IN THE GOOD OL’ SUMMERTIME The summer of 2000 was a busy one for The Frances A. Karnes Center for Gifted Studies. Preparation and planning for the summer programs begins before the end of the fall semester. All of the hard work was justified, however, as youth arrived from across the state of Mississippi, as well as from Alabama, Arkansas, Florida, Georgia, Louisiana, New Jersey, North Carolina, Oklahoma, Tennessee, Texas, and Virginia.

The Leadership Studies Program, the first of three summer programs offered on the campus of The University of Southern Mississippi, is a one-week summer residential program designed for students in grades six through eleven who have a desire to develop and enhance their leadership abilities. The program offers three consecutive levels of coursework that emphasize and build upon the concepts and qualities of leadership.

The Summer Gifted Studies Program, a one-week summer residential program, is designed for students in grades four through eight. The program enhances the cognitive abilities of gifted students through planned enrichment/acceleration activities. Courses were offered in Mind Power, Business Leaders: Today and Tomorrow, Inventions, Money! Money! Money!, Future Connections, and Design Studio.

The Summer Program for Academically Talented Youth, a three-week summer residential program offered in cooperation with the Duke University Talent Identification Program, is designed for students in grades seven through ten who qualify based on SAT or ACT results. A variety of intensive, fast-paced courses were offered, including creative writing, geography, human anatomy and physiology, marine biology, physics, precalculus mathematics, psychology, Southern writers and literature, and world history.

Program participants were guests at several cultural events on campus, including music recitals, dramatic performances, and museum tours. Evening activities also included recreational activities, such as volleyball, basketball, and swimming.

These programs will be offered in the summer of 2001: Leadership Studies Program — June 17-22; Summer Gifted Studies Program — June 24-29; and Summer Program for Academically Talented Youth Program — July 8-27. For more information please contact the Center.
DEAR FRIENDS:

The faculty and staff of The Frances A. Karnes Center for Gifted Studies extend greetings as we, with high hopes and great enthusiasm, begin the new year by continuing to expand and enhance the gifted education instructional, research, and service activities initiated at The University of Southern Mississippi 27 years ago. We continue to derive much personal and professional satisfaction from our efforts to exert a positive influence on the development of challenging educational programs and supportive services in response to the unique needs of gifted and talented children throughout the state and nation.

I am pleased to report that, in response to a resolution adopted on September 16, 1999, by the Mississippi Board for Institutions of Higher Learning, the name of the Center was changed on October 14, 1999, when The Frances A. Karnes Center for Gifted Studies was dedicated. This was an overwhelming occasion. Our immediate response was to thank our colleagues at the University for the opportunities and support afforded us and join with them in expressing gratitude to the thousands of gifted students and their hundreds of exceptional teachers and staff members who have participated in Center programs. We also wish to join USM faculty, staff, and administrative officers in thanking the many individuals and groups who have contributed to Center efforts to express our gratitude for their continuing support. The achievements of the Center can be attributed in large part to many from the private sector who have not only provided monetary support, but also allocated goods and services and committed valuable time and effort as participants in Center activities.

We launch this newsletter as one of several new Center initiatives. We have also expanded our web site (http://www-dept.usm.edu/~gifted) and organized an Advisory Council on which outstanding citizens have agreed to serve and thus provide the Center with important input and vital support.

Let us hear from you. We take special interest in your suggestions as we continue planning for the first decade of the new century. For possible inclusion in future newsletters, brief reports are welcomed from elementary and secondary school students, adult participants in center programs, graduate students, faculty, and staff.

Sincerely,

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

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 is 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.

SERVICES

Many services are offered through the Center. Instructional programs are provided for intellectually gifted students in grades kindergarten through twelve. The Saturday Gifted Studies Program provides instruction for students in kindergarten through twelfth grade for seven consecutive Saturdays during the months of January and February. The Summer Gifted Studies Program, a one-week residential program, serves youth in grades four through eight while the Summer Program for Academically Talented Youth, a three-week residential program, serves students in grades seven through ten. The Leadership Studies Program is a one-week summer residential program designed to develop leadership concepts and skills and is offered for students enrolled in grades six through eleven. Leadership Competitions are held for students in grades seven through twelve 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.
PARENTING GIFTED CHILDREN CONFERENCE  The seventeenth annual Parenting Gifted Children Conference was held on September 23, 2000, at The University of Southern Mississippi in Hattiesburg. Mrs. Melanie Musgrove, the First Lady of Mississippi, welcomed the participants and shared her insight and commitment to the future of education. As a parent and former elementary school teacher, Mrs. Musgrove inspired the audience by sharing her professional experience with them.

