



# Concepts!

Volume 16, Number 1  
Spring, 2005

A Journal of the Mississippi  
Association for Gifted Children



## Parenting Issue

This issue of Concepts is devoted to issues in parenting gifted children. In it you will find information about how parents can be advocates for gifted education, various opportunities for gifted learners, and much more. MAGC was founded in 1974 by parents and teachers of gifted children to serve as a public advocate for gifted children and youth in the state of Mississippi. Part of our mission is to encourage advocacy, communication, and collaboration among educators, parents, and agencies involved with the gifted. It is our hope that parents throughout the state will join us in this cause.

## MAGC Annual Legislative Luncheon

MAGC hosted the annual legislative luncheon January 20th at the University Club. We had a good representation of legislators, state board of education members, department of education personnel and advisory board members. The focus was on our working together to get full funding for MAEP and gifted education. Several members of the group spoke to the value of gifted education for our students, the school district and the state. MAGC's goal is to maintain, regroup and regain the teacher units that have been lost recent years due to lack of funding. If you are interested in contacting your state representatives you can get their contact information on the MS House of representatives web site. The web address for the House of Representatives is [http://www.ls.state.ms.us/hr\\_membs.htm](http://www.ls.state.ms.us/hr_membs.htm). The web address for the Senate is [http://www.ls.state.ms.us/ss\\_membs.htm](http://www.ls.state.ms.us/ss_membs.htm).



Mary Webb discusses gifted education with her former Superintendent, Dr. Michael Vinson, the current Executive Director of MS Assoc. of School Administrators.

## Web Sites for Families

Mississippi Department of Education's Gifted Education Page  
<http://www.mde.k12.ms.us/acad/id/curriculum/Gifted/gifted.html>

Karnes Center for Gifted Studies  
<http://www-dept.usm.edu/~gifted/>

National Association for Gifted Children  
<http://www.nagc.org/ParentInfo/index.html>

ERIC Digests about Gifted Education  
<http://ericec.org/gifted/gt-diges.html>

Summer Institute for the Gifted (SIG)  
<http://www.giftedstudy.com/>

Davidson Institute for Talent Development  
<http://www.ditd.org/public/>

Hoagies' Gifted Education Parent Page  
<http://www.hoagiesgifted.org/parents.htm>

### In this issue...

From the Executive Director	Page 2
Legislature Information	Page 3
Bob Seney's Bookshelf	Page 4
Happenings at the Karnes Center	Page 5
ADHD & Gifted Children	Page 8
Hall of Honors	Page 12

## From the Executive Director

The goal of MAGC is to have **every parent** and their **extended family** involved in our **legislative** initiative this year. **YOUR** personal contacts with **YOUR LEGISLATORS** is a **MUST** if we are to get full funding and reverse the trend of losing gifted teachers and service to our gifted students due to budget cuts.

Listed below are some **simple actions you can take** that will draw attention to our plight.

- **Postcards** – Write a postcard to your personal **representative** and **senator** asking for **full funding of MAEP and full funding for gifted education**. Include a statement about how you **value gifted education** and what it has meant to your child. **Sign your name** and be sure to give your **address** so they will know you are their constituent (the light bulb goes off – a voter from my district)! Be sure to thank them for their hard work.
- **Postcards** – Encourage other family members (grandparents, aunts & uncles, friends) to also write. Postcards garner immediate attention.
- **Letters** – Encourage business leaders from your community to write in behalf of gifted education. Their influence counts and they understand that providing gifted education is also an economic issue.
- **Form Letters** – These do not make an impression. A card, letter or phone call must have a personal touch to impress the legislator with your sincerity.

- **Phone** – If you have a **personal relationship** with your legislators, a call is meaningful. Again, make sure to give your name and address.
- **Email** – There is a disadvantage to email. Too many hits cause delays.
- **Gifted Students** – A message from a student telling how much they love their gifted class, how it challenges them and allows them to be creative, stretch their brain, etc. Student should tell their grade. For those students who like to elaborate, they can write a letter, a poem or draw a picture that signifies their deep feelings for the program.
- **Visit to the Legislature** – see article later in this issue for full details.

### Reminders:

**Be polite – be specific – and above all be gracious and thank them for their work in behalf of our state and especially our children.**

**Postcards – Mark your calendar to remind yourself to send them often.**

**Thank you for your help!**



Jean C. Prather, Executive Director  
[jprather@jam.rr.com](mailto:jprather@jam.rr.com)

---

## Duke University Talent Identification Program



The Duke University Talent Identification Program's 4<sup>th</sup> & 5<sup>th</sup> Grade Talent Search season has begun. Materials and information should have arrived at the district and/or school level by the end of January. To be eligible, a student who has scored at the 90<sup>th</sup> percentile or above on a grade level standardized achievement, aptitude, mental ability test or approved state criterion-referenced test in the last two years. Participants receive many benefits including a certificate of achievement, an interactive newsletter, a magazine filled with information about academic experiences and resources, an opportunity to enter a writing contest with cash prizes and an invitation to take an optional above-level test. Through this program Duke TIP strives to recognize, encourage, and develop academic talent. If you would like your district or school to participate and cannot find the mailed materials, go to the TIP Web site [www.tip.duke.edu](http://www.tip.duke.edu) or call 919-668-9100. The final deadline is March 11, 2005.

# Summer Challenge 2005 - Return to Camelot

June 6 - 17, 2005

Summer Challenge is a summer program simulation theme camp for gifted students. Students should be rising 3<sup>rd</sup> – 7<sup>th</sup> graders. It is located on the campus of Hinds Community College in

Raymond, MS and is held Mon. – Fri. from 8:30 a.m. – 4:00 p.m. This year's theme is the Middle Ages and 60 students will participate in a two week camp where they move from Page to Squire to Knight or Lady of the Court as they journey through the curriculum. Legendary elements as well as historic information are combined in this hands-on experience, which ends with a training quest, a tournament, and a final knighting ceremony. For more information send email to [summerchallenge@jam.rr.com](mailto:summerchallenge@jam.rr.com) or call 601-924-3859.

## Legislative Visits

Our challenge is to have a presence at the legislature and constant communication by phone, post cards and personal contacts as we try to protect our gifted programs as well as other education programs in our state. In **2004** districts received funding for **729** gifted teachers. Due to dramatic cuts (approximately 20%), gifted received the equivalent of **583** teachers in **2005**. This resulted in the loss of service of gifted programs in some districts (especially middle school and high school) and overcrowded classes for gifted students. To help with this initiative we need parents, teachers, administrators and the community at large to be actively involved. To be recognizable we ask that everyone wear **RED**. It may just be a tie or scarf, but it will identify us and let our legislators know of our expectations. Wear a name tag which also includes your address and the words “**Full Funding of MAEP and Gifted Education**”.

As we advocate for funding, our message is for **full funding** of these programs. Listed below is the schedule for your area. Note that we are doing this by **counties**. If you are unable to come on the week indicated, feel free to come at another time. Our presence is the important thing. Please note that the schedule runs from **February 8** through **March 31**. Plan to go on **Tuesday, Wednesday or Thursday**. Monday and Friday would be wasted effort.

### Dates for Visits by Counties

**Feb. 8-10** - Desoto, Marshall, Lafayette, Benton, Tippah, Isoquena, Sharkey, Claiborne, Copiah, Scott, Newton, Greene

**Feb. 15-17** - Calhoun, Grenada, Montgomery, Alcorn, Tishomingo, Holmes, Attala, Simpson, Jefferson Davis, Lauderdale, George

**Feb. 22-24** - Carroll, Leflore, Prentiss, Itawamba, Winston, Noxubee, Lawrence, Lincoln, Clarke, Jackson

**March 1-3** - Sunflower, Washington, Monroe, Lowndes, Kemper, Neshoba, Franklin, Adams, Jasper, Harrison

**March 8-10** - Bolivar, Coahoma, Tallahatchie, Oktibbeha, Choctaw, Leake, Madison, Jefferson, Wilkinson, Smith, Covington, Stone

**March 15-17** - Yalobusha, Panola, Webster, Clay, Rankin, Amite, Jones, Wayne, Pearl River

**March 22-24** - Tate, Chickasaw, Pontotoc, Hinds, Amite, Pike, Perry, Hancock

**March 29-31** - Tunica, Quitman, Lee, Union, Warren, Yazoo, Walthall, Marion, Forrest, Lamar

**Remember Red and Name Tags**

**MAGC thanks you, but most importantly, the students of Mississippi thank you!**



# The Bookshelf

By Dr. Bob Seney

Normally, in our Spring *BookShelf*, we begin our reviews of this year's Newbery Award winners, but since I promised (see Winter 2004) never to try and second-guess the Newbery Committee anymore, I did not focus my reading on the type of books that I thought might please the Committee. Perhaps as a result, for the first time in several years, I do not know any of the Newbery Award winners!

For those of you who tell me that you depend upon my reviews of these award winners, I say "Never fear!" I have ordered all the books and in the next *BookShelf*, I will begin my reviews of these sure to please books. Just for your information here are the award winners: The Newbery Medal went to *Kira-Kira* by Cynthia Kadohata (2004, Atheneum Books). Honor Books are *Al Capone Does My Shirts* by Gennifer Choldenko (2004, G.P. Putnam's Sons), *The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights* by Russell Freedman (2004, Clarion Books) and *Lizzie Bright and the Buckminster Boy*, by Gary D. Schmidt (2004, Clarion Books). You might want to go to the American Library Association's Web Site for a preview of all the award winners. [www.ala.org](http://www.ala.org)

Since it has been some time that we have visited Brian Jacques (pronounced "jakes") here in the *BookShelf*, I thought it was high time to come back to him since this creative and prolific writer keeps churning out quality books. Of course, we know him best for his Redwall Abbey series. The latest two are *Loamhedge* (2003, Philomel Books) and *Rakkety Tam* (2004, Philomel Books).

There is a Redwall formula, but somehow Jacques manages to keep each novel fresh, new, and original. The basic format includes a conflict between good and evil, a quest, and a riddle that must be solved. Jacques' ingenuity insures that each time this format has a new and unique twist. The stories are all set in a mystical, medieval age and are "peopled" with animals. What is amazing is that Jacques always makes the characters new, original, and fresh.

*Loamhedge* is the sixteenth venture into the land of Redwall Abbey. In this adventure of the peace loving Abbey folk, Jacques takes us back to the legendary and deserted abbey of Loamhedge to find a cure for Martha Braebuck, a young haremaid who has been wheelchair bound since infancy. In another part

of Mossflower Country, a young giant warrior badger, Lona Bowstripe, is seeking revenge against another of Jacques' great villains, the sea rat Raga Bol and his murderous crew. Eventually their stories and their adventures bring them together at Redwall Abbey. That, my friends, is a great simplification of this complex plot with its many interwoven strands. As we travel through this wonderful tale, we meet many new friends, both humorous and rascally. Of particular interest and fun are three young Abbey friends, Horty, a hare and brother to Martha, Fenna, a squirrel, and Springald, a mousemaid. The antics of these three are sometimes hilarious and sometimes dangerous to themselves and others. Their pranks remind the older Abbey folk of another couple of rascals, Bragoon and Saro, the long absent adventurers of Redwall. These two travelers' arrival back home at the Abbey starts the adventure.

At first, it appears that we are reading at least three different stories, but slowly these three plot lines come together to create a breath-taking tale. A band of scoundrels led by the murderous pirate Raga Bol is terrorizing Mossflower Wood and they are heading for Redwall Abbey. Hot on their heels is Lona Bowstripe who is seeking revenge for the cruel death of his aged mentor. Then there is the saga of the young but wise Martha, a favorite of the Abbey, but confined to a wheel chair. Her desire to walk and a riddle prompts the quest to the deserted and ancient Loamhedge, the first abbey from where many years before the founders of Redwall had come. Bragoon and Saro volunteer to go find the secret at Loamhedge. The three young pranksters secretly follow them on what proves to be an adventure that is exciting and dangerous. *Loamhedge* certainly proves to be an exciting tale.

I had also intended to share a bit of *Rakkety Tam*, but as usual I have used up more than my space. So we will hold off on this latest adventure, which also has some new twists.

Jacques not only spins a wonderful tale, but his craftsmanship captures and involves the reader in each book. His wonderful descriptive language creates visual pictures of the settings and a dramatic photograph of each of the characters. The world of Redwall Abbey comes alive under Jacques' pen not only for young readers but also for readers of all ages. These novels are a great way to introduce young readers to quality, fantasy literature and the more experienced reader of fantasy literature will find that the intrigues and the intricacies of the plots will provide a joyful, fantasy adventure. I highly



recommend this series. Now is the time for all readers “to come home to Redwall Abbey.”

Happy Reading.  
Bob Seney

Footnote: In addition to his Castaways of the Flying Dutchman series, Jacques has just published his first collection of short stories: *The Ribbajack and Other*

*Curious Yarns* (2004, Philomel Books). Some are scary, some are fun, and all are indeed “curious yarns.” They are marked with Jacques’ humor, his excellent sense of story telling, and his great descriptive narrative. More fun reading from Brian Jacques.



## Happenings at the Karnes Center

**Leadership Studies Program – June 19-24, 2005** This one-week residential program is designed for students in grades 6-11, recommended by school officials who have a desire to develop and enhance their leadership abilities. Students will be housed in The Univ. of Southern MS dormitories. Tuition includes room, board, activities, and limited accident insurance. **Leadership I** has an emphasis on leadership skills. Training will include: fundamentals of leadership, written and oral communication, group dynamics, problem solving, planning, personal skills, and decision making. **Leadership II** is a continuation of the program, with Leadership I as a prerequisite. It further develops

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. Training will focus on 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 26 – July 1, 2005** This one-week residential program, is designed for intellectually gifted students in grades 4-8 with IQs of 120 or above on an individually administered test or the 90<sup>th</sup> 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 The Univ. of Southern MS dormitories. Activities will be conducted in classrooms and laboratories on 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 10-29, 2005** This three-week residential program is designed for students in grades 7-10 who qualify based on SAT or ACT results. A variety of intensive, fast-paced courses will be offered, such as pre-calculus; physics; anatomy/physiology; marine biology; forensic science; polymer science; psychology; creative writing; Southern writers and literature; debate; public speaking; mythology; journalism; genetics; human geography; and foreign languages. The program is designed to include appropriate academic, cultural, and recreational experiences. The Univ. of Southern MS 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.

**Teacher Education Programs** Specific training for teachers is offered to those needing certification in the area of gifted education. Advanced degree programs with an emphasis in gifted education are provided at the master's, specialist's, and doctoral levels.

### FOR MORE INFORMATION, CONTACT

Dr. Frances A. Karnes

The Frances A. Karnes Center for Gifted Studies ♦ The University of Southern Mississippi  
118 College Drive #8207 ♦ Hattiesburg, MS 39406-0001 ♦ Phone (601) 266-5236 ♦ Fax (601) 266-4978

E-mail: [gifted.studies@usm.edu](mailto:gifted.studies@usm.edu)

<http://www.usm.edu/gifted>

---

## From the Mouths of Parents

---

The quotes below are from parents of gifted fourth grade students at Horn Lake Intermediate School in DeSoto County. I asked them to describe how being in the gifted program has affected their children. Their responses show how vital gifted education is to our children!

Parents from around the state, I would love to hear from you too! Please e-mail me to tell me how being in the gifted program has affected your child. Let your voices be heard!

Wendy H. Hunt

E-mail: [Wendyofoz@netscape.com](mailto:Wendyofoz@netscape.com)

Horn Lake Intermediate School

DeSoto County School District

"It has opened the door to talents she had that may never have surfaced."

"I think that it has given her a chance to see ordinary things in a different way."

"A willingness to learn more and want to experience more. To hold her expectations up to a higher level."

"She has been more enthusiastic about school and is more confident in expressing her ideas."

"It has boosted his self-confidence, and it has cultured him."

"It has given him a chance to meet new people and challenge his mind."

"She absolutely loves learning new things, to research new topics and write about them makes her happy. Creativity is her greatest asset."

"She has gotten more culture."

"It helps her see and learn that there is so much to explore outside of the normal classroom... that exploring can be very interesting as well as educational."

"It helps him be more confident and helps with his leadership skills."

"It gives her more of a challenge."

"It moves my daughter further in her education."

"He enjoys getting out of the same old stuff and learning something new."

"He talks more about SPOTLIGHT than his normal classes, so he is affected by it because it is more challenging."

"This program is one way to stimulate her and put in practice all of her abilities."

"It helps her to explore and express all of her skills."

"My daughter is able to get more exposure to other cultures and allows her to learn with students who possess some of the same gifted traits."

"She is challenged to use her gifts in productive ways."

"It helps him to be excited about learning and not bored."

"It helps him learn how better to express himself."

"It pushes him to a higher level."

"It has expanded his mind and knowledge of different customs and traditions."

"It has helped her to be more confident, and she wants to explore things more extensively, and is ready to try new things."

"It has built his confidence in himself tremendously!"

"It gives him an outlet for his curiosity and offers a challenge during the school week."

"It has taught her to think more creatively."

"It has given him a challenge and interest in school that he did not have before."

---

## From the Mouths of Teens

---

Since I began teaching gifted students five years ago, I have collected their thoughts on being gifted. The quotes below are analogies that some of my exceptional former seventh and eighth grade students from Southaven Middle School in DeSoto County created. Their words are enlightening.

### *Being gifted is like...*

"Being a light. When I'm turned on, I shed light into the darkness, but when I'm turned off, I only add to the darkness."

"Being an apple. You feel like you're hanging there waiting to be picked. Things can eat you up. Sometimes you can be ripe but not be recognized, then you fall."

"Being a roly-poly. People don't understand you."

"A rainbow. All kinds of good things rolled into one."

"Being a lightning bolt. You're not really noticed until you bolt through the sky."

"A piece of gum. When people need you, they chew you up, then when they get all of the use out of you, they spit you out."

"A raindrop. Sometimes you feel like you are high up in the clouds, and other times you feel like you're in a mud puddle."

"A tree. Sometimes you're standing tall and proud, but every one in a while, someone comes along and cuts you down."

"Speaking a foreign language... no one understands you."

"Being a star. One day you're shining brightly and everyone looks upon you admiringly, and then next day, you are burned out and invisible to the naked eye."

"Being the president. Everyone expects you to make the right choices and give the right answers, but when you don't, they're shocked."

"A plane. Sometimes you fly and soar, sometimes you hit turbulence. You could take a nosedive or spin out of control. You can take off to new heights or drop and land to the ground. You could even crash and burn."

"Being in a shell keeping all to yourself, trying to break out and tell everybody how you feel, but they keep reinforcing the shell to keep you in."

"Being a computer. Everyone thinks we should solve their problems and should be faster."

"An animal in a zoo. I do work everyday that has no impact, and we go over and over and over again."

"Being a circus performer. Everyone expects you to amaze them with your skill or talent of being smart and creative. If you mess up, the whole crowd boos."

---

## Giftedness Among Preschoolers

The Frances A. Karnes Center for Gifted Studies is currently conducting a study to determine best practices in screening, identifying, and serving potentially gifted preschool students in the state.

Training workshops are being planned to raise awareness of giftedness among preschool children. Four sessions will be conducted throughout the state to share information gathered from the study with administrators, educators, and parents. Workshops are scheduled in the following cities:

- Biloxi, MS – April 5, 2005. (9 am-12 pm)
- Hattiesburg, MS – April 14, 2005 (8:30 am-11:30 am)
- Jackson, MS – April 19, 2005 (9 am-12 pm)
- Columbus, MS - April 22, 2005. (9:30 am-11:30 am)

For more information and to register for the complimentary conference please contact The Frances A. Karnes Center for Gifted Studies at 601-266-5236 or 601-266-5246.



# ADHD and Children Who Are Gifted

ERIC EC Digest #E522

Authors: James T. Webb and Diane Latimer

Howard's teachers say he just isn't working up to his ability. He doesn't finish his assignments, or just puts down answers without showing his work; his handwriting and spelling are poor. He sits and fidgets in class, talks to others, and often disrupts class by interrupting others. He used to shout out the answers to the teachers' questions (they were usually right), but now he daydreams a lot and seems distracted. Does Howard have Attention Deficit Hyperactivity Disorder (ADHD), is he gifted, or both?

Frequently, bright children have been referred to psychologists or pediatricians because they exhibited certain behaviors commonly associated with a diagnosis of ADHD. Formally, the Diagnostic and Statistical Manual of Mental Disorders (DSM-III-R) (American Psychiatric Association) lists 14 characteristics that may be found in children diagnosed as having ADHD. At least 8 of these characteristics must be present, the onset must be before age 7, and they must be present for at least six months.

## **DSM-III-R Diagnostic Criteria for Attention-Deficit Hyperactivity Disorder\***

1. Often fidgets with hands or feet or squirms in seat (in adolescents may be limited to subjective feelings of restlessness).
2. Has difficulty remaining seated when required to.
3. Is easily distracted by extraneous stimuli.
4. Has difficulty awaiting turns in games or group situations.
5. Often blurts out answers to questions before they have been completed.
6. Has difficulty following through on instructions from others (not due to oppositional behavior or failure of comprehension).
7. Has difficulty sustaining attention in tasks or play activities.
8. Often shifts from one uncompleted activity to another.
9. Has difficulty playing quietly.
10. Often talks excessively.
11. Often interrupts or intrudes on others, e.g., butts into other people's games.
12. Often does not seem to listen to what is being said to him or her.
13. Often loses things necessary for tasks or activities at school or at home (e.g., toys, pencils, books).
14. Often engages in physically dangerous activities without considering possible consequences (not for the purpose of thrill-seeking), e.g., runs into street without looking.

Almost all of these behaviors, however, might be found in bright, talented, creative, gifted children. Until now, little attention has been given to the similarities and differences between the two groups, thus raising the potential for misidentification in both areas -- giftedness and ADHD.

Sometimes, professionals have diagnosed ADHD by simply listening to parent or teacher descriptions of the child's behaviors along with a brief observation of the child. Other times, brief screening questionnaires are used, although these questionnaires only quantify the parents' or teachers' descriptions of the behaviors (Parker, 1992). Children who are fortunate enough to have a thorough physical evaluation (which includes screening for allergies and other metabolic disorders) and extensive psychological evaluations, which include assessment of intelligence, achievement, and emotional status, have a better chance of being accurately identified. A child may be gifted and have ADHD. Without a thorough professional evaluation, it is difficult to tell.

## **How Can Parents or Teachers Distinguish Between ADHD and Giftedness?**

Seeing the difference between behaviors that are sometimes associated with giftedness but also characteristic of ADHD is not easy, as the following parallel lists show.

### **Behaviors Associated with ADHD (Barkley, 1990)**

1. Poorly sustained attention in almost all situations
2. Diminished persistence on tasks not having immediate consequences
3. Impulsivity, poor delay of gratification
4. Impaired adherence to commands to regulate or inhibit behavior in social contexts
5. More active, restless than normal children
6. Difficulty adhering to rules and regulations

### **Behaviors Associated with Giftedness (Webb, 1993)**

1. Poor attention, boredom, daydreaming in specific situations
2. Low tolerance for persistence on tasks that seem irrelevant
3. Judgment lags behind development of intellect
4. Intensity may lead to power struggles with authorities
5. High activity level; may need less sleep
6. Questions rules, customs and traditions



### **Consider the Situation and Setting**

It is important to examine the situations in which a child's behaviors are problematic. Gifted children typically do not exhibit problems in all situations. For example, they may be seen as ADHD-like by one classroom teacher, but not by another; or they may be seen as ADHD at school, but not by the scout leader or music teacher. Close examination of the troublesome situation generally reveals other factors which are prompting the problem behaviors. By contrast, children with ADHD typically exhibit the problem behaviors in virtually all settings including at home and at school though the extent of their problem behaviors may fluctuate significantly from setting to setting (Barkley, 1990), depending largely on the structure of that situation. That is, the behaviors exist in all settings, but are more of a problem in some settings than in others.

In the classroom, a gifted child's perceived inability to stay on task is likely to be related to boredom, curriculum, mismatched learning style, or other environmental factors. Gifted children may spend from one-fourth to one-half of their regular classroom time waiting for others to catch up -- even more if they are in a heterogeneously grouped class. Their specific level of academic achievement is often two to four grade levels above their actual grade placement. Such children often respond to non-challenging or slow-moving classroom situations by "off-task" behavior, disruptions, or other attempts at self-amusement. This use of extra time is often the cause of the referral for an ADHD evaluation.

Hyperactive is a word often used to describe gifted children as well as children with ADHD. As with attention span, children with ADHD have a high activity level, but this activity level is often found across situations (Barkley, 1990). A large proportion of gifted children are highly active too. As many as one-fourth may require less sleep; however, their activity is generally focused and directed (Clark, 1992; Webb, Meckstroth, & Tolan, 1982), in contrast to the behavior of children with ADHD. The intensity of gifted children's concentration often permits them to spend long periods of time and much energy focusing on whatever truly interests them. Their specific interests may not coincide, however, with the desires and expectations of teachers or parents.

While the child who is hyperactive has a very brief attention span in virtually every situation (usually except for television or computer games), children who are gifted can concentrate comfortably for long periods on tasks that interest them, and do not require immediate completion of those tasks or immediate consequences. The activities of children with ADHD tend to be both continual and random; the gifted child's activity usually is episodic and directed to specific goals.

While difficulties and adherence to rules and regulations has only begun to be accepted as a sign of ADHD (Barkley, 1990), gifted children may actively question rules, customs and traditions, sometimes creating complex rules which they expect others to respect or obey. Some engage in power struggles. These behaviors can cause discomfort for parents, teachers, and peers.

One characteristic of ADHD that does not have a counterpart in children who are gifted is variability of task performance. In almost every setting, children with ADHD tend to be highly inconsistent in the quality of their performance (i.e., grades, chores) and the amount of time used to accomplish tasks (Barkley, 1990). Children who are gifted routinely maintain consistent efforts and high grades in classes when they like the teacher and are intellectually challenged, although they may resist some aspects of the work, particularly repetition of tasks perceived as dull. Some gifted children may become intensely focused and determined (an aspect of their intensity) to produce a product that meets their self-imposed standards.

### **What Teachers and Parents Can Do**

Determining whether a child has ADHD can be particularly difficult when that child is also gifted. The use of many instruments, including intelligence tests administered by qualified professionals, achievement and personality tests, as well as parent and teacher rating scales, can help the professional determine the subtle differences between ADHD and giftedness. Individual evaluation allows the professional to establish maximum rapport with the child to get the best effort on the tests. Since the test situation is constant, it is possible to make better comparisons among children. Portions of the intellectual and achievement tests will reveal attention problems or learning disabilities, whereas personality tests are designed to show whether emotional problems (e.g., depression or anxiety) could be causing the problem behaviors. Evaluation should be followed by appropriate curricular and instructional modifications that account for advanced knowledge, diverse learning styles, and various types of intelligence.

Careful consideration and appropriate professional evaluation are necessary before concluding that bright, creative, intense youngsters like Howard have ADHD. Consider the characteristics of the gifted/talented child and the child's situation. Do not hesitate to raise the possibility of giftedness with any professional who is evaluating the child for ADHD; however, do not be surprised if the professional has had little training in recognizing the characteristics of gifted/talented children (Webb, 1993). It is important to make the correct diagnosis, and parents and teachers may need to provide information to others since giftedness is often neglected in professional development programs.

# MS Nicholas Green Winner Honored by State Board of Education

The Mississippi State Board of Education recently honored Primrose Mangilog, the 2004 winner of the prestigious Nicholas Green Distinguished Student Award. She was asked by the board to deliver the speech she had given at the MAGC 2004 Annual Convention. This speech is given below. You can find out more about the Nicholas Green Distinguished Student Award, at [www.nagc.org/Awards/green/greenawd.html](http://www.nagc.org/Awards/green/greenawd.html).



*Members of the MAGC Executive and Advisory Boards, teachers, parents, guests, ladies and gentlemen, good afternoon.*

*I feel honored to receive the Nicholas Green Distinguished Student Award for the state of Mississippi. To be recognized for the hard work and sacrifice through the years gave me the motivation to strive for more. It also gives me a sense of purpose.*

*I entered the contest because I believe I can make a difference in this world in my own special way. Just as Nicholas Green made his contribution, I also want to do my share to make this world a beautiful place to live in. Can you imagine if each one of us, in our own way, contributes a good voice, a smiling face, a kind heart, a patient ear, a joking mood, or honest and hardworking hands, we will surely change the face of the earth.*

*I believe that the best way to give praise and glory to God is to use the resources He gave us, and what better way to begin than to use the talents we have. I believe God gave me these gifts to reach out to people. In whatever way I can make others happy – through songs, my cello, my stories, a hug or perhaps just a pat on the shoulder, I feel a sense of fulfillment knowing I planted a seed of hope, love and joy in the hearts of people around me. In whatever I do, I do it with my whole heart.*

*My greatest dream now is to start a foundation to help children have a better life through education. I come from a family of teachers – my dearly departed Grandma Rose was a retired teacher and many more uncles and aunts. To me the noblest of all professions is to become a teacher. There will be no doctors, lawyers, engineers, politicians, or even a good president of this country, if we don't have excellent and dedicated teachers. And one day, I hope to become a teacher myself, and mold little children to become the best they can possibly be.*

*Before I end, I salute all teachers who are here. You are doing an excellent job in molding us to become good and productive citizens of this country. To the parents in the audience, please continue to love and support your children. To the parents of Nicholas Green, thank you for sharing your son with us, even in his death. To legislators, government officials and businessmen who have major impact on the progress of education in this state, especially the gifted studies, thank you for all your support and contributions and please continue the good work. To my parents, Percy and Maribel, "My wind beneath my wings" thank you for the love, support and belief in me. And last, but not least, to you God Almighty, for the talents you gave me. May I use them in your name and glory. Thank you.*

## Scholarships in Gifted Education

The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi \$500.00 scholarships available for persons enrolled in graduate degree programs in gifted education for the summer of 2005. To qualify, the student must meet the admission requirements of the university for master's, specialist's, or doctoral programs with an emphasis in gifted education. Consideration will be given to graduate students in specialized programs in elementary and secondary schools for the college and university positions in the field of gifted education. For more information contact The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi, 118 College Drive #8207, Hattiesburg, MS 39406-0001 or (601) 266-5236, [gifted.studies@usm.edu](mailto:gifted.studies@usm.edu).

**Nicholas Green Distinguished Student Award 2004-2005 School Year**  
**(Application Packets must be postmarked by May 15, 2005)**

MAGC is pleased to announce the continuance of the NAGC-Nicholas Green Distinguished Student Awards for the 2004-2005 school year. The awards are designed to recognize excellence in young children. The awards, which include a \$500 U.S. Savings Bond, may be made to students in grades 3-6 who have distinguished themselves in academics, leadership, or the arts. Nominations will be accepted from the students themselves, parents, teachers, peers, and community and civic groups.

**Selection Criteria:**

- Students must be in grades 3 through 6 at the time of the nomination.
- Outstanding student accomplishment may be in the areas of academics, the arts, or leadership.
- Student applicants must submit a written composition about why they feel their effort is important and how they got interested in the area for which they are being recognized. Compositions should describe (1) the activity or interest area for which the student is being nominated; (2) how the student got interested/involved in the activity; (3) what impact the activity has had on the student and on others; and (4) how the student's future plans and goals have been affected by this activity or interest area.
- At least one letter of recommendation, from someone other than a nominee's family member, explaining why the student nominee is deserving of the award, what sets him/her apart from other students, and how the student is impacting others.

**Submission to MAGC:**

- Completed Student Nomination Form including the signed publicity release form.
- Copy of the student's composition.
- Letter(s) of recommendation.
- Self-addressed, stamped postcard, which will be used to acknowledge receipt of the application packet.

**Mail completed packets to: Ann Caldwell Mississippi School for Mathematics and Science 1100 College Street MUW-540, Columbus, MS 39701**

**Nicholas Green Distinguished Student Award Application Form 2004-2005**

Student Name \_\_\_\_\_ Social Security # \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone Number \_\_\_\_\_ E-mail \_\_\_\_\_  
 Age \_\_\_\_\_ Birth Date \_\_\_\_\_ Grade at Time of Application \_\_\_\_\_  
 School Name and Address \_\_\_\_\_  
 Teacher's Name \_\_\_\_\_ Name of Parent/Guardian \_\_\_\_\_  
 Name of Person Nominating Student \_\_\_\_\_ Phone \_\_\_\_\_  
 Address \_\_\_\_\_  
 Relationship to Nominee \_\_\_\_\_ E-mail \_\_\_\_\_

**Release Form:** I hereby give the National Association for Gifted Children permission to use my child's photo\* and composition, submitted in connection with the NAGC Nicholas Green Distinguished Student Award, in any publicity or announcements NAGC may make about the award or the award winners, should my child be selected for the award. I further grant permission to NAGC to use my child's name, school name, and city/state in any publicity or announcements that uses his/her photo or composition, and to make edits to the length of the composition as may be necessary. I understand that neither my child nor I will receive any remuneration in connection with this permission and understand that the photo and the composition will not be returned to me.

Signature \_\_\_\_\_ Printed Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone \_\_\_\_\_ E-Mail \_\_\_\_\_ Relationship to Nominee \_\_\_\_\_

\*NAGC will request a photo of the award winners for use in award publicity and announcements. Do not send a photo with the application packet.

