LEADERSHIP EDUCATION: A KEY TO THE FUTURE

Leadership has been included in the federal definition of gifted and talented since 1972. However, it remains an area that many schools and districts do not nurture (Karnes & Riley, 1996). Many students are offered the opportunity to participate in extracurricular activities, but it is typical to see no formal instruction on leadership concepts and skills in school. Students with potential in leadership should be identified as early as elementary school in order to allow their skills to develop (Hensel, 1991). Characteristics typical of students gifted in leadership at the elementary level include interacting easily with both peers and adults, adapting to new situations, high verbal skills, and sensitivity to the needs and feelings of others (1991).

Karnes and Bean (1990) identified additional characteristics that may be observed in students as early as elementary school that include:

- The desire to be challenged
- The ability to reason critically
- Facility of verbal expression
- The ability to tolerate ambiguity
- The ability to solve problems creatively
- The ability to see new relationships
- Flexibility in thought and action
- The ability to motivate others

Once identified, students should be given a wide variety of opportunities to develop their leadership potential both at home and in the classroom. The Leadership Skills Inventory identifies nine areas of leadership that should be developed. They include fundamentals of leadership, written communication skills, speech communication skills, character-building skills, decision-making skills, group dynamic skills, problem-solving skills, personal skills, and planning skills (Karnes & Chauvin, 2000). "The Leadership Development Program Manual (Karnes & Chauvin, 2000) provides one or more instructional strategies for each item on the inventory.

Children and youth may participate in formal leadership units, classes, or workshops, but leadership education can also be integrated into all subject areas (Karnes & Bean, 1990). Teachers and parents of young children should discuss events that happen in the home or classroom with students to help them analyze decisions and their effects as well as to look for alternative solutions (Hensel, 1991).

Another strategy is to introduce leadership skills through the use of biographies. By reading about current and past leaders, students are able to look for common traits that contributed to the effectiveness of accomplished individuals in order to emulate those traits in their own lives. In choosing biographies, it is important to include individuals of all races because there is a need for people with intelligence, creativity, and critical judgment in decision making in all cultures (Wade & Putnam, 1993). Teachers and parents should also include individuals of all ages so that students may be inspired to see themselves as leaders regardless of age (Karnes & Zimmerman, 2001; Karnes & Riley, 1996). Books such as Girls and Young Women Leading the Way by Frances A. Karnes and Suzanne M. Bean (Karnes & Bean, 1993). Young Women of Achievement by Frances A. Karnes and Kristen R. Stephens (Karnes & Stephens, 2002), and Kidstories by James R. Delisle and Pamela Espeland (Delisle & Espeland, 1999) share stories of youth who have accomplished great achievements in a young age.

Students should also be given an opportunity to make decisions by having choices both at home and in the classroom (Hensel, 1991). Children and youth should help plan family activities such as trips or birthday parties, as well as having the opportunity to take on responsibilities in the classroom for procedures and instructional topic planning (Karnes & Bean, 1990). Students should also have the opportunity to discuss current events at home and in the classroom. These discussions allow children and youth to reflect, problem solve, and evaluate real-life issues (Hensel, 1991, Karnes & Bean, 1990).

Future leaders should also learn the importance of collaboration and interacting with others (Hensel, 1991). These skills can be developed in young children through group play and in older children through group activities or clubs. Extracurricular activities at any age offer an opportunity for students to interact with others, as well as begin to take on leadership roles (Karnes & Bean, 1990). Interaction with community leaders and peer leaders is also important in order to role model for future leaders (Karnes & Zimmerman, 2001; Karnes & Bean, 1990). Mentoring programs are an effective means to link current leaders with developing leaders.

Leadership is an often neglected area in the field of gifted education, but students can still receive the train-
FROM THE DIRECTOR

DEAR FRIENDS:

The preparation of youth for positions of leadership has been our goal for over twenty years. Through the Leadership Studies Program, a one-week summer residential program, conducted annually at The University of Southern Mississippi, the concepts and skills of leadership are learned, and their application to school, community, and religious affiliation are set forth in individual leadership plans designed by each student. Other activities include teaching kindergarteners and first graders early concepts of leadership in the Saturday Gifted Studies Program. Within this newsletter, there are Web sites, books, and other resources to assist in the leadership enhancement of youth.

We are grateful to the adult leaders who have provided their ideas on leadership. Please share these with others. Their insights can provide useful information for discussion for students, teachers, and parents.

Sandra Packes keyposted both the Day of Sharing and the Parenting Gifted Children Conference in September 2002. We are indebted to her for outstanding presentations in honor of our late son, Christopher. Both conferences were attended by outstanding participants.

Our work continues in the area of assessing and teaching of culturally diverse gifted students. The work on this project will culminate with a best practices guide in selecting and teaching students from low-income, culturally diverse backgrounds. Staff development to the cooperating schools will take place in spring 2003.

In 2004, The Frances A. Karnes Center for Gifted Studies will celebrate the twenty-fifth anniversary. We need your ideas on how to have a meaningful celebration for all. Please share your ideas using the form in this newsletter or e-mail your thoughts to us.

