Girls and Women

THE NEED TO CONTINUE RESEARCH AND ADVOCACY FOR GIFTED AND TALENTED GIRLS AND WOMEN — Sally M. Reis, University of Connecticut

Why do some gifted and talented women achieve and gain prominence or eminence while others who had as much or more potential fail to achieve the dreams they had as girls? Research with talented females has revealed a number of personality factors, personal priorities, and social emotional issues that have consistently emerged as contributing reasons that many either cannot or do not realize their potential. Not all gifted females experience the same issues, but trends have been found in research about talented women that identify a combination of the following contributing reasons: dilemmas about abilities and talents, personal decisions about family, ambivalence of parents and teachers toward developing high levels of potential, decisions about duty and caring (putting the needs of others first) as opposed to pursuing one’s own talents and a host of other personal, religious, and social issues.

These personal and often emotional issues occur across women’s lifespans. Some affect girls at very young ages and some are only apparent to women who have become involved in serious relationships in their college or graduate school years or later in their lives when they have children. Research indicates that many older gifted women resolve some of the personal issues relating to ability and social issues experienced by younger gifted girls. It is also important to understand that some of these dilemmas cannot be resolved to the satisfaction of everyone. Rather, some dilemmas shift or are resolved when changes in a woman’s life occur, such as the maturation of her children and, in some cases, the dissolution of a relationship, the reemergence of other relationships, and a change in environments at work or home. Therefore, it is difficult, if not impossible, when discussing social and emotional issues, to discuss gifted girls without discussing gifted women because many young gifted girls believe that they can “do it all” or “have it all,” while many older gifted females have learned that they cannot. Many gifted girls were academically gifted in school, but as they become older, ambivalence about their future caused their hopes and career dreams to waver. Preventing this and learning more about why hopes fade is the reason that much of the research about gifted girls and women continues.

What factors help some smart young girls become self-fulfilled, talented adults who can achieve at high levels and enjoy personal happiness? Some research has suggested that belief in ability and self-confidence of talented females is undermined or diminished during childhood or adolescence. It is imperative that research continues on this population as studies of gifted women provide essential information about experiences of smart girls during their childhood and adolescence, times at which both parents and teachers can have the most impact in their lives.

Few questions can be raised about whether or not the underachievement of gifted girls and women exists; the fact remains that in most all professional fields and occupations, men continue to surpass women in both the professional and creative accomplishments they achieve, at least when traditional standards of accomplishment are considered. It may be argued that

(Continued on page 5)
DEAR FRIENDS:

Gifted females and males are the focus of this issue. Dr. Sally Reis of the University of Connecticut and Dr. Thomas Hébert at the University of Georgia offer valuable insights as to the development of giftedness in both genders. In addition, book reviews and Web sites are offered for further reading on the topic of gender differences in gifted youth and adults.

The Department of Polymer Science supported the Day of Sharing for Teachers of the Gifted on February 21, 2003, by hosting the conference in its building, by demonstrating science experiments, and by distributing print and non-print materials on polymer science. Sixty teachers attended and were very appreciative of the opportunity to enhance their knowledge base in teaching polymer science.

The Saturday Gifted Studies Program, with 137 students, was a great success. Students attended from north and south Mississippi, New Orleans, and Mobile. The Advisory Council met on March 20, 2003, and offered great suggestions on celebrating the 25th anniversary of the Center in 2004. Your ideas are also needed. Please e-mail us or use the form in the newsletter to give your ideas.

We thank our sponsors and supporters for this assistance in providing scholarships for needy children and youth to attend programs conducted by the Center. We are in the process of identifying support for the Parenting Gifted Children Conference. Sponsors will also be needed for the 25th anniversary booklet, which will highlight the history and accomplishments of the Center.

Please have a safe, happy, and productive year.

Sincerely yours,

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

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

PROGRAM SPONSORS

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

SATURDAY GIFTED STUDIES PROGRAM
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SUMMER GIFTED STUDIES PROGRAM

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 Saturday Gifted Studies Program, a one-week residential program, serves youth in grades four through eight, while the Summer Program offers 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.
THE NEED TO EXAMINE SOCIAL AND EMOTIONAL DEVELOPMENT IN GIFTED MALES — Thomas P. Hébert, University of Georgia

It is a difficult time to be a boy in this country. This is the message being reported in today's popular press, and along with the media, bookstores throughout this country are offering many best-sellers that call attention to the challenges facing the young American male (Sommers, 2000). In addition, psychologists are indicating that the damaging effects of society's failure to recognize boys' emotional needs are becoming apparent in our classrooms (Pollack, 1998).

