The Continuous Progress Curriculum Model for Elementary Schools is designed to organize schools around the acceleration of students through established elementary curricula. The Frances A. Karnes Center for Gifted Studies, in conjunction with area schools, has implemented this curriculum model in reading from 2008 to 2010, in mathematics from 2009 to 2011, and in language arts from 2010 to 2012. This model is based on the premise that when adults organize around the needs of the students, their achievement increases. It is focused on creating multiple entry points in which students of any age or academic strength may enter into an instructional setting that is designed to meet them where they currently are functioning and take them as far and as fast as they can possibly go, and providing training and continuous support for teachers and administrators through periodic progress monitoring and data gathering and interpretation, review of periodic progress data by assisting teachers and administrators on scheduling methods and flexible instructional grouping scenarios, and access to NSF-supported secondary interdisciplinary project models.

The Frances A. Karnes Center for Gifted Studies, in conjunction with The University of Southern Mississippi, has administered continuous progress curriculum projects in reading, mathematics and language arts since June 1, 2008. The project involved a component focused on a critical needs area: lower grades learning development. The project provided training and technical support to four local districts in the area, in order that they might establish an individualized plan for the implementation of a continuous progress curriculum.

The elementary component of the project provides training and technical support to four local school districts in order that they may establish an individualized plan for the implementation of a continuous progress curriculum. Each school received initial training by an educational consultant who has since visited each school once per month to provide technical assistance and guidance to establish a curriculum committee charged with creating the individualized plan for implementation. Participating elementary schools and school districts have been provided a model in which their students progress through not only the established curricula, but may be replicated into other subject areas and grade levels so that
DEAR FRIENDS:

2011 was a wonderful year for the Center. All of our programs went very well. The Career Explorations for Girls Conference was very successful, and we are making plans for this year.

We are looking forward to our summer programs. The Leadership Studies Program will be held June 10-15, the Summer Gifted Studies Program will be held June 17-22, and the Summer Program for Academically Talented Youth will be held July 1-20.

This issue of the newsletter focuses on Continuous Progress Curriculum, which places each student at his or her instructional level in reading, math, and language arts. Please read the article and determine if your school is using this curriculum model.

The Frances A. Karnes Endowed Chair needs support from everyone.

Sincerely,

Frances A. Karnes, Ph.D.
Professor, Curriculum, Instruction, and Special Education
and Director, The Frances A. Karnes Center for Gifted Studies

Thank You! Thank You!

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

PROGRAM SPONSORS

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

SATURDAY GIFTED STUDIES PROGRAM
Purple Parrot Café
Crescent City Grill
Coldwell Banker

LEADERSHIP STUDIES PROGRAM
BancorpSouth

SUMMER GIFTED STUDIES PROGRAM
AMERICAN

SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH
Forrest General Hospital

MISSION STATEMENT

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

Many services are offered through the Center. Instructional programs are provided for intellectually gifted students in grades pre-kindergarten through 12. The Saturday Gifted Studies Program provides instruction for students in pre-kindergarten through 12th grade for seven consecutive Saturdays during the months of January and February. The Summer Gifted Studies Program, a one-week residential program, serves youth in grades four through eight, while the Summer Program for Academically Talented Youth, a three-week residential program, serves students in grades seven through 10. The Leadership Studies Program is a one-week summer residential program designed to develop leadership concepts and skills and is offered for students enrolled in grades six through 11. Leadership competitions are held for students in grades seven through 12 each year and are designed to develop leadership skills and style and to build self-confidence. Teacher training and staff development are provided for regular education personnel and for teachers who specialize in gifted education. A conference for parents of gifted youth and other concerned adults is provided on an annual basis. In addition, research is conducted in rural and urban schools in response to issues in the field of gifted education.
all students may benefit from moving through curricula at an accelerated rate.