We wish to thank our donors and sponsors for their support for scholarships for needy and eligible students to attend our programs. Assistance is needed on a continuing basis for the Saturday Gifted Studies Program as well as the three summer programs: the Leadership Studies Program, Summer Gifted Studies Program, and the Summer Program for Academically Talented Youth. Information on the levels of support is given on the back inside page of this newsletter.

Sincerely yours,

Frances A. Karnes, Ph.D.
Professor, Department of 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
Purple Parrot Café
Crescent City Grill

LEADERSHIP STUDIES PROGRAM
BancorpSouth

SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH
Forrest General Hospital

MISSION STATEMENT

Beginning in 1974, programs and other endeavors in gifted education were initiated at The University of Southern Mississippi. The Center for Gifted Studies was established in 1979 and dedicated as the Frances A. Karnes Center for Gifted Studies in 1999, in 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 intellectually 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 students in grades seven through 10. The Leadership Studies Program, 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 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.
ing they need if teachers and students work to incorporate leadership skills development into their daily curriculum and routines. In adding these elements to the lives of children and youth, they face a greater opportunity to develop into the eminent leader that they have the potential to become.

REFERENCES

LEADERSHIP RESOURCES
Contributors to this volume suggest that broader integration of leadership training and opportunities into school programs will allow educators to tap into the rich networks of peer influence that exist among adolescents and to give reality to the goal of citizenship education. As a student educational goal, leadership development encompasses lessons from civics, communications, critical thinking, history, and a host of other disciplines; as an institutional value, student leadership reflects the practice of democratic principles that underlie American public education; and as an administrative structure, student leadership provides a dynamic, renewable resource for feedback and ideas about teaching, learning, and living in a school.
Created by teachers and classroom tested, these fun and meaningful enrichment activities build children's skills in problem solving, decision making, cooperative learning, divergent thinking, and communication while promoting self-awareness, tolerance, character development, and service. Many activities include extensions and variations for use at school, at home, and in the community. Includes thirty-three reproducible handouts and transparency masters.
Caring for Kids in Communities invites schools to consider the use of mentorship, peer support, and student leadership programs to positively support the growth and learning of all students. It presents research on successful programs spanning kindergarten through grade 12 and includes a wealth of case studies of individual programs as well as individual pairs of mentors and mentees. Thus, this book provides insight into the experiences of students, mentors, teachers, and coordinators from these programs, as well as descriptive, practical material for implementing similar programs.
Leadership is taught through character education, and the book is divided into two parts. Part I focuses on leadership for educators, and part II gives strategies for teaching students. There are fifty reproducible sheets with objectives and activities.
First person stories by twenty-two girls and young women prove that anyone can be a leader, regardless of gender or age. Includes a howto "Leadership Handbook" section.
This book contains positive ideas and activities that will help students discover and improve their leadership abilities. It offers guidance and advice for young people. It also contains several activities like designing a public relations campaign, contacting a local radio station, interviewing community leaders, and developing and implementing a plan for becoming a leader.
The Leadership Skills Inventory assesses the nine key areas of leadership for elementary through college-aged students. The Leadership Manual provides one hundred and twenty-five instructional activities designed to help young people enhance their leadership potential in each specific area. The Leadership Skills Inventory can be re-administered to measure leadership growth.
Features:
• Nine relevant dimensions of leadership are measured.
• Each leadership dimension is presented graphically in scale form on a profile sheet.
• Specific activities are suggested to strengthen leadership skills within each leadership dimension.
• The Leadership Skills Inventory Forms can be administered as a post-assessment to measure improvement.
• Extensive references on leadership are provided for further reading.
Leadership 101: Developing Leadership Skills for Resilient Youth is a "foundations of leadership" curriculum for teen leaders. The facilitator's guide consists of eighteen (ninety minute) lessons or over thirty (fifty minute) lessons. Topics include defining leadership, qualities of leaders/leadership, self-assessment, power/influence/authority, communication and listening, consensus, ethical leadership, team building, gender and leadership, tolerance and diversity, motivation, risk taking, creative thinking, and encouragement and appreciation. Other topics are addressed in the debriefing and application of each activity/lesson. All activities are designed to be experiential and include debriefing and reflection guidelines. An accompanying student workbook is also available (Leadership 101: Developing Your Leadership Skills).
This student workbook accompanies the Facilitator's Guide for Leadership 101: Developing Leadership Skills for Resilient Youth. It includes skill-building information, class activity handouts, and space for assignments and reflective writing.
Designing Student Leadership Programs arose as a result of an ongoing effort to prepare adults who work with educating youth leaders.

—continued on page 7
Advice from Leaders

WHAT ARE YOUR MOST IMPORTANT DEFINING PRINCIPLES FOR LEADERSHIP AND HOW HAVE THESE PRINCIPLES IMPACTED YOUR LEADERSHIP ABILITY?

My most important defining principles are knowing the value of a good education, the importance of a hard day's work, and a strong belief in God.