Though discussions regarding the "boys' crisis" remain heated, little attention is being drawn to issues faced by gifted young men. While numerous researchers in gifted education have examined issues facing gifted females, research addressing the social and emotional development of gifted males is limited. Research on gifted males indicates a number of social and emotional issues critical to their development, including identity and a belief in self, appreciating psychological androgyny, emotional sensitivity, and empathy.

In a study of gifted, high-achieving males in an urban high school, a strong belief in self was identified as the most important factor influencing their success (Hébert, 2000a). These young men had developed a strong belief in self that provided them the energy, the drive, and the tools they needed to face life's challenges. They had definite aspirations aligned with their personal qualities, strengths, and talents. They viewed their aspirations as attainable since they realized they had an internal motivation that kept them driven to succeed. Just as an inner drive allowed them to succeed in their urban school experiences, a motivational force kept them focused and allowed them to reach their life goals. Several qualities emerged in these young men to form this belief in self: sensitivity, multicultural appreciation, aspirations, and an inner will.

An important part of that strong belief in self was heightened sensitivity, a quality that allowed these young men to appreciate, for example, individual differences in people around them, the lyrical beauty of poetry, or a relationship with a younger handicapped child. They had developed empathy, emotional self-awareness, and emotional expressivity — qualities that enabled them to balance their emotional lives as they developed their identities. They saw their ability to express themselves emotionally as a trait that would help them become more successful in life. Their emotions were viewed as useful tools that assisted them in making sense of their life experiences and allowed them to feel secure as intelligent, sensitive males in an urban setting.

Findings in the study of urban males are consistent with what theorists have proposed regarding heightened sensitivity within gifted individuals. Emotionally intense males can be sensitive to people around them, the feelings of others, criticism from others, and societal injustices (Piecikowski, 1997). In the study, the young men's sensitivity was appreciated, hence they were able to express it. However, if a sensitive, intelligent boy grows up experiencing ridicule in a culture that does not value male sensitivity, he may suppress his sensitivity and withdraw emotionally from others, leading to a number of more serious problems.

Along with emotional sensitivity, psychological androgyny has also been identified as a characteristic of gifted individuals. This characteristic is seen as an individual's ability to balance a blend of both desirable masculine and feminine traits. Psychologists and researchers exploring gender issues have noted that psychologically androgynous men have broader notions of appropriate or inappropriate male behavior, and in no way does this manner of thinking affect their male identity (Levant, 1992).

A study was conducted of gifted university males pursuing elementary education careers. With the young men in this study, it was found that as part of their identity, these males displayed empathic qualities and comfort with their psychological androgyny. They saw characteristics traditionally thought to be feminine within their personalities and they valued those traits. Their identity appeared to involve a sincere caring quality. They knew they were empathic, and they appreciated that quality within themselves since they realized it allowed them to be better professionals. Their empathy incorporated an appreciation for the developmental struggles faced by young children in elementary classrooms (Hébert, 2000b).

The two studies described highlight important considerations for designing interventions for gifted males. Successful strategies for supporting the emotional development of gifted males include supportive male mentors, and providing young men with outlets for their emotional identity such as community service activities focusing on addressing societal problems.

With researchers and educators examining the needs of boys in America, it is critical to invest in addressing the specific needs of gifted males. More research is needed to develop a better understanding of the social and emotional needs facing gifted males and to design appropriate interventions.

REFERENCES
This guide provides motivation and support for girls and young women considering careers in science, mathematics, and technology. Coverage includes career possibilities and career-planning strategies; personal accounts of girls and young women who have achieved success in these non-traditional fields; a timeline of accomplishments of well-known women throughout history; inspiring quotations; and a resource section of books, web sites, organizations, competitions, and special programs.


This book offers practical advice to parents, teachers, and policy-makers about ways to help gifted girls continue to grow and succeed. Dr. Kerr presents current research on gifted girls, summarizes information about eminent women, their lives, and achievements, and examines the current educational and family milieu. A very insightful and helpful book for both bright women and people involved with gifted young girls.


This book is filled with practical suggestions for parents and teachers who work with smart boys, as well as thought-provoking insights about gifted men. Features include current research regarding gifted boys and men, milestones and danger zones, guiding minority gifted boys, patterns in parenting talented boys, gifted male types, and interviews with gifted men.


Kathleen Odean has compiled and annotated a unique collection of more than 600 books (picture books, novels, mysteries, biographies, sports books, and more) that will fascinate and educate boys. Here are classic characters such as Frog and Toad, Bilbo Baggins, and Encyclopaedia Brown; new favorites such as Bingo Brown, Martin the Warrior, and Harry the Dirty Dog; and real-life inspirations such as the Wright brothers, Jackie Robinson, and Jacques Cousteau.


This sourcebook of valuable reading presents more than 600 annotated listings of books for girls, from toddlers to adolescents, featuring female characters who solve problems, handle conflicts, go on quests, and shape their own destinies. She has chosen picture books, folktales, poetry, biography, and all genres of fiction and grouped them for beginning, middle, and older readers. Each title has full bibliographic information, a suggested age level, and a clear, concise annotation.