Evaluation of the project was conducted through monthly progress checks via the exit letters and monthly conferences held with the project director and the educational consultant. At the culmination of the project, the project director evaluated each site plan, and revision of plans was recommended if deemed necessary. Final submission of the plans occurred in May 2011. The plans for evaluation are consistent with the goals of the program through the monthly review of exit letters and monthly conferences with the project director and educational consultant. These reviews ensured desired outcomes are accomplished monthly and/or needed revisions were made promptly. These methods of evaluation produced the quantitative data (monthly exit letters) necessary to ensure the intended outcomes of the project were achieved.
WESLEY BOND attended the Leadership Studies Program and the Summer Gifted Studies Program. He completed his undergraduate degree in biomedical engineering at Mississippi State University in 2006. He received a Post-Baccalaureate Intramural Research Training Award from the National Institute of Health in 2006, and he became a fellow in the Howard Hughes Medical Institute Med-into-Grad Initiative at the Baylor College of Medicine in 2007. He is currently a Ph.D. candidate in translational biology and molecular medicine at Baylor University. His hobbies include tennis, traveling and the outdoors.

BETH GLOVER completed her undergraduate degree in acting at the American Academy of Dramatic Arts in 1986. She is currently performing in “White Christmas” at the Paper Mill Playhouse in New Jersey. She directed her first musical in the summer of 2011 and has appeared in several off-Broadway productions. She has been awarded the San Francisco Bay Area Best Actress Award in 2008 and the New Jersey Daily Record Best Actress Award in 2004. She has also been nominated for the Michigan Encore Best Actress Award in 2010 and the New York City IT Best Actress Award in 2003. She serves on the board of a small, professional theatre and several actors’ union committees. She enjoys visiting and performing in nursing homes, antiquing, reading and going to museums.

LORI KNARR participated in all three summer programs. She graduated with her B.S. in elementary education from The University of Southern Mississippi in 2010. Her accomplishments include receiving an academic scholarship, a leadership scholarship, membership in Gamma Beta Phi, Kappa Phi, Golden Key and first and second places in a ballroom dance competition. Her interests include tutoring, Orthodox Christian fellowship and dancing.

PAUL McMULLAN JR. attended the Leadership Studies Program, the Saturday Gifted Studies Program and the Summer Gifted Studies Program. He received his undergraduate education from the University of Virginia in 1992, and he earned his medical degree at the University of Mississippi in 1997. He is currently an interventional cardiologist at Ochsner Medical Center in New Orleans. He enjoys spending time with his wife Jenny Kate and two daughters, Mollie and Catherine.

BENJAMIN MORRIS participated in the Saturday Gifted Studies Program from 1990-95 and then again in 1997 and the Leadership Studies Program in 1994 and 1999. After completing both an M.Phil. and a Ph.D. in archaeology in 2010 at University of Cambridge, he moved back to New Orleans, where he works as a reporter and administrator for UptownMessenger.com, an online news site that serves Uptown New Orleans, with coverage focusing on news, crime, events and politics. He was awarded a 2011 residency at “A Studio in the Woods,” an artist’s retreat in New Orleans, to work on a new poetry collection. He was also recently awarded a 2012 post-doctoral bursary at the Institute for Advanced Studies in the Humanities at the University of Edinburgh in Scotland, where he plans to pursue research in cultural heritage studies.

TRACI ROUSE completed her undergraduate degree in communications in 2000 and her master’s degree in public relations in 2002. She currently serves as vice president of marketing at Wesley Medical Center in Hattiesburg, Mississippi. She was named the Bud Kirkpatrick Public Relations Practitioner of the Year in 2008, and she was included in Hattiesburg’s Top 20 Business Leaders Under 40 in 2007. She is a member of the Southern Public Relations Federation, the Junior Auxiliary of Hattiesburg Board of Directors, and the Pink Ribbon Fund Board of Directors.

JAY WELLONS III attended the Saturday Gifted Studies Program in 1980 and 1982-85 and the Summer Gifted Studies Program in 1982, where he met his future wife, Melissa Fair Wellons. He graduated from University of Mississippi Medical School in 1995. He is currently a tenured professor of surgery and pediatrics at the University of Alabama at Birmingham School of Medicine. His major interests include clinical research on hydrocephalus and pediatric brain tumors. He is actively involved in the Boy Scouts of America and the All Saints Episcopal Church.