—JOHNNY DUPREE, MAYOR OF HATTIESBURG

Leadership, for me, is about consistent and persistent goal setting and goal pursuit. It begins with vision and then planning ways to realize that vision, but true leadership initiates when those plans are transformed into strategic actions that, if executed, will lead to the envisioned goal, or perhaps, a result even greater than the individual could imagine. Because I believe that this methodology is at the heart of leadership, I have tried to focus my efforts on setting my sights and then lining the actions, steps, team, and situations necessary to achieve that goal. This approach is not for those who cannot live in chaos; however, because as a result, this type of strategy always has many, many things going on at the same time, many projects at different stages in the process, and multiple groups and players and factors working at the same time. Leadership is also not the management of this dynamic. Most leaders know when to step away and let the team that will execute the actions take over.

—ANGIE DVORAK, VICE PRESIDENT FOR RESEARCH AND ECONOMIC DEVELOPMENT, THE UNIVERSITY OF SOUTHERN MISSISSIPPI

My defining principles are a belief in God, selecting the right people, giving employees the best training available, focusing on realistic goals, setting high standards and enforcing them—especially ethical standards, and praising in public, criticizing in private.

—DWIGHT DYESS, BANCORP SOUTHERN PRESIDENT, PINE BELT DIVISION

The arts provide wonderful opportunities for leadership. Leaders must have a strong belief and commitment to the mission of their organization as well as a vision for the future. Courage is needed when the process must be challenged in an ever changing world. This was very evident when the Arts Council began the search for quality performing arts experiences for students that addressed community concerns such as drug education and anger management.

—PATTY HALL, HATTIESBURG ARTS COUNCIL DIRECTOR

1. Treat other people the way you would like to be treated yourself.
2. Find good people to delegate to and let them do what they do best.
3. Communicate, communicate, communicate!
4. Don't try to take all the credit.

—JAY LINDSEY, THOMAS INTERNATIONAL PUBLISHING

I believe in honesty, determination, passion, preparation, and positive outcomes.

—MIKE MOORE, MISSISSIPPI ATTORNEY GENERAL

WHAT HAS BEEN THE MOST REWARDING EXPERIENCE OF YOUR LEADERSHIP ROLE?

There have been so many rewarding experiences as both a supervisor and now as mayor, but I think the most rewarding to me personally has been talking with children. Children do not have any preconceived notions of who you are. They are happy and excited to see me, just because I am the mayor or "Johnny Dupree" to most of them. Children do not have ulterior motives, no agendas; they just want to feel important. Children’s personalities and behaviors are formed at a very early age, and I do not discount the importance of the role I may play in their lives, and I would encourage all of the leaders in this community to realize just how important it is to reach children early. Making sure they are on the right track early is much easier than trying to rehabilitate them after they have chosen the wrong path.

—JOHNNY DUPREE, MAYOR OF HATTIESBURG

My most rewarding experience has been in seeing others put in to practice my belief that we need leaders at all levels, from all walks of life. I have had the privilege of working with people who stepped up and took on a leadership role. That is very rewarding - to watch an individual, often one who would never call himself or herself a leader, take on a leadership role. My work in community and civic organizations has provided me with wonderful vantage points that if you start a community food closet or leading a coat and mittens drive for children, leaders at all levels are critical to our society. Many of the same skills can be replicated at greater and greater levels of responsibility.

—ANGIE DVORAK, VICE PRESIDENT FOR RESEARCH AND ECONOMIC DEVELOPMENT, THE UNIVERSITY OF SOUTHERN MISSISSIPPI

I enjoy watching people and organizations accomplish goals in a happy environment.

—DWIGHT DYESS, BANCORP SOUTHERN PRESIDENT, PINE BELT DIVISION

The arts are such a powerful tool and many rewarding experiences have been made possible through the arts making positive impacts in the lives of students and other members of the Hattiesburg community. Working with some of the at-risk youth through summer programs and seeing the arts give them positive and acceptable expression skills is most encouraging.

—PATTY HALL, HATTIESBURG ARTS COUNCIL DIRECTOR

My most rewarding experience has been seeing a new project or business able to stand on its own.

—JAY LINDSEY, THOMAS INTERNATIONAL PUBLISHING

I enjoy being in a position to do things that make a real difference in people’s lives!

—MIKE MOORE, MISSISSIPPI ATTORNEY GENERAL

WHAT ADVICE WOULD YOU GIVE TO FUTURE LEADERS?

Choose your friends and role models carefully. I heard a saying when I was younger that says, “Choose your friends wisely because they become part of you.” This is so true. Peer pressure is everywhere, and for young people today it can be deadly. Get involved with a group of young people who pay attention in class, are active in their church groups and community and school activities. Together, you can affect positive peer pressure on other young people.

Find your calling. I believe everyone has a calling placed on his or her life. It might be to be a public servant, like myself, and to work to make the services and infrastructure better for the people in a community. It might be to teach children to read, it might be to work in a bank and help people searching for the American dream find a way to buy a house. I believe that to be the most effective leader you can be, you must be in a field that you have a heart for—even though it might not be the most financially lucrative you could have chosen.

