Leadership...some say it’s difficult to define but easy to recognize in people. Others say that America is suffering from a leadership crisis and that our nation has little confidence in the honesty, integrity, and ethics of leaders in all segments of society. Leadership skills can be developed and more intentional efforts must be made to cultivate bright, young leaders for the future. Parents are children’s first mentors in leadership and teachers are the second. Because leadership development begins in the home and school, parents and educators can and should be more intentional with efforts to nurture this potential in young people.

The process of becoming a leader holds many valuable lessons in life. As one’s leadership potential is nurtured, the ability to relate to others improves and skills in communication, conflict resolution, decision making, and goal achievement are refined. Initiative and responsibility increase, and self-concept and personal fulfillment flourish. Basic human needs of belonging, accomplishment, and reaching one’s potential can be realized through the development of leadership. Skills in leadership can make the difference between talents being fully utilized or unfulfilled.

The personal rewards for developing one’s leadership potential are many, but the societal benefits of effective leaders may be even more significant. The call for more effective leaders must not be ignored. Perhaps at no other time in history has there been a greater challenge for positive human interaction and ethical leadership. These goals are critical to the progress of humankind.

TRENDS IN LEADERSHIP

An analysis of emerging trends in leadership prompts educators to recognize the link between leadership and emotional intelligence. Key leadership skills and perspectives are related to one’s intrapersonal skills, self knowledge and understanding, and one’s interpersonal skills (skills in building and maintaining relationships with others).

In 2007, researchers at the Center for Creative Leadership asked 247 senior executives around the globe about ten leadership trends. From this study, important patterns emerged focusing on talent, innovation, collaboration, and globalization. For instance, many organizations are bridging cultural, geographical, and functional boundaries, which require skills different from face-to-face leadership. The art of *virtual leadership* will require people who have exceptional written, oral, and technological communication skills. Today’s leaders also predict that the shift from autocratic to participative leadership will necessitate leaders to have the ability to collaborate and focus on the team rather than the individual. This new complex, global environment will increase the rise of multifaceted challenges calling for leaders who are creative thinkers able to adapt, navigate change, maintain focus, and above all else, build and maintain relationships.

Leaders for the 21st century must be able to face complex challenges in an ever-changing world. There are fundamental changes in the economy, jobs, and businesses. According

(Continued on page 3)
Dear Friends,

2009 marked the 30th anniversary of the Center and many events took place. A reception was held in the Southern Miss Museum of Art for the wonderful staff and faculty who have assisted with our many programs. Robert St. John hosted a reception at the Purple Parrot for our many friends in the greater Hattiesburg area and across the state. Dr. Martha Saunders held a reception in her home for the advisory board members and their spouses and for supporters of the Center. Please help us plan for the 35th anniversary.

Developing leadership in the school and home is the theme of this issue of the newsletter. Our program, the Leadership Studies Program, conducted each summer was established in 1982. Our new federal project, Continuous Progress Curriculum in Math, is well underway. Each of the four schools is working on instructional math placements for their students, and all students are reading at their instructional levels.

Support for the Frances A. Karnes Endowed Chair is growing slowly during this recession, but when the economy starts upward more support will be there. The sponsors of our programs continue to increase, thus providing scholarships to needy students to attend our programs.

2010 will be another great year for the Center and gifted education.

Sincerely,

Frances A. Karnes

Mississippi Law and Rules and Regulations for Gifted Education

Mississippi Association for Gifted Children

www.msms.k12.ms.us/MAGC

Search Gifted Legislation/Law

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 Fund, 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 Café
Crescent City Grill
Coldwell Banker

