SO YOUR CHILD IS GIFTED!
— By Sylvia Rimm, Ph.D.

Parents of gifted children have always been important to their success and happiness. Read what two gifted people had to say about what they recall of their parents’ influence.

I had a very special mom....She brought me up to think I could be anybody I wanted to be....She was great at finding cool programs for me to participate in. I was in gifted learner programs starting in sixth grade....My teachers made it really exciting to learn chemistry and physics. 

— CADY COLEMAN, PH.D., NASA Astronaut

We had a wonderful family. My younger sister and I felt secure, treasured, and special....Our parents regularly assigned tasks....bombarded us with questions and posed problems for their expressed purpose of encouraging us to be independent and self-reliant. My mom was my role model and I observed her strategies and applied them throughout my own career. 

— FRANCES KARNES, PH.D., Professor of Curriculum, Instruction, and Special Education, and Director of The Frances A. Karnes Center for Gifted Studies, The University of Southern Mississippi

The “good parenting” any child needs is the main requirement for parenting the child who is gifted. However, there are some special obstacles, risks, errors, challenges, and joys that accompany being the parent of a child with unusual talents.

The developmental needs and tasks of your children should always be at the forefront of your parenting. Your preschool gifted child, your school age talented child, or your extremely intelligent teenager is always a baby, child, or adolescent first. Giftedness is only a secondary description. When this order is reversed, children suffer from pressures to be what they can’t be—intellectual objects of their parents’ creation instead of unique human beings.

I believe you know all of this already. You wouldn’t want your children to develop their capability to think without developing their ability to feel and love. Why, then, must you be reminded of what you already know? It’s because giftedness can be so reinforcing that it can lead even the most conscientious parent astray.

PRAISE

Children thrive in an environment of being valued and loved. Praise for children’s accomplishments encourages them to continue to accomplish and share their achievements with those whom they please. Reading to children, discussing, sharing interests, and answering

(Continued on page 3)

NOTE FROM THE AUTHOR

I certainly enjoyed talking to many of you in October 2003 at the MAGC conference. At that time I talked only about girls’ achievement. This is an opportunity for me to reach you about parenting gifted boys as well as girls. It’s always nice to share more with caring parents and teachers I’ve already had the opportunity to meet in person. I hope my article will be helpful.
DEAR FRIENDS:

The year 2004 marks the twenty-fifth anniversary of the Center for Gifted Studies. It was founded in 1979 and dedicated as the Frances A. Karnes Center for Gifted Studies in 1999. Prior to 1979, there were programs and services for students, parents, and teachers. The need to have an identity was recognized by Dr. Aubrey Lucas, and, thus, the Center was established.

Throughout 2004, there will be programs and celebrations to mark this event. A special reception for the teachers of the gifted will be held in the spring. The Day of Sharing for Teachers of the Gifted will be held March 5.

This issue of the newsletter focuses on parents of gifted children. They are the key to supporting the needs of their gifted and talented children. Mothers and fathers and other caregivers must know the laws and rules and regulations specifically for gifted education in Mississippi.

Dr. Sylvia Rimm presents many ideas on parents interacting with their gifted children. Parents give advice about raising their bright children, and others discuss their experiences in having their children and youth involved in the programs conducted by the Center. Books relevant to parenting gifted children and Web sites on the topic will be helpful to explore new ideas.

Recent Center research focused on developing a model for identifying and serving gifted students among the culturally diverse. Presently, research is being conducted to determine best practices for identifying and serving the gifted/disabled.

Thank you to all those who have helped to make twenty-five years of serving gifted children, teachers, and parents a reality for the Frances A. Karnes Center for Gifted Studies.

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.

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 CAFE
CRESCENT CITY GRILL
LEADERSHIP STUDIES PROGRAM

SUMMER GIFTED STUDIES PROGRAM
AMERICAN
SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH

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 intellectually gifted students in grades kindergarten through 12. The Saturday Gifted Studies Program provides instruction for students in kindergarten through 12th grade for seven consecutive Saturdays during the months of January and February. The Summer Gifted Studies Program, a one-week residential program, serves youth in grades four through eight, while the Summer Program for Academically Talented Youth, a three-week residential program, serves students in grades seven through 10. The Leadership Studies Program is a one-week summer residential program designed to develop leadership concepts and skills and is offered for students enrolled in grades six through 11. Leadership competitions are held for students in grades seven through 12 each year and are designed to develop leadership skills and style and to build self-confidence. Teacher training and staff development are provided for regular education personnel and for teachers who specialize in gifted education. A conference for parents of gifted youth and other concerned adults is provided on an annual basis. In addition, research is conducted in rural and urban schools in response to issues in the field of gifted education.
trusted and continue to respect guidance from their parents and teachers. They're thus more competent and have more confidence for moving out of the V into adult independence and personal decision-making.