In Work Left Undone, Dr. Sally Reis explores the internal and external barriers facing talented girls and women in today's society. She points out that many girls and women downplay accomplishments in order to maintain relationships and blend into the crowd. Perfectionism and the urge to be the best in all areas of life can drain energy and take away from special interests. Family and the desire to care for others often prevent talented girls from pursuing their dreams. Yet girls who step out of the crowd and pressure to succeed, she also proposes solutions and suggestions for overcoming barriers. She lists specific ideas for girls, parents, and teachers, along with programs and resources that can help girls succeed.


In How Jane Won, Dr. Sylvia Rimm says more than 50 women from all walks of life tell their own stories of success in their own words. Among them are Justice Sandra Day O'Connor, singer and actress Florence Henderson, New Jersey Governor Christine Whitman, space shuttle commander Eileen Collins, Harry Potter author Mary GrandPré, novelist Jacqueline Mitchard, and more. There are also women you've never heard of — scientists, teachers, artists, homemakers, doctors, publishers, and more — who are every bit as successful. This book shows the many roads from possibility to achievement and the inspiration you need to make your own unique journey.


This book gives girls the "I can" tips and tools they need to be confident, capable, eager to learn, and ready to lead. The comments and experiences of successful women — from teachers, homemakers, and doctors to senators, scientists, and judges — inspire young readers; practical advice and encouragement helps them make positive changes and choices. Girls learn to win in all areas of their lives, from family and friends to school and learning, motivation, character development, and more. Includes quizzes and resources. Presents tips, quotes, activities, and words of wisdom from successful women for girls trying to make positive changes and choices in all areas of their lives and develop confidence, inner strength, and the desire to learn.
LEADING THE WAY...

GRADUATES OF THE DOCTORAL PROGRAM


- AMY BISLAND, M.ED. and YOLANDA COBB, M.S.ED. presented at the fall Mississippi Private School Association Conference in Jackson, Mississippi. Their session was titled "Characteristics and Instructional Strategies for Teaching Gifted Students in Traditional Classroom Settings".

- FRANCES A. KARNES, PH.D., and ELIZABETH SHAUNESSY, PH.D., presented preliminary findings from the study, "2001-2002 Gifted Education State Survey" and strategies for using the data to the state affiliate groups at the Affiliate Meeting of the National Association for Gifted Children in Washington, D.C. Dr. Shaunessy shared highlights from the survey, which was conducted in late 2002 and early 2003. Dr. Karnes introduced participants to public relations strategies appropriate for different purposes and utilizing various types of information available to the affiliate groups, including data from the survey as well as other relevant sources of information. Participants were given guidance on designing a public relations plan, development of various media, and suggestions for selecting appropriate information for specific audiences, including parents, educators, administrators, legislators, and the public.

- JOAN D. LEWIS, PH.D., presented "Unlock the Potential of Gifted Girls" at the National Association for Gifted Children convention in November; "Affective Plan: Meeting Needs of G/T Learners," and "WebQuest: Collaborative Problem-Solving Using the Web" at the Nebraska Association for the Gifted convention in February. The manuscript E-learning Primer is in final review for the peer reviewed CTE/UNK Compendium of Teaching Ideas and Resources. Dr. Lewis has recently signed a contract to be a Duke University TIP Recognition Ceremony liaison.

- STEPHANIE A. NUGENT, PH.D., is currently an associate faculty member at Cochise College in Douglas, Arizona, in the Department of Languages, where she teaches English composition. In addition, she teaches graduate courses in gifted education online for Southeastern Louisiana University and courses in research and educational methods for the University of Phoenix, Southern Arizona Campus and Online. Dr. Nugent’s first book, co-authored with Dr. Frances Karnes, is titled Profiles of Influence in Gifted Education: Historical Perspectives and Future Directions and will be published in time for NAGC’s 50th anniversary conference in November 2003.

- TRACY RILEY, PH.D., has recently secured a research contract with the New Zealand Ministry of Education to investigate the extent, nature, and effectiveness of identification and provisions for gifted and talented students. The 10 month study involves a review of the literature, survey of all schools, and case studies of ‘best practices.’ She continues to teach undergraduate and postgraduate papers, and supervise student research. Dr. Riley is currently working on several book chapters and editing her book, Teaching Gifted and Talented Students Across the Curriculum: A Toolbox for Teachers.

- ELIZABETH SHAUNESSY, PH.D., defended her dissertation, “Attitudes of Teachers of the Gifted Toward Information Technology” this spring. She received her doctorate in Curriculum, Instruction, and Special Education with an emphasis in gifted education in May, 2003. She presented “Designing Your Own Individual Professional Development Plans in Gifted Education” at the Spring Day of Sharing for Teachers of the Gifted at The University of Southern Mississippi.