# New Publications in Gifted Education

## Leadership Development Program

Dr. Frances A. Karnes and Dr. Jane E. Chauvin have revised the Leadership Development Program Second Edition: Leadership Skills Inventory and Leadership Manual. Dr. Karnes is the director of the Frances A. Karnes Center for Gifted Studies and a professor of Curriculum, Instruction, and Special Education at The University of Southern Mississippi. She also directs the Leadership Studies Program. Dr. Chauvin is a professor of Education and Counseling at Loyola University in New Orleans. The leadership materials prepare elementary and secondary students and adults to become the next generation of great leaders. The Leadership Skills Inventory assesses nine key areas of leadership: fundamentals of leadership; written communication skills; speech communication skills; character-building skills; decision-making skills; group dynamic skills; problem-solving skills; personal skills; and planning skills. The Leadership Manual contains 125 exciting instructional activities designed to enhance leadership potential. An additional feature is an extensive listing of references on leadership and Internet resources. The first edition has been used in all fifty states. The Leadership Development Program, Second Edition is published by Great Potential Press.

## Methods and Materials for Teaching the Gifted

Dr. Frances A. Karnes, Professor of Curriculum, Instruction, and Special Education and Director of the Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi and Dr. Suzanne Bean, Professor of Education and the Director of the Center for Creative Thinking at the Mississippi University for Women, have produced the second edition of their best selling textbook. *Methods and Materials for Teaching the Gifted* offers strategies and resources for differentiating instruction for gifted learners. The book acts as an excellent introduction to gifted education curricular planning, instructional unit design, evaluation, and teaching methods.

The chapters of this comprehensive textbook are written by respected leaders in the fields of gifted education. The authors review the needs of gifted learners; curricular planning and evaluation; instructional practices; and ongoing enhancement and support of gifted programs. Chapters include such topics as differentiated curricular design, process skills development, building instructional units that challenge, and evaluating learner outcomes. Also, instructional practices such as problem-based learning, creative teaching strategies, independent study, mentorships, classroom simulations, and more are addressed. Fully revised and updated, the second edition of *Methods and Materials* also lists an array of current books, teaching materials, Web sites, and other resources. The book is published by Prufrock Press.

---

# Hall of Honors

**MAGC is very pleased to honor our state's gifted teachers who have won recent honors. Congratulations go out to...**

Betty "Lindy" Hopkins – Lee County's Teacher of the Year

Kay Collins – Tupelo Teacher of the Year

Margaret Snider of Jackson for being inducted into the Mississippi Hall of Master Teachers

Mandy Goldman of Lauderdale County for winning the 2004 Miliken National Educator Award

Amy Rogers of Purvis for winning the 2004 Miliken National Educator Award

Lisa Saucier of Jackson for winning the 2004 PPS Outstanding Educator Award

Gail Hammond of Rankin County, for winning the 2004 Karnes Award for Excellence in Gifted Education

# Parents, Parents, Parents...

Are you looking for a unique way to say "THANK YOU"  
to your child's teacher this year?

What a nice surprise it would be for your child's teacher to discover that a donation has been made in honor of her or him to MAGC in support of gifted education! If you would like to honor your child's teacher by giving a gift that keeps giving, please complete and mail the form below to:

Wendy Hunt, Mississippi Association for Gifted Children  
7875 Idlebrook Cove  
Southaven, MS 38671  
\*All gifts are tax deductible.

**Yes, I want to honor an extraordinary teacher in this special way!**

\_\_\_\$20    \_\_\_\$40    \_\_\_\$50    \_\_\_\_\_ Other Amount

This gift is given by (Donor's name): \_\_\_\_\_  
Address: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_

This gift is given in honor of: \_\_\_\_\_  
School: \_\_\_\_\_  
Address: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_

\_\_\_ Check here if you would like this gift to be anonymous.  
\*An acknowledgment card will be sent to the honoree.

## MS Department of Education Mega Conference 2005

**From At-Risk to Excellence: Promoting Academic Success for All Students**

**June 6-9, 2005 Biloxi, MS**

The goal of the MEGA Conference is to advance the efforts of state educators by providing professional development to ensure the successful implementation of No Child Left Behind as educators work with all students to best meet their unique and individual needs. As a part of this conference there will be an opportunity to receive special training on Mississippi Gifted Program Standards. This will be led by MDE and MAGC personnel. Mark your calendar now.



# CALL FOR PROPOSALS: 2005 MAGC CONFERENCE

The conference will be held **September 29-30** at *Whispering Woods Conference Center, Olive Branch* (north Mississippi). Completed proposals must be post marked no later than **April 30, 2005**. Note that the conference registration fee will be waived for only **one** presenter per session.

Name \_\_\_\_\_

Institution Affiliation \_\_\_\_\_ Position/Job Title \_\_\_\_\_

Home Address \_\_\_\_\_  
(street) (city/state) (zip code)

The title of my proposed presentation is: \_\_\_\_\_

Below is a typed abstract (75 words or less) of the concurrent session I wish to present.

Co-presenter: \_\_\_\_\_ (Registration fee will **not** be waived.)

## CATEGORY for PRESENTATION

- \_\_\_ Social/emotional needs of gifted students
- \_\_\_ Differentiating curriculum and instruction
- \_\_\_ Creativity and/or the arts
- \_\_\_ Evaluating student progress
- \_\_\_ Special populations
- \_\_\_ Developing leadership
- \_\_\_ Other \_\_\_\_\_

## Intended AUDIENCE for PRESENTATION

- \_\_\_ Elementary Teachers
- \_\_\_ Secondary Teachers
- \_\_\_ Parents of Gifted Children
- \_\_\_ Administrators and/or counselors
- \_\_\_ Other \_\_\_\_\_

**Mail form to:** *Margaret Snider, 1007 Camdenmill, Ridgeland, MS 39157 (601) 856-4655*

**Photocopy and distribute this form as needed.**

**Mississippi Association for Gifted Children**  
**Summer Gifted Studies Program Scholarship Nomination Form**  
**(Deadline: March 15, 2005)**

Nominee's Name: \_\_\_\_\_  
(Prior MAGC scholarship recipients are not eligible to receive this award)

Address: \_\_\_\_\_

\_\_\_\_\_

Nominating Teacher: \_\_\_\_\_ School: \_\_\_\_\_

School Address: \_\_\_\_\_

\_\_\_\_\_

Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Program Choice: \_\_\_\_\_  
(Must be a Mississippi program)

Signature of Nominee: \_\_\_\_\_

**To the Nominating Teacher:**

**Please include the following information with this nomination form:**

1. A narrative describing student's special interests, school and community involvement, honors, and your reasons for nominating this student;
2. A copy of the student's G.P.P.D.S. verifying eligibility; and
3. A narrative from the student stating his/her areas of interest and choice of program if awarded the scholarship.
4. Additional letters of support may be included.

**Please mail completed nomination form and other required attachments to:**

**Ann Caldwell**  
**1100 College Street MUW-540**  
**Columbus, MS 39701**

**Thank you for taking advantage of this opportunity for your student.**

**Executive Director:** Jean Prather  
900 Live Oak Dr., Clinton, MS 39056  
601-924-0068 601-624-4652  
Jprather@jam.rr.com

## ELECTED OFFICERS:

**President:** Kate Brown  
1021 12 St. North, Columbus, MS 39701  
662-329-7676 FAX 662-329-7242  
Kbrown@muw.edu

**Secretary:** Shirley Hardman  
25 Ryan Circle, Long Beach, MS 39560  
228-863-5183  
shardman@harrison.k12.ms.us

## STANDING COMMITTEE CHAIRS:

**Membership:** Carol Paola  
1513 Westward Dr., Gulfport, MS 39501  
228-864-8520 FAX 228-868-6448  
cwp1gab@aol.com

**Public Relations:** Kenneth Griswold  
3063 Plantation Circle Tupelo, MS 38804  
662-841-0907  
[kmggriswold@tupelo.k12.ms.us](mailto:kmggriswold@tupelo.k12.ms.us)

**Supportive Funding:** Wendy Hunt  
7875 Idlebrook Cove, Southaven, MS 38671  
662-342-7214 662-280-7075  
wendyofoz@netscape.com

## AD HOC and EX OFFICIO:

**Website:** Jane Everly  
2930 McDowell Rd. Ext., Jackson, MS 39212  
601-371-4300 FAX 601-371-4372  
jeverly@jackson.k12.ms.us

**NAGC Liason:** Dr. Bob Seney  
1100 College St., MUW-129 Columbus, MS 39701  
662-329-7112  
bseney@muw.edu

**President-Elect:** Margaret Snider  
1007 Camdenmill Dr. Ridgeland, MS 39157  
601-856-4655  
[msnider@jackson.k12.ms.us](mailto:msnider@jackson.k12.ms.us)

**Treasurer:** Pamela Pape  
143 Skyline Drive, Clinton, MS 39056  
601-925-4580  
ppape@jackson.k12.ms.us

**Newsletter:** Lisa D. Saucier  
1120 Riverside Drive Jackson, MS 39202  
601-373-9401  
lsaucier@jackson.k12.ms.us

**Legislative:** Kay Collins  
430 N. Church St. Tupelo, MS 38804  
662-844-4549 662-401-5396  
kcollins@tupelo.k12.ms.us

**Affiliates:** Teresa Mosley  
317 Concord Dr., Clinton, MS 39056  
601-924-4476 FAX 601-973-8682  
zackdog@bellsouth.net tmosely@jackson.k12.ms.us

**Diverse Populations Identification:**  
Leigh Adkins Todd  
Rt. 1, Box 359, West Point, MS 39773  
662-494-7149  
[leightodd@hotmail.com](mailto:leightodd@hotmail.com)

**Vice President:** Anne Caldwell  
1100 College St. MUW Box 1627, Columbus, MS 39701  
662-329-8521 FAX 662-328-4586  
abc@msms.k12.ms.us

**Past President:** Mary Webb  
1016 CR 342 New Albany, MS 38652  
662-534-3307  
mwwebb@tupelo.k12.ms.us

**Advisory Board:** Suzanne Bean  
86 Big Tom Road Columbus, MS 39705  
662-327-6905 FAX 662-329-8515  
sbean@muw.edu

**Staff Development:** Melissa Grantham  
69 Redbud Lane Madison, MS 39110  
601-853-2764 601-879-3069  
mpgmsfpp@juno.com  
mgrantham@madison.k12.ms.us

**Ex Officio:** Dr. Conrad Castle  
MS Department of Education  
P.O. Box 771, Suite 306 Jackson, MS 39205  
601-359-2586 FAX 601-359-2040  
[ccastle@mde.k12.ms.us](mailto:ccastle@mde.k12.ms.us)

# MAGC

P.O. Box 3545  
Jackson, MS 39207  
[www.msms.k12.ms.us/MAGC](http://www.msms.k12.ms.us/MAGC)



# Concepts!

Volume 16, Number 2  
Summer 2005

A Journal of the Mississippi  
Association for Gifted Children

## Dr. George Betts to Speak at Annual MAGC Conference

MAGC is very proud to host Dr. George Betts, as the keynote speaker for MAGC's 2005 Conference. The conference will be held in Olive Branch, MS at the Whispering Woods Hotel and Conference Center on September 29-30, 2005. More information about this year's conference, along with registration and lodging forms can be found in this issue of *Concepts*.

**George Betts, Ed.D.**, is a Professor of Special Education in the area of gifted and talented education at the University of Northern Colorado, and former teacher and facilitator at Arvada West High School in Colorado. He has been a professor and director of the Center for the Education and Study of the Gifted, Talented, and Creative, as well as director of the Summer Enrichment Program (SEP) since 1978.

Dr. Betts is an internationally acclaimed speaker and consultant helping schools, districts, states, and national organizations implement and refine programs for the gifted and talented. He has worked extensively in the United States, Canada, Germany, Australia, New Zealand, Singapore, and Taiwan. He is currently serving his sixth three-year term on the executive board of the National Association for Gifted Children.

Among the honors that Dr. Betts has earned are being featured in the book Profiles of Influence in Gifted Education, the Lifetime Achievement Award by the Colorado Association for Gifted and Talented in 1996 and the 1990-91 Distinguished Service Award from NAGC.

Dr. Betts was educated at Phillips University in Enid, Oklahoma where he studied history and education and the University of Northern Colorado where he earned both a Master of Arts and a Doctor of Education in Psychology, Counseling and Guidance. After graduating in 1972 Dr. Betts and his wife Donni spent a year in Europe where George taught psychology classes to American military personnel. On their return to the U. S., George began teaching at Arvada West High School in Arvada, Colorado where he taught alternative programs, including Senior Seminar, working with a wide spectrum of students in out-of-classroom experiences.

At Arvada West he met colleague Jolene Kercher, and they collaborated with several gifted students to develop the Autonomous Learner Model for the Gifted and Talented. The Autonomous Learner Model is now well known and widely used worldwide. George has also written numerous books, chapters and articles on gifted education as well as nine books of poetry which were published by Celestial Arts, Berkeley, CA.

After teaching for six years at Arvada West, George returned to the University of Northern Colorado. He has been teaching there since 1979 as a Professor of Education, working with Master's and Doctoral level students in Gifted Education. It was there that he started the Summer Enrichment Program (SEP), which has served over 15,000 children in its 28 years of its operation. Dr. Betts has also served for 18 years on the Board of Directors of the National Association for Gifted Children (NAGC), and he helped found the Division of Counseling. He has served as a consultant and presenter in almost every U. S. state, as well as Canada, Asia, Australia, New Zealand, and Europe.

He plans to continue teaching for several years, writing, traveling and serving adults and young learners through his university programs and his consulting.



### In This Issue ...

From the Executive Director	Page 2
From the MAGC President	Page 2
Bookshelf	Page 4
Autonomous Learning Model	Page 6
Hall of Honors	Page 7
MAGC Conference Schedule	Page 9
MAGC Conference Registration Form	Page 10

---

## From the Executive Director

---

Thanks you all of you who have been involved in our legislative efforts. I regret that I have no new information to share since there has been no special session yet. Keep abreast by following your local news media and going to the MDE Website. The past several years have proven that gifted education is certainly not in a safe harbor. This is the reason I continue to plead for a growth in membership of teachers and parent affiliate groups. The experience we have had the past couple of years of losing programs for some of our students and the overload for teachers, should drive home our need for more involvement. I would also suggest that you watch closely how your legislators vote on education and hold them accountable for that. You can do that by continuing to personally contact them and get the word out to the parents of your gifted students. The battle is not over yet!

On the national level there is a bill this year "Teacher Preparation Legislation" S.493/H.R.1156. Senators Cochran and Lott are cosponsors of this bill. This legislation has been introduced to amend the Higher Education Act (HEA) to help prepare new teachers to recognize and meet the unique needs of gifted and talented students. I have communicated with our congressmen to cosponsor and/or support the house bill. In some situations they are unable to do

that because of committee assignments. If they can't cosponsor we anticipate support for the bill. This will certainly be a boost for gifted education for regular education teachers to have this training.

Also on the national level, Dr. Castle has written a grant for Javits funding that would provide an opportunity to team gifted teachers and regular teachers to broaden the scope of gifted education in our state. MAGC will be vitally involved in this project if we do receive the grant. Combined with the current Javits Grant that our president Kate Brown directs, this would be a great distinction for Mississippi.

MDE and MAGC will be presenting a strand at the MEGA Conference in Biloxi on Monday, June 6. This session will focus on using the Standards, Strategies, and Outcomes documents to develop and/or revise Instructional Management Plans (IMP). We are excited over this opportunity and trust that many of you will be able to attend. It will certainly give you "heads up" on what is to come. You can get additional information on the MDE website.

I look forward to seeing you at the MAGC Conference in Olive Branch September 28-30. Thank you for what you have done in your respective positions to meet the needs of our gifted students. Have a great summer!

*Jean C. Prather*

---

## From the MAGC President

---

Dear MAGC Membership,

As I write this, Mississippi schools still do not have a budget for next year, so we are unsure as an organization what the coming year will mean for gifted education. I appreciate the efforts that you have made to actively advocate for gifted education. At this time of fiscal uncertainty, it is increasingly important for us to establish parent advocacy groups who will vocalize the importance of gifted programs to the legislature. If you would like more information about starting a parent affiliate group in your area, please contact Teresa Mosely at [tmosely@jackson.k12.ms.us](mailto:tmosely@jackson.k12.ms.us).

With the new gifted standards emphasizing the importance of addressing the social and emotional needs of students in the G/T classroom, I am pleased

that Dr. George Betts will be our keynote speaker for this year's MAGC conference. Dr. Betts has a particular focus on this area and will inspire and motivate attendees to truly nurture the whole child. He will share valuable strategies that you can take straight back to your classroom and put into practice. In addition to the keynote address, Dr. Betts will lead a breakout session and Parent Night.

In response to the feedback provided by participants in the 2004 conference, Creativity Night will be led by De Soto County gifted teachers. The conference also offers a wide array of breakout sessions this year and many new presenters. We hope you'll join us this fall in Olive Branch to celebrate gifted education.

*Kate M. Brown*



**Be an advocate for gifted education!**  
**Contact your representatives!**

**For MS legislature contact information visit their web site at [www.ls.state.ms.us](http://www.ls.state.ms.us)**



# 2005 MAGC Conference News

It *isn't* too early! Register now to attend MAGC's 2005 Conference, September 29-30, Whispering Woods Hotel and Conference Center, Olive Branch, Mississippi! Once again, MAGC has secured a well-respected professional in the field of gifted education, Dr. George Betts, as our keynote speaker! Dr. Betts will also conduct a breakout session and Parent Night.

You evaluated and we listened! The De Soto County teachers of the gifted will host Creativity Night with some of their best ideas for your classroom. Your colleagues from across the state will lead breakout sessions. Listed are a few of the Creativity sessions.

"CPS ~ Philanthropy to 3-D" – Edye Coleman

"Connecting Curiosity with Technology" – Teresa Gregory and Kerry Boggs

"Trash to Treasures" – Vicki Latham

"A Little Pizzazz Goes a Long Way" – Anne Land

"Beyond Center Stage" – Patsy Reese and Terry Meek

"Making Masks – Facing the Real You" – Lisa Saucier

"Fun with Visual Puns" – Connie Weaver

Be enticed by these sessions on differentiating the curriculum:

"The Missing Residents Mystery?!?" – Tamarlyn Drake

"Science Rocks!" – Wendy Hunt

"Motivating Gifted Readers" – Sandee Manning, Tania Hanna, Heather Houston

"Got Bloomers?" – Mitzi Nasce and Sherry Willis

"PETS ~ Primary Education Thinking Skills" – Elaine Orrand

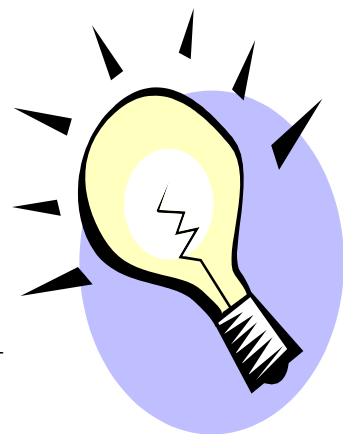
"Real-Life Problem Solving" – Carol Paola

"What's New in Literature?" – Bob Seney

Who is the most gifted person in your classroom? You are! Wesley Williams and Cecily McNair will present a session that will make you feel very appreciated! Want to make a real difference? Emily Nelson's session on "Ideas from Rules for Radicals" will help you get in touch with your education radical side. In addition to sessions on the social and emotional needs of the gifted and on developing leadership, you will want to attend presentations on the new standards for gifted programming, using the Teaching Strategies Notebook, grant writing, identifying giftedness, understanding assessment, the twice-exceptional gifted student, gifted preschoolers, and opportunities in Mississippi for serving older gifted and talented students.

Your interest should be sparked by this *sample* of the prospects for learning! Included in this edition of *Concepts!* are Conference registration and lodging forms. Send them in today! Hope to see YOU in September!

Margaret Snider  
Conference Chair



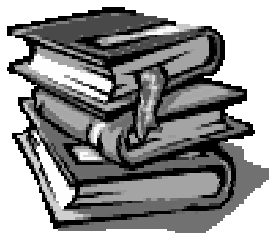
---

*MAGC would like to acknowledge and to offer gratitude to the following students for their generous contributions to MAGC Supportive Funding, in honor of special teachers.*

*Houston Buckley, in honor of Mrs. Rogers at Tupelo Middle School in Tupelo, MS*

*Nick Brewer, in honor of Mrs. Dawkins at Cook Elementary in Columbus, MS*

---



## The Bookshelf

By: Dr. Bob Seney

As we look forward to our summer reading, how about looking at this year's Newbery Award winners? This is certainly a "must" task if you have not already begun reading them and if you have, you will want to make sure that you catch them all. Normally, we begin our reviews of the Newbery books in the Spring Issue of *Concepts*, but back orders and the fact that I had not previously read any of the award books this year delayed my response. It is unusual for me not to have at least a nodding acquaintance with the Newbery Books, but they all caught me off guard this year. In checking with a couple of my colleagues, I found that they, too, were taken a bit by surprise.

As you know, the Newberys are awarded by the American Library Association and they are considered to be the academy awards of children's literature. This prestigious award is offered each year to outstanding books in children's literature, both fiction and non-fiction. The Newbery Committee names a medal winner and up to four honor books. This year's Medal Book is *Kira-Kira* by Cynthia Kadohata (2004, Atheneum Books). The three Honor Books are *Al Capone Does My Shirts* by Gennifer Choldenko (2004, G.P. Putnam's Sons); *The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights* by Russell Freedman (2004, Clarion Books); and *Lizzie Bright and the Buckminster Boy* by Gary D. Schmidt (2004, Clarion Books). This last book was also named a Michael Printz Honor Book as well. I just received this book, so we will have to take a look at in a later *BookShelf*.

*Kira-Kira* is Kadohata's first book for young readers and it is her fourth novel. Her first book, *The Floating World* (1989, Viking Adult) was widely acclaimed and it is interesting to note that while it was written for an adult audience, it is narrated by a 12 year old girl and it deals with a Japanese-American family who moves to Arkansas in the 1950's. This is somewhat similar to *Kira-Kira*, which is narrated by Katie who is also 12 and who was born in 1951. In this case, Katie moves with her Japanese-American family to Georgia, where her father finds work.

The Japanese word *kira-kira* means glistening or glittering. This is a special word used between Katie and her older sister, Lynn. In fact, it represents what the two girls are looking for in their world. Lynn is the star in Katie's world. She is talented and academically gifted. Her unique view of life and her bright outlook help Katie to view and to live in their world, which is

marked by poverty and racial prejudice. Not as accomplished or academically strong as Lynn, Katie looks to her older sister for help and inspiration. Katie is almost devastated to learn that her older sister is dying. Her sister's illness almost destroys their close-knit family, but Katie finds the courage to help rebuild the wonderful and loving relationship of this special family. The relationship between Katie and her father is especially touching.

*Kira-Kira* is a sensitive story that is beautifully crafted. At times, in the text itself, we find *kira-kira* – it just glistens! While I enjoyed this little novel tremendously, I was a bit surprised that it had been named as the Medal Book. True, it is beautifully written – almost lyrical at times – and has a plot that deals with some important and sensitive issues, however, it did not quite have the over-all effect that is often found in Newbery Medal Winners. This is certainly not to say that it is not worth your time to read it, on the contrary, it is a beautiful little book, but it did not, at least for me, grab my attention in the same way that many other Newbery Medal winners have. I certainly do not regret my reading time, but it just didn't have – well – the over all *kira-kira* that I expect in a Newbery Medal Book.

Two major criteria for the Newbery Awards are the quality of the writing and the book's appeal to children. Several studies have shown that a major feature of books that young readers like and want in a book is humor. Filling that bill completely and beautifully is Gennifer Choldenko's *Al Capone Does My Shirts* (2004, G.P. Putnam's Sons). This delightful novel provides a laugh on every page. What a great and very unusual concept for a book! Moose Flannigan, actually Matt but Moose to everyone because at 12 years old he is already 5 feet eleven and a half inches tall, and his family have moved to Alcatraz Island where his father has been employed as a guard and electrician. The move to San Francisco was prompted so that Moose's older sister, Natalie, could attend a special school. Natalie is autistic and in the mid 1930's little was known about this condition. This doesn't sound like the ingredients for a humorous novel, but we are dealing Gennifer Choldenko.

Choldenko's first novel, *Notes From a Liar and Her Dog* (2003, G.P. Putnam's Sons) was selected as a School Library Journal Best Book of The Year, an IRA-CBC Children's Choice, and also won the California Book Award for children's books. *School Library Journal* commented, "Choldenko has a wonderful witty way with words. Her first person narrative is humorous, tongue in cheek, and as irreverent as her independent heroine." We can easily say the same thing for *Al Capone*.

The novel is set up as Moose's diary. The first entry is dated Friday, January 4, 1935 and begins: "Today I moved to a twelve-acre rock covered with cement, topped with bird turd and surrounded by water. Alcatraz sits smack in the middle of the Bay—so close to the city of San Francisco, I can hear them call the score on a baseball game on Marina Green. Okay, not that close. But still. I'm not the only kid who lives here. There's my sister, Natalie, except she doesn't count. And there are twenty-three other kids who live on the island...Plus there are a ton of murderers, rapists, hit men, con men stickup men, embezzlers, connivers, burglars, kidnappers, and maybe even an innocent man or two, though I doubt it." (Page 1)

Thus the stage is set. The warden's daughter, Piper, is one of the twenty-three kids and she is their recognized leader. Her antics makes Moose wonder if perhaps she shouldn't be behind bars as well. It is Piper who comes up with the scheme of smuggling their classmates' shirts into their own laundry which is done by the inmates. Piper begins a "business" that she calls a "Once in a Life Time Opportunity" for their friends to have their clothing laundered by "world-famous public enemies" including Al Capone. This sets up a situation that later has several ramifications. One in particular is especially important, but I won't give that away!

Choldenko not only has a great sense of humor, but she has created some really great characters. Some of which have fairly serious issues that must be dealt with. She has created a novel that safely walks a perilous line between humor and some substantial sub-themes. This novel is really well crafted and the humor is just "icing on the cake." I can guarantee that any reader will get at least a couple of chuckles and a satisfied sense of justice and compassion.

Moose is an especially sensitively drawn character. Choldenko has given him attributes that are admirable but that also get him into trouble, sometimes humorously so. Looking for a good friend? Then I suggest that you read *Al Capone Does My Shirts* and meet Moose Flannigan. While I might have a few reservations about the Newbery Medal Winner, *Kira-Kira*, with *Al Capone* I have no reservations. Of these two books, this one would have received my vote. Read it and let me know which you would have selected.

Okay folks, I just did a word count and as usual I have gone over my limit and still two more Newbery books to go. At least you have the titles listed above and I will visit them in our next *BookShelf* in the Fall.

Happy Reading!  
Bob Seney



## Happenings at the Karnes Center

**2005 Fall Day of Sharing—September 23, 2005** The Day of Sharing for Teachers of the Gifted will be held at the Center for Healthy Living located at the Hattiesburg Family Y. This conference is designed to educate teachers on current issues in gifted education. Teachers of the gifted, regular education teachers, and administrators are encouraged to attend. There is no cost for attendance.

Dr. Sylvia Rimm will be the keynote speaker. She will present "The Social Emotional Development of Gifted Children: Understanding and Serving their Needs." Additional speakers include Dr. Conrad Castle, and Sandee Manning, NBCT; M.S. Teachers will be given time to share activities and ideas.

**Parenting Gifted Children Conference—September 24, 2005** The Karnes Center at USM will hold its 22<sup>nd</sup> annual Parenting Gifted Children Conference will be held on the campus of USM in Joseph Greene Hall and the cost of attendance is \$15. The conference is offered to assist parents and other concerned adults to better understand the unique intellectual, academic, and social-emotional needs of the gifted and talented.

Dr. Sylvia will be the keynote speaker. She will present "Growing Up Too Fast: What Parents Can Do To Help." Sessions will also be held on science activities, visual arts, young gifted children, leadership, and technology.

**Advanced Degrees in Gifted Education** USM offers a Master's Degree, Specialist's Degree, and a Ph.D. in curriculum, instruction, and special education with an emphasis in gifted education. This summer five courses are offered for anyone interested in beginning an advanced degree program.

The Karnes Center offers \$500.00 scholarships for persons enrolled in graduate degree programs in gifted education for the summer of 2005. To qualify, the student must meet the admission requirements of the university for master's, specialist's, or doctoral programs with an emphasis in gifted education.

### For More Information Contact

The Frances A. Karnes Center for Gifted Studies ▪ The University of Southern Mississippi  
118 College Drive #8207 ▪ Hattiesburg, MS 39406-0001 ▪ (601)266-5236 ▪ fax (601)266-4978  
E-mail: [gifted\\_studies@usm.edu](mailto:gifted_studies@usm.edu) ▪ <http://www.usm.edu/gifted>

# The Autonomous Learner Model For the Gifted and Talented

By George Betts, Ed. D. & Jolene Kercher, M.S.

The Autonomous Learner Model (ALM) for the Gifted and Talented was developed specifically to meet the diversified cognitive, emotional, and social needs of learners. The model is currently implemented at all grade levels with the gifted and talented, as well as all learners in the regular classroom. Emphasis is placed on meeting the individualized needs of learners through the use of activities in the five major Dimensions of the Model.

## Dimension One: Orientation

The Orientation Dimension of the Autonomous Learner Model provides learners, teachers, administrators, and parents with the opportunity to develop a foundation of the concepts of giftedness, talent, intelligence, creativity, and the development of potential. Learners discover more about themselves, their abilities, and what the ALM has to offer. Activities are presented to give learners an opportunity to work together as a group, to learn more about group process and interaction, and to learn more about the other people in the program.

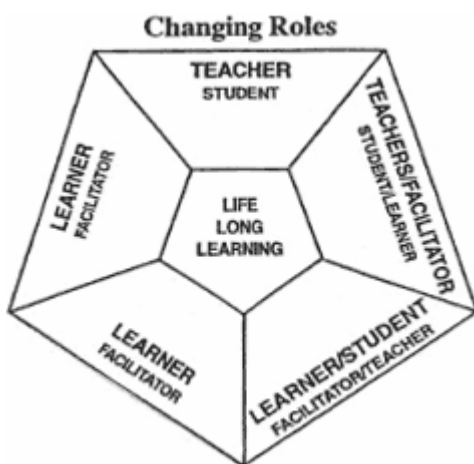
## Dimension Two: Individual Development

The Individual Development Dimension of the model provides learners with the opportunity to develop the cognitive, emotional, social and physical skills, concepts, and attitudes necessary for life-long learning. In other words, learners become autonomous in their learning.

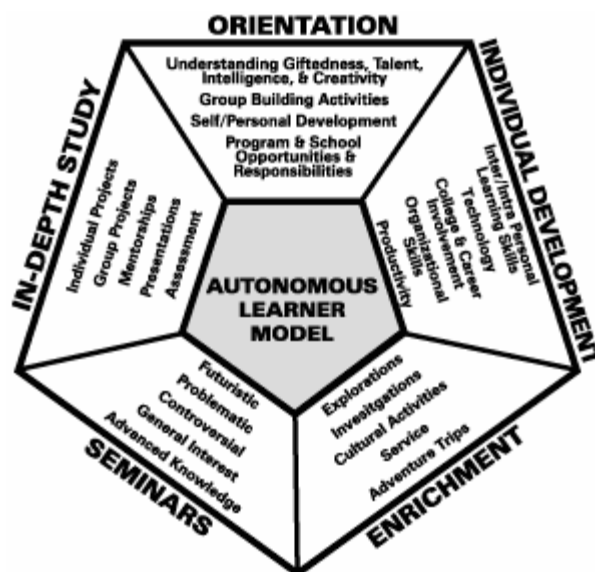
Areas within the dimension include opportunities for the inter/intrapersonal development of the learners, the appropriate learning skills for life-long learning, and the area of technology. The learners also participate in college and career involvement, the development of organizational skills and the importance of productivity skills, which are used when information is presented in a variety of ways.

## Dimension Three: Enrichment

The Enrichment Dimension of the Autonomous Learner Model is developed to provide learners with opportunities to explore content and curriculum that is usually not part of the prescribed school curriculum. The highest level of learning is manifested when learners have the freedom to select and



to pursue content or curriculum in their own style. Curriculum differentiation by the learners begins with Explorations, where the goal is to "find out" what is out there. Become an explorer yourself and find new and unique knowledge in a variety of methods. The



second type of learner differentiation is Investigations. These are more in-depth than Explorations and require the learners to design, implement, complete, and present a project with a mini-product.

Learners are also involved in Cultural Activities that are designed so that they are involved in cultural events in the community. Service activities are essential and are non-negotiable. The humanitarian spirit is incorporated into the ALM. Through participation in Service activities, the majority of the learners want to make this a better world.

## Dimension Four: Seminars

The Seminar Dimension of the model is designed to give learners in groups of three to five opportunities to research a topic, present it as a seminar to the rest of the class and other interested people, and to assess it by criteria selected and developed by the learners. A seminar is essential because it provides learners the chance to move from the role of student to the role of learner. If students are to truly become learners, they must have the opportunity to experience guided independent group learning, by experiencing learning in a structure that promotes the development of new knowledge.

## Dimension Five: In-depth Studies

The In-depth Study Dimension of the Autonomous Learner Model empowers learners to pursue long-term in-depth studies in their passion areas. Learners determine what will be learned, how it will be learned, how it will be presented, and what facilitation will be necessary by the teacher and mentor. These plans are then implemented and completed by the learners with presentations being made at appropriate times until the completion of the project. Final presentations and assessments are given to all who are involved and interested.

Dr. George Betts is Professor of the Division of Special Education, Area of Gifted and Talented, as well as Director of the Center for the Education and Study of the Gifted at the University of Northern Colorado in Greeley, CO.