—JOHNNY DUPREE, MAYOR OF HATTIESBURG

You determine your own results as a leader. Leaders are self-sufficient and self-responsible, even though we all realize that we need the help of others to accomplish anything. Basically, we must take responsibility and share credit. Never start anything that you cannot finish. This mindset forces you to "begin with the end in mind," as Stephen Covey suggests. The good part is that, before a project begins, you have at least visually or mentally walked through it to the end, then you back it into during the execution. Also, a leader must know what he or she wants. That sounds so simple, but sometimes, answering this question is absolutely the most difficult thing. Build risk tolerance and realize up front that if you never fail or never make a not-so-great decision, you are not a leader. Leaders make decisions. However, sometimes decisions that may seem like failures often turn out to be acts of wisdom in hindsight.

—ANGIE DVORAK, VICE PRESIDENT FOR RESEARCH AND ECONOMIC DEVELOPMENT, THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Hire the best people you can find and do not worry how long they stay.

—DWIGHT DYESS, BANCORP SOUTHERN PRESIDENT, PINE BELT DIVISION

Build strong partnerships. Listen to others . . . and listen some more. Show respect for those with whom you work and those you serve. Don’t forget to listen to the heart in decision making. Continue educational involvement and opportunities.

—PATTY HALL, HATTIESBURG ARTS COUNCIL DIRECTOR

Listen and understand all points of view. Form your own opinion based on the facts before making a decision. Focus on gaining “buy-in” by having responsible positions.

—JAY LINDSEY, THOMAS INTERNATIONAL PUBLISHING

Believe in what you do and do what you believe. Don’t worry about what position you hold or what you're going to be—it's more important what you actually do.

—MIKE MOORE, MISSISSIPPI ATTORNEY GENERAL
Proficiency Is Not Enough

Dr. Carol Ann Tomlinson, Professor of Educational Leadership, Foundations, and Policy at the University of Virginia and president of the National Association for Gifted Children, recently wrote an article entitled “Proficiency Is Not Enough” for Education Week. This article disputes the ideas in the No Child Left Behind Act of 2001, which focus on proficiency rather than academic growth. The full text of this article may be found at http://www.edweek.com/ew/ewstory.cfm?slug=1tomlinson.h22.
Connections
Participants in Programs Conducted by The Frances A. Karnes Center for Gifted Studies

WESLEY BOND participated in the Summer Gifted Studies Program in 1995, the Saturday Gifted Studies Program in 1995-1997, and the Leadership Studies Program in 1996-1998. He is currently a sophomore at Mississippi State University majoring in computer engineering. He recently developed an online survey for teachers and students in Washington Parish, Louisiana for technology literacy. Wes enjoys playing tennis and is involved in Campus Crusade for Christ at MSU.

DANIEL BRACKMAN participated in the Summer Gifted Studies Program in 1980 and 1982. He also attended the Saturday Gifted Studies Program in 1982-1983. He serves as a Multiple Line Agent for American National Insurance Company in Hattiesburg, Mississippi. He graduated from The University of Southern Mississippi in 1993 with a degree in mechanical engineering technology, with a minor in psychology. He enjoys mountain biking, weightlifting, martial arts, and teaching a fourth grade Sunday school class with his wife.

ALLEN BURKE attended the Saturday Gifted Studies Program in 1983 and 1984. He graduated cum laude from Millsaps College in 1998 with a double major in accounting and economics. He is currently a senior accountant with Ernst & Young, LLP in Atlanta. He enjoys tennis, travel, and golf.

JACK BURKE participated in the Saturday Gifted Studies Program in 1984 and the Summer Gifted Studies Program in 1980 and 1982. He graduated from Millsaps College in 1991 with a degree in computer studies. He currently works in the computer industry in the Atlanta area.

CRAIG COWART participated in the Summer Gifted Studies Program 1979-1982. Craig received a B.B.A. from Ole Miss in 1991 and graduated from the University of Memphis School of Law with a Juris Doctor with honors in 1995. He currently works as an attorney with Lewis, Fisher, Henderson, & Claxton in Memphis, Tennessee. He also serves on the Board of Directors for the March of Dimes, Memphis Division. He has been married since 1991 to Kara Smith Cowart, and they have one daughter, Camille.

MARGARET CURRY attended the Summer Gifted Studies Program in 1979. After graduating from the University of South Alabama she attended dental school at University of Mississippi Medical Center in Jackson. She worked in general practice and then returned to school to complete a residency in pediatrics at the University of Kentucky. Following her residency, she joined the Air Force and is currently stationed at Aviano AFB in northern Italy where she works as a pediatric dentist.

ANDREW DANIEL attended the Summer Gifted Studies Program in 1977. After graduating from medical school at the University of Alabama in 1991, he completed a residency in anesthesiology at the University of Kentucky in 1995. He is currently the president/owner of a group of five anesthesiologists who provide services in the greater Lexington area. He enjoys traveling, boating, and sports.

SAM DAVIDSON attended the Summer Program for Academically Talented Youth in 1995-1998. He received a congressional nomination to the United States Naval Academy and an ROTC scholarship to Georgia Tech upon graduation from high school. He chose to attend Auburn University where he is currently a junior majoring in French/International Business. As a freshman he was inducted into Alpha Lambda Delta Honor Society for Outstanding Freshmen. He also plays tuba in the Auburn band and enjoys doing technical work with local productions.