Dr. James T. Webb, the keynote speaker, is the president of the Gifted Psychology Press, a clinical psychologist, author, and lecturer. He presented sessions on "Bridging the Gap between Home and School" and "Parenting Successful Children."

Stephanie Nugent, a doctoral student at The University of Southern Mississippi, presented "The Connected Family: Keeping Family Ties in the Technology Age." This session provided attendees with information on safe computing practices, strategies on how to use the computer in the home as a family building tool, and National Educational Technology Standards for students. Dr. Conrad Castle, Mississippi State Consultant for Gifted Education Programs, addressed "The Future of Gifted Education at the State and National Levels."

The date of the fall 2001 conference will be announced in the spring. There are great speakers and topics planned. Please call the Center for the date, look for the announcement flyer in the mail, or check our web site.

Day of Sharing for Teachers of the Gifted

The fall Day of Sharing for Teachers of the Gifted was held on September 22, 2000, at The University of Southern Mississippi in Hattiesburg. Dr. James T. Webb, the keynote speaker, is the president of the of the Gifted Psychology Press and is one of the authors of Guiding the Gifted Child: A Practical Source for Parents and Teachers, which won the National Media Award of the American Psychological Association as best book for "significantly contributing to the understanding of the unique, sensitive, emotional needs of gifted children." In 1981, Dr. Webb established SENG (Supporting the Emotional Needs of Gifted Children), an organization that provides information and holds conferences nationally. He presented sessions on "Cultivating Courage, Creativity, and Caring in the Gifted Classroom." Stephanie Nugent, a doctoral student in the Department of Curriculum, Instruction, and Special Education at The University of Southern Mississippi, presented "Computer Caveats and Technology Tips for Teachers of the Gifted." She shared information on National Educational Technology Standards for both teachers and students, as well as strategies for integrating technology into the curriculum and information on sources of funding for the acquisition and maintenance of technology in the classroom.

Dr. Conrad Castle, Mississippi State Consultant for Gifted Education Programs, addressed "National and State Overviews in Gifted Education." Dr. Castle provided vital information on budgets and financing for teachers of the gifted in Mississippi.

Day of Sharing for Teachers of the Gifted

Teachers attending provided materials (curriculum, mini-units, and project ideas) to share with one another. The spring Day of Sharing for Teachers of the Gifted is scheduled for February 2, 2001. For information on this and other programs in gifted education, please contact the Center.

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<th>STATE AND NATIONAL CONTACTS FOR GIFTED EDUCATION</th>
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<tr>
<td>The Frances A. Karnes Center for Gifted Studies</td>
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<tr>
<td>The University of Southern Mississippi</td>
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<tr>
<td>Box 8207</td>
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<tr>
<td>Hattiesburg, MS 39406-8207</td>
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<tr>
<td>Director: Dr. Frances A. Karnes</td>
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<td>(601) 566-5375 or 5246</td>
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<tr>
<td>e-mail: <a href="mailto:gifted.studies@usm.edu">gifted.studies@usm.edu</a></td>
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<td>web site: <a href="http://www.dept.usm.edu/gifted">www.dept.usm.edu/gifted</a></td>
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<td>Mississippi State Department of Education</td>
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<td>Gifted Education Programs</td>
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<td>P.O. Box 771</td>
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<tr>
<td>Jackson, MS 39205-0771</td>
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<tr>
<td>State Consultant: Dr. Conrad Castle</td>
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<td>(601) 589-2388</td>
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<td>web site: msdk12.state.ms.us/default.htm</td>
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<td>Mississippi Association for Gifted Children (MAGO)</td>
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<tr>
<td>P.O. Box 213</td>
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<tr>
<td>Brandon, MS 39043</td>
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<tr>
<td>President: Phyllis Mabovitch</td>
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<td>(601) 641-9850</td>
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<td>web site: <a href="http://www.csns.doc.k12.ms.us/mago/">www.csns.doc.k12.ms.us/mago/</a></td>
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<tr>
<td>National Association for the Gifted Children (NAGC)</td>
</tr>
<tr>
<td>707 L Street, NW, Suite 500</td>
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<tr>
<td>Washington, DC 20001</td>
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<tr>
<td>Executive Director: Peter Rosenzweig</td>
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<tr>
<td>(202) 783-4286</td>
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<tr>
<td>web site: <a href="http://www.nagc.org">www.nagc.org</a></td>
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<td>Council for Exceptional Children (CEC)</td>
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<td>The Association for the Gifted (TAG)</td>
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GIFTED EDUCATION

