SPRING DAY OF SHARING

On Friday, February 2, 2001, over fifty teachers of the gifted from Alabama, Louisiana, and Mississippi attended the spring Day of Sharing for Teachers of the Gifted. Dr. Kristen Stephens, Support Services Coordinator, Duke University Talent Identification Program, and graduate of the doctoral program at The University of Southern Mississippi, was the keynote speaker. She presented “Money, Money, Money: Fund Development for Classroom Teachers,” giving teachers suggestions for creative fund-raising for their classrooms as well as information on grant writing. Dr. Stephens also shared highlights from her recent book, The Ultimate Guide for Student Product Development and Evaluation, co-authored with Dr. Karnes.

A session entitled “Enhancing Creativity in Student Projects and Products” was presented by Ms. Jane Everly, Gifted Program Coordinator, Jackson Public Schools, and Ms. Connie Weaver, teacher of the gifted, Jackson Public Schools. Ms. Everly and Ms. Weaver displayed numerous examples of creative products designed by their students and detailed projects from their book, Personal Projects: 21 Projects for Self-Discovery and Celebration.

In addition, teachers were given time to share materials, unit plans, curricula, and ideas with their peers. In conclusion, Dr. Conrad Castle, State Consultant for Gifted Education, Mississippi Department of Education, discussed “Everything You Ever Wanted to Know About Mississippi Rules and Regulations in Gifted Education.”

The fall Day of Sharing will be held on Friday, October 20, 2001. For more information, please contact the Center.
FROM THE DIRECTOR

DEAR FRIENDS:

The needs of gifted students and those students with leadership ability continue to spearhead the initiatives addressed by the Center. Although nearly 400 children were served through our programming efforts so far this year, there are still many more who are mired in economic circumstances so depressed that participation in the programs is not feasible without financial support.

The Friends for Gifted Education Fund was established by the Center through the USM Foundation to provide financial assistance to elementary and secondary students who qualify for program participation, but cannot afford the tuition to attend. To date several concerned friends have given to underwrite our efforts to serve these outstanding students. I urge you to join those donors who have already seen the need to support these students from lower socioeconomic circumstances.

The spring and summer programs sponsored by The Frances A. Karnes Center for Gifted Studies were highly successful and rewarding for all involved. The Saturday Gifted Studies Program, the Leadership Studies Program, the Summer Gifted Studies Program, and the Summer Program for Academically Talented Youth provided opportunities for students from all over the country to develop their skills and abilities as well as form lasting friendships with their peers.

The response to the newsletter has been positive and requests are invited for needed information from students, parents, teachers, administrators, psychologists, and other concerned citizens.

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 those 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.

History of The

FRANCES A. KARNES CENTER FOR GIFTED STUDIES

Nothing was being undertaken in the early 1970s to develop and initiate in the public schools of Mississippi challenging educational programs appropriate to the unique needs of gifted and talented children. It was thus evident that a major effort over a long period of time would be required to enhance education to the point that all exceptionally able youth in the state would be challenged and adequately served from kindergarten through high school. In the hope of making optimum progress in filling that void in the state's total educational enterprise and having major impact on the development of gifted education throughout the state, the Center for Gifted Studies was planned at The University of Southern Mississippi and established in 1979. On September 16, 1999, a resolution was adopted by the Mississippi Board for Institutions of Higher Learning to change the name of the Center. The Frances A. Karnes Center for Gifted Studies was dedicated on October 14, 1999. Today, the Center continues to impact the staff development and training of teachers of the gifted as well as programming for gifted students.
The Frances A. Karnes Center for Gifted Studies continues to be a key leader in the state and nation in the education of gifted students and for those who want to enhance their leadership abilities. Teaching, research, and service are the cornerstones of the Center’s many accomplishments.

The Center’s latest initiative is the *Friends for Gifted Education Newsletter*, which serves as a vehicle to disseminate information on a variety of key topics relevant to students, parents, teachers, administrators, and other concerned citizens. The quality of the newsletter and the many dimensions in gifted education addressed will keep our friends informed.

As Dean of the College of Education and Psychology, my knowledge of the Center for Gifted Studies at USM was well established prior to my coming to The University of Southern Mississippi. The Frances A. Karnes Center for Gifted Studies has served as a model for other university centers such as the one at Western Kentucky University.

My expectations for gifted education at The University of Southern Mississippi have been expanded through the establishment of the Advisory Council and will be further enhanced via this newsletter.

Please do not hesitate to let us know of other necessary initiatives that may further enhance the services provided our constituents through The Frances A. Karnes Center for Gifted Studies. Thank you for your continued support of the Center’s efforts.