Leadership Studies Program

BancorpSouth

Summer Gifted Studies Program

American

Summer Program for Academically Talented Youth

Forrest General Hospital
Bonnie and Lawrence Warren

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 pre-kindergarten through 12. The Saturday Gifted Studies Program provides instruction for students in pre-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 ten. The Leadership Studies Program is a one-week summer residential program designed to develop leadership concepts and skills and is offered for students enrolled in grades six through eleven. Leadership competitions are held for students in grades seven through twelve each year and are designed to develop leadership skills and style and to build self-confidence. Teacher training and staff development are provided for regular education personnel and for teachers who specialize in gifted education. A conference for parents of gifted youth and other concerned adults is provided on an annual basis. In addition, research is conducted in rural and urban schools in response to issues in the field of gifted education.
to the *Partnership for 21st Century Skills* (2008), the industrial economy based on manufacturing has shifted to a service economy driven by information, knowledge and innovation. The *Framework for 21st Century Learning* ([www.21stcenturyskills.org](http://www.21stcenturyskills.org)) organizes learning around student outcomes in Core Subjects, 21st Century Themes, Learning and Innovation Skills, Information, Media, and Technology Skills, and Life and Career Skills. Leadership skills are integrated throughout this framework. In his book, *A Whole New Mind: Why Right-Brainers Will Rule the Future*, Daniel Pink says the leaders of the 21st century will be creators, empathizers, pattern recognizers and meaning makers. Emerging technologies are also changing the way people communicate and leaders of the future must be able to embrace these new forms of communication. From podcasts, twitter, and online communities to webcams and wikis, it will be necessary for leaders to communicate effectively, not only with the people in the same office building, but with online colleagues from across the globe.

**EMOTIONAL INTELLIGENCE AND LEADERSHIP**

Self-awareness is the first element of emotional intelligence, or EQ. Similar to Gardner’s intrapersonal intelligence, EQ involves knowing oneself, one’s strengths and limitations. The idea is that the better one knows himself/herself, the more likely the person is to choose the right roles and to make the best decisions and choices. When leaders know themselves well, they become comfortable in their own skins, act consistently in different situations, and gain the trust of others around them. Those who know themselves well also tend to be more open, transparent, and authentic. Understanding one’s strengths and limitations can help leaders find people who complement them and fill in where they are weak. Self awareness is also critical to building strong relationships, or interpersonal skills.

**PARENTS’ ROLE IN NURTURING EMERGING LEADERS IN THE HOME**

1. Initiate relevant connections with your children through meaningful conversations and creating a safe environment for them to talk. Sometimes parents talk at children instead of with children. Children and youth need opportunities to express themselves and their opinions in a safe, home environment.
2. Accept children as they are; don’t try to make them become like you or what you want them to be or who you think they should be. One of the most difficult challenges for parents is the struggle to let go of control and let children develop their own gifts and become who they are.
3. Help children accept themselves by reflecting on who they are, what they believe, and what they stand for. Meal-time and car rides are great times to have the kind of conversations that foster these value-laden discussions. Consider the saying, “If you stand for nothing, you will fall for anything.” There’s certainly truth in this statement.
4. Set a good example by being a loving leader to them. Parents model leadership in the home by the way they treat each other, spouses, children, and extended family members. Let your children see your respectful interactions with all family members, including them!

5. Concentrate on individual strengths and help each child discover what he/she is good at and passionate about. Parents of pre-school and elementary children can assist with this by exposing children to many different types of toys and activities: art, music, nature, technology, athletics, reading, writing, mathematics, problem solving, and tactile activities (hands-on activities like building/design, knitting, and puzzles). As children grow older they will gravitate toward those areas in which they experience the most success and pleasure. Nurture those areas and be careful not to force children to engage in activities that you think they should like. All human beings need to experience success.

6. Practice active listening, rather than trying to tell children they shouldn’t feel a certain way or trying to fix the problem for them. Parents who hover over the child and try to fix everything are known as “helicopter parents.” These types of parents often unintentionally cripple their child’s leadership potential by causing them to be too dependent on others for making decisions about what to do, how to act, where to go, etc.

7. Encourage children to get involved with people. This includes helping them develop and maintain healthy friendships. Leadership is developed through opportunities to be involved with other people. Help them connect with others and develop people skills, to value people, to recognize gifts in others and to learn from them.

8. Find ways for children to contribute to the family. This includes giving them age-appropriate responsibilities. Don’t do everything for them! Help them gain independence and feel more a part of the family by giving them age-appropriate chores.

9. Help them develop character by doing what is right, even when it is difficult. Let them know how much you value “doing the right thing” by praising them when they do make good choices. Sometimes children will make poor choices and it is the parents’ job to allow them to suffer the consequences of their bad choices (as long as it is not life-threatening or morally-threatening). Help them learn from the bad choice by understanding why the choice was a bad one and how they might have made a better choice.

10. Help them develop perspective by reflecting on the ideas and needs of the community and world around them and how problems might be solved. Talk with them about age-appropriate events in the news...in their communities and in the nation and world. Give them perspective on the world around them.

