropriate instruction, attention to individual differences, and evaluation of student progress are also included.</td>
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One of the most recommended practices in the education of gifted and talented students is ‘mentorship,’ a provision whereby a student works with someone with similar passions and interests. During my years at the Center for Gifted Studies, I had the benefit of experiencing that sort of relationship with Dr. Frances Karnes. And for that reason, I find it difficult to think of the center as a separate, physical entity; for it was embodied in the leadership, dedication and inspiration of “Dr. K.” Her constant support for me, both professionally and personally, coupled with her belief in my abilities meant that the center became the launchpad to my career as an academic in gifted education.

Tracy Riley, Ph. D.  
Senior Lecturer in Gifted and Talented Education  
Massey University, Palmerston North, New Zealand

### Graduate Degree Programs

The master's, specialist's, and doctoral degrees in special education may be earned with an emphasis area in gifted education. The master's program prepares personnel for teaching gifted youth. The specialist's degree is provided for professionals desiring higher qualifications in the field. The doctoral program is designed to prepare research and leadership personnel, typically for college and university positions.
Staff Development

The staff development programs are designed for school personnel in response to their needs and interests in gifted education and leadership development. Twice annually for more than two decades, teachers have come to the center for a day to learn more about various aspects of gifted education. Special education program directors and other school personnel also attend.

Since the early days of gifted education in Mississippi, the center has provided year-round enrichment opportunities for our gifted children while offering support for their parents and teachers. Where would all of us be without Dr. Karnes and the center? The Days of Sharing have helped us build a network of co-workers in the state while the Parent Conferences have provided answers for the myriad of questions we have had as parents of these remarkable children. Mississippi’s gifted children and the Gulf Coast Association for Teachers of the Gifted would like to congratulate Dr. Frances Karnes and the Center for Gifted Studies for a job well done!

Carol Paola, Teacher of the Gifted
Long Beach School District

SERVICES TO YOUTH

The Leadership Studies Program

The Leadership Studies Program, a one-week summer residential program is designed for students in grades 6 through 11 who have a desire to develop and enhance their leadership abilities. Students are housed in residence halls on the campus of The University of Southern Mississippi in Hattiesburg, Mississippi.

My experience with The Center for Gifted Studies—and more directly with Frances Karnes herself—has been very exciting. I have seen and met young people who through these programs will carry with them a clear sense of achievement and purpose into the future. The positive contribution of these changed lives will be an inspiration to all of us.

John L. Lindsey
President, Thomas International Publishing Co.
and
President, The Chisholm Foundation
Leadership I is a program with specific emphasis on leadership skills. Instruction includes 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 school, community, and religious affiliation are utilized to heighten the awareness and development of leadership potential.

Leadership II is a continuation of the program, with Leadership I as a prerequisite for entry. It is an intense study to further develop leadership concepts and skills. Emphasis is placed on the psychology of leadership, assertiveness training, and situational leadership.

Leadership III is an extension of the program, with Leadership II as a prerequisite for entry. Training is focused on the legal aspects of leadership, responsibilities of various positions of leadership, developing personal power, and leadership for the future. The students also have the opportunity for informal interaction with adult leaders.

Frances Karnes is a treasure! The Center for Gifted Studies is a beacon to the young people of Mississippi. Each child who encounters the Gifted Studies Program comes away with a better understanding of the subject matter taught and a sense of community and citizenship. I am especially partial to the leadership studies effort which enhances leadership skills of our youth.

J. Dwight Dyess  
BancorpSouth Executive Vice President for External Affairs

As a former participant in Dr. Karnes’ programs, I have experienced firsthand the thrill of being not only challenged but encouraged to think beyond myself and imagine what could be; to appreciate and be motivated by, “Why not?” Mississippi’s leaders of today and tomorrow filled yesterday’s classrooms and learned from Dr. Karnes and her staff the awesome wonder of possibilities.