# Hall of Honors



## Hopkins Named Mississippi Teacher of the Year

Lindy Hopkins, a teacher of gifted and talented students in Lee County, was named as this year's Mississippi Teacher of the Year in May. Hopkins teaches 4th and 5th graders at Saltillo Elementary. She was praised for her innovative work with students as well as her willingness to share her knowledge and gifts with fellow teachers. Among Hopkins' other honors are being certified with the National Board for Professional Teaching Standards, the Presidential Award for Excellence in Teaching Mathematics in 1998, being inducted into the Hall of

## Three Rivers Gifted Students Honored in Art Contest

Ms. Pam Holley's gifted students at Three Rivers Elementary School on the MS Gulf Coast won special honors in the Audubon Centennial Art Contest held this April. First place went to 5th grader Emily M. Third place went to 6th grader Ryan B. Honorable mentions were won by Read R., Kartney E., and Nick W. (4th graders) and Emaleigh G., and David F. (6th graders). The students were presented their awards at a celebration at the Pelican Bay center in Moss Point, MS.

## CLUE Students in Houlka, MS receive Weyhauser Grant

The 5th and 6th grade CLUE students at Houlka Attendance Center received \$1,000 from Weyhauser Company Foundation for the 2004-05 Mississippi Excellence in Recycling Award. Macey H., a 6th grade CLUE student, attended the luncheon with her teacher, Mrs. Moore on May 3, 2005 to receive the grant. She represented her school and the CLUE program at the luncheon by sharing with what being a part of earning this honor meant to her and her classmates.

## Greenville Teacher and Students in the Spotlight

Congratulations go out to Mary Hardy, a teacher of the gifted at Stern Enhancement School in Greenville, MS. Hardy was elected president of the MS PTA during their April, 2005 convention. Hardy was also recently honored as an inductee in the Mississippi Hall of Master Teachers for 2004.

Students in Greenville's gifted programs have also received honors recently. Haley S., a 4th grader at Stern Enhancement School was chosen to record a piece of her writing with MS Broadcasting Networks Radio. Her writing was about her home of Greenville. The recording will be aired on Mississippi Public Broadcasting Networks as part of Rural Voices Radio.

Two more gifted students from Greenville, Douglas C., and Caleb C., traveled to Princeton, NJ this spring to attend the American Boychior School and music program. This school provides professional training as well as a traditional academic program for musically and academically talented boys between the ages of 9 and 14.

## Future Problem Solving Winners

Theresa Rea, a teacher of the gifted in Harrison County, is proud to coach students who placed in this spring's Future Problem Solving Competition. Her teams placed 1st and 3rd in booklet, and 3rd and 5th in presentation. The team winning 1st place will go on to compete in the international competition in Lexington, KY in June.

Quest students at Alexander Jr. High School in Wesson, MS were also successful in FPS competition. They won all three places in the scenario writing competition. The students are Hannah R.—1st place, Ben R.—2nd place, and Rachel B., - 3rd place. The students were coached by Lynn Campbell and Robin Furr.

## Gifted Students Play the Stockmarket

Students in the Leap program in Grenada Middle School recently won the 1st place award for the junior division of the Stockmarket Game. The students participating are Beth J., Aaron J., Chase N., Robyn W., and Tori H. They were coached by Pat Sellars. For more information on the Stockmarket Game, visit their web site at [www.mississippisms.com](http://www.mississippisms.com).

**Do you know Mississippi gifted students and teachers that have won honors? We'd like to recognize them in *Concepts*! Just send info and digital or printed pictures to Lisa Saucier at [lsaucier@jackson.k12.ms.us](mailto:lsaucier@jackson.k12.ms.us) or 1120 Riverside Drive, Jackson, MS 39202.**



## Roger F. Wicker



## The Roger F. Wicker Center for Creative Learning opened in August, 2004 on the campus of MUW. The Center operates programs under four goal areas:

- Developing programs and services for K-12 learners
- Fostering involvement for parents of K-12 learners
- Providing teachers with professional development opportunities
- Connecting communities with schools through partnerships for learning

### Programs for Parents and Students

- Parent Institutes featuring national speakers
- Workshops offered at area businesses and companies on parenting topics such as helping your child with homework
- “Mondays in Motion” program to provide opportunities for parents and children to learn together using the resources of the Center
- Student Institutes offering enrichment activities to K-12 learners

At Mississippi University for Women  
Dr. Suzanne M. Bean, Director

### Summer Teacher Institutes

For 2 weeks in June, the Roger F. Wicker Center for Creative Learning at MUW will host national speakers for FREE workshops for K-12 teachers from across the state. Each workshop will be from 9:00 a.m. until noon. Please join us for this exciting professional development opportunity.

### Schedule of Topics

- June 13-14: Engaging Learners
- June 15-16: Differentiating Instruction
- June 20-21: Motivating and Improving Achievement of At-Risk Learners
- June 22-23: Developing Thinking and Reasoning Skills

For more information about the services provided by the Center, please visit our website: [www.muw.edu/ccl](http://www.muw.edu/ccl). We can be reached by e-mail at [center@muw.edu](mailto:center@muw.edu).

The Center is funded by a congressionally-directed grant through the U.S. Department of Education.

## William Carey College's Creativity Workshop

William Carey College's Creativity Workshop program enters its fourteenth year this summer with the annual Creativity Exploration in Thomas Business Building on the Hattiesburg campus.\* The program serves students from two school age groups, rising 2nd - 5th graders in the elementary program and 6th - 12th graders under the secondary publication format. Instructors develop the curriculum scaffolding from the expressed talents and interests of workshop participants. The low teacher to student ratio (a teacher for every two students) affords a rich learning environment with maximum potential for intellectual and creative development. The technologically rich environment includes designated computer lab use for student projects and also expedites publication of the *Voice of Gifted Youth* each summer.

Elementary students enter the program on Monday, July 18 and continue through Wednesday, the 20<sup>th</sup>. The three day program emphasizes creative production across a number of high interest disciplines, including the arts. Teachers locate the curriculum in specific topic areas according to a general profile of participating students. Specifics of instruction develop as students engage with content and production possibilities. Each day invites more individualization of instruction.

The focus for secondary students, July 19-21, is production of a scholarly publication, the *Voice*. Students assume roles as publication staff, undertaking the physical and intellectual preparation of a newspaper representing the summer work. Topical writing, illustrative artwork, documentary and artistic photographs, and presentation of workshop events flow through the secondary lens. Thus, the paper presents the unique perspective of this summer's participants and is solely a youth developed publication. William Carey College generously grants literary license to its young authors and responsibility for editorial and artistic content.

Debbie Meador, adjunct professor in gifted programming, shares workshop responsibilities with Center for Creative Scholars director, Dr. Read Diket. This year the workshop applications can be accessed directly from the William Carey College website at <http://www.wmcarey.edu/>. For more information, contact Read Diket at [read.diket@wmcarey.edu](mailto:read.diket@wmcarey.edu).



## 2005 Conference Information

### September 29-30

### Whispering Woods Conference Center, Olive Branch, MS

## Schedule of Events

### Wednesday, September 28, 2005

6:30pm – 8:30pm Registration and Vendor Setup

### Thursday, September 29, 2005

7:30am – 8:30am Registration  
 8:00am – 9:00pm Vendors Open  
 8:30am – 9:00am Welcome/Opening Session  
 9:00am – 10:00am Keynote Address, George Betts  
 10:10am – 4:50pm Breakout Sessions  
 6:30pm Family Night, Facilitated by George Betts  
 7:00pm Creativity Night – Facilitated by DeSoto County teachers

### Friday, September 30, 2005

8:00am – Noon Vendors Open  
 8:00am – 8:30am General Business Meeting  
 8:40am – Noon Breakout Sessions  
 Noon Luncheon

**Look forward to exciting and informative Breakout Sessions!**

**Make Plans Now to Attend!**

**Want to understand the stock  
market?**

**Too embarrassed to ask?**

**You need *Stock Market for All Ages*  
a book that makes it easy!**

This quick reference source for anyone who wants to *know* also includes the history of Wall Street. It is used with gifted and talented students and with elementary children who play

The Stock Market Game, as well as in high school civics, math, and economics classes. Author, Susie Hardeman, will be at Whispering Woods with her book and will present breakout sessions at the MAGC 2005 Conference.

## The Center for Creative Learning Mini-Grants

Are you looking for an opportunity to develop new teaching strategies, engage in research related to teaching, or work with other teachers on topics of specific educational interest. We encourage you to apply for a mini-grant of up to \$2,000. Our goal is to fund innovative, action-based programs that directly impact student achievement.

We look forward to receiving your exciting proposals, which will enable you to provide students with a more creative, enhanced educational program. If your grant is awarded, you will be invited to present your project at the Center's dissemination conference. The fall deadline for proposals is October 31, 2005.

For more information contact us at...

Center for Creative Learning  
 1100 College Street, MUW 1635  
 Columbus, MS 39701

or visit our web site at <http://www.muw.edu/ccl/minigrant.html>

# MAGC CONFERENCE REGISTRATION FORM

**September 29-30, 2005, Whispering Woods Hotel and Conference Center, Olive Branch, Mississippi**

**Registration Information:** *Registration includes MAGC membership for one year.* Complete and return this form with your check or purchase order. Make checks payable to MAGC. Purchase order number alone is not a valid payment. You must include the actual purchase order.

**Cancellation Policy:** Cancellations must be received in writing by September 19, 2005, and are subject to a \$15.00 processing fee. Refunds will not be issued before November 15, 2005.

**Transportation and Parking:** Shuttle transportation to and from the Memphis airport is complimentary. Ample parking surrounds the hotel. There is no fee for parking.

**Lodging:** Complete separate lodging reservation form and send it directly to Whispering Woods.

MAGC Membership card # \_\_\_\_\_ expiration date \_\_\_\_\_

Name \_\_\_\_\_

Preferred Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

School District/ Organization \_\_\_\_\_

Relationship to Gifted Education \_\_\_\_\_

CONFERENCE REGISTRATION AND/OR MEMBERSHIP FEES		AMOUNT
<b>SELECT ONLY ONE</b>	<b>Early Registration Fee</b> .....\$90.00 <i>(Includes Complimentary Membership)</i> <b>(must be postmarked by September 1, 2005)</b>	\$
	<b>Regular Registration Fee</b> .....\$95.00 <i>(Includes Complimentary Membership)</i> <b>(must be postmarked by September 15, 2005)</b>	\$
	<b>On-Site Registration Fee (after September 15, 2005)</b> .....\$100.00 <i>(Includes Complimentary Membership)</i>	\$
	<b>Undergraduate Student Registration Fee</b> (must show student ID at registration) .....\$30.00	\$
	<b>Main Presenter Membership Fee</b> ..... \$25.00	\$
	<b>Family Night ONLY</b> .....\$3.00 per person or \$5.00 per family	\$
<b>TOTAL AMOUNT DUE</b>		\$

**AFTER SEPTEMBER 15, 2005, BRING THIS FORM WITH YOU FOR ON-SITE REGISTRATION.**  
*FORMS POSTMARKED AFTER SEPTEMBER 16 WILL BE ASSESSED A \$5.00 ON-SITE SURCHARGE.*

Mail completed registration form and payment to: Carol Paola, 1513 Westward Dr., Gulfport, MS 39501

# 2005 Conference Lodging Reservation Form

## Whispering Woods Hotel and Conference Center

**Mississippi Association for Gifted Children**

**September 28-30, 2005**

To receive the special conference rate, this form must be received by September 7, 2005.

Any housing request received after this date will be accepted at the regular rate, based on availability.

Name \_\_\_\_\_

Group \_\_\_\_\_

Address \_\_\_\_\_

City/State/ZIP \_\_\_\_\_

Telephone \_\_\_\_\_ email \_\_\_\_\_

MAGC Group Rate: \$89.00 per room per night – single /double occupancy (All rates subject to 9% tax – per room per night.)

Arrival Date \_\_\_\_\_ Departure Date \_\_\_\_\_

Estimated Arrival Time \_\_\_\_\_ Arriving via: \_\_\_car \_\_\_van \_\_\_air

Check in as early as 3:00 p.m. Check out by 12:00 noon.

Number and Type Rooms Requested: \_\_\_ Non-smoking \_\_\_ Smoking  
 \_\_\_ 1 person: 1 bed \_\_\_ 2 persons: \_\_\_1 bed \_\_\_ 2 beds  
 \_\_\_ 3 persons: 2 beds \_\_\_ 4 persons: 2 beds

Reservation Guaranteed by: \_\_\_ Check \_\_\_ Money Order \_\_\_ Assured by Credit Card (Complete info below.)  
*American Express, Visa, MasterCard*

Type \_\_\_\_\_ Acct# \_\_\_\_\_ Exp. \_\_\_\_\_

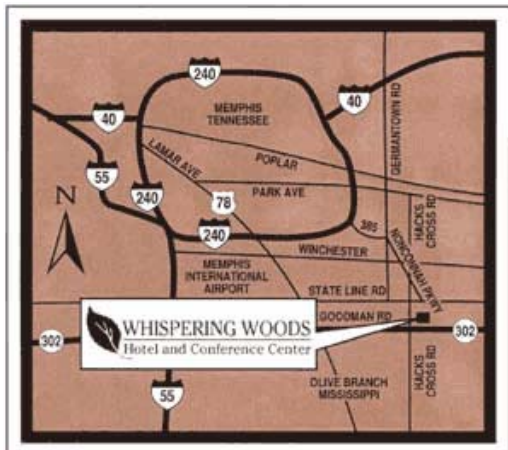
I understand that I am responsible for payment of guaranteed reservations.

Signature \_\_\_\_\_

- ☐ Deposit is refundable if reservation is cancelled 72 hours prior to arrival. Failure to cancel reservation will result in one night's penalty charge.

Return this form to: Whispering Woods Hotel and Conference Center, Attn: Audrey Higgins, E-MAIL: [audrey.higgins@ichotelsgroup.com](mailto:audrey.higgins@ichotelsgroup.com)  
 11200 E. Goodman Road, Olive Branch, MS, 38654 662-895-2941 ext.177 or 358 FAX 662-895-1590

## Directions to Whispering Woods Hotel and Conference Center



### Directions From:

*Memphis International Airport* - Exit airport to I-240 East towards Nashville to 385 East (Bill Morris Parkway). Exit Hacks Cross Road south; continue for 4.5 miles. Whispering Woods is on the left.

*I-40 Westbound from Nashville* - Go West to I-240. Take I-240 South to 385 East (Bill Morris Parkway). Exit Hacks Cross Road south; continue for 4.5 miles. Whispering Woods is on the left.

*I-40 Eastbound from Arkansas* - Go East to I-240. Take I-240 towards Jackson, MS; continue on I-240 towards Nashville (not I-55 South) to 385 East (Bill Morris Parkway). Exit Hacks Cross Road south; continue for 4.5 miles. Whispering Woods is on the left.

*I-55 Southbound from Arkansas* - Go South to I-240 East towards Nashville to 385 East (Bill Morris Parkway). Exit Hacks Cross Road south; continue for 4.5 miles. Whispering Woods is on the left.

*I-55 Northbound from Jackson, Mississippi* - (South of State Highway 302) Exit State Highway 302 (Goodman Road); continue East for 14 miles. Whispering Woods is on the left.

**Executive Director:** Jean Prather  
900 Live Oak Dr., Clinton, MS 39056  
(601)924-0068 (601)624-4652  
jprather@jam.rr.com

**Elected Officers:**

**President:** Kate Brown  
1021 12 St. North, Columbus, MS 39701  
(662)329-7676 fax (662)329-7242  
kbrown@muw.edu

**Secretary:** Shirley Hardman  
25 Ryan Circle, Long Beach, MS 39560  
(228)863-5183  
shardman@harrison.k12.ms.us

**Standing Committee Chairs:**

**Membership:** Carol Paola  
1513 Westward Dr., Gulfport, MS 39501  
(228)864-8520 fax (228)868-6448  
cwp1gab@aol.com

**Public Relations:** Kenneth Griswold  
3063 Plantation Cr., Tupelo, MS 38804  
(662)841-0907  
kmggriswold@tupelo.k12.ms.us

**Supportive Funding:** Wendy Hunt  
7875 Idlebrook Cove, Southaven, MS 38671  
(662)342-7214 (662)280-7075  
wendyfoz@netscape.com

**Ad Hoc and Ex Officio:**

**Website:** Jane Everly  
2930 McDowell Rd. Ext., Jackson, MS 39212  
(601)371-4300 fax (601)371-4372  
Jeverly@jackson.k12.ms.us

**NAGC Liason:** Dr. Bob Seney  
1100 College St., MUW-129, Columbus, MS 39701  
(662)329-7112  
Bseney@muw.edu

**President-Elect:** Margaret Snider  
1007 Camdenmill Dr., Ridgeland, MS 39157  
(601)856-4655  
msnider@jackson.k12.ms.us

**Treasurer:** Pamela Pape  
143 Skyline Drive, Clinton, MS 39056  
(601)925-4580  
ppape@jackson.k12.ms.us

**Concepts Editor:** Lisa Saucier  
1120 Riverside Dr., Jackson, MS 39202  
(601)373-9401  
lsaucier@jackson.k12.ms.us

**Legislative:** Kay Collins  
430 N. Church St., Tupelo, MS 38804  
(662)844-4549 (662)401-5396  
kcollins@tupelo.k12.ms.us

**Affiliates:** Teresa Mosely  
317 Concord Dr., Clinton, MS 39056  
(601)924-4476 fax (601)973-8682  
tmosely@jackson.k12.ms.us

**Diverse Populations Identification:**  
Leigh Adkins Todd  
Rt. 1, Box 359, West Point, MS 39773  
(662)494-7149  
leightodd@hotmail.com

**Vice President:** Anne Caldwell  
1100 College St. MUW Box 1627, Columbus, MS 39701  
(662)329-8521 fax (662)328-4586  
abc@msms.k12.ms.us

**Past President:** Mary Webb  
1016 CR 342 New Albany, MS 38652  
(662)534-3307  
mwwebb@tupelo.k12.ms.us

**Advisory Board:** Suzanne Bean  
86 Big Tom Rd., Columbus, MS 39705  
(662)327-6905 Fax (662)329-8515  
sbean@muw.edu

**Staff Development:** Melissa Grantham  
69 Redbud Lane, Madison, MS 39110  
(601)853-2764 (601)879-3069  
Mgrantham@madison.k12.ms.us

**Ex Officio:** Dr. Conrad Castle  
MS Dept. of Education  
P.O. Box 771, Suite 306, Jackson, MS 39205  
(601)359-2586 fax (601)359-2040  
ccastle@mde.k12.ms.us

## MAGC

P.O. Box 3545  
Jackson, MS 39207  
www.msms.k12.ms.us/MAGC

PRESORTED  
FIRST CLASS MAIL  
U.S. POSTAGE  
**PAID**  
JACKSON, MS  
PERMIT NO. 80



## Annual MAGC Conference Postponed Until January

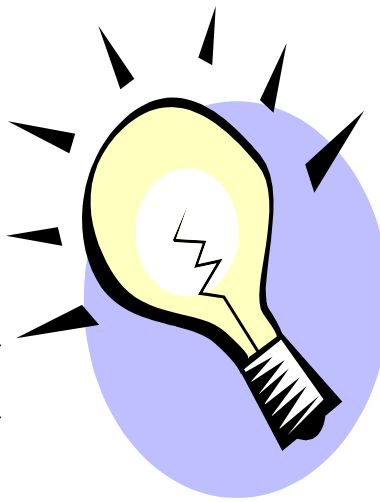
Due to the extensive damage done to the Mississippi Gulf Coast by Hurricane Katrina, MAGC has decided to postpone its annual conference until January 26 & 27 of 2006. The location and agenda will remain the same. We hope that this delay will help our members on the coast be better able to tend to more pressing affairs now and still be able to attend the conference this winter.

MAGC is very proud to announce that our 2005 keynote speaker will still be Dr. George Betts. Dr. Betts has graciously agreed to reschedule so that he can still share his knowledge of gifted education with our members. George Betts, Ed.D., is a professor of Special Education in the area of gifted and talented education at the University of Northern Colorado, and former teacher and facilitator at Arvada West High School in Colorado. He has

been a professor and director of the Center for the Education and Study of the Gifted, Talented, and Creative, as well as director of the Summer Enrichment Program (SEP) since 1978.

The site of the conference will still be the Whispering Woods Hotel and Conference Center in Olive Branch, MS. If you have made reservations with Whispering Woods, they are still valid. The hotel has agreed to transfer the reservations for people attending the conference. More information about this year's conference, including directions to the conference center, and conference registration and lodging forms can be found in this issue of *Concepts*.

The MAGC Conference is not the only event for advocates of gifted education in Mississippi that has been effected by the devastating damage of Katrina. The Day of Sharing for Teachers of the Gifted and the Parenting Gifted Children Conference that were to be held at the Frances A. Karnes Center for Gifted Studies at the University of Southern Mississippi this September have been cancelled due to Hurricane Katrina. Dr. Sylvia Rimm has graciously agreed to reschedule her participation in the Parenting Gifted Children Conference to the fall of 2006. The next Day of Sharing at the Karnes Center will be in the spring. It is scheduled for Feb. 17, 2006.



### 2005 MAGC Conference Schedule of Events

#### Wednesday, January 25, 2005

6:30pm – 8:30pm—Registration and Vendor Setup

#### Thursday, January 26, 2005

7:30am – 8:30am—Registration

8:00am – 9:00pm—Vendors Open

8:30am – 9:00am—Welcome/Opening Session

9:00am – 10:00am—Keynote Address, George Betts

10:10am – 4:50pm—Breakout Sessions

6:30pm—Family Night, Facilitated by George Betts

7:00pm—Creativity Night – Facilitated by DeSoto County teachers

#### Friday, January 27, 2005

8:00am – Noon—Vendors Open

8:00am – 8:30am—General Business Meeting

8:40am – Noon—Breakout Sessions

Noon—Luncheon

### In This Issue ...

From the Executive Director	Page 2
From the MAGC President	Page 2
Bookshelf	Page 4
Happenings at the Karnes Center	Page 5
Hall of Honors	Page 7
MAGC Conference Registration Form	Page 10

---

## From the Executive Director

By the time you receive this Concepts, schools will be in full swing for 2005-06. We are looking forward to a banner year in gifted education. We are very grateful and excited that gifted is once again funded by teacher units. This challenges districts to take advantage of the increase in teacher units by doing two things. First, for those districts that were hesitant to test because they didn't think they had enough teacher units to serve additional students, make it a priority to screen students. MDE can start funding additional units when the September data are submitted and approved by MSI, but you have until the November data are submitted to make changes and update your numbers. Secondly, work with administrators to make sure the MSIS report for your district is correct. The district submits the MSIS data in November and it needs to reflect every student that is eligible and being served. The gifted contact person and/or gifted personnel need to personally check the information after it is entered in the system. This is what determines the number of teacher units allocated for each district. This is a MUST! Mistakes on MSIS can cost you teacher units.

As we think to the days ahead, I am excited about the MAGC Conference and the opportunities that are available for us to all learn from the sessions as well as our interaction with each other. I am also pleased that I have already had the opportunity to meet personally with our new state superintendent Dr. Bounds and want to assure you that he is very supportive of gifted education. We look forward to working closely with Dr. Bounds and his staff at MDE.

We will continue our work at the legislature this year. You will remember that I stated at the conference last year that our goal was to regroup and regain. We are on the road to doing that. But in order to be successful we will

need the support of ALL teachers of the gifted, family members of gifted, affiliate groups, and other interested members of the community. Personal contact with your legislators is one thing that makes the difference. You will be hearing more about this in the near future as we unfold our legislative agenda for 2005-06.

MAGC is also pleased to be a vital part of helping Dr. Castle and other MDE personnel as we launch our regional workshops to assist districts in the development of their Instructional Management Plan. At last we have a road map that shows where we are going and the way to get there!

In closing, let me issue some challenges. As a member of MAGC, would you make it a priority to put forth special effort to encourage other teachers and administrators to become a part of MAGC. Numbers give us power as we advocate for our gifted population. Secondly, MAGC wants to position itself to assist gifted teachers who have been impacted by Katrina. We are aware that many have lost their classrooms, materials and supplies. We ask that all of us band together to help replace materials and supplies. You can be a part of this by sharing things from your own classroom and/or monetarily. Let your students be a part of this. Watch our website [www.msms.k12.ms.us/MAGC](http://www.msms.k12.ms.us/MAGC) for updated information on this. We will also be compiling information and resources for counseling for our students which will be disseminated to those affected. If you know of materials/resources that would be helpful in this situation, feel free to email that information to me.

We have a big job ahead of us for this year, but I know all of us will want to be a part of sharing to help those who have lost so much. In behalf of MAGC and our students, thank you for all you are doing and know that our thoughts are with you in every situation that you face.

*Jean C. Prather*

---

## From the MAGC President

Dear MAGC Members,

As the effects of Hurricane Katrina are still being felt in communities across the state, MAGC extends our sympathy to those whose lives were directly affected by the hurricane. In the days immediately following the storm, MAGC was faced with the difficult decision of postponing the conference. We appreciate the tremendous support the members of the organization have shown for that decision and look forward to seeing everyone in late January at Whispering Woods Conference Center in Olive Branch. Updated information regarding the conference is on the MAGC website: [www.msms.k12.ms.us/MAGC](http://www.msms.k12.ms.us/MAGC).

Many teachers have expressed a need for trauma-informed materials to use with their gifted students to help

them process the tragedies they witnessed either first hand or through the media in the aftermath of Katrina. Jean Prather is organizing a compilation of websites and counseling activities to use with gifted students. The National Child Traumatic Stress Network's website provides information for working with children in disaster situations and offers counseling toolkits for teachers and parents. Their website is [www.nctsn.org](http://www.nctsn.org).

Some teachers in our state also lost instructional supplies or even whole classrooms in the storm. If you know of a G/T teacher who needs instructional supplies as a result of the hurricane, please let Jean Prather or me know the teacher's name and school district.

Thank you once again for all that you do to positively impact the lives of children every day.

*Kate M. Brown*



**Be an advocate for gifted education!**  
**Contact your representatives!**

**For MS legislature contact information visit their web site at [www.ls.state.ms.us](http://www.ls.state.ms.us)**

# 2005 MAGC Conference News

It *isn't* too early! Register now to attend MAGC's 2005 Conference, January 26-27, 2006 at Whispering Woods Hotel and Conference Center, Olive Branch, Mississippi! Once again, MAGC has secured a well-respected professional in the field of gifted education, Dr. George Betts, as our keynote speaker! Dr. Betts will also conduct a breakout session and Parent Night.

You evaluated and we listened! The De Soto County teachers of the gifted will host Creativity Night with some of their best ideas for your classroom. Your colleagues from across the state will lead breakout sessions. Listed are a few of the Creativity sessions.

"CPS ~ Philanthropy to 3-D" – Edye Coleman

"Connecting Curiosity with Technology" – Teresa Gregory and Kerry Boggs

"Trash to Treasures" – Vicki Latham

"A Little Pizzazz Goes a Long Way" – Anne Land

"Beyond Center Stage" – Patsy Reese and Terry Meek

"Making Masks – Facing the Real You" – Lisa Saucier

"Fun with Visual Puns" – Connie Weaver

Be enticed by these sessions on differentiating the curriculum:

"The Missing Residents Mystery?!?" – Tamarlyn Drake

"Science Rocks!" – Wendy Hunt

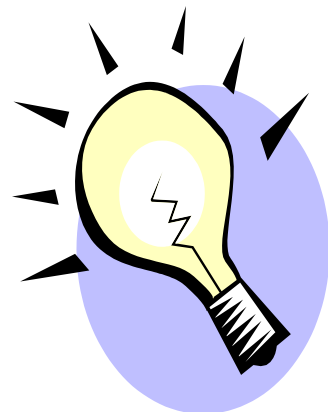
"Motivating Gifted Readers" – Sandee Manning, Tania Hanna, Heather Houston

"Got Bloomers?" – Mitzi Nasce and Sherry Willis

"PETS ~ Primary Education Thinking Skills" – Elaine Orrand

"Real-Life Problem Solving" – Carol Paola

"What's New in Literature?" – Bob Seney



Who is the most gifted person in your classroom? You are! Wesley Williams and Cecily McNair will present a session that will make you feel very appreciated! Want to make a real difference? Emily Nelson's session on "Ideas from *Rules for Radicals*" will help you get in touch with your education radical side. In addition to sessions on the social and emotional needs of the gifted and on developing leadership, you will want to attend presentations on the new standards for gifted programming, using the Teaching Strategies Notebook, grant writing, identifying giftedness, understanding assessment, the twice-exceptional gifted student, gifted preschoolers, and opportunities in Mississippi for serving older gifted and talented students.

Your interest should be sparked by this *sample* of the prospects for learning! Included in this edition of *Concepts!* are Conference registration and lodging forms. Send them in today! Hope to see YOU in September!

Margaret Snider  
Conference Chair

## Jack Kent Cooke Foundation Young Scholars program

The Jack Kent Cooke Foundation Young Scholars program selects high-achieving youth with financial need and provides them with individualized educational services throughout high school that will enable them to develop their talents and abilities. The Young Scholars Program is one of the most individualized scholarships offered in the United States. The Foundation collaborates with regional talent centers at Duke, Johns Hopkins, and Northwestern Universities, and the University of Denver to answer inquiries about the program, administer the application process, and counsel Young Scholars. However, applicants need not be part of the talent centers' programs to be eligible for or participate in the Jack Kent Cooke Foundation Young Scholars Program. Students in the 7<sup>th</sup> grade—or who will

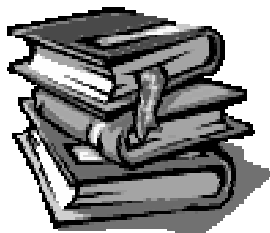
enter 8<sup>th</sup> grade next fall—are eligible to apply and applications will be available in February.

**For information about the Young Scholars Program visit:**

[www.jackkentcookefoundation.org](http://www.jackkentcookefoundation.org)

**Or contact:**

Sarah Jo Thompson/Outreach Specialist  
Duke University Talent Identification Program  
1121 W. Main Street  
Durham, NC  
(919) 668-9100  
[jkcfd@tip.duke.edu](mailto:jkcfd@tip.duke.edu)



## The Bookshelf

By: Dr. Bob Seney

“While it certainly is not unknown to name non-fiction to the Newbery Award list, it is relatively rare. As you might expect, the emphasis of the Newbery Awards is on fiction, but every once-in-awhile, a book comes along that just clamors for recognition.” I am quoting from my April 18, 2004 *Reviews for Young Readers* on the Newbery Honor Book, *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793* (2003, Clarion Books) by Jim Murphy.

Well, history is repeating itself (pun intended) because this year's Newbery Committee again named a non-fiction (in this case history) book to the list, *The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights* by Russell Freedman (2004, Clarion Books). If Jim Murphy is one of the most well known historians writing for young readers, then Russell Freedman is the other one. Both of these historians/ authors have written over 70 historical books for young readers between them. They both have received multiple Newbery Awards and Newbery Honors and their contributions to the field are widely acknowledged and acclaimed.

It is certainly no surprise to me that *The Voice That Challenged a Nation* is an award winner. What a wonderful book! It is meticulously researched, beautifully written and precisely documented. The slightly larger format (10 ¼ by 8 ½ inches) provides an outstanding platform for the many photographs, concert programs, and other documents of Marion Anderson's life. Just who is the audience for this one? Just about everyone! Certainly, the young historian will consume it; those interested in the civil rights movement will read it; and the reader who is interested in music, especially vocal music, must read it. Then anyone who is interested in a well written, well documented American story will glory in it. I realize that this is high praise, but, folks, this one deserves it. I truly enjoyed reading “The Voice.” It moves quickly with deft pacing worthy of the best fiction plots. The photographs provide a rich support for the well crafted narrative. This is a history book at its very best. Do you get the picture? I liked it!

This story of the life of Marion Anderson, once touted as the voice of the century, moved me. Her humble beginnings, her devotion to her family, her drive for perfection, her quiet stand against Jim Crowe

laws, and above all her fantastic talent are highlighted in this must read book. I was truly touched by her story. *The Voice* provides a unique slant to history that needs to be told. Freedman is at his best in his latest venture.

Freedman was aware of Marion Anderson and her place both in the annals of American music and the civil rights movement, but he hadn't thought about writing about Anderson until he read about her friendship with Eleanor Roosevelt. One of Freedman's Newbery Honor Books is the acclaimed *Eleanor Roosevelt: A Life of Discovery* (1993, Clarion Books). It was the relationship between Roosevelt and Anderson that led to Anderson's famous Lincoln Memorial Concert on Easter Sunday, April 9, 1939. When Anderson was denied the right to sing in the Daughters of the American Revolution's Constitution Hall, because of her color, Eleanor Roosevelt gave her support that led to the success of the Lincoln Memorial Concert. Soon after this event, Roosevelt resigned from the DAR. On January 7, 1943, the DAR invited Marion Anderson to sing in its first concert to support the World War II effort and the color barrier was broken forever in Constitution Hall.

Freedman provides many interesting stories and scenarios about Anderson and her life. I found the stories of her time spent in Europe especially interesting. She was truly the “toast of Europe” and she sang before several crown heads and heads of state. She sang in every major concert hall in Europe in success after success, but she wanted to return home and here she was met with racial bias. Slowly her enormous talent and her quiet, but insistent manner began to wear down racial prejudice and American's began to celebrate this “Voice of the Century.”

By the way, this book also received the Robert F. Sibert Informational Book Medal, established by the Association for Library Service to Children in 2001. This award is made annually to the author of the most distinguished informational book published in English during the preceding year. The award is named in honor of Robert F. Sibert, the long-time President of Bound to Stay Bound Books, Inc. of Jacksonville, Illinois.