SCHOLARSHIP

RECIPIENTS

Through the generosity of many persons and groups, three scholarships funds have been established at The University of Southern Mississippi. The Frances A. Karnes Endowed Scholarship and the Christopher J. Karnes Gifted Education Memorial Fund provide scholarships for full-time students in graduate degree programs during the summer session. The Louise Hawkins Gifted and Talented Endowment has also been established, and, when fully funded, additional graduate scholarships will be awarded.

To qualify for a scholarship, a student must meet the admission requirements of The University of Southern Mississippi for the master’s, specialist, or doctoral programs in Special Education with an emphasis in gifted education.

Consideration will be given to graduate students who seek preparation for teaching gifted students in specialized programs in elementary and secondary schools or for college and university positions in the field of gifted education.

Christopher J. Karnes
Gifted Education Memorial Scholarship

1999 Recipients
Georgia Field
Elizabeth Shaunessy

2000 Recipients
Claudia Araujo
Hilda Craft
Stephanie Nugent

Frances A. Karnes Scholarship Recipients

1998 Recipient
Kristen Stephens

1999 Recipients
Claudia Araujo
Najla Blain
Erin Fetzer
Sally McKellip
Stephanie Nugent
Tina Smith

2000 Recipients
Jamie Bossmeyer
Andrea Clark
Helen Donohoe
Nancy Lokitz
Sandra Manning
Sally McKellip
Elizabeth Shaunessy

Through a planned gifted of Dr. and Mrs. Charles Guice, scholarships were awarded by The University of Southern Mississippi Foundation to the following graduate students with an emphasis area in gifted education: Yolanda Cobb, Erin Fetzer, Sally McKellip, and Danell Napier.

Like Mother, Like Daughter...

RECOLLECTIONS OF THE SUMMER GIFTED STUDIES PROGRAM

— By Holly Benzenhafer Redford and Kristen Lee Redford

Holly Benzenhafer Redford

Memories of Bolton Hall, navigating a university campus, and my first two-week program experience surface when I recall my summers attending the Summer Gifted Studies Program. Eating meals in a university cafeteria, playing games in the Student Union, and washing my own clothes on Saturday afternoon offered a sense of protected independence. I remember rooming with Tara Bazzone, who introduced me to the art of calligraphy. Later that week, I mulled over the benefits of using my precious stash of spending money to purchase a calligraphy beginner’s kit in the university bookstore. I still have the workbook.

While the program offered me a tremendous opportunity to meet people from around the Southeast, it also afforded me foundational experiences that have become recurrent themes in my life. It was at the Summer Gifted Studies Program where I was introduced to B.F. Skinner and operant conditioning. I recall spending several afternoons navigating the largest library I had ever entered, researching Skinner and his work. Psychology struck a chord as no other subject had.

Yes, there are fond memories surrounding those summer programs: playing earthball, swimming, deliberating how to dress for a dance...all helped me return home with new facets of myself to explore. In retrospect, however, the introduction to the multihued world of the mind, human behavior, and social science disciplines left indelible imprints on me. I earned a bachelor of science degree in psychology and a master of science degree in sociology. After serving as an adjunct professor of sociology at both Mississippi College and Hinds Community College throughout the 1990s, I left teaching to pursue weaving.

I am now the owner of The Weaver’s Haven. Weaving allows me to translate my observations of life into art. The significance of color, texture, pattern, and technique found in textile weaving parallels exploring the layers of human experience. Both require an intuitive blending of science and craft. I am grateful for the first key the Summer Gifted Studies Program handed to me to begin unlocking the world of the human psyche. The subsequent adventure has been wonderful.

You can see why it would be only natural that I would want my daughter to attend the program that has meant so much to me.