In some families the V is reversed to look like this: A. Children who start at the base of this figure are given too much freedom, too much praise, too many choices, and indefinite wide limits. They become accustomed to having power and making decisions before they have the wisdom to handle their freedom responsibly. However, as these children move toward adolescence, their parents may observe that they don't appear mature enough for so much power and freedom. They see them making poor choices and worry about the dangers that arise among teenagers. Their teens may choose not to do homework or study and instead become involved with negative peer groups. Parents begin to make demands on their children, which they haven't done before. They set limits and take freedoms away. Adolescents who had too much control as children now feel overcontrolled by parents. They believe they know more than their parents and teachers. Their angry statements reflect their feelings of restriction: "My parents are controlling me," "They want too much of me," "They expect me to be perfect."

Worried parents overpunish and narrow limits further, resulting in even more anger and rebellion. The rebellious adolescents turn formerly happy homes into armed camps. Relative to the power and control these teens once had, they feel powerless and angry. Once freedom is given, it isn't easily taken away. The resulting adversarial mode may force adolescents to rebel too stubbornly, parents to respond too negatively, and both to lose the positive home atmosphere that can be so valuable in educating children. Children brought up with the inverted V of Love expend their energies protecting the power they believe they should have and the extraordinary abilities for which they were overpraised.

The V-shaped love encourages gifted children to develop their talents, freedom, and power. Developmental and gradual empowerment is much smoother and more comfortable for adolescents and parents alike and provides the appropriate atmosphere in which gifted children can be inspired to learn. Finally, to quote Spiderman, remember, "With great power comes great responsibility." The power of children's giftedness is great. As parents we must match that with great responsibility.

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We were looking for some type of program to stimulate our daughter's academic interests. Since she attends a private school, there is no "gifted" program for her to attend. When we learned about the Center for Gifted Studies, we thought this might be the ticket. We really hit the jackpot. Our daughter, Cassandra, has attended the Saturday Gifted Studies Program, the Summer Gifted Studies Program, and the Summer Program for Academically Gifted Youth. As a result of being around other gifted children, we have seen her grow mentally, physically, emotionally and intellectually. Cassandra really enjoys meeting and interacting with her peers in these programs. We will keep coming back as long as we can.

— Tom and Debbie Pittman

Our daughters each attended four years of the Summer Gifted Studies Program and three years of the Leadership Studies Program. The information gained, the friendships made, and the skills learned have benefited them in many ways, not only for now but also for the years to come.

Our youngest daughter attended the Summer Program for Academically Gifted Youth this past summer and not only gained a high school credit but the admiration of several of her teachers, as well as extra credit in one of her classes. These programs have provided tremendous opportunities for our children and helped them grow and mature into the young ladies they are today. We feel these experiences will be an invaluable resource as they begin applying for college.

— Duncan and Margaret McKenzie

In July of 2001, our daughter Lori attended her first gifted program at The Frances A. Karnes Center for Gifted Studies. She chose Human Anatomy and Physiology in the Summer Program for Academically Gifted Youth. We have watched our daughter grow academically and socially over the past three summers, and her leadership skills are truly amazing. Dr. Karnes takes part in all phases of this program and has always made herself available to the parents. She has a wonderful staff, all of whom show the same interest and concern in the students as Dr. Karnes does. The programs are interesting, with well-prepared teachers presenting the information. We owe a tremendous amount of gratitude to The Frances A. Karnes Center for Gifted Studies for assisting us in encouraging our daughter to explore her options and in preparing her to be a gifted leader for our tomorrow.

— William and Sue D. Knarr

We are extremely pleased with the benefits that our daughters, Maryam and Shireen, have received from attending the Summer and Saturday Studies programs at The Frances A. Karnes Center for Gifted Studies over the last number of years. These programs have provided them with exposure to academically talented and motivated children from other parts of the state and country and have helped them develop very rewarding friendships with these children. Participation in the summer programs has challenged our daughters to explore new academic areas and get a head start on subjects coming up in the following academic year. As parents, we feel that participation in the programs at The Frances A. Karnes Center for Gifted Studies has helped our children's growth and personal development. They always look forward to being at USM in the summer.

— Farida and Zulfiquar Dogar
Thoughts on Parenting Gifted Children
FROM PARENTS OF GIFTED CHILDREN

Gifted children have diverse learning styles and interests. They need an individual approach to thrive in a learning environment. As parents of gifted children, we have faced different challenges with both our children and have had to be proactive in identifying pertinent issues related to their learning environment in order to come up with workable solutions. A child who is able to grasp a concept when it's first introduced could be very easily bored by repetitive class work. We, as parents, need to be familiar with our child's strengths and weaknesses and maintain regular contact with teachers to ensure that our children thrive in the regular classroom. We are also fortunate to have an avenue, such as the Center for Gifted Studies, whereby they can be further enriched, encouraged to grow, and to think “outside of the box”!

