The States Lead:
WILL WASHINGTON FOLLOW?

—Jay McIntire
Superintendent, New Hampshire School Administrative Unit #13

Since 1961, John F. Kennedy’s, “Ask not what your country can do for you; ask what you can do for your country,” has been answered by tens of millions of Americans of all parties, faiths, and creeds. Whether serving in the armed forces or serving Thanksgiving dinner at homeless shelters, whether delivering healthy meals to the homebound or delivering necessities to the victims of natural disasters, Americans have answered Kennedy’s call with service. President George H.W. Bush expanded on the service theme in his own inaugural address when he spoke of the thousand points of light and the timeless ideals of “duty, sacrifice, commitment, and patriotism.”

Americans have the strength, the know-how, and, most importantly, the will to serve. What makes Americans so giving? What seeds are sown in American children that lead them to be so creative, so varied, and yet so consistent in their service? Knowing how our nation’s children have, for more than 200 years, come to be such fine adults should inform how we parent children, how we educate them, and what we provide them in our communities.

Perhaps our children are called to service by their good fortune to be tied to this country’s history. American children know that laborers, artisans, and even gentry rose up at tremendous personal risk little more than two centuries ago to win independence from one of the most powerful countries on Earth. Americans are served by their heritage, their culture, and their many advantages as U.S. citizens. There is a reciprocal relationship in which the country serves its people well, and they serve the country well in return. Everyone benefits from this cycle.

When American Presidents Kennedy, Bush, and others have called for service, they were non-discriminatory. They did not only call for service from the wealthy, the educated, or the influential. Although members of these groups have some attributes that may make it possible for their service to be broader in scope or greater in impact, all types were called, and all have answered. The young have answered the call as well as the old. We know where most children get the will to serve and where they get the idea to serve — from their parents or caretakers, but where do they get the skills? Most develop much of their skill through public education. The nation, state, town, and neighborhood that give them the tools to serve benefit from their service.
DEAR FRIENDS:

2010 was a wonderful year for the Center. All of our programs went very well. Our federal grant, Continuous Progress Curriculum in Language Arts, has proven to be very successful. It is a continuation of the reading and math grants. The four elementary schools have been extremely cooperative, and by the end of the school year, each will have every child at their instructional levels in the three areas. It is my hope over the next few years that all elementary schools in the state will have Continuous Progress Curriculum.

The United States needs a federal mandate in gifted education similar to the one for the disabled. All gifted students need to be identified and served.

The Frances A. Karnes Endowed Chair continues to grow, but more support is needed. As we come out of the recession, I hope that more support will be forthcoming.

Sincerely,

Frances A. Karnes, Ph.D.
PROFESSOR, Curriculum, Instruction, and Special Education
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 CAFE
CRESCENT CITY GRILL
COLDWELL BANKER

LEADERSHIP STUDIES PROGRAM

LEADERSHIP STUDIES PROGRAM

AMERICAN

SUMMER GIFTED STUDIES PROGRAM

FOREST GENERAL HOSPITAL
REGIONS

BONNIE AND LAWRENCE WARREN

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.
Drs. Frances Karnes and Suzanne Bean documented outstanding service of young people in a number of books, including their 1993 Girls and Young Women Leading the Way, and their 1997 Girls and Young Women Entrepreneurs. They describe amazing services from joyful 16-year-old Nicole Koneffko’s Santa’s Place, which arranges visits between children and Saint Nick, to serious eight-year-old Isis Johnson’s successful efforts to feed the hungry in her home city of New Orleans. These amazing young people did not let their few years of formal education hold them back, but we will never know what fruits their labor might have borne if when they had begun, their schools had been even better prepared to support their obvious unusual abilities and strengths of character. The more our individual children are advanced by their schooling, the more they can give back as children, as youth, and as adults.

Education in this country is a state responsibility, not a federal one. However, our leaders have identified some educational goals as so important to the fate of the nation that they should be encouraged through the use of federal funds. Our federal tax dollars make it possible every year for thousands of students to get a “Head Start” and for thousands of other students to afford college. Our federal tax dollars provide incentives for states to use federally adopted procedures for providing free, appropriate, public education to students with disabilities. Some of our colleges and universities are considered the best on the world, in part because of the high expectations they place on their faculty and on their highly able students. Such high expectations, coupled with the tools for success, would allow more of our students to excel at the university level and beyond.