- KRISTEN R. STEPHENS, PH.D., is coordinator of educational outreach for the Duke University Talent Identification Program, where she coordinates distance learning curriculum for gifted students. She also serves as assistant professor in Programs in Education at Duke University. In the fall of 2003, she will be teaching a course titled “Unrecognized Talent: Minority Students in Gifted Education” to Duke University undergraduates. She is working on her fourth book with Dr. Frances Karnes and continues to speak at state and national conferences regarding the education of gifted and talented students. She and her husband are also the proud parents of a new baby boy.

(Continued from page 1)

these facts alone are not an adequate measurement of the underachievement of talented girls and women; however, research indicates that when many talented women reflect about their lives, they perceive many lost opportunities (Reis, 1998). If female underachievement is best measured by the many talented women in our society who look back at their lives with feelings of regret, it then becomes our responsibility to help future generations of gifted and talented females before they, too, underachieve.

REFERENCES

DRECK BAKER participated in the Summer Gifted Studies Program in 1979. He received a bachelor's from The University of Southern Mississippi in 1991 in hotel and restaurant management. He is currently serving as a police officer in the Houston, Texas, police department. He has been assigned to the Training Division, Continuing Education Unit, since 2000. He has been the recipient of 11 commendations. Dreck is a youth football coach and member of the board of directors for the Humble Area Football League. He enjoys Japanese gardens, bonsai trees, sports, and movies. He is the father of two children, Dominique and Keith.

MARY BOOTHE BALL participated in Leadership Competitions. She obtained a bachelor's in psychology from Millsaps College in 1997. During college, she was a member of Phi Beta Kappa, Omicron Delta Kappa, and served as vice president-public relations for Kappa Delta. She is currently a stay-at-home mother to her new son Samuel, born October 16, 2002. She enjoys walking, Bible study, cooking, and craft projects.

WESLEY BOUDREAU participated in the Leadership Studies Program for three summers. He received a bachelor's degree in journalism from The University of Southern Mississippi in 2002. He is currently working as the sports editor for the Observer News in Newton, North Carolina. He received second place at the Southeast Journalism Conference for on-site sports writing. He enjoys reading, going to sporting events, and writing.

KELLI BOYD attended the Summer Gifted Studies Program in 1982-1985. Kelli earned a bachelor's in animal science from Mississippi State University in 1993, a D.V.M. from Mississippi State University in 1996, and a Ph.D. in veterinary pathology from the University of Georgia in 2001. She is currently employed as a veterinary pathologist in the ARC Diagnostic Laboratory at St. Jude Children's Research Hospital in Memphis, Tennessee. She is a member of the Phi Zeta Society. She is the recipient of the C.L. Davis Student Scholarship Award, the Excellence in Teaching Award from the University of Georgia, the Young Investigator's Award from the American College of Veterinary Pathologists, the Graduate Student Award for Excellence from the Animal Disease Research Workers in Southern States, the Leon W. Turner Award for Merit in General Pathology from Mississippi State University, the Pfizer Veterinary Scholarship for Excellence in Student Research from Mississippi State University, and the Mississippi Veterinary Medical Association Student Scholarship for Excellence in Veterinary Medicine from Mississippi State University. She enjoys hiking, biking, home improvement projects, and renovations.

SCOTT BROWN attended the Summer Gifted Studies Program in 1984-1987 and the Saturday Gifted Studies Program in 1986. He received a bachelor's degree in social studies education from Mississippi State University in 1996 and a master's degree in administration from Mississippi College in 2000. He currently works as a social studies teacher and football coach at Clinton High School in Clinton, Mississippi.

MELANIE BEDENBAUGH COOPER attended the Saturday Gifted Studies Program in 1982, 1984, and 1986. She graduated from The University of Southern Mississippi in 1998 with a bachelor's degree in psychology and received a master's degree in counseling psychology from William Carey College. She is currently working at Pine Belt Mental Health Care as a day treatment counselor with children with behavior problems. She is a member of Psi Chi honor society. She volunteers at the South Mississippi Children's Shelter and with the CISM (Critical Incident Stress Management) team. Melanie enjoys camping and backpacking. She also makes and sells candles and soaps as well as paintings.

GINGER WESTON EASLEY attended the Summer Gifted Studies Program and the Saturday Gifted Studies Program in 1980. She was accepted as an early entrant applicant at the age of 16 to William Carey College and received a bachelor's degree in English in 1991. She then attended the University of Mississippi, where she completed a J.D. in 2000. She was a recipient of both the Wetherstone Scholarship in Law and the American Jurisprudence Award in Taxation while at Ole Miss Law School. She has been published twice on ocean and coastal legal topics, including the salvage rights of the Titanic and aquaculture regulations in the states bordering the Gulf of Mexico. After working in her own law office in Petal, Mississippi, she accepted an editorial position with Lexis-Nexis, a division of Reed Elsevier, Inc.'s global publishing company. She and her husband are the parents of Kyle.

