A NATION DECEIVED: HOW SCHOOLS HOLD BACK AMERICA’S BRIGHTEST STUDENTS
Nicholas Colangelo, Susan G. Assouline, Miraca U. M. Gross

America’s schools routinely avoid academic acceleration, the easiest and most effective way to help highly capable students. While the popular perception is that a child who skips a grade will be socially stunted, 50 years of research show that moving bright students ahead often makes them happy.

Acceleration means moving through the traditional curriculum at rates faster than typical. The 18 forms of acceleration include grade-skipping, early-entrance to school, and Advanced Placement (AP) courses. It is appropriate educational planning. It means matching the level and complexity of the curriculum with the readiness and motivation of the student.

Students who are moved ahead tend to be more ambitious, and they earn graduate degrees at higher rates than other students. Interviewed years later, an overwhelming majority of accelerated students say that acceleration was an excellent experience for them. Accelerated students feel academically challenged and socially accepted, and they do not fall prey to the boredom that plagues many highly capable students who are forced to follow the curriculum for peers their age.

For the first time, this compelling research is available to the public in a bold new initiative to get these findings into the hands of parents, teachers, and principals. The report is available at no cost to schools, the media, and parents requesting copies.

You’ll find information about entering school early, skipping grades in elementary school, the Advanced Placement program, and starting college ahead of time. You’ll read the comments of accelerated students, Deans of Colleges of Education, a school superintendent, and a school board member. Every sentence in this volume is culled from the research of America’s leading education experts. If you’d like more research information, see Volume II of this report.

With all this research evidence, why haven’t schools, parents, and teachers accepted the idea of acceleration? A Nation Deceived presents these reasons for why schools hold back America’s brightest kids:

- Limited familiarity with the research on acceleration
- Philosophy that children must be kept with their age group
- Belief that acceleration hurries children out of childhood
- Fear that acceleration hurts children socially
- Political concerns about equity
- Worry that other students will be offended if one child is accelerated

This report shows that these reasons are simply not supported by research. By distributing thousands of copies and launching a public-awareness campaign, the Nation Deceived report provides teachers and parents the knowledge, support, and confidence to consider acceleration.

(Continued on page 3)
DEAR FRIENDS:

The theme of this newsletter is program options for gifted children and youth. There are many to consider. Knowing the options will assist the students, parents, teachers, administrators, guidance counselors and others to make the best decisions. All options may not be right for a specific child. Within this newsletter, there are books and Web sites pertinent to program options. Reviews of books on the topic are also included.

Information on The Frances A. Karnes Endowed Chair is given in this issue. Support is growing and we wish to thank those who understand the importance of it.

The federal grant on Screening, Identification and Instruction of Preschool Gifted has been a very exciting project with many positive outcomes. Dr. Sandee Manning, the project coordinator, and her team have produced a manual, conducted workshops, and designed and disseminated public relations materials.

Our new federal grant, Appropriate Practices for Screening, Identifying and Serving Potentially Gifted At-Risk Youth, began on June 1, 2005. There have been a few studies on gifted at-risk students. The most significant one was conducted in 1982.


Comments on the newsletter are very positive. Please let me know if there are specific topics of interest to you.

Sincerely,

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

Thank You! Thank You! We wish to thank our donors who have continued to support the Frances A. Karnes Endowed Scholarship, the Christopher J. Karnes Gifted Education Memorial 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.
(Continued from page 1)

The cost of the report, both online and print, has been covered by the John Templeton Foundation. A Nation Deceived hopes to change the conversation about educating bright children in America. This Web site has been established to encourage dialogue across the nation.

We invite you to learn more about why acceleration is so important for America’s children. For further information, download the report. This interactive Web site also allows you to give your opinion on the report. Go to www.nationdeceived.org

BOOKS AND RESOURCES for Program Options

JOURNAL ARTICLES:


An overview of many issues that face students who are not accelerated in their schools is presented.


A two volume work that describes 50 years of research on acceleration and effective strategies for providing acceleration in a variety of settings.


Time, structure, support, and complexity are four areas of instructional design that teachers can modify in order to meet the individual needs of gifted students.


Feldhusen discusses several methods of accelerating math, reading, and language lessons for children beginning in elementary school and continuing to adulthood.