Dr. Carl Martray

DEAN, College of Education and Psychology

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**ADVISORY COUNCIL MEETS**

On Tuesday, February 13, 2001, the Advisory Council of The Frances A. Karnes Center for Gifted Studies met for the first time. The Advisory Council was assembled to offer suggestions and provide guidance for the advancement of teaching, research, and service initiatives at the Center.

Sixteen members and two ex-officio members were in attendance at the initial meeting. After ratification of the organizational bylaws, the executive committee was elected. Officers are: Dr. Tom Rhea Phillips, Chairman; Mark Fairchild, Vice-Chairman; and Gail Atkinson, Secretary. Committee assignments were announced and the responsibilities of each committee were outlined. Members serving on the Program Committee are Richard Bostwick, Richie Elkins, Dr. Michael Herrington, Georgie McMullan, Dr. David Scott Moore, Bob Pierce, Diane Reidy, Dr. Larry Smith, and Rae Turner. Finance Committee members are Dwight Dyess, Warren Hood, Robert Jackson, Paul Laughlin, Duncan McKenzie, Bill Oliver, Susan Petty, Betty Reuben, and Ben Samel. Dr. James Davis, Layla Essary, Mark Henry, Charles Lawrence, Dr. Toxie Morris, Carol Paola, Bob Smith, Pam Smith, and Robert St. John serve on the Publicity Committee.

Also presented were overviews of the programs and services provided by the Center as well as financial aid initiatives supporting financially disadvantaged students. Council members were encouraged to attend the Mississippi Recognition Ceremony for academically talented seventh graders and invited to the Leadership Breakfast on the last day of the Leadership Studies Program. After giving the other Advisory Council members updated information regarding federal legislation affecting funding for gifted education, the three individual committees met to plan for the upcoming year.
**Stimulating Saturdays**

Initiated in 1979, the Saturday Gifted Studies Program serves intellectually gifted youth in kindergarten through twelfth grade. Designed to enhance cognitive and affective abilities of gifted students through planned enrichment/acceleration programming, this year’s program offered courses in various topics, including “Famous Leaders and How to Become One,” “Under the Sea,” “Save Our Planet,” “Mysteries,” “Spanish,” “Friends around the World,” “Fun-Seekers’ Science,” “Author! Author!,” and “Debate.”

In attendance were over 125 students from Alabama, Louisiana, and Mississippi. Students participated in such diverse activities as creating, maintaining, and analyzing the biodegradability of various household materials, investigating the mystery of Easter Island, following the scientific process through numerous magnetic, aerodynamic, and optical illusion experiments, writing both short-stories and poetry, critiquing debate techniques, discovering the differences between whales and fish, identifying the characteristics of great leaders, and conversing in Spanish!

The Saturday Gifted Studies Program is held each year during seven consecutive Saturdays in January and February. In 2002, the program will commence on January 12 and end on February 23. Courses to be offered will be announced in early fall. For more information, contact the Center.

**SUCCESSFUL SUMMER PROGRAMMING**

Summers at The Frances A. Karnes Center for Gifted Studies are full of programming options for students interested in strengthening their leadership abilities as well as gifted youth. This summer was no exception with nearly 400 students served in three programs for various interests and grade levels.

The Leadership Studies Program took place from June 17-22. This one-week residential program offered students in grades six through eleven an opportunity to develop and enhance their leadership abilities. Forty-eight students attended the program. Hailing from Alabama, Louisiana, Mississippi, and Tennessee, students learned the concepts and qualities of leadership. Mr. Bill Oliver, an Advisory Council member, spoke to the students regarding the enhancement of leadership. Participants demonstrated their leadership abilities at a culminating Leadership Breakfast, held on the last day of the program, during which leaders from the business and university communities engaged the students in conversation about their plans for leadership developed during the week.

The Summer Gifted Studies Program, June 24-29, provided participants in grades four through eight planned enrichment/acceleration activities designed to enhance the students’ cognitive abilities. This one-week residential program offered a selection of courses, including Mind Power, Inventions, Money! Money! Money!, Future Connections, Write On!, and Design Studio. The 120 participants in this program came from five states: Alabama, Louisiana, Mississippi, Oklahoma, and Texas.

The three-week residential Summer Program for Academically Talented Youth is designed for students in grades seven through ten who have scored as high as or better than entering college freshmen on either the ACT or SAT. Held from July 8-27, this program featured a variety of intensive, fast-paced courses, including creative writing, human anatomy and physiology, marine biology, psychology, precalculus mathematics, and psychology. Eight states were represented by the 80 program participants, including Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Tennessee, and Texas. Dr. Michael J. Herrington and Dr. Toxie Morris, Advisory Council members, enriched the anatomy and physiology class through their medical expertise. Students were also guests at various cultural events, including a dramatic performance of Tennessee Williams’ The Glass Menagerie and private recitals by John DeChario and Brian Blair.

