HERRINGTONS ESTABLISH $500,000 FUND FOR KARNES CHAIR — Donna McGuyer

Memories of Saturday and summer programs at the Frances A. Karnes Center for Gifted Studies generate an overwhelming gratitude in Dr. Michael Herrington, an oncologist with the Forrest General Hospital Cancer Center in Hattiesburg.

Through those University of Southern Mississippi programs, under the leadership of Dr. Frances Karnes, Herrington discovered the joy of learning.

Now, with a $500,000 planned gift through life insurance, Michael and his wife, Jena, hope to ensure future generations will share Michael’s experience by establishing the Frances A. Karnes Endowed Chair fund. When the endowment reaches funding level, it will provide teaching, research, and service funding in the Frances A. Karnes Center for Gifted Studies.

“I am so grateful to Dr. Karnes and the gifted program at Southern Miss,” Herrington said. “The programs were so much fun. We learned a lot without realizing we were learning, which is the key to good education. Frances does that with her program.”

Jena Herrington, a former Mendenhall resident, enthusiastically supports her husband’s endeavor to honor Dr. Karnes while providing educational opportunities to the children who will attend the Center. Recently, both observed the academically talented program and Jena returned to volunteer. Michael also assisted the program by conducting students in guided tours of the oncology center at Forrest General.

“My goal is to provide the funds to keep this program available to others,” Herrington said. “A student who attends the Center for Gifted Studies may become the doctor who one day cares for me. I see this as an opportunity to make an investment in the future and to give back to the community.”

“We are so appreciative of the Herringtons’ planned gift,” USM President Aubrey K. Lucas said. “It provides a catalyst for the gifted program and will help generate funds for the Frances A. Karnes Endowed Chair.”

Ben Samel, associate director of development planned giving, said the $500,000 universal life insurance policy is a “guaranteed will” to endow this gift. “The Herringtons’ youth secures a low policy premium that enables them to give a larger gift than might otherwise have been possible,” Samel said.

“In addition, their yearly payments are tax deductible as long as the foundation is both owner and beneficiary of the policy.”

While neither Jena nor Michael is an alumnus of Southern Miss, they are staunch supporters of the university and its programs. Although they graduated from other universities and are nontraditional givers, a number of their family and friends are USM grads.

“Many people don’t realize what wonderful programs are available right here at Southern Miss,” Herrington said.

“This planned gift will in time benefit future generations and will continue to do so as an endowment,” said Karnes. “Michael was an outstanding student who completed several of the Center’s programs at the elementary and secondary level, and is currently a very active member of its advisory council.”

Karnes said the Herrington gift will provide support for the Center in perpetuity.

“In extending our sincerest expression of gratitude, let me join with students who will be beneficiaries in years to come, along with their parents and teachers and other citizens who will be interested in the advancement of our community, state, and nation,” she said.
FROM THE DIRECTOR

DEAR FRIENDS:

Jena and Michael Herrington have established the beginning of an endowed chair in gifted education with a planned gift of $500,000. We will always be grateful to them for their vision of providing outstanding teaching, research, and services for future generations through the Frances A. Karnes Endowed Chair in Gifted Education.

The fall semester has been exciting. The Day of Sharing for the Teachers of the Gifted Conference and the Parenting Gifted Children Conference were both successful. Those attending were very complimentary of all the speakers, including the keynote, Dr. Julia Link Roberts.

New initiatives have been launched through the Center. The need to determine the numbers of disabled/gifted students in Mississippi over the years has been the driving force in surveying all public schools and institutions. The survey instrument designed with the assistance of local special education directors was distributed in the fall semester. Analysis of the data will be completed in the spring and an action plan will be developed. In this newsletter there is a listing of books focusing on the disabled/gifted with ideas on characteristics, screening and identification, and the curriculum needs.

Although the staff at the Center hold various professional membership in state organizations and present at conferences, another initiative was launched this fall to determine the interest in gifted children and youth held by professional education associations in Mississippi. A survey instrument was developed and forwarded to all presidents. Such information will also be analyzed in the spring semester. A plan will be developed to interface with these associations on a broader basis.

The instructional needs of high ability and gifted children and youth in the regular classroom will be the subject for a reactivated course offered at the undergraduate level. The goal is to better prepare pre-service elementary teachers with the knowledge and skills to serve the unique needs of these students through appropriate differentiated instruction. In this newsletter there are reviews of books and what research indicates on the topic.

Comments on the newsletter continue to be positive. We want to serve your needs, so forward ideas and responses to us.