I hope that after this rather enthusiastic review, you will want to read this one. I found it emotional, enjoyable, educational, and just a plain good read. I think that *The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights* by Russell Freedman should be in every school library and it will certainly enrich your own private library. This is one that I plan to pull down again, very soon, to re-read.

Happy Reading!



# Happenings at the Karnes Center

**2005 Fall Day of Sharing and Parenting Gifted Children Conference**—The Day of Sharing for Teachers of the Gifted and the Parenting Gifted Children Conference that were to be held at USM this September have been cancelled due to Hurricane Katrina. Dr. Sylvia Rimm has graciously agreed to re-schedule her participation in the Parenting Gifted Children Conference in the fall of 2006. The spring Day of Sharing is scheduled for Feb. 17, 2006.

**2nd Annual Career Explorations for Girls Conference**—The 2<sup>nd</sup> Annual Career Explorations for Girls Conference will be conducted on the Hattiesburg campus of USM on Nov. 5, 2005 from 8:00 am to 3:45 pm. The conference is open to all girls in grades 7-12. Each girl must be accompanied by her mother or another adult female. The keynote speaker, Mississippi Lieutenant Governor, Amy Tuck, will discuss *Great Ideas to Prepare for Your Future Career*. All presenters will offer practical information to help girls plan for their education and entry into prospective careers.

Girls do **not** need to be enrolled in gifted education to attend. The registration deadline is Oct. 20, 2005. On the day of the conference registrants should sign-in from 8-9 a.m. in Joseph A. Green Hall. There is no charge for the conference and lunch is included. The conference is co-hosted by the Frances A. Karnes Center for Gifted Studies and the Spirit of Women at Forrest General Hospital. To register for the conference, please contact the Karnes Center.

**Saturday Gifted Studies Program, Jan. 21-March 4, 2006**—The Saturday Gifted Studies Program, co-sponsored by the Karnes Center, and Purple Parrot Café and Crescent City Grill, will be conducted Jan. 21- March 4, 2006, at USM. The program is designed to enhance cognitive and affective abilities of gifted students through planned enrichment/acceleration programming. The courses are scheduled for 9 a.m.-noon on each of the seven consecutive Saturdays. The application deadline is Nov. 15, 2005. The following courses will be offered:

**Pre-k 4 and 5 year olds:** *Famous Leaders and How to Become One* and *Under the Sea*;

**Kindergarten and 1st grade:** *Save our Planet* and *Mysteries*;

**2nd and 3rd grades:** *Animals! Animals! Animals!* and *Fun Seekers Science*; or *Spanish*;

**4th, 5th, and 6th grades:** *Adventures in Architecture* and *Rock On! An Introduction to Geology*; or *Author! Author! An Introduction to Creative Writing*;

**7th through 12th grades:** choose one of the following five options: *Debate*, *The Arts: An Introduction*, *Everything You Need to Know about Getting into College*, *Psychology: Discovering Yourself*, or *On Stage! An Introduction to Theatre*.

Applications may be obtained through local school personnel or online at <http://www.usm.edu/gifted>.

**Advanced Degrees in Gifted Education**—USM and the Department of Curriculum, Instruction, and Special Education, offer a Master's Degree, Specialist's Degree, and a Ph.D. in curriculum, instruction, and special education with an emphasis in gifted education. Five courses are offered for anyone beginning an advanced degree program or in getting certified to teach the gifted.

SPE 560 Characteristics of the Gifted

SPE 661 Methods and Materials for Teaching Gifted Students

SPE 663 Atypical Gifted Students

SPE 664 Practicum with Gifted Students

SPE 662 Curriculum Development in Gifted Education

The Karnes Center has \$500.00 scholarships available for persons enrolled in graduate degree programs in gifted education for the summer of 2006. To qualify, the student must meet the admission requirements of the university for master's, specialist's, or doctoral programs with an emphasis in gifted education. Consideration will be given to graduate students in specialized programs in elementary and secondary schools for the college and university positions in the field of gifted education. For more information contact The Karnes Center at the numbers given below.

## For More Information Contact

The Frances A. Karnes Center for Gifted Studies ▪ The University of Southern Mississippi  
118 College Drive #8207 ▪ Hattiesburg, MS 39406-0001 ▪ (601)266-5236 ▪ fax (601)266-4978  
E-mail: [gifted\\_studies@usm.edu](mailto:gifted_studies@usm.edu) ▪ <http://www.usm.edu/gifted>

## To the MAGC Membership:

*From a preliminary review of the evaluation forms of the World Conference For Gifted Children held in New Orleans, August 6-10, it appears that we had a very successful conference. I would like to thank all the Mississippi folk who helped in many ways and who attended the conference. I would like to especially thank the following MAGC members who served on the Leadership Team: Shirley Hardman, Pam Datlof, and Mark Mishou. Again, thank you for your support and thank you for helping us to have a successful conference.*

*Sincerely,  
Bob Seney  
Chair, World Conference 2005*



# The Importance of the Instructional Management Plan (IMP) and Your Gifted Education Program (GEP)

by Conrad Castle, Ph.D.  
Gifted Program Specialist  
Mississippi Department of Education

The State Board of Education (SBE) approved the *Mississippi Gifted Education Program Standards* on November 19, 2004. One of the requirements in the standards is for every local district to have an IMP in place and utilized by the teachers of the gifted. The IMP is the guide for everything that teachers do with their students in the gifted program. Since it is a requirement in the program standards, the document will be reviewed during a monitoring visit.

An IMP should be a global document for the local GEP. It should address the local philosophy/mission statement for the GEP, the local goals and objectives for the GEP, the components in the outcomes document(s), and the components in the standards that relate to what must be a part of the local GEP. An important component of a quality IMP is a scope and sequence of when skills/information will be introduced and when students are expected to demonstrate mastery. The IMP becomes the guide that teachers of the gifted use to develop lesson plans and specific student activities.

---

## Geography Awareness Week Set for November 13-19, 2005

*Geography Action!* is a yearly conservation and awareness program designed to educate people about our natural, cultural, and historical treasures. A major component of this program is Geography Awareness Week (GAW). Every year since 1987, when U.S. President Ronald Reagan signed legislation establishing the third week in November as Geography Awareness Week, the National Geographic Society has promoted the importance of geography to the public and to schools throughout the United States and in Canada.

Each year a different theme is highlighted and approximately one and a half million people participate in related activities. The theme this year is Migration: The Human Journey. *Geography Action!* 2005—Migration: The Human Journey encourages kids to explore and honor their diverse heritages. As they trace

the migration stories of their communities, students will examine and photodocument distinctive features of their cultures, connecting their personal geographies to the greater history of human movement.

*Geography Action!* Is a program of National Geographic Education and Children's Programs, which provides grants, training, hands on activities, and support for educators and other organizations. To learn about sponsoring *Geography Action!* Or other educational initiatives, please contact:

Kristin Rechberger, VP for Corporate Partnerships  
Development Office, National Geographic Society  
1145 17th Street NW  
Washington, DC 20036-4688  
e-mail: [krechber@ngs.org](mailto:krechber@ngs.org) phone: (202)857-7023

---

## Earth Science Week 2005 Contrail Count-a-Thon

In recognition of Earth Science Week, the GLOBE Program and NASA invite you to join in a scientific exploration on Thursday, October 13, 2005, to observe the sky over your area and report on the presence or absence of contrails. Teachers, students, and anyone interested in helping to develop a better understanding of Earth are welcome to participate. Contrails are cirrus clouds formed when water vapor condenses and freezes around small particles (aerosols) in aircraft exhaust. Some of the water vapor comes from the surrounding air, some from the aircraft exhaust. Contrails, especially thin ones, are very hard to

see from satellites, and may have an impact on Earth's atmosphere. In order to improve contrail prediction models, scientists need observations both of contrail occurrence and absence. Visit <http://www.globe.gov/earthsciweek2005> for more information on contrails and clouds. Instructions on how to participate in this event and report your information can be found at this Website. The observations that are reported will be tallied and analyzed by NASA scientists looking for clues to contrail prediction. A report on their findings will be posted to the website.



# Hall of Honors

## Karnes & Riley Publish New Guide for Talented Children

Dr. Frances A. Karnes and Dr. Tracy Riley have co-authored a new book, which has been published by Prufrock Press. *Competitions for Talented Kids: Win Scholarships, Big Prize Money, and Recognition* is a listing of national competitions available for students. In *this new book*, students will find information on selecting, entering, and competing in national contests.

In this revised and expanded edition, you will find a list of more than 275 contests, with complete information on who to contact, how to enter, prizes, judging criteria, contest origin, significant dates, and tips from the contest organizers themselves. In addition to this featured list of competitions, the book includes a "Competitions Journal" that helps students record their progress and success.

Dr. Karnes and Dr. Kristen Stephens, Coordinator of Educational Outreach and Editor in Chief, Duke Gifted Letter, and adjunct assistant professor have co-edited five more books in The Practical Strategies Series in Gifted Education published by Prufrock Press. These offer up-to-date instructional techniques and information on a variety of issues pertinent to the field of gifted education. Each addresses a focused topic. They include: Developing Mentorship Programs for Gifted; Identifying Gifted Students: A Step-by-step Approach; Fostering Creativity in Gifted Students; Teaching Culturally Diverse Gifted Students; and Inventions and Inventing for Gifted Students. Earlier this year the first eight books of The

## Starkville Teachers Win Mini-Grant

Cheryl Andrews and Marcia Parrish, teachers of the gifted from Ward Stewart Elementary School in Starkville, were recently awarded a mini-grant in the amount of \$1,200 from the Roger F. Wicker Center for Creative Learning at Mississippi University for Women. Their project, Journey About Math (J.A.M.) provides an interdisciplinary, hands-on mathematics curriculum with a historical and multicultural perspective. Congratulations!

## Belmont Student Writes Prize Winning Poetry

Carmen W., a gifted student in Mrs. Cathy Eaton's class in Belmont, MS, was recently awarded the grand prize for a poem she entered in *Storyworks* magazine's "A Poem for Your Teacher" contest. Over 110 entries were submitted by students who were writing about a teacher that inspired them. Carmen's poem, *Mountains*, written about Mrs. Eaton, was selected as one of 3 grand prize winners and was published in *Storyworks* magazine. Congratulations to Carmen and Mrs. Eaton for this national recognition. Carmen's poem is given below.

Mountains are high but not as high as me,  
Because you lifted me up higher so everything I could see.  
You made me feel inside such a star,  
You'll always be with me wherever you are.  
You made me determined and ready to go,  
Before I came to your class my "I WILL" was low.  
But your "I WILL" is more important than your "IQ,"  
But I did not know that until I met you.

## Jackson Open Doors Teachers Awarded Grant Money

Several teachers from the Open Doors gifted program in Jackson, MS were recently awarded grants from the Jackson Junior League and the Education Foundation Trust. Collectively these grants are worth over \$6400.00 for Jackson's gifted classrooms. Congratulations go out to the following Open Doors teachers: Julie Hart, Shewonia Hicks, Ginger Langford, Linda Luckett, Lynn Roth, Lisa Saucier, Annie Smith, Brian Smith, Connie Weaver, and Karen Wong.

**Do you know Mississippi gifted students and teachers that have won honors?  
We'd like to recognize them in *Concepts*! Just send info and digital or printed pictures to Lisa Saucier at [lsaucier@jackson.k12.ms.us](mailto:lsaucier@jackson.k12.ms.us) or 1120 Riverside Drive, Jackson, MS 39202.**

# Duke TIP Program Offers Aid to Victims of Hurricane

The Duke University Talent Identification Program (Duke TIP) 7<sup>th</sup> Grade Talent Search season has begun. Now in its 26<sup>th</sup> year, it is the largest program of its kind in the nation. In addition to providing an opportunity to experience taking a college admissions test, the 7<sup>th</sup> Grade Talent Search is a gateway to educational programs and resources for gifted students. Participants also receive recognition for their academic achievement and hard work. To be eligible, a student must be in the 7<sup>th</sup> grade and must have scored at the 95<sup>th</sup> percentile or higher on a grade level standardized achievement, aptitude, mental ability test battery or approved state criterion-referenced test. Talent Search brochures and applications have been sent to all schools hosting a 7<sup>th</sup> grade in your state. Students can also register online through Duke TIP's Web site. This year's talent search deadlines are October 1 for December testing and November 1 for January SAT or February ACT testing.

Recognizing the extraordinary occurrences of this year, the TIP program is willing to work with families displaced by Hurricane Katrina to ensure their qualified 7<sup>th</sup> graders don't miss the opportunity to participate. Obviously, if qualifying test scores can be secured a student can participate in Duke TIP. However, if scores are not available due to extenuating circumstances a student may still be recommended. For more information about the referral process, please contact the Duke TIP office at 919-668-9100 or visit the web site at [www.tip.duke.edu](http://www.tip.duke.edu).

Duke TIP is also offering financial aid to any student suffering financial hardship due to Hurricane Katrina. Students in this situation would be automatically granted a fee waiver for our program, and need only pay the \$15.00 processing fee. All that is required for these special students is a letter from their current school documenting their situation.



From Left to Right: Dr. Karnes, Dr. Quek, Dr. Geok, and Dr. Pierce

## SOUTHERN MISS PROFESSORS VISIT WITH OFFICIALS FROM THE SINGAPORE MINISTRY OF EDUCATION TO DISCUSS GIFTED EDUCATION IN MISSISSIPPI

Dr. Frances A. Karnes, Professor of Curriculum, Instruction, and Special Education and Director of the Frances A. Karnes Center for Gifted Studies and Dr. Willie Pierce, Dean of the College of Education and Psychology at the University of Southern Mississippi hosted two officials from the Singapore Ministry of Education. Dr. Tan Bee Geok and Dr. Chwee Quek came to Hattiesburg to visit the Center and learn about programming for gifted students. Dr. Karnes shared ideas on the application of gifted programming in an international setting. Dr. Sandee Manning, Associate Director, and Kevin Besnoy, Project Coordinator, provided an overview of the Center's functions and recent research.

## The Center for Creative Learning Mini-Grants

Are you looking for an opportunity to develop new teaching strategies, engage in research related to teaching, or work with other teachers on topics of specific educational interest. We encourage you to apply for a mini-grant of up to \$2,000. Our goal is to fund innovative, action-based programs that directly impact student achievement. We look forward to receiving your exciting proposals, which will enable you to provide students with a more creative, enhanced educational program. If your grant is

awarded, you will be invited to present your project at the Center's dissemination conference. The fall deadline for proposals is October 31, 2005.

For more information contact us at...

Center for Creative Learning  
1100 College Street, MUW 1635  
Columbus, MS 39701

or visit our web site at <http://www.muw.edu/ccl/minigrant.html>

## New Book Makes Stock Market Simple

The Stock Market for All Ages is a quick reference source for anyone who wants to know about the stock market. It also includes the history of Wall Street. The book can be used with gifted and talented students and with elementary children who play The Stock Market Game, as well as in high school civics, math, and economics classes. Author,

Susie Hardeman, will be at Whispering Woods with her book and will present breakout sessions at the MAGC 2005 Conference.



## Newest Weather Sentry Takes Up Watch

by Patrick L. Barry

Today, we've become accustomed to seeing images of the Earth's swirling atmosphere from space every night on the evening news. Before 1960, no one had ever seen such images. The first-ever weather satellite was launched that year, kicking off a long line of weather satellites that have kept a continuous watch on our planet's fickle atmosphere—45 years and counting! The high-quality, extended weather forecasts that these satellites make possible have become an indispensable part of our modern society, helping commercial aircraft, recreational boaters, and even military operations avoid unnecessary risk from hazardous weather. But satellites don't last forever. Parts wear out, radiation takes its toll, and atmospheric drag slowly pulls the satellite out of orbit. Many weather satellites have a design life of only 2 years, though often they can last 5 or 10 years, or more. A steady schedule of new satellite launches is needed to keep the weather report on the news each night. In May 2005, NASA successfully launched the latest in this long line of weather satellites. Dubbed NOAA-N at launch and renamed NOAA-18 once it reached orbit, this satellite will take over for the older satellite NOAA-16, which was launched in September 2000. "NOAA always keeps at least two satellites in low-Earth orbit, circling the poles 14 times each day," explains Wilfred E. Mazur, Polar Satellite Acquisition Manager, NOAA/NESDIS. "As Earth rotates, these satellites end up covering Earth's entire surface each day. In fact, with two satellites in orbit, NOAA covers each spot on the Earth four times each day, twice during the day and twice at night," Mazur says.

By orbiting close to Earth (NOAA-18 is only

870 km above the ground), these "low-Earth orbit" satellites provide a detailed view of the weather. The other type of weather satellite, "geosynchronous," orbits much farther out at 35,786 km. At that altitude, geosynchronous satellites can keep a constant watch on whole continents, but without the kind of detail that NOAA-18 can provide. In particular, low-Earth orbiting satellites have the ability to use microwave radiometers to measure temperature and moisture in the atmosphere—two key measurements used for weather prediction that, for technical reasons, cannot be sensed by distant geosynchronous satellites. With NOAA-18 successfully placed in orbit, the 45-year legacy of high-tech weather forecasts that we're accustomed to will go on. Find out more about NOAA-18 and the history of polar-orbiting weather satellites at <http://goespoes.gsfc.nasa.gov/poes>. For kids and anyone else curious about the concept, the difference between polar and geosynchronous orbits is explained at [http://spaceplace.nasa.gov/en/kids/goes/goes\\_poes\\_orbits.shtml](http://spaceplace.nasa.gov/en/kids/goes/goes_poes_orbits.shtml).

*This article was provided by the Jet Propulsion Laboratory, California Institute of Technology, under a contract with the National Aeronautics and Space Administration.*



*NOAA-18, the newest in a long line of weather and environmental satellites, launched May 20, 2005.*

**Want to know more about gifted programs in Mississippi and throughout the nation? Visit these web-sites!**

MAGC's Official Web Site—[www.msms.k12.ms.us/MAGC/](http://www.msms.k12.ms.us/MAGC/)

The Frances A. Karnes Center for Gifted Studies—[www.usm.edu/gifted](http://www.usm.edu/gifted)

NAGC's Official Web Site—[www.nagc.org](http://www.nagc.org)

Duke Talent Identification Program (TIP) - [www.tip.duke.edu](http://www.tip.duke.edu)

# MAGC CONFERENCE REGISTRATION FORM

**January 26-27, 2005, Whispering Woods Hotel and Conference Center,  
Olive Branch, Mississippi**

**Registration Information:** Registration includes MAGC membership for one year. Complete and return this form with your check or purchase order. Make checks payable to MAGC. Purchase order number alone is not a valid payment. You must include the actual purchase order.

**Transportation and Parking:** Shuttle transportation to and from the Memphis airport is complimentary. Ample parking surrounds the hotel. There is no fee for parking.

**Lodging:** Complete separate lodging reservation form and send it directly to Whispering Woods.

MAGC Membership card # \_\_\_\_\_ expiration date \_\_\_\_\_

Name \_\_\_\_\_

Preferred Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

School District/ Organization \_\_\_\_\_

Relationship to Gifted Education \_\_\_\_\_

CONFERENCE REGISTRATION AND/OR MEMBERSHIP FEES		AMOUNT
<b>SELECT ONLY ONE</b>	Early Registration Fee .....\$90.00 (Includes Complimentary Membership) (must be postmarked by September 1, 2005)	\$
	Regular Registration Fee .....\$95.00 (Includes Complimentary Membership) (must be postmarked by September 15, 2005)	\$
	On-Site Registration Fee (after September 15, 2005) .....\$100.00 (Includes Complimentary Membership)	\$
	Undergraduate Student Registration Fee (must show student ID at registration) .....\$30.00	\$
	Main Presenter Membership Fee .....\$25.00	\$
	Family Night ONLY .....\$3.00 per person or \$5.00 per family	\$
TOTAL AMOUNT DUE \$		

**AFTER SEPTEMBER 15, 2005, BRING THIS FORM WITH YOU FOR ON-SITE REGISTRATION.  
FORMS POSTMARKED AFTER SEPTEMBER 16 WILL BE ASSESSED A \$5.00 ON-SITE SURCHARGE.**

Mail completed registration form and payment to: Carol Paola, 1513 Westward Dr., Gulfport, MS 39501

# 2005 Conference Lodging Reservation Form

## Whispering Woods Hotel and Conference Center

Mississippi Association for Gifted Children

January 26-27, 2005

Name \_\_\_\_\_

Group \_\_\_\_\_

Address \_\_\_\_\_

City/State/ZIP \_\_\_\_\_

Telephone \_\_\_\_\_ email \_\_\_\_\_

MAGC Group Rate: \$89.00 per room per night – single /double occupancy (All rates subject to 9% tax – per room per night.)

Arrival Date \_\_\_\_\_ Departure Date \_\_\_\_\_

Estimated Arrival Time \_\_\_\_\_ Arriving via: \_\_\_ car \_\_\_ van \_\_\_ air

Check in as early as 3:00 p.m. Check out by 12:00 noon.

Number and Type Rooms Requested: \_\_\_ Non-smoking \_\_\_ Smoking  
\_\_\_ 1 person: 1 bed \_\_\_ 2 persons: \_\_\_ 1 bed \_\_\_ 2 beds  
\_\_\_ 3 persons: 2 beds \_\_\_ 4 persons: 2 beds

Reservation Guaranteed by: \_\_\_ Check \_\_\_ Money Order \_\_\_ Assured by Credit Card (Complete info below.)  
*American Express, Visa, MasterCard*

Type \_\_\_\_\_ Acct# \_\_\_\_\_ Exp. \_\_\_\_\_

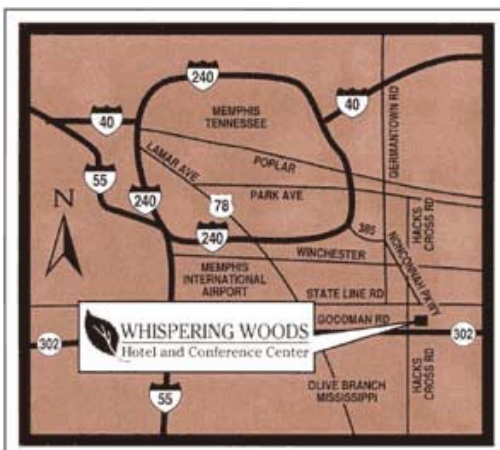
I understand that I am responsible for payment of guaranteed reservations.

Signature \_\_\_\_\_

- ☐ Deposit is refundable if reservation is cancelled 72 hours prior to arrival. Failure to cancel reservation will result in one night's penalty charge.

Return this form to: Whispering Woods Hotel and Conference Center, Attn: Audrey Higgins, E-MAIL: [audrey.higgins@ichotelsgroup.com](mailto:audrey.higgins@ichotelsgroup.com)  
11200 E. Goodman Road, Olive Branch, MS, 38654 662-895-2941 ext.177 or 358 FAX 662-895-1590

## Directions to Whispering Woods Hotel and Conference Center



### Directions From:

**Memphis International Airport** - Exit airport to I-240 East towards Nashville to 385 East (Bill Morris Parkway). Exit Hacks Cross Road south; continue for 4.5 miles. Whispering Woods is on the left.

**I-40 Westbound from Nashville** - Go West to I-240. Take I-240 South to 385 East (Bill Morris Parkway). Exit Hacks Cross Road south; continue for 4.5 miles. Whispering Woods is on the left.

**I-40 Eastbound from Arkansas** - Go East to I-240. Take I-240 towards Jackson, MS; continue on I-240 towards Nashville (not I-55 South) to 385 East (Bill Morris Parkway). Exit Hacks Cross Road south; continue for 4.5 miles. Whispering Woods is on the left.

**I-55 Southbound from Arkansas** - Go South to I-240 East towards Nashville to 385 East (Bill Morris Parkway). Exit Hacks Cross Road south; continue for 4.5 miles. Whispering Woods is on the left.

**I-55 Northbound from Jackson, Mississippi** - (South of State Highway 302) Exit State Highway 302 (Goodman Road); continue East for 14

**Executive Director:** Jean Prather  
900 Live Oak Dr., Clinton, MS 39056  
(601)924-0068 (601)624-4652  
jprather@jam.rr.com

**Elected Officers:**

**President:** Kate Brown  
1021 12 St. North, Columbus, MS 39701  
(662)329-7676 fax (662)329-7242  
kateb@muw.edu

**Secretary:** Shirley Hardman  
25 Ryan Circle, Long Beach, MS 39560  
(228)863-5183  
shardman@harrison.k12.ms.us

**Standing Committee Chairs:**

**Membership:** Carol Paola  
1513 Westward Dr., Gulfport, MS 39501  
(228)864-8520 fax (228)868-6448  
cwp1gab@aol.com

**Public Relations:** Kenneth Griswold  
3063 Plantation Cr., Tupelo, MS 38804  
(662)841-0907  
kmggriswold@tupelo.k12.ms.us

**Supportive Funding:** Wendy Hunt  
7875 Idlebrook Cove, Southaven, MS 38671  
(662)342-7214 (662)280-7075  
wendyofoz@bellsouth.net

**Ad Hoc and Ex Officio:**

**Website:** Jane Everly  
2930 McDowell Rd. Ext., Jackson, MS 39212  
(601)371-4300 fax (601)371-4372  
Jeverly@jackson.k12.ms.us

**NAGC Liason:** Dr. Bob Seney  
1100 College St., MUW-129, Columbus, MS 39701  
(662)329-7112  
Bseney@muw.edu

**President-Elect:** Margaret Snider  
1007 Camdenmill Dr., Ridgeland, MS 39157  
(601)856-4655  
msnider@jackson.k12.ms.us

**Treasurer:** Pamela Pape  
143 Skyline Drive, Clinton, MS 39056  
(601)925-4580  
ppape@jackson.k12.ms.us

**Concepts Editor:** Lisa Saucier  
1120 Riverside Dr., Jackson, MS 39202  
(601)373-9401  
lsaucier@jackson.k12.ms.us

**Legislative:** Kay Collins  
430 N. Church St., Tupelo, MS 38804  
(662)844-4549 (662)401-5396  
kgcollins@tupelo.k12.ms.us

**Affiliates:** Teresa Mosely  
317 Concord Dr., Clinton, MS 39056  
(601)924-4476 fax (601)973-8682  
tmosely@jackson.k12.ms.us

**Diverse Populations Identification:**  
Leigh Adkins Todd  
Rt. 1, Box 359, West Point, MS 39773  
(662)494-7149  
leightodd@hotmail.com

**Vice President:** Anne Caldwell  
1100 College St. MUW Box 1627, Columbus, MS 39701  
(662)329-8521 fax (662)328-4586  
abc@msms.k12.ms.us

**Past President:** Mary Webb  
1016 CR 342 New Albany, MS 38652  
(662)534-3307  
mwwebb@tupelo.k12.ms.us

**Advisory Board:** Suzanne Bean  
86 Big Tom Rd., Columbus, MS 39705  
(662)327-6905 Fax (662)329-8515  
sbean@muw.edu

**Staff Development:** Melissa Grantham  
69 Redbud Lane, Madison, MS 39110  
(601)853-2764 (601)879-3069  
Mgrantham@madison.k12.ms.us

**Ex Officio:** Dr. Conrad Castle  
MS Dept. of Education  
P.O. Box 771, Suite 306, Jackson, MS 39205  
(601)359-2586 fax (601)359-2040  
ccastle@mde.k12.ms.us

# MAGC

P.O. Box 3545  
Jackson, MS 39207  
www.msms.k12.ms.us/MAGC

PRESORTED  
FIRST CLASS MAIL  
U.S. POSTAGE  
**PAID**  
JACKSON, MS  
PERMIT NO. 80





# Concepts!

Volume 16, Number 4  
Winter, 2005

A Journal of the Mississippi  
Association for Gifted Children

## Gifted Programs Offer Relief to Coastal Classes

Students and teachers from the gulf coast who suffered great loss from Katrina, are now experiencing the compassion of others around the country who are a part of our hurricane relief effort to help restore these classrooms. The stories range from a small 2nd grade gifted class from Rabun Gap Community School which raised \$100 to a gifted class from Bemis Elem. in Rialto, CA who raised \$831.94. We had two state affiliates, Virginia and West Virginia that respectively conducted a raffle at their annual conferences and raised \$1,051. Due to the generosity of NAGC and those who attended their annual conference, we have had thousands of books donated by gifted teachers and publishers of gifted materials. We are so grateful for this outpouring of love and concern.

There are so many heart warming stories connected to this effort. One such story hails from New Jersey. Elaine and her students prepared 50 backpacks with materials, supplies and personal items. The backpacks were so heavy it was going to be very expensive to ship so she contacted me to see if I could arrange free shipping. I worked for hours trying to get free shipping. That didn't work. There were two principals in a nearby district that had collected thousands of books that they were going to personally deliver to Bay St. Louis. I connected with them and they delivered the backpacks for us. Dan, one of the principals called me from Bay St. Louis and said "Jean, I am overwhelmed by what I see. We are so blessed to be a part of helping in some small way." How did we connect – just another one of those little miracles that has been happening all around us. Alabama, Georgia, New Jersey Oregon, and West Virginia have sent backpacks. Some teachers have sent materials and supplies. One group of students decided to make "sweet dream pillows". Another is sending hands-on manipulatives with stuffed animals. Many of these will also have photos and self-addressed, stamped envelopes so that our kids can respond to their new friends. The stories go on and on. In the words of Pam from Alabama "We appreciate your efforts to help our neighbors to the west. This has been a rewarding educational experience in service learning for

my students. We hope our efforts will bring a small bit of comfort to the children whose lives have been so drastically altered and disturbed. Thanks for this opportunity."

I would say to ALL of us who live right here in Mississippi, we too have the opportunity to SHARE. It may be donating dictionaries, books of activities, sending copies of your favorite units, etc. When you come to our annual MAGC conference in January, bring something to share. If you aren't coming to the conference, contact me and I will connect you just the right person that you can help. You will make a difference to some gifted teacher and students and your life will be richer as a result.

-Jean Prather  
MAGC Executive Director

### 2005 MAGC Conference Schedule of Events

#### Wednesday, January 25, 2006

6:30pm – 8:30pm—Registration and Vendor Setup

#### Thursday, January 26, 2006

7:30am – 8:30am—Registration

8:00am – 9:00pm—Vendors Open

8:30am – 9:00am—Welcome/Opening Session

9:00am – 10:00am—Keynote Address, George Betts

10:10am – 4:50pm—Breakout Sessions

6:30pm—Family Night, Facilitated by George Betts

7:00pm—Creativity Night – Facilitated by DeSoto County teachers

#### Friday, January 27, 2006

8:00am – Noon—Vendors Open

8:00am – 8:30am—General Business Meeting

8:40am – Noon—Breakout Sessions

Noon—Luncheon

### In This Issue ...

From the Executive Director	Page 2
From the MAGC President	Page 2
Happenings at the Karnes Center	Page 4
Hall of Honors	Page 5
Summer Scholarship Forms	Page 9

---

## From the Executive Director

---

### Hurricane Relief for Gifted Classrooms

It certainly has been an unusual start for so many in our state due to the devastation of Katrina. This type of disaster helps us refocus on those things that are really important.

MAGC has implemented an Adopt-A-School program to challenge Mississippi gifted teachers who were spared loss to be paired with a school and/or district that suffered tremendous loss and in some cases total loss. Information was sent out to all gifted contact people so that it could be disseminated to gifted teachers. It is our desire that we take this opportunity to let our students be involved in a project that helps others. It isn't too late. If you have not signed on to be a part of this, look at the attached list, let your students decide the area they would like to work with. In order to make sure we are equitable in sharing, it is important that you let me know (preferably by email) your intent so that can go in our data base. We are asking that all cash donations come through MAGC so we can write checks directly to gifted teachers for purchase of supplies. If money is sent directly to districts it complicates the process and there is a danger that the money will not get where it is intended to go.

The second aspect of this program was to not only give the challenge to our Mississippi teachers but to involve other state affiliates. With the help of the National Association for Gifted Children (NAGC) we sent out a challenge to all the state affiliates to join us in this hurricane relief to help restore the gifted classrooms. At this point we have had teachers from 50 school districts from around the country who have responded with interest in being involved. They let their students decide what they want to do and we then

pair them with the appropriate group according to the choices they have made.

The third aspect of this program was to get those attending NAGC Annual Conference involved. After getting the necessary information from me, Jane Clarenbach presented this to the NAGC Board and there was a very positive response. Since that seemed to go so well, we decided to offer a challenge to publishers to be a part of our book drive. Many have agreed to donate a book for every book that is sold. All these books will be shipped to the affected districts. Dr. Castle has been a big help in personally contacting many of the publishers. It is heartwarming to see the response.

We still have much to do. We are grateful for everyone who has shown interest in helping to restore materials and supplies for our gifted classrooms. We also want to provide coping materials for teachers, students and parents. It is unlikely that we will be able to raise funds to cover major items like furniture and technology (computers, cameras, etc.). Check with your district personnel to make sure that those types of things that you have lost are included in the FEMA Project Plan for your district. Hopefully FEMA will be able to help districts with these losses. As MAGC makes plans for the next year, many adjustments will be made so that the hurricane relief project remains a priority. I trust we will see you at the MAGC Conference in January. In the meantime, join our efforts to help restore materials and supplies for our gifted classrooms. If you are already doing something but have not reported this to me, please take the time to email me so I can enter that in our data base. Thank you for caring and sharing.