— Drs. Joshua and Lara Otaigbe

As a teacher and the mother of three children who participated in gifted classes in their schools and through USM's Center for Gifted Studies, I am frequently asked the question by parents, “What should I do to encourage my child’s talents and abilities?” That question, of course, has many answers and should be tailored to the individual child and parent. But I believe that two basic principles for interacting with children apply to almost everyone: Talk to your children and read to your children — from the very beginning. Simple as these principles may seem, I can remember odd looks from friends and strangers as I “spoke with” my young children, especially when they were not yet able to respond with words. But they did respond, by listening carefully, noticing what I was describing, smiling, frowning, observing, making sounds, and learning more than could possibly be measured. Recently, my daughter, who is now twenty-three, and I saw and heard a father describing the great masterpiece in the British Museum of Art to his bobby-head six-month-old daughter. We followed him around in delight until he looked at us sheepishly and made some sort of apology. My daughter spoke before I could and assured him that her great love for art had begun in my arms at that age, and she encouraged him to continue these marvelous conversations with his daughter.

A good friend who has observed my children's successes asked what he might do with his long-awaited newborn son. I advised him to begin by reading the newspaper aloud as he read it for himself while the baby rested on his chest. He gives me regular reports that his boy prefers letters to the editors and certain comic strips and has a voracious appetite for his children's books, especially those that involve his daddy doing sound effects.

I still remember one of my children asking me if a little landmass at Lake Sehoy was an island. I replied that since it was connected to the land, it was really a tiny peninsula and that the little strip of land we were walking over was called an isthmus. The adult friend with me asked why I was using those words with a three year old, and I asked, “Why not?” I've always found that children who are seeking the labels for the objects in their world like to know the “real names,” and they often remember the more sophisticated words more readily than the nicknames. Our language is rich and fascinating, and it is one of the greatest gifts a parent can bestow by sharing it with your children as soon as they arrive.

— Peggy Varnado

Parents Speak Out (continued)

One morning I asked my son, Yusef, who attended The Frances A. Karnes Center for Gifted Studies programs, how he felt the Center benefited him? His first answer was, “It is a like a college experience, Dad.” Then he said, “I really like the Leadership Studies Program,” and, finally, he explained to me how the gifted studies programs helped him expand his knowledge and thinking above his regular school activity. He also said, “Thank you, Dad, for sending me to the Center.”

My second son, Ameer, attended Center programs for the first time last year, and it was one of the biggest experiences in his life. I could see his ability develop in reading, making speeches, creativity, and more.

Both of my children and I feel they have been helped tremendously in shaping their thinking and broadening their educational experiences through participating in Center programs. I look forward every year to the time they can be involved in the Saturday and Summer Gifted Studies Programs.

— Jerry Buti

As a mother of two sons who both participate in the Center programs, I have seen how the programs expand their current fields of interest, develop new fields of interest, build confidence and self-esteem, encourage them to reach higher and think higher than they ever have, and to spend time with peers that they may not see all of the time. I absolutely know that my sons receive these benefits — I've seen it happen.

Now, my sons are not as forthcoming or verbose. My proof from my sons comes when I hear them tell their friends some jaw-dropping ocean or earth fact that “I learned at camp” or when my older son explains an architectural or geophysical concept to his father that he “learned at camp last year.” My third grader wrote a poem the other day, just for fun, that he explained to me was a haiku, why it was a haiku, and where he learned to write a haiku (camp, last year).

We see the benefits of the Center programs in our lives in so many ways. My children have remembered their Center experiences and what they learned there throughout their school years. Thank you for making the Center available to our family.

— Charlotte Krag
SUZANNE M. BEAN, PH. D. is currently a professor of Education at Mississippi University for Women (MUW). She is director of Graduate Studies, professor of Education, and coordinator of Gifted Youth Programs. She serves on numerous institutional committees and is a member of the statewide Mississippi Educational Research Group. Dr. Bean has recently co-authored a textbook with Dr. Frances A. Karnes for teachers of gifted students titled *Methods and Materials for Teaching the Gifted*. She serves on the Editorial Review Board for *Gifted Child Quarterly*, *The Journal for Secondary Gifted Education*, and *Rosner Review*. In 2002, she served as project coordinator for the Teacher's Guide for *Eudora's Fable: The Shoe Bird*. She is also currently serving as chair for the Advisory Board of the Mississippi Association for Gifted Children.

KEVIN BESNOY, M.S. is currently serving as project coordinator for The Frances A. Karnes Center for Gifted Studies where he is supervising the research study “Appropriate Practices for the Screening, Identification, and Instruction of Gifted/Disabled Youth.” He is also a doctoral student in Curriculum, Instruction, and Special Education with an emphasis in Gifted Education.