11. Give them courage by gently nudging them to try new things, even if they are afraid and even if they may fail. Help them see that it is alright to fail and that all people do it. Sometimes children feel the pressure to be the best and get the highest grades and score the most points in the game, but this kind of pressure may cause children to become perfectionistic and to set unrealistic expectations on themselves, which can be unhealthy. There is a difference between doing your best and being the best. Help your children understand this difference.

12. Teach them to make and keep commitments. Part of self-discipline is doing what you said you would do, when you said you would do it, whether you want to do it or not. Effective leaders keep the commitments they make.

(Continued on page 4)
THE SCHOOL’S ROLE IN CULTIVATING LEADERS

The goal of developing young leaders is of such critical importance to the individual and to society that it should be made an integral part of school. The school environment is highly conducive to a laboratory for creating young leaders in purposeful and intentional ways.

The following practical strategies are offered for incorporating leadership development in school settings:

1. Broaden students’ concept of leadership by helping them understand that authentic leadership has more to do with influence than who holds an appointed position, or who is popular, or who has the best grades, or who has the most money. Examine leadership from a psychological-sociological perspective, rather than a political one. Help them to see that leadership begins early, perhaps during the negotiation of playground equipment or during team work at school or chores at home. An expanded view recognizes that leadership permeates all dimensions of life, across all disciplines, ages, cultures, and socioeconomic levels of society.

2. Collect and analyze all the leadership resources you can for your school. In this newsletter there are numerous commercially-prepared materials, websites and other resources for educators to use in schools.

3. Study the concept of leadership. Explore it as it relates to other themes of study in your school. For example, how is leadership connected to such timeless concepts of power, patterns, symbols, culture, change, ethics, etc. Study the history of leadership and how it has changed over time. Study leadership in characters in literature or great leaders across fields of study. Study great leaders! How is a political leader similar to or different from a great leader in mathematics? How is a governmental leader similar to or different from a leader in visual and performing arts? What makes an unethical leader?

4. Knowing about leadership is not enough. The skills of leadership are significant too and must be intentionally infused into today’s schools.

   a. Developing self understanding, intrapersonal skills, knowledge of one’s strengths and weaknesses can facilitate leadership growth every day. Learning style and personality inventories as well as informal psychological type or emotional intelligence assessments can be useful in helping students understand who they are and why they may react to certain people, places, events, in the way they do. Two great websites for this are www.humanmetrics.com and www.personalitypage.com. Intrapersonal skills and self-reflection can be further enhanced in the classroom by such activities as journaling and bibliotherapy.

   b. Today’s students need more opportunities to engage in meaningful activities with teams or groups. This allows teachers, and ultimately the students themselves, to determine how well one works with others. For example, if students are too domineering, a know-it-all, a perfectionist, or too passive, self conscious, or underachievers, they need to learn to recognize these traits or behaviors in themselves and to understand how counter-productive these types of behaviors can be to themselves and to the task of the group.

   c. Related to the art of working with others, students need the opportunity to see events from the perspective of another in order to be able to best understand and relate to others. Some children have a very difficult time with this skill and they need plenty of opportunities to practice it! When conflicts arise in school, seize the opportunity to guide students as they work through the problems themselves, rather than settling every dispute for them. Also, when conflicts occur, it is a good idea to conduct some group reflection on the situation, looking back at how things might have been handled differently or what contributed to the situation getting resolved. This approach can help students see that there are different ways of working with people, and some are more successful than others.

   d. Many students have been trained to look for the “one right answer” when much of what is needed today is the skill of divergent thinking or looking for many possibilities. Find ways to incorporate meaningful creative thinking activities into the curriculum.

   e. Find opportunities for students to demonstrate responsibility. You may have heard the saying, Success breeds success. This certainly applies when looking at developing leaders. Find ways for students to show you that they can be successful at something, follow through with tasks, that they can achieve, and that they can be productive. This is the key to motivation!

5. Older students may be challenged by developing plans of leadership, focusing on making a positive change in an area of the school, community, or religious affiliation. Identifying issues and problems, setting goals and objectives, planning a strategy for addressing these problems, and most importantly, following through on solving problems, can be very productive ways of experiencing leadership.

6. Real life experiences such as mentorships and internships allow students to collaborate with adult leaders, and this can be positive for both students and adult leaders. This is a good example of intergenerational collaboration as well.

7. Build courage in students by encouraging them to try new things. Some students are so afraid of failure that they are paralyzed by perfectionism. Help them learn that failure can be a good thing when one learns from it!

