Thirty Years of Excellence
1979-2009
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Issued in 2009

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The Frances A. Karnes Center for Gifted Studies
College of Education and Psychology
The University of Southern Mississippi

Thirty Years of Excellence
1979-2009
THE FRANCES A. KARNES CENTER FOR GIFTED STUDIES

For 30 years, The Frances A. Karnes Center for Gifted Studies in the College of Education and Psychology has been dedicated to serving gifted and talented students, parents, grandparents, 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 Career Explorations for Girls Conference, initiated in 2004, has been the most recent new offering.

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, 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 25 years, has attracted parents, grandparents, teachers, counselors, and other advocates for the gifted from throughout the region. In 2004, the Center conducted the first Career Explorations for Girls Conference. This conference is designed to give girls in grades 7-12 practical information to prepare for their future careers.

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 youth and their distinguishing characteristics. Furthermore, such research and publications have benefited 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 30 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.
On behalf of the more than 110,000 living graduates of The University of Southern Mississippi, it is my honor to recognize Dr. Frances Karnes and the Karnes Center for Gifted Studies for thirty years of excellence and service to not only the University but also to the families of gifted children and youth across the country. The Karnes Center is truly a jewel in the University's crown, and we appreciate that Dr. Karnes has built this program into one with an international reputation. We congratulate all those associated with the Gifted Studies program and wish equal success in the decade to come.

Robert D. Pierce, II
Executive Director
Southern Miss Alumni Association
The University of Southern Mississippi

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 as we continue in this new century with its many challenging opportunities 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 accelerated 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 there are certain groups of gifted and talented children who 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 of the new century 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.

Over the past 30 years, The Frances A. Karnes Center for Gifted Studies on the campus of The University of Southern Mississippi has contributed much to the lives of students, parents, and educators. The Center provides a much needed service to gifted learners and those who work to meet their needs.

Sandra Manning, Ph.D., NBCT
Assistant Professor
Curriculum, Instruction, and Special Education
The University of Southern Mississippi

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 twelve. A program to develop leadership concepts and skills is offered for students enrolled in grades six through eleven. A three-week, intensive program is offered to students who have earned qualifying SAT or ACT scores as a seventh grader. 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.

The Frances A. Karnes Center for Gifted Studies continues to be a leader, thanks to the guidance of its visionary and persistent Director, Dr. Frances Karnes. This unique Center is a valuable resource for parents, teachers, and other leaders in education.

Dr. Aubrey Lucas
Office of the President Emeritus
The University of Southern Mississippi

For thirty years, The Frances A. Karnes Center for Gifted Studies has acted as a cornerstone for outstanding teacher preparation, research, and scholarship in the field of gifted education. The contributions of Dr. Karnes and the Center have been instrumental in ensuring the highest standards for education among young people both in Mississippi and across the nation. It has been my honor to be involved with the Center and its esteemed leadership.

Joel McIntosh, Publisher
Prufrock Press, Inc.
Mississippi is fortunate to have The Frances A. Karnes Center for Gifted Studies. Not only is the Center one of the most respected in the nation, its namesake is a legend in our field.

Del Siegle, President
National Association for Gifted Children

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.

1979  The Saturday Gifted Studies Program was initiated to serve intellectually gifted youth in kindergarten through grade twelve.

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

I can now look back almost 31 years to my experience in the Gifted Studies Program. Those few weeks during the summer between the 7th and 8th grades left an impression on me which has impacted my life to this day. Enlightened, encouraged and exposed to exciting ideas, this little girl with braces and a shy personality began to see that anything is possible. Maybe, just maybe, I was made a little different from others to pursue a path which was out of the ordinary to accomplish a purpose planned just for me. Dr. Frances Karnes taught me this then – and she is still teaching me that today. Congratulations on three decades of inspiring the gifted to be all they were intended to be.

Richie Elkins Malone
Advisory Council Member
The Frances A. Karnes Center for Gifted Studies
1982  The Leadership Studies Program, a summer residential program, was initiated for students in grades six through eleven 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.

The Duke University Talent Identification Program deeply values the partnership we have had for over 25 years with The Frances A. Karnes Center for Gifted Studies. Since 1986 the Center has hosted the State Recognition Ceremony for Mississippi's top Duke TIP 7th Grade Talent Search participants, and Dr. Karnes and the Center's staff have administered innovative and rigorous academic programs and services for gifted students from which many talent search participants have benefited. Congratulations on thirty years of outstanding dedication to gifted youth, their families, and teachers.