AMY BISLAND, M.ED. has completed course work toward a Ph.D. in Gifted Education at The University of Southern Mississippi. She is currently teaching 7th and 8th grade gifted students at Burger Middle School in Hattiesburg, Mississippi. Amy presented at the Mississippi Association for Gifted Children Conference in October 2003 and at the National Association for Gifted Children Conference in November 2003. She is currently working on her doctoral dissertation.

JANE CHAUVIN, PH.D. has recently completed a book titled *Spiritual Dimensions of Counseling*, set for publication in early 2004. She also served as a facilitator for four schools going through the SACS process during the 2002-2003 school year. In addition, she delivered papers at the International Conference of the American Counseling Association and at the American School Counselors Association National Conference in 2002. She also presented at the Louisiana Counseling Association Convention and at the American Catholic School Convention in 2002.

SANDRA J. MANNING, M.S., NBCT is currently a full-time graduate student at The University of Southern Mississippi pursuing a Ph.D. in Curriculum, Instruction, and Special Education with a Gifted Education emphasis. She is also working as a graduate research assistant at The Frances A. Karnes Center for Gifted Studies. Sandra is an early-childhood curriculum materials writer for LifeWay Christian Resources in Nashville, Tennessee.

STEPHANIE A. NUGENT, PH. D. began her appointment as assistant professor of Secondary Education at the University of Arizona South in Sierra Vista, Arizona, in the fall 2003. Her most recent project is the book, *Profiles of Influence in Gifted Education: Historical Perspectives and Future Directions*, which she co-edited with Dr. Frances A. Karnes.

TRACY RILEY, PH. D. is currently chairing a review of the Graduate School of Education at Massey University in New Zealand as well as coordinating the Bachelor of Education Honors Program and postgraduate certificate and diploma for endorsement in Gifted and Talented Education. She is a member of a New Zealand Ministry of Education advisory group for the development of a publication for parents of gifted children. In 2003, Dr. Riley presented a paper at the World Conference on Gifted and Talented in Adelaide, South Australia. She is anticipating the publication of four book chapters in 2004, as well as the release of a book, *Teaching Gifted and Talented Students across the Curriculum: A Toolbox for Teachers.*

ELIZABETH SHAUNESSY, PH. D. is assistant professor of Gifted Education at the University of South Florida. Several of her articles have been accepted for publication, including “Senior Projects in Gifted Education,” “Leadership Instruments for Children and Youth” (co-authored with Frances A. Karnes, Ph.D.), and “Gifted/Disabled: Are We Finding Them?” (co-authored with Frances A. Karnes, Ph.D., and Amy Bisland), all of which will be published in upcoming issues of Gifted Child Today.

KRISTEN R. STEPHENS, PH. D. has recently been appointed editor in chief of the *Duke Gifted Letter*, a publication featuring interviews, columns, and research concerning gifted children. She plans to use her background in gifted education to augment the newsletter’s focus to include more practical strategies to help parents of the gifted approach teachers and schools. Dr. Stephens is the coordinator of Educational Outreach for Duke University’s Talent Identification Program. In this capacity, she gives guidance to parents concerning their gifted children. She is also an adjunct faculty member in the Program in Education at Duke University.

DEBRA TROXCLAIR, PH. D. has presented at the Texas Association for Gifted Children for the past three years and writes a column for the Louisiana Reading Association’s Journal, “Reading Enrichment Activities for Children with High Potential.” She has also worked for Duke University as a Recognition Ceremony Liaison and for a New England summer residential program for gifted students as academic dean. She is currently an adjunct professor at the University of St. Thomas in Houston Texas, as well as an online facilitator for the University of Phoenix Online and the University of South Alabama.

Pricilla Smith, Dr. Elizabeth Shaunessy, Dr. Frances A. Karnes, and Yolanda Cobb are shown with the best practices manual for educating culturally diverse gifted students. The manual was created as part of a grant from the U.S. Department of Education and The University of Southern Mississippi.
Connections
Participants in Programs Conducted by The Frances A. Karnes Center for Gifted Studies

J. ALISON BRYANT took part in the Summer Program for Academically Talented Youth in 1988-1991. She received a Ph.D. in Communication from the University of Southern California in 2003. She is currently an assistant professor in the Department of Telecommunications at Indiana University.

ALLEN N. BURKE attended the Saturday Gifted Studies Program in 1983-1984. He is a 1988 graduate of Millsaps College in accounting and economics. Currently, he is a manager at Ernst and Young LLP in Atlanta, Georgia. Allen has also been involved with the Georgia Alliance for Children, serving as the treasurer for their annual charity auction in 2001 and 2002. He enjoys golf, tennis, and travel.

AMY MARIE CUEVAS participated in the Leadership Studies Program in 1994-1996. She is a 2003 graduate of The University of Southern Mississippi in polymer science. Amy is currently working as a process engineer at Mississippi Polymer Technologies in Long Beach, Mississippi.