W. Heath Hillmam  
Attorney-at-Law  
Hattiesburg, Mississippi

The Leadership Competitions

The Leadership Competitions, an annual statewide event, is open to all students currently enrolled in grades 7 through 12. The competitions offer an excellent opportunity for young people to develop and demonstrate their leadership skills and style. Areas of competition are Speeches (extemporaneous or prepared), Plans for Leadership (plans in progress or completed plans), Essay (self-selected or designated topics), and the Arts (graphics, photography, and videotape). While judging of the four areas of competition is taking place, participants who have been judged and those waiting to be, participate in creative leadership discussion groups. This affords students the opportunity to interact with their peers and community leaders and to increase their knowledge of leadership. Through a special seminar, parents and teachers are provided information on ways of increasing leadership concepts and skills in the home and in the school. The Leadership Competitions conclude with the annual Awards Ceremony. Awards are given in all areas of competition.
When one thinks of leadership, one immediately thinks of Dr. Frances Karnes—a steadfast leader in gifted education. The Frances A. Karnes Center for Gifted Studies has been central to the study of leadership in the gifted. Congratulations from the Gifted Development Center! We are both celebrating 25 years of service this year.

Linda Kreger Silverman, Ph.D.
Director, Gifted Development Center
The Institute for the Study of Advanced Development
Denver, Colorado

Summer Program for Academically Talented Youth

The Summer Program for Academically Talented Youth, a three-week summer residential program, is designed for students in grades 7 through 10 who qualify based on SAT or ACT results. The students at the seventh-grade level must score as well as, or better than, entering college freshmen. Intensive, fast-paced courses are offered in such areas as precalculus mathematics, psychology, creative writing, physics, biology and other sciences, statistics and probability, and others. The program is designed to include appropriate academic, cultural, and recreational experiences. The University of Southern Mississippi offers the program through cooperative efforts with the Duke University Talent Identification Program.

Because my own two sons are alumni, I have seen the academic and character progress that the programs offered by The Frances A. Karnes Center for Gifted Studies can provide students. It is with great pleasure that I have been both a consumer of and provider to center programs.

Dr. Toxey Morris
Consultant in Urology
Hattiesburg, Mississippi

The Frances A. Karnes Center for Gifted Studies is a valuable resource for gifted students and their families. The variety of programs offered through the center serve as models for others across the nation. In addition, the mentorship that Dr. Karnes provides her graduate students throughout their studies and beyond into their careers ensures that there will always be voices advocating for the educational and social-emotional needs of the gifted.

Kristen R. Stephens, Ph.D.
Coordinator of Educational Outreach
Duke University Talent Identification Program
Editor-in-Chief of the Duke Gifted Letter, and Adjunct Faculty in the Program of Education
Duke University

Summer Gifted Studies Program

The Summer Gifted Studies Program, a one-week residential program, is designed for intellectually gifted students in grades 4 through 8 with intelligence quotients of 120 or above on an individually administered test. The program enhances the cognitive, affective, and psychomotor abilities of gifted students through planned enrichment/acceleration activities. Content areas are combined with process skills to enable students to explore societal and environmental connections. Students are housed in residence halls on the campus in Hattiesburg. Instructional activities are conducted in classrooms and laboratories on campus. Recreational activities and cultural events are also included.
Our involvement began with the Gifted Studies Program as a place where our daughters Kelly and Jamie could not only have a summer learning experience, but also receive invaluable life lessons. To our delight, my wife Margaret and I were also able to participate, not only as parents, but also as supporters of these fine programs. Southern Miss’ Frances A. Karnes Center for Gifted Studies has enriched us all.

Duncan McKenzie
President and General Manager
Biloxi Grand Casino

In the summer of 1978, after completing seventh grade, I participated in one of the early gifted studies programs offered at The University of Southern Mississippi. I vividly recall being intrigued by the wide variety of intellectual pursuits available at the university. We visited science labs and arts studios, attended theatre productions, and had the rare experience (for students in 1978) of working with a computer. I came to think of the university and learning in general as an exciting endeavor. Today I enjoy my research and teaching as a university professor. I know firsthand that developing an excitement about learning can have a powerful influence on a young person’s life.

Dr. Chris Winstead
Associate Professor
The University of Southern Mississippi

Saturday Gifted Studies Program

The Saturday Gifted Studies Program, established in 1979, meets seven consecutive Saturdays from the middle of January through March. Intellectually gifted students in grades pre-kindergarten through 12, with intelligence quotients of 120 or above are served through a wide variety of courses in the humanities, social studies, language arts, mathematics, science and technology, and the arts. The Saturday Gifted Studies Program is designed to enhance cognitive and affective abilities of gifted students through planned enrichment/acceleration programming. Emphasis is placed on individual participation in areas that provide in-depth analysis of specific topics in small group activities with other gifted youth.

Participation in the programs for the gifted at The University of Southern Mississippi during my elementary school years broadened my horizons and introduced me to other students with similar interests. I learned that there was a whole world full of opportunities for me to explore.