—continued on page 8
UKRAINE EXCHANGE — Elizabeth Shaunessy

During the fall of 1999, Elizabeth Shaunessy traveled with eight students from Oak Grove High School to Magdalinovka, Ukraine, for a three-week academic, cultural, and economic exchange sponsored by the Mississippi Consortium for International Development (MCID).

Eating habits, hygiene, architecture, religion, education, and plumbing were among the most noticeable differences between the lifestyles of the Americans and those of the Ukrainians. After a few days of acclimation, students observed more similarities than differences. Although the country had rich traditions in art and agriculture, it was experiencing the birth of a new way of life—democracy—which instilled a newfound appreciation in all of the students involved.

In addition to learning of the economy, history, education, and lifestyle of the Ukrainian people, the group also became involved with an orphanage in Magdalinovka. Unlike the United States, special education programs in public schools are not funded, so disabled children are often placed in such homes for care by the state. During the group's visit, they met the orphans, listened as they sang Ukrainian songs, and played games with them. The American students were so moved by the experience that they decided to organize three more visits during their brief stay. They also collected their proceeds from their trade show in the Ukraine to purchase a stereo and CDs of children's music to donate to the orphanage to replace the outdated accordion there.

In the spring of 2000, Oak Grove High School hosted Ukrainian guests for three weeks and shared the history, lifestyle, and culture of Mississippi. Eight local students are now ambassadors of culture, academics, and economics and have found the experiences an awakening to future possibilities and appreciation for their lives in the United States.

FULBRIGHT TRIP TO JAPAN — Stephanie Nugent

In the fall of 1999, Stephanie Nugent was fortunate to be selected from a pool of over 2,500 applicants to participate in the Fulbright Memorial Fund Teacher Program. The program is fully funded by the government of Japan and allows educators from the United States to visit Japan for a three-week cultural and educational exchange.

After spending a week of orientation in Tokyo, Stephanie traveled with nineteen other educators from across the United States to Imabari City on the island of Shikokou. Here the group visited schools, universities, local industry, cultural attractions, and host families. It was during interviews with teachers in Imabari City that she learned that the concept of intellectual or academic giftedness is not part of the Japanese culture. Instead, Japanese culture values creativity as expressed through various artistic talents.

Highlights of the trip included interviews with university professors and students, a visit to Komei Special Education School in Tokyo, and a visit to Hiroshima Peace Memorial Park. Pictures of the trip, along with a travelogue, are available on-line at http://www4.50megs.com/smunugent/.

To date, more than 1,900 teachers from the United States have been provided the opportunity to visit and study the culture and education system in Japan. For more information on this and other programs sponsored by the government of Japan, please contact the Institute of International Education/Fulbright Memorial Fund Teachers Program, 1400 K Street NW, Washington, DC, 20005-2403; visit their web site at http://www.iie.org; or e-mail fmf@iie.org.
JAY AND MELISSA WELLONS

Jay and Melissa first met at the Summer Gifted Studies Program in 1982. After two weeks of studying Winston Churchill and Elizabeth Blackwell (one of the first female physicians) and dancing to the '80s tunes of Air Supply and Journey, they quickly became friends. As time passed and the program ended, Jay and Melissa drifted apart. Melissa continued her education at North Forrest High School in Hattiesburg while Jay ultimately matriculated in The McCallie School in Chattanooga, Tennessee.

Melissa then attended Duke University, where she majored in psychology. Jay returned to Mississippi to attend college at the University of Mississippi and medical school at the University of Mississippi Medical Center in Jackson. Prior to his second year of medical school and her junior year abroad, Jay and Melissa met again at the wedding of a mutual friend. This time they would not drift apart. Married in 1994, Jay and Melissa moved to Durham, North Carolina, when Jay began a six-year residency in neurosurgery and Melissa began medical school, both at Duke.

During his residency, Jay developed an interest in pediatric neurosurgery. After completing his term as chief resident, Jay is planning a fellowship in pediatric neurosurgery. Melissa has developed an interest in clinical research through her work in an HIV clinic. She has earned a master's degree in Health Sciences in Clinical Research and is planning a residency in internal medicine.

STACEY CORLEY

After attending two Summer Gifted Studies Programs in the early 1980s, Stacey attended Mississippi State University, where she received both her bachelor's degree in professional accountancy and master's degree in business administration. Stacey currently resides in Franklin, Tennessee, where she works for Bristol-Meyers Squibb.