I am not the first to point out that our national efforts to educate young children provide fiscal incentives for states and communities to generate participants in the economy and culture, not leaders of them. Daniel Golden, in a 2003 Wall Street Journal article, pointed out that an unintended outcome of No Child Left Behind was a diversion of local efforts from student excellence to student adequacy. Dr. Jonathan Plucker’s 2010 report “Mind the (other) Gap” documented that some of the traditionally underserved populations in our schools that were targeted for attention by No Child Left Behind are not making adequate progress toward having their students excel. Excellence is not difficult to create incentives or mandates for; many states do. They require individual plans for students that are based on student strengths; they provide parents of highly able students with due process protections; and they fund personnel whose job is to nurture, prod, and demand excellence from students. Our economy is national, if not international, and it is troubling that our country does not create incentives, much less expectations, that states provide educational opportunities that can be predicted to reap benefits for us as a nation. States have taken the lead, as is appropriate. Perhaps it is time for the nation to follow. The Obama administration intends to reauthorize No Child Left Behind in the image of its “Race to the Top” initiative. If the administration and Congress really wanted to race to the top, it would model its policies on those of states that encourage their children to aspire to “the top” and to work until they reach the top.

Gifted students, including high-achieving students and those with great untapped potential, need the same things other students need—curriculum and instruction that is aligned with their instructional level and rate of learning. Because their instructional levels and learning rate sometimes vary widely from their peers, accomplishing these simple goals requires planning. Effective programs need multiple criteria to determine individual student needs (which can be tied to student identification or lead directly to services without labeling); curriculum, materials, and instruction at each student’s instructional level and rate, and staff trained to meet their needs. Most gifted students, especially those whose strengths are very high or are in a very specific area, need individualized plans. Parents and families need to have due process protection. States need timelines for implementing certification and training. States also need staff to administer programs. A particularly challenging aspect of gifted education is the wide variety of definitions used federally and by states. Perhaps the National Academy of Science could convene a panel to study existing definitions and determine which one or ones, when applied to school-based interventions, lead to increased student learning. Lastly, the country has long needed longitudinal studies to ascertain the societal benefits of advanced programming for those students who can and will work hard enough and well enough to excel.

I wonder if our country’s leaders are willing to do anything beyond speeches to make sure that our nation as a whole benefits from young American children with great ambition, unbridled work ethic, and untapped ability. In the first 50 years after our call to duty, our leaders have not seen fit to do so. Where might our economy and our world be if excellence had been an expectation all these years instead of a platitude? I can only hope that in the next 50 years we’ll find out.
Connections
Participants in programs conducted by the Frances A. Karnes Center for Gifted Studies

CASSANDRA PITTMAN attended the Saturday Gifted Program from 1996-2004, the Summer Gifted Studies Program from 1999-2003, the Leadership Program from 2002-03, and the Academically Talented Youth Summer Program from 2002-05. A 2010 graduate of Mississippi State University, she is currently a master's student in history at The University of Southern Mississippi, where she is working as a graduate assistant for The Karnes Center for Gifted Studies. Her interests include history of science, gender, and religion in the 20th century. Cassandra’s hobbies include playing and learning the history of card games and board games. She also enjoys traveling and reading.

STEPHEN J. LEE attended the Leadership I Program in 1984, the Leadership II Program in 1985, and the Summer Gifted Program in 1982-83. He is currently chief scientist with the U.S. Army Research Office. His list of special awards includes 2008 Jaycees Top Outstanding Young American, 2003 and 2005 Army Greatest Invention Award, and 2007 Engineer and Scientist Exchange Award with Australia.

DALTON LEE BRIDGES attended the Saturday Gifted Program in 1999. He is currently a sophomore in the United States Air Force Academy. Dalton’s activities and interests include a major in aeronautical engineering, cycling, training for instructor pilot for simulator program, and unit color (flag) bearer for Squadron #34.

KALE E. KIRKLAND attended the Summer Gifted Program in 1997, Leadership I in 1998, and Leadership II in 1999. Kale is a Ph.D. candidate in clinical psychology at the University of Mississippi. He is completing an internship in clinical psychology at the Federal Correctional Institute, an APA-approved one-year clinical psychology internship in Ft. Worth, Texas.

JONATHAN W. LOWERY attended the Summer Gifted Studies Program in 1996 and Saturday Gifted Studies Program in 1997. He was awarded his Ph.D. from Vanderbilt University in 2010. Jonathan has recently had an article accepted for publication entitled, “BMP Signaling in Vascular Development and Disease.” The article was accepted for publication in July 2010 by the American Journal of Physiology Regulatory, Integrative and Comparative Physiology. He has been recruited as a post-doctoral fellow at Harvard University. Jonathan’s interests include science, medicine, nature, music, theater, hiking, baseball, and football.