Gross describes the acceptance of athletic and musical precocity in children in contrast to the attempts of schools to keep children in academic programs with their age peers. She discusses the need for academically rigorous programs that will help to prevent the forced underachievement of gifted students.


This article discusses the three program options identified by Nick Colangelo and Miraca Gross that allow students to benefit from acceleration while remaining in a classroom with their age peers. Johnsen uses examples of these programs as they would be used with kindergarten students.


A tiered objectives model is recommended for use with high-ability students. Teachers should be able to work in teams that are organized by subject rather than grade level in order to effectively identify the overlapping areas in basic mathematics concepts that will be placed in the tiered system.


Lucas discusses the success of a pilot program for self-contained gifted classrooms in Arizona. The success of the program encouraged parent groups to request similar programs in other schools.


While first presenting the most common arguments for and against acceleration, Rawlins focuses on the views of students who participated in acceleration programs. Questions posed to students seek understanding about the motivation for participating in accelerated classes, the social issues of involvement in accelerated programs, and the student’s overall impression of their experiences with acceleration.


Sylvia St. Cyr describes the benefits of acceleration, how to link acceleration to standards, and how technology can be utilized in order to provide appropriate challenges for individual students. The article includes a list of Web resources naming several distance learning sites that offer courses for gifted students.


This article presents a variety of ways in which instruction in language arts can be adapted to meet the needs of gifted learners. The diagnostic-prescriptive approach, normally associated with mathematics and science instruction, is recommended for gifted readers, writers, and speakers.

BOOKS:


Cassandra has had so many doors opened for her. She was allowed in the eighth grade to take three high school courses. In the ninth grade, she was allowed to take seven classes with no wasted off periods. During her current tenth grade year, she was allowed to take five classes, ending at 12:45 p.m., so that she could take advantage of the Dual Enrollment program at Southern Miss and take a 2 p.m. English course for college credit. She also applied and was accepted to the Mississippi School of Mathematics and Science in Columbus, Mississippi, where she will spend her junior and senior years of high school. We are convinced that the opportunities afforded to Cassandra have instilled in her a love of learning that will allow her to accomplish any goal she has for her future.

– Tom and Deborah Pittman

We are writing to share our experiences with our two sons, Paul and Robert Green. There are several programs available at their elementary school in which gifted children have the opportunity to participate. The gifted resource program has been a life saver. In the resource program, they studied The Odyssey, gave reports to the class, and had unit studies projects.

The school also has an extraordinary music program. Beginning in fifth grade, students can learn to play the violin, viola, cello, or bass two days per week during school hours. The school also offers an accelerated math program in which children learn pre-algebra, algebra, and geometry concepts in a hands-on manner.

The school system has shown great flexibility and willingness to accommodate children of differing needs. Prior to transferring to their current school, our kids were tested in each subject area and were then placed in the proper academic levels. The school also monitored their social environment and adjustment as they attended school with kids older than they.

We have learned to look at our boys’ education one year at a time, to support and participate in all that is available to them, to work with schools to the best of our ability, to keep on trying, and simply to ask. We are grateful for the opportunities available and for the incredible, untiring staff who saw everything as possible and always found solutions. These are people who are there for the kids and are part of something truly special.

– Mary Williams, MSEd.,CPE, and Rick Green, Ph.D.

Potentially one of the most overlooked programming options for high ability students is acceleration. Many educators feel that they do not have the resources available to make informed acceleration decisions. The Iowa Acceleration Scale: A Guide for Whole-Grade Acceleration (K-8) (IAW) is the answer to many of the difficult questions involved in making decisions for individual students. The IAW contains 11 sections that help educators evaluate a student’s readiness for acceleration in a variety of areas. The sections include: general information, critical items, school history, prior ability and achievement test results, prior professional evaluation services, academic ability and achievement, school and academic factors, developmental factors, interpersonal skills, attitude and support, and totals and guidelines. Each section on the IAW is designed to produce a quantitative score that will indicate a student’s readiness for acceleration in an objective manner. The scale uses an interdisciplinary team approach and includes information from a variety of sources, including parents, current teachers, future teachers, counselors, and administrators in order to ensure that a child who is accelerated will receive the academic, social, and administrative support that he or she needs to be successful.