Craig A. Cowart
Lewis Fisher Henderson Claxton & Mulroy, LLP
Memphis, Tennessee

We have been blessed with our son’s gift as a high-ability student. Michael began attending gifted programs at the age of five in the Saturday Gifted Studies Program and, later, the Summer Gifted Studies Program. Recently, at age 13, he studied polymer science in the Summer Program for Academically Talented Youth. We have both seen our son blossom thanks to the experiences these programs have given him.

Ben R. Samel
Development Officer, The University of Southern Mississippi
Patricia A. Goldin
Manager/Partner, New York Life
SERVICES TO PARENTS

Parenting Gifted Children Conference

The Parenting Gifted Children Conference, begun in 1984, is held annually in the fall. Parents and other concerned adults gain information from those knowledgeable about the intellectual, academic, social-emotional, and other needs of these unique students. School administrators, teachers, counselors, psychologists, and other professionals also attend.

Congratuations to Dr. Karnes and the staff of the center on 25 years of excellent work!

Lara Otaigbe, M.D.
Hattiesburg, Mississippi

My children benefited greatly from the intellectually challenging and academically rewarding programs offered by The Frances A. Karnes Center for Gifted Studies. Those courses helped my son, George, to earn a full academic college scholarship and my daughter, Elizabeth, to score in the 99th percentile on the EXPLORE ACT.

Mark Henry
Advisory Council Member
The Frances A. Karnes Center for Gifted Studies

Thank you, Dr. Karnes, for your dedication and resourcefulness, because it is through your gracious stewardship that these children are exposed to learning experiences of a lifetime.

Farida and Zulfiquar Dogar
Professor, Alcorn State University and Teacher Assistant, Baker Elementary School
Madison, Mississippi

Special informational sessions have been conducted for parents during the Saturday Gifted Studies Program. Other conferences are designed and conducted as issues arise and areas of concern are expressed. Individual consultation is provided upon request.

SERVICES TO COMMUNITY

The Center for Gifted Studies has collaborated over the past 25 years on a regular basis with local school districts, and community and state organizations on such projects as staff development, screening and identification of culturally diverse gifted students, and enhancing the capabilities of girls and young women. Other areas of collaboration have included local and regional workshops on leadership development for youth, facilitation of data collection relating to current practice and projected needs in the field of gifted education, and nurturing partnerships with businesses, industries, and other community and state groups.

The Karnes Center is a model of citizenship for the gifted community. The center, its team, and its work are part of the fabric of Hattiesburg. It’s hard to imagine one without the other. The center’s community ties and orientation set a lofty standard for others. Bravo!

Jay McIntire, Executive Director
Texas Association for the Gifted and Talented
An Economic Impact Study to gauge the center’s influence on the economy was undertaken in 2004. Several outcomes were noted. The Frances A. Karnes Center for Gifted Studies created 26 direct or indirect jobs. The total income generated by the center was $552,207. The total retail sales generated was $1,073,925 and the total tax revenue generated was $131,051 including $40,000 locally.

**Research Functions**

Center personnel continually conduct research in critical areas. Data are collected and analyzed for many purposes, including, but not limited to, the identification of at-risk gifted students, such as the lower socioeconomic, disabled, and culturally diverse; understanding high potential in young children; the study of legal issues as they pertain to all intellectually and academically gifted youth; the development of girls; and the enhancement of leadership for all youth.

**Books**

Books focusing on the gifted and coauthored by center personnel and others have been positively received in national and international arenas.


Congratulations to Frances Karnes and the staff of The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi. The work of Dr. Karnes and the center has been of great significance to the development of defensible services for gifted learners across the country. Careful work on legal issues related to gifted education is trailblazing. Dr. Karnes’ text, Methods and Materials for Teaching the Gifted, is a very significant addition to the field. Care for quality is a hallmark of the work of Dr. Karnes and the center and always represents the kind of standard of excellence and integrity we commend for gifted learners.

Carol Ann Tomlinson, Past President
National Association for Gifted Children


Chapters, Assessment Instruments, Instructional Materials, and Other Publications

Frances Karnes has been a major contributor to the field of gifted education and a very active participant in NAGC conferences. Her work as a scholar has had a powerful influence on the development of the field.