These programs will be offered in the summer of 2002: Leadership Studies Program—June 16-21; Summer Gifted Studies Program—June 23-28; and Summer Program for Academically Talented Youth—July 7-26. For more information, please contact the Center.

**Julia Roberts**

**KEYNOTE SPEAKER**

Dr. Julia Link Roberts, Professor of Teacher Education at Western Kentucky University, will be the keynote speaker at the fall Day of Sharing for Teachers of the Gifted to be held on Friday, October 19, 2001, as well as the eighteenth annual Parenting Gifted Children Conference to be held on Saturday, October 20, 2001.

Dr. Roberts has been instrumental in her work as chair of the NAGC legislative committee in supporting the reauthorization of the Jacob K. Javits Act. Likewise, she is a vital member of the National Association for Gifted Children’s Fund Development Committee. In addition, she was the political action coordinator for The Association for the Gifted, with the original Javits Act, from 1988 through 1993. Her establishment of the Kentucky Association for Gifted Education two decades ago has enabled her to guide both advocacy and outreach in that state.

During the Day of Sharing, Dr. Roberts will present sessions on “National Gifted Program Standards: What’s Happening in Your District” and “Plan of Action: Implementation of National Gifted Program Standards in Your District.” In addition, Dr. Conrad Castle, State Consultant for Gifted Education, Mississippi State Department of Education, will share insights of ‘What’s Happening in Gifted Education in Mississippi.’ There will also be a “Teachers’ Time for Sharing” where teachers will share materials, activities, curriculum, and mini-units that they have found to be effective in the gifted classroom. Continuing Education Units will be available.

The Parenting Gifted Children Conference is offered to assist parents and other concerned adults to better understand the unique intellectual, academic, and social-emotional needs of the gifted and talented. Dr. Roberts will deliver a keynote address highlighting “What Parents Should Know Regarding National Program Standards in Gifted Education.” Concurrent sessions will also be presented that cover such diverse topics as “Technology at Home and in the Schools,” “Secondary Options in Gifted Education,” “Understanding Your Child’s Learning Style,” “Science Applications in the Home,” “Encouraging Leadership in the Home, School, and Community,” “Becoming Involved in Gifted Education,” “Social Emotional Issues and Solutions,” “The Young Gifted Child: Opportunities for the Enhancement of Their Abilities,” and “Everything You Should Know about Gifted Education in Mississippi.”

If you are interested in attending either or both of these programs or need further information, please contact the Center.
ACADEMICALLY TALENTED

MISSISSIPPI STUDENTS HONORED

On Saturday, June 2, 2001, the twenty-first annual Mississippi Recognition Ceremony was held in Bennett Auditorium on the Hattiesburg campus of The University of Southern Mississippi. Sponsored by the Frances A. Karnes Center for Gifted Studies in cooperation with Duke University's Talent Identification Program, the ceremony recognizes seventh grade students who have scored as well as or better than entering college freshmen on the ACT or SAT. In Mississippi 411 students out of the 1,382 who tested qualified for recognition at the ceremony.

An opening session, entitled “What Students and Parents Should Know about Being Academically Talented,” included presentations on “Helping Your Child Plan for College,” by Dr. Bucky Wesley, Assistant Vice President of Enrollment Management and Dean of Admissions; “Honors College,” by Dr. Thomas Richardson, Coordinator of Senior Honors and Professor of English; “Secondary Programs in Gifted Education,” by Dr. Conrad Castle, State Consultant for Gifted Education, Mississippi State Department of Education; and “Summer Programs,” by Dr. Frances Karnes, Director, The Frances A. Karnes Center for Gifted Studies, and Professor, Department of Curriculum, Instruction, and Special Education.

The keynote speaker was Mr. Jay Lindsey, President of Thomas International Publishing Company and native Mississippian, who spoke on the qualities necessary to achieve academic excellence. Dr. Kristen Stephens, Support Services Coordinator, Duke University Talent Identification Program, and graduate of the doctoral program at The University of Southern Mississippi, was in attendance to recognize the honorees. Joining Mr. Lindsey and Dr. Stephens on stage to congratulate the recipients were Dr. Horace Fleming, President, The University of Southern Mississippi; Dr. Anselm Griffin, Provost and Vice President for Academic Affairs; Dr. Carl Marrant, Dean, College of Education and Psychology; Dr. Conrad Castle, State Consultant for Gifted Education; and Mrs. Carol Paola, representing the Mississippi Association for Gifted Children.