8. Encourage self-discipline in every aspect of school by teaching students about commitments...doing what you said you would do, when you said you would do it, whether you want to or not! This is a very important seed for emerging leaders.

9. Help students understand that every effective leader is able to listen and to follow when necessary. This may be challenging for some but it is a critical component of leadership development.

10. Promote goal setting and a sense of autonomy. All too often we coddle students and rob them of the opportunity to be independent learners. Give them the chance to try.

11. Expose students to leadership opportunities outside of school such as youth leadership conferences, seminars, and weekend and summer programs offered through colleges and universities and other community organizations.

One of the greatest gifts parents and educators can give today’s children and youth is the ability to understand and accept themselves and to effectively interact with other people. These are the seeds of leadership. The time to start nurturing these seeds is now!
New Publications

LEADERSHIP FOR STUDENTS: A GUIDE FOR YOUNG LEADERS

Dr. Frances A. Karnes, distinguished professor of Curriculum, Instruction, and Special Education at the University of Southern Mississippi, and Dr. Suzanne Bean, emeritus professor of education at Mississippi University for Women, have revised their book on leadership. The second edition of Leadership for Students: A Guide for Young Leaders explodes with positive ideas and activities that will help your students discover their leadership abilities. The activities throughout this book stimulate the exploration of ideas and encourage critical thinking about leadership. Students will find guidance and advice that emphasize leadership skills in a variety of settings, including leadership in the classroom, social activities, and the community. The text also includes real-life stories on how students took on leadership positions.

The book includes a Leadership Action Journal that allows students to record their thoughts and actions as they develop their leadership skills. Exciting learning activities are included like conducting a survey on the characteristics of being a good leader, organizing a debate on leadership, interviewing community leaders, and developing and implementing a plan for becoming a leader. The book is available through Prufrock Press.

Connections
Participants in programs conducted by The Frances A. Karnes Center for Gifted Studies

MELANIE GARDNER attended the Summer Gifted Studies Program in 1996. She received her Bachelor of Arts in 2005 and a Masters of Business Administration in 2007 from Southern Miss. She is currently the Marketing and Creative Manager in the Office of University Communications at Southern Miss. Her interests include singing, acting, traveling, foreign languages, and opera.


JUSTIN MARTIN attended the summer gifted program in 1980. He earned a bachelor degree from Middle Tennessee State University in 2000, and a law degree from Mississippi College School of Law in 2003. He participated in Moot Court in 2001 and served as Honor Court Justice. He is currently a doctoral student in mass communication at Southern Miss and will graduate in 2011. His interests include collecting baseball cards, collecting classic automobiles, cooking, and music.

JOHN DUDLEY attended the Saturday Gifted Program in 1988, 1989, and 1990. He earned his Bachelor’s degree in political science from the University of Southern Mississippi, and obtained a law degree from University of Chicago. He is currently a master’s student in political science at Southern Miss, and works as a graduate assistant in the Frances A. Karnes Center for Gifted Studies.

LORI KNARR is currently a senior at Southern Miss and will graduate in May 2010. She is currently student teaching at Thames Elementary School in Hattiesburg. Lori attended all three summer programs offered by the Center from 2001 through 2005. Her accomplishments include receiving an academic scholarship, a leadership scholarship, membership in Gamma Beta Phi, Kappa Phi, Golden Key, and first and second places in a ballroom dance competition. Her interests include tutoring, orthodox Christian fellowship, and dancing.

JOSEPH HINTON is currently a sophomore at the University of Mississippi majoring in history education and will graduate in 2013. He graduated from Petal High School in Petal, Miss., with special academic honors, and is on the honor roll at the University of Mississippi. He attended the Saturday Gifted Studies program in 2002 and 2003, and the Academically Talented Program in 2004. Joseph also served as a program counselor in 2008 and 2009. His interests include history, traveling and athletics.

JON DUDLEY attended the Summer Gifted Studies Program in 1996. She received her Bachelor of Arts in 2005 and a Masters of Business Administration in 2007 from Southern Miss. She is currently the Marketing and Creative Manager in the Office of University Communications at Southern Miss. Her interests include singing, acting, traveling, foreign languages, and opera.
ASSESSMENT OF GIFTED CHILDREN
Dr. Frances A. Karnes, distinguished professor of Curriculum, Instruction, and Special Education at the University of Southern Mississippi, and Dr. Suzanne Bean, emeritus professor of education at Mississippi University for Women, have recently had a book published on assessment in gifted education. The book, *Assessment Tools for Gifted Children: Screening, Identification, and Evaluation*, is an essential reference for all professionals working in gifted education. Of particular interest are those instruments that assess students in academic, intellectual, creative, artistic, and leadership domains. This book includes information on norming data, technical data, appropriateness for use with gifted and talented students, and publication information within a comprehensive inventory of relevant information for each test profiled. The book is available through Love Publishing.