MARSHA CURRY GREER participated in the Summer Gifted Studies Program in 1979. She graduated from Louisiana State University in 1992 with a B.A. in Journalism and in 1993 with a master's degree in library and information science. After working for several years as a medical librarian, she moved back to her hometown of Ocean Springs, Mississippi to start a family with her husband Paul. She currently stays home with her two daughters, Anna Kate and Ava.

DUSTIN LEFORS attended the Saturday Gifted Studies Program in 1995 and 1996. He entered Mississippi State University in the fall of 2002. He is majoring in biological engineering.

MICHELLE ALT HAZLETT attended the Summer Gifted Studies Program in 1979-1981. She graduated from the Tulane School of Law in 1996. She recently formed a partnership with another attorney to form Burns & Hazlett, LLC. She resides in Denham Springs, Louisiana with her husband, Mark, who is an adjunct professor in political science at Louisiana State University, and their three children, Evan, Sabyn, and Sarah.

ELGEN HILLMAN attended the Leadership Studies Program in 1983 and 1984. She also attended the Summer Gifted Studies Program in 1982. Elgen received her M.Ed. from Mississippi College in 1996. She is currently serving as the assistant coordinator/learning disabilities specialist in the Office of Disability Accommodations at The University of Southern Mississippi. While finishing her Ph.D. in Special Education from the University of Maryland-College Park. While in Maryland, she was a special education program evaluator for the U.S. District Court District of Maryland and an adjunct faculty member at the College of Notre Dame and University of Maryland.

HEATH HILLMAN attended the Summer Gifted Studies Program in 1982 and 1983. He graduated from Mississippi College in 1994 with a B.A. in political science and in 1997 with an M.A. in history. He also received a J.D. in 2002 from the University of Maryland. While at MC, he served as president and treasurer of the Student Government Association. He was also selected for the MC Hall of Fame, Who's Who among Students in American Colleges and Universities, Omicron Delta Kappa, and Mortar Board. He also served as director of TEAMississippi, a program designed to reconnect Mississippians with their state government. While in Maryland, he served as the chief development officer for the Salvation Army in Maryland and West Virginia, the youngest so named. He is currently an associate with Acherman, Tyner, Ruffin, & Yarbrough, Ltd. in Hattiesburg, Mississippi.

MARGARET MALONEY participated in the Summer Program for Academically Talented Youth in 1998 and 1999. She was co-salutatorian for the St. Bernard Preparatory School for 2002 in Cullman, Alabama. She was also chosen as a National Merit Finalist. This fall, she entered Harvard College and plans to major in English and American literature and language.

He is currently completing a cardiology fellowship at Rush Presbyterian – St. Luke’s Medical Center in Chicago. Previously he was a resident in internal medicine in Charlotte, North Carolina, where he also met and married his wife, Jenny Kate. After leaving Charlotte, they spent six months in Curso, Peru, assisting in the founding of a medical missions work with the Presbyterian Church in America.

CHARLES PHILLIPS graduated from Harvard in 1995 and received an M.B.A. from the Stanford Business School in 1999. He currently serves as group manager, sales operation, Siebel Systems in San Mateo, California. His interests include traveling, hiking, music, and politics.

TRACY A. POWELL participated in the Summer Gifted Studies Program. After graduating from Vanderbilt University Law School, he relocated to Nashville where he is currently a partner in the law firm of Sherrard & Roe, PLC. He practices mainly in the areas of health care, corporate, and securities. He is married with three children and serves on the USM Alumni Association Board of Directors.

LYNNA QUANDT attended the Leadership Studies Program in 1993, 1994, and 1995. She was recently selected to be an Andrew Carnegie Society Scholar at Carnegie Mellon University in Pittsburgh, Pennsylvania. She is presently enrolled in an integrated bachelor’s/master’s degree program where she is pursuing an undergraduate degree with a double major in electrical and computer engineering and engineering in public policy with a minor in history and a master’s degree in engineering in public policy. She will complete both degrees in the spring of 2003.

STACEY MCLWAIN RANDALL attended the Summer Gifted Studies Program in 1979. After graduating from Ocean Springs High School in 1988, she attended The University of Southern Mississippi and continued to veterinary school at Mississippi State University. She currently works at Bienville Animal Medical Center and resides in Ocean Springs with her husband, Bradley, and her 3 year old daughter, Allie.

KELLIE RUSSELL WATTS attended the Summer Gifted Studies Program in 1980 and 1982. After she graduated from Ole Miss with a degree in English with a minor in history, she completed both postgraduate work and additional undergraduate work in order to obtain a teaching certificate. She currently works part time doing public relations for an accounting firm and volunteers with several organizations including a tutoring program for underprivileged children. She has been married for 15 years and has three boys, Jon Luke, Alexander, and Ladder.