RAGAN LOWERY FALER attended the Summer Gifted Studies Program in 1981 and 1983. He earned a bachelor of science degree from Mississippi State University in 1993 and the D.M.D. degree from the University of Alabama School of Dentistry in 1997. In 2000, Dr. Faler obtained a master's degree in oral biology from the University of Alabama - Birmingham School of Dentistry. He also received Board Certification in Periodontology in the 2000. He is currently practicing as a periodontist for Dental One Associates in Atlanta, Georgia, and is married to Dr. Maria Faler, also a dentist. He enjoys playing golf and running.

REBECCA LEWIS attended the Saturday Gifted Studies Program and is currently working toward a Ph.D. in biological anthropology and anatomy at Duke University. She was the recipient of the Robert Trivers Fellowship and completed 18 months of fieldwork studying lemurs in western Madagascar.

DR. TREY MARTIN took part in the Saturday Gifted Studies Program 1980 – 1985. He also participated in the Summer Gifted Studies Program in 1981. He is currently a physician in Internal Medicine at the Hattiesburg Clinic in Hattiesburg, Mississippi.

LYNN QUANDT participated in the Leadership Studies Program and the Summer Gifted Studies Program. Lynn recently graduated from Carnegie Mellon University in Pittsburgh, Pennsylvania, having taken a five-year integrated program of study that earned her both a bachelor of science degree in electrical and computer engineering and engineering and public policy and a master's degree in engineering and public policy. She has been the recipient of the Andrew Carnegie Scholarship and the Thomas Johnson Fellowship. Lynn served as an intern for two summers at the Federal Communications Commission in Washington, D.C.

P. AMELIA STEADMAN attended the Saturday Gifted Studies Program in 1990-1995. She is currently a sophomore at The University of Southern Mississippi majoring in international studies. She is also a member of the Honors College at Southern Miss. She has received a Presidential Scholarship and was placed on the President's List during the last academic year. She has served as an Honors College Ambassador, College Bowl President, and received the Freshman Colloquium Book Award. Amelia volunteers at the English Language Institute and is a member of the Indian Student Association. She plans to spend her junior year at Keele University in England.

DR. JEFF STRINGER attended one of the first programs offered by The Frances A. Karnes Center for Gifted Studies. He is currently serving at the University of Zambia School of Medicine as a lecturer in Obstetrics and Gynecology. He is also an assistant professor in the Department of Obstetrics and Gynecology, Medicine and Epidemiology and International Health in the School of Medicine and Public Health at the University of Alabama at Birmingham. The major focus of his work is the prevention of mother-to-child transmission of HIV. He has been the recipient of several grants and awards related to his research including funding from the U.S. National Institutes of Health, the Elizabeth Glaser Pediatric AIDS Foundation, and the U.S. Center for Disease Control. In 2002, Dr. Stringer received the Elizabeth Glaser Scientist Award that provides funding for five years of continued research. He and three colleagues from the University of Alabama at Birmingham have recently been awarded $4,000,000 from the Bill and Melinda Gates Foundation to establish an electronic obstetric and newborn medical record throughout the city of Lusaka in Zambia. Dr. Stringer is married to Dr. Elizabeth Stringer who also serves on the faculty of the University of Zambia School of Medicine in Obstetrics.

ANN ELIZABETH THEODORE participated in the Summer Gifted Studies Program in 1991–1993 and in 1995. She received a bachelor of science in food science and human nutrition from the University of Florida in August of 2003. She has begun work on a master of science degree in food science with a specialization in protein biochemistry at the University of Florida. Ms. Theodore presented research at the annual meeting of the Institute of Food Technologists in July of 2003. She also received an internship from the University of Florida Institute of Food and Agricultural Sciences in 2002 where she served as a research assistant and laboratory manager. Ann enjoys scuba diving and swimming and became an open water scuba instructor with the Professional Association of Diving Instructors in 2001.

CHRISTINE VARNADO attended the Saturday Gifted Studies Program in 1986 and was involved in Leadership Competitions in 1995 and 1997. She is in her second year of a two-year program at Oxford University in England. She is working on a master's degree in comparative literature.


SCOTT VARNADO attended the Saturday Gifted Studies Program in 1994 and participated in Leadership Competitions in 2000. He is a junior at Hattiesburg High School where he is on the Debate and Mock Trial team.