INTERNATIONAL HANDBOOK ON GIFTEDNESS
Dr. Frances A. Karnes, distinguished professor in Curriculum, Instruction, and Special Education and Director of the Frances A. Karnes Center for Gifted Studies at the University of Southern Mississippi and Dr. Kristen Stephens, assistant professor of the Practice Program in Education at Duke University, have co-authored a chapter in the International Handbook on Giftedness. The chapter, “Gifted Education and Legal Issues,” focuses on many areas involved in mediation, due process, and court cases within gifted education.

BOOKS AND RESOURCES

BOOKS
This book offers a step-by-step plan for the development of leadership skills for elementary and middle school students. It focuses on peer relationships, influence, priorities, integrity, problem solving, and self-discipline.

This book helps youth to develop leadership skills in a variety of areas including relationships, finances, diversity, and the environment. It includes true stories of successful leaders, questions for reflection, and more.

This study guide equips students with knowledge and skills related to leadership. It focuses on moral courage, selflessness, truth, dependability, endurance, enthusiasm, preparation, and other important characteristics and actions.

RESOURCES


THE DAY OF SHARING FOR TEACHERS OF THE GIFTED
— Friday, October 2, 2009

The fall Day of Sharing for Teachers of the Gifted was held Friday, Oct. 2, 2009, at the Union on the Hattiesburg campus of The University of Southern Mississippi. This conference, held in the spring and fall of each year, provides professional development for gifted education teachers. It is designed to educate teachers on current curriculum and instructional issues in gifted education. Teachers of the gifted, regular education teachers, psychologists, and administrators are encouraged to attend. The keynote speaker this year was Dr. Suzanne Bean, director for the Roger F. Wicker Center for Creative Learning and emeritus professor of Education at Mississippi University for Women, presented “Developing Leadership Potential in The Classroom.” Other presentations were also given by speakers in various professional educational positions. There was also time for sharing for participating teachers of the gifted who presented materials and ideas that were used successfully in the classroom. Several teachers were given time to share activities and ideas that they use in their classrooms.

PARENTING OF GIFTED CHILDREN
— October 3, 2009

The Frances A. Karnes Center for Gifted Studies held its 26th Annual Parenting Gifted Children Conference on Oct. 3, 2009, at Joseph Greene Hall on the Hattiesburg campus. The conference offered assistance to parents and other concerned adults to better understand the unique intellectual, academic, and social/emotional needs of the gifted and talented. Dr. Suzanne Bean, director for the Roger F. Wicker Center for Creative Learning and emeritus professor of education at Mississippi University for Women, was the keynote speaker and presented “Developing Leadership Potential in the Home.”

CAREER EXPLORATIONS FOR GIRLS
— November 14, 2009

The seventh annual Career Explorations for Girls Conference was conducted in Joseph Greene Hall on the Hattiesburg campus of The University of Southern Mississippi on Saturday, Nov. 14, 2009, from 8 a.m. to 4 p.m. The conference was open to all girls in grades 7-12. The keynote speaker, Miranda Beard, assistant news director for WDAM-TV, presented “Communication: The Key to Success.” Other distinguished presenters offered practical information to help girls plan for their career in business, interior design, health care, technology, psychology, communication, education, music, law, finance, architecture, social work, science, marketing/PR, sports, art and design, real estate, and nutrition.

The conference, which was co-hosted by The Frances Karnes Center for Gifted Studies and the Spirit of Women at Forrest General Hospital, was offered at no charge to attendees, and lunch was provided.
LEADERSHIP STUDIES PROGRAM
JUNE 13 – 18, 2010

The Leadership Studies Program, a one-week residential program, is designed for students in grades six through 11, who have a desire to develop and enhance their leadership abilities. Students will be housed in dormitories on the campus of The University of Southern Mississippi in Hattiesburg, Miss. Tuition includes room, board, recreational activities, and limited accident insurance. Leadership I is a program with specific emphasis on leadership skills. Training will include 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 schools, communities, and religious affiliations will be 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 will focus on the legal aspects of leadership, responsibilities of various positions of leadership, developing personal power, and leadership for the future. The students also have the opportunity for informal interaction with adult leaders. Financial aid is available based on need, on a limited basis.