Sincerely,

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

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

CONGRATULATIONS
Program Sponsors

Sponsorships for our programs also provide necessary funding for program support and student scholarships. Programs and sponsors are:

SATURDAY GIFTED STUDIES PROGRAM

SUMMER GIFTED STUDIES PROGRAM

AMERICAN

LEADERSHIP STUDIES PROGRAM

SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH

BancorpSouth

FORREST GENERAL HOSPITAL

MISSION STATEMENT

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

SERVICES

Many services are offered through the Center. Instructional programs are provided for intrinsically gifted students in grades kindergarten through 12. The Saturday Gifted Studies Program provides instruction for students in kindergartens through 12th grade for seven consecutive Saturdays during the months of January and February. The Summer Gifted Studies Program, a one-week residential program, serves youth in grades four through eight while the Summer Program for Academically Talented Youth, a three-week residential program, serves students in grades seven through 10. The Leadership Studies Program is a one-week summer residential program designed to develop leadership concepts and skills and is offered for students enrolled in grades 6 through 11. Leadership Competitions are held for students in grades 7 through 12 each year and are designed to develop leadership skills and style and to build self-confidence. Teacher training and staff development are provided for regular education personnel and for teachers who specialize in gifted education. A conference for parents of gifted youth and other concerned adults is provided on an annual basis. In addition, research is conducted in rural and urban schools in response to issues in the field of gifted education.
PARENTING GIFTED CHILDREN CONFERENCE  The eighteenth annual Parenting Gifted Children Conference, conducted by The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi, was held on Saturday, October 20, 2001. Parents, educators, psychologists and other interested adults attended the conference to promote better understanding of the unique intellectual, academic and social-emotional needs of gifted and talented children and youth.

Dr. Julia Link Roberts, the keynote speaker, presented “What Parents Should Know Regarding National Program Standards in Gifted Education.” Dr. Conrad Castle, State Consultant in Gifted Education Programs, conducted a session entitled “What’s Happening in Gifted Education in Mississippi.”

Additional program topics included technology at home and in the schools, presented by Stephanie Nugent, doctoral student and visiting assistant professor at Southeastern Louisiana University; science applications in the home, presented by Sandy Wentworth, teacher at Presbyterian Christian School; secondary options in gifted education presented by doctoral student Elizabeth Shaunessy; encouraging leadership in the home, school and community, presented by Amy Bisland, doctoral student; the young gifted child: opportunities for the enhancement of their abilities, presented by Yolanda Cobb, teacher of the gifted in Jackson Public Schools; and understanding your child’s learning style by Yolanda Cobb.

Former president of Mississippi Association for Gifted Children and teacher of the gifted in Long Beach, Carol Paola, presented “Becoming Involved in Gifted Education.” Dr. Conrad Castle, Mississippi State Consultant for Gifted Education, presented “Everything You Should Know about Gifted Education in Mississippi.” Both serve on the Advisory Council of the Center.

NATIONAL STANDARDS IN GIFTED EDUCATION  Dr. Julia Roberts, a leader in gifted education and professor at Western Kentucky University, introduced the Pre-K – 12 Gifted Program Standards in education to teachers attending the Day of Sharing for Teachers of the Gifted. The notion of how these guidelines work in gifted education emerged as educators learned more about how to measure their district’s programming in line with these standards. As educators, parents, and students, having specific goals described can help assess how schools are performing in areas of program design, program administration and management, socio-emotional guidance and counseling, student identification, curriculum and instruction, professional development, and program evaluation.

In keeping with the original standards, a helpful guide for evaluating gifted programs has been published to assist districts in measuring the effectiveness of their programming, establishing criteria for program evaluation, setting guidelines for program development, and guiding districts in making recommendations for minimal requirements for optimal gifted education programming. Aiming for Excellence: Gifted Program Standards (Landrum, Callahan, & Shackle, 2001) was developed with key organizing principles related to the already-established Pre-K – Grade 12 Gifted Program Standards.

First, the standards should serve as a guide in assisting educators in their execution of best-practices in gifted education programming and encouraging schools as they strive to meet this criterion. Second, the minimum and exemplary characteristics of gifted and talented programs are outlined. Third, they are the guide for the highest level of performance, which all districts should aspire to achieve. Fourth, the standards were created through the input of professionals, students, parents, and others with a vested interest in gifted education. Finally, they provide language that describes observable programming at various aspects of the learning continuum to assist districts in their gifted education planning.

The text is divided into seven major categories and provides guiding principles, descriptions of the standards, rationale for the standards, benefits, potential barriers, and the standards and sample outcomes by minimum and exemplary levels. The appendix includes NAGC’s Pre-K – Grade 12 Gifted Program Standards (Landrum, Callahan, & Shackle, 2001).

This text is the first to examine the standards and provide a rubric for parents, teachers, and administrators to evaluate their current programming. A scale that is more extensive has also been developed, using intervals from one to four to illustrate minimum to exemplary performance and provides further clarification about the levels a school may attain.

Gifted education is at a critical juncture in its maturation. Educators now have carefully devised tools with which they may assess their programming, determine their current needs, and plan for enhancement in the future. These publications are essential instruments to assist districts in monitoring their growth and measuring relevant information pertaining to the education of gifted students (Landrum, Callahan, & Shackle, 2001).

ARLINGTON COLLINS AND TEEN MISSIONS  During the summer of 2001, Arlington Collins, a student in the Saturday Gifted Studies Program and Summer Gifted Studies Program in 2000 and 2001, went on a mission trip with Teen Missions International to Prince Edward Island, Canada. She first traveled with 23 teammates and 6 leaders from various homes in the United States to Merritt Island, Florida, for intensive training at the Teen Mission boot camp for two weeks. The group then headed to Canada, where they painted two barns, leveled a ditch, gardened, and did other odd jobs. On the weekends, the group visited local parks and performed storytelling, puppet shows, and singing.