TAI CURRY

Tai Curry attended the programs conducted by the Center for eleven years. She currently attends The University of Southern Mississippi on a Leadership Scholarship, majoring in biology and math. Tai is a member of Alpha Delta Pi sorority and holds the position of assistant treasurer. She is also a hurdler for the USM Track and Field team.

RICHIE ELKINS

Richie, who attended her first program in the 1970s, is the owner of Elkins Development, which is currently building speculation homes at Eagle Lake north of Vicksburg, Mississippi. She is engaged to be married in 2001 to Sidney Malone, a USM graduate and Hattiesburg native.

DR. PAUL WILSON McMULLAN, JR.

Paul attended many of the gifted programs sponsored by the Center. After graduating from Hattiesburg High School, he received his bachelor's degree from the University of Virginia and a degree in medicine from the University of Mississippi Medical Center. He is currently completing his residency in internal medicine at Carolinas Medical Center in Charlotte, North Carolina. Paul is planning to spend one year as a volunteer physician with the Presbyterian World Missions, after which he will specialize in cardiology.

DR. DAVID SCOTT MOORE

David attended his first gifted studies program in 1976. After graduating from Hattiesburg High School in 1982, he attended the University of Mississippi, where he earned his bachelor of arts degree and went on to complete medical school. After completing his residency in Anesthesiology at the University of Texas Medical Branch in Galveston, Dr. Moore returned home to Hattiesburg to join the Hattiesburg Clinic, P.A. in 1995. David and his wife, Julia, currently reside in Hattiesburg with their three children.

BEN MORRIS

Ben attended the Saturday Gifted Studies Program and the Leadership Studies Program. He is currently majoring in English and Literature with a concentration in creative studies at Duke University.

PENNY NOWELL

Penny first attended gifted programs in 1977. After graduating from USM in 1985, she attended law school at Louisiana State University. She is an attorney practicing in Shreveport, Louisiana.

JOHN ALLEN PHILLIPS

John attended his first program in the 1970s and is currently the marketing Trade Management Director for the Food Services Division for Nestle USA in Glendale, California. His responsibilities include the establishment of long-term divisional marketing strategy and direction as well as the deployment and management of all divisional trade budgets and spending.

JEROME 'BEN' RYAN III

Ben first participated in gifted programs in 1980. He currently resides in Apex, North Carolina, with his wife, Lee Anne, and their young son, Joseph. Ben works as a Senior Java Developer for an Internet startup company. His current projects include writing networking codes to send alerts to wireless devices.

JERICE WILLIAMS

Jerice attended the Leadership Studies Program in 1995, 1996, and 1997. She is currently a senior at Hattiesburg High School, where she is involved in numerous extracurricular activities including Family Careers and Community Leaders of America, the Boys' and Girls' Club, Mayor's Youth Advisory Board; Hattiesburg American Teen Board; NAACP Youth Council; and National Forensics League.
LEADING THE WAY...

GRADUATES OF THE DOCTORAL PROGRAM

» **DR. TRACY L. RILEY**

Tracey Riley completed her doctoral program at the University of Southern Mississippi in 1995. She moved to New Zealand in January 1996 to take a position as Lecturer in gifted education at Massey University in Palmerston North. Currently, Dr. Riley is a Senior Lecturer in the Department of Learning and Teaching at Massey University. She is a member of the Ministry of Education Advisory Group for Gifted and Talented Education and co-writer of the Ministry of Education’s recent publication, *Gifted and Talented Students: Meeting Their Needs in New Zealand Schools*. Tracy is co-editor of *APEX: The New Zealand Journal of Gifted Education* and international advisor on the editorial board of *Gifted Child Today*. She publishes and presents both nationally and internationally, always focusing on her passion—gifted children.

» **DR. SUZANNE M. BEAN**

After completing her degree in 1989, Dr. Bean went on to become a professor of education and coordinator of graduate programs in education at Mississippi University for Women in Columbus, Mississippi. She has coauthored several books for girls and young women and most recently has coedited *Methods and Materials for Teaching the Gifted* with Dr. Frances Karnes. Her current research interests include gifted females and developing leadership potential in gifted youth.