JEFF RUDIS attended the Leadership I Program in 1997 and Leadership II Program in 1998 and 2000. He attended Business Entrepreneurship in 1996 and served as activities director in 2009 and counselor in 2008. Jeff currently serves as systems administrator II at the Mississippi Department of Transportation. He graduated with a bachelor’s degree in information technology from The University of Southern Mississippi in 2009. Jeff graduated with highest honors, and completed an internship in the spring of 2009 at William J. Clinton foundation in Boston, Mass. His interests include biking on Longleaf Trace, camping, volunteering with roller derby, and working on more networking certifications.

ALICIA SAMPLE attended the Summer Gifted Program in 1996, 1997, and 1998. She is currently a doctoral candidate at The University of Southern Mississippi majoring in nutrition and food systems, and she plans to graduate in May 2011. Alicia is currently an instructor in nutrition and food systems. She received her master’s degree from Louisiana Tech and plans to pursue a career in research and teaching. She enjoys research, reading, and traveling, and she is active in foreign missions and her home church.

PATRICK HOLLINGSWORTH attended the Academically Talented Program in 2005, 2006, and 2007. He is currently a student at The University of Southern Mississippi studying polymer science. Patrick is on a Presidential Scholarship.

PERRY PARKER attended the original Summer Program at the Karnes Center for seventh graders in 1977. Perry graduated from The University of Southern Mississippi in 1985 with a bachelor’s degree in business administration and economics. In 1989, Perry received his MBA from the University of Chicago. He held positions including Goldman Sachs vice president from 1987-1995; Deutsche Bank managing director of foreign exchange management committee from 1995-2005; and portfolio manager at Peloton Partners, a London-based hedge fund from 2005-08. Presently, Perry serves as founder and portfolio manager of Grant Capital Partners, a global macro hedge fund. His activities and interests include his two children, playing baseball in a men’s league, and participating in national tournaments at a high level with former professional and college players.
CAREER EXPLORATIONS FOR GIRLS CONFERENCE

The Frances A. Karnes Center for Gifted Studies held its 2010 Career Explorations for Girls Conference on Saturday, Sept. 25, 2010, in Joseph Greene Hall on the campus of The University of Southern Mississippi. There were 153 participants in the program. The guest speaker for the event was Dr. Ann Blackwell Blackwell spoke on the topic, “Prepare Today for a Successful Tomorrow.” Participants attended a variety of sessions related to different careers. Sessions were available in the morning and afternoon. Some of the career sessions included architecture, communications, health care, law, marketing/PR, social work, and technology.

2010 DAY OF SHARING FOR TEACHERS OF THE GIFTED

The 2010 Fall Day of Sharing for Teachers of the Gifted was held on Nov. 5, 2010, in R.C. Cook Union on the Hattiesburg campus of The University of Southern Mississippi. There were a total of 67 participants in the program. The keynote speaker was Dr. Debbie Troxclair, assistant professor, Professional Pedagogy department at Lamar University, Beaumont, Texas. Dr. Troxclair spoke on social-emotional issues and the gifted.

2010 PARENTING GIFTED CHILDREN CONFERENCE

The Parenting Gifted Children Conference was held on Nov. 6, 2010, in Owings-McQuagge Hall on the Hattiesburg campus of The University of Southern Mississippi. The keynote speaker was Dr. Debbie Troxclair, assistant professor, Professional Pedagogy department at Lamar University, Beaumont, Texas. Dr. Troxclair spoke on social-emotional issues for the gifted.
Dr. Frances A. Karnes, distinguished professor and director of The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi, has donated 65 books to the university libraries. The books were co-authored or co-edited by her. Included in the collection are textbooks focusing on gifted education and a series of five books about girls. Legal issues and the gifted was the topic of three of the volumes. Also included are 26 mini-series books on the gifted and six on autism. Books on competitions, leadership, how to get money for your classroom, and assessment tools for the classroom are also included. Being a grandparent, Dr. Karnes has co-authored a guide to grandparenting a gifted child. Dr. Karnes is in the process of co-authoring and co-editing additional books. They will also be donated to the university libraries.

KARNES BOOK COLLECTION DONATED

SATURDAY GIFTED STUDIES PROGRAM

The Saturday Gifted Studies Program is being held from Jan. 22-March 5, 2011, on the Hattiesburg campus of The University of Southern Mississippi. The program meets on seven consecutive Saturdays from 9 a.m. – noon from the middle of January through March. It is open to gifted students in pre-kindergarten (four or five-year olds) through grade 12. The program is designed to enhance cognitive and affective abilities of gifted students through planned enrichment/acceleration programming. Emphasis is placed on participation in areas that provide in-depth analysis of specific topics in small-group activities with other gifted youth.