RICHARD ANDREW FOXWORTH attended the Saturday Gifted Studies Program in 1982 and the Summer Gifted Studies Program in 1979-1983. After graduating from Millsaps College with a degree in political science in 1991, he continued to law school at the University of Mississippi, where he received his J.D. in 1994. He is currently a shareholder in Foxworth, Shepard, & Berry, P.A. in Columbia, Mississippi, practicing in the areas of estate planning, business, real estate, probate, and asset protection. He is a past president of the Marion County Bar Association and a former board member of the Young Lawyers Division of the Mississippi Bar. He is a current member of the editorial board of Mississippi Lawyer magazine. He is an advisory board member of the Mississippi Association for Gifted Children and a board member of the Columbia Education Foundation. He is also a recently nominated candidate for president-elect of the young lawyers division of the Mississippi Bar Association. In 2002, he completed the New York City Marathon, and ran the Chicago Marathon in 2000.

MARY HELEN MCCARTY GRIFFIS participated in the Summer Gifted Studies Program in 1979 and 1980 and the Saturday Gifted Studies Program in 1980. She graduated with a degree in political science from the University of Mississippi in 1991. She currently works as a full-time homemaker, taking care of five sons with her husband, Kenny. She also serves as the recruitment adviser for Phi Mu at Ole Miss and an administrative board member of the Christ United Methodist Church of Jackson. She has also served on the Ole Miss Alumni Association Board, and the Rebel Club of Jackson Board, and has held several offices in the Jackson Area Panhellenic Association.

VALERIE HODGE participated in the Summer Gifted Studies Program in 1990-1992 and the Saturday Gifted Studies Program in 1997, 1991, and 1992 and 1995. She received a bachelor's degree in psychol-
ology from The University of Southern Mississippi in 2003. She is currently in her second year of the master's in counseling psychology program at The University of Southern Mississippi. She is a member of the Mississippi Counseling Association and has held several leadership positions on campus, including vice president and internal coordinator of the Graduate Student Association and secretary of the Counseling Association of Master’s Students. Valerie enjoys travel, sports, physical fitness, and reading.

**JONATHAN LAMPKIN** attended the Summer Program for Academically Talented Youth in 1988-1990. He graduated in 1997 from Duke University with a degree in biology and history. During his undergraduate program, he was a National Science Scholar, a Robert C. Byrd Scholar, and a Collier-Stevenson Scholar. He graduated from the University of Mississippi Medical School in 2002. While in medical school, he was a Hearin-Hess Scholar and participated in research at Children's Hospital Medical Center on various projects in the Division of Hematology/Oncology. He is currently a resident at the University of Cincinnati, finishing a year with the Department of Family Medicine. He will begin a radiology residency in July. He married Cynthia Gaines in June 2002.

**SUSAN LARSON** attended the Summer Gifted Studies Program in 1981 and 1982. She attended Mississippi University for Women and graduated from Northern Michigan University in 1992 with a bachelor's in elementary education. While in college, she served as president of the freshman class, president of the Silhouettes Social Club pledge class, rush chairman of the Silhouettes, and co-chairman of the campuswide spring formal. She also participated in Beta Beta Beta biological honor society. After graduation she taught for two years in Biloxi. She currently teaches at Prince William County School in Manassas, Virginia. She serves as a member of the Mullen Advisory Team, a member of the “Teachers as Readers” group, and as grade-level chairman. She enjoys reading, cross-stitching, photography, and piano.

**BRAD LOKITZ** attended the Leadership Studies Program in 1992 and 1993. He graduated from Millsaps College in 2002 with a bachelor of science degree in chemistry. He is currently enrolled in the polymer science and engineering doctoral program at The University of Southern Mississippi.

**STEPHEN LOKITZ** participated in the Leadership Studies Program in 1992. He graduated magna cum laude and with honors from Millsaps College in 1998 with a bachelor's degree in physics and math. He is currently enrolled in an experimental nuclear physics doctoral program at North Carolina State University in Raleigh, North Carolina. His wife, Kyla, is finishing her third year of medical school at the University of North Carolina at Chapel Hill.

**SARAH MCELLELAND** attended the Saturday Gifted Studies Program in 1984 and 1985 and the Summer Gifted Studies Program in 1984. She earned a bachelor's degree in exercise physiology in 1996 from The University of Southern Mississippi, a master's degree in exercise physiology in 1997 from The University of Southern Mississippi, and a baccalaureate of nursing in 2000 from William Carey College. She is currently a registered nurse working in the trauma unit of the emergency room at Charity Hospital in New Orleans, Louisiana.