John F. Feldhusen
Distinguished Professor Emeritus
Purdue University

The work of Frances A. Karnes has made an indelible contribution to the field of gifted education. Her diligence and wisdom in focusing on issues of long-term importance to the field has been exemplary. Some examples include her books on legal issues, the new Methods and Materials for Teaching the Gifted text, and work to create national databases on state activity and services nationwide. The legacy of her center ensures that these contributions will not be forgotten.

Joyce VanTassel-Baska, Ed.D.
Jody and Layton Smith Professor of Education and Executive Director
Center for Gifted Education, College of William and Mary


After meeting Dr. Frances A. Karnes about six years ago, our interest in helping the gifted program grew through learning about the many things being done to develop young minds from the “how to” books for classroom teachers to the summer youth programs. All provide wonderful opportunities for future leaders! Bravo!!!

Douglas and Judy Bostwick
Albuquerque, New Mexico


**Journal Publications**

Over 250 professional articles appear in the leading national and international education, psychology, and law journals. The primary areas of research have focused on fundraising, public relations, culturally diverse, gifted girls, leadership development, legal issues, and teacher education.

*Congratulations on your 25th anniversary! The programs of The Frances A. Karnes Center for Gifted Studies and the contributions of Dr. Frances Karnes are internationally recognized in the field of gifted child education. Dr. Karnes and her associates are to be commended for their exemplary efforts in the name of our gifted children.*

Dr. Jeanette Parker, Former Director
Center for Gifted Education
University of Louisiana at Lafayette


As an early consultant of the Gifted Studies Center, I could see that the ability of Dr. Karnes to reach out to colleagues at the university and the state would make this center strong. The research from the center is a tribute to her and the doctoral students whom she inspired.

Dr. Alexinia Y. Baldwin
Professor, Department of Curriculum
University of Connecticut
Consultant on Education for the Gifted
Storrs, Connecticut


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It's hard to believe that the Frances A. Karnes Center for Gifted Studies has existed for 25 years! Dr. Karnes and the staff there have made a major difference in the lives not only of people in Mississippi, but also throughout the country. A few highlights in my opinion are Dr. Karnes’ work on developing leadership in young people and her writings on legal issues that affect gifted children and their families. I applaud you and hope that your important work will continue.

James T. Webb, Ph.D.
Clinical Psychologist
Founder, Supporting Emotional Needs of the Gifted
President and Publisher, Great Potential Press, Inc


One of my most valued experiences as a special educator has been my association with Dr. Frances Karnes and The Frances A. Karnes Center for Gifted Studies. Work done through the center has passed the test of time and the results are indeed impressive. What a wonderful program! Keep up the great work!

Dr. James E. Whorton
Retired Professor
Curriculum, Instruction and Special Education
The University of Southern Mississippi


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Dr. Frances A. Karnes is a recognized leader not only in Mississippi, but nationally as well. By establishing the center, Dr. Karnes has extended the impact of the Southern Miss graduate program in gifted and talented, the Saturday and summer residential programs for children and youth, and support for parents. The center has grown into a highly visible community and university asset.

Dr. Joan D. Lewis  
Coordinator of Gifted Education and Graduate Program Chair  
Department of Teacher Education  
University of Nebraska at Kearney

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MISSISSIPPI AND GIFTED EDUCATION

The state of Mississippi has been instrumental over the years in demonstrating strong support for gifted education. The Mississippi Gifted Education Act of 1989, amended in 1993, mandates that each public school district within the state provide gifted education programs for intellectually gifted students in grades 2-6. Programs for intellectually gifted in grades 7-12, academically gifted in grades 9-12, and creatively and artistically gifted in grades 2-12 are not mandated. However, all local public schools may have programs of gifted education to serve these students upon the approval of the State Board of Education. Additionally, Mississippi spends approximately four times as much as the federal government on educating gifted and talented students within the state.

For 25 years, The Frances A. Karnes Center for Gifted Studies has provided constant support to gifted students through its quality programs and services. In particular, the center’s dedication to teacher training and professional development in the area of gifted education is truly commendable.

Henry L. Johnson, Ed.D.
Superintendent of Education
State of Mississippi

Activities through The Frances A. Karnes Center for Gifted Studies have had a major impact on gifted students from many states. Exemplary research conducted through the center has contributed significantly to the field of gifted education. The Karnes Center is a beacon of light in an evolving field, helping parents and educators better understand the complexities of gifted individuals.