The Mississippi Talent Identification Program Recognition Awards Ceremony

Pictured are (from left to right) Dr. Carl Marrant, Dr. Frances A. Karnes, and Mr. Jay Lindsey

Southern Mississippi; Dr. Anselm Griffin, Provost and Vice President for Academic Affairs; Dr. Carl Marrant, Dean, College of Education and Psychology; Dr. Conrad Castle, State Consultant for Gifted Education; and Mrs. Carol Paola, representing the Mississippi Association for Gifted Children.

Reflections

I was truly touched by the Mississippi Recognition Ceremony. It is inspiring to know that there are great numbers of brilliant young people who are supported and appreciated. I was also impressed by the importance placed on the recognition of such talent. It was a day that will be remembered by many families as a highlight in their children’s academic experience. Those students have a memory from the ceremony because The Frances A. Karnes Center for Gifted Studies recognized the worth of Duke University’s plan and worked to be a part of it.

Being in attendance made an impact on my life. Instead of simply listening to a report of the ceremony at the next Advisory Council meeting, I witnessed the pride those young people exuded when making their way to the front of the auditorium, shaking hands with such “important adults” who made them feel special, and being handed an official certificate honoring them for such excellent and rare academic achievement for a person their age. I also experienced their joy that cannot be conveyed by a synopsis presented at a council meeting. My life was definitely enriched today as I was exposed to those young people’s pride, their families, and their faces.

Mississippi’s Congressional Members Support Gifted Education

Support for educational programs for gifted students has been spotty and cyclical in the United States. On the federal level, the status of support can be gauged by the lack of financial support afforded to gifted education. Often, in its desire to cut spending and balance budgets, Congress and the Department of Education target small programs for elimination.

However, all of Mississippi’s Congressional members have shown their support for gifted education by co-sponsoring the respective bills in the House and Senate. Mississippi was the only state to have the total support of all its Congressional members. The Center thanks Senators Thad Cochran and Trent Lott and Representatives Chip Pickering, Ronnie Shows, Gene Taylor, Bennie Thompson, and Roger Wicker for their support.

Unless citizens with particular interests in gifted education can effectively convey those interests on an ongoing basis to educational decisionmakers through sustained advocacy efforts, the cyclical nature of support for gifted education will continue. To help, contact your Congressional members, thank them for their continued support of gifted education, and urge them to contact the House and Senate conferences to request their support for the Senate’s gifted education provisions in ESEA.
Connections
Participants in Programs Conducted by The Frances A. Karnes Center for Gifted Studies

J. Marshal Adams

William Jacob Chancerly
A senior physics major at Auburn University, William was a participant in the Summer Program for Academically Talented Youth. He currently teaches a physics lab at Auburn, is president of the Auburn chapter of the Society of American Physics Students, and president of the Auburn Rugby team.

Christopher R. Daniels
After participating in both Summer Gifted Studies and Saturday Gifted Studies Programs, Christopher went on to enroll at The University of Southern Mississippi, where he is currently a senior in the Polymer Science Department. After graduation, Christopher plans to enter graduate school and pursue his doctoral degree.

Traci Holmes
Traci participated in the Summer Gifted Studies Program for three years. She graduated with honors from The University of Southern Mississippi with a degree in communications, and currently works at the Hattiesburg Convention and Visitors Bureau as Pageant Coordinator for the Mississippi Miss Hospitality Pageant while pursuing her graduate degree in public relations at USM.

Emilly Hunter
Emilly participated in the Leadership Studies Programs in 1995 and 1996. She recently graduated from the United World College of the Atlantic in Wales, where she earned an International Baccalaureate diploma. Emily is currently working with the Orangutan Foundation in Borneo and plans to attend Colby College in Maine in the fall of 2002.

Heather Ladner
A student at Bay High School, Bay Springs, Mississippi, Heather has attended the Summer Gifted Studies Program. She is active in student council, Students Against Drunk Driving (S.A.D.D.), Interact, and volleyball.

Heather Ratliff
After participating in Center programming, Heather worked in the Center's office. Heather is currently a graduate student at Kent State University working on her master's degree in speech pathology.

Jennifer A. Robbins
Jennifer attended the Saturday Gifted Studies Program. She is a senior at Mississippi College majoring in communications with an emphasis in public relations and is employed by the Make-A-Wish Foundation.

Tammy Lofton Roberts
A participant in several Saturday Gifted Studies Programs, Tammy, a native of Monticello, Mississippi, now resides in New Orleans, with her husband, Mark, and their two young children.

Melissa Sedrish
A senior at Pearl River High School in Louisiana, Melissa attended the Saturday Gifted Studies Program, Summer Gifted Studies Programs, and the Summer Program for Academically Talented Youth. Last summer, she served with Los Amigos de las Americas, spending seven weeks in rural Paraguay teaching personal hygiene. Upon graduation, Melissa will attend Harvard University, where she was accepted at age 16.