*Jean C. Prather*

Jean C. Prather

---

## From the MAGC President

---

Dear MAGC members,

As I write this, I am preparing to attend the NAGC conference in Louisville, Kentucky. Thanks to the creativity and hard work of Jean Prather, a national relief effort will highlight this year's national conference as attendees are encouraged to donate books and instructional materials to school affected by Hurricane Katrina. Several publishers of materials for gifted and talented students have agreed to match donations dollar-for-dollar. This effort has the potential to positively impact the teachers and students affected in our state. Thanks to Jean for initiating and coordinating this effort.

A second point of interest to our members is that the new regulations for gifted education for the state of Mississippi are currently under review. Please take a moment to

download the proposed regulations from the MDE website ([www.mde.k12.ms.us](http://www.mde.k12.ms.us)) and look over the modifications.

Finally, I would like to challenge each of you to consider nominating a student for a summer program scholarship or for the prestigious Nicholas Green Award. You may also be interested in applying for a teacher scholarship if you are pursuing gifted certification or an advanced degree in gifted education. Please take advantage of these opportunities that MAGC provides for teachers and students in our state.

We hope to see many of you at the conference in Olive Branch in January. Thank you sincerely for all that you do to serve the gifted students in our state.

*Kate M. Brown*

Kate M. Brown



**MS STATE REGULATIONS FOR GIFTED EDUCATION ARE CURRENTLY BEING REVISED.  
TO VIEW THE CURRENT REVISIONS, VISIT THE MDE WEB SITE AT  
[WWW.MDE.K12.MS.US](http://WWW.MDE.K12.MS.US) .  
UNDER "SELECT TOPIC" CHOOSE GIFTED EDUCATION.**

# Jacob Javits Gifted and Talented Students Education Act

## What is the Javits Act?

The Jacob Javits Gifted and Talented Students Education Act (Javits) was originally passed by Congress in 1988 as part of the Elementary and Secondary Education Act to support the development of talent in U.S. schools. The Javits Act, which is the only federal program dedicated specifically to gifted and talented students, does *not* fund local gifted education programs. The purpose of the Act is to orchestrate a coordinated program of scientifically based research, demonstration projects, innovative strategies, and similar activities that build and enhance the ability of elementary and secondary schools to meet the special educational needs of gifted and talented students.

The Javits Act focuses resources on identifying and serving students who are traditionally underrepresented in gifted and talented programs, particularly economically disadvantaged, limited-English proficient, and disabled students, to help reduce gaps in achievement and to encourage the establishment of equal educational opportunities for all students.

The Javits program has three primary components:

- (1) the National Research Center on the Gifted and Talented, which provides a forum for researchers, practitioners, policymakers, and others to work together to design and conduct research and ensure that it informs educational policy and practice;
- (2) competitive demonstration grants to institutions of higher education and state and local education agencies to develop and expand models serving students who are underrepresented in gifted and talented programs; and

(3) since 2001, there are competitive grants to state agencies and school districts to implement programs that would enhance gifted education offerings statewide.

The Javits Act uses the federal definition of "gifted and talented students," which is located in the definitions section of the Elementary and Secondary Education Act.

The U.S. Department of Education administers the Javits program, and maintains a program website at <http://www.ed.gov/programs/javits/index.html>. The Javits program must be funded each year by the Congress and is currently funded at \$11.022 million.

## Javits Act Legislative Update

Just before the Thanksgiving recess, the House of Representatives defeated the 2006 Labor/HHS/Education appropriations bill. Thanks to the efforts of gifted education supporters across the country, House and Senate negotiators included funding for the Javits program in that bill. The Congress must now decide if it will re-work the bill and vote again, or if it will instead, choose to continue funding the programs within the departments of Labor, Health & Human Services, and Education at a funding level somewhere near the 2005 funding level. Either choice has political risks. The House returns to Washington on December 5; the Senate on December 12. Congress expects to complete its work for the year before Christmas.

For updates on the legislature and the Javits Act, visit the NAGC web site at [www.nagc.org](http://www.nagc.org).

This article was taken from the NAGC web-site, [www.nagc.org](http://www.nagc.org)

## Jackson Students Help Others Through SHOP

On Dec. 1, 2005, the Jackson Association for Gifted Children along with the Open Doors program of Jackson Public Schools sponsored SHOP (Students Helping Others Planet-wide). Prior to this event, gifted classes in Jackson studied various charities and came up with a plan to support them. Each group also designed and built a display to tell others about their work and further support their causes. All the displays were shown together for students, parents and other supporters. The event was a resounding success and helped to teach our gifted students to use their talents toward community service and outreach. Shown here is Jackson Mayor Frank Melton with several Open Doors students.



**Be an advocate for gifted education!**  
**Contact your representatives!**

**For MS legislature contact information visit their web site at [www.ls.state.ms.us](http://www.ls.state.ms.us)**



# Happenings at the Karnes Center

**2006 Spring Day of Sharing**—The Day of Sharing for Teachers of the Gifted will be held on Fri., Feb. 17, 2006 at the Center for Healthy Living located at the Hattiesburg Family Y. This conference is designed to educate teachers on current curriculum and instructional topics in gifted education. There is no cost for the conference. The deadline for registration is Jan. 31, 2006.

Dr. Suzanne Bean, Director of the Roger F. Wicker Center for Creative Learning will present the keynote address. Other sessions will be lead by Kate Brown, *Making a Difference through Grant Writing*; Dr. Conrad Castle, *Mississippi Gifted Education: The Instructional Management Plan*; Kevin Besnoy, *Personal Technology Improvement Plans: Creating and Implementing Them*; and Jean Prather will give an update on current legislation and how it effects gifted education.

Teachers will be given time to share activities and ideas. Teachers should indicate their intent to share materials on their registration form. Continuing Education Units (CEUs) will be offered for a fee.

**Extended Deadline 2006 Saturday Gifted Studies**—The application deadline has been extended for the Saturday Gifted Studies Program, conducted by the Karnes Center and sponsored by Purple Parrot Café and Crescent City Grill. Applications will be accepted until classes are filled.

The Saturday Gifted Studies Program will be conducted Jan. 21– Mar. 4, 2006, at USM and is designed to enhance cognitive and affective abilities of gifted students through planned enrichment/acceleration programming. The courses are scheduled for 9 a.m.-noon on each of the seven consecutive Saturdays. Courses will be offered for the following age groups: Pre-K (4 and 5 year olds), kindergarten and 1st grade, 2nd and 3rd grades, 4th - 6th grades, and 7th - 12th grades. Applications may be obtained through local school personnel or online at <http://www.usm.edu/gifted>.

**Advanced Degrees in Gifted Education**—USM and the Department of Curriculum, Instruction, and Special Education, offer a Master's Degree, Specialist's Degree, and a Ph.D. in curriculum, instruction, and special education with an emphasis in gifted education. Five courses are offered for anyone beginning an advanced degree program or in getting certified to teach the gifted.

SPE 560 Characteristics of the Gifted

SPE 661 Methods and Materials for Teaching Gifted Students

SPE 663 Atypical Gifted Students

SPE 664 Practicum with Gifted Students

SPE 662 Curriculum Development in Gifted Education

The Karnes Center has \$500.00 scholarships available for persons enrolled in graduate degree programs in gifted education for the summer of 2006. To qualify, the student must meet the admission requirements of the university for master's, specialist's, or doctoral programs with an emphasis in gifted education. Consideration will be given to graduate students in specialized programs in elementary and secondary schools for the college and university positions in the field of gifted education. For more information contact The Karnes Center at the numbers given below.

**Summer Programs**—The Karnes Center will be hosting three programs in the summer of 2006.

- The Leadership Studies Program, for students completing grades 6 - 11 will be held June 18 - 23, 2006.
- The Summer Gifted Studies Program, for students completing grades 4 - 8 who have IQ scores of 120 or above, will be held June 25 - June 30, 2006.
- The Summer Program for Academically Talented Youth, for students completing grades 7 - 10 whose ACT or SAT scores indicate eligibility, will be held July 9 - July 28, 2006.

## For More Information Contact

The Frances A. Karnes Center for Gifted Studies ■ The University of Southern Mississippi  
118 College Drive #8207 ■ Hattiesburg, MS 39406-0001 ■ (601)266-5236 ■ fax (601)266-4978  
E-mail: [gifted\\_studies@usm.edu](mailto:gifted_studies@usm.edu) ■ <http://www.usm.edu/gifted>

## Jack Kent Cooke Foundation Young Scholars program

The Jack Kent Cooke Foundation Young Scholars program selects high-achieving youth with financial need and provides them with individualized educational services throughout high school that will enable them to develop their talents and abilities. The Young Scholars Program is one of the most individualized scholarships offered in the United States. The Foundation collaborates with regional talent centers at Duke, Johns Hopkins, and Northwestern Universities, and the University of Denver to answer inquiries about the program, administer the application process, and counsel Young Scholars. However, applicants need not

be part of the talent centers' programs to be eligible for or participate in the Jack Kent Cooke Foundation Young Scholars Program. Students in the 7<sup>th</sup> grade—or who will enter 8<sup>th</sup> grade next fall—are eligible to apply and applications will be available in February.

**For information visit:** [www.jackkentcookefoundation.org](http://www.jackkentcookefoundation.org)

### Or contact:

Sarah Jo Thompson/Outreach Specialist  
Duke University TIP  
1121 W. Main Street, Durham, NC  
(919) 668-9100 [jkcfc@tip.duke.edu](mailto:jkcfc@tip.duke.edu)



# Hall of Honors

## NAGC Gives Awards for Advocacy

The National Association for Gifted Children each year honors ten individuals or groups with awards for their contributions to gifted education. This year Mississippi was well represented in the awards ceremony with Mississippi residents receiving two of the coveted awards. Senator Thad Cochran received the David W. Belin Advocacy Award for his work in advocating for gifted children at the federal level. The David W. Belin Advocacy Award is given annually to an individual or group that has successfully advocated for the incorporation of gifted education into state or federal policy. Dr. Frances A. Karnes received the Distinguished Service Award in recognition of her long and fruitful association with NAGC. She has served two terms on the national board and has chaired the fund development committee and served on the legislation committee. She was awarded the David W. Belin Advocacy Award in 2002. Congratulations to Senator Cochran and Dr. Karnes for the much deserved recognition of their dedication to the education of gifted children.

### Dr. Read Diket Honored for Work in Creativity

Congratulations got out to Dr. Read Diker, Professor at William Carey College and director of the Creative Scholars Center. Dr. Diket was selected to the National Art Education Association Distinguished Fellows for 2006. This selection places her in a group of 90 researcher academics in the arts selected over some 15 years for major contributions to the field. Dr. Diket also has a book chapter coming out in an international book on aesthetic leadership from Rutledge Press.

In the past Dr. Diket has been honored as higher education educator of the year. In 2001 she led from William Carey College a team of researchers including faculty from Purdue and Virginia Commonwealth University in a pivotal study of the 1997 NAEP assessment in the visual arts. In another report, she looked at the positive correlations of advanced art course sequences in high school with achievement in various subject areas.

### CLUE Students Lend A Helping Hand

CLUE students at Houlika Attendance Center have been busy with service projects. They helped to raise almost \$3700.00 for March of Dimes. These same students also raised almost \$950.00 for the victims of Katrina during the same time period. Mrs. Marcia Moore, the students' gifted teacher, along with their parents, is very proud of these boys and girls and their hard desire to help make the lives of others better.

Congratulations also go out to Mrs. Moore for being named as a member of Who's Who among America's Teachers.

### Horn Lake Students Attempt to Break World Record



Phillis Boileau and her students at Horn Lake Middle have something to crow about. The entire gifted (spotlight) group 6th, 7th and 8th grades have drawn and constructed a jigsaw puzzle of the state of Mississippi. The map was constructed on the commons floor on Oct 31, 2005 and was down for one hour. It was 12 feet x 20 feet and is an attempt at a Guinness World record. The pieces have been saved and the students are hoping for another chance to put it together and an appearance in the Guinness Book of World Records.

**Do you know Mississippi gifted students and teachers that have won honors? We'd like to recognize them in *Concepts*! Just send info and digital or printed pictures to Lisa Saucier at [lsaucier@jackson.k12.ms.us](mailto:lsaucier@jackson.k12.ms.us) or 1120 Riverside Drive, Jackson, MS 39202.**

# 9th Annual Holiday Educational Toy List Announced

The National Association for Gifted Children released its ninth annual Holiday Educational Toy List in the September 2005 issue of *Parenting for High Potential*, the association's award-winning parent magazine. Seeking interactive toys that inspire, the toy testers used the following criteria to select ones that:

- Provide fun in unique ways
- Offer learning opportunities that are challenging and spontaneous
- Encourage limitless (open ended) creativity
- Foster engaging family time (interaction between parents and children)
- Sustain interest in the toy - demonstrate potential to become "a classic"

"These games offer constructive outlets to parents of highly creative children. Game manufacturers are offering stimulation, physical and mental challenges, and potential growth to an often underserved community of gifted children," commented Joyce Van Tassel Baska, President of NAGC.

31 toys and games produced by 13 manufacturers were chosen, creating a hallmark of creative gifts. All toys retail for under \$50. Some examples of this year's winners:

- **Card, Dice, and Word Games:** These include *Banana Slap*, (Blue Orange Games) a more complicated version of "slap jack" that reminds us that sometimes silly is good. Also, *What's GNU* (Think Fun), an exciting game of see, spell and yell; and *Math Dice* (Think Fun) invented by a sixth grader for mental math challenges. *Brain*

*Quest for the Car* and *Brain Quest for Grade 4* (Workman Publishing) were also honored.

- **Board Games:** Among the recommended are *Stock Market Tycoon* (Vida Games, LLC) introducing the concepts of buying and selling; and *Domination* (Patch Products) a dominoes game in which players try to conquer the board.
- **Hands-on Toys:** These include *Dinosaur Expedition* (Playmobil) for young science lovers; and *Scrambled States of America Game* (Gamewright) a game that requires observation and quick reflexes while players learn the names, capitals, shapes, and positions of the states.

"The September issue of *Parenting for High Potential* is our most popular issue, given the toy list's history of child-proven successes. Lots of parents care deeply about the quality of the games their children play, but don't have time to sort through the myriad offerings. I'm delighted to see such a broad-ranging list available for the holidays this year," said Nancy Green, Executive Director of NAGC.

Parents (and teachers) can obtain a copy of the complete toy list by visiting [www.nagc.org](http://www.nagc.org) or by sending a self-addressed envelope to NAGC, ATTN: Toy List, 1707 L Street, NW, Suite 550, Washington, D.C. 20036.

## For More Information

Dr. Robin Schader

Parent Resource Specialist, National Association for Gifted Children  
(202) 785-4268

## Creativity Write-Down

Jan. 28, 2006

William Carey College

The Center for Creative Scholars is now offering an exciting day of creative exploration. Students in grades two through twelve are invited to spend the day demonstrating their creative talents through poetry, creative writing, art, and photography. The day's activities will be compiled in a portfolio and mini-publication the students will share with their parents. Other creative works will be submitted for publication in a newspaper reviewed and edited by teen participants and distributed to teachers, administrators, and legislators of Mississippi.

Students are eligible for nomination to the program by parents, teachers, peers or self when displaying strong characteristics of creative, academic, intellectual, artistic, or leadership giftedness. Participation is limited to provide small group interaction and individualized instruction. Enrollment is based on a first-come first-served basis. Our programs are enhanced by diversity in our students as to talent, ethnicity and economic environment.

Nominations are due by Jan. 2, 2006. For more information call Dr. Read Diket at 601-318-6205 or visit the William Carey web site at <http://www.wmcarey.edu/academics/education/diket%20wd.shtml>.





## Voices from the Cacophony

By Trudy E. Bell and Dr. Tony Phillips

Around 2015, NASA and the European Space Agency plan to launch one of the biggest and most exciting space experiments ever flown: LISA, the Laser Interferometer Space Antenna.

LISA will consist of three spacecraft flying in a triangular formation behind Earth. Each spacecraft will beam a laser at the other two, continuously measuring their mutual separation. The spacecraft will be a mind-boggling 5 million kilometers apart (12 times the Earth-Moon distance) yet they will monitor their mutual separation to one *billionth* of a centimeter, smaller than an atom's diameter.

LISA's mission is to detect gravitational waves—ripples in space-time caused by the Universe's most violent events: galaxies colliding with other galaxies, supermassive black holes gobbling each other, and even echoes still ricocheting from the Big Bang that created the Universe. By studying the shape, frequency, and timing of gravitational waves, astronomers believe they can learn what's happening deep inside these acts of celestial violence.

The problem is, no one has ever directly detected gravitational waves: they're still a theoretical prediction. So no one truly knows what they "sound" like.

Furthermore, theorists expect the Universe to be booming with thousands of sources of gravitational waves. Unlike a regular telescope that can point to one part of the sky at a time, LISA receives gravitational waves from many directions at once. It's a cacophony. Astronomers must figure how to distinguish one signal from another. An outburst is detected! Was it caused by two neutron stars colliding *over here* or a pair of supermassive black holes tearing each other apart in colliding galaxies *over there*?

"It's a profound data-analysis problem that ground-based astronomers don't encounter," says E.

Sterl Phinney, professor of theoretical physics at the California Institute of Technology in Pasadena.

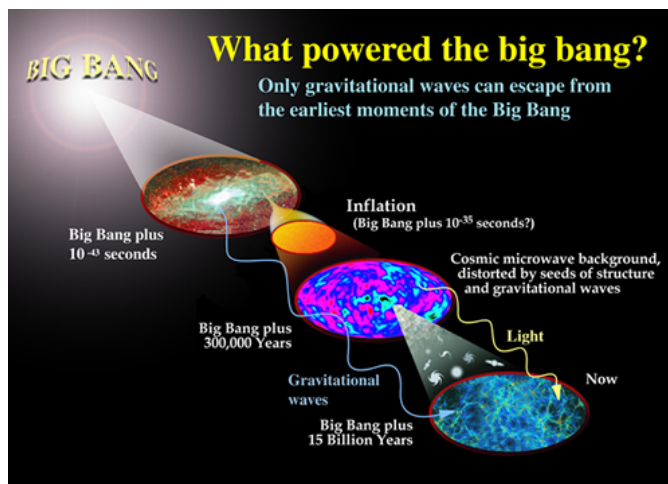
Profound, but not hopeless: "We have lots of good ideas and plans that work-in theory," he says. "The goal now is to prove that they actually work under real conditions, and to make sure we haven't forgotten something."

To that end, theorists and instrument-designers have been spending time together brainstorming, testing ideas, scrutinizing plans, figuring out how they'll pluck individual voices from the cacophony. And they're making progress on computer codes to do the job.

Says Bonny Schumaker, a member of the LISA team at the Jet Propulsion Laboratory: "It's a challenge more than a problem, and in fact, when overcome, a gift of information from the universe."

For more info about LISA, see [lisa.nasa.gov](http://lisa.nasa.gov). Kids can learn about black holes and play the new "Black Hole Rescue!" game on The Space Place Web site at [spaceplace.nasa.gov/en/kids/blackhole](http://spaceplace.nasa.gov/en/kids/blackhole).

*This article was provided by the Jet Propulsion Laboratory, California Institute of Technology, under a contract with the National Aeronautics and Space Administration.*



*LISA will be able to detect gravitational waves from as far back as  $10^{-36}$  second after the Big Bang, far earlier than any telescope can detect.*

**Want to know more about gifted programs in Mississippi and throughout the nation? Visit these web-sites!**

MAGC's Official Web Site—[www.msms.k12.ms.us/MAGC/](http://www.msms.k12.ms.us/MAGC/)

The Frances A. Karnes Center for Gifted Studies—[www.usm.edu/gifted](http://www.usm.edu/gifted)

NAGC's Official Web Site—[www.nagc.org](http://www.nagc.org)

Duke Talent Identification Program (TIP) - [www.tip.duke.edu](http://www.tip.duke.edu)

**Nicholas Green Distinguished Student Award 2005-2006 School Year**  
(Application Packets must be postmarked by May 15, 2006)

MAGC is pleased to announce the continuance of the NAGC-Nicholas Green Distinguished Student Awards for the 2004-2005 school year. The awards are designed to recognize excellence in young children. The awards, which include a \$500 U.S. Savings Bond, may be made to students in grades 3-6 who have distinguished themselves in academics, leadership, or the arts. Nominations will be accepted from the students themselves, parents, teachers, peers, and community and civic groups.

**Selection Criteria:**

- Students must be in grades 3 through 6 at the time of the nomination.
- Outstanding student accomplishment may be in the areas of academics, the arts, or leadership.
- Student applicants must submit a written composition about why they feel their effort is important and how they got interested in the area for which they are being recognized. Compositions should describe (1) the activity or interest area for which the student is being nominated; (2) how the student got interested/involvement in the activity; (3) what impact the activity has had on the student and on others; and (4) how the student's future plans and goals have been affected by this activity or interest area.
- At least one letter of recommendation, from someone other than a nominee's family member, explaining why the student nominee is deserving of the award, what sets him/her apart from other students, and how the student is impacting others.

**Submission to MAGC:**

- Completed Student Nomination Form including the signed publicity release form.
- Copy of the student's composition.
- Letter(s) of recommendation.
- Self-addressed, stamped postcard, which will be used to acknowledge receipt of the application packet.

**Mail completed packets to: Margaret Snider Lee Accelerated School 330 Judy Street Jackson, MS 39212**  
**Nicholas Green Distinguished Student Award Application Form 2005-2006**

**Student Name** \_\_\_\_\_ **Social Security #** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone Number** \_\_\_\_\_ **E-mail** \_\_\_\_\_

**Age** \_\_\_\_\_ **Birth Date** \_\_\_\_\_ **Grade at Time of Application** \_\_\_\_\_

**School Name and Address** \_\_\_\_\_

**Teacher's Name** \_\_\_\_\_ **Name of Parent/Guardian** \_\_\_\_\_

**Name of Person Nominating Student** \_\_\_\_\_ **Phone** \_\_\_\_\_

**Address** \_\_\_\_\_

**Relationship to Nominee** \_\_\_\_\_ **E-mail** \_\_\_\_\_

**Release Form:** I hereby give the National Association for Gifted Children permission to use my child's photo\* and composition, submitted in connection with the NAGC Nicholas Green Distinguished Student Award, in any publicity or announcements NAGC may make about the award or the award winners, should my child be selected for the award. I further grant permission to NAGC to use my child's name, school name, and city/state in any publicity or announcements that uses his/her photo or composition, and to make edits to the length of the composition as may be necessary. I understand that neither my child nor I will receive any remuneration in connection with this permission and understand that the photo and the composition will not be returned to me.

**Signature** \_\_\_\_\_ **Printed Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone** \_\_\_\_\_ **E-Mail** \_\_\_\_\_ **Relationship to Nominee** \_\_\_\_\_

\*NAGC will request a photo of the award winners for use in award publicity and announcements. Do not send a photo with the application packet.

# Mississippi Association for Gifted Children

Summer Gifted Studies Program Scholarship Nomination Form

(Deadline: March 15, 2006)

Nominee's Name: \_\_\_\_\_  
(Prior MAGC scholarship recipients are not eligible to receive this award.)

Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Program Choice: \_\_\_\_\_  
(must be a Mississippi program)

Address: \_\_\_\_\_

\_\_\_\_\_

School: \_\_\_\_\_

School Address: \_\_\_\_\_

Nominating Teacher: \_\_\_\_\_

Teacher's Email Address: \_\_\_\_\_

Signature of Nominee: \_\_\_\_\_

## To the Nominating Teacher:

### Please include the following information with this nomination form:

1. A narrative describing student's special interests, school and community involvement, honors, and your reasons for nominating this student;
2. A copy of the student's G.P.P.D.S. verifying eligibility; and
3. A narrative from the student stating his/her areas of interest and choice of program if awarded the scholarship.
4. Additional letters of support may be included.

**Please mail completed nomination form and other required attachments to:**

**Margaret Snider  
Lee Accelerated School  
330 Judy Street  
Jackson, MS 39212**

**Thank you for taking advantage of this opportunity for your student.**

# Mississippi Association for Gifted Children

Teacher Grant Application - Deadline: April 15, 2006

The MAGC Executive Board will award two grants this year of up to \$300 for course study. One grant will be presented to an experienced teacher or administrator with gifted certification to pursue additional training in gifted education. The other will be awarded to an experienced regular classroom teacher to pursue gifted certification. The grants will be forwarded to the recipient upon verification of course completion and are limited to actual cost of the course, up to \$300. Previous grant recipients are not eligible for this award.

**ELIGIBILITY REQUIREMENTS:** (Please check the grant for which you are applying.)

## **GRANT FOR TEACHER/ADMINISTRATOR WITH GIFTED CERTIFICATION**

1. MAGC Member,
2. At least two years of teaching experience in the area of gifted education,
3. Be currently enrolled or planning to enroll in a course/workshop for advanced study of gifted education, &
4. Have a history of attendance at conferences and/or workshops that pertain to gifted education.

## **GRANT FOR TEACHER TO PURSUE GIFTED CERTIFICATION**

1. At least two years of teaching experience in the regular classroom, and
2. Be currently enrolled or planning to enroll in a course of study for certification in gifted education.

**Teacher's Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Name of School/Address:** \_\_\_\_\_

**Home Phone:** \_\_\_\_\_ **Work Phone:** \_\_\_\_\_

### **Please Attach the Following:**

1. Letter(s) of recommendation/support from a superintendent, principal, program coordinator, and/or other supervisory personnel,
2. Autobiographical statement (200 words or less) describing areas of interest, honors, achievement, and past experiences of workshop and conference attendance, and
3. Brief description of the course/workshop for which the grant would be used.

**Please mail completed application form and other required attachments to:**

**Margaret Snider**

*Lee Accelerated School*

**330 Judy Street, Jackson, MS 39212**

# MAGC CONFERENCE REGISTRATION FORM

January 26-27, 2006, Whispering Woods Hotel and Conference Center, Olive Branch, MS

**Registration Information:** Registration includes MAGC membership for one year. Complete and return this form with your check or purchase order. Make checks payable to MAGC. Purchase order number alone is not a valid payment. You must include the actual purchase order.

**Transportation and Parking:** Shuttle transportation to and from the Memphis airport is complimentary. Ample parking surrounds the hotel. There is no fee for parking.

**Lodging:** Complete separate lodging reservation form and send it directly to Whispering Woods.

MAGC Membership card # \_\_\_\_\_ expiration date \_\_\_\_\_

Name \_\_\_\_\_

Preferred Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

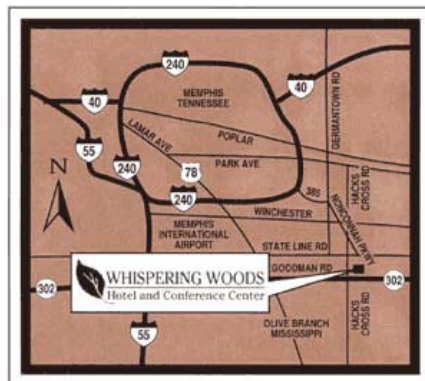
School District/ Organization \_\_\_\_\_

Relationship to Gifted Education \_\_\_\_\_

CONFERENCE REGISTRATION AND/OR MEMBERSHIP FEES		AMOUNT
<b>SELECT ONLY ONE</b>	Early Registration Fee .....\$90.00 (Includes Complimentary Membership) (must be postmarked by September 1, 2005)	\$
	Regular Registration Fee .....\$95.00 (Includes Complimentary Membership) (must be postmarked by September 15, 2005)	\$
	On-Site Registration Fee (after September 15, 2005) .....\$100.00 (Includes Complimentary Membership)	\$
	Undergraduate Student Registration Fee (must show student ID at registration) .....\$30.00	\$
	Main Presenter Membership Fee .....\$25.00	\$
	Family Night ONLY .....\$3.00 per person or \$5.00 per family	\$
TOTAL AMOUNT DUE		\$

AFTER SEPTEMBER 15, 2005, BRING THIS FORM WITH YOU FOR ON-SITE REGISTRATION.

## Directions to Whispering Woods Hotel and Conference Center



### Directions From:

**Memphis International Airport** - Exit airport to I-240 East towards Nashville to 385 East (Bill Morris Parkway). Exit Hacks Cross Road south; continue for 4.5 miles. Whispering Woods is on the left.

**I-40 Westbound from Nashville** - Go West to I-240. Take I-240 South to 385 East (Bill Morris Parkway). Exit Hacks Cross Road south; continue for 4.5 miles. Whispering Woods is on the left.

**I-40 Eastbound from Arkansas** - Go East to I-240. Take I-240 towards Jackson, MS; continue on I-240 towards Nashville (not I-55 South) to 385 East (Bill Morris Parkway). Exit Hacks Cross Road south; continue for 4.5 miles. Whispering Woods is on the left.

**I-55 Southbound from Arkansas** - Go South to I-240 East towards Nashville to 385 East (Bill Morris Parkway). Exit Hacks Cross Road south; continue for 4.5 miles. Whispering Woods is on the left.

**I-55 Northbound from Jackson, Mississippi** - (South of State Highway 302) Exit State Highway 302 (Goodman Road); continue East for 14 miles. Whispering Woods is on the left.

**Executive Director:** Jean Prather  
900 Live Oak Dr., Clinton, MS 39056  
(601)924-0068 (601)624-4652  
jprather@jam.rr.com

**Elected Officers:**

**President:** Kate Brown  
1021 12 St. North, Columbus, MS 39701  
(662)329-7676 fax (662)329-7242  
kateb@muw.edu

**Secretary:** Shirley Hardman  
25 Ryan Circle, Long Beach, MS 39560  
(228)863-5183  
shardman@harrison.k12.ms.us

**Standing Committee Chairs:**

**Membership:** Carol Paola  
1513 Westward Dr., Gulfport, MS 39501  
(228)864-8520 fax (228)868-6448  
cwp1gab@aol.com

**Public Relations:** Kenneth Griswold  
3063 Plantation Cr., Tupelo, MS 38804  
(662)841-0907  
kmggriswold@tupelo.k12.ms.us

**Supportive Funding:** Wendy Hunt  
7875 Idlebrook Cove, Southaven, MS 38671  
(662)342-7214 (662)280-7075  
wendyfoz@bellsouth.net

**Ad Hoc and Ex Officio:**

**Website:** Anne Caldwell  
1100 College St. MUW Box 1627, Columbus, MS 39701  
(662)329-8521 fax (662)328-4586  
abc@msms.k12.ms.us

**NAGC Liason:** Dr. Bob Seney  
1100 College St., MUW-129, Columbus, MS 39701  
(662)329-7112  
Bseney@muw.edu

**President-Elect:** Margaret Snider  
1007 Camdenmill Dr., Ridgeland, MS 39157  
(601)856-4655  
msnider@jackson.k12.ms.us

**Treasurer:** Pamela Pape  
143 Skyline Drive, Clinton, MS 39056  
(601)925-4580  
ppape@jackson.k12.ms.us

**Concepts Editor:** Lisa Saucier  
1120 Riverside Dr., Jackson, MS 39202  
(601)373-9401  
lsaucier@jackson.k12.ms.us

**Legislative:** Kay Collins  
430 N. Church St., Tupelo, MS 38804  
(662)844-4549 (662)401-5396  
kgcollins@tupelo.k12.ms.us

**Affiliates:** Teresa Mosely  
317 Concord Dr., Clinton, MS 39056  
(601)924-4476 fax (601)973-8682  
tmosely@jackson.k12.ms.us

**Diverse Populations Identification:**  
Leigh Adkins Todd  
Rt. 1, Box 359, West Point, MS 39773  
(662)494-7149  
leightodd@hotmail.com

**Vice President:** Anne Caldwell  
1100 College St. MUW Box 1627, Columbus, MS 39701  
(662)329-8521 fax (662)328-4586  
abc@msms.k12.ms.us

**Past President:** Mary Webb  
1016 CR 342 New Albany, MS 38652  
(662)534-3307  
mwwebb@tupelo.k12.ms.us

**Advisory Board:** Suzanne Bean  
86 Big Tom Rd., Columbus, MS 39705  
(662)327-6905 Fax (662)329-8515  
sbean@muw.edu

**Staff Development:** Melissa Grantham  
69 Redbud Lane, Madison, MS 39110  
(601)853-2764 (601)879-3069  
Mgrantham@madison.k12.ms.us

**Ex Officio:** Dr. Conrad Castle  
MS Dept. of Education  
P.O. Box 771, Suite 306, Jackson, MS 39205  
(601)359-2586 fax (601)359-2040  
ccastle@mde.k12.ms.us

# MAGC

P.O. Box 3545  
Jackson, MS 39207  
www.msms.k12.ms.us/MAGC

PRESORTED  
FIRST CLASS MAIL  
U.S. POSTAGE  
**PAID**  
JACKSON, MS  
PERMIT NO. 80





# Concepts!

Volume 17, Number 1  
Spring, 2006

A Journal of the Mississippi  
Association for Gifted Children

## 2005 MAGC Conference ~ a Success ... Finally

Thank you all for supporting MAGC by your participation and contributions as presenters or exhibitors. We appreciate your understanding about the postponement of the 2005 conference and adjusting your schedules to attend four months later than originally planned.

Dr. George Betts, our keynote speaker for the 2005 conference, was a valuable source of information and inspiration as he spoke on *The Journey of Lifelong Learning* and addressed the needs of gifted children at *Family Night*. We are very proud and pleased to have hosted Dr. Betts at this conference.

This year's Business Session was perhaps the best attended in many years. Because of your interest, MAGC will continue to advocate for our state's gifted children. Your acceptance of those of us who are to continue as your officers through this year gives us all confidence to carry on.

Kudos go to DeSoto County teachers, district staff, parents and students. They showcased their gifted children and teachers, as well as musically talented students! If you missed the luncheon, you really missed a treat from the Hernando High School Madrigal Singers!