DENISE WESLEY attended the Saturday Gifted Studies Program in 1985-1987. She graduated in May 2002 from the University of Mississippi School of Law where she was the recipient of the prestigious J.O. Eastland Merit Scholarship. While in law school she served as president of the Christian Legal Society and was an active member of the Black Law Students Association, the Black Graduate and Professional Students Association, and the Law Association for Women. She also served on the Journal of National Security Law. She was a teaching assistant for the Legal Research and Writing Program and has been a research assistant for Professor Larry Pittman. Denise has recently been admitted to the Mississippi Bar and is employed at the law firm of Currie, Johnson, Griffin, Gaines, and Myers, P.A. of Jackson, Mississippi.
Overall, this book is a wonderful resource for anyone wanting to find additional money for their schools, classrooms, or districts. It provides the reader with helpful advice, as well as much needed background information to begin their search for funding.

Reviewed by Yolanda Cobb, doctoral student in Curriculum, Instruction, and Special Education at The University of Southern Mississippi.

Since the launch of Sputnik in 1957, there has been a great shift in the American educational system to focus on math, science, and technology. Unfortunately, that shift tended to favor the advanced education of boys in these areas rather than girls. Therefore, many of the accomplishments made by women and girls over time have often been overlooked. Young women of achievement: A resource for girls in science, mathematics, and technology highlights many of their accomplishments.

Provided in the book is a comprehensive list of careers related to the three aforementioned areas, as well as guidance as to how to get on the fast track to a career in these areas. In addition, an entire section of the book is dedicated to stories of real-life achievements by girls and young women. These stories are shared in their own words, as young girls reveal their personal feelings about topics such as finding a cure for cancer.

A timeline of accomplishments by women in science, mathematics, and technology that range from Ancient China to the present is provided. Along with this list are words of inspiration from girls and women in related professions.

The authors also included a sample journal that girls may use to document their achievements and set personal goals. This journal provides girls with means of organizing information early in their lives, and it may be used for reflection as they accomplish the goals. The organization and structure of this book make it an excellent resource for young girls and is inspirational for women of all ages.

Spring Program

THE FALL DAY OF SHARING for teachers of the gifted was held on September 27, 2002, at the Forrest General Center for Healthy Living. Sandra Parks presented “A Hands-on Workshop Infusing Critical Thinking into Standards-Based Content Instruction.” She is the co-author of Building Thinking Skills and Infusing the Teaching of Critical Thinking and Creative Thinking into Content Instruction. She has conducted research on teaching critical thinking at the Indiana Laboratory School and was founding president of the Indiana Association for the Gifted. She taught gifted education courses at the University of North Florida and the University of Miami. Sandra is a consultant on teaching thinking for schools and school districts.

Teachers had the opportunity to learn more about incorporating thinking skills into their existing curriculum. They took part in group activities, as well as group discussions focusing on techniques to teach thinking. They also participated in a time for sharing, as well as having the opportunity to hear Conrad Castle, state consultant for Gifted Education, speak on “Gifted Education in Mississippi.”
The Leadership Studies Program on the campus of The University of Southern Mississippi has been serving future leaders for twenty years. Usually leaders are depicted as adults in politics or the business world; children and youth can begin developing the skills necessary for successful leadership at a young age. This program is designed for students in grades six through eleven who have a desire to develop and enhance their leadership abilities.

The Leadership Studies Program is a one-week residential program designed for students in grades six through eleven who have a desire to develop and enhance their leadership abilities. The program is divided into three phases that focus on different components of leadership. Leadership I is a program with specific emphasis on leadership skills. Training includes those areas necessary for leadership development: fundamentals of leadership, written and oral communication, group dynamics, problem solving, planning, personal skills, and decision making. Avenues for becoming leaders in the school, community, and religious affiliation are utilized to heighten the awareness and development of leadership potential.

Leadership II is a continuation of the program, with Leadership I as a prerequisite for entry. It is an intense study to further develop leadership concepts and qualities. Emphasis is placed on the psychology of leadership, assertiveness training, and situational leadership.

Leadership III is an extension of the program, with Leadership II as a prerequisite for entry. Training focuses on the legal aspects of leadership, responsibilities of various positions of leadership, developing personal power, and leadership for the future. In all phases, the students have the opportunity for informal interaction with adult leaders. Guest speakers from the community address the program and allow the participants time to ask questions.

One aspect that all three classes incorporate is a plan for leadership. Students brainstorm for projects they would like to develop within their school and community or changes they would like to see made. They are then instructed on how to develop an action plan to accomplish those goals. In the past, students have gone on to implement their plans for leadership resulting in projects ranging from beginning a school debate program to establishing a neighborhood cleanup effort. Former students have also initiated theater competitions among regional high schools, as well as beginning clubs in their schools and communities. One program participant even helped to alleviate problems at his high school when he discovered that the parking lines had been improperly painted in the school parking lot. He accomplished this by contacting city officials to measure the parking spaces and compare those with city codes. The plan for leadership is an important aspect of the program because it allows students to see that they do not have to wait until they become an adult to be a leader. There are projects they can undertake in schools, communities, and churches right now.

Learning to plan and follow through prepares them for leadership roles in high school, college, and in their adult lives.