IN MEMORIAM

MR. WILLIAM "SI" REDD

and

MR. JEROME B. RYAN

Mr. Redd and Mr. Ryan recognized the need to support gifted students in lower socioeconomic circumstances. We salute their lives and their generosity.
Book Ends

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


Reviewed by Kristen R. Stephens, Ph.D.
Duke University Talent Identification Program

Organized by the talent areas of science, language arts, mathematics, music, dramatic arts, visual arts, and athletics, this book will be of help to those parents seeking information on how to recognize and further develop these special talents in their child. Each chapter contains information regarding the status of the talent area in schools, general characteristics of children who exhibit talent in the specified area, a detailed explanation of the skills associated with each talent area, and considerations for developing the talent at home. Other chapters included in this edition discuss the parent's role in recognizing and nurturing talent, relationships between families and schools, and psychological considerations in raising a healthy child. Noticeably absent from this book is the talent area of leadership, which is currently recognized in the federal definition of gifted and talented as one of the potential areas that students can excel in to the extent that specialized programming may be necessary. Though a separate chapter is devoted to building relationships between families and schools, many of the chapters tend to have a negative slant toward schools, and the tone seems to place blame on schools and teachers for the low achievement level of students and the lack of resources available within each talent area. This book is particularly recommended for parents who would like to learn about recognizing and nurturing those talents associated with music, dramatic arts, and visual arts, as there is a paucity of resources for parents geared to these specific talent areas.


Reviewed by Dr. Joan D. Lewis, parent of two grown gifted daughters, associate professor of special education, and director of Gifted Education for the University of Nebraska System.

Dr. Walker's book is well written, gender and culture inclusive, and visually appealing. Better yet, the advice is practical and straightforward. Some books written for parents of gifted children do not provide sufficient depth or address enough of your questions to be satisfying. Dr. Walker has recognized that her readers will have a range of different backgrounds and needs and has formatted her Survival Guide accordingly. Bulleted items and text boxes give a quick, informative overview, while each chapter contains an in-depth look at topics pertinent to parenting gifted children.

The Survival Guide has 166 pages with a short, helpful introduction; six chapters consist of small sections with tantalizing headings, all of which are listed in the table of contents; a section with answers to common questions; an annotated listing of additional resources including books, periodicals, and Web sites; a bibliography by chapter; and an extensive index. It is packed with essential, yet easy-to-read facts about the history of gifted education, the identification process, academic and social characteristics and how to parent kids with these characteristics, coping strategies for when you encounter various potential problems, what you need to know about programming options, and how to advocate for your child as well as all gifted children.

You will recognize your child in the descriptions from the chapter on "Living with Your Gifted Child" and learn ways to support your child's healthy intellectual, social, and emotional growth so that you feel more comfortable with this amazing child in your care. Parenting is never easy, so the chapter on "Coping with Problems" is a must to read. Whether your child has already been identified for a gifted program or you are just beginning this process, you will find the explanations in "Discovering Giftedness" highly beneficial. The programming chapter describes the better-known options and why your gifted child needs specialized instruction.

Throughout the book, the author provides you with the information and encouragement to be able to advocate for your gifted child. In the chapter on advocacy, she gives you the tools, not only to speak up for your own child, but also how to become an advocate for all gifted children in your community, state, and even nationally. Parents have power to make changes in the educational process far more than educators who work within the system. Her tips for talking with teachers and tactful ways to phrase your concerns are both logical and sensitive. Whether you have advocated for gifted children before or not, she provides models that will make it easier and increase the likelihood of success.

THE DAY OF SHARING FOR TEACHERS of the Gifted was held October 3, 2003, at the Forrest General Center for Healthy Living at the Hattiesburg Family Y. This conference, sponsored by The Frances A. Karnes Center for Gifted Studies, helps educate teachers on current curriculum and instructional issues in gifted education. Forty-five teachers of the gifted from the Pine Belt area and beyond attended the conference.

Three speakers were featured. These included Kevin Besnoy, doctoral student in Curriculum, Instruction, and Special Education with an emphasis in gifted education at The University of Southern Mississippi, who presented "Technology Use with Gifted Children and Youth." Greg Brust, doctoral student in the Department of Polymer Science at The University of Southern Mississippi, presented "Fun Hands-on Ideas for Integrating Science into the Gifted Curriculum." Janet Wade, teacher of the gifted in the Lamar County Schools, presented "Designing a Unit on Geology for the Gifted Classroom."

After lunch, teachers were given a time to share activities and ideas. In the final activity of the day, Dr. Conrad Castle, State Consultant for Gifted Education, gave teachers an update on gifted education in Mississippi.
PARENTING GIFTED CHILDREN CONFERENCE

The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi held its 20th annual Parenting Gifted Children Conference on October 4, 2003. The conference gave parents and other concerned adults a better understanding of the unique intellectual, academic, and social-emotional needs of the gifted and talented. It was held on the campus of Southern Miss in Joseph Greene Hall.

Dr. Conrad Castle, State Consultant for Gifted Education, was the keynote speaker. The title of his presentation was “Everything You Ever Wanted to Know about Gifted Education in Mississippi.” Lia Landrum, then president of the Mississippi Association for Gifted Children, gave opening remarks along with Dr. Frances A. Karnes, director of The Frances A. Karnes Center for Gifted Studies.