Dr. Martha Putallaz
Executive Director
The Duke Talent Identification Program and Professor of Psychology

1987  Specific 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 seven through tenth with exceptionally high academic abilities.

1989  The Leadership Competitions for students in grades seven through twelve 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.

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.

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.
The Frances A. Karnes Center for Gifted Studies has consistently been engaged in research that significantly strengthens the advocacy for gifted children, particularly in policy and legislative issues. It has a long history of focusing not only on leadership but providing future leaders who have distinguished themselves in the field of gifted education.

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 Career Explorations for Girls Conference, an annual event, was established to allow girls the opportunity to meet university and community leaders in various fields.

2005  A federal grant was awarded to fund a study on gifted at-risk youth – Appropriate Practices for Screening, Identifying, and Serving Gifted At-Risk Youth.

2008  A federal grant was awarded to fund a study on continuous progress curriculum – The Continuous Progress Curriculum Model for Elementary Education.

The Frances A. Karnes Center for Gifted Studies has made phenomenal contributions to the field of gifted education for parents of gifted children, their teachers, and the administrators of gifted education programs. One characteristic of the Center and of Dr. Karnes is the forward thinking that continues to address the ever-changing role of education. The scholarship and dedication of the Center and the staff is most laudable, as they address the challenges and achievements in the field of gifted education, notably in building greater understanding of gifted students and inspiring educators to develop stronger programs for them.

Dr. Dorothy Sisk  
Conn Chair  
Lamar University  
Beaumont, Texas

The Frances A. Karnes Center for Gifted Studies is a national lighthouse model for excellence in gifted education. It has provided acceleration, enrichment and social/emotional support for gifted children and their families. Congratulations to Dr. Karnes, her staff and those people who have built and nourished this outstanding Center.

Sylvia Rimm, Ph.D.  
Director, Family Achievement Clinic  
Cleveland, Ohio

SERVICES TO TEACHERS

Teacher Education

The preparation of teachers and other professionals for leadership positions in gifted education is paramount within the Center. This is accomplished by offering courses in gifted education; providing for teacher certification in gifted education and master’s, specialist, and doctoral graduate degrees; and hosting staff development opportunities.
The Frances A. Karnes Center for Gifted Studies is a wonderful resource for students, teachers and parents. Gifted children thrive when provided with additional academic challenges and the opportunity to learn through creative endeavors. The Karnes Center also provides the students with the opportunity to hone their leadership skills and continues to communicate with them long after graduation, sharing their stories of success in the Center’s publications. The contributions the Center makes to the body of knowledge on gifted education through their research and publishing are tremendous. I have worked with Frances Karnes on gifted education for almost 20 years and there is no doubt that it is her inspirational leadership that has made the Karnes Center one of the top programs in the country. The Karnes Center is a shining example to the rest of the nation of how to meet the needs of gifted children and help them to excel in every aspect of their lives.

Dr. Hank M. Bounds  
State Superintendent of Education

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 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.

SPE 460/560 Characteristics and Education of Gifted Students  
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.

SPE 661 Methods and Materials in Teaching Gifted Students  
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.

SPE 662 Curricula Development in Gifted Education  
This course includes steps necessary for curriculum development and evaluation for gifted education. Differentiated models, advanced content areas, and process skills are also addressed.

SPE 663 Atypical Gifted Students  
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.

SPE 664 Practicum with Gifted Students  
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.
Coming to the University of Southern Mississippi to study Gifted Education with Dr. Frances Karnes was the best decision that I have ever made in my professional life. It was an amazing experience! I consider Dr. Karnes to be my mentor, my inspiration, and my friend. She is the essence of dedication and professionalism. I owe a great deal of my professional success to her and the program that she directs.

Jane C. Chauvin, Ph.D.
Professor Emerita, Loyola University, New Orleans
Visiting Professor, University of New Orleans

The traditional gift for a 30th anniversary is a pearl. The luster of a pearl depends upon the reflection and refraction of light from its many translucent layers. The Karnes Center is in and of itself a pearl. Its layers are the services to teachers, parents, and most importantly gifted and talented students. The luster of these contributions to teaching, research, and the wider community are reflected in the many accomplishments of Frances, her students and staff, and the many people her work has reached. It has been a privilege to have been associated with the Center for nearly two-thirds of its lifetime and I look forward to celebrating many more anniversaries!