Arlington is considering participating in next year’s Teen Missions Trip to Australia. For more information about Teen Mission’s projects, visit www.teenmission.com.

ORANGUTANS IN THE RAIN FOREST: THE EXPERIENCE OF EMILY HUNTER  Emily Hunter attended the Leadership Studies Program and participated in Leadership I in 1996 and Leadership II in 1997. After graduating from the United World College of the Atlantic this May, Emily received a grant from UWCAC alumnus, Jill Longson, to participate in the Orangutan Foundation International volunteer program in Kalimantan Tenga, Indonesia. She lived and worked at Dr. Birute Galdikas’ original research site, Camp Leaky, in the rain forest around the Sekonyer River for three months. Wild and ex-captive orangutans frequently visited camp and even joined them for tea! She was constantly astounded by their hilarious antics, intelligence, and their striking similarity to human beings. On a disturbingly realistic note, she was shocked at the extent of illegal logging and gold mining destroying this habitat and irreversibly contaminating the rivers with pollutants such as mercury. These activities took place directly across the river from Tanjung Puting National Park, where Camp Leaky is located. For more information about the orangutans, please visit the OFI Web site at www.orangutan.org.

In her last year of high school she received a grant to volunteer with the Orangutan Foundation. She spent three months in Central Kalimantan on the island of Borneo building and refurbishing structures in and around Camp Leaky. She lived in the national park along with many wild and ex-captive orangutans, gibbons, proboscis monkeys with their comic orange noses, and numerous other animals that share the disappearing habitat of the wild orangutan. This world of amazing animals is blissfully and helplessly unaware of the human need and human greed that threatens to destroy it.

It was not so bad before when she sat at home reading her National Geographic full of facts and figures of a far away place. But when she recalls having afternoon tea with the orangutan, Princess, as she intelligently filled her glass with water to cool the boiling drink, it became more personal. She wondered if one day she would ask someone, “So how is Princess these days?” And perhaps she would be fine or they might say, “Oh, she starved last summer because the trees would not fruit anymore because of the pollution,” or “She’s been removed to a zoo because there is no more forest left.”

The overriding theme she found during her visit did not relate so much to the unimaginable wealth of wildlife being lost but rather to the cause. She looked to the people directly involved, the loggers, the miners, the palm farmers. When she looked, she did not see the hulking eco-villains she had once imagined. She saw tired, overworked people trying to get a grasp on the liberties we consider rights.

They want the right to have clean living conditions, to send their children to school, the right to earn enough money to clothe their families in a country where a T-shirt costs more than a day’s wage. They have few options in life, and we, with our prosperity and our almost constant desire for more, provide a market for their destruction. She is far more aware now when she gets in her car, or picks up the phone, or buys a cabinet made in Indonesia or South America, that by her sheer excesses of living, she has hammered one more nail in the coffin of some great ape, beautiful bird, or slithering crocodile.

SUMMER 2001: SUE REIDY IN AUSTRALIA  Going to Australia is an exhausting, 26-hour trip from the United States. The purpose of the trip was for American basketball players to visit another country, play basketball, and learn about their traditions and sports.

Sightseeing was an integral part of our experience. Excursions included a visit to a tribe, the Whakaharawa, who are venison, and greeted guests by saying “Keora” and pressing noses twice with guests – a centuries-long practice. Auckland, New Zealand, was another destination. The city boasts a sky tower, which enabled a panoramic view of the city and the ocean. Another leg of the tour included a tournament in Canberra, Australia, which has unique animals native to Australia, including koalas and wombats. Architecture was another interesting facet of Australian culture, which was particularly striking at the Parliament House in Canberra.

Australian basketball differs greatly from the American version. The court is shorter and the rules were different, which made the tournament with the Australians exciting and different. Additionally, many Australians were great supporters of their American visitors and asked for autographs. What a feeling to be a celebrity in another country!

Following the tournament was a special night of “bush dancing” held in a 250-year-old barn. The dance was serenaded by a band that played country music. An endless supply of brisket and kangaroo was provided for the dinner. All coaches and players enjoyed a relaxing evening of dancing and socializing.

Another tour on the trip included a stop in Sydney, Australia, where the group was treated to a cruise in Sydney Harbor and a tour of the Sydney Opera House. Cruise guides highlighted the extravagant homes and the good fishing spots.

The two-week trip was a memorable opportunity to make foreign friends, learn about indigenous cultures, and appreciate the different lifestyles of people in other countries.
LEADING THE WAY...

Amy Bisland, doctoral student in the Department of Curriculum, Instruction, and Special Education with an emphasis in gifted studies at The University of Southern Mississippi, had an article published in the fall, 2001, Gifted Child Today Magazine: “Mentoring: An Educational Alternative for Gifted Students.”

Marilyn Foxworth, Ph.D., NBCT, a graduate of USM’s Department of Curriculum and Instruction and Special Education, is Director of the Mississippi World-Class Teaching Program at The University of Southern Mississippi. This program is designed to support veteran teachers in their professional development continuum while studying for National Board Teacher Certification. In addition, she is a visiting professor and teaches graduate courses related to the National Board Certification process. Over 100 teachers each year have affiliated with the Mississippi World-Class Teaching Program at USM since its beginning four years ago. Many of the 755 Mississippi National Board Certified Teachers have taken part in this program, giving Mississippi the distinction of having the fourth-highest number of National Board Certified Teachers in the Nation.