Adam Smith
Adam graduated from the United States Military Academy with a degree in Middle East studies and has gone on to serve as a Second Lieutenant and platoon leader in the United States Army. Adam is currently stationed in South Korea.

Matt Smith
After attending the Summer Gifted Studies Programs in the early '80s and graduating from Coral Springs (Florida) High School, Matt earned a degree in accounting from Georgia State University. He currently works for CIGNA Healthcare as a New Business Specialist for Georgia and Alabama.

Philip Smith
Philip attended the Leadership Studies Program and is currently pursuing a degree in economics at The University of Southern Mississippi. After graduation, he plans to enter a graduate degree program.

Michael G. Wabiszewski
Michael, a participant in the Summer Gifted Studies Program, is currently living on Terceira in the Azores off the coast of Portugal, where he is a seventh grader. He is a volunteer at his local elementary school and enjoys playing the piano and bowling.

Cadet Paul Waldooff
Paul is a cadet at the United States Military Academy in West Point, New York. He will graduate with bachelor's degrees in both English and engineering. He plans to continue to serve in the Army while continuing his education and hopes to pursue a doctoral degree in literature.
LEADING THE WAY...

› **DR. JOAN D. LEWIS**
A graduate of the special education doctoral program at The University of Southern Mississippi, Dr. Lewis was recently named Graduate Faculty Fellow at the University of Nebraska. This highest recognition of the Graduate College of the University of Nebraska was awarded for her history of quality scholarship and work with graduate students. In addition, Dr. Lewis was promoted to Associate Professor of Teacher Education.

› **STEPHANIE A. NUGENT**
A doctoral candidate in the Department of Curriculum, Instruction, and Special Education with an emphasis in gifted studies at The University of Southern Mississippi, Stephanie is currently a Visiting Assistant Professor in the Department of Teaching and Learning at Southeastern Louisiana University in Hammond, Louisiana, where she teaches courses required in the master’s degree program in gifted education as well as undergraduate teacher preparation courses.

› **DR. CATHRYN PENTECOST**
A former graduate assistant at the Center from 1996-1997, Cathryn was awarded her Ph.D. in December 2000. She currently teaches intellectually gifted students in grades two through five for the Open Doors Program in Jackson Public Schools. Dr. Pentecost continues to publish and lecture on topics concerning gifted education.

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KARNES RE-ELECTED TO THE BOARD OF THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

Dr. Frances A. Karnes was recently elected to serve a second three-year term on the Board of Directors of the National Association for Gifted Children headquartered in Washington, D.C. During her first term, she initiated the Fund Development Committee for the purpose of planning a mechanism and establishing procedures for members and other concerned citizens to make charitable contributions to the association. Currently she has a leading role in expanding the function of the committee to include bringing business leaders in as active members and getting them involved in fund development for the organization.

THE CENTER WELCOMES

The Center welcomes Pam Harliss as administrative assistant. She and her husband and their children live in Richton.

Two graduate assistants in the Center for the 2001-2002 academic year are Elizabeth Shaunessy and Amy Bisland. Both of whom are enrolled in the doctoral program with an emphasis in gifted studies.

KARNES PROFILED IN NEW BOOK

Dr. Frances A. Karnes is featured among achieving females in *How Jane Won: 55 Successful Women Share How They Grew from Ordinary Girls to Extraordinary Women*, a new book by Sylvia Rimm published by Crown Publishers of New York. In a chapter entitled “A Teacher for Each Child’s Unique Gifts,” Dr. Karnes recounts vignettes from her youth and pivotal moments from her early professional life that have shaped the woman, educator, and leader she has become.

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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 Fund Scholarship

2001 Recipients
- Amy Bisland
- Stephanie Boney
- Tanya Cobb
- Donna Floyd
- Elizabeth Shaunessy

Frances A. Karnes Endowed Scholarship

2001 Recipients
- Joan Beazalee
- Jénnyck Litoff
The Foxworth Family: A REFLECTION

— by Marilyn D. Foxworth, Ph.D., NBCT

It was around middle school that our children first made their way to The University of Southern Mississippi to take part in the Saturday Gifted Studies Program and the Summer Gifted Studies Program sponsored by The Frances A. Karnes Center for Gifted Studies. Having been served in the Columbia School District gifted education program, our sons, Drew and Russ, were fortunate to have supportive services for their strengths, talents, energies, curiosities, and needs. They were also fortunate to be able to extend and complement the school programming with the innovative and in-depth offerings provided through the Center. The influence of Dr. Karnes’ firm conviction, commitment, understanding, knowledge, and vision for gifted students made tremendous differences in the lives of both our sons and my own life as well.