**BEN MORRIS** participated in the Saturday Gifted Studies Program in 1990-1995 and in 1997. He also attended the Leadership Studies Program in 1994 and Leadership Competitions in 1999. He will be a senior at Duke University in the fall of 2003, majoring in English, with Latin and philosophy minors. He recently spent six months in Oxford, Edinburgh, and Florence. He chaired a month-long literary festival, whose guests included Michael Cunningham ("The Hours"). He also taught an interdisciplinary course on dreams, published poetry and essays, and assisted in three books.

**PERRY PARKER** attended one of the first programs conducted by the Frances A. Karnes Center for Gifted Studies. After graduating with honors from the University of Southern Mississippi, he obtained an MBA from the University of Chicago. He is currently the head of foreign exchange trading in Deutsche Bank New York and is global head of proprietary risk within DBFX, which manages the $1.2 billion Global FX business at Deutsche Bank. Perry has been with Deutsche Bank since 1995 in London and New York. He also serves on the Global Markets North America Management Committee of Deutsche Bank.

**BRYCE ROBERTS** participated in the Summer Gifted Studies Program in 1998. He graduated from Mountain Brook High School in 2002 and is now attending Johns Hopkins University. He was recently inducted into the National Society of Collegiate Scholars at Johns Hopkins.

**LAURA WEST** attended the Saturday Gifted Studies Program in 1993 and the Summer Gifted Studies Program in 1993 and 1994. She will graduate from The University of Southern Mississippi in 2004 with a degree in elementary education. She enjoys reading and working with children. She currently works in a church nursery on Sunday mornings.

**SUSAN ZIMMERMAN** attended the Saturday Gifted Studies Program in 1984-1987. She received a bachelor's degree in international studies from the University of North Carolina at Chapel Hill in 2000 and a master's in public policy in 2002 from the University of Chicago. She currently is an analyst for the U.S. General Accounting Office in Seattle, Washington.

**JEREMY ZIPPLE** attended the Saturday Gifted Studies Program in 1987. He graduated from Boston College in 2000 with a bachelor's degree in economics with a minor in music. While at Boston College, he was class salutatorian, was a member of Phi Beta Kappa, received an award for Outstanding Economics Senior Thesis and the Zippa Documentary Film Award. He was also a Rhodes Scholar finalist. After graduating from Boston College, he worked for an economic policy research firm and also taught high school and junior high in New York City. In August 2002, he entered the Jesuits, a Roman Catholic religious order of priests. He is currently working at Reconcile New Orleans, a nonprofit corporation in inner-city New Orleans. The organization runs a restaurant called Café Reconcile, which employs needy residents from the neighborhood, and also runs a job training program for at-risk teenagers. Jeremy does public relations and financial work for Reconcile as well as counseling students in the hospitality program and teaching a spirituality class.

**KRISTIN ZIPPLE** attended the Saturday Gifted Studies Program in 1987. She graduated magna cum laude from Wake Forest University with a degree in psychology in 2002. While at Wake Forest, she was a member of Phi Beta Kappa, Psi Chi, and Mortar Board. She was also a Presidential Scholar and served as president of the Wake Forest Catholic Community. She led service trips to Honduras and Costa Rica. She is currently a case manager/advocate at the Dorothy Day House, a shelter for women and children in Syracuse, New York. Kristin is also applying to graduate school to obtain a dual degree in law and social work.

Reviewed by Dr. Thomas Hébert, Associate Professor of Educational Psychology at The University of Georgia.

Parents and teachers of gifted males have reason to celebrate. Barbara Kerr and Sanford Cohn have authored a book titled *Smart Boys: Talent, Manhood, and the Search for Meaning* that addresses many of the concerns adults have voiced for years. In addition to being the first book in the field of gifted education to focus strictly on gifted males, *Smart Boys* is a significant contribution to the educational literature on social and emotional development of gifted individuals.

Incorporating a review of new literature on masculinity, their own research, and their experiences with gifted males in their clinical practices, the authors have examined challenges faced by gifted males across the lifespan. Both noted psychologists, Dr. Kerr and Dr. Cohn have poignantly described difficult issues faced by talented boys and men. Their thoughtful insights on issues ranging from kindergarten redshirting young boys, to underachievement in adolescent males, and multipotentiality in the adult gifted male offer readers new ways of looking at the challenges faced by intelligent males and different approaches to overcoming the challenges.

A pleasurable read, *Smart Boys* is well organized and provides a comprehensive discussion on a wide variety of issues. Especially noteworthy are the authors' efforts to address challenges faced by gifted minority males as well as boys who are often marked by their peers for rejection and cruelty. Moreover, the authors have included a healthy smorgasbord of helpful strategies for parents and educators to consider in maximizing talent development in gifted males.