Lia Landrum, NBCT, teacher of the gifted at South Jones High School, is the president-elect of the Mississippi Association for Gifted Children.

Stephanie A. Nugent, doctoral candidate in the Department of Curriculum, Instruction, and Special Education with an emphasis in gifted studies at The University of Southern Mississippi presented at both the National Convention (NAGC) in Cincinnati in November and the state convention regarding gifted children (MAGC) in Jackson. Her presentations at both were “Profiles of School Violence: Issues of Concern,” and “Dualities of Identity: Using Bibliotherapy for Self-Understanding.” She also presented “Publishing in Gifted Education: Information for Writers” at MAGC. She recently had an article published in the fall 2001 issue of Gifted Child Today Magazine, “Technology and the Gifted: Focus, Facets, and the Future.”

Elizabeth Shaunessy, NBCT, doctoral student in the Department of Curriculum, Instruction, and Special Education with an emphasis in gifted studies at The University of Southern Mississippi, presented at both the National Convention (NAGC) in Cincinnati in November and the state convention regarding gifted children (MAGC) in Jackson. Her presentations at both were “A Three-Week Ukrainian Exchange for Seven Gifted Mississippians” and “Integrating AP English, U.S. History and Biology Using The Jungle.” Her article “Residential Schools for the Gifted in Ukraine” was published in the summer issue of Gifted and Talented International.

Tracy Riley, Ph.D., Professor, Department of Learning and Teaching, Massey University, New Zealand, visited the United States during the summer of 2001 and presented a paper to three universities on the development and implementation of the Ministry of Education handbook, Gifted and Talented Students: Meeting Their Needs in New Zealand Schools. She discussed the book with staff and graduate students at the University of Iowa’s Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development, The University of Southern Mississippi’s Frances A. Karnes Center for Gifted Studies, and the Center for Gifted Education at the College of William and Mary during June and July of 2001. Dr. Riley also presented at the 14th Biennial World Conference for Gifted and Talented Children in Barcelona, Spain, during August of 2001. She is the coordinator of a new program in Gifted and Talented Education, which awards a postgraduate certificate and a postgraduate diploma. She continues writing about policy development, programming, and implementation in gifted education for the Ministry of Education's Web site on gifted and talented: www.tki.org.nz/e/gifted. She has also been invited to keynote the Wallace Symposium in May 2002 at the University of Iowa and to present her work on provisions for gifted students in rural New Zealand from the principal’s perspective.

Academically Talented

in Action

Students in Anatomy and Physiology use stethoscopes in Harkins Hall’s Learning Resource Center/Skills Lab.

Students dissecting in Anatomy and Physiology class.
AARON RYAN ADAMS participated in Leadership Studies I and II in 2000 and 2001, respectively. He is currently a ninth grade student at Manchester Academy and resides in Yazoo City, Mississippi. Aaron enjoys football, basketball, community service, and church-related activities.

MATTHEW BECKER participated in the Summer Program for Academically Talented Youth at The University of Southern Mississippi in the mid 1990s. He is now a sophomore at the University of Missouri, and he is a resident hall assistant and a member of the Student Drug and Alcohol Prevention Team. His current interest is broadcast journalism.

ALAN BLAKENEY is a graduate of USM, where he received a bachelor's degree in business with an emphasis in accounting. Since 1996 he has been with Horne CPA Group, and he has been a CPA since 1998. He is currently the manager in the assurance department, primarily responsible for auditing healthcare entities. Additionally, his experience includes auditing manufacturing and retail companies, with a special emphasis in auditing employee benefit plans. Alan is a member of the American Institute of CPAs, the MS Society of CPAs, and the Healthcare Financial Management Association. Presently, he serves as a member of the Accounting and Auditing Committee of the MSCPA. Additionally, Alan is an active member of the Pleasant Grove Baptist Church and Toastmaster's International. He attended the Center for Gifted Studies Programs in the late 70s and early 80s.

WESLEY BOND participated in several programs offered by the Center for Gifted Studies, including the Summer Gifted Studies Program in 1995; the Saturday Gifted Studies Program in 1995, 1996, and 1997; and the Leadership Studies Program in 1996, 1997, and 1998. After graduating from the Mississippi School for Math and Science in 2001, Wes is now a freshman at Mississippi State University. He credits the positive impact of the USM Gifted Program and his education at the Mississippi School for Math and Science on influencing his educational goals and changing his life.

ANDREA GAMBRELL graduated from Hattiesburg High in 1994 with honors. She attended Duke University for three years and worked for MCI in Cary, North Carolina, before returning to Hattiesburg. She is currently majoring in English at The University of Southern Mississippi and will graduate in December of 2001 with a bachelor of arts degree. She plans to sit for the LSAT exam and enter law school in the fall of 2002. She attended the Summer Gifted Studies Program in 1986 and 1987 and the Saturday Gifted Studies Program in 1993.