It is amusing to hear what our sons remember about their extended learning opportunities from those years, besides the scholarly aspects of the programs. They remember going to their first dance, learning to be social, washing their dirty clothes, experiencing diversity, being with other gifted kids, reaching beyond, seeing themselves in another light, feeling acceptance, and stretching toward excellence for themselves and others through the development of leadership plans and insights. Moreover, they always looked forward to going back to the programs each year.

Profound friendships that continue through a lifetime develop through the Center’s programs. Dr. Karnes often mentions correspondence or contacts she has with her former program participants who have graduated and are in various fields now. After attending Millsaps College, Drew earned his Juris Doctorate from the University of Mississippi Law School. He is now an attorney in Columbia, Mississippi. Russ majored in business management at Mississippi State University and owns his own business, Foxworth Investments, LLC. Our sons treasure their experiences with the Center as do I, a former doctoral student. I continue to benefit from Dr. Karnes in her role as teacher and mentor and now as a university colleague whose office is across the hall from my own.

Many people and their influences shape our children’s lives. Is it a tougher world to rear children today? Not if you find people who believe, have vision, confidence, expertise, and willingness to contribute through opportunities afforded by the Center.

Families with gifted children are blessed to have an advocate like Dr. Karnes, someone who continues to speak out, shape, and create a supportive base for our gifted children in Mississippi, nationally, and internationally. The Foxworth family will be forever grateful that our path crossed the threshold of the Center.

The Job Family

James Job participated in the Saturday Gifted Studies Programs from 1986 through 1991 as well as the Leadership Studies Program. His brother, Scott, also participated in the Saturday Gifted Program, as did their sister, Amanda. The most important thing they took away from the programs offered by the Center was the belief and understanding that they could be very successful in school as well as in life.

James is currently majoring in marketing at Jones County Community College and will attend USM in January 2002. Scott is now a pre-med major at USM after graduating from Jones County Junior College in December 2000. Amanda has an academic scholarship to Jones County Junior College and plans to attend USM majoring in hotel and restaurant management beginning in August 2002.

The Strom Family

Malaka Strom participated in both the Saturday Gifted and the Summer Gifted Studies Programs from 1982 through 1986. Her sister, Reiah, also attended the Saturday Gifted Studies Program. Now grown, both girls have been very successful, and the Center’s programming contributed to their readiness for challenges.

Malaka obtained her bachelor’s degree in psychology and her master’s degree in information resources and library science at the University of Arizona in Tucson. After graduating, she served as the Information Technology Specialist of the Science Center at the University of Southern California (USC), where she coordinated technology assistance and development for the three science libraries on campus. After leaving USC, Malaka accepted a faculty position with the University of Arizona library system, where she serves as an Engineering and Physical Sciences Librarian specializing in the areas of civil engineering, materials science, and optics.

Reiah is a certified optician and works at Lenscrafters, where her fluency in American Sign Language is much appreciated by the large deaf community in Tucson. She will graduate from the University of Arizona in December with a bachelor’s degree in anthropology/archeology. After participating in an archeological dig in the desert of New Mexico searching for Mimbres pottery and artifacts, Reiah plans to continue her studies in archeology/archeology to pursue her master’s degree.

Their mother, Lorraine Strom, earned her master’s degree at USM with an emphasis in gifted studies. She is currently pursuing a second master’s degree in library science and, as such, has become an advocate for increased assistance to children in the area of research and information retrieval.
The Morris Brothers

Rob Morris attended Summer Gifted Studies Programs and the Leadership Studies Program at USM. Since that time, he has achieved many noteworthy distinctions. After graduating from high school, he received a scholarship to Duke University, where he studied such diverse topics as Russian new wave writers and the history of the English language. His primary academic interests now include linguistics, his major, and his two minors—Russian language and literature studies and various branches of philosophy. Recently, he studied abroad in Russia, where he has learned to speak Russian like a native.

Ben Morris also participated in both the Saturday Gifted Studies and Leadership Studies Programs. As a freshman at Duke University, he reveals in the fact that no two of his days are ever the same. While not studying ancient novels and epics in Latin or applying the principles learned in translation theory, he may be reading an Irish novel for English, his major, or doing an experiment for psychology.

Attending several years of gifted education and leadership programs sponsored by the Center was fantastic preparation for where the Morris brothers are now. In these programs they learned not only knowledge that isn't taught in elementary or middle school, but a love for asking questions as well.