» **DR. JANE C. CHAUVIN**

Currently a professor in the Department of Education and Counseling at Loyola University in New Orleans, Louisiana, Dr. Chauvin has been actively pursuing her research interests, which include publishing the *Leadership Development Program* with Dr. Frances Karnes. Since graduating from USM in 1982, Dr. Chauvin has been president of three national organizations and has published in both the fields of gifted education and counseling.

» **DR. MARILYN D. FOXWORTH, NBCT**

Since graduating in 1986, Dr. Foxworth has taught and coordinated gifted education in the Columbia School District, has served as an adjunct professor, and is currently a visiting professor at the University of Southern Mississippi. Gifted education and National Board Teacher Certification remain her active focus in supporting the continuum of teacher education.

» **DR. JOAN D. LEWIS**

After earning a doctoral degree from USM in 1994, Dr. Lewis became an assistant professor in the Department of Teacher Education at the University of Nebraska at Kearney and the gifted specialist for the University of Nebraska system. Her current research interests include identification and assessment procedures for culturally diverse students, curriculum differentiation, and program design models.

» **DR. KRISTEN R. STEPHENS**

Dr. Stephens earned her degree in 1999. She is currently the Coordinator of the Parent/Alumni Network for the Talent Identification Program (TIP) at Duke University. Dr. Stephens has coauthored two books with Dr. Frances Karnes. The first, entitled *The Ultimate Guide to Student Product Development and Evaluation*, was published in 1999. The second, dealing with girls and young women achieving in science, math, and technology, will be published in the upcoming months.

» **DR. DEBRA TROXCLAIR**

Dr. Troxclair, who graduated from USM in 1997, is currently a Visiting Assistant Professor in the Department of Teaching and Learning at Southeastern Louisiana University in Hammond, Louisiana. At SLU she teaches all of the courses required in the master’s degree program for gifted education. Her current research interests include social-emotional issues of the gifted, screening and identification policies and procedures, gifted students with learning disabilities, teachers as leaders, and multicultural issues of gifted education.
Visit the expanded web site for the Center at http://www-dept.usm.edu/~gifted.
Please offer your ideas on information to be added.

WEB SITES FOCUSING ON GIFTED EDUCATION:

http://www.gifted.unc.edu/nrcgt.html
The National Research Center on the Gifted and Talented (NRC/GT) is a collaborative effort of the University of Connecticut, City University of New York/City College, Stanford University, University of Virginia, Yale University, 52 state and territorial departments of education, over 360 public and private schools, over 167 content area consultants, and stakeholders representing professional organizations, parent groups, and businesses. The funding for NRC/GT has been provided by the Office of Educational Research and Improvement, United States Department of Education, under the Jacob K. Javits Gifted and Talented Students Education Act of 1994.

http://ericc.org/
ERIC is an acronym for the Educational Resources Information Center. The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC) is one of 16 federally funded clearinghouses. ERIC EC gathers and disseminates the professional literature, information, and resources on the education and development of individuals of all ages who have disabilities and/or who are gifted.

Students with talent are found in all cultural groups, across all economic strata, and in all areas of human endeavor. To support the development of talent in the United States, the U.S. Congress passed the Jacob K. Javits Gifted and Talented Students Education Act of 1994. This legislation authorizes the U.S. Department of Education to fund grants, provide leadership, and sponsor a national research center on the education of gifted and talented students. The program is administered by the Department's Office of Educational Research and Improvement.

More than 20 years have elapsed since the last national report on the status of educating gifted and talented students. Much has changed since that report alerted Americans to the pressing needs of these youngsters and challenged policy makers to provide them with a better education. National Excellence: The Case for Developing America's Talent discusses these changes. It also describes the "quiet crisis" that continues in how we educate top students. Youngsters with gifts and talents that range from mathematical to musical are still not challenged to work to their full potential. Our neglect of these students makes it impossible for Americans to compete in a global economy demanding their skills.

http://www.eskimo.com/~user/kids.html
This Gifted Resources Page contains links to all known on-line gifted resources, enrichment programs, talent searches, summer programs, gifted mailing lists, and early acceptance programs, including CTY, EPY, CTD, NRC/GT, TIP, RMTS, ERIC, NCSSSMST, Odyssey of the Mind, and many, many others. It also contains contact information for many local gifted associations and government (mostly U.S. state) programs. As more resources become available, they will be added.

http://www.gtworld.org/
GT World is an on-line support community for parents of gifted and talented children. Others interested in supporting and nurturing gifted and talented children are also most welcome.

http://www.hoagiesgifted.org/
Here you can find the latest research on parenting and educating these marvelous children, plus the best Internet and print resources to be found on the subject.