BILLY GUMEC graduated from Coast Episcopal High School in 1990, Washington and Lee University in 1994 with a degree in economics, and Millsaps College Else School of Business in 1996 with an MBA. He has been an equity analyst for Serne Agee & Leach in Birmingham, Alabama; a project manager and sales and marketing coordinator for Halter Marine, and is currently with Tidewater Marine in Houston, Texas in Domestic Sales and Marketing. He is engaged to Patricia Gary of Biloxi, Mississippi. He participated in the Summer Gifted Studies Programs in the 1980s.

NATHAN GUICE attended the Gifted Studies Program in 1984. He attended Coast Episcopal High School in Pass Christian, Mississippi, skipped his senior year and entered Millsaps College, where he graduated cum laude in 1996. While at Millsaps he played varsity soccer, serving as team captain in 1995 and 1996. He also set scoring records for single game, season, and career. He went on to graduate from Tulane University in New Orleans with an MBA in 1998. He currently works for Tidewater Marine, the world's largest and oldest provider of marine support to the energy industry. He lives in Houma, Louisiana, and works in Amelia, Louisiana. He serves as the area manager for Tidewater's Domestic Crew Boat Division and is the youngest area manager in company history. Prior to this position, Nathan served as the marketing manager for Tidewater's Middle Eastern, Indian, and Caspian Sea operations. Nathan and his wife, Melissa, were born in the Middle East in Dubai, United Arab Emirates.

HALICE GAMBRELL HANNA graduated in 1990 from Hattiesburg High with honors. She accepted a scholarship to Dartmouth College in Hanover, New Hampshire, where she earned a bachelor of arts degree in English in 1994. She married Josh Hanna, whom she met at Dartmouth. She then became employed with the Harvard University Foundation. While her husband completed his MBA at Harvard, she worked on a master's degree in English there. Now residing in San Francisco, California, Halice is presently employed as director of education at Planned Parenthood – Golden Gate. She attended the Saturday Gifted Studies Program in 1980 and the Summer Gifted Studies Program in 1982, 1983, and 1985.

EDI IBOK is a freshman at Princeton University, where she enjoys writing, acting, and languages. He attended the Summer Gifted Studies Program in 1995.

MARQUITA JONES is currently a freshman at USM majoring in elementary education. She was awarded the USM Leadership Scholarship after graduating from the Mississippi School for Math and Science in 2001. She was a participant in Leadership I in 1998 and II in 1999.

TIMOTHY LAWLESS graduated from USM's Computer Science program in 1997. He was immediately employed by USM's Office of Technology Resources as a systems administrator at the NASA branch. In 1999 he returned to the Hattiesburg campus in the same capacity. Timothy was presented his creation of "Saint Jude," a method for detecting break-ins on the Unix system server at the DEF-COM conference in Las Vegas, Nevada, in 2000. Several countries have also expressed interest in Tim's security system. He has also been featured in two publications, a 2000 issue of News in the Cutting Edge, a computing journal, and Surveying Security, a book published in 2001 by Mandy Andress. Recently he became a certified computer security specialist and is employed by Electronic Data Systems (EDS) in Herndon, Virginia, where he is a senior computer consultant in forensic systems. He has also been contracted by McMillan Publishing to author a chapter for a computer security book.

JONATHAN LAWLESS is currently a freshman at The University of Southern Mississippi majoring in art education. He enjoys painting, writing, the string bass, and tennis. He has a special interest

**STEPHEN LEE** earned a Ph.D. in chemistry from Emory University and is currently employed by the Army Research Center at the Research Triangle in Raleigh, North Carolina. His position allows for extensive travel throughout the country to oversee research projects at universities and corporations. His wife, from France, also has a Ph.D. in chemistry from Emory and works for a local company. Stephen, his wife, and their two children make their home in Chapel Hill, North Carolina. Stephen participated in the Leadership Studies Program and the Summer Gifted Studies Program during the late 1980s.

**DANIEL LEWIS** is currently a ninth grade student at Annunciation Catholic School in Bogalusa, Louisiana, and enjoys Cub Scouts and science. He was a participant in the 2001 Saturday Gifted Studies Program.

**BERT PATINO** graduated from Mississippi State University, where he majored in aerospace engineering. He has served eight years in the United States Air Force as an aerospace engineer. Currently, he is studying to become a medical doctor. He has earned the rank of Captain in the Air Force, and is currently stationed in Maryland at Andrews Air Force Base, where he lives with his wife and two daughters. He enjoys reading, running, and computers. Bert attended several programs through the Frances A. Karnes Center for Gifted Studies in the mid 1980s to 1990.

**GREGORY A. PATINO** is a graduate of USM and the University of Mississippi Medical School. He is doing his residency in the emergency room at University Medical Center in Jackson, Mississippi. He recently married and enjoys running, reading, and playing basketball and football. Gregory participated in several programs through the Frances A. Karnes Center for Gifted Studies in the mid 1980s to 1990.

**BRYCE LEITNER ROBERTS** participated in the Summer Gifted Studies Program in 1998. He is currently a senior in high school and plans to study biochemistry and oboe performance. His science project on the Acoustics of Oboe Sound has won numerous awards at the International Science Fair and awarded him a University of Alabama-Birmingham research stipend for modeling the NAD-synthetase pathway, a step in development of a new class of antibiotic for Anthrax infection.