This practical book by Barbara Kerr and Sanford Cohn will serve as a strong resource for assisting gifted males in overcoming the difficult challenges they may face. For this reason, *Smart Boys* should become an addition to the libraries of all parents and teachers guiding gifted males.


Reviewed by Dr. Stephanie Nugent, Associate Faculty, Cochise College, Department of English and Reading

In *Smart Girls*, Kerr provides a follow-up of the group she studied ten years prior in *Smart Girls, Gifted Women*. This extension integrates new theories and research findings, which paint an even more complex patina of influences comprising the mosaic that represents achievement for gifted women. Kerr redefines achievement as perceived by females as using one's gifts and talents to their fullest potential. In short, achievement is personal fulfillment based not on extrinsic motivators such as grades, salaries, honors, titles, or offices, but upon an intrinsic sense of becoming all that one is capable of being in relation to individually held values.

Kerr offers practical ideas and strategies for parents, teachers, and counselors who desire to see young women reach their potential and achieve. Perhaps even more important, however, *Smart Girls* provides not only vignettes of positive roles models, but also information to help gifted girls understand themselves and grow toward self-actualization and personal fulfillment.

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**Day of Sharing**

The Spring Day of Sharing for teachers of the gifted was held on February 22, 2003, in the polymer science building on the campus of the University of Southern Mississippi. The workshop was a collaborative project between the polymer science department and the Frances A. Karnes Center for Gifted Studies. During a session titled, “Fun Hands-On Ideas for Integrating Science into the Gifted Curriculum,” Dr. Lon Mathias, professor of polymer science at USM, spoke to teachers about Internet resources that can be incorporated into classroom units on polymer science. Additionally, Greg Brust, a doctoral student in polymer science, gave several demonstrations of simple hands-on experiments for teachers to use in teaching about polymers.

Teachers were also given the opportunity to learn more about individual professional development. Elizabeth Shaunessy, project coordinator for the Frances A. Karnes Center for Gifted Studies, presented “Designing Your Own Professional Development Plans in Gifted Education.” Teachers also participated in a time for sharing, as well as hearing Dr. Conrad Castle, state consultant for Gifted Education, speak on “The State of Gifted Education in Mississippi.”

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Dr. Tom Rhea Phillips accepts a plaque in honor of his service on the Frances A. Karnes Center for Gifted Studies Advisory Council.
THE SATURDAY GIFTED STUDIES PROGRAM

More than 130 students in grades K-12 spent their weekends learning more about everything from Spanish to architecture to debate in the 2003 Saturday Gifted Studies Program. Students from all across Mississippi, New Orleans, and Mobile traveled to Hattiesburg for seven Saturdays in order to attend enrichment/acceleration instructional activities on a variety of topics. Kindergarten and first-grade students studied “Famous Leaders” and “Under the Sea.” Second and third-grade students chose between “Spanish” or “Author! Author!” and “Fun Seekers Science.” Fourth through six graders participated in “Adventures in Architecture” and “Rock On! An Introduction to Geology.” Seventh through twelfth grade students chose between “Psychology” and “Debate.”

The Saturday Gifted Studies Program is designed to enhance cognitive and affective abilities of gifted students through planned enrichment and acceleration programming. Emphasis is placed on participation in areas that provide in-depth analysis of specific topics in small group activities with other gifted youth. In order to qualify for the Saturday Gifted Studies Program, students must score at least a 120 on an individually administered IQ test, or score at or above the 90th percentile on a group achievement test.

The Saturday Gifted Studies Program has been held at The University of Southern Mississippi more than twenty years. The dates for the 2004 program are January 17 – February 28, 2004.

The Frances A. Karnes Center for Gifted Studies also offers three summer programs, including the Leadership Studies Program for grades 6-11, the Summer Gifted Studies Program for grades 4-8, and the Summer Program for Academically Talented Youth for grades 7-10. In addition, the Parenting Gifted Children Conference is held each fall and two staff development opportunities are available to teachers throughout the year.

For more information on these programs and other services offered through the Frances A. Karnes Center for Gifted Studies, please call (601) 266-5236, e-mail gifted.studies@usm.edu, or visit our Web site at http://www-dept.usm.edu/-gifted.
Click on...