The Weger Brothers

Michael Weger participated in both the Saturday Gifted and Summer Gifted Studies Programs from 1986 through 1988. Currently, he is a real estate agent in Atlanta. His participation in the gifted programming sponsored by the Center helped him immensely. To this day, Michael is a sponge when learning anything that interests him, and he becomes an expert at anything he pursues.

His brother, Mark, was only able to participate in the Saturday Gifted Studies Program before the family moved out of state. He was the recipient of a four-year Air Force scholarship to Baylor University, where he majored in physics and math. He continued to pursue his talents in music, English, and biology as well. He is now a 2nd Lieutenant in the Air Force, training as a navigator while stationed in Pensacola, Florida. His aspirations include a successful Air Force career, becoming an astronaut, teaching (either band or history), and becoming President of the United States.

Book Ends

In this section of the newsletter, we will review books of interest to the field of gifted education.

Reviewed by Jean C. Prather, Executive Director, Mississippi Association for Gifted Children

Have you been looking for a book that provides opportunities to stimulate personal growth in students? Personal Projects is one of the most comprehensive and exciting books to do just that. It addresses affective skills by using a unique combination of art and creative writing that encompasses introspection, creativity, and communication. Each lesson has educational objectives, a list of materials needed, procedures for facilitating the lesson, reproducible student activities, and a brief overview of the appropriate type of evaluation to use at the culmination of the project.

By integrating language arts and visual arts, each lesson enhances self-understanding while building writing skills and creative expression. This approach teaches students to be more creative and produce projects/products that have a great deal of depth. The projects are very thought provoking and personally revealing for both the students and the teacher. This book, combined with art supplies (most of which are “junk items” and “scrap materials”), opens new windows of opportunity for engaging, stimulating, life-long learning for students in grades 5-8.

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

..."Fans of Lois Lowry’s 1994 Newbery Award winner The Giver will be delighted to find Gathering Blue, also set in the future. However, we do not find The Giver’s “perfect” society. Instead, there is a primitive society that has recreated itself after a nuclear holocaust and what remains of the past is interestingly interpreted. In this society, there is no place for the weak or the flawed, but the physically disabled Kira is a gifted weaver and her disability is overlooked. After the mysterious death of her mother, the caretaker of the Singer’s Cloak, Kira is brought to the Council House to live and to care for the Cloak. Here she meets Thomas, a young gifted woodcarver, who has also been brought to the Council House to live and work after the deaths of his parents. It is his task to repair the Singer’s Staff, which is marked with symbols that help the Singer to "keep his place" as he sings the history and story of the community at the Annual Singing. In a locked room, they find Mar, a young girl also recently brought to the Council House. Mar has been selected as the next Singer. As the story develops, several interesting questions about the relationship of giftedness and society arise. Does society take advantage of gifted individuals? Is giftedness a resource that society can exploit? What responsibilities do gifted individuals have to society? It becomes the readers’ task to answer these questions as we move through the mystery and intricacies of this wonderful novel.

Reviewed by Stephanie Nugent, doctoral candidate, The University of Southern Mississippi

Developing methods of integrating authentic assessment into the curriculum is just one of many challenges faced by teachers in this era of school reform and accountability. The Ultimate Guide for Student Product Development and Evaluation assists teachers in meeting that challenge. This book presents a step-by-step process through which teachers and students may travel together to plan, develop, produce, and assess a myriad of products that not only showcase students’ knowledge of content, but also their process skills.

This guide provides a multitude of product ideas that may be adapted to address varied curricular goals and objectives. The reproducible student product planner takes students through every component of the product planning and development process, while the suggested product evaluation criteria provide a starting point for the assessment process. Along with a list of resources available for various product types, including books, software, and Internet sites, the authors also provide a chapter detailing various competitions in which students may enter their products. This book serves as an excellent resource for both the classroom teacher and the student who wish to develop varied and professional-level products for authentic assessment.
**Click on...**

**THE CENTER’S EXPANDED WEB SITE**

Visit the expanded web site for the Center at [http://www-dept.usm.edu/~gifted](http://www-dept.usm.edu/~gifted).

Please offer your ideas on information to be added.

**WEB SITES FOCUSING ON SCIENCE:**

**Physical Sciences**

[http://www.exploratorium.edu/sports/index.html](http://www.exploratorium.edu/sports/index.html)
Learn the physics of skateboarding and mountain biking, or swing at virtual fastballs in the baseball demo.

[http://www.biointeractive.org](http://www.biointeractive.org)
A gallery of interactive biology and medicine exhibits lets you listen to a faulty heart or watch a salmonella bacteria invading the intestines.

Try your hand at dissecting a virtual frog.