**KEITH LEITNER ROBERTS** participated in the Summer Gifted Studies Program in 1998. A high school senior, he has an interest in medicine and marine biology. In 2001 he attended the Presidential Classroom on Issues in Science and Technology, earning the distinction of Honors Graduate for his volunteer work at Cooper Green Hospital, the county hospital for the medically indigent in Birmingham, Alabama.

**ROBERT ROSS** participated in programs at the Center for Gifted Studies in the 1970s. He is currently employed by The College of the Arts at The University of Southern Mississippi as an auditorium manager. He and his wife Jami have two boys, Zachariah and Samuel. In his spare time, he works as an audio engineer for various local groups, including the USM Department of Dance and Millennium Music.

**SUSAN LEE SWARS** is working on her Ph.D. at the University of Alabama in Tuscaloosa. She is married, has two children, and resides in the Birmingham, Alabama, area. Susan attended the Leadership Studies Program and the Summer Gifted Studies Program during the late 1980s.

**JESSICA JORDAN VAUGHN** attended Leadership I, II, and III in 1998, 1999, and 2000. She is a sophomore in Greenville, Mississippi, and is a member of her school's student council and drama club. Jessica is also a cheerleader.

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**WILL LILES**

February 16, 1984 - October 30, 2000

— Betsy Liles

He was funny, cute, maddening, self-assured but self-conscious (sounds like a sixteen year old to me). Wanting to be like other kids: accepted, but fiercely proud of his differences. Just beginning to feel the confidence that comes from weathering the storm of adolescence. Gone . . . in a flash. The words bounce around, not really making sense: "Mom, I've got bad news about Will." Your mind automatically reels off the regular bad news, but reality interrupts. "No, really bad news, Will is dead. He died this morning." Where is he? Where are you? How did this happen?

At first questions fly around until the numbness settles in to dampen the flurry. Does it really matter why and how? The reality of the moment is that he does not exist as you knew him. No more smiles, hugs and kisses, or temper tantrums. Those will exist only in memories and photographs.

What does survive is Will's spirit, so lively and creative, loving and inquisitive. All parents know their child is a gift. But how do you learn they are gifted with greater needs for intellectual growth and stimulation? There is a powerful sameness with learning disabilities and accelerated learning abilities — each in need of specialized learning programs to enhance their learning capabilities. Each group has social/emotional needs that separate them from their peers — differences that are hard to ignore or cover up.

We will always give thanks for the summers that Will enjoyed at USM in the company of like-minded people. Those summers took away the feeling of being a stranger in a strange land and allowed the feeling of oneness that comradeship brings.

As Will ended a eulogy for his grandfather, so will we end this eulogy for him. He . . . “was received in Heaven as a glorious, shining soul in glittering armor.”

And when he shall die,
Take him and cut him out in little stars
And he will make the face of heaven so fine
That all the world will be in love with night.

— WILLIAM SHAKESPEARE
Book Ends

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

Engaging stories will inspire not only young women but also parents and teachers of girls and anyone who is in need of self- affirmation or redirection.

Reviewed by Amy Bisland, doctoral student, The University of Southern Mississippi

From leading caving expeditions in New York to working with Mother Teresa in Calcutta, Adventures and Challenges offers real-life accounts of the challenging journeys and experiences of eighteen girls and young women. This book is designed to both inform and inspire young females so that they might plan and carry out their own adventures. The eighteen stories, which are divided into events in the United States and international challenges, are told by the students themselves, which allows the reader to gain insight about what was gained intellectually and emotionally. They retell adventures such as climbing Mt. Whitney, organizing a fund-raising race, exploring marine life in Peru, and studying birds in the Amazon. The girls and young women profiled in this book are as diverse as the stories that they tell. A brief biographical sketch after each account shows that these are just everyday girls who participated in extraordinary experiences.

Adventures and Challenges offers additional information to help readers embark on journeys of their own. A section is included that addresses how to plan challenges and adventures. It covers such topics as risk taking, goal setting, physical and mental preparation, and precautions. There are also resources listed such as books about traveling and adventures, as well as Web sites. Teachers may find the timeline of women adventurers to be a useful instructional tool as students may find inspiration from reading about the accomplishments of females from the past. This is a wonderful book for girls and young women of all ages to read. It helps to show that there are no limitations on what a female may accomplish if she is willing to make a commitment to succeed.

Reviewed by Stephanie Nugent, doctoral student, The University of Southern Mississippi and visiting assistant professor, Southeastern Louisiana University

This follow-up to See Jane Win (1999) presents vignettes of fifty-five women ranging in age from 30 to 80 who share their stories in their own voices about events in their girlhoods that precipitated their eventual success as women. These women—some household names, some not—share a common definition of success beyond income or prestigious title. Success, as defined by these women, is a sense of well-being, satisfaction, and happiness in who they are and what they do.