The 22nd Annual Parenting Gifted Children Conference will be held on Saturday, September 24, 2005 on the Hattiesburg campus of Southern Miss. The keynote speaker, Dr. Sylvia Rimm, will be discussing Growing Up Too Fast: What Parents Can Do To Help Their Gifted Child.

More than 125 students in grades 6 through 11 spent a week on the campus of The University of Southern Mississippi learning about leadership. Students from across the Southeast traveled to Hattiesburg in order to participate in the Leadership Studies Program. During the program, students developed and enhanced their problem solving skills, written and oral communication skills, and decision making skills. All activities focused on the responsibilities of leadership, personal power, and future leadership. In addition, students participated in a variety of cultural and recreational activities, such as visiting the art museum.

On Friday of that week, community leaders joined the students for the Leadership Breakfast, where the students shared their plans for leadership. This culminating event provided adults and young people an opportunity to discuss issues that affect people of all ages. In addition, the adults and students talked about ways to be actively involved in their local schools and/or communities.

The Leadership Studies Program dates for summer 2006 are June 18 – 23. For more information on this program, please call (601) 266-5236, e-mail gifted.studies@usm.edu, or visit our Web site at www.usm.edu/gifted.

Summer Program for Academically Talented Youth

This summer, over 50 students spent three weeks at the Summer Program for Academically Talented Youth on the campus of The University of Southern Mississippi. Students in grades 7 through 10 enjoyed a variety of intensive, fast-paced courses that challenged their precocious intellect. Students completed an entire year’s high school level course in three weeks in precalculus mathematics, human anatomy/physiology, forensic science, polymer science, and psychology. Moreover, guest speakers visited the classrooms to share with the students different career opportunities associated with each course. Students experienced a variety of extracurricular activities that supported the program’s academic focus.

The Summer Program for Academically Talented Youth is a cooperative effort between The University of Southern Mississippi and the Duke University Talent Identification Program. The program is designed for students who score at or above the level of entering college freshmen on the ACT or SAT. It provides a balance of educational, cultural, and recreational experiences.

The Summer Program for Academically Talented Youth dates for summer 2006 are July 9 – July 28. For more information on this program, please call (601) 266-5236, e-mail gifted.studies@usm.edu, or visit our Web site at www.usm.edu/gifted.

SUMMER GIFTED STUDIES PROGRAM

Over 150 students in grades 4 through 8 attended the week-long Summer Gifted Studies Program, learning about everything from creative writing and world cultures to entrepreneurship and inventions. Students from around the country attended the program in order to participate in enrichment/acceleration instructional activities. Specific courses included “Mind Power,” “Business Leaders: Today and Tomorrow,” “Inventions,” “Money, Money, Money,” “World Cultural Connections,” “Design Studio,” and “Write On!” In addition, students visited The University of Southern Mississippi’s Art Museum and participated in other cultural and recreational activities.

The Summer Gifted Studies Program is designed for intellectually gifted students in grades four through eight. The program enhances the cognitive abilities of gifted students through the exploration of instructionally appropriate topics. Content areas are combined with processing skills to enable students to experience and enjoy learning.

The Summer Gifted Studies Program dates for summer 2006 are June 25 – 30. For more information on this program, please call (601) 266-5236, e-mail gifted.studies@usm.edu, or visit our Web site at www.usm.edu/gifted.
New Research Project: Gifted/At-Risk Youth

A paucity of research exists in the area of identifying and serving the potentially gifted at-risk child. This project is designed to create a model for screening, identifying, and serving these children in the state of Mississippi. The term “at-risk youth” is used to describe those who are in danger of either not completing high school or completing high school without the necessary skills needed to succeed in society. Existing research points out problems associated with understanding giftedness in at-risk children due to their underachievement and/or disruptive behavior (Cross, 2002). The project aims to a) use appropriate screening instruments to identify potentially gifted at-risk children, b) increase awareness among teachers and directors of at-risk programs about behaviors exhibited by potentially gifted at-risk youth, and c) develop a resource book for educators and parents on guiding the development of their potentially gifted at-risk youth.
Connections
Participants in Programs Conducted by The Frances A. Karnes Center for Gifted Studies

ALAN AND MASON BLAKENEY are a father and son who have both participated in programs at The Frances A. Karnes Center for Gifted Studies. Alan is currently working as a C.P.A. in Laurel, Mississippi. Mason has attended the Saturday Gifted Studies program for the past four years and will be in the sixth grade during the 2005-2006 school year.