MELISSA FAIR WELLONS attended the Saturday Gifted Studies Program in 1981 and the Summer Gifted Studies Program in 1982, where she met her future husband, Jay Wellons. She graduated from Duke University School of Medicine in 2001. She is currently an assistant professor of medicine and obstetrics and gynecology at the University of Alabama at Birmingham School of Medicine. Her research interests include women’s health, menopause and cardiovascular risk reduction.

JAMES YOUNG is currently working on his Ph.D. in higher education administration with a certificate in institutional research at The University of Southern Mississippi. He earned his master’s degree in counseling and personal services in 2010. He currently serves as president of the Southern Miss Education Law Association. His current research focuses on the scope and impact of federal research earmark reductions and cessation at public institutions of higher education in Mississippi. His interests include government, politics, education policy, music and the arts.
KARNES AWARDED KEY TO THE CITY OF HATTIESBURG

University of Southern Mississippi Distinguished Professor of Gifted Education Dr. Frances Karnes was honored for her service to the field of gifted education with a key to the city of Hattiesburg by Mayor Johnny DuPree during the Mississippi Association for Gifted Conference held in Hattiesburg. “The city of Hattiesburg recognizes you, Dr. Frances A. Karnes, for your dedication to educating Mississippi’s children, for shining the light on their gifts and abilities,” DuPree said in presenting Karnes with the honor. “Your relentless efforts have played a key role in shaping the leaders of the city of Hattiesburg and the world at large.”

SATURDAY GIFTED STUDIES PROGRAM

The Saturday Gifted Studies Program was held from January 21 – March 3, 2012, on the Hattiesburg campus of The University of Southern Mississippi. The program met on seven consecutive Saturdays from 9 a.m. – noon. It is open to gifted students in pre-kindergarten (4- or 5-year olds) through grade 12. There were 176 participants in this program. The program is designed to enhance cognitive and affective abilities of gifted students through planned enrichment/acceleration programming. Emphasis is placed on participation in areas that provide in-depth analysis of specific topics in small-group activities with other gifted youth.
The Summer Gifted Studies Program is a one-week residential program on the Hattiesburg campus of The University of Southern Mississippi for students in grades four through eight with intelligence quotients of 120 or above on an administered test, or the 90th percentile or above at the national level on an achievement test. The program enhances the cognitive abilities of gifted students through planned enrichment/acceleration activities. Courses offered include How to Be a Detective, Business Leaders: Today and Tomorrow, Inventions, Money! Money! Money!, Write On!, Designing Games, and Express Yourself. Students will be housed in dormitories on campus, and recreational activities and cultural events will be included, based on availability. The cost of the program includes tuition, room and board, recreational activities and limited accident insurance. Students will be supervised at all times by qualified staff members. Financial aid is available based on need, on a limited basis.

The Leadership Studies Program is a one-week residential program on the Hattiesburg campus of The University of Southern Mississippi for students in grades six through 11. This program is designed for students who have a desire to develop leadership abilities. Leadership I is an introductory program with specific emphasis on leadership skills. Training focuses on skills necessary for leadership development, such as group dynamics, problem solving, personal skills and decision making in addition to written and oral communication. Avenues for becoming leaders in schools, communities and religious affiliations will be 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 qualities. 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 will focus on the legal aspects of leadership, responsibilities of various positions of leadership, developing personal power, and leadership for the future. Students will be housed in dormitories on campus, and the cost of the program includes tuition, room and board, recreational activities and limited accident insurance. Students will be supervised at all times by qualified staff members. Financial aid is available based on need, on a limited basis.