Life's lessons are often learned surreptitiously. Among the many lessons captured in How Jane Won are the following: be willing to fail and take risks; don't be afraid to be smart; it's okay to move from one career to another; you don't have to know everything; and use your talents to create a niche for yourself. What makes these stories even more inspirational is the fact that many of these lessons were learned in the face of great adversity, including physical disabilities, spending time in prisoner-of-war camps, poverty, prejudice, lack of jobs for women, and balancing career and family.

Grouped into chapters by career choice, these women represent both traditional and nontraditional role models for today's young women: lawmakers and adjudicators, shapers of glass ceilings, healers and discoverers, nurturers, artists and musicians, and communicators. The

Reviewed by Amy Bisland, doctoral student, The University of Southern Mississippi

Although many books and articles focus on meeting the needs of gifted children, information is sometimes more difficult to find for teaching young gifted students. Because many gifted programs do not begin serving children until second grade, gifted preschool and early childhood students typically spend their entire day in a regular classroom without accommodations made for their learning needs. Teaching Gifted Children in the Regular Classroom is designed to assist teachers who work with students aged 4-9. Information is presented on identifying young gifted children, creating a proper learning environment for these children, assessment, and meeting their social and emotional needs, as well as the needs of diverse populations.

Teachers will find suggestions for working with young gifted children in the areas of social studies, language arts, math, and science. Each section provides strategies and tips for incorporating both critical and creative thinking into these subjects. There are also sample activities and step-by-step instructions for implementing these activities. Personal stories and scenarios are found throughout the book that help the reader see ways to apply the suggestions and strategies outlined. Teachers and parents can also use the reference and resource lists included to find further information on topics of interest to them and their children. Overall, this book serves as a great resource for parents and teachers concerned with the education of preschool and early childhood gifted children.

Reviewed by Amy Bisland, doctoral student, The University of Southern Mississippi

Meeting the needs of gifted students in heterogeneous classrooms is one of the challenges many teachers face. Susan Winebrenner's book Teaching Gifted Kids in the Regular Classroom provides many practical solutions and alternatives that can be easily implemented into any classroom in order to meet the needs of all gifted students. She addresses issues such as curriculum compacting, content area differentiation, grouping students for learning, and extension activities. There is also information directed toward parents and special issues that they may face as the child progresses through school.

Some of the most helpful aspects of Winebrenner’s book are the many specific instructional strategies she outlines, along with accompanying reproducible forms to help in using these methods. Parents and teachers looking for ways to document and organize independent study projects, compacted curriculum, or learning contracts will find these valuable resources helpful. Teachers will appreciate the list of resources found at the end of each chapter, including books, catalogs, extension activities, and units. A CD of instructional aids, as well as a video modeling the strategies included in the book, is also available. Overall, this book is an excellent tool for regular education teachers in helping to educate gifted students in all school settings.

We are pleased to announce the reactivation of SPE 461: INSTRUCTIONAL STRATEGIES FOR TEACHING HIGH ABILITY AND GIFTED STUDENTS WITHIN TRADITIONAL CLASSROOMS to The University of Southern Mississippi course offerings. This class will be offered to undergraduate elementary education students in an effort to prepare them for modification of their regular classrooms for high ability and gifted learners. Topics covered will include enrichment, acceleration, characteristics, social and emotional needs, curriculum compacting, instructional strategies for differentiating instruction, and evaluating resources for use with high-ability students. The course will be offered in the fall, spring, and summer, beginning in the fall of 2002.
DISABLED/GIFTED: 
Current Research Initiative

In the fall of 2001, the Center began an initiative to identify the number of disabled/gifted students served in Mississippi. These students have both outstanding mental abilities and identifiable disabilities. Some of these disabilities include autism, deaf-blindness, emotional disability, hearing impairment, developmentally delayed, multiple disabilities, specific learning disabilities, speech or language impairment, physical disability, traumatic brain injury, and visual impairment. It is our mission to collect data regarding the number of disabled/gifted students in Mississippi. Based on the results of the study, we will determine how to better assist educators and parents in serving this unique population.

Some helpful resources related to disabled/gifted:

Gifted Students in the Regular Classroom: ADDITIONAL RESOURCES

RESEARCH SAYS...

The National Research Center on the Gifted and Talented conducted a study to find the types of modifications being made for gifted students in regular education third and fourth grade classrooms. Using the Classroom Practices Questionnaire, information was gathered on teachers, their classrooms, their school districts, and their perceptions of their teaching behavior involving gifted and average students in their classes. The results found indicated that only minor changes were made in the curriculum for gifted and talented students. If any modifications were made, the most common were advanced readings, independent projects, enrichment work sheets, and extra reports. These findings held true for public and private schools in all geographic regions, as well as for schools with a high minority population. Based on this information, the National Research Center on the Gifted and Talented made the following recommendations:

a. Every effort should be made to continue to offer gifted programs, thereby bringing gifted students in contact with teachers who are specially trained to meet their needs.
b. New and more concentrated efforts must be made to help classroom teachers provide gifted students with an enriched curriculum. These efforts include:

1. development of curriculum materials that are challenging
2. teacher training in using curricular materials, identifying the gifted, compacting the regular curriculum, and becoming flexible in meeting the needs of all students, including gifted students
3. gifted and talented students need more opportunities to
   1. pursue advanced-level work
   2. be exposed to higher-level thinking skills
   3. use enrichment centers
   4. pursue a self-selected interest
   5. work in groups with students having common interests
   6. move to a higher grade for specific subject area instruction
   7. work with students of comparable ability across classrooms at the same grade level
   8. work on an advanced curriculum unit on a teacher-selected topic
   9. participate in competitive programs focusing on thinking skills/problem solving
   10. receive concentrated instruction in critical thinking and creative problem solving

d. A redefinition of the role of the gifted specialist may be necessary. In addition to serving as a resource to students, gifted specialists may also be needed to spend significant portions of their time serving as a resource to teachers.