PATRICK CHARBONNEAU, M.D. participated in the Saturday Gifted Studies Program in 1985 as a high-school freshman. He attended University of Mississippi Medical School and completed a surgical internship at St. Joseph Hospital in Denver, Colorado. Patrick’s residency in emergency medicine was completed at University Medical Center. He has recently joined South Mississippi Emergency Physicians, P.A. and is practicing Emergency medicine at Forrest General Hospital in Hattiesburg, Mississippi.

STEVEN P. CHEVALIER, M.D. took part in the Summer and Saturday Gifted Studies Programs. He graduated from Ole Miss in 1990 with degrees in biology and history. In 1994, Steven completed his residency at the University of South Carolina where he was Teaching Resident of the Year as well as Chief Resident. He is currently affiliated with Children’s Medical Group, University of Mississippi Medical Center Blair E. Batson Children’s Hospital, Mississippi Baptist Medical Center, and Central Mississippi Medical Center. Steven is a fellow with the American Academy of Pediatrics and a member of the American Medical Association. When Steven is not practicing medicine he enjoys playing the guitar, watching Ole Miss football, collecting art and baseball cards, and playing with his preschool children, Ethan and Ava.

MOLLY FROMKIN took part in the Leadership Studies Program, Saturday Gifted Studies Program, and Academically Talented Program in 2002. She participated in the Scripps Howard National Spelling Bee twice and was accepted to the Mississippi Governor’s School in 2004. Molly is a graduate of Oak Grove High School, where she was president of the school’s chapter of Young Democrats of America and Vice-President of the Spanish Club. She has been named a National Merit Finalist and designated as an AP Scholar. Molly has been awarded a Presidential Scholarship to Millsaps College where she plans to major in English.

ANDREANA “ANDI” GAMBRELL participated in the Summer Gifted Studies program in 1986 and 1987 and in the Saturday Gifted Studies program in 1993. In 1994 Andreana was the first African-American Girl’s State governor. She graduated from Southern Miss with honors and earned a fellowship at Mississippi College School of Law. Andreana recently sat for the Mississippi state bar exam and is serving as a paralegal at Gambrell Law Firm, PLLC in Hattiesburg. Andreana enjoys traveling and playing soccer with her six-year-old son, Tajae.

HALICUE GAMBRELL HANNA attended the Saturday and Summer Gifted Studies programs in the early 1980s. After graduating from Dartmouth College, she went on to receive her master’s degree in English literature from Harvard University. Halicue is currently living in London, England, where she is working on a crime fiction novel. The novel incorporates the topics of race and politics in the South. She and her husband enjoy traveling through Europe and raising their daughter, Halle.

KEITH AND WYNTER HILBUN are a father and daughter team that represents a two-generation Center for Gifted Studies connection. Keith attended the Summer Gifted Studies Program in 1979 and 1980. He currently works for Hol-Mac as a human resource specialist, psychometrist, and, when necessary, a computer programmer. Keith attends William Carey College and will soon complete course work leading to licensure as a professional counselor. He and his wife Terrie are both teachers at their church in Laurel. Wynter participated in the Saturday Gifted Studies Program in 2004 and 2005 and is an excellent example of why programming options are so important for gifted children. Although she is a first-grader, she is homeschooled using an advanced curriculum that encompasses a range of learning activities extending to third-grade objectives. In addition to being an avid reader, Wynter is a budding musician and recently earned all superior ratings at a violin competition in Hattiesburg. She also shows promise as an inventor and creates many useful tools around the house. Wynter enjoys helping others and recently spent her second summer participating in the Mustard Seeds Mission Program.

SHELLY SHOEMAKE, D.C. participated in the Saturday Gifted Studies program for three years. Shelley received a Bachelor of Science in Exercise Science from Southern Miss in 1994 and went on to earn her Doctor of Chiropractic degree from Life University in 2003. She is now the owner of Seminary Chiropractic Clinic in Seminary, Mississippi.