Tracy Riley, Ph.D., Senior Lecturer
School of Curriculum and Pedagogy
Massey University, Palmerston North, New Zealand

The Frances A. Karnes Center for Gifted Studies is a consummate leader in gifted education! Its pioneering contributions to thousands of educators, parents, and children through research, writing, teaching, and consulting have advanced immeasurably the field of gifted education. The Karnes Center for Gifted Studies reflects the vision and efforts of internationally known writer, teacher, speaker, and researcher, Frances Karnes, winner of the National Association for Gifted Children 2006 award for leadership in gifted education. The Center itself is a significant celebration of the exemplary leadership of Dr. Frances Karnes.

Joan Franklin Smutny, Director
The Center for Gifted at National-Louis University

Graduate Degree Programs

The master’s, specialist, 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 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.

The Karnes Center for Gifted Studies is a model center in its services, from Saturday Gifted to Summer Gifted to Leadership Programs and programs for Academically Talented youth. In addition to these well-designed learning experiences for children, the Center has provided educators with decades of opportunities for continued professional development. The high standard of preparation, service delivery, and continued support to children, families, and educators is unparalleled -- and is a testament to Dr. Frances Karnes’ passion and commitment to gifted education.

Elizabeth Shaunessy, Ph.D.
Assistant Professor and Program Coordinator
University of South Florida

Frances Karnes has been more than a mentor to so many gifted students, families, and educators. She has truly been a pioneer in the field of gifted education, advocacy, and legislation. The Frances A. Karnes Center for Gifted Studies is evidence that our nation’s best and brightest have an advocate supporting them in their quest to reach their potential.

Stephanie K. Ferguson, Ph.D.
Southern Miss class of 2002
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.

SERVICES TO YOUTH

The Leadership Studies Program

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

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.

Career Explorations for Girls Conference

Begun in Fall 2004, the Career Explorations for Girls Conference is designed to give girls in grades 7-12 practical information to prepare for their future careers. Professionals from
Hattiesburg and surrounding areas help lead the conference by holding sessions in their field of expertise. Careers routinely discussed include business development, science and technology, health care, communication, education, military service, art, interior design, psychology, law, music, and sports.

The Frances A. Karnes Center for Gifted Studies is a very needed resource in our area. I applaud the work being conducted by Dr. Karnes and the Center for Gifted Studies, for reaching students that have needs for challenging academic stimulation that are often unmet in a traditional classroom setting. This program reaches those brightest students and gives them ways to channel their energy and talents. By helping students hone their skills the Center programs allow each child to cultivate the gifts of their own mind into a bounty that they will hopefully someday share with us all.

Annie P. Wimbish, Ed.D.
Superintendent
Hattiesburg Public School District

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 seven through ten 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 pre-calculus 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.

My sons, Robert M. Morris and Benjamin A. Morris, are alumni of this program. The program visibly enhanced their academic, communication, and leadership skills, resulting in Robert’s successful journalistic career on the East Coast, and Benjamin’s highly productive academic career in Great Britain, now climaxing in his doctoral studies and research, and writing for the University of Cambridge in England. Their strong starts were, in my opinion, sparked by the stimuli and leadership of the curricula and instructors at the Center for Gifted Studies.

I can only offer you continued endorsement and support, thanks for 30 years of enthusiastic work on behalf of these wonderful students, and a promise of my willing cooperation in the future.

Dr. Toxey Morris
Consultant in Urology
Hattiesburg, MS

Summer Gifted Studies Program

The Summer Gifted Studies Program, a 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. 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 dormitories on the campus in Hattiesburg. Instructional activities are conducted in classrooms and laboratories on campus. Recreational activities and cultural events are also included.
My family has certainly benefited from the Gifted Studies and Leadership programs offered by the Karnes Center over the years. Personally and professionally we have enjoyed our relationship with the Center and Dr. Karnes. Thank you for the opportunity.

Duncan McKenzie
President & General Manager
Hard Rock Hotel and Casino Biloxi

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 twelve, 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.

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.

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.

Forrest General Hospital has been proud to be involved with such an excellent program, which has helped us in recruiting medical staff to this area due to the unique aspects of this educational program. In addition, I am personally proud to be involved in the Advisory Council through the years and to see the tremendous successes achieved through this program.

William C. Olivers, CPA, FHFMA
President

“We will have a program others will emulate!” Frances Karnes quote in the early planning stage of her dream. Barbara and I were there from the onset. We knew she could and would do it!