The Summer Gifted Studies Program is a one-week residential program on the Hattiesburg campus of The University of Southern Mississippi for students in grades four through eight with intelligence quotients of 120 or above on an administered test, or the 90th percentile or above at the national level on an achievement test. The program enhances the cognitive abilities of gifted students through planned enrichment/acceleration activities. Courses offered include How to Be a Detective, Business Leaders: Today and Tomorrow, Inventions, Money! Money! Money!, Write On!, Designing Games, and Express Yourself. Students will be housed in dormitories on campus, and recreational activities and cultural events will be included, based on availability. The cost of the program includes tuition, room and board, recreational activities and limited accident insurance. Students will be supervised at all times by qualified staff members. Financial aid is available based on need, on a limited basis.

The Frances A. Karnes Center for Gifted Studies will host the Mississippi Recognition Awards Ceremony for the 32nd Annual Seventh Grade Talent Search on June 2, in Bennett Auditorium on the Southern Miss campus to honor Mississippi students recognized by Duke University's Talent Identification Program. The keynote address will be delivered by Mr. Lex Lindsey.

Visit the Duke University TIP Program website at www.tip.duke.edu for more information on Duke TIP interactive courses, parenting resources, and more.
DR. DEBRA TROXCLAIR is currently an assistant professor at Lamar University where she teaches early childhood and special education courses. She continues to be an active member of the National Association for Gifted Children and serves on the Professional Standards Committee and participates in the University Professors Network. She also assisted Dr. Dorothy Sisk with the Symposium on Reading for Creative Students SIG in the International Reading Association in Orlando last spring and serves a co-chair of that group. She has made presentations recently for the Louisiana Counseling Association on “Myths about Gifted Children” and at the International Reading Association about “Getting Gifted Students’ Writing Published.” Her presentations at the Texas Association for Gifted and Talented Students on “Young Children with Advanced Abilities” and “Social Emotional Needs of Gifted Children” are being videotaped for a TAGT Staff Development Project. She has reviewed articles for TEMPO, a publication of TAGT, and continues to be a reviewer for the TAGT Annual Book Award. Currently, she is researching undergraduate teacher candidates’ attitudes toward the gifted.

DR. STEPHANIE K. FERGUSON is the executive director of Early College at Mary Baldwin College and recently celebrated the 25th anniversary of the Program for the Exceptionally Gifted, which she directs. Dr. Ferguson was recently elected chair of the National Consortium for Early College Entrance Programs, a collective of colleges and universities offering radical acceleration as an option for gifted students. She also presented a paper titled, “Radical Acceleration and Gifted Girls” at the World Council for Gifted Children Conference in Prague, Czech Republic, in August 2011.

New Publications

READING FOR GIFTED STUDENTS


Dr. Frances A. Karnes, distinguished university professor at The University of Southern Mississippi, and Dr. Kristin R. Stephens, assistant professor at Duke University, have co-edited another book in the Practical Strategies Series in Gifted Education published by Prufrock Press. Dr. Elizabeth A. Fogarty is assistant professor of elementary education at East Carolina University and serves on the board of directors of the North Carolina Association for the Gifted and Talented and as the professional development network chair of the National Association for Gifted Children. Gifted readers, like other gifted students, need challenging opportunities that enable them to learn something new each day. Because gifted readers are those who read at least two years ahead of their chronological grade placement, teachers must effectively differentiate for these students in the classroom. Reading for Gifted Students details the characteristics of gifted and precocious readers, describes methods for differentiating instruction for gifted readers, and provides guidelines for selecting appropriate reading materials. A list of suggested books is also included.

SPORTS AND ATHLETICS: A GIRLS’ AND YOUNG WOMEN’S GUIDE FOR SUCCESS


Dr. Frances A. Karnes, distinguished professor of curriculum, instruction and special education and director of The Frances A. Karnes Center for Gifted Studies, and Dr. Kristen R. Stephens, assistant professor of education and licensure officer, have co-authored another book on girls titled Sports and Athletics: A Girls’ and Young Women’s Guide for Success. Royal Fireworks Press is the publisher. Sports and athletics should not be limited to boys and men. Girls and young women are becoming more involved in all forms of athletics and sports. Young females who have not had female role models need to have positive examples in all dimensions of sports and athletics. The purpose of this book is to provide information on girls and young women who have triumphed in athletics. This book includes a history of successful female athletes, a variety of journaling exercises, and a listing of informational organizations, books and websites.
In this section of the newsletter, we will review books of interest to the field of gifted education.