DANIEL SNYDER attended the Summer Gifted Studies program from 2001 to 2004. He was featured in The Ultimate Guide to Collecting by Frances Karnes and Kristen Stephens in which he discussed the extensive insect collection that he presented at several entomology competitions. Daniel’s more recent competitive endeavors have been rewarded with the opportunity to represent Mississippi in the 78th Annual Scripps National Spelling Bee in Washington, D.C., which took place in June, 2005.  

Alan Blakeney with his son Mason

Keith Hilbun with his daughter Wynter

Hattiesburg, Mississippi.

The Ultimate Guide to Collecting by Frances Karnes and Kristen Stephens in which he discussed the extensive insect collection that he presented at several entomology competitions. Daniel’s more recent competitive endeavors have been rewarded with the opportunity to represent Mississippi in the 78th Annual Scripps National Spelling Bee in Washington, D.C., which took place in June, 2005.
In this section of the newsletter, we will review books of interest to the field of gifted education.

**Genius Denied: How to Stop Wasting Our Brightest Young Minds**
By Jan and Bob Davidson
ISBN: 0-7432-5460-0

Reviewed by Kristen R. Stephens, Ph.D.,
Coordinator of Educational Outreach,
Duke University Talent Identification Program

Written by the Davidsons, founders of the Davidson Institute for Talent Development, this book helps readers see the current state of gifted education in our nation. Stories of both obstacles that gifted children encounter and the successes they and their families achieve are woven throughout the book. With the turn of each page, readers experience a continuum of emotions from discouragement to hope. Parents of gifted children will surely identify with the struggles that are shared by others in obtaining an education that is commensurate with a gifted child’s abilities. Teachers and administrators will gain a sense of enlightenment regarding the impact that inappropriate programming can have on gifted children both educationally and psychologically. Though the book is filled with anecdotal examples of families experiencing challenges, descriptions of how they resolved educational dilemmas and summaries of thought-provoking research in the field of gifted education, the real power and utility of this book comes in the final pages with a “call to arms.” In these final pages, the Davidsons outline what parents, teachers, students, and other stakeholders can do to ensure that gifted children reach their full potential. Throughout the text, the problems regarding the appropriate education of gifted children seem vast and overwhelming, but by the end of the book, the reader is inspired and incited to do more than just close the volume and place it back on the shelf, the Davidsons prompt readers to take action and make a real difference in the life of a gifted child.

**Losing Our Minds: Gifted Children Left Behind**
By: Deborah L. Ruf, Ph.D.
Great Potential Press (2005)
ISBN: 0-910707-70-7

Reviewed by Heather Houston, M.Ed.

In the era of No Child Left Behind, Dr. Ruf’s book stands out as a voice for gifted children who are most overlooked in our educational system. This book is unique in that it combines research and the latest educational pedagogy with the point of view of parents of gifted children. Throughout each chapter, parents will find themselves nodding in agreement with the views of the 50 different families whose experiences are presented in the book. Parents candidly share information regarding the characteristics and behaviors of their gifted children as well as their challenges and successes in advocating for them in the public school system. These vignettes are interwoven with information regarding the methods for identifying and serving gifted children that are most commonly used in the United States public school system. Ruf introduces the concept that, although schools create cutoff scores on IQ tests and checklists, a more appropriate view of giftedness is that of a continuum. She identifies five different levels of giftedness that are overlapping rather than fixed in nature. Using these five levels, the book presents further vignettes detailing student experiences and characteristics and presents information that will help teachers understand how to meet the individual needs of each gifted student. Charts included at the end of each chapter emphasize the range of abilities within each level of giftedness and highlight the individuality of each student. Appendices at the end of the book include material that helps parents and teachers to compare the ability levels of individual children with the minimum requirements of each grade level. Ruf’s experience as a parent and educator of gifted children has helped her to create a book that combines information helpful to all adults who are interested in leading gifted children to excellence.

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.