SPRING DAY OF SHARING FOR TEACHERS OF THE GIFTED 2011

The Spring Day of Sharing for Teachers of the Gifted will be held on March 4, 2011, on the Hattiesburg campus of The University of Southern Mississippi. The keynote speaker will be Dr. Kevin Besnoy. Dr. Besnoy will be speaking on technology and the gifted.
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 the following: “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 Summer Program for Academically Talented Youth is a three-week residential program on the Hattiesburg campus of The University of Southern Mississippi for students in grades seven through 10 who qualify based on SAT or ACT results. A variety of intensive courses will be offered such as mathematics, including Algebra I and Algebra II, geometry, trigonometry, calculus and modern analysis, human anatomy/physiology, forensic science, polymer science, psychology, criminal justice, creative writing, and debate. This program is offered through cooperative efforts with the Duke University Talent Identification Program. The cost of the program includes tuition, room and board, recreational activities, and limited accident insurance. Financial aid is available, based on need, on a limited basis.
LEADING THE WAY...

SANDRA MANNING, PH.D., NBCT, was recently elected 2010-11 president of the Mississippi Association for Gifted Children. She is an assistant professor at The University of Southern Mississippi in the Department of Curriculum, Instruction, and Special Education. Her recent publications include a book chapter with Drs. Kevin Besnoy and Jennifer Jolly titled “Gifted Underachievement” in Special Population in Gifted Education: Understanding our Most Able Students from Diverse Backgrounds published by Prufrock Press, and an article with Drs. Barbara Stanford and Stacy Reeves titled “Valuing the Advanced Learner: Differentiating Up” published in the journal, The Clearing House. Dr. Manning may be contacted at sandra.manning@usm.edu.

DR. STEPHANIE K. FERGUSON (formerly Nugent) recently accepted a new position at Mary Baldwin College. She is now the executive director of Early College at the Staunton, Va., women’s liberal arts institution. Early College encompasses both the Program for the Exceptionally Gifted (PEG) for gifted females age 13-16 and the Early College Academy for gifted young women age 16-17. Both programs are residential during the academic year.

DR. DEBRA TROXCLAIR teaches in the Department of Professional Pedagogy in the College of Education at Lamar University. During this past year, she has presented conference sessions at the Texas Association for Gifted and Talented Conference in Houston on perfectionism and the impact of overprotective parents and gifted children. Additionally, she has served on several committees on the University Network Standards Committee of the National Association for Gifted Children as well as being the newsletter editor for the Counseling and Guidance Division of NAGC. She is secretary of the Special Interest Group (SIG) for Creative and Gifted Readers of the International Reading Association and presented a session for SIG last spring. She has presented conference sessions at the Louisiana Counseling Association’s annual conference on social-emotional needs of gifted learners, and spoke about social-emotional needs of the gifted at the Parenting Gifted Children Conference and Teacher Day of Sharing last November at Southern Miss. Her research interests include pre-service teachers’ attitudes toward gifted children and overprotective parents of gifted children.

DR. KRISTEN R. STEPHENS is an assistant professor of the practice in the Program in Education at Duke University. She has co-authored numerous books and co-edited the Practical Strategies Series in Gifted Education, a series comprised of over 25 books on topics pertinent to gifted education. Dr. Stephens was recently elected governance secretary for the National Association for Gifted Children. She also serves as vice president for the North Carolina Association for Gifted and Talented, and is on the board of directors for the American Association for Gifted Children.

WHAT IS MAGC?

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

For information regarding membership in MAGC, contact MAGC, P.O. Box 3545, Jackson, MS 39207, or visit www.magcweb.org.
I want to become a Friend for Gifted Education. The funds generated will apply to scholarships for gifted, financially disadvantaged students, and for other notable purposes.

Please enroll me in the category checked below.

- Summa Cum Laude ($1000+)
- Magna Cum Laude ($500)
- Cum Laude ($250)
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Your donation is tax-deductible.

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- Enclosed is my check payable to the USM Foundation c/o The Frances A. Karnes Center for Gifted Studies.
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Please send all donations to
THE USM FOUNDATION / FRIENDS FOR GIFTED EDUCATION
118 College Drive #10026, Hattiesburg, MS 39406-0001

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

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

Name
Address
City, State, ZIP
Phone (______)_______
E-mail
Center programs affiliation(s)
Current school/year or career/position
Activities or interests

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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118 College Drive #8207
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