[http://faculty.washington.edu/chudler/neurok.html](http://faculty.washington.edu/chudler/neurok.html)
For those on the path to unlocking the mysteries of the human mind, this site contains experiments, activities, and a section on exploring the brain and spinal cord.

This children’s chemistry site is very easy to navigate and features interactive discussions on matter, elements, atoms, and reactions; with short quizzes after each topic.

[http://id.mind.net/~zona/index.html](http://id.mind.net/~zona/index.html)
This interactive resource on physics houses a collection of tutorials on mechanics, waves, light, graphing, functions, and fractal.

[http://sln2.fi.edu/biosec/heart.html](http://sln2.fi.edu/biosec/heart.html)
The human heart is the sole focus of this Franklin Institute of Science Museum’s site. It illustrates the heart’s intricate operation as well as ways to nurture a healthy heart.

**Earth and Space Sciences**

[http://whyfiles.news.wisc.edu/coolimages/index.msql](http://whyfiles.news.wisc.edu/coolimages/index.msql)
This stellar site is home to a myriad of interesting facts and incredible space images.

Topics concerning endangered species are addressed in this site, which is a good source to learn about species that are close to extinction and ones that have already vanished.

[http://www.planetpals.com](http://www.planetpals.com)
Alive with colorful cartoon characters, this interactive resource teaches about the planet earth, natural resources, and ecology. Also, free recycling kits are offered.

[http://www.ucmp.berkeley.edu](http://www.ucmp.berkeley.edu)
The University of California at Berkeley’s Museum of Paleontology site includes information on dinosaurs, as well as online exhibits, catalogues, and paleontology resources.

[http://www.corf.edu/etc/modules/msese/earthsys.html](http://www.corf.edu/etc/modules/msese/earthsys.html)
Packed with poetic punch, this colorful and informative site provides sections on biomes, plate tectonics, cycles, geological time, spheres, dinosaurs, and more.

[http://amazing-space.stsci.edu](http://amazing-space.stsci.edu)
This site covers everything from space topics to the Hubble telescope and contains good Internet-based activities.

[http://www.nceas.ucsb.edu/nceas-web/kids](http://www.nceas.ucsb.edu/nceas-web/kids)
A good educational outreach site for students who are studying marine ecology.

**RESEARCH SAYS...**

The National Commission on the High School Senior Year has published several reports detailing their research on the efficacy of our secondary education programming. The following research is gleaned from two of their reports entitled *Youth at the Crossroads: Facing High School and Beyond* and *The Lost Opportunity of the Senior Year: Finding a Better Way*. If you would like to read these and other reports in their entirety, you can access them at [http://www.commissiononthesenioryear.org](http://www.commissiononthesenioryear.org).

- Only two states align their math course requirements with the tests used for college admissions or for placement into college-level courses. Only ten states align their standards in English. In many cases, the high school tests address content that does not exceed the 9th or 10th grade level.
- In mathematics, more than 80% of 8th grade lessons in the United States are rated “low on content” compared to 30% of German lessons and 10% of Japanese lessons in the same grade level.
- The science content taught in the United States at grade 11 is typically taught in grade 9 in other developed countries, while the mathematics content usually taught in grade 9 in the United States is typically taught in grade 7 elsewhere.
- One-third to one-half of high school students are undereducated or miseducated, which means that many of them graduate poorly prepared for either work or postsecondary study.
- Although some high schools have rigorous courses for students to take, some students choose not to take them or are not academically prepared to take them.
- As many as half of all college students do not have adequate academic preparation, so they are required to take remedial courses.
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 _____
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City, State, Zip ___________________
Phone (______) ___________________
E-mail _________________________
Center programs affiliation(s) _______________________
Current school/year or career/position _______________________
Activities or interests ______________________________________

Center Events

OCTOBER 19, 2001
Fall Day of Sharing for Teachers of the Gifted

OCTOBER 20, 2001
Parenting Gifted Children Conference XVIII

JANUARY 12 - FEBRUARY 23, 2002
Saturday Gifted Studies Program

JUNE 16-21, 2002
Leadership Studies Program

JUNE 23-28, 2002
Summer Gifted Studies Program

JULY 7-26, 2002
Summer Program for Academically Talented Youth

State and National Events

SEPTEMBER 26-28, 2001
Mississippi Association for Gifted Children Conference — Jackson, Mississippi

NOVEMBER 7-11, 2001
National Association for Gifted Children Conference — Cincinnati, Ohio

Friends

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I want to become a Friend for Gifted Education. The funds generated will apply to scholarships for gifted, but financially disadvantaged students and for other notable purposes.

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Questions?
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The Frances A. Karnes Center for Gifted Studies
USM Box 2027, Hattiesburg, Mississippi 39406-2027

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.

Name __________________________________________

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