Now the 2006 conference is fast approaching! Feedback on your evaluations of the 2005 conference is most appreciated and will certainly be considered when planning this next conference. Submitting a breakout session proposal is one way you can contribute. Many of your colleagues would like for you to share ideas! Proposals as well as other conference forms are included in this issue of *Concepts*!

We are excited about having Ken Vinton as our keynote speaker in September. He is a most creative teacher and an entertaining speaker. He will be with us for breakout sessions, as well as *Family Night*. We encourage you to begin planning to join us in Jackson at the Regency Hotel and Conference Center!



## 2006 Conference to Feature Ken Vinton

MAGC is proud to announce the dates and keynote speaker for their 2006 annual conference. Mark your calendars for September 28-29, 2006 at the Regency Hotel-Conference Center in Jackson, MS. This year's keynote speaker will be Kenneth A. Vinton. Whose theme will be, *Every Once in a While You Get a Once in a WOW! Creativity is More Important Than... Anything!*

Creativity is one of the hallmarks of gifted production and the *Journal of the California Association for the Gifted Communicator* has its own illustrator to make readers sit up and take notice, tickle funny bones as well as make unforgettable visual reminders of the written word.

Ken Vinton is trained in art education, printmaking, and lithography and has been teaching art for more than 25 years. He has illustrated three books, the most recent being *You Know Your Child is Gifted When...* published by Free Spirit Publishing. He has presented at gifted conferences throughout the United States. He continues to create and sell his own artwork.

### In This Issue ...

From the Executive Director	Page 2
From the MAGC President	Page 2
Bookshelf	Page 3
Happenings at the Karnes Center	Page 4
Hurricane Relief	Page 6
Hall of Honors	Page 7
NASA Space Place	Page 8
Summer Scholarship Form	Page 10
Conference Proposal Form	Page 12

---

## From the Executive Director

---

I was inspired by “The Journey of Life Long Learning” – the theme for our annual conference. I felt a sense of enthusiasm for all the things that were taking place that would help us on our journey – Dr. Betts’ challenge, the sessions which provided strategies and materials, creativity night and family night which gave opportunity to gain knowledge and explore the various aspects of creativity. I would like to express appreciation to all those involved for a job well done. Margaret Snider, conference chair did a phenomenal job! In fact she did so well, she gets to repeat her performance in September. Our president Kate Brown, assisted in so many ways including preparing the hurricane relief exhibit which was one of the highlights of the conference. A special thanks goes to the group from DeSoto County for their assistance and participation in so many areas. Now we look forward to the 2006 conference September 27-29 at the Regency in Jackson.

As you know the thing that has been foremost in my mind since August has been the hurricane relief program that MAGC made a commitment to. Our desire is to

help restore materials and supplies for the gifted classrooms on the coast. We will continue this project until the end of school. It is not too late for you to be personally involved. For those of you who were unable to attend the conference, you just needed to see the videos provided by students from the coast to get a sense of reality of the situation and what you can do to help with this. This is my last opportunity to put this challenge out to you. This is your opportunity to SHARE. You can make a difference to gifted teachers and students on the coast. I promise you that it will be an enriching experience for both you and your students. Look for the sheet in Concepts which gives you “ideas” of things you can do. I look forward to hearing from MANY of you.

Thank you for the contribution you make to our student’s lives on a daily basis.

*Jean C. Prather*

Jean C. Prather

---

## From the MAGC President

---

Dear MAGC Members,

Let me begin by recognizing Margaret Snider for facilitating an outstanding conference and by thanking so many of our members for attending and supporting the postponed event. It was a wonderful time of sharing and professional growth.

Many attendees commented on the keynote speaker, Dr. George Betts. Dr. Betts has worked in the field of gifted education for over 30 years and brings to our field a strong background in counseling. His work emphasizes the importance of the affective domain and encourages the social and emotional development of gifted learners. For many years, G/T classrooms have focused primarily on thinking and process skills, but our new state standards clearly articulate the need for affective development in the G/T classroom. If you are interested in developing a deeper understanding of the unique social/emotional needs of gifted learners, please visit one or more of the following websites:

Supporting Emotional Needs of the Gifted  
<http://www.sengifted.org>

Gifted Development Center  
[www.gifteddevelopment.com](http://www.gifteddevelopment.com)

National Association for Gifted Children  
[www.nagc.org](http://www.nagc.org)

Hoagies Gifted Information  
[www.hoagiesgifted.com](http://www.hoagiesgifted.com)

The National Research Center on the Gifted and Talented  
<http://www.gifted.uconn.edu/nrcgt.html>

The Teachers of the Gifted Instructional Forum (TGIF), hosted by Mississippi University for Women, will be held at Plymouth Bluff Environmental Center on March 10, 2006. The event’s focus is “Meeting the Social/Emotional Needs of the Gifted,” and the keynote speaker is Dr. Bob Seney. For more information, please contact event coordinator Rose Goodin at 662-329-7288 or by e-mail at [rmg@muw.edu](mailto:rmg@muw.edu).

Finally, I would like to share one additional resource with you. As teachers of the gifted, we are often called upon to provide staff development training for our colleagues in regular education. The CHAMPS Project at the Mississippi School for Mathematics and Science, funded by a federal Javits grant for gifted education, has developed a Power Point presentation entitled “Myths and Facts about Gifted Learners” to help educate regular classroom teachers about the unique learning needs of the gifted. Please feel free to download the presentation from the project website and use it to inform stakeholders at your school: <http://www.muw.edu/ccl/champs/presentations.html>.

*Kate M. Brown*

Kate M. Brown



## The Bookshelf

By: Dr. Bob Seney

Normally at this time of year in *BookShelf*, I begin to review the Caldecott, the Newbery, and the Printz Award books. However -- regular readers of *BookShelf* may recall that I promised not to second guess the award committees any more. For the last two years, I have really missed the boat. It's a good thing that I stuck to that promise, since this year I have not read *any* of the Medal and Honor Books, and there were only three books for which I had title recognition! I admit this was a slower reading year for me (only 41 books on my 2005 recommended list) since chairing the World Gifted Conference really cut into my reading time -- in fact -- it cut into my life! But I had no idea that I had missed so many good books. By the way speaking of the World Conference, I would like to say thank you again to all the MAGC members who not only served on the Leadership and Planning Team but the volunteers who helped out during the conference. The conference evaluations from the over 750 international participants indicated that the New Orleans conference was **very** successful.

But back to our books, I have decided to share with you a book that I have just finished. Since it is the third book in a trilogy, I will address all three books. The great thing about this trilogy is that one of my kid reading buddies introduced me to the first book. I have said it before and I will say it again: "I love it when a kid points me towards a great read." The books are the *Lion Boy Trilogy* by Zizou Corder. The first unique aspect of these books is that Zizou Corder is actually a mother-daughter team. The daughter, Isabel Adomakoh Young, was just twelve years old when they wrote the first book. The mother is Louisa Young, is an author of five adult books. They decided that their names were too long for a book jacket, so they borrowed the first name of Isabel's pet lizard and created Zizou Corder, their *nom de plume*.

The books are *Lion Boy* (2003, Dial books) *Lion Boy: The Chase* (2004, Dial books), and *Lion Boy: The Truth* (2005, Dial Books). This third book of the trilogy may very well be the best of the three.

The *Lion Boy* books are set in the not-so-distant future, but political, environmental, and technological changes have brought about quite a change in the social and political order. The *Lion Boy* is Charlie Ashanti, the son of two scientists, Dr. Magdalen Start and Dr. Aneba Ashanti. Together they have developed a formula that cures asthma, an extremely important discovery because so many people are suffering from severe asthma due to the damaged environment and, as it turns out, due to genetically engineered cats created by the Corporacy to carry allergens and spread asthmatic conditions. All of this has been done to boost the sales of their asthma medications and to gain economic and political control of the entire world. The Corporacy is the

real villain in the novels. However, its agents are the bad guys you love to hate. They are Rafi, the young tough, whose background turns out to be significant to Charlie's family and Maccomo, the cruel lion tamer.

The first book, *Lion Boy*, introduces the characters and sets up the situation. Charlie's parents have been kidnapped by the Corporacy and Charlie sets out to find them, aided by his unique gift that he and his parents have kept secret: Charlie is able to talk to cats. Charlie is then kidnapped by Rafi because the Corporacy has discovered his secret and they also want to use him to coerce his parents into doing research for them. Charlie escapes from Rafi and stows away on a ship that has been converted into a circus ship, the *Circe*. This group also plays an important role in the third book. Charlie is discovered but he is taken on as a crew member and because of his ability to relate to animals, he is given the responsibility of caring for the animals and thus he meets the lions. The lions and Charlie quickly become a team and together they plot their escape from the evil Maccomo. Then, they set out to help Charlie find his parents.

This is where the second book, *Lion Boy: The Chase*, begins. Charlie and the lions escape but they follow a false lead to Venice. Again, they are "imprisoned" but this time in a luxurious palace. They become involved in a political scheme to overthrow the corrupt Doge of Venice. With the help of the gondoliers, the Doge is overthrown and Charlie and his lions are able to continue their search for his parents. Much of the second book involves the exciting and many faceted aspects of this chase. At the end of this book, Charlie is reunited with his parents, but danger lurks and Book Two leaves us hanging in anticipation of the third book.

In *Lion Boy: The Truth*, the trilogy comes to its exciting and almost unexpected climax. Charlie is again captured, this time by Maccomo. Maccomo takes him to the island of San Antonio, the Corporacy Headquarters, and his parents set off after him. It is here that we discover the evil intentions of the Corporacy and the depths to which they will go in order to gain world dominance. It is so easy to fall into the trap of telling you too much and perhaps I already have, but this is such a fun adventure that you and your students must read it for yourselves.

While the books could be read independently, since the authors provide background in each book, I recommend that you read them in order. This is fun and exciting adventure reading at its best. We can imagine that the fresh and wonderful ideas and situations come from Isabel's young creative mind, but they are crafted by a trained and very capable writer who is careful not to lose the fresh and exciting voice of her daughter. *The Lion Boy Trilogy* would be excellent in any English class that is investigating styles of writing.

And now a quick note: In the next issue of *Concepts*, I will begin to review this year's award winners which should set up your summer reading. The books have been ordered and I assure you they will be read as soon as possible. In the meantime, Happy Reading!

Bob Seney

# Happenings at the Karnes Center

**LEADERSHIP STUDIES PROGRAM, JUNE 18 - 23, 2006**—This program is a one-week residential program designed for students in grades 6-11, who are recommended by school officials and who have a desire to develop and enhance their leadership abilities. Students will be housed in dormitories on the USM campus in Hattiesburg, MS. Tuition includes room, board, recreational activities, and limited accident insurance. **Leadership I** has a specific emphasis on leadership skills. Training will include: fundamentals of leadership, written and oral communication, group dynamics, problem solving, planning, personal skills, and decision making. Avenues for becoming leaders in the school, community, and religious affiliation will be utilized. **Leadership II** is a continuation of the program, with Leadership I as a prerequisite for entry. 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 25 - 30, 2006**—This is a one week residential program designed for intellectually gifted students in grades 4-8 with IQs 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 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 USM campus in Hattiesburg, MS. Instructional activities will be conducted in classrooms and labs on the campus. Recreational activities and cultural events will be included based on availability. . Tuition includes room, board, recreational activities, and limited accident insurance. Financial aid is available based on need on a limited basis.

**Summer Program for Academically Talented Youth, JULY 9 - 28, 2006**—The This is a 3-week residential program designed for students in grades 7-10 who qualify based on SAT or ACT results. A variety of intensive, fast-paced courses will be offered, such as algebra I and II, geometry, trigonometry, modern analysis, physics, anatomy/physiology, marine biology; forensic science, polymer science, psychology, creative writing, southern writers and literature, debate, public speaking, mythology, journalism, genetics, human geography, and foreign languages. The program is designed to include appropriate academic, cultural, and recreational experiences. The Univ. of Southern MS offers this 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.

**Advanced Degrees in Gifted Education**—USM and the Department of Curriculum, Instruction, and Special Education, offer a Master's Degree, Specialist's Degree, and a Ph.D. in curriculum, instruction, and special education with an emphasis in gifted education. Five courses are offered for anyone beginning an advanced degree program or in getting certified to teach the gifted.

SPE 560 Characteristics of the Gifted

SPE 661 Methods and Materials for Teaching Gifted Students

SPE 663 Atypical Gifted Students

SPE 664 Practicum with Gifted Students

SPE 662 Curriculum Development in Gifted Education

The Karnes Center has \$500.00 scholarships available for persons enrolled in graduate degree programs in gifted education for the summer of 2006. To qualify, the student must meet the admission requirements of the university for master's, specialist's, or doctoral programs with an emphasis in gifted education. Consideration will be given to graduate students in specialized programs in elementary and secondary schools for the college and university positions in the field of gifted education. For more information contact The Karnes Center at the numbers given below.

## For More Information Contact

The Frances A. Karnes Center for Gifted Studies ▪ The University of Southern Mississippi  
118 College Drive #8207 ▪ Hattiesburg, MS 39406-0001 ▪ (601)266-5236 ▪ fax (601)266-4978  
E-mail: [gifted\\_studies@usm.edu](mailto:gifted_studies@usm.edu) ▪ <http://www.usm.edu/gifted>

## Jack Kent Cooke Foundation Young Scholars program

The Jack Kent Cooke Foundation Young Scholars program selects high-achieving youth with financial need and provides them with individualized educational services throughout high school that will enable them to develop their talents and abilities. The Foundation collaborates with regional talent centers at Duke, Johns Hopkins, and Northwestern Universities, and the Univ. of Denver to answer inquiries about the program, administer the application

process, and counsel Young Scholars. Applicants need not be part of the talent centers' programs to be eligible for or participate in this program. Students in the 7<sup>th</sup> grade—or who will enter 8<sup>th</sup> grade next fall—are eligible to apply.

**For information visit:** [www.jackkentcookefoundation.org](http://www.jackkentcookefoundation.org)

### Or contact:

Sarah Jo Thompson/Outreach Specialist  
(919) 668-9100 [jkcfc@tip.duke.edu](mailto:jkcfc@tip.duke.edu)

# Duke Talent Identification Program

The Duke TIP 4th/5th Grade Talent Search season is here! This program provides recognition, support and encouragement to about 40,000 academically talented 4th and 5th graders each year.

**About the Talent Search:** Now in its 13th year, the 4th/5th Grade Talent Search is run by the Duke University Talent Identification Program, a non-profit educational organization committed to serving the educational needs of gifted youth. The purpose of the talent search is to identify, recognize and motivate students for continued or improved academic achievement during this critical time in their development. Participants also receive:

- Recognition for their achievement
- Newsletters with articles on many interesting topics
- Informative resource guides (for parents and students)
- The option to participate in a writing contest
- The option for above level testing

To view a PowerPoint presentation about the 4th/5th Grade Talent Search, go to [http://www.tip.duke.edu/talent\\_searches/grades\\_4-5/DukeTIP\\_4th-5th\\_TS.ppt](http://www.tip.duke.edu/talent_searches/grades_4-5/DukeTIP_4th-5th_TS.ppt)

**How students qualify:** 4th/5th grade students usually qualify to participate by scoring at or above the 90th percentile on any subsection of a grade-level standardized test, taken within the past two years. However, several other

tests and criteria may be used to qualify a student. Please go to [http://www.tip.duke.edu/talent\\_searches/grades\\_4-5/enrollment\\_criteria.html](http://www.tip.duke.edu/talent_searches/grades_4-5/enrollment_criteria.html) for a full listing of qualification guidelines and acceptable tests.

**How to register:** Parents may register their children online at [http://www.tip.duke.edu/talent\\_searches/grades\\_4-5/](http://www.tip.duke.edu/talent_searches/grades_4-5/), or by filling out a paper application, which can be obtained through their school or by calling our office.

**Deadlines:** The deadline for registration is **March 1** for paper applications, and **March 17** for online applications.

**More information:** Please visit our web site ([http://www.tip.duke.edu/talent\\_searches/grades\\_4-5/](http://www.tip.duke.edu/talent_searches/grades_4-5/)) for more information, or contact Barbara McHugh, Coordinator of the 4th/5th Grade Talent Search at [bmchugh@tip.duke.edu](mailto:bmchugh@tip.duke.edu) or 919-668-9100.

## The Duke TIP Talent Search Staff

**Main Office:**  
1121 W. Main Street  
Durham, NC 27701  
919-668-9100

**Satellite Office:**  
406 E. 11th St., Ste. 301  
Austin, TX 78701  
512-473-8400

[www.tip.duke.edu](http://www.tip.duke.edu)

**MAGC must plan conferences years in advance so that meeting space is obtained. Due to the catastrophic conditions on our Gulf Coast, our 2007 conference has been cancelled there. The next three annual conferences will be held in Jackson.**

Dates and locations for future MAGC conferences:

September 28 – 29, 2006	The Regency Hotel and Conference Center, Jackson
September 27 – 28, 2007	The Regency Hotel and Conference Center, Jackson
September 25 – 26, 2008	The Regency Hotel and Conference Center, Jackson

## Mark Your Calendars!

The next Creativity Exploration at William Carey College is scheduled for July 17-19, 2006

For more information call Dr. Read Diket at 601-318-6205 or visit the William Carey web site at <http://www.wmcarey.edu/academics/education/diket%20wd.shtml>.

*Dear MAGC Board and Members,*

*It is such an honor to be recognized with the Frances Karnes Award by MAGC. The composition of the organization is synonymous with excellence and integrity in education making my receipt of the award a very humbling experience. I know that the day-to-day efforts of MAGC's members benefit our children in ways I can only aspire to achieve. I am proud of my affiliation with the organization and will continue to assist its members and their students throughout my career.*

*With gratitude,  
Judy Coney*



# Hall of Honors

## Judy Couey Wins 2005 Karnes Award

The winner of the 2005 Frances A. Karnes Award for Excellence in Gifted Education is Judy Couey. Ms. Couey has a rich experience in various arenas of education. She has served as a teacher, principal, adjunct professor and director with the MS Dept. of Education. As bureau director of Curriculum and Instruction, she has supervised the area of gifted education for the past 5 years. She has been a strong advocate of equity among programs, including gifted programs, and has recently been involved in the new standards for gifted education and the revision of the state standards. Ms. Couey also serves on the MAGC advisory board. Congratulations to Judy Couey and thanks for all of her work for gifted education in Mississippi.

## Karnes Co-Edits Five More Gifted Education Books

Dr. Frances A. Karnes, Director of The Frances A. Karnes Center for Gifted Studies and Dr. Kristen Stephens, Editor-in-Chief, Duke University Gifted Letter, have co-edited five more books in The Practical Strategies Series published by Prufrock Press.

This series offers teachers, counselors, administrators, parents, and other interested persons up-to-date instructional strategies and information on a variety of issues pertinent to the field of gifted education. Each addresses a focused topic and is written by an expert in the field. The newest additions to the series will be released this spring. They are:

- Working with Gifted English Language Learners
- When Gifted Students Underachieve: What You Can Do About It.
- Assessment in the Classroom: The Key to Good Instruction
- A Menu of Options for Grouping Gifted Students
- Successful Strategies for Twice Exceptional Students

## Harrison County Students' Artwork on Display in D.C.

Gifted students in the Journey program at Woolmarket Elem. School and North Woolmarket Middle School have created hurricane art to be displayed within the next few months at the World Bank in Washington, D.C. The project's goal is to raise awareness for the need of a healing arts program for children affected by disasters. The multi-media art depicts students' feelings and observations during and after Hurricane Katrina.

The International Child Art Foundation is responsible for the Katrina Healing Arts Program. The program aims to bring Art Therapists to work with children on the coast. Dr. Ashfaq Ishaq, the Executive Director of the International Child Art Foundation thanked the students for sending their "amazing works of art." The art will also be displayed on the International Child Art Foundation's website at [www.icaf.org](http://www.icaf.org).

## GT Students Win Awards in Entergy Poster Contest

Each year the Mississippi Development Authority's energy division sponsors a student poster competition. The goal of this competition is to foster energy awareness. Winning designs from each grade level (4th—6th) are published on a full color wall calendar. This year's theme was "Not in use? Turn off the juice."

Five of this year's winners are gifted students from the Harrison County School District. Those students are Christian A., and Hayden L. of Orange Grove Elementary and Raven B., Forrest C., and Sarah S (overall winner) of Lyman Elementary. Their teacher is Helen Donohoe.



**Do you know Mississippi gifted students and teachers that have won honors? We'd like to recognize them in *Concepts*! Just send info and digital or printed pictures to Lisa Saucier at [lsaucier@jackson.k12.ms.us](mailto:lsaucier@jackson.k12.ms.us) or 1120 Riverside Drive, Jackson, MS 39202.**



# TGIF—The Teachers of the Gifted Instructional Forum

The Teachers of the Gifted Instructional Forum will be held March 10, 2006 from 9:00 a.m.-3:00 p.m. at Plymouth Bluff Environmental Center.

The title of this year's program is, *The Key to Success: Meeting the Social/Emotional Needs of the Gifted*. The keynote speaker will be Dr. Bob Seney, who will be retiring at the end of the academic year. His presentation will be titled, *Which Key Fits*.

The forum is also featuring, *A Workshop for Gifted at Risk* led by: Kevin Besnoy from the Francis A. Karnes Center for Gifted Studies at the University of Southern Mississippi. CEU credit is available for those in full attendance, including lunch. These credits will cost an addi-

tional \$20.00.

Pre-Registration is \$15.00 and on-site registration is \$20.00. Both fees include lunch. Pre-registration is preferred to insure the appropriate number of lunches

Registration and payment should be sent to the address below. Make checks payable to: MUW-TGIF. For more information or for a registration packet, please contact Rose Goodin at (662) 329-7288 or email at [rmg@muw.edu](mailto:rmg@muw.edu).

TGIF, Mississippi University for Women  
1100 College St. MUW Box-1637  
Columbus, MS 39701-5800

## Jackson Gifted Students Send Quilts to Afghanistan

Students from Spann Elementary School in the Jackson Public School District recently mailed 2 quilts to Afghanistan. They're being sent through the humanitarian agency More Than Warmth. Students designed quilt squares, and Becky Starling, a member of Northminster Baptist Church & one of Spann's adopters, pieced & sewed the quilts. The quilts will be sent to needy children in the war torn country and serve as symbols of community building for the world. Shown here is Chancellor H. with one of the quilts.

These students, in Ms. Vicki Latham's gifted classes, have been studying immigration. Two Afghani immigrants came to speak to their classes, and they raised money to fill backpacks with school supplies. The backpacks will be sent to students who are new citizens of the United States.



## MAGC Sponsors Hurricane Relief Efforts

If you have not already done so, it is not too late to get your students involved in hurricane relief efforts. MAGC is matching gifted classrooms from the gulf coast with teachers and students who want to help out. If you are interested in participating in this project, contact Jean Prather, MAGC Executive director, at [jprather@jam.rr.com](mailto:jprather@jam.rr.com). Just let her know how you would like to help and she will pair you up with a classroom in need. Some suggestions for help are listed below.

### Area I: Teaching Materials/Books

- Books to supplement/enhance units of study.
- Books with brainteasers, logic, etc.
- Resource books.
- Instructional Units for G/T learners
- Literature books for kids to read.

### Area II: Hands On Teaching Materials

- Manipulatives – Tangrams, Pentominoes, etc.
- Exploratory Materials/Supplies – science kits, etc.

- Art materials

### Area III: Supplies

- General school supplies – Paper, pencils, scissors, etc.
- Office Supplies—Tape, stick on notes, paperclips, etc.
- AV Equipment—CD Player, headphones, etc.

### Area III: Individual Kids' Kits Ideas (store in mesh tote, backpacks, bags)

- **School Kits:** Backpack filled with various school supplies
- **Personal:** Toys, stuffed animals, blankets, socks, personal hygiene items, gift cards, etc.

### Area IV: Monetary Donations

- Cash donations can be made through MAGC. We are a 503c organization and if needed can supply our ID number for tax purposes. Please designate on the check that this is for hurricane relief.

### Area V: Gift Certificates/Cards for Teachers/Students

- Places that are available to most of the areas are: Wal Mart, Target, Home Depot, Staples, Target, McDonalds, Burger King.

## INTRODUCING....

MAGC is pleased to announce that Joyce Youngblood has accepted the position of 2006 Conference Chair. Joyce is a veteran teacher of the gifted from Gulfport. She and her district are recovering from Katrina. Joyce will share the conference planning responsibilities with Margaret Snider.



## Micro-sats with Macro-potential

By Patrick L. Barry

Future space telescopes might not consist of a single satellite such as Hubble, but a constellation of dozens or even hundreds of small satellites, or "micro-sats," operating in unison.

Such a swarm of little satellites could act as one enormous telescope with a mirror as large as the entire constellation, just as arrays of Earth-bound radio telescopes do. It could also last for a long time, because damage to one micro-sat wouldn't ruin the whole space telescope; the rest of the swarm could continue as if nothing had happened.

And that's just one example of the cool things that micro-sats could do. Plus, micro-sats are simply smaller and lighter than normal satellites, so they're much cheaper to launch into space.

In February, NASA plans to launch its first experimental micro-sat mission, called Space Technology 5. As part of the New Millennium Program, ST5 will test out the crucial technologies needed for micro-sats—such as miniature thrust and guidance systems—so that future missions can use those technologies dependably.

Measuring only 53 centimeters (20 inches) across and weighing a mere 25 kilograms (55 pounds), each of the three micro-sats for ST5 resembles a small television in size and weight. Normal satellites can be as large and heavy as a school bus.

"ST5 will also gather scientific data, helping scientists explore Earth's magnetic field and space weather," says James Slavin, Project Scientist for ST5.

Slavin suggests some other potential uses for micro-sats:

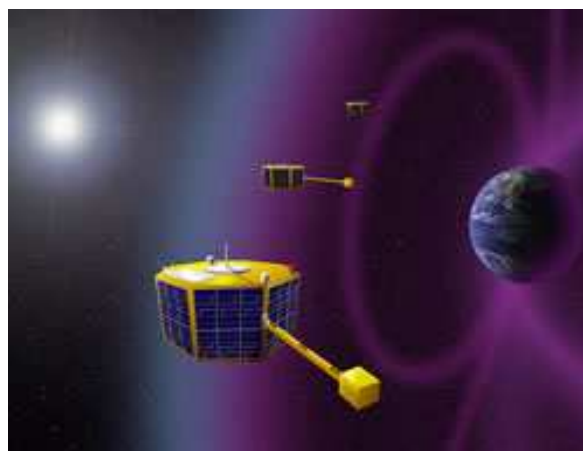
A cluster of micro-sats between the Earth and the Sun—spread out in space like little sensor buoys floating in the ocean—could sample incoming waves of high-speed particles from an erupting solar flare, thus giving scientists hours of warning of the threat posed to city power grids and communications satellites.

Or perhaps a string of micro-sats, flying single file in low-Earth orbit, could take a series of snapshots of violent thunderstorms as each micro-sat in the "train" passes over the storm. This technology would combine the continuous large-scale storm monitoring of geosynchronous weather satellites—which orbit far from the Earth at about 36,000 kilometers' altitude—with the up-close, highly detailed view of satellites only 400 kilometers overhead.

If ST5 is successful, these little satellites could end up playing a big role in future exploration.

The ST5 Web site at [nmp.jpl.nasa.gov/st5](http://nmp.jpl.nasa.gov/st5) has the details. Kids can have fun with ST5 at [spaceplace.nasa.gov](http://spaceplace.nasa.gov), by just typing ST5 in the site's Find It field.

*This article was provided by the Jet Propulsion Laboratory, California Institute of Technology, under a contract with the National Aeronautics and Space Administration.*



*The Space Technology 5 mission will test crucial micro-satellite technologies.*

**Want to know more about gifted programs in Mississippi and throughout the nation? Visit these web-sites!**

MAGC's Official Web Site—[www.msms.k12.ms.us/MAGC/](http://www.msms.k12.ms.us/MAGC/)  
The Frances A. Karnes Center for Gifted Studies—[www.usm.edu/gifted](http://www.usm.edu/gifted)  
NAGC's Official Web Site—[www.nagc.org](http://www.nagc.org)  
Duke Talent Identification Program (TIP) - [www.tip.duke.edu](http://www.tip.duke.edu)

# Mississippi Association for Gifted Children

## Teacher Grant Application - Deadline: April 15, 2006

The MAGC Executive Board will award two grants this year of up to \$300 for course study. One grant will be presented to an experienced teacher or administrator with gifted certification to pursue additional training in gifted education. The other will be awarded to an experienced regular classroom teacher to pursue gifted certification. The grants will be forwarded to the recipient upon verification of course completion and are limited to actual cost of the course, up to \$300. Previous grant recipients are not eligible for this award.

### **ELIGIBILITY REQUIREMENTS: (Please check the grant for which you are applying.)**

#### **GRANT FOR TEACHER/ADMINISTRATOR WITH GIFTED CERTIFICATION**

1. MAGC Member,
2. At least two years of teaching experience in the area of gifted education,
3. Be currently enrolled or planning to enroll in a course/workshop for advanced study of gifted education, &
4. Have a history of attendance at conferences and/or workshops that pertain to gifted education.

#### **GRANT FOR TEACHER TO PURSUE GIFTED CERTIFICATION**

1. At least two years of teaching experience in the regular classroom, and
2. Be currently enrolled or planning to enroll in a course of study for certification in gifted education.

Teacher's Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Email Address: \_\_\_\_\_

Name of School/Address: \_\_\_\_\_

\_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

#### **Please Attach the Following:**

1. Letter(s) of recommendation/support from a superintendent, principal, program coordinator, and/or other supervisory personnel,
2. Autobiographical statement (200 words or less) describing areas of interest, honors, achievement, and past experiences of workshop and conference attendance, and
3. Brief description of the course/workshop for which the grant would be used.

#### **Please mail completed application form and other required attachments to:**

Kenneth Griswold  
3063 Plantation Circle  
Tupelo, MS 38804

# Mississippi Association for Gifted Children

## Summer Gifted Studies Program Scholarship Nomination Form

(Deadline: March 15, 2006)

Nominee's Name: \_\_\_\_\_

*(Prior MAGC scholarship recipients are not eligible to receive this award.)*

Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Program Choice: \_\_\_\_\_  
(must be a Mississippi program)

Address: \_\_\_\_\_

School: \_\_\_\_\_

School Address: \_\_\_\_\_

Nominating Teacher: \_\_\_\_\_

Teacher's Email Address: \_\_\_\_\_

Signature of Nominee: \_\_\_\_\_

### To the Nominating Teacher:

#### **Please include the following information with this nomination form:**

1. A narrative describing student's special interests, school and community involvement, honors, and your reasons for nominating this student;
2. A copy of the student's G.P.P.D.S. verifying eligibility; and
3. A narrative from the student stating his/her areas of interest and choice of program if awarded the scholarship.
4. Additional letters of support may be included.

**Please mail completed nomination form and other required attachments to:**

**Kenneth Griswold  
3063 Plantation Circle  
Tupelo, MS 38804**

**Thank you for taking advantage of this opportunity for your students.**

# Nicholas Green Distinguished Student Award 2005-2006 School Year

(Application Packets must be postmarked by May 15, 2006)

MAGC is pleased to announce the continuance of the NAGC-Nicholas Green Distinguished Student Awards for the 2004-2005 school year. The awards are designed to recognize excellence in young children. The awards, which include a \$500 U.S. Savings Bond, may be made to students in grades 3-6 who have distinguished themselves in academics, leadership, or the arts. Nominations will be accepted from the students themselves, parents, teachers, peers, and community and civic groups.

## Selection Criteria:

- ☐ Students must be in grades 3 through 6 at the time of the nomination.
- ☐ Outstanding student accomplishment may be in the areas of academics, the arts, or leadership.
- ☐ Student applicants must submit a written composition about why they feel their effort is important and how they got interested in the area for which they are being recognized. Compositions should describe (1) the activity or interest area for which the student is being nominated; (2) how the student got interested/involved in the activity; (3) what impact the activity has had on the student and on others; and (4) how the student's future plans and goals have been affected by this activity or interest area.
- ☐ At least one letter of recommendation, from someone other than a nominee's family member, explaining why the student nominee is deserving of the award, what sets him/her apart from other students, and how the student is impacting others.

## Submission to MAGC:

- ☐ Completed Student Nomination Form including the signed publicity release form.
- ☐ Copy of the student's composition.
- ☐ Letter(s) of recommendation.
- ☐ Self-addressed, stamped postcard, which will be used to acknowledge receipt of the application packet.

Mail completed packets to: Kenneth Griswold 3063 Plantation Circle, Tupelo, MS 38804  
Nicholas Green Distinguished Student Award Application Form 2005-2006

Student Name \_\_\_\_\_ Social Security # \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_ E-mail \_\_\_\_\_

Age \_\_\_\_\_ Birth Date \_\_\_\_\_ Grade at Time of Application \_\_\_\_\_

School Name and Address \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Name of Parent/Guardian \_\_\_\_\_

Name of Person Nominating Student \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

Relationship to Nominee \_\_\_\_\_ E-mail \_\_\_\_\_

**Release Form:** I hereby give the National Association for Gifted Children permission to use my child's photo\* and composition, submitted in connection with the NAGC Nicholas Green Distinguished Student Award, in any publicity or announcements NAGC may make about the award or the award winners, should my child be selected for the award. I further grant permission to NAGC to use my child's name, school name, and city/state in any publicity or announcements that uses his/her photo or composition, and to make edits to the length of the composition as may be necessary. I understand that neither my child nor I will receive any remuneration in connection with this permission and understand that the photo and the composition will not be returned to me.