THE CENTER’S EXPANDED WEB SITE

Visit the expanded Web site for the Center at http://www-dept.usm.edu/~gifted. Please offer your ideas on information to be added.

DISABLED/GIFTED WEB SITES


Baum, S. “Gifted but Learning Disabled: A Puzzling Paradox.” This article describes behaviors typical of some students who are simultaneously gifted and learning disabled. Identification, funding, state regulations, and characteristics of gifted learning disabled students are addressed.

http://www.ldonline.org/lr_indepth/gt_ld/jld_gtd.html

Brody, L. and Mills, C. “Gifted Children with Learning Disabilities: A Review of the Issues.” Many people have difficulty comprehending that a child can be gifted and also have learning disabilities. As a result, children with special needs that result from both their high abilities and their learning problems are rarely identified and are often poorly served. This article explores the current policies and practices with regard to defining, identifying, and educating this population. Recommendations are included that would help ensure that students who are gifted and have learning disabilities receive the intervention needed to help them achieve their full potential.

http://www.sp.uconn.edu/~ncrtg/news/spring98/spring984.html

Buckley, D. “Gifted and Learning Disabled: Twice Exceptional Students” is featured in the 1998 Spring Newsletter of the National Research Center for Gifted Education at the University of Connecticut and discusses characteristics, identification, curricular needs for gifted students with disabilities.

http://www.ldinfo.com/gifted_ld.htm

Crouse, S. “Gifted LD.” A fact sheet addressing questions pertaining to gifted learning disabled students, including definitions, population, identification, assessments, services, behavior and emotional issues, parent guidelines, and out-of-school implications.

http://add.about.com/library/weekly/blfaqgift.htm;once=true&

“Gifted Education and ADD/ADHD FAQ's” Information about ADD and ADHD, gifted/learning disabled, girls with ADD, autism, and other psycho-social issues are discussed.

http://www.gtworld.org/gtspecialist.html

GT-Special Mailing List, an electronic mailing list for the families of gifted and talented children with learning disabilities.

http://www.ldonline.org/ld_indepth/gt_ld/eric_digest427.html

Maker, J. and Udall, A. “Giftedness and Learning Disabilities.” Identification of the learning disabled gifted, educational implications, solutions for classroom problems, parent help, and references are discussed.

http://www.uniquelygifted.org/

Warshaw, M. “Uniquely Gifted, Internet Resources for Gifted/Special Needs Children.” This article includes introductory comments concerning testing of twice exceptional children, introductory articles, general resources stories/poetry/personal experiences, and information on specific special needs.

WEB SITES FOCUSING ON TEACHING GIFTED STUDENTS IN THE REGULAR CLASSROOM

http://www.teachersfirst.com/gifted/strategies.html

Meeting the Needs of Gifted Students in the Regular Classroom. This site provides suggestions that will help you develop a classroom environment that will challenge and nurture gifted learners.

http://www.mcgr.net/Articles/challenging_gifted_students.htm

Minnesota Council for Gifted and Talented. This site presents information on challenging gifted students in the regular classroom, including such points as the role of the regular classroom teacher, instructional provisions, and programming options.

http://www.nasponline.org/publications/cq262high_ability.html

National Association of School Psychologists. General strategies for modifying the curriculum and identification of nontraditional gifted students are two of the topics addressed at this site.

http://www.nwrel.org/msec/just_good/9/ch4.html

Northwest Regional Educational Library. This report provides many practical strategies for teaching gifted students in the inclusive classroom.

http://www.gifted.uconn.edu/archwest.html

The National Research Center on the Gifted and Talented. This site includes the results of a national survey of classroom teachers on regular classroom practices with gifted students. Follow up recommendations are also listed.

http://www.puyallup.k12.wa.us/programs/quest/research1.htm

Research Articles on Gifted Education. This site provides links to many articles on gifted education with some focusing on aspects of the gifted child in the regular classroom.
ADVISORY COUNCIL

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

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Questions?
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The Frances A. Karnes Center for Gifted Studies
USM Box 8207, Hattiesburg, Mississippi 39406-8207

CALENDAR

JANUARY 12 - FEBRUARY 23, 2002
Saturday Gifted Studies Program

FEBRUARY 8, 2002
Day of Sharing for Teachers of the Gifted

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

FALL 2002
Parenting Gifted Children
Conference XIX

FALL 2002
Day of Sharing for Teachers of the Gifted
What's News

Let us hear from you about what is happening in your life. Also, over the years we have lost contact with some of our former program participants. Please help us find them by forwarding their names, addresses, and phone numbers. Thanks for helping.

Name ___________________________ Last Name while in Programs ____________

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