Individual sessions were held on a variety of topics. These included Enhancing the Study Skills of Gifted Students presented by Amy Bisland, National Standards in Gifted Education presented by Dr. Conrad Castle, Hands-on Science Activities for the Home presented by Dr. Larry Bellipanni, Technology and the Gifted presented by Kevin Besnay, Developing Leadership in Gifted Students presented by Amy Bisland, Howard Gardner’s Multiple Intelligences presented by Kevin Besnay, and Young Gifted Children presented by Sandee Manning.

KARNES HONORED BY MISSISSIPPI BUSINESS JOURNAL AND NAMED TO DUKE UNIVERSITY GIFTED LETTER EDITORIAL BOARD

Dr. Frances Karnes, director of The Frances Karnes Center for Gifted Studies at The University of Southern Mississippi, has recently been honored at the state and national levels for her expertise and contributions to gifted education.

In August, Dr. Karnes was named one of the 50 leading businesswomen in the state for 2003 by the Mississippi Business Journal. In addition to serving as director of the center, Dr. Karnes is a professor of Curriculum, Instruction, and Special Education at Southern Miss, and her work in gifted education is nationally and internationally recognized.

Dr. Karnes said the designation from the Journal came on the 31st anniversary of her family’s arrival in Hattiesburg.

“I’m honored by this award and want to thank all those who helped make it possible, including the excellent staff I’ve been fortunate to work with at the Center, along with everyone at the university, area businesses who help us in our efforts to deliver gifted education services, and the thousands of supportive people across our great state,” Dr. Karnes said.

In addition, Dr. Karnes was recently named to the editorial board of the Duke Gifted Letter. The quarterly newsletter for parents of gifted children provides wide-ranging feature stories, summaries of recent research, critical reviews of educational materials, articles addressing social and emotional issues and other compelling topics. The newsletter, which has 6,000 subscribers, also provides resources and guides to help parents navigating the educational and developmental challenges and opportunities facing gifted children and youth.

Dr. Kristen Stephens, one of Dr. Karnes’ former doctoral students, is editor in chief of the newsletter.

“We are very pleased to have her on the board because she is one of the most renowned experts in the field of gifted studies,” Stephens said. “She’s always had the ability to see the gaps in research and identify the needs of gifted children and their families. Her insight, ideas and direction will be crucial to our publication.”

New Publications

The book Profiles of Influence in Gifted Education: Historical Perspectives and Future Directions, co-edited by Drs. Frances A. Karnes and Stephanie Nugent, was produced in recognition of the 50th anniversary of the National Association for Gifted Children, the nation’s largest organization advocating for the educational needs of gifted and talented children. Prufrock Press released the book in September 2003.

Profiles offers professionals and others interested in the field of gifted education a valuable retrospective of the field. Through individual profiles, more than 50 of the field’s most influential leaders share their perceptions and insights of where gifted education has been and where it is going. Each profile provides contact information, professional background, significant contributions to and publications in the field, the people who have influenced their careers, perceptions of critical events in gifted education, and opinions on future changes necessary to sustain the field.

Along with a historical overview in the form of a timeline, the book contains narrative summaries of both the critical events identified and needed changes suggested in the individual profiles. In addition, profiles of the major organizations and associations supporting gifted education are included.

“This is a long overdue compendium of the major accomplishments of those who have made foremost contributions to the field of gifted education. Parents, all members of the education community, and all citizens concerned about the future of our great nation will find this book a necessary and valuable resource,” says Dr. Karnes.

Dr. Stephanie Nugent is assistant professor of Secondary Education at the University of Arizona South in Sierra Vista. She earned a Ph.D. at The University of Southern Mississippi in 2002.
THE CENTER’S EXPANDED WEB SITE

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

PARENTING GIFTED CHILDREN

www.magc.org – This is the National Association for Gifted Children’s Web site. It has numerous links for parents pertaining to a variety of topics. Additionally, this Web site has membership and specific state association links.

www.cec.org – This Web site by the Council of Exceptional Children pertains to talented and gifted children. A wonderful feature about this site is the parent forum. Here parents can submit questions they have concerning gifted education. There are also links to other gifted education related Web sites.

www.ed.gov/pubs/DevTalent/toc.html – This Web site has an archived version of the National Excellence: A Case for Developing America’s Talent. Here, parents will find information delineating the need for gifted education. Parents can use this document as a rallying point to start local advocacy associations.

www.aagc.org/main.html – This is the American Association for Gifted Children at Duke University’s Web site. Parents can visit this Web site to locate information from gifted preschoolers to homeschooling the gifted child. Furthermore, this Web site has resources and articles for parents of gifted children.

www.cecsped.org – The Council for Exceptional Children has created this Web site for parents of all children in special education. Parents can locate information about school IDEA plus links to gifted education Web sites.

www.hoagiesgifted.org – Hoagies Gifted Education Page is a comprehensive Web site for educators, parents, and students. The site has articles and an online forum that provides support for families of gifted children. Additionally, it has links to international gifted Web sites.