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**What is MAGC?**
Founded by parents and teachers in 1974, Mississippi Association for Gifted Children (MAGC) is a non-profit 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
www.msms.k12.ms.us/MAGC

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**2005 FALL DAY OF SHARING**
Dr. Sylvia Rimm, Psychologist, Author, Speaker, Columnist, Director of the Family Achievement Clinic, and Clinical Professor of Case School of Medicine in Cleveland, Ohio will present: “The Social Emotional Development of Gifted Children: Understanding and Serving Their Needs.” Other presenters include Dr. Conrad Castle, who will address Mississippi Gifted Education and The Instructional Management Plan, and Dr. Sandee Manning, who will describe the project “Appropriate Practices for Screening, Identifying, and Serving Potentially Gifted Preschoolers.” Teachers will be given time to share activities and ideas. The 2005 Fall Day of Sharing will be held on Friday, September 23, at the Center for Healthy Living located at the Family Y in Hattiesburg, Mississippi.
CAREER EXPLORATIONS FOR GIRLS CONFERENCE  
SATURDAY, NOVEMBER 5, 2005

The second Annual Career Explorations for Girls Conference sponsored by The Frances A. Karnes Center for Gifted Studies and The Spirit of Women at Forrest General Hospital is scheduled for Saturday, November 5, 2005. Plans are now underway to provide girls in grades 7 through 12 with career information from highly qualified presenters. Each girl attending the conference must be accompanied by her mother or another adult female.

At The Career Explorations for Girls Conference, participants will have an opportunity to hear successful women in the fields of health care, education, science, business, sports, journalism, law, art, psychology, military service, and government share information about their careers.

The conference emphasizes several common themes including the need for girls to take math and science classes, learn to manage multiple tasks, and build upon current leadership and problem-solving skills. The girls will create a career plan in the closing session of the conference to assist them in career decisions. Please visit the Center’s Web site for more information about the conference as it becomes available.

New Publications

THE ULTIMATE GUIDE TO COLLECTING
The Ultimate Guide to Collecting, co-authored by Dr. Frances A. Karnes and Dr. Kristen Stephens, is a practical, hands-on guide for young people interested in starting a new collection or expanding their current one. The book includes tips on how to start, grow, organize, maintain, and display a collection. The Ultimate Guide to Collecting offers how-to advice for anyone interested in making collecting an exciting learning experience. The book also features advice and insights from young people who share their experiences and offer suggestions about the collections process. This book is filled with great resources such as Web sites, resource books, and a collection journal to help in the acquisition and maintenance of a collection. The book is published by Prufrock Press.

GRANDPARENTS GUIDE TO GIFTED CHILDREN
The Grandparents Guide to Gifted Children recently won the prestigious Glyph Award as the “Best Book in Parenting” category. The award is presented by the Arizona Book Publishers Association. The book was also designated as a semifinalist for the 2005 Independent Publisher Awards. The Grandparents Guide to Gifted Children was co-authored by Dr. Frances A. Karnes, Dr. Jim Webb, Janet Gore and A. Stephen McDonald and includes information on the early signs of giftedness, special needs, areas of concern pertaining to gifted children, and the unique roles of grandparents of these children. The book also describes ways of building a special bond with a gifted grandchild, maximizing the grandparenting process, and leaving a personal legacy. It is published by Great Potential Press.

REPORT OF RESEARCH CONDUCTED BY THE FRANCES A. KARNES CENTER FOR GIFTED STUDIES

Recent research conducted by The Frances A. Karnes Center for Gifted Studies resulted in the creation of a model for screening, identifying, and serving potentially gifted young children. The project was funded through the U. S. Department of Education and The University of Southern Mississippi. Samples of preschool children in the state of Mississippi were assessed for potential giftedness using the Draw-A-Person Intellectual Ability Test (DAP:IQ). Currently, a public education mandate exists in Mississippi to serve intellectually gifted children in grades two through six. One of the goals of this study was to raise awareness of the need to identify and serve intellectually gifted children at a young age.

The project resulted in the following specific outcomes: 1) a developmentally appropriate screening instrument for intellectual giftedness was field tested; 2) training sessions to raise awareness of the characteristics of potentially gifted preschoolers were held across the state; 3) public relations materials on giftedness in preschool children were distributed; and 4) a resource book for teachers and parents on recognizing and guiding potentially gifted preschool children was developed.