This book focuses on specific program evaluations, offering critical guidance in the development and utilization of instruments for assessing gifted and talented programs. The readings are designed to stimulate the discussion of issues surrounding the evaluation of gifted programs and curriculum models. Callahan includes research-informed theories, practical guidelines, successful models of evaluation, and recommendations for future exploration. This book provides much-needed direction to program developers and practitioners who desire to increase the effectiveness and efficiency of their gifted programs.


Any school in the United States can operate at advanced levels of effectiveness—if it is willing to implement what is known about effective schooling. In this book, Marzano synthesizes curriculum implementation research to provide clear and unequalled insight into the nature of schooling. Marzano defines the factors affecting student achievement, including professional development, parent and community involvement, the student-teacher relationship, negative home environments, various motivation theories and different learning strategies. In each chapter, Marzano recommends specific and attainable-action steps to implement successful strategies developed from the wealth of research data.


In Discovering Programs for Talent Development, Dr. Beverly N. Parke presents 65 programs that are readily available in most school districts and communities, and assesses each program’s potential for serving the needs of talented students, based on its levels of content acceleration, in-depth topic immersion and interest exploration. Parke specifically illustrates how to match students to programs that best correspond with their learning needs, employing “Profiles of Ability,” how to assemble comprehensive, individualized programs for talent development, and how to recognize additional programs that are appropriate for gifted and talented students.


Whether you are developing a new program from the ground up or need to restructure an existing one, this book will help you every step of the way with detailed guidelines, practical tips, templates, action plans and suggestions for strategic planning. Consolidating the sage advice and up-to-date research of 29 leaders in the field, this comprehensive and highly practical guide takes the guesswork out of providing appropriate services and programming for high-ability students from elementary through high school. Each chapter addresses a key feature of gifted programming, from identification to evaluation and advocacy. Informed planning allows you to tailor services to the specific needs of your students.


Forty-two experts in gifted education contributed 25 chapters to this new edition, and each chapter includes a discussion of the model, theoretical underpinnings, research on effectiveness, and considerations for implementation. Chapters provide compact, yet comprehensive, summaries of the major curriculum models that are theoretically sound and may also be implemented in a wide variety of school settings. These models vary widely, as always, in the ways they may be used to meet the needs of gifted students. Some chapters delve more into differentiation strategies and others into enrichment and/or acceleration strategies, depending on the model. Some models are more content-based, and others are more process-driven.


This book gives you the “nuts and bolts” needed to design and implement a gifted program to maximize the benefits to students, teachers, schools and parents. Smutny directs the individual expertise of each contributor with chapters that include guidelines for identifying and selecting the best teachers, creating vital support networks among parents, school and community, assessing the program's impact on children, parents and teachers, and developing special programming for disadvantaged gifted students. The book offers several examples of different learning experiences that fall under the definition of a “gifted program,” as well as a chapter that outlines all of the essentials for starting a gifted program, including sample forms and letters.
What is MAGC?

Founded by parents and teachers in 1974, the Mississippi Association for Gifted Children (MAGC) is a non-profit organization that serves as a public advocate for gifted children and youth in the state of Mississippi. The mission of the Mississippi Association for Gifted Children is to encourage advocacy, communication and collaboration among educators, parents, agencies and other organizations; address the unique needs of gifted children and improve the quality of their educational experiences; and work for improvement in all areas of education and for better educational opportunities for all children.