www.giftedbooks.com/index.html – This Web site allows parents to purchase numerous books pertaining to raising and educating gifted children. These books are published by Great Potential Press, Inc.

www.eric.ge.org – This Web site from ERIC Clearing House on Disabilities and Gifted Education provides informational links to issues surrounding gifted education. Parents can find articles pertaining to legal, educational, and social-emotional issues for their gifted children.

www.geri.soe.purdue.edu – The mission of the Gifted Education Resource Institute (GERI) at Purdue University is to further the development of gifts and talents in individuals throughout their lifespan. This Web site provides research-based information about social-emotional issues of gifted children. Moreover, it promotes the development of gifted children and provides services to talented individuals and their families.

www.msms doe.k12.ms.us/MAGC – This Web site provides information for Mississippi parents of gifted children. It has links to parenting resources such as rules and regulations for gifted education in Mississippi. Also, parents might want to check out the Summer Programs link.

BOOKS AND RESOURCES for Parenting Gifted Children


This informative books offers parents of very young gifted children solid, practical suggestions for raising their gifted toddler.


Parenting and Teaching the Gifted is a practical, hands-on book with tips for parenting all children. Filled with useful information delivered in an easy-to-read style, parents will appreciate this helpful book.


Flansburg, S. (1998). Math magic for your kids: Hundreds of games and exercises from the human calculator to make math fun and easy. New York: Perennial. Parents can ease the idea that math is difficult from the minds of their gifted children with this book. Check-full of activities to motivate kids and change their attitudes toward math, this book is an excellent resource for parents.


Don’t let the light-heartedness of this book fool you for one minute. It is filled with information all parents can use as they face the challenges and rewards of living with a gifted youngster.

Goleman, D. (1997). Emotional intelligence. New York: Bantam Books. Taken from his study of both psychology and neuroscience, Donald Goleman gives parents a look at the five skills he feels are necessary for the development of emotional intelligence. These skills will help both adults and children become more successful in their relationships with others in all areas of their lives.


Whitney, M. D. (2001). Bright minds, poor grades: Understanding and motivating your underachieving child. New York: Perigee. As the title indicates, this book will help parents deal with the paradox of their high-potential children who are not able to translate that potential into academic success.
SUMMER PROGRAMS

in Action

Students are involved in hands-on learning projects in the Summer Program for Academically Talented Youth.

Students work in response groups in the creative writing class of the Summer Program for Academically Talented Youth.

A student in the Leadership Studies Program is giving a speech at the Leadership Breakfast in June 2003.

Students work in anatomy and physiology in the Summer Program for Academically Talented Youth.

Friends

THE FRANCES A. KARNES CENTER FOR GIFTED STUDIES

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

Please enroll me in the category checked below.

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☐ Laureate ($150)
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Please send all donations to
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118 College Drive #10026, Hattiesburg, MS 39406-0001

Questions?
Please call The Center at (601) 266-5236 or 5246.
The Frances A. Karnes Center for Gifted Studies
118 College Drive #8207, Hattiesburg, MS 39406-0001

Karnes Receives Recognition

Dr. Frances A. Karnes, professor of Curriculum, Instruction, and Special Education and director of The Frances A. Karnes Center for Gifted Studies, was recently recognized by the Mississippi Association for Gifted Children during the annual conference in Biloxi. The Award for Excellence in Gifted Education was presented to Dr. Karnes for her numerous contributions to the field of gifted education and for her unfailing dedication to the gifted children of Mississippi. In presenting the award, Lia Landrum, president of the organization, cited some of the contributions Dr. Karnes has made in the state. In 1973, she collaborated with legislators to have gifted education included in the definition of exceptional children in the state statute. She was the founder of the Mississippi Association for Gifted Children and served as the first president for three years. In 1979, the Center for Gifted Studies was established at USM under her direction. In 1999, the Center was renamed The Frances A. Karnes Center for Gifted Studies. Landrum also commented on the numerous publications, research studies, and grants written by Dr. Karnes.

Visit the Duke University TIP Program Web site at www.tip.duke.edu for information on Duke TIP Interactive CD-ROM courses; Duke Gifted Letter for parents; and Duke TIP Learn on Your Own courses.
25th ANNIVERSARY 1979-2004

JANUARY 17-FEBRUARY 28, 2004
Saturday Gifted Studies Program

MARCH 5, 2004
Day of Sharing for Teachers of the Gifted

JUNE 5, 2004
Mississippi Awards Ceremony for the Duke Talent Identification Program, The University of Southern Mississippi, Hattiesburg

JUNE 20-25, 2004
Leadership Studies Program

JUNE 27-JULY 2, 2004
Summer Gifted Studies Program

JULY 11-30, 2004
Summer Program for Academically Talented Youth

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 UNIVERSITY OF SOUTHERN MISSISSIPPI
The Frances A. Karnes Center for Gifted Studies
118 College Drive #8207
Hattiesburg, MS 39406-0001

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