Signature \_\_\_\_\_ Printed Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ E-Mail \_\_\_\_\_ Relationship to Nominee \_\_\_\_\_

\*NAGC will request a photo of the award winners for use in award publicity and announcements. Do not send a photo with the application packet.

# CALL FOR PROPOSALS: 2006 MAGC CONFERENCE

The conference will be held **September 28-29** at *The Regency Hotel and Conference Center, Jackson, Mississippi*. Completed proposals must be post marked no later than **April 30, 2006**. *You must be a member of MAGC to present*. Please update your membership before submitting. Note that the conference registration fee will be waived for only **one** presenter per session.

Name \_\_\_\_\_

Institution Affiliation \_\_\_\_\_ Position/Job Title \_\_\_\_\_

Home Address \_\_\_\_\_  
(street) (city/state) (zip code)

Email \_\_\_\_\_ Telephone \_\_\_\_\_

The title of my proposed presentation is: \_\_\_\_\_

Below is a typed abstract (75 words or less) of the concurrent session I wish to present.

Co-presenter: \_\_\_\_\_ (Registration fee will **not** be waived.)

*CATEGORY for PRESENTATION*  
*Intended AUDIENCE for*  
*PRESENTATION*

\_\_\_\_ Social/emotional needs of gifted students  
\_\_\_\_ Differentiating curriculum and instruction  
\_\_\_\_ Creativity and/or the arts  
\_\_\_\_ Evaluating student progress  
\_\_\_\_ Special populations  
\_\_\_\_ Developing leadership  
\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_ Elementary Teachers  
\_\_\_\_ Secondary Teachers  
\_\_\_\_ Parents of Gifted Children  
\_\_\_\_ Administrators and/or counselors  
\_\_\_\_ Other \_\_\_\_\_



# MAGC CONFERENCE REGISTRATION FORM

**September 27-28, 2006**

**Regency Hotel and Conference Center, Jackson, Mississippi**

**Registration Information:** Registration includes MAGC membership for one year. Complete and return this form with your check or purchase order. Make checks payable to MAGC. Purchase order number alone is not a valid payment. You must include the actual purchase order.

**Cancellation Policy:** Cancellations must be received in writing by September 19, 2006, and are subject to a \$15.00 processing fee. Refunds will not be issued before November 15, 2006.

**Transportation and Parking:** Shuttle transportation to and from the Jackson airport is complimentary. Ample parking surrounds the hotel. There is no fee for parking.

**Lodging:** Complete separate lodging reservation form and send it directly to The Regency.

MAGC Membership card # \_\_\_\_\_ expiration date \_\_\_\_\_

Name \_\_\_\_\_

Preferred Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

School District/ Organization \_\_\_\_\_

Relationship to Gifted Education \_\_\_\_\_

CONFERENCE REGISTRATION AND/OR MEMBERSHIP FEES		AMOUNT
SELECT ONE ONLY	<b>Early Registration Fee..... \$90.00</b> <b>(must be postmarked by September 1, 2006)</b>	\$
	<b>Regular Registration Fee .....</b> <b>\$95.00</b> <b>(must be postmarked by September 15, 2006)</b>	\$
	<b>On-Site Registration Fee (after September 15, 2006) ..... \$100.00</b>	\$
	<b>Undergraduate Student Registration Fee ..... \$30.00</b> <b>(must show student ID at registration)</b>	\$
	<b>Main Presenter Membership Fee .....</b> <b>\$25.00</b>	\$
	<b>Family Night ONLY ..... \$3.00 per person or \$5.00 per family</b>	\$
<b>TOTAL AMOUNT DUE</b>		<b>\$</b>

AFTER SEPTEMBER 15, 2006, BRING THIS FORM WITH YOU FOR ON-SITE REGISTRATION.  
FORMS POSTMARKED AFTER SEPTEMBER 16 WILL BE ASSESSED A \$5.00 ON-SITE SURCHARGE.

Mail completed registration form and payment to: Carol Paola, 1513 Westward Dr., Gulfport, MS 39501

**Executive Director:** Jean Prather  
900 Live Oak Dr., Clinton, MS 39056  
(601)924-0068 (601)624-4652  
jprather@jam.rr.com

**Elected Officers:**

**President:** Kate Brown  
1021 12 St. North, Columbus, MS 39701  
(662)329-7676 fax (662)329-7242  
kateb@muw.edu

**Secretary:** Shirley Hardman  
25 Ryan Circle, Long Beach, MS 39560  
(228)863-5183  
shardman@harrison.k12.ms.us

**Standing Committee Chairs:**

**Membership:** Carol Paola  
1513 Westward Dr., Gulfport, MS 39501  
(228)864-8520 fax (228)868-6448  
cwp1gab@aol.com

**Public Relations:** Kay Collins  
430 N. Church St., Tupelo, MS 38804  
(662)844-4549 (662)401-5396  
kgcollins@tupelo.k12.ms.us

**Supportive Funding:** Wendy Hunt  
7875 Idlebrook Cove, Southaven, MS 38671  
(662)342-7214 (662)280-7075  
wendyofoz@bellsouth.net

**Ad Hoc and Ex Officio:**

**Website:** Anne Caldwell  
1100 College St. MUW Box 1627, Columbus, MS 39701  
(662)329-8521 fax (662)328-4586  
abc@msms.k12.ms.us

**NAGC Liason:** Dr. Bob Seney  
1100 College St., MUW-129, Columbus, MS 39701  
(662)329-7112  
Bseney@muw.edu

**President-Elect:** Margaret Snider  
1007 Camdenmill Dr., Ridgeland, MS 39157  
(601)856-4655  
msnider@jackson.k12.ms.us

**Treasurer:** Pamela Pape  
143 Skyline Drive, Clinton, MS 39056  
(601)925-4580  
ppape@jackson.k12.ms.us

**Concepts Editor:** Lisa Saucier  
1120 Riverside Dr., Jackson, MS 39202  
(601)373-9401  
lsaucier@jackson.k12.ms.us

**Conference Co-Chair:** Joyce Youngblood  
60 53rd Street, Gulfport, MS 39507  
Jly1272@aol.com

**Affiliates:** Teresa Mosely  
317 Concord Dr., Clinton, MS 39056  
(601)924-4476 fax (601)973-8682  
tmosely@jackson.k12.ms.us

**Diverse Populations Identification:**

Ligh Adkins Todd  
Rt. 1, Box 359, West Point, MS 39773  
(662)494-7149  
leightodd@hotmail.com

**Vice President:** Kenneth Griswold  
3063 Plantation Cr., Tupelo, MS 38804  
(662)841-0907  
kmgiswold@tupelo.k12.ms.us

**Past President:** Mary Webb  
1016 CR 342 New Albany, MS 38652  
(662)534-3307  
mwwebb@tupelo.k12.ms.us

**Advisory Board:** Suzanne Bean  
86 Big Tom Rd., Columbus, MS 39705  
(662)327-6905 Fax (662)329-8515  
sbean@muw.edu

**Staff Development:** Melissa Grantham  
69 Redbud Lane, Madison, MS 39110  
(601)853-2764 (601)879-3069  
Mgrantham@madison.k12.ms.us

**Ex Officio:** Dr. Conrad Castle  
MS Dept. of Education  
P.O. Box 771, Suite 306, Jackson, MS 39205  
(601)359-2586 fax (601)359-2040  
ccastle@mde.k12.ms.us

# MAGC

P.O. Box 3545  
Jackson, MS 39207  
www.msms.k12.ms.us/MAGC

PRESORTED  
FIRST CLASS MAIL  
U.S. POSTAGE  
**PAID**  
JACKSON, MS  
PERMIT NO. 80



# Concepts!

Volume 17, Number 2  
Summer 2005

A Journal of the Mississippi  
Association for Gifted Children

## Ken Vinton to Keynote 2006 MAGC Conference

The keynote address for the 2006 MAGC conference will be given by illustrator/art educator Ken Vinton. Mr. Vinton has been teaching for 32 years and has spent 15 years traveling throughout the U.S. giving lectures on creativity.

"During my creativity lecture, I use between 150 and 250 overhead illustrations. I use cartoons and drawings—everything visual. It's more interesting if you can see a part of creativity instead of just hearing about it," said Vinton.

Mr. Vinton wrote and self-published a book, "Creativity, Who has it and where is it and why" in 1990. Since then he has illustrated books for Free Spirit Publishing. These include the titles "Growing Good Kids" with Deb and Jim Delisle and "You Know Your Child is Gifted When..." with Judy Galbraith.

"In terms of creativity, Ken Vinton is off the charts," said Galbraith. "He's funny and fun to work with. He's also hard working, energetic, honest, and if I were a student again, I'd absolutely want him to be one of my teachers."

Mr. Vinton has also used his talents to illustrate books for the Philadelphia School District in Pennsylvania and to illustrate for speakers at lectures and conferences. Beginning in 2000 he worked for 2 years with profoundly gifted students in Lake Tahoe.

This year's MAGC conference is set for September 28-29, 2006 at the Regency Hotel-Conference Center in Jackson, MS. Ken Vinton's theme will be, *Every Once in a While You Get a Once in a WOW! Creativity is More Important Than... Anything!* Conference registration forms are found later in this issue of Concepts!



## NAGC 2006 Convention

This year, the National Association for Gifted Children

will hold its 53rd Annual Convention in Charlotte, NC on November 1—6, 2006. For a full schedule of events and registration forms, visit the NAGC web-site at [www.nagc.org](http://www.nagc.org)

### In This Issue ...

From the Executive Director	Page 2
From the MAGC President	Page 2
Bookshelf	Page 4
Happenings at the Karnes Center	Page 4
Hurricane Relief	Page 6
Hall of Honors	Page 7
NASA Space Place	Page 8
Summer Scholarship Form	Page 10
Conference Proposal Form	Page 12

---

## From the Executive Director

---

You will recall that upon my retirement from the Jackson Public Schools in 1998, the MAGC Board gave me the opportunity to become a consultant for the organization. After a couple of years as serving in that capacity, I became the executive director. Being in this position has been a unique experience for me because I have had the opportunity to network with so many different people and organizations. It has been my privilege to represent all of you as I worked with the NAGC (National Association for Gifted Children), Mississippi Dept. of Education, Mississippi Legislature as well as our Mississippi delegation in Washington. I have represented MAGC as I served on boards of various professional organizations around the state. Working with parents around the state to form affiliate groups has been rewarding. Thank you for providing these opportunities which have continued to challenge and position me to keep the needs of the gifted at the forefront.

There have been many rewarding experiences along the way. Our collaboration with the personnel at MDE has positioned us to bring changes that strengthen gifted education. The advances that have been made through the standards and revised regulations will provide a better opportunity for quality programming and equitable identification. One of the most rewarding experiences has been our work with our Hurricane Katrina Project.

We have forged new friendships with teachers,

parents and students across the United States who became personally involved in our efforts to help restore gifted classrooms on the gulf coast. Many of you have also been personally involved in sharing in this effort. To all of you, thank you so much for the contribution you have made. BUT the job is not complete. There are still many needs, let us not forget that. Please stay in touch with our gifted teachers on the coast as we come to the end of this school year and YES, even as we begin the new school year for 2006-07. The need is still great!

I have been very fortunate to be in the world of gifted education since 1975. I loved teaching gifted children, I loved working with gifted teachers and I have loved my many roles in MAGC through the years. This has been my passion as you know. But now it is time for me to slow down (imagine that) and have more time for myself and family. SO, I am resigning my position effective June 30, 2006. I think you know me well enough to understand that I will stay as active with MAGC as my health permits. My challenge to each of you is to stay involved in every aspect of gifted education at the local and state level. Support MAGC as they continue to fight the battle in behalf of students, teachers and parents to assure an appropriate education for our gifted population.

Again, thank you for the great honor of serving with you and for you.

Jean

*Jean C. Prather*

---

## From the MAGC President

---

Dear MAGC Members,

In mid-April I had the pleasure of representing Mississippi at a national summit in Washington, DC on developing talent in promising children who live in poverty. We certainly have significant numbers of economically disadvantaged students in the schools across our state. There is now a national focus on identifying and serving these students who are traditionally underrepresented in gifted programs. I view this as an opportunity for Mississippi to be a national leader in this area.

The Jacob K. Javits program through the U.S. Department of Education is the only federal funding available to the states for gifted education. Each year, this relatively small program is threatened during the congressional budgetary process. I encourage you to contact you state congressmen and senators and request their support for this very important program.

I'd like to extend heartfelt congratulations to Dr. Bob Seney from MUW on his retirement. Dr. Se-

ney has been a central figure in gifted education in our state for many years. His "What's New in Young Adult Literature" sessions are always a conference favorite. We appreciate the work he's accomplished on behalf of gifted children in our state and nation and wish him the very best as he begins a new chapter in his life.

Finally, I know that our membership across the state will be surprised and saddened at the news of Jean Prather's impending retirement. Jean has been diligent and untiring in leading the efforts for continued funding for gifted programs in our state. Her passion for gifted learners has been the inspiration for this organization for many years as well as for teachers and students throughout Mississippi. While we will greatly miss Jean's leadership and vision, we know the legacy she has built for gifted education in this state will continue. We hope you will join us in celebrating Jean's retirement in Jackson at our September conference.

Kate M. Brown

*Kate M. Brown*



## Planets in Strange Places

By Trudy E. Bell

Red star, blue star, big star, small star-planets may form around virtually any type or size of star throughout the universe, not just around mid-sized middle-aged yellow stars like the Sun. That's the surprising implication of two recent discoveries from the 0.85-meter-diameter Spitzer Space Telescope, which is exploring the universe from orbit at infrared (heat) wavelengths blocked by the Earth's atmosphere.

At one extreme are two blazing, blue "hypergiant" stars 180,000 light-years away in the Large Magellanic Cloud, one of the two companion galaxies to our Milky Way. The stars, called R 66 and R 126, are respectively 30 and 70 times the mass of the Sun, "about as massive as stars can get," said Joel Kastner, professor of imaging science at the Rochester Institute of Technology in New York. R 126 is so luminous that if it were placed 10 parsecs (32.6 light-years) away—a distance at which the Sun would be one of the dimmest stars visible in the sky—the hypergiant would be as bright as the full moon, "definitely a daytime object," Kastner remarked.

Such hot stars have fierce solar winds, so Kastner and his team are mystified why any dust in the neighborhood hasn't long since been blown away. But there it is: an unmistakable spectral signature that both hypergiants are surrounded by mammoth disks of what might be planet-forming dust and even sand.

At the other extreme is a tiny brown dwarf star called Cha 110913-773444, relatively nearby (500 light-years) in the Milky Way. One of the smallest brown dwarfs known, it has less than 1 percent the mass of the Sun. It's not even massive enough to kindle thermonuclear reactions for fusing hydrogen into helium. Yet this miniature "failed star," as brown dwarfs are often called, is also surrounded by a flat disk of dust that may eventually clump into planets. (Note: This brown dwarf discovery was made by a group led by Kevin Luhman of Pennsylvania State University.)

Although actual planets have not been detected (in

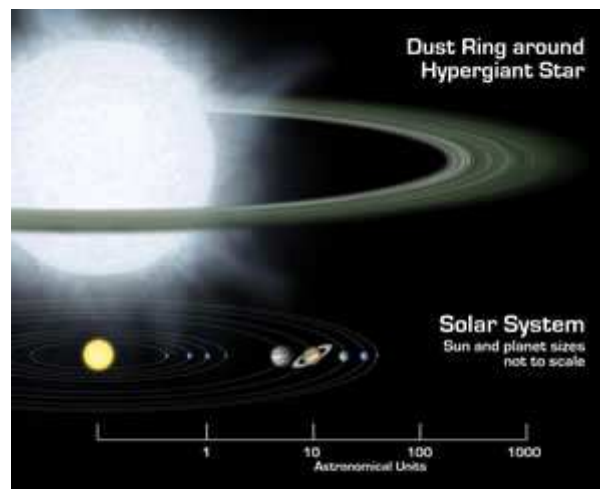
part because of the stars' great distances), the spectra of the hypergiants show that their dust is composed of forsterite, olivine, aromatic hydrocarbons, and other geological substances found on Earth.

These newfound disks represent "extremes of the environments in which planets might form," Kastner said. "Not what you'd expect if you think our solar system is the rule."

Hypergiants and dwarfs? The Milky Way could be crowded with worlds circling every kind of star imaginable—very strange, indeed.

Keep up with the latest findings from the Spitzer at [www.spitzer.caltech.edu/](http://www.spitzer.caltech.edu/). For kids, the Infrared Photo Album at The Space Place ([spaceplace.nasa.gov/en/kids/sirtf1/sirtf\\_action.shtml](http://spaceplace.nasa.gov/en/kids/sirtf1/sirtf_action.shtml)) introduces the electromagnetic spectrum and compares the appearance of common scenes in visible versus infrared light.

*This article was provided by the Jet Propulsion Laboratory, California Institute of Technology, under a contract with the National Aeronautics and Space Administration.*



*Artist's rendering compares size of a hypothetical hypergiant star and its surrounding dusty disk to that of our solar system.*

**Want to know more about gifted programs in Mississippi and throughout the nation? Visit these web-sites!**

MAGC's Official Web Site—[www.msms.k12.ms.us/MAGC/](http://www.msms.k12.ms.us/MAGC/)  
The Frances A. Karnes Center for Gifted Studies—[www.usm.edu/gifted](http://www.usm.edu/gifted)  
NAGC's Official Web Site—[www.nagc.org](http://www.nagc.org)  
Duke Talent Identification Program (TIP) - [www.tip.duke.edu](http://www.tip.duke.edu)





## The Bookshelf

By: Dr. Bob Seney

### Summer Reading, The Newbery Awards and Goodbye

As promised in our last *Bookshelf*, we will take a brief look at this year's Newbery Awards. When in doubt on what to read next, going to award lists is a safe bet and especially if you check out the Newberys. The Newbery Awards are the equivalent of the Oscars for children's literature. Each year, a special American Library Association committee selects a Medal Book and up to four Honor Books. I was especially pleased with this year's Newbery Medal Book, *Criss Cross* by Lynne Rae Perkins (2005, Greenwillow Books.) Perkins is the author and illustrator of several picture books, and an impressive number of them have received prestigious awards. Her first children's novel *All Alone in the Universe* (1999, Greenwillow Books) was named an ALA Notable Book, an ALA Booklist Editors' Choice, a Bulletin Blue Ribbon Book, and a *Smithsonian* Notable Book for Children. Not a bad beginning, huh?

In her second novel, *Criss Cross*, Perkins is obviously continuing this "tradition" of producing award winners. But *Criss Cross* is not just an award winner; it is a delightful and perhaps very significant book about five friends who are not only discovering new dimensions to their relationship, but new nuances to their own identities. The structure of the novel beautifully reflects the basic theme of "connectedness." The facing page to the title page depicts a graph entitled "the spectrum of connectedness" with the notation that on the spectrum at the 0% end "No one is here – no One" and also that "No one is here – no One" is 100% connected. An additional notation states that "people move back and forth in this area [between 0 and 100%] like molecules in steam."

*Criss Cross* is the story of Debbie, Hector, Phil, Lenny, and Patty who are moving in this spectrum of connectedness. As the story unfolds, we think, perhaps, that these characters are unconnected or at best loosely connected and that this is the story of just how each of these older middle school kids will come together. Eventually, we realize "Hey, these kids already know each other and in fact, they are close friends." They live in the same neighborhood and have gone to school with each other for most of their school careers. Aha! Perkins is constructing her novel to reflect that as each of these kids come to understand him/herself better, they find they are no longer as "connected" to their old friends and then they begin to discover new connections with them and others. I was totally wrapped up in the craftsmanship of this novel, but not to worry, for those of you who are looking for a good story, you will certainly find it among a plethora of sub-plots. I was especially caught up in Debbie's and Mrs. Bruning's story that introduces a note of first love and deals with the issue of an older person who wishes to keep her integrity and independence.

Another one of my favorite sub-stories was Hector's

adventures as he falls in love with the guitar AND an attractive young lady in his guitar class. Discovering a new talent in making and writing music, another connection, Hector is on a roller-coaster of infatuation, complete with an adversary in the person of a handsome young jock with whom he battles for the attention of his lady fair. This bit is both fun and funny. In fact, humor is decidedly present throughout the book and especially in the chapter entitled "Easy Basin Wrench or Debbie Has a Mechanical Moment, Too." What a wonderful little chapter! And perhaps more important, it is a sequence that shows the closeness of Debbie and her father, another connection. This chapter may well become one of my staple "read-aloud" pieces.

*Criss Cross* is a winner even without that nice little gold Newbery Medal on the cover. I suspect that many of our older elementary and middle school students will not only find themselves amongst the pages, but they will discover a very good and fun read as well.

The four Newbery Honor Books are just as impressive and they reflect a very diverse set of styles. They are -- alphabetically by author-- *Whittington* by Alan Armstrong, illustrated by S.D. Schindler (Random House), *Hitler Youth: Growing Up in Hitler's Shadow* by Susan Campbell Bartoletti (Scholastic Nonfiction, an imprint of Scholastic), *Princess Academy* by Shannon Hale (Bloomsbury Children's Books) and *Show Way* by Jacqueline Woodson, illustrated by Hudson Talbott (G.P. Putnam's Sons).

Since I used up so much of my space with *Criss Cross*, I will have to condense a bit for the honor books, but I can't resist going on a bit more about one of these books. *Princess Academy* by Shannon Hale is right down my alley. Readers of *The Bookshelf* are probably well aware of my preference for fantasy fiction. *Princess Academy* wonderfully fits that bill. *Princess Academy* is what I call a "soft sale" fantasy novel. The setting is fairly realistic and the characters are very much real. It is only the situation and what happens that moves the story into fantasy fiction. Unlike "hard core" fantasy in which we readily know that we are dwelling in a wonderful world of strange and amazing characters, dragons, or unicorns or whatever. Don't get me wrong, I delight in that style of fantasy, too, but there is something really nice in reading a story such as *Princess Academy*. It seems that this could easily have happened some time, some place in the not so far distant past or in some cases future.

I was immediately reminded of two favorites *Aria of the Sea* (2000, Winslow Press) by Dia Calhoun and *Od Magic* by Patricia McKillip (2005, Ace Books). These books would make great companion pieces for the *Academy*. In this novel, we have the story of Miri, who lives on Mount Eskel in the Kingdom of Danland. Miri's people are stone masons and for many years have quarried the beautiful Mount Eskel marble from the mountain. Because of their remoteness, the closeness of the people, and perhaps the heart of the mountain itself, Miri's village folk have developed a unique culture. There are few riches in the village, and life is hard but good. Miri's only disappointment is the refusal of her father to allow her to work in the quarry. Eventually, we discover that



his reason is integral to the plot and to Miri's own self-esteem.

Life goes on until the day that a royal messenger arrives to announce that the king's priests have divined that the future wife of the young Prince would be from their province. Therefore all the girls between the ages of 12 and 17 would be sent to an academy. There the stern Olana Mansdaughter, an emissary from the Royal Court, would prepare the girls, one of whom would be chosen as the future queen of the kingdom. This was not a task that the Tutor Olana relished. Her personality and her strict adherence to a set of antiquated rules do not endear her to the girls.

As study at the academy progresses, fierce rivalries develop. Miri finds that she, too, is caught up in the competition and at the same time she struggles with her own conflicting desires to be chosen. Her family is very important to her as is her growing love for Peder, a village boy. She does not want to leave her beloved mountain, but could she do more for her people if she were chosen? The stories of each of the girls are developed, but the climax is not found in the Prince's visit to make his selection. His unusual behavior and early departure confuses everybody and we begin to discover a mystery. On his departure, the academy is captured by a band of brigands with the intent to hold the future princess for ransom. It is Miri who eventually saves the girls and brings about a new unity among the girls and the people of her village. This is truly a well crafted novel with many intricacies and delightful humor. Hale has two other novels to her credit, *The Goose Girl* (2003, Bloomsbury Children's Books) and *Enna Burning* (2004, Bloomsbury Children's Books). You can bet that I will be looking for them. There is a very interesting interview with Shannon Hale at [www.embracingthechild.org/ahale.html](http://www.embracingthechild.org/ahale.html) and her official web site is [www.squeetus.com](http://www.squeetus.com).

Oh my! 1,489 words already and I have three more books to go! My apologies but to make sure that we keep Lisa, our wonderful *Concepts* editor on our side, I will have to use the summary of the books from the ALA Newbery Award Page on the ALA website. This is unfortunate since I have some special things to say about each one of these wonderful Honor Books, but we must do what we must do.

### The Three Remaining 2006 Newbery Honor Books

**Whittington** by Alan Armstrong, illustrated by S.D. Schindler (Random House) "In *Whittington*, Armstrong creates a glorious barnyard fantasy that seamlessly weaves together three tales: Whittington the cat's arrival on Bernie's farm, his retelling of the traditional legend of his 14th-century namesake, and one boy's struggle to learn to read. These three tales unite the disparate citizens of the barn community in a celebration of oral and written language, the support of friends, the healing power of humor and the triumph of life."

**Hitler Youth: Growing Up in Hitler's Shadow** by Susan Campbell Bartoletti (Scholastic Nonfiction, an imprint of Scholastic). "How could the Holocaust have happened? Bar-

toletti delivers a chilling answer by exploring Hitler's rise to power through the first-hand experiences of young followers whose adolescent zeal he so successfully exploited and the more extraordinary few who risked certain death in resisting. The meticulously researched volume traces the Hitler Youth movement from the time it formally gathered strength in the early 1930s through the defeat of the Third Reich. The grace and clarity of the writing make *Hitler Youth: Growing Up in Hitler's Shadow* a powerful addition to Holocaust literature for children."

**Show Way** by Jacqueline Woodson, illustrated by Hudson Talbott (G.P. Putnam's Sons) "And the children leaned in./ And listened real hard." Jacqueline Woodson's magnificent poem *Show Way* tells the story of slavery, emancipation and triumph for each generation of her maternal ancestors. She pays tribute to the creative women who guided their "tall and straight-boned" daughters to courage, self-sufficiency and freedom. Whether with quilts or stories, poems or songs, these women discovered and shared the strength to carry on. "There's a road, girl./There's a road." [This is truly a beautiful book and could easily have been considered for a Caldecott Award. By the way, Woodson's picture book *Coming On Home Soon*, illustrated by E. B. Lewis (2004, G. P. Putnam's Sons), was named a 23005 Caldecott Honor Book.

So there you have it: the 2006 Newbery Award Books, certainly plenty of quality summer reading for both you and your students. For your younger readers and for those of you who use picture books with older students (which I heartily recommend) don't forget the Caldecott Awards. While the focus is on the illustrations in children's literature, the committee also looks at the interaction of narrative and illustrations. For your convenience, I have listed the 2006 Caldecott Award books below. (Sorry, Lisa, but I do keep going on!)

### One last Personal Note:

This *BookShelf* represents the last of many columns which I have had the joy in sharing with you over the years. I will be retiring from Mississippi University for Women after Governor's School and relocating to the Durango, Colorado area. I have enjoyed my years in Mississippi and I have enjoyed sharing my love for gifted kids, gifted education and literature with you (y'all!). I appreciate the recognition of my contributions to gifted education and specifically to Mississippi gifted education offered at our last conference. We have won many battles for gifted education, but folks, the "gifted" war is not won yet! Good luck to you as you continue to served gifted youth in Mississippi. I certainly intend to keep reading and will make my lists available. I will be able to keep my MUW email address [bseney@muw.edu](mailto:bseney@muw.edu) And now, one last

**Happy Reading!**

Sincerely,  
Bob Seney  
Professor in Gifted Studies, Retired

# Happenings at the Karnes Center

**GIFTED/AT RISK YOUTH**—A Resource Guide for Screening, Identification, and Serving Potentially Gifted/At-Risk Youth will be available later this summer. The resource guide is a compilation of information gathered through extensive review of literature regarding gifted/at-risk youth and a research study conducted by the Frances A. Karnes Center for Gifted Studies. The study examined the relationship between self-concept and non-verbal intelligence in potentially gifted/at-risk youth.

**DAY OF SHARING FOR TEACHERS OF THE GIFTED, SEPT. 15, 2006**—The Day of Sharing for Teachers of the Gifted will be held on Friday, September 15, 2006 at the Center for Healthy Living located at the Hattiesburg Family Y. This conference, sponsored by the Frances A. Karnes Center for Gifted Studies, 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. There is no cost for the conference. The deadline for registration is September 1, 2006.

Dr. Sylvia Rimm, Director of Family Achievement Clinic in Cleveland, Ohio will be the keynote speaker. She will present *The Social Emotional Development of Gifted Children: Understanding and Serving Their Needs*. Dr. Rimm was a contributing correspondent for NBC's *Today Show* and was featured on the *Oprah Winfrey Show* and in *People* magazine. Dr. Rimm is also a clinical professor at Case School of Medicine, in Cleveland.

Other sessions will be lead by Dr. Conrad Castle, State Consultant for Gifted Education who will present *Mississippi Gifted Education: The Instructional Management Plan*. Dr. Sandra Manning, will present *Appropriate Practices for Screening, Identifying, and Serving Potentially Gifted Preschoolers*. Jean Prather, Executive Director of the Mississippi Association for Gifted Children, will give an update on current legislation and how it effects gifted education. Immediately following lunch, teachers will be given time to share activities and ideas. Teachers should indicate their intent to share materials on their registration form.

**Parenting Gifted Children Conference XXII-XXIII, SEPT. 16, 2006**—The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi will hold its 22<sup>nd</sup>/ 23<sup>rd</sup> Annual Parenting Gifted Children Conference on September 16, 2006. The conference is offered to assist parents and other concerned adults to better understand the unique intellectual, academic, and social-emotional needs of the gifted and talented. It will be held in Joseph A. Green Hall on the Hattiesburg campus of Southern Miss. The cost of attendance is \$30.

Dr. Sylvia Rimm, Director of Family Achievement Clinic in Cleveland, Ohio will be the keynote speaker. She will present *Growing Up Too Fast: What Parents Can Do to Help Their Gifted Child*. Dr. Rimm was a contributing correspondent for NBC's *Today Show* and was featured on the *Oprah Winfrey Show* and in *People* magazine. Dr. Rimm is also a clinical professor at Case School of Medicine, in Cleveland.

Other sessions to be held during the conference include: *Developing Parent Leadership*, *How to Start an MAGC Affiliate*, *The Young Scientist*, *Supporting Visually Artistic Children*, *Instructional Management Plans*, *Resources for Scientific Exploration*, and *Appropriate Practices for Gifted Preschoolers*. The deadline for registration is September 1, 2006. Don't miss this opportunity to meet Dr. Rimm and other leaders in Gifted Education in Mississippi.

**Career Explorations for Girls Conference, OCT. 21, 2006**—The 3<sup>rd</sup> Annual Career Explorations for Girls Conference will be conducted on the Hattiesburg campus of The University of Southern Mississippi on Saturday, October 21, 2006 from 8:00 am to 3:45 pm. The conference is open to all girls in grades 7-12 and each girl must be accompanied by her mother or another adult female. Girls do **not** need to be enrolled in gifted education to attend. More information regarding registration dates will be available during the summer.

**Advanced Degrees in Gifted Education**—USM and the Department of Curriculum, Instruction, and Special Education, offer a Master's Degree, Specialist's Degree, and a Ph.D. in curriculum, instruction, and special education with an emphasis in gifted education. Five courses are offered for anyone beginning an advanced degree program or in getting certified to teach the gifted.

SPE 560 Characteristics of the Gifted

SPE 661 Methods and Materials for Teaching Gifted Students

SPE 663 Atypical Gifted Students

SPE 664 Practicum with Gifted Students

SPE 662 Curriculum Development in Gifted Education

The Karnes Center has \$500.00 scholarships available for persons enrolled in graduate degree programs in gifted education for the summer of 2006. To qualify, the student must meet the admission requirements of the university for master's, specialist's, or doctoral programs with an emphasis in gifted education. Consideration will be given to graduate students in specialized programs in elementary and secondary schools for the college and university positions in the field of gifted education. For more information contact The Karnes Center at the numbers given below.

## For More Information Contact

The Frances A. Karnes Center for Gifted Studies ■ The University of Southern Mississippi  
118 College Drive #8207 ■ Hattiesburg, MS 39406-0001 ■ (601)266-5236 ■ fax (601)266-4978

E-mail: [gifted\\_studies@usm.edu](mailto:gifted_studies@usm.edu) ■ <http://www.usm.edu/gifted>

# Awards for Excellence in Private Enterprise Education

The Freedoms Foundation at Valley Forge conducts the Leavey Awards for Excellence in Private Enterprise Education. These awards honor outstanding educators who excite a commitment in their students to the free enterprise system. Established in 1977, and now permanently endowed by the Thomas and Dorothy Leavey Foundation of Los Angeles, the program honors instructors who unleash the entrepreneurial

skills of their students at the elementary, junior high school, high school and college level. Up to 20 cash awards valued at \$7,500 each are made annually. One award of \$15,000 may be made for an outstanding entry.

The deadline for entries is November 1, 2006. For more information and nomination form, visit their web site at <http://www.ffvf.org/leavey.asp>.

## Teachers Invited to Programs in Economic Education

Numerous gifted teachers have been soaking up all the professional development that the Mississippi Council on Economic Education (MCEE) can offer, because their students excel with the interactive lessons that are available through the MCEE. Economics is the science of choice and teachers are generally not well-prepared through their college curriculum to teach the state standards in economics that are required Kindergarten through Grade 12. The MCEE is the only professional development organization in the state that provides research based programming and lessons for teachers to use with their students. Continuing education units are provided. Programming has been provided for two and one-half years with great success for teachers.