Like Mother, Like Daughter... continued from page 4

Kristen Lee Redford
I remember staying in Hickman Hall both years, rooming with Victoria Copeland last summer, and trying to remember where everything was on campus. I couldn't believe how much we could fit into one week. Getting to select what we ate for meals (to an extent) and having to keep up with a room key for the first time in my life are both memories I have of summer programs.

I now can pick out elements of design and understand how complicated money really is because of the two summers spent at the Summer Gifted Studies Program. I have realized that, although I enjoy art, I don't think I want to become an artist.

Some of my favorite memories outside of the classroom are of going swimming, going to the arcade, playing volleyball, being in a skit, singing a duet with my friend, and exchanging addresses at the end of the week. By the end of my second summer in the program, I was more informed about the social and mental dynamics of adolescence, which has helped me in school this year.

Now I am in seventh grade, making straight As, and remembering past experiences with friends via e-mail. Like my mother, I am a weaver. I am definitely happy that I have participated in the Summer Gifted Studies Programs. I am looking forward to attending again during the summer of 2001.
Recent Publications


This text offers strategies and resources for differentiating instruction of gifted learners. Methods are given for developing appropriate learning environments, blending advanced content with instructional processes, and helping identify products that match the unique needs of gifted students.


In this book, eighteen inspirational girls and young women describe their own exciting enterprises in both this country and abroad while also providing guidelines to help young adventurers explore their goals and dreams, organize their ideas, and minimize their risks.


Designed as both a pre- and post-assessment instrument, this inventory measures abilities in leadership skills in nine areas: fundamentals of leadership, written communication, speech communication, character building, decision making, group dynamics, problem solving, personal, and potential skills.


This program offers exciting instructional activities to help young people develop their leadership potential. Based on the Leadership Skills Inventory, it offers practical strategies for teaching leadership concepts and skills.


This guide provides a step-by-step introduction to confidently using creative products in the classroom. Ideas for integrating products into the existing curriculum, ways to help students plan and create their products, and effective evaluation strategies are offered.

RESEARCH SAYS...

With each issue of the Friends newsletter, research on the gifted will be highlighted.

- 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 highest-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.


WANTED...

FUTURE PUBLICATIONS

Information on two topics for possible inclusion in new books.

- Creative fund-raising ideas—we are looking for innovative methods for securing funds.
- Instructional simulation activities—we are in search of successful simulations.

Send your ideas to Dr. Frances A. Karnes at the Center.

ADVISORY COUNCIL

Our special thanks to the members of the Advisory Council who have agreed to offer suggestions for the advancement of teaching, research, and service initiatives of The Frances A. Karnes Center for Gifted Studies.

Council Members
Gail Atkinson
Richard Bostwick
Dr. James Davis
Dwight Dyess
Richie Elkins
Layla Essary
Mark Fairchild
Mark Henry
Dr. Michael Herrington
Warren Hood
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Charles Lawrence
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Carol Paola
Susan Petry
Dr. Tom Rhea Phillips
Bob Pierce
Diane Reidy
Bety Reuben
Ben Samel
Bob Smith
Dr. Larry Smith
Pamela Smith
Robert St. John
Rae Turner

Ex-Officio Members
Dr. Conrad Castle
Dr. Carl Martray
John McCarthy
Friends for Gifted Education

The Friends for Gifted Education has been established to engage both businesses and individuals in giving long-term financial support to all programs conducted by The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi in Hattiesburg. The funds generated will apply to scholarships for gifted, but needy, students and for other notable purposes.

☐ Yes, I would like to contribute to the Friends for Gifted Education. I would like to become a sponsor for the following program(s):
  ☐ Leadership Studies Program: A commitment of $3,000 for a minimum of three years.
  ☐ The Summer Gifted Studies Program: A commitment of $3,000 for a minimum of three years.
  ☐ The Summer Program for Academically Talented Youth: A commitment of $5,000 for a minimum of three years.
  ☐ The Saturday Gifted Studies Program: A commitment of $3,000 for a minimum of three years.
  ☐ The Leadership Competitions: A commitment of $3,000 for a minimum of three years.
  ☐ The Parenting Gifted Children Conference: A commitment of $3,000 for a minimum of three years.
  ☐ The Staff Development Programs in Gifted Education: A commitment of $2,000 for a minimum of three years.