The annual Leadership Breakfast is another unique feature of the Leadership Studies Program at The University of Southern Mississippi. At the conclusion of the program each year, community leaders are invited from various cities and communities throughout Mississippi to attend a special breakfast. Students and leaders are seated together to allow for interaction and opportunities for exchanges of ideas for leadership. Several students, who were selected by their peers, have the opportunity to present their plans for leadership to all of the program participants, as well as to the community and university leaders. This is of great interest to the adult leaders as they see the possibilities associated with the emerging leaders in the room.

The Leadership Studies Program will be held this year on June 15-20, 2003, on the campus of The University of Southern Mississippi in Hattiesburg, Mississippi. Students in grades six through eleven in all areas of the country are encouraged to attend. Participants are housed in dormitories and are supervised at all times. Tuition for the program includes room, board, recreational activities, and limited accident insurance. Financial aid is available on a very limited basis for students from lower socioeconomic situations. For more information regarding the Leadership Studies Program or other programs offered by The Frances A. Karnes Center for Gifted Studies, please contact us at 601-266-5236 or at gifted.studies@usm.edu.


Karnes Receives Belin Award

Dr. Frances A. Karnes, Professor of Curriculum, Instruction, and Special Education, and Director, The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi, has been awarded the David W. Belin Advocacy Award by the National Association for Gifted Children at the national conference in Denver on October 31, 2002. She is the second recipient. The award is given to an individual who has successfully advocated at the state and federal levels to incorporate gifted education, in a significant and meaningful way, into state and federal education policy. It is inscribed with "deepest appreciation for her accomplishments, her continued commitment to advocacy, and for her dedication to the National Association and gifted and talented children across the nation.

Selection criteria for the award included the following:

Recipient may be an individual or group whose commitment to gifted and talented children is evidenced by his/her work to develop or strengthen gifted education policy at the state or federal level; Recipient will have persuaded elected officials or other decision makers to support changes in policy legislation to significantly improve education programs and/or services for gifted students and teachers of gifted students; Recipient will have influenced the media, the general public, and/or parents and teachers of gifted students in order to achieve the public policy goal.

In 1973 Dr. Karnes collaborated with the Mississippi legislature to have gifted education included in the definition of exceptional children in the state statute. She founded and was the first president of the Mississippi Association for Gifted Children in 1974. In 1987, she worked with the legislature to mandate gifted education. She also initiated the Gifted Education Act, which was passed in 1989, to be fully funded in 1993.

She serves on the national legislation committee for the National Association for Gifted Children. In 2001, all of the Mississippi Congressional delegation co-sponsored the Jacob Javits Gifted and Talented Student Act. Mississippi was the only state in the nation having full congressional support. She is the chairperson of the Fund Development Committee.

The award given to her was a glass statue and $500.00 to be given to a charity. Dr. Karnes designated the amount to the Frances A. Karnes Endowed Scholarship, which provides scholarships to graduate students in gifted education at The University of Southern Mississippi.
SCHOLARSHIPS

Two scholarship funds have been established at the graduate level through the generosity of donors. The Christopher J. Karnes Gifted Education Memorial Fund and the Frances A. Karnes Endowed Scholarship fund annual scholarships to graduate students studying full time during the summer to achieve a master's, specialist's, or doctoral degree with an emphasis in gifted education.

Several scholarships in the amount of $500 were awarded to students studying full time in summer 2002. The Department of Curriculum, Instruction, and Special Education and an emphasis in gifted education at The University of Southern Mississippi. Recipients of the Frances A. Karnes Endowed Scholarship are Kevin Besnay, Rhonda Denton, Jenyce Litoff, Sheri Blankenship, Nykeda Horne, Stephanie Boney, Lamar Estis, and Elizabeth Estis.

For more information about the scholarships or graduate degrees in gifted education, contact The Frances A. Karnes Center for Gifted Studies at (601) 266-5236 or gifted.studies@usm.edu.

http://www.academic.org/
Expect the Best from a Girl is designed by the Women's College Coalition that encourages girls to achieve in math and science. This Web site offers practical advice to parents, an overview of female role models, and a wealth of additional resources including publications, organizations, and programs.

http://www.autodesk.com/dyf/dyfmain2.html
Design Your Future—Math, Science, and Technology for Girls (DYF) is a Web site dedicated to the educational initiative Design Your Future: Math, Science, and Technology for Girls. The intent of this site is to empower girls to pursue careers in the three areas, while influencing other companies to do the same. Girls may experience A Day in the Life of women in the workplace. Interesting biographies of various women are available, as well as interactive opportunities such as online mentoring, internships, and job shadowing.

http://www.cyber-sisters.org/
Cybersisters is an online mentoring program. The program is designed to provide gender equitable leaders, such as teachers and college mentors to middle school girls. The mentors provide guidance and encouragement to the girls in their areas of interest, particularly in the areas of math, science, and technology. Participants enhance their critical thinking skills through problem-based learning opportunities that will impact the community. Resources for the projects are provided through the mentor's work or school.

http://www.leadershipvillage.com/
Leadership Village is a Web site devoted to the improvement of leadership skills in children and families. Descriptions of a variety of suggested books and articles are offered for families seeking to enhance the leadership abilities in themselves and their children. The Leadership Shop. There is also a section available for which individuals are invited to submit questions or comments about leadership.