SUMMER GIFTED STUDIES PROGRAM
JUNE 20 – 25, 2010

The Summer Gifted Studies Program, a one-week residential program, is designed for intellectually gifted students in grades four through eight with intelligence quotients of 120 or above on an individually administered test or the 90th percentile or above at the national level on an achievement test. The program enhances the cognitive abilities of gifted students through planned enrichment/acceleration activities. Content areas are combined with processing skills to enable students to explore a wide variety of topics. Students will be housed in dormitories on the campus of The University of Southern Mississippi in Hattiesburg. Instructional activities will be conducted in classrooms and laboratories on the campus. Recreational activities and cultural events will be included, based upon availability. Tuition includes room, board, recreational and cultural activities, and limited accident insurance. Financial aid is available based on need, on a limited basis.

SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH
JULY 4– 23, 2010

The Summer Program for Academically Talented Youth, a three-week residential program, is designed for students in grades seven through 10 who qualify based on SAT or ACT results. A variety of intensive, fast-paced courses will be offered, such as mathematics, including Algebra I and II, geometry, trigonometry, calculus and modern analysis; physics; human anatomy/physiology; marine biology; forensic science; polymer science; political science; psychology; criminal justice; creative writing; and debate. The program is designed to include appropriate academic, cultural, and recreational experiences. The University of Southern Mississippi offers the program through cooperative efforts with the Duke University Talent Identification Program. Tuition includes the instructional program, books, room and board, recreational activities, and limited accident insurance. Financial aid is available based on need, on a limited basis.

WHAT IS MAGC?

Founded by parents and teachers in 1974, Mississippi Association for Gifted Children (MAGC) is a nonprofit organization that serves as a public advocate for gifted children and youth in the state of Mississippi. MAGC is the only state-level organization specifically for the gifted. In 1988, MAGC initiated legislation that resulted in state-mandated gifted programs and their funding in all Mississippi public school districts.

For information regarding membership in MAGC, please contact MAGC, P.O. Box 3545, Jackson, MS 39207, or www.msms.k12.ms.us/MAGC.
KEVIN D. BESNOY, PH.D. is an assistant professor of elementary and gifted education and co-director of the program for Talent Development and Gifted Studies at Northern Kentucky University. Recently his co-edited text book, *High Tech Teaching Success! A Step-by-Step Guide to Using Innovative Technology in Your Classroom* was published by Prufrock Press. This past November, Kevin presented at the National Association for Gifted Children Conference on “Technology Paradox: Influence of Technology-Focused Professional Development on Promoting Higher-Order Thinking Skills in Classrooms.” In addition, that same month he presented at the National Council for the Social Studies annual conference on “Improving Content Area Reading Comprehension in a Middle School Classroom.” Kevin continues to research appropriate strategies for integrating technology in the classroom and is working toward developing the Program for Talent Development and Gifted Studies at Northern Kentucky University.

ELIZABETH SHAUNESSY, PH.D. was recently awarded a four-year Jacob K. Javits Gifted and Talented Students Education Program Grant from the U.S. Department of Education. Project REACH (Recognizing Extraordinary Accomplishments of Children) will support efforts to increase the identification of English Language Learners and economically-challenged students in Tampa, Fla., and provide training to teachers in implementing a differentiated reading program for students in five schools. Dr. Shaunessy’s research in gifted education focuses on public policy, the social-emotional needs of International Baccalaureate Students, the preparation of school personnel in meeting the needs of gifted, and developing cultural competence among teachers of the gifted. Recently, her work has been accepted for publication in *Gifted Child Quarterly, The Journal of Youth and Adolescence, The Urban Review,* and *Journal of Research on Leadership Education.* She also recently co-authored a monograph on preparing culturally competent teachers of the gifted and authored a chapter on “Technology in Gifted Education” in Barbara Kerr’s *Encyclopedia of Giftedness, Creativity, and Talent.* Dr. Shaunessy was promoted to associate professor and received tenure at the University of South Florida where she is the Gifted Education Program Coordinator and faculty member in the Department of Special Education.