In 1988, MAGC initiated legislation that resulted in state-mandated gifted programs and their funding in all Mississippi public school districts. What does Mississippi law say about gifted education? The Mississippi Gifted Education Act requires public school districts to provide gifted education programs for intellectually gifted students in grades two through six. These programs must be designed to meet the individual needs of gifted students and shall be in addition to and different from the regular program of instruction provided by the district. School districts also may provide programs for intellectually gifted students in grades seven through 12, creatively and artistically gifted students in grades two through 12, and academically gifted students in grades nine through 12.

Teachers, family members and others should join MAGC because it provides workshops and special training sessions for parents and teachers, publications and information for teachers and families of gifted children, student scholarships and teacher grants, opportunities for teachers and parents to network and form support groups, assistance to local parent affiliate groups who support gifted education in their communities, and an annual conference to supply training relevant to the education of gifted children and youth. MAGC’s parenting resources include information regarding summer programs, competitions and special schools designed for gifted students. Parents can also find a helpful chart on the MAGC website that lists characteristics of gifted children alongside possible problem behaviors.

In these uncertain economic times, it is doubly important that parents of gifted children join together to send the message to our legislature that gifted education for our children is valued. Please consider adding your voice to that of MAGC’s in support of gifted education for the more than 34,000 gifted children in Mississippi. For more information, contact MAGC, P.O. Box 3545, Jackson, MS 39207, or visit www.magcweb.org.

Why is it important to advocate for gifted children and youth?

- Gifted children are the only exceptional learners not protected under federal law for a free and appropriate public education.
- Gifted children are at a greater risk for underachievement.
- Many gifted children have mastered 35-50% of the school curriculum in the five core subject areas before their school year begins.
- Without appropriate challenges, gifted students are likely to regress to normal or below normal levels of achievement.
- America’s top students do not perform well when compared with their counterparts around the world.
- Most public school teachers are not equipped to deal with the special needs of gifted children because they have no specific training in gifted education.
Visit the expanded website for the Center at www.usm.edu/gifted.
Please offer your ideas on information to be added.

Try Science
www.tryscience.org
At Try Science, students can find a listing of fun science experiments and activities. These activities are posted by various science centers and museums worldwide. By connecting students to these organizations, this website aims to increase student interest in science centers and museums. There is an extensive listing of science centers and museums worldwide that can be searched according to country and state.

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

Incredible Art Department
www.incredibleart.org
The Incredible Art Department is a database of lesson plans for pre-K through grade 12 that are organized according to grade level, medium, subject, art period and artist. A number of these lessons include webquests, booklists, tutorial videos and other related materials. Resources are also available on how to integrate art with other disciplines. Cartooning lessons are available for advanced artists. This website also hosts a listing of free online resources in addition to evaluation and assessment tools.

How Stuff Works
www.howstuffworks.com
How Stuff Works is a rich collection of trivia for inquiring minds. Students can find the answers to questions in traditional school subject areas as well as everyday questions. This site has a particularly strong section related to the science, technology, engineering and mathematics (STEM) fields. There are also informative blogs, including Stuff from the Science Lab, Stuff You Missed in History Class, and the Coolest Stuff on the Planet. This site also includes educational games for students.

Figure This!
www.figurethis.org
Figure This! is an initiative by the National Council of Teachers of Mathematics that stresses the importance of parental involvement in their students’ mathematics education. This website offers a series of math challenges that engage the entire family in solving a single word problem or math modeling problem. In this way, math leaves the classroom and becomes an engaging part of students’ everyday lives.

Project Gutenberg
www.gutenberg.org
Project Gutenberg is a searchable site index of literature and media. This site catalogs classic and contemporary works with expired copyrights and makes them available for public use. Educators can find ebooks, audio books, CDs and DVDs related to a wide variety of topics. This site also includes a depository of digitized sheet music that can be useful for classrooms studying music.

NASA Kids’ Club
www.nasa.gov/audience/forkids/kidsclub/flash/index.html
This site has fun games, including exploring and learning about space, building and launching rockets and exploring Mars. Students also learn about keeping airplanes on schedule and helping a comet travel through the solar system. A wide variety of information is available regarding the International Space Station and the history of various types of air and spacecraft. The games and activities have five different skill levels and a variety of topics that appeal to students’ interest in outer space and space travel.