BOOKS ON LEADERS FOR YOUTH

The following companies have biographies of great leaders written for children and youth across almost all fields of human endeavor.

Chelsea House Publishers
1974 Spruol Road, Suite 400
Brook, PA 19008-0914
1-800-848-BOOK

Raintree Steck-Vaughn Publishers
Post Office Box 26015
Austin, TX 78745

Rouzie Publishing Group
PO. Box 3328
Vero Beach, FL 32964
1-800-394-7053

Lerner Publications Company
241 First Avenue North
Minneapolis, MN 55401
1-800-328-4929

Garrett Book Company
PO Box 1388
Ada, OK 74821
1-800-654-9366

Enslow Publishers, Inc.
Box 398 40 Industrial Road
Berkeley Heights, NJ 07922-0398
1-800-398-2504

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

Please offer your ideas on information to be added.

http://www.freethchildren.org
Kids Can Free the Children is an organization dedicated to empowering children with the skills necessary to become effective leaders that make a global impact. Links for students, parents and teachers are available on this site as well as volunteer projects in which children may take part and leadership training programs that are available.

http://www.ccl.org/index.shtml
Center for Creative Leadership is designed for individuals who have entered the world of work. The Center focuses on programs that enable participants to identify their leadership styles and understand how their styles will best fit the company with which they work. Two of the site’s latest projects are a women’s leadership program and an Internet Assessment System (IAS), which is a Web-based tool that allows a company to manage the organization’s entire assessment process.

http://www.dosomething.org/index.cfm
Do Something is an organization that encourages children and teenagers to take an active role in public affairs. The site focuses on the following areas: Friends and Family, Fighting Terrorism, Peace, Having Fun, and Community Involvement. Throughout the site, students have links that allow them to read stories of others’ volunteer efforts and suggestions for activities they may initiate in their own communities. There are also areas where students may pose questions or projects they have completed.

http://www.cyclc.org/
The Congressional Youth Leadership Council is an organization that offers conferences on educational leadership for youth from the United States and abroad. The conferences provide the students with enrichment opportunities and authentic leadership laboratories. The National Association of Secondary School Principals placed the program on the NASSP National Advisory List of Student Contests and Activities for 2001-2002.

http://seattlepi.nwsource.com/local777089_nonviolence03.shtml
The Seattle Post-Intelligencer wrote the article on this site to highlight this creative approach to leadership. Students in Seattle, Washington, participate in a leadership poetry workshop hosted by the Institute for Community Leadership. This Seattle-based organization attempts to strengthen the leadership abilities in children through the use of poems. The group is now expanding and traveling to other parts of the country as part of the National Nonviolence Youth Leadership Corps.
CONFERENCE

PARENTING GIFTED CHILDREN CONFERENCE

The nineteenth annual Parenting Gifted Children Conference, conducted by The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi, was held on September 28, 2002. Parents, educators, and other interested adults attended the conference to gain an understanding of the unique intellectual, academic and social-emotional needs of gifted and talented children and youth.

Sandra Parks, the keynote speaker, presented “What Parents Do Right to Promote the Thinking and Learning of Their Children.” Dr. Conrad Castle, state consultant for Gifted Education, presented “Gifted Education in Mississippi.”

Additional program topics included Leadership: Development and Application, presented by Amy Bisland; Secondary Options, presented by Elizabeth Shaunessy; National Standards in Gifted Education, presented by Dr. Conrad Castle; Science Activities in the Home, presented by Sandra Wentworth; MAGC: Becoming Involved in MAGC, presented by Jane Everly; Mentoring, presented by Amy Bisland; Creativity, presented by Yolanda Cobb; Product Development for Gifted Students, presented by Jane Everly; Technology and the Gifted, presented by Kevin Besnoy; Advanced Placement, presented by Elizabeth Shaunessy; Multiple Intelligences, presented by Yolanda Cobb; Guiding Your Child for Independent Study, presented by Kevin Besnoy; Young Gifted Children, presented by Sandee Manning; and Creating Learning Centers, presented by Carol Paola.
25TH ANNIVERSARY

In 2004, we will celebrate the 25th anniversary of the Center. Please let us know your ideas on how this can be accomplished.

RESPONSE FORM

Name ____________________________
Address __________________________
Phone ____________________________
E-mail ____________________________
Affiliation with the Center:

Suggestions for how to celebrate the 25th anniversary of The Frances A. Karnes Center for Gifted Studies:

Please complete and return to:
The Frances A. Karnes Center for Gifted Studies
The University of Southern Mississippi
Box 8207
Hattiesburg, MS 39406-8207

WANTED...

STUDENTS WHO HAVE COLLECTIONS

Elementary, secondary, and postsecondary students who have an interesting collection are wanted for the purpose of sharing their collections with others.

For additional information, contact
Frances A. Karnes, Ph.D.
The University of Southern Mississippi
Box 8207
Hattiesburg, MS 39406-8207
Phone: 601-266-5246
E-mail: gifted.studies@usm.edu

THE
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