Tom Rhea Phillips
Advisory Council Member

The State of Mississippi and certainly the City of Hattiesburg is a much better place because of the work of The Frances A. Karnes Center for Gifted Studies. The Program is directly responsible for helping to shape, mold and produce many of our young leaders that are making positive contributions to our city and our state. Thank you, Dr. Karnes, for all that you have accomplished and continue to do for the benefit of us all for the past 30 years!

Charles E. Lawrence, Jr.
Attorney and Counselor-at-Law
SERVICES TO COMMUNITY

The Center for Gifted Studies has collaborated over the past thirty 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.

An Economic Impact Study to gauge the Center’s influence on the economy was undertaken in 2004. Several outcomes were noted. The 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 co-authored or coedited by Center personnel and others have been positively received in national and international arenas.

The Karnes Center for Gifted Studies has provided outstanding leadership to the field for the last three decades. The contributions made have helped to improve the lives of gifted children, their teachers, and families. Thank you for all that you give to make the world a better place for children with gifts and talents!

Mary Ruth Coleman, Ph.D., Senior Scientist
Frank Porter Graham Child Development Institute,
University of North Carolina, Chapel Hill


**Edited Series**


**Chapters, Assessment Instruments, Instructional Materials, and Other Publications**


As I look around the country and compare The Frances A. Karnes Center for Gifted Studies with similar centers, I am always proud of the research and community outreach being conducted by Dr. Karnes and her staff. These individuals work tirelessly to advocate for gifted students in Mississippi and around the entire country.

Kevin D. Besnoy, Ph.D.
Assistant Professor, Teacher Education and School Leadership
Northern Kentucky University
College of Education and Human Services


**Journal Publications**

Over one hundred and seventy 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.

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Dr. Karnes is one of the most gifted individuals I have ever known. She is an extraordinary educator who has had an unbelievable effect on so many students of all ages. Dr. Karnes has touched the lives of so many young people and has truly been an inspiration and leader to everyone in the field of gifted studies. Her tenacity in everything she does and her work ethic are unmatched. Dr. Karnes has been a true blessing and role model to so many students, faculty, and staff members at The University of Southern Mississippi. It has been a joy getting to know her as a colleague and I’m honored to be one of her friends.

**Richard C. Giannini**  
Director of Athletics  
The University of Southern Mississippi

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**Congratulations on your continuing and dedicated work to improve the teaching and understanding of the needs of gifted students. This thirty year milestone is indicative of the success that you have had in developing and directing research and teaching in this area. Your Center is a model for other researchers who wish to have a legacy such as this that will continue to give service to educators and children. The Center under your guidance has been one of the shining stars in the field of education of the gifted. Sincere wishes for the continued work of the Center in the decades to follow.**

*Dr. Alexinia Y. Baldwin*

**Professor Emeritus**

**Department of Curriculum & Instruction**

**University of Connecticut**


**Congratulations to the Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi for 30 years of outstanding contributions to the gifted community. These contributions have come in the form of advocacy, scholarship, and excellent graduate students. Thanks to the efforts of the Center, the State of Mississippi has taken a more favorable approach to gifted education than most other states. The books and articles generated by the Center have influenced the direction of the field, assisted parents and teachers in their work, and afforded policy makers with the ideas and data they need to move forward in a positive direction. Finally, graduates from the Center’s program have taken leadership positions throughout the country and we are all benefitting from being their colleagues.**

Rena Subotnik, Ph.D.
Director, Center for Gifted Education Policy, American Psychological Association


**It is a pleasure for me to recognize the thirty years of excellence of The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi! Dr. Karnes and her staff have established a legacy of caring for the needs of gifted and talented youth, and that legacy extends far beyond the state of Mississippi. Indeed, it is recognized throughout the United States. It is with heartfelt support that I send these warm greetings, and I encourage others to continue to support this vibrant and important program.**

*James T. Webb, Ph.D.*
Clinical Psychologist and President, Great Potential Press

In the decade that I served as a member of the Advisory Council, I witnessed what could only be described as awe-inspiring growth and development of the Center under the leadership of Dr. Karnes. I know what a treasure we have here in South Mississippi, and it is a joy to hear how more and more people are experiencing first-hand the rewards that come from participating in the Center's many programs for gifted students.