Dr. Conrad Castle, Gifted Program Specialist
Mississippi Department of Education

The Mississippi Association for Gifted Children (MAGC), organized in 1974, serves the state in the development and enhancement of programs for the gifted by keeping parents, teachers, institutions of higher learning, business leaders, legislators, and the general public aware of the need to provide appropriate experiences for gifted students. It is evident that Mississippi has a strong commitment to supporting the future of gifted education. All concerned citizens must be vigilant to the continued enhancement of educational opportunities for the development of future leaders in our state and nation.

THE STATUS OF GIFTED CHILDREN IN THE UNITED STATES

- Gifted and talented elementary school students have mastered from 35 to 50 percent of the curriculum to be offered in five basic subjects before they begin the school year.

- Most regular classroom teachers make few, if any, provisions for talented students.

- Most of the high-achieving students in the nation included in Who’s Who Among American High School Students reported that they studied less than an hour a day. This suggests they get top grades without having to work hard.

- In the one national survey available, only 2 cents out of every $100 spent on K-12 education in the United States in 1990 supported special opportunities for talented students.

Currently, the only federal legislation with funds specifically for gifted education is the *Jacob K. Javits Gifted and Talented Students Education Act* which must be funded each year by Congress. The purpose of this act is to provide financial assistance for research, demonstration projects, personnel training, and similar activities designed to identify and meet the special educational needs of gifted and talented students. In 2004, Javits funding was allocated at $11.11 million. Most of this amount is designated to support The National Research Center on the Gifted and Talented, the federal office for gifted and talented in Washington, D.C., and for other existing projects. In addition, remaining funds are awarded each year through grant competitions for a variety of projects related to the enhancement of gifted education. During 2004, 10 programs were funded including four statewide awards and six demonstration grants administered through universities across the country.

Happy anniversary to everyone at The Frances A. Karnes Center for Gifted Studies. Those of us in the field who are actively involved in advocacy for gifted and talented students have much to be grateful for as we consider the volume of work that has been completed by Frances Karnes and her associates! For all of the many contributions made by The Frances A. Karnes Center for Gifted Studies to advance our field, we are grateful! We hope you have 25 more years of important work that can be contributed.

Over the years I have had the pleasure of directing programs for teachers of gifted students at both The University of Texas at Austin and at Vanderbilt University. I always knew I could turn to Frances Karnes and her program for up-to-date information and wisdom concerning many topics in gifted education, and especially in the area of laws and litigation concerning the education of gifted students. Thank you for all your years of service, not only to the field of gifted education but also to those of us in faculty positions who benefited from your resourcefulness, your expertise, and your friendship. Congratulations on 25 years of successful programs and research and on 25 years of friendship to those of us who admire and appreciate your efforts.

I have been extremely impressed with the success of The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi for many years. I have seen Frances in action from the beginning of the program and have watched its growth throughout Mississippi, the South, and the United States as a whole. She is building quite a reputation for herself and The University of Southern Mississippi.
THE FRANCES A. KARNES CENTER FOR GIFTED STUDIES

Future Goals

• Develop a model of screening and identification of high ability preschool children.

• Conduct research on highly gifted children and youth.

• Determine the best practices in screening and identifying gifted at-risk youth.

• Continue to seek funding for scholarships for teachers of the gifted to pursue graduate degrees with an emphasis in gifted education and for teachers in the regular classroom to take courses to better understand gifted children.

• Continue to secure scholarships for students to attend specialized enrichment, accelerated, and leadership programs at The University of Southern Mississippi.

• Further develop models for identification of and programs for gifted students from culturally diverse and disadvantaged backgrounds.

• Design models to better serve and identify gifted students with specific disabilities.

• Formulate teacher training in the skills and concepts of leadership so that they might incorporate these within the existing curriculum.

• Gain additional legislation to mandate both identification of and appropriate programs for all intellectually, academically, creatively, and artistically gifted students, as well as leadership students, within Mississippi and across all 50 states.

• Raise public awareness and support for the appropriate education of gifted and talented students.

• Develop additional professional opportunities for regular classroom teachers, principals and other administrators, and school counselors and psychologists to understand the unique educational and social/emotional needs of gifted children and youth.

The Frances A. Karnes Center for Gifted Studies has led the way for a quarter of a century—leadership, legal issues, summer and Saturday programming, development work, and public relations, to name a few areas. The influence of the center has been felt across the country. Congratulations to Frances Karnes, my friend and colleague. What a terrific record!

Julia Link Roberts, Ph. D.
Mahurin Professor of Gifted Studies and Director of The Center for Gifted Studies
Western Kentucky University