The sponsor(s) of each program will be displayed on all printed materials, including the brochure for the specific program(s).

Graduate Scholarships in Gifted Education

Financial support for graduate scholarships may be given in any amount.

☐ The Frances A. Karnes Endowed Scholarship
☐ The Christopher J. Karnes Gifted Education Memorial Fund
☐ Louise Hawkins Gifted and Talented Endowment

The Gifted Education Endowed Lecture Series

The lecture series will provide a forum for teachers, parents, administrators, psychologists, counselors and other school personnel, along with community and family members, to have current knowledge of gifted education from nationally and internationally recognized leaders in the field of gifted education.

☐ The Gifted Education Endowed Lecture Series: $20,000

Endowed Chair(s) in Gifted Education

This unique academic chair(s) will attract national and international scholars(s) to the faculty for outstanding teaching, research, and service. The chair(s) will be named at the discretion of the donor with appropriate approvals.

☐ The Endowed Chair(s) in Gifted Education: $2,000,000

Investing in gifted children and youth insures a cadre of leaders for this millennium.

Friends for Gifted Education

THE FRANCES A. KARNES CENTER FOR GIFTED STUDIES

Name: __________________________
Address: __________________________
Home Phone: __________________________ Office Phone: __________________________
E-mail Address: __________________________

Please accept my contribution of $ __________________________.

Please accept this gift as a memorial to __________________________(name).

Contributions may be charged to ☐ VISA ☐ MasterCard or ☐ American Express

Account Number: __________________________ Exp. Date: __________________________
Signature: __________________________ Date: __________________________

Other forms of contributions such as stock, property, and life insurance may be given.

☐ My employer matches contributions.

THE USM FOUNDATION

Please make checks and other forms of donations payable to The University of Southern Mississippi Foundation/Friends for Gifted Education, Box 10026, Hattiesburg, MS 39406-10026.
Future Goals

The future goals of the Center include, but are not limited to, the following:

- Establish 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.
- Secure scholarships for students to attend specialized enrichment, accelerated, and leadership programs at The University of Southern Mississippi.
- Develop models for the identification of and programs for gifted students from culturally diverse and disadvantaged backgrounds.
- Design models to better serve and identify gifted students with disabilities.
- Formulate instructional programs in the skills and concepts of leadership so that teachers can incorporate these within the existing elementary and secondary curriculum.
- Gain additional legislation to mandate both identification and appropriate programs for all gifted students within Mississippi and across all fifty states.
- Raise public awareness and support for the appropriate education of gifted and talented students.

WHAT'S NEWS?

Let us hear from you... Help us update our database and inform us of what is happening in your life.

Name ___________________________________________ Age _____________
Address ___________________________________________
City, State, Zip ________________________________________
Phone (________) _______________________________________
E-mail _______________________________________________
Center programs affiliation(s) _____________________________
Current school/year or career/position ____________________
Activities or interests ___________________________________

REQUEST FOR INFORMATION

about The Frances A. Karnes Center for Gifted Studies

Please send information about The Frances A. Karnes Center for Gifted Studies. Please indicate which categories about which you would like to receive information.

☐ Leadership Studies Program
☐ Summer Gifted Studies Program
☐ Summer Program for Academically Talented Youth
☐ Leadership Competitions
☐ Saturday Gifted Studies Program
☐ Day of Sharing for Teachers of the Gifted
☐ Parenting Gifted Children Conference XVIII
☐ Teacher Education Program
  ☐ Master’s
  ☐ Specialist
  ☐ Doctoral

Name __________________________ Address _______________________
City, State, Zip __________________________
E-mail _______________________________________
Phone (________) ___________________________

Ideas! Ideas! Ideas!

Your ideas are needed for interesting topics for inclusion in the newsletter. Please let us know what your needs are so that we can better serve you. Let us hear from you by contacting the Center.
**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.

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THE FRANCES A. KARNES CENTER FOR GIFTED STUDIES

The University of Southern Mississippi
The Frances A. Karnes Center for Gifted Studies
Box 8207
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