*Layla Essary*
Public Relations Consultant and Freelance Writer


Dr. Karnes has been recognized for her many contributions to gifted education by the National Association for Gifted Children, the Mississippi Association for Gifted Children, and The University of Southern Mississippi. Among the many awards Dr. Karnes has received from Southern Miss, I think renaming the Center she initiated and worked tirelessly to build into a state and national resource, The Frances A. Karnes Center for Gifted Studies, is the most important. Congratulations on thirty years of impressive teaching, service at many levels, and extensive research!

Joan D. Lewis, Ph.D.
Gifted Education Program Director
Graduate Program Chair
Department of Teacher Education
University of Nebraska at Kearney

Kudos to the Frances A. Karnes Center for Gifted Studies on its 30th anniversary! What a difference you have made in so many people’s lives! You enabled gifts to be realized, fostered, celebrated, and stretched to new dimensions as a result. Can’t wait to see what you do in the next 30 years! Keep growing, going, and doing what you do best!

Marilyn D. Foxworth, Ph.D., NBCT
Associate Professor
Department of Curriculum, Instruction, and Special Education
The University of Southern Mississippi


Please allow me to offer my congratulations as The Frances A. Karnes Center for Gifted Studies prepares to celebrate the thirtieth anniversary of service to our community, state and the surrounding area. I hope you realize how much the Center and you, by your own personal example, have meant to the many young people who have had the opportunity to participate in one or more of the programs and activities offered over the last three decades.

Paul Laughlin
First Vice-President and Trust Officer
Federal/National Research Reports


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 seven times as much as the federal government on educating gifted and talented students within the state.

Congratulations on the 30th anniversary of the operation of the Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi. The Center is a leader in shaping thought on providing appropriate educational and supportive services to gifted students. It has been such for many years. You are truly a giant in your field. Thank you for what you do, not only for the education of gifted students but also for quality educational opportunities for all students.

Henry L. Johnson, Ed.D.
Senior Advisor
B & D Consulting
Washington, D.C.

The Frances A. Karnes Center for Gifted Studies is to be congratulated for providing students with wonderful learning opportunities for the past 30 years. Dr. Karnes is internationally recognized for her pioneering work in gifted studies and her Center continues to set the standard that others strive to match.

Rex F. Gandy
Dean, College of Science and Technology
The University of Southern Mississippi
The University of Southern Mississippi and specifically the USM Foundation strive to build centers of excellence throughout our campus by way of the generosity and vision of our friends and alumni. The Frances A. Karnes Center for Gifted Studies is a shining example of one woman's passion for children and excellence through the gracious support of our alumni, friends and community. We are proud and honored to celebrate Dr. Karnes and the Center's 30th Anniversary.

David F. Wolf, Ph.D.
Vice President for Advancement
The University of Southern Mississippi

The Mississippi Association for Gifted Children (MAGC), organized in 1974, serves the state in the development and improvement 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.

Frances Karnes and her colleagues at the Frances Karnes Center for Gifted Studies at The University of Southern Mississippi have made seminal contributions to the field of gifted education and to gifted and talented teachers and students both in Mississippi and across the nation. We owe them a debt of gratitude for their work and their legacy! Happy anniversary and congratulations on three decades of service, leadership, and contributions!

Sally M. Reis, Ph.D.
Board of Trustees Distinguished Professor
Teaching Fellow
Department of Education Psychology
University of Connecticut

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 2008, Javits funding was allocated at $7.6 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 projects. In addition, remaining funds are awarded each year through grant competitions for a variety of projects related to the enhancement of gifted education.

My congratulations on thirty years of service and excellence. The Frances A. Karnes Center for Gifted Studies has been a vibrant voice in gifted education. My congratulations and best wishes to Frances. Thank you for all you have accomplished.

Nicholas Colangelo, Director
Myron & Jacqueline Blank Professor of Gifted Education
University of Iowa

THE FRANCES A. KARNES CENTER FOR GIFTED STUDIES

Future Goals

- Conduct research on highly gifted children and youth.

- 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.

- 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.

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

- 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.

- Formulate at the state and national levels the implementation of continuous program curriculum from pre-kindergarten through elementary school.

I cannot imagine the development of our Center without help and advice from you, Frances! Congratulations on three decades of providing services for gifted children, and thank you for your leadership in the field of gifted education.

Julia Link Roberts, Ph.D.
Executive Director
The Center for Gifted Studies and The Carol Martin Gatton Academy of Mathematics and Science in Kentucky
Western Kentucky University