Ology
www.amnh.org/ology
Ology is an interactive, student-friendly website associated with the American Museum of Natural History. Students can choose whichever “ology” they wish to learn about and play a variety of stimulating educational games. They can then proceed through expeditions into various museum exhibits. Subject areas and topics include paleontology, Einstein, astronomy, archaeology, earth science and biodiversity.
I want to become a Friend for Gifted Education. The funds generated will apply to scholarships for gifted, financially disadvantaged students, and for other notable purposes.

Please enroll me in the category checked below.
- [x] Summa Cum Laude ($1,000+)
- [ ] Special Honor Roll ($100)
- [x] Magna Cum Laude ($500)
- [x] Honor Roll ($50)
- [x] Cum Laude ($250)
- [x] Student ($25)
- [ ] Laureate ($150)
- I would like to learn more about corporate sponsorships and donations.

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

Name ________________________________
Mailing Address _________________________
City __________________ State ______ Zip ______
Home Phone ( _______ ) __________________
Office Phone ( _______ ) __________________
Email Address ___________________________

This donation is a gift. Please send donation gift card to
Name ________________________________
Mailing Address _________________________
City __________________ State ______ Zip ______

Please accept this gift as a memorial to ________________________________

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

Charge my donation to my [ ] Business [ ] Personal credit card.
- [ ] VISA [ ] MasterCard [ ] American Express
Card Number __________________ Exp. Date ______
Cardholder Name/Business Name ____________________________
Signature _________________________________

My place of employment will match my gift.
Company Name ________________________________
Mailing Address ______________________________
City __________________ State ______ Zip ______

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

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

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

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

Questions?
Please call the Center at 601.266.5236 or 601.266.5246.
The Frances A. Karnes Center for Gifted Studies
118 College Drive #8207, Hattiesburg, MS 39406-0001

What Is An Endowed Chair?
An endowed chair is a distinguished academic position that is funded through an endowment and is established to recognize visionary leadership to promote academic excellence.

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

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

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

How Do I Initiate A Gift?
Farsighted and generous friends of gifted education may initiate a gift by contacting The University of Southern Mississippi Foundation by calling 601.266.6853 or via email at foundation@usm.edu.
**Lost (HOPEFULLY TO BE FOUND)**

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

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**Calendar**

- **JAN. 21–MARCH 3, 2012**
  - Saturday Gifted Studies Program

- **JUNE 10–15, 2012**
  - Leadership Studies Program

- **JUNE 17–22, 2012**
  - Summer Gifted Studies Program

- **JULY 1–20, 2012**
  - Summer Program for Academically Talented Youth

**ADVISORY COUNCIL**

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

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- Dr. Ted Atkinson
- James Baccus
- Toby Barker
- Miranda Beard
- Dr. Hank Bounds
- Dr. Ben Burnett
- Dr. Steven Chevalier
- Joey Fillingane
- Greg Garraway

- Dr. Lamar Gillespie Sr.
- Dr. Michael Herrington
- Heath Hillman
- Robert Jackson Sr.
- Gwen James
- Dan Kibodeaux
- Richie Elkins Malone
- Erica McHard
- Duncan McKenzie
- Holt McMullen

- Hayden Mitchell
- Dr. Lance Nail
- Dr. Omalara Otaigbe
- Ora Shaheed
- John Shappley
- David Shemper
- Bobby Tatum
- Ted Webb
- Tracy Williams
- Dr. Chris Winstead

**Ex-Officio Members**

- Bob Pierce
- Warren Hood
- Dr. Willie Pierce

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- Dr. Michael Herrington
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**Activities or interests**

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**The University of Southern Mississippi**

**The Frances A. Karnes Center for Gifted Studies**

118 College Drive #8207

Hattiesburg, MS 39406-0001

**RETURN SERVICE REQUESTED**