THE CENTER’S EXPANDED WEB SITE

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

GIRLS

www.girltech.com

GirlTech
This is a great site for girls interested in technology. Games, online chat, and links to girl-friendly sites related to technology are designed for girls of all ages. In-depth information on women in history and careers for females are also detailed.

www.dgarts.com

Dream/Girl Magazine’s Art Smart
Girls who are fascinated by the arts will find this site a winner. Dream/Girl Magazine focuses on enhancing creativity in girls through arts and literacy. Information on how to obtain gift packs for girls who aspire to be artists, writers, and poets are available on this site.

www.girlpower.gov

Girl Power
The U.S. Department of Health and Human Services designed the Girl Power web site for girls ages 9 to 13. The purpose of this site is to help girls develop and maintain positive values and strong attitudes about their health. Research articles about girls, as well as tips for adults who work with girls are included. Girls may select a variety of activities on this site including journaling, message board, interactive games, and recommended books and web sites.

www.agirlsworld.com

A Girl’s World
This web site is designed for preteens and teenage girls and focuses on various issues girls face. Pages related to developing relationships, contests, and women’s history provide girls with detailed information.

www.girlscouts.org

Girls Scouts of the U.S.A.
Girl Scouts of the U.S.A. focuses on developing leadership qualities in girls locally, nationally, and internationally. Skill building and responsibility and decision-making skills are also encouraged. Other focus areas include math, science, and technology, financial literacy, health, fitness, and sports, environmental education, the arts, and global awareness.

www.girlsinc.org

Girls, Inc.
Girls, Inc., formerly known as Girls Clubs, offers information to inspire girls to be strong, smart, and bold. Suggested reading, as well as research material on topics such as leadership, economic literacy, and writing, are available on this site.

BOYS


Boys and Reading
This web site provides research information about the reading achievement of boys. Information on ways school officials may address literacy issues with boys is included, as well as links to additional sites for boys.

http://www.guysread.com/

Guys Read
This web site focuses on a literacy program for boys. The program identifies books that would interest boys according to their ages and ability levels. It also provides tips for others interested in increasing literacy among boys.

http://www.scouting.org/

Boy Scouts of America
Boys interested in learning about the benefits of scouting will find this site useful. Information is available regarding scout program options, starting a unit, and finding units in the local area.

http://www.scouting.org/nav/enter.jsp?c=xm

Family Fun
This web site contains educational and entertaining games, quizzes, and other interactive resources for boys to enjoy. Games such as “Name that Merit Badge” and “The Morse Code Translator” are included. In addition, information about having outdoor fun safely is included in the section titled “Scout Tips,” and boys can become proficient in such activities as knot tying using the link to “What Knot Would You Use?”

www.campfire.org

Camp Fire USA
Camp Fire USA serves boys and girls ages from birth to 21 and focuses on youth leadership, self-reliance, after-school groups, camping and environmental education, and child care. Students have the opportunity to participate in mentoring activities and are able to interact with peers. The site also includes information on the Community Family Club, which is designed to increase opportunities for parents and other caring community adults to volunteer in activities that allow them to interact positively with children and teens.

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.
Center Advisory Council Holds Spring Meeting

The Frances A. Karnes Center for Gifted Studies Advisory Council met on March 20, 2003. Members attending were given updates on current programs and projects, as well as future initiatives for the Center. They also participated in preliminary planning of events to celebrate the 25th anniversary of the Frances A. Karnes Center for Gifted Studies. Outgoing officers Tom Rhea Phillips, Gail Atkinson, and Mark Fairchild were recognized and honored with plaques in appreciation of their dedication over the past three years.

A new slate of officers was presented and unanimously approved. Michael Herrington will serve as the new chairman, with Mark Fairchild filling the position of vice-chairman. Reuben was elected as the new secretary. In addition to the new officers, three new Advisory Council members were also introduced. They include Dr. John Jackson, Dr. Lance Faler, and Susan Steadman.

Members of the Advisory Council discuss the upcoming 25th anniversary of the Frances A. Karnes Center for Gifted Studies.

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.

☐ Suma 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.

Name
Address
City State Zip
Home Phone ()
Office Phone ()
E-mail Address

This donation is a gift. Please send donation gift card to
Name
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Please accept this gift as a memorial to

☐ 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
Acct. Number Exp. Date
Signature Date

☐ My place of employment will match my gift.
Company name
Address

☐ 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
USM Box 10026, Hattiesburg, MS 39406-10026

Questions?
Please call The Center at (601) 266-5236 or 5246.
The Frances A. Karnes Center for Gifted Studies
USM Box 8207, Hattiesburg, Mississippi 39406-8207
25th ANNIVERSARY

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

RESPONSE FORM

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

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

WANTED...
STUDENTS WHO HAVE COLLECTIONS

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

For additional information, contact
Frances A. Karnes, Ph.D.
The University of Southern Mississippi
Box 8207
Hattiesburg, MS 39406-8207
Phone: (601) 266 5236
E-mail: gifted.studies@usm.edu

THE
FRANCES A. K ARNES
CENTER FOR
GIFTED
STUDIES

The University of Southern Mississippi
The Frances A. Karnes Center for Gifted Studies
Box 8207
Hattiesburg, MS 39406

RETURN SERVICE REQUESTED