Further information on this topic can be retrieved on our Web site, www.usm.edu/gifted.
**PROGRAM OPTIONS**

http://www.ctd.northwestern.edu –
Distance learning from Northwestern University. The LearningLinks program offers online courses for students in fourth through twelfth grades.

http://www.jhu.edu/gifted/about –
Distance learning from Johns Hopkins University. The Center for Talented Youth offers online courses for students from kindergarten through twelfth grade.

http://www.hoagiesgifted.org/elkind.htm –
The author of The Hurried Child presents the concept that not accelerating able children is truly holding them back. Acceleration should be viewed as “tailoring” education to the needs of individual students.

http://www.roeperreview.org/resources/Mulhern.pdf –
The Editors of Roeper Review present this article, the first ever published in the periodical, as evidence of the lack of focus on gifted education issues over the past 25 years. The article discusses the needs of academically gifted students and is as relevant today as it was then.

http://www.hoagiesgifted.org/curriculum.htm#new –
Hoagies gifted page lists several links to information about various curriculum modifications that are helpful to gifted children.

http://www.geniusdenied.com –
Provides resources for finding information on acceleration and other programming options.

http://www.geniusdenied.com/PDF/JDavidson_Southlake_Educator's.pdf –
This Web site presents general guidelines for meeting the needs of gifted students in the classroom and comes from the authors of Genius Denied.

http://www.kidsource.com/kidsource/content/diff_curriculum.html –
Sandra Berger offers suggestions for differentiating curriculum to best meet the needs of gifted students. She offers ideas for modifying the products, processes, and learning environments in which gifted programming occurs.

http://www.gifteddevelopment.com/What%20We%20Have%20L earned%2079-03.htm –
Linda Silverman introduces interesting statistics concerning the identification of boys and girls for gifted programming and discusses the different learning styles found within the gifted population.

http://www.baycongroup.com/education/ed_gifted.htm –
This article discusses the components of gifted programming throughout a range of grade levels. It encompasses the structures of identification, program organization, program goals, staff selection and training, and program evaluation.

This resource from ERIC discusses maintaining a strong position for gifted programming in the face of overall educational reform. It focuses on identifying the issues, key decision makers, and risk takers in the reform process.
WHAT IS AN ENDOWED CHAIR?  
An endowed chair is a distinguished academic position that is funded through an endowment and is established to recognize visionary leadership to promote academic excellence.

WHY HAVE AN ENDOWED CHAIR?  
An endowed chair provides assurance to the university and to the program that the position will be funded into perpetuity, eliminating the uncertainty of budget constraints and fluctuation of funding. The prestige of an endowed chair enriches the university by attracting and retaining highly qualified faculty.

HOW CAN THE ENDOWED CHAIR BE FUNDED?  
The Frances A. Karnes Endowed Chair in Gifted Education will be funded by those individuals who share Dr. Karnes’ vision of meeting the educational needs and challenges of gifted students. Donors may include, but are not limited to, former students, parents, teachers and graduate students who worked with Dr. Karnes, and other supporters of The Frances A. Karnes Center for Gifted Studies.

WHAT IS OUR FUNDING GOAL?  
The primary funding goal to establish The Frances A. Karnes Endowed Chair in Gifted Education is $1 million cash and $2 million in planned gifts. Although all gifts are appreciated regardless of amount, the cash goal may be accomplished by 100 donors, each committing $10,000 or more. Payments may be made in installments of up to 10 years. Planned gifts may be made in any amount to the endowed chair through a bequest in your will, irrevocable life insurance policy, gift annuity, life estate or charitable remainder trust.

HOW DO I INITIATE A GIFT?  
Farsighted and generous friends of gifted education may initiate a gift by contacting the project coordinator, Ben Samel, development officer for the College of Education and Psychology. Requests for information on giving should be directed to Ben Samel, The University of Southern Mississippi, College of Education and Psychology, 118 College Drive #5023, Hattiesburg, MS 39406-0001, or by calling (601) 266-5481 or (601) 549-6836.
**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 program(s) attended _______________________________________
_________________________________________________________________
_________________________________________________________________
Current school/year or career/position_______________________________
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Activities or interests_____________________________________________
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**CALENDAR**

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<td>Fall Day of Sharing</td>
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<td>SEPTEMBER 24, 2005</td>
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<td>NOVEMBER 5, 2005</td>
<td>Career Explorations for Girls Conference</td>
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<td>JANUARY 21 - MARCH 4, 2006</td>
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<td>JULY 9 - JULY 28, 2006</td>
<td>Summer Program for Academically Talented Youth</td>
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