DEBBIE TROXCLAIR, PH.D is currently on the faculty at Lamar University in the Department of Professional Pedagogy. She teaches undergraduate teacher candidates and graduate students in the Post Bac Degree program, as well as graduate level teachers in Lamar University’s Online Master’s Degree program. Dr. Troxclair recently presented conference sessions dealing with social emotional issues of gifted at the following conferences: SENG, Texas Association for Gifted and Talented, Louisiana Council for Exceptional Children, USM Parenting Gifted Children Conference, and at Lamar University’s Educational Research Conference. Recent research was completed on assessing undergraduate teacher candidates’ attitudes towards intellectual and cognitive diversity. Dr. Shaunessy is currently serving on the National Association for Gifted Children Professional Standards Committee and is working on the NAGC Higher Education Opportunities Act Workgroup. She is also actively involved at Lamar University with Kappa Delta Pi.

JOAN D. LEWIS, PH.D. graduated with a Ph.D. focusing on gifted education from The University of Southern Mississippi in 1994. She published a chapter on “Public Relations and Advocacy for the Gifted” with Dr. Karnes in the third edition of Methods, Materials, and Resources for Teaching Gifted and Talented Students and the book *The Challenges of Educating the Gifted in Rural Areas,* one of the Practical Strategies Series in Gifted Education. She also published “Parents Have Power!” in the newsletter of the Nebraska Association for Gifted. Dr. Lewis recently presented on “Rural Gifted Education: Are We Serving Gifted Learners?” at the National Rural Education Association’s recent conference and earlier with a colleague and research assistant on “Advocate for Gifted Students: Principals Are Key” at Nebraska Association for the Gifted. Her presentation with a colleague at the 2009 NAGC annual conference on “How Principals Influence Gifted Education in Their Buildings” based on data from a six-state survey of 1200 principals was listed as one of the Signature Series presentations. Last fall Dr. Lewis was profiled in New Frontiers: Research and Creative Activity II published by the Office of Graduate Studies and Research, University of Nebraska at Kearney.
In this section of the newsletter, we will review books of interest to the field of gifted education.

**Book Ends**


The activities throughout this book stimulate the exploration of ideas and encourage critical thinking about leadership. Students will find guidance and advice that emphasize leadership skills in a variety of settings, including leadership in the classroom, social activities, and the community. Exciting learning activities are included like conducting a survey on the characteristics of being a good leader, organizing a debate on leadership, interviewing community leaders, and developing and implementing a plan for becoming a leader.


This book suggests that while much scholarship and research has been devoted to the concept of leadership, it is still misunderstood and even overlooked. This text offers insights into developing leadership skills in gifted students and provides definitions and theories of leadership, looks at trends and changing paradigms, and suggests screening and identification tools for leadership as well as instructional programs and materials to incorporate into the curriculum.
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.

- Summa Cum Laude ($1000 +)
- Magna Cum Laude ($500)
- Cum Laude ($250)
- Laureate ($150)
- Special Honor Roll ($100)
- Honor Roll ($50)
- Student ($25)
- I would like to learn more about corporate sponsorships and donations.

Your donation is tax deductible.

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This donation is a gift. Please send donation gift card to

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Please accept this gift as a memorial to

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Enclosed is my check payable to the USM Foundation c/o The Frances A. Karnes Center for Gifted Studies.

Charge my donation to my credit card.
- VISA  - MasterCard  - American Express

Card Number ___________________ Exp. Date __________
Signature ______________________

My place of employment will match my gift.

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I would like information about how to include The Frances A. Karnes Center for Gifted Studies in my will.

I would like more information about how to give stocks, property, and life insurance.

I give my permission to have my name listed with other donors.

Please send all donations to

THE USM FOUNDATION / FRIENDS FOR GIFTED EDUCATION
118 College Drive #10026, Hattiesburg, MS 39406-0001

Questions?
Please call The Center at 601.266.5236 or 601.266.5246.

The Frances A. Karnes Center for Gifted Studies
118 College Drive #8207, Hattiesburg, MS 39406-0001
Lost (HOPEFULLY TO BE FOUND)

Over the years, we have lost contact with some of our former program participants. Please help us find them by forwarding their names, addresses, e-mail addresses, and phone numbers. Thanks for helping.

Name ________________________________________________________________

Address ______________________________________________________________

City, State, ZIP _______________________________________________________

Phone (______) __________________________________________________________________

E-mail __________________________________________________________________

Center programs affiliation(s) ________________________________________________

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Current school/year or career/position _____________________________________________

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Activities or interests __________________________________________________________

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