MAGC member, Pamela Carrubba of Bay Waveland will be completing the Master Teacher of Economics (MTE) program this summer and she teaches her students economics every day. Carrubba was named as one of the top ten economics teachers in the country by the National Council on Economic Education in fall 2005. The MTE is a yearlong program and teachers earn special recognition on their certificate as

"master economics" teachers.

MAGC members are urged to register now for the Focus on the Economy : Global Perspective workshops at Mississippi State University on June 13-June 15. Teachers attending the Tuesday, June 13 workshop, which is the first day of the Master Teacher in Economics Program, will receive training on a CD-ROM entitled Thinking Globally: Effective Lessons for Teaching about the Interdependent World Economy. On Wednesday, June 14, the topic is Economic Recovery: The Central Bank at Work presented by the Federal Reserve Bank. Topics include Katrina recovery and 9-11. On Thursday, June 15, the topic is Federal Reserve Financial Education presented by the Federal Reserve Bank. Teachers can register for one day or all three days. The programs for each day are from 8:30 a.m. to 3:15 p.m. All sessions are free to teachers and will be held in the Hunter Henry Center where there is ample parking. Lunch and continuing education units will be provided. Rooms at Mississippi State's Ruby Residence Hall are available. On-line registration is available at [www.mscee.org](http://www.mscee.org) Please contact the MCEE for additional information at 601-961-4408.

### Mark Your Calendars!

The next Creativity Exploration at William Carey College is scheduled for July 17-19, 2006

For more information call Dr. Read Diket at 601-318-6205 or visit the William Carey web site at

<http://www.wmcarey.edu/academics/education/diket%20wd.shtml>.

### Retired Teacher Needed to Help MCEE

The Mississippi Council on Economic Education (MCEE) has an opening for a teacher to help inform schools in North Mississippi about the availability of a new Stock Market Game. The MCEE is the only professional development organization in the state that provides research based programming and lessons for teachers to use with their students. All programming is done in cooperation with the MS Department of Education and Dr. Hank Bounds, State Superintendent is a member of the Board of Directors.

The successful applicant will have a strong background in Mississippi education and be able to communicate with administrators about the importance of this tool. Training will be provided.

Send e-mail indicating interest and resume to Pamela P. Smith, Ph.D., President of the MCEE to [psmith@mscee.org](mailto:psmith@mscee.org). For additional information, please phone Dr. Smith at 601-961-4408.

# Hall of Honors

## Hardman Wins Save Our History Award

Shirley Hardman, a teacher of the gifted at Woolmarket Elementary in Biloxi, MS was recently selected as a winner in the Save Our History National Honors contest. This award comes with a \$1000 cash prize for use in Mrs. Hardman's classroom.

The Save Our History program is designed to encourage teachers to bring local history into their classrooms. Mrs. Hardman's winning project involved students in grades 2-6. The students investigated school records and visited a local cemetery to learn things about their school's history, what role vaccination played in the mortality of children, burial practices over the years, etc. Congratulations to Mrs. Hardman and the gifted students of Woolmarket Elementary for receiving this national honor.



## Angela Sims Named AEE Teacher of the Year

Angela Sims, a teacher of the gifted at Star Reach Center in Jones County, was named Teacher of the Year for her school this spring. Sims was nominated by her peers for this honor which was awarded by the Association for Excellence in Education. A banquet honoring Sims and other AEE award winning teachers was held at Jones County Junior College in May. Ms. Sims has been teaching gifted children in grades 2-6 at Star Reach for 6 years.

## Saucier Students to Represent MS in FPS Competition



Students in the Journey program in West Wortham Middle School in Saucier, MS took top honors at the state level Future Problem Solving competition. Three teams from this school placed on the state level and two will represent MS in Colorado in the international bowls. The students are being coached by their Journey teacher, Theresa Rea. The team members and their awards are listed below.

- 1st Place in Team Booklet—Joslin F., Lacy L., Dustin M., and Lisa S.
- 2nd Place in Team Booklet—Lindsey E., Sarah L., Ashton N., and Wes R.
- 1st Place in Presentation of Action Plan—Brittney J., Kaila M., Destiney M., and Mark S.
- 2nd Place in Presentation of Action Plan—Joslin F., Lacy L., Dustin M., and Lisa S.

## Belmont Teacher Writes Poem on Benjamin Bloom

Mrs. Cathy Eaton has been teaching gifted education in Belmont, MS for 10 years. One of her goals has been to make Bloom's Taxonomy more kid-friendly. She has written a poem below for the purpose.

### BENJAMIN BLOOM

There once was a man named Benjamin Bloom,  
Who dabbled around with a brain and a broom,  
But really what matters  
As he climbed his ladders  
He found that his brain looked like King Tut's Tomb.  
  
Chamber upon chamber with sweet little nooks,  
Were filled up with **KNOWLEDGE** from reading his books.  
And then like a lightbulb all glowing and bright,  
He suddenly **COMPREHENDED** and, oh, what a sight.

I'll **APPLY** what I've learned to reach my life's goal,  
Of finding the connection between my brain and my soul.  
Scratching his head, he thought of a poem,  
He studied and **ANALYZED** till the cows came home.  
"I've got it!" he shouted as he blinked his blue eyes,  
"I am the only 'ME I AM.' I can **SYNTHESIZE**!"  
To create and design and make one of a kind,  
My soul whispers of treasures that only I find.  
**EVALUATE** me and surely you'll see,  
My brain needs my soul so I can be me.

Do you know Mississippi gifted students and teachers that have won honors? We'd like to recognize them in *Concepts*! Just send info and pictures to Lisa Saucier at [lsaucier@jackson.k12.ms.us](mailto:lsaucier@jackson.k12.ms.us) or 1120 Riverside Dr., Jackson, MS 39202.

# MAGC CONFERENCE REGISTRATION FORM

**September 27-28, 2006**

**Regency Hotel and Conference Center, Jackson, Mississippi**

**Registration Information:** Registration includes MAGC membership for one year. Complete and return this form with your check or purchase order. Make checks payable to MAGC. Purchase order number alone is not a valid payment. You must include the actual purchase order.

**Cancellation Policy:** Cancellations must be received in writing by September 19, 2006, and are subject to a \$15.00 processing fee. Refunds will not be issued before November 15, 2006.

**Transportation and Parking:** Shuttle transportation to and from the Jackson airport is complimentary. Ample parking surrounds the hotel. There is no fee for parking.

**Lodging:** Complete separate lodging reservation form and send it directly to The Regency.

MAGC Membership card # \_\_\_\_\_ expiration date \_\_\_\_\_

Name \_\_\_\_\_

Preferred Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

School District/ Organization \_\_\_\_\_

Relationship to Gifted Education \_\_\_\_\_

CONFERENCE REGISTRATION AND/OR MEMBERSHIP FEES		AMOUNT
SELECT ONE ONLY	Early Registration Fee..... \$90.00 (must be postmarked by September 1, 2006)	\$
	Regular Registration Fee ..... \$95.00 (must be postmarked by September 15, 2006)	\$
	On-Site Registration Fee (after September 15, 2006) ..... \$100.00	\$
	Undergraduate Student Registration Fee ..... \$30.00 (must show student ID at registration)	\$
	Main Presenter Membership Fee ..... \$25.00	\$
	Family Night ONLY ..... \$3.00 per person or \$5.00 per family	\$
TOTAL AMOUNT DUE		\$

AFTER SEPTEMBER 15, 2006, BRING THIS FORM WITH YOU FOR ON-SITE REGISTRATION.  
FORMS POSTMARKED AFTER SEPTEMBER 16 WILL BE ASSESSED A \$5.00 ON-SITE SURCHARGE.

Mail completed registration form and payment to: Carol Paola, 1513 Westward Dr., Gulfport, MS 39501

## 2006 Conference Lodging Reservation Form Regency Hotel and Conference Center

Mississippi Association for Gifted Children

September 28-29, 2006

*To receive the special conference rate, this form must be received by **August 27, 2006\***.*

*\*Any housing request received after this date will be accepted at the rate of \$99.00, based on availability.*

Name \_\_\_\_\_

Group \_\_\_\_\_

Address \_\_\_\_\_

City/State/ZIP \_\_\_\_\_

Telephone \_\_\_\_\_ email \_\_\_\_\_

**MAGC Group Rate: \$82.00** per room per night – single /double occupancy

(All rates subject to 11% tax plus \$.75 occupancy city tax – per room per night.)

Arrival Date \_\_\_\_\_

Departure Date \_\_\_\_\_

Estimated Arrival Time \_\_\_\_\_

Arriving via: \_\_\_\_car \_\_\_\_van \_\_\_\_air

Check in as early as 3:00 p.m. Check out by 11:00 a.m.

Number and Type Rooms Requested: \_\_\_\_ Non-smoking \_\_\_\_ Smoking

\_\_\_\_ 1 person: 1 bed

\_\_\_\_ 2 persons: \_\_\_\_1 bed \_\_\_\_2 beds

\_\_\_\_ 3 persons: 2 beds

\_\_\_\_ 4 persons: 2 beds

Reservation Guaranteed by: \_\_\_\_ Check

\_\_\_\_ Money Order

\_\_\_\_ Assured by Credit Card (Complete info below.)

*American Express, Visa, MasterCard, Discover Card*

Type \_\_\_\_\_ Acct# \_\_\_\_\_ Exp. \_\_\_\_\_

I understand that I am responsible for payment of guaranteed reservations.

Signature \_\_\_\_\_

- Deposit is refundable if reservation is cancelled 72 hours prior to arrival. Failure to cancel reservation will result in one night's penalty charge.

**Return this form to: Regency Hotel and Conference Center**

**Attn: Robert Dumas, 400 Greymont Avenue, Jackson, MS 39202**

Telephone# 601.969.2141

FAX# 601.714.5701



# CALL FOR PROPOSALS: 2006 MAGC CONFERENCE

The conference will be held **September 28-29** at *The Regency Hotel and Conference Center, Jackson, Mississippi*. Completed proposals must be post marked no later than **June 30, 2006**. *You must be a member of MAGC to present*. Please update your membership before submitting. Note that the conference registration fee will be waived for only **one** presenter per session.

Name \_\_\_\_\_

Institution Affiliation \_\_\_\_\_ Position/Job Title \_\_\_\_\_

Home Address \_\_\_\_\_  
(street) (city/state) (zip code)

Email \_\_\_\_\_ Telephone \_\_\_\_\_

The title of my proposed presentation is: \_\_\_\_\_

Below is a typed abstract (75 words or less) of the concurrent session I wish to present.

Co-presenter: \_\_\_\_\_ (Registration fee will **not** be waived.)

*CATEGORY for PRESENTATION*  
*Intended AUDIENCE for*  
*PRESENTATION*

\_\_\_\_ Social/emotional needs of gifted students  
\_\_\_\_ Differentiating curriculum and instruction  
\_\_\_\_ Creativity and/or the arts  
\_\_\_\_ Evaluating student progress  
\_\_\_\_ Special populations  
\_\_\_\_ Developing leadership  
\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_ Elementary Teachers  
\_\_\_\_ Secondary Teachers  
\_\_\_\_ Parents of Gifted Children  
\_\_\_\_ Administrators and/or counselors  
\_\_\_\_ Other \_\_\_\_\_

**Executive Director:** Jean Prather  
900 Live Oak Dr., Clinton, MS 39056  
(601)924-0068 (601)624-4652  
jprather@jam.rr.com

**Elected Officers:**

**President:** Kate Brown  
1021 12 St. North, Columbus, MS 39701  
(662)329-7676 fax (662)329-7242  
kateb@muw.edu

**Secretary:** Shirley Hardman  
25 Ryan Circle, Long Beach, MS 39560  
(228)863-5183  
shardman@harrison.k12.ms.us

**Standing Committee Chairs:**

**Membership:** Carol Paola  
1513 Westward Dr., Gulfport, MS 39501  
(228)864-8520 fax (228)868-6448  
cwp1gab@aol.com

**Public Relations:** Kay Collins  
430 N. Church St., Tupelo, MS 38804  
(662)844-4549 (662)401-5396  
kgcollins@tupelo.k12.ms.us

**Supportive Funding:** Wendy Hunt  
7875 Idlebrook Cove, Southaven, MS 38671  
(662)342-7214 (662)280-7075  
wendyofoz@bellsouth.net

**Ad Hoc and Ex Officio:**

**Website:** Ann Caldwell  
1100 College St. MUW Box 1627, Columbus, MS 39701  
(662)329-8521 fax (662)328-4586  
abc@msms.k12.ms.us

**President-Elect:** Margaret Snider  
1007 Camdenmill Dr., Ridgeland, MS 39157  
(601)856-4655  
msnider@jackson.k12.ms.us

**Treasurer:** Pamela Pape  
143 Skyline Drive, Clinton, MS 39056  
(601)925-4580  
ppape@jackson.k12.ms.us

**Concepts Editor:** Lisa Saucier  
1120 Riverside Dr., Jackson, MS 39202  
(601)373-9401  
lsaucier@jackson.k12.ms.us

**Conference Co-Chair:** Joyce Youngblood  
60 53rd Street, Gulfport, MS 39507  
Jly1272@aol.com

**Affiliates:** Teresa Mosely  
317 Concord Dr., Clinton, MS 39056  
(601)924-4476 fax (601)973-8682  
tmosely@jackson.k12.ms.us

**NAGC Liason:** Dr. Bob Seney  
1100 College St., MUW-129, Columbus, MS 39701  
(662)329-7112  
Bseney@muw.edu

**Vice President:** Kenneth Griswold  
3063 Plantation Cr., Tupelo, MS 38804  
(662)841-0907  
kmgiswold@tupelo.k12.ms.us

**Past President:** Mary Webb  
1016 CR 342 New Albany, MS 38652  
(662)534-3307  
mwwebb@tupelo.k12.ms.us

**Advisory Board:** Suzanne Bean  
86 Big Tom Rd., Columbus, MS 39705  
(662)327-6905 Fax (662)329-8515  
sbean@muw.edu

**Staff Development:** Melissa Grantham  
69 Redbud Lane, Madison, MS 39110  
(601)853-2764 (601)879-3069  
Mgrantham@madison.k12.ms.us

**Ex Officio:** Dr. Conrad Castle  
MS Dept. of Education  
P.O. Box 771, Suite 306, Jackson, MS 39205  
(601)359-2586 fax (601)359-2040  
ccastle@mde.k12.ms.us

# MAGC

P.O. Box 3545  
Jackson, MS 39207  
www.msms.k12.ms.us/MAGC

PRESORTED  
FIRST CLASS MAIL  
U.S. POSTAGE  
**PAID**  
JACKSON, MS  
PERMIT NO. 80



# Concepts!

Volume 17, Number 3  
Fall 2006

A Journal of the Mississippi  
Association for Gifted Children

## 2006 MAGC Conference Slated for September 28-29

The annual conference of the Mississippi Association for Gifted Children will be held September 28-29, 2006, at the Regency Hotel-Conference Center in Jackson, Mississippi. Kenneth A. Vinton, cartoonist, motivational speaker, distinguished teacher, and author, is the keynote speaker. "Creativity is more important than...Anything!" is the motto that has led Ken Vinton throughout his life. It reflects his belief that **imagination** is "**Number One**"! He will speak on creativity for children as they travel the path of life-long learning. His drawings enhance his beliefs that illustrations help listeners to understand concepts and ideas.

Over sixty concurrent sessions will cover such topics as creativity, social and emotional needs of the gifted, leadership, integrating technology in the classroom, writing and implementing successful gifted units, and improving teaching strategies.

Parents and teachers will both enjoy visiting the vendors that will be available at this year's conference. People representing a wide array of businesses involving gifted education will be presenting information and selling their wares. Among this year's vendors are Electronic Field Trips, Engine-uity Ltd., Hickory Grove Press, MS Council on Economic Education, MS Dept. of Archives and History, MS School for Math and Science, MS School for the Arts, Muggins Math, Pieces of Learning, Roeper Review, Univ. of Southern MS, and more.

Parents of gifted children are invited to attend Family Night on Thursday, September 28, 2006. Sessions will be offered for parents on creativity and its importance in learning. Students will participate in fun, challenging sessions led by Mississippi University for Women graduate students in gifted studies. For information about the conference, visit our website [www.msms.k12.ms.us/MAGC](http://www.msms.k12.ms.us/MAGC).

Information taken, with permission, from an article by Marjorie Wertz for the Tribune-Review, PA



## NAGC 2006 Convention

This year, the National Association for Gifted Children

will hold its 53rd Annual Convention in Charlotte, NC on November 1—6, 2006. For a full schedule of events and registration forms, visit the NAGC web-site at [www.nagc.org](http://www.nagc.org)

### In This Issue ...

From the MAGC President	Page 2
MAGC Award Winners	Page 2
Bookshelf	Page 3
NASA Space Place	Page 6
Happenings at the Karnes Center	Page 7
Hall of Honors	Page 8
Teacher Grant Application	Page 9
Conference Registration Form	Page 10

---

## From the MAGC President

---

Dear MAGC Members,

The fall conference is right around the corner. We are looking forward to returning to Jackson and to our new conference venue: The Regency Hotel. Margaret Snider, conference chair, has planned another wonderful conference with Ken Vinton as the keynote speaker sharing his thoughts on creativity as well as a full offering of breakout sessions. This year's conference theme, New Horizons in Gifted Education, reflects the many changes that have occurred in our field in the past year: revised regulations, new program standards, increased accountability. We hope to use the conference as a means of assisting you understand and respond to these changes effectively in your classroom.

Please plan to join us in Jackson September 28-29, 2006.

Many of you know of Jean Prather's retirement. We are so blessed as an organization to have had her leadership and spirit for so many years. Jean has made tremendous contributions to gifted education in this state and beyond and her day-to-day leadership and vision will be sorely missed by MAGC. During the conference, we will celebrate Jean with a reception on Thursday afternoon. Please make plans to join us for that event.

Welcome back to school! We hope to see you at the conference in September.

*Kate M. Brown*

Kate M. Brown

# CONGRATULATIONS TO...

## **2006 NAGC Nicholas Green Award Winner:**

### **Jake Haley, Corinth**

Jake lives in Corinth and is currently a 7<sup>th</sup> grader at Kossuth Elementary /Middle School. At twelve years of age, Jake is an accomplished artist. He was selected for the Nicholas Green Distinguished Student Award for outstanding artistic ability and leadership demonstrated through his artistic work and vision. Jake's artwork has won awards in several art contests. Jake's artwork has been featured in the program materials for the 2006 conference for the Mississippi Reading Association held in Biloxi. After the devastation caused by Hurricane Katrina, Jake chose to illustrate the Biloxi lighthouse, dedicating it as a "Beacon of Hope" to the victims of the hurricane. Jake is dedicated to improving his craft and plans to continue to develop his artistic abilities as he considers careers in engineering, design, film, criminology, or graphic design.

## **2006 MAGC Advanced Degree in Gifted Education Grant Winner:**

### **Angela Jones, Mississippi School for Mathematics and Science**

Angela Jones is a full-time Art instructor at MSMS. She enjoys the challenge of teaching gifted students and is pursuing a master's degree in Gifted Studies at the Mississippi University for Women in Columbus.

## **2006 MAGC Certification in Gifted Education Grant Winner**

### **Pamela Moreland, D'Iberville Elementary**

Pamela Moreland is a teacher of the gifted at D'Iberville Elementary. She is pursuing certification in gifted education at William Carey College. She is a dedicated teacher and parent.

## **2006 MAGC Summer Program Scholarship Winners:**

### **William Carver, Lee Elementary School**

William received a full-tuition scholarship to attend the Summer Gifted Studies program at the University of Southern Mississippi in Hattiesburg. William's teacher, Pam Pape, recommended William for the scholarship describing him as a goal-oriented student who "sets high standards for himself." William's long term goals include becoming a professional athlete and owning his own business.

**Concepts!** is very pleased to welcome Mrs. Harriet Whitehouse as a regular columnist. She will be writing our Bookshelf articles. Mrs. Whitehouse comes to us with 20 years of teaching experience. She is a National Board Certified Teacher and since 1993 has been teaching advanced language arts classes to 5th graders in Jackson Public School District's magnet school, Power APAC. She received her B.A. from converse College in South Carolina and her M. Ed. From MSU in gifted education and learning disabilities. Mrs. Whitehouse is an avid reader with an extensive knowledge of literature for young adults. We are very proud to welcome her as a member of the **Concepts!** staff.



## The Bookshelf

By: Harriet Whitehouse

THE CRY OF THE ICEMARK

by Stuart Hill

Publisher: Scholastic (The Chicken House)

Fantasy lovers will revel in Stuart Hill's *The Cry of the Icemark*. All of the components of the perfect fantasy novel are present: the classic good versus evil theme, the existence of a magical kingdom, and strange and marvelous animal and supernatural beings. Add to these a spunky and courageous heroine, a gentle thread of romance, and some out-of-the-box problem-solving, and the reader will be hooked for the long haul of this four hundred and seventy-two page book. Some serious themes are subtly introduced in *The Cry of the Icemark*. The issues of freedom, care of the environment, integrity, patriotism, personal responsibility, and the evils of aggression are incorporated very naturally and logically into the non-stop plot of *The Cry of the Icemark*.

The novel opens with the invasion of a small northern kingdom, the Icemark, by the vast, all-powerful, and exploitive PolyPontian Empire. In the opening battle, the Icemark's warrior king Redrought Strong-in-the-Arm Lindenshield, Bear of the North, is killed by the invaders. His only child, daughter Thirrin Lindenshield, a warrior maiden, inherits both her father's throne and the fearful prospect of a kingdom at

war. Marvelously intelligent, creative, loving, fierce, and totally inexperienced, Thirrin rallies her people to her side to defend her country. With the help and guidance of her wise and gentle tutor and Oskan, a young woodland priest, Thirrin realizes that she must seek aid among the strange, wild denizens of her country and surrounding territories. She makes alliances among the tree-people of her kingdom (reminiscent of Tolkien's Ents), the wer-wolves, talking snow leopards, and rather repulsive but highly useful vampires. She is the original out-of-the-box thinker, forging her alliances among "people" other humans naturally avoid.

As the PolyPontian Empire invades, the reader realizes that Scipio Bellorum, the general of the invading armies, is a madman, set on the subjugation and destruction of the Icemark. As Thirrin's vastly outnumbered but highly effective alliances win battle after battle, Scipio Bellorum will not cease his aggressions even when his own commanders rebel. Thirrin's armies, although worn to their hearts, do not give up. Ultimately, they win in one glorious final battle.

One of the joys of *The Cry of the Icemark* is witnessing Thirrin's growth as a person. She begins as a headstrong, thoughtless young girl and concludes a deeply compassionate, strong, and responsible young woman. Her interactions with her country and its citizens reveal her to be a true steward of the earth. One ends the book a believer in the power of good to win out, as well as a believer in spunky heroines who can make a difference in winning hearts, minds, AND countries.



## Grant Writing Workshop

- Dates—October 22, 2006 & February 9, 2007
- Time—9:00 a.m. through 3:00 p.m.
- Place—Center for Creative Learning, MUW

- ✓ Develop a better understanding of the grant application and writing process
- ✓ Learn more about the Center's mini-grant program that funds innovative classroom projects (up to \$2,000)
- ✓ Handouts, scoring instruments, and grant writing tools provided
- ✓ CEU credit available (.5 CEU's) Lunch provided \$25 Registration Fee

For more information please call 241-6101 or e-mail [center@muw.edu](mailto:center@muw.edu)

Funded by a Congressionally-directed grant through the U.S. Department of Education



# Choosing a Domain, Looking for a Mentor: A Research and Painting Project

Eugene Avergon Diana Avergon

Art by Choice Books Fletcher, North Carolina

Art in the high school curriculum is frequently thought of as an extra subject. It is not necessarily viewed as being as structured as those areas of study such as math and language. The art room often becomes attractive to students who excel in an area other than traditional academics. Consequently, art classes can often offer opportunities for building confidence in students who might not have achieved academic success.

As the gifted learner is most often motivated by the challenge of mastering a body of knowledge (domain), the visual arts classroom, in this context, needs addressing. Ellen Winner speaks about the gifted learner's experience with two dimensional work and also with composition. "*The core ability* of the visually artistic child is a visual-spatial-motor precocity that makes it possible to capture the contour of three dimensional objects on a two-dimensional surface...." and also "...exceptional non representational skill with design, form and color also occurs in children who draw precociously." 1

The question might arise, "What are some of the best ways to introduce art disciplines in a gifted setting?" As a research and painting project, two areas will be put forth – the mastering of a domain and the use of mentors. In mastering a body of knowledge, we need to look at art curricula in which this is inherent. Drawing is governed by rules and therefore meets the "mastering of a domain" criteria. Painting becomes more complex because of its many and varied group styles (movements, isms). In a group painting style, a gifted learner can find a rich and compelling body of knowledge about the subject, including well known paintings to look at. For example, in Photorealism, the characteristics are those of photographic realism, commonplace subject matter and precise painting. The portraits of contemporary painter Chuck Close, just to name one artist, come to mind. In looking at Op Art, commonalities in style include abstract shapes and specific colors, arranged in variations to create many different types of optical illusions. Along with other significant artists, Bridget Riley is well known for her black and white Op Art works.

Mentors are important to the artistically gifted student. Many artistically gifted children mention artists who have inspired them as mentors.<sup>2</sup> The study of a painting movement puts one in touch with its artists. An artist, even if many times removed, can serve as a mentor on the basis of intellectual parallelism. Intellectual parallelism can be described as one person working in a parallel way to another person, from recent or past history. Unlike copying, which is rote, it is the study of the form and content of another's work through emulation of the mentor's characteristic style, and finding one's own style in the encounter. Mentors can provide a powerful incentive for carrying forward one's own work.

Essential in this research and painting project is the employment of a differentiated classroom. A flexible approach to both curricular differentiation and the use of school time needs to be set. Visual arts standards will be in place while the emphasis will be centered on individual learning modes. Giving students choices as to the outcome of an assignment has been spoken of as one of the differentiating strategies.<sup>3</sup> Choice, henceforth, will be used as a motivating factor. Standards, which encompass the elements of art and the principles of design, are inherent in the research time and in the creative painting process. These standards, worked through with one's instructor or in pairs or groups, are ideally discussed during the processing and critique portion of a lesson. Individually chosen domains and mastery can be looked at, mentors can be revealed and personal painting styles can be viewed as works of art.

The definition of "style" needs to be addressed. One's personal style can be described as what one favors, one's fashion, distinction, the outpouring of one's essential nature. This, of course, shows up in myriad ways in various aspects of life. In painting, style can be looked upon as one's characteristic features (form, content, arrangement) manifested in creative expression. When several or more artists share, or have in common, certain features (such as painting from a photograph in a realistic way), such works can be categorized as being a group style (Photorealism). As previously mentioned, group styles are also known as "movements" and "isms."

Flexibility, as being an aspect of curricular differentiation, shows up in art education as essential to the creative process. The importance of using choice as a creative element is that one does one's own research, initiates personal decisions and draws one's own conclusions.

Criteria for doing a research and painting project can be addressed in three phases – the preliminary research phase, the painting procedure and the wrap up processing portion of the lesson, which includes critique. Each phase can serve as an opportunity to explore the domain.

## Research:

1. What are the group painting styles that I have found?
2. Which painting style appeals to me? Is there a mentor within this movement?
3. Can the characteristic components of this group style be identified?
4. Does this group style have historical context?
5. Will I need to work on skills?
6. Is specific media required?

## Painting:

*Prepare the art room for independent study.* Individualize the discussion of standards when it might prove beneficial to do so. The length of time needed to complete individual paintings might vary greatly.

## Processing:

1. What were my painting experiences?
2. Does my painting appear to relate to a group style?
3. Have I chosen a mentor. If so, who?
4. Can I critique this work in terms of how the elements of



art and the principles of design were used?

## **Research**

### **What are the group painting styles that I have found?**

Research is the key in exploring and identifying the domains in painting. Two excellent sites for looking into painting styles and learning definitions can be found on the internet.

**Artcyclopedia.com** gives a comprehensive listing of group painting styles (movements, isms) as well as definitions. Doing research on several styles can give broad insight into the characteristics of each movement. It will also denote artists involved in each ism. Museums and galleries are listed and visuals are extensive. For example, in looking at the movement that we call Photorealism, we can view paintings which are characterized by photographic likeness, precise work and everyday subject matter. Chuck Close epitomizes this movement with his portraits while Richard Estes paints scenes from the urban landscape.

**Artlex.com** gives definitions to movements and is also an extensive lexicographic authority for art terms. Additionally it provides an ample source of visual examples.

### **Which painting style appeals to me? Is there a mentor for me within this movement?**

Upon doing research on several movements and looking at various paintings from each, a gifted learner can readily get a feel for the characteristics of each group style. The painting techniques which comprise any movement will become more evident. Each artist who is involved in a group style will display his/her personal subject matter (content). One then might ask oneself which of the movements is most appealing. Is there a connection with one of the artists, a possible mentor? Would I like to get involved with this group style?

### **Can the characteristic components of this group style be identified?**

Keep in mind the importance of becoming aware of the artists in any particular ism, while paying close attention to focusing on the characteristics of the style itself. For example, in Optical Illusionism, the characteristic features include design like work, optical excitation, vibrational color and the "moves" or pulses.

### **Does the group style have historical context?**

Answers to questions might be a written assignment. What is the time frame of the chosen art movement? Where was the geographical center of the group style? What occurrences were happening in the world at that time? Did world events or discoveries affect the artistic movement? Does historical context impact my choice?

### **Will I need to work on skills?**

In reviewing the characteristics of the group style and viewing paintings from the movement, one can begin to ascertain the skills needed. For example, in Photorealism, one needs to be competent in rendering objects realistically and paint them in a precise and representational manner. Questions might be asked. Have I worked in this way before? Am I embarking on familiar territory, or extending myself onto a new path? How comfortable am I with this style? What skills do I anticipate needing?

## **Is specific media required?**

What are my media options? Will I be working with canvas or paper, oils or acrylics, watercolor or mixed media. Am I familiar with the materials?

## **Painting**

Each painting can be done as an independent study project, based on each student's predilection towards a specific group style. Throughout the painting process, art direction can be available through regular meetings with one's instructor. Levels of mastery and technical challenges can be reviewed. Individual or group work stations can be set up. Pertinent standards can be discussed for an individual's benefit. Flexible time frames are needed.

## **Processing**

### **What were my painting experiences?**

Reflecting on the choices made and the painting experiences enables a student to view the entire creative continuum, from start to finish. Upon completion of a work, a critique session(s) with one's instructor and a small group, or the class becomes the creative wrap up. A discussion format works well. Questions can be raised. Why was this group style chosen? Was it a good choice for me? Did I connect up with a mentor on the basis of intellectual parallelism? Did the painting process hold my interest? What were the challenges? Will I choose to paint in this style again?

### **Does my painting appear to relate to a group style?**

A conversational format works well in a relaxed, nonjudgmental way. What are the characteristics of the group style that I have chosen to work in? How does my painting relate to this ism? How is my work different or original from the paintings found in this movement?

### **Can I critique this work in terms of how the elements of art and the principles of design were used?**

Use the language of the elements of art to discuss the use of point, line, shape, color texture and value in the painting. In regard to design, talk about the painting's rhythm, balance, harmony, emphasis, subordination, contrast and unity.

## **Conclusion**

Using choice as a motivating force in selecting a body of knowledge and making a connection with a mentor on the basis of intellectual parallelism might well give a gifted learner an experience in the discovery of a personal painting style.

## **Notes**

1. Winner, Ellen (1996). *Gifted Children: Myths and Realities*. New York: Basic Books, 74, 82.
2. Winner, 251.
3. Toney, Lynn. (2005). Differentiation versus Standards-Based Instruction. *Gifted Education Press Quart.*, 19 (3) (2005): 7-9.

## **References**

- Renzulli, Joseph S. (1999). What is this thing called giftedness and how do we develop it? A twenty-five year perspective. *Journal for the Education of the Gifted*, 23(1), 3-54.  
<http://www.sp.uconn.edu/~nrcgt/sem/semart14.html>  
Downloaded from the WWW, 6 February 2006.

Reprinted with permission from

***Gifted Education Press Quarterly Fall 2006 Vol. 20, No. 4***



## Deadly Planets

By Patrick L. Barry and Dr. Tony Phillips

About 900 light years from here, there's a rocky planet not much bigger than Earth. It goes around its star once every hundred days, a trifle fast, but not too different from a standard Earth-year. At least two and possibly three other planets circle the same star, forming a complete solar system.

Interested? Don't be. Going there would be the last thing you ever do.

The star is a pulsar, PSR 1257+12, the seething-hot core of a supernova that exploded millions of years ago. Its planets are bathed not in gentle, life-giving sunshine but instead a blistering torrent of X-rays and high-energy particles.

"It would be like trying to live next to Chernobyl," says Charles Beichman, a scientist at JPL and director of the Michelson Science Center at Caltech.

Our own sun emits small amounts of pulsar-like X-rays and high energy particles, but the amount of such radiation coming from a pulsar is "orders of magnitude more," he says. Even for a planet orbiting as far out as the Earth, this radiation could blow away the planet's atmosphere, and even vaporize sand right off the planet's surface.

Astronomer Alex Wolszczan discovered planets around PSR 1257+12 in the 1990s using Puerto Rico's giant Arecibo radio telescope. At first, no one believed worlds could form around pulsars—it was too bizarre. Supernovas were supposed to destroy planets, not create them. Where did these worlds come from?

NASA's Spitzer Space Telescope may have found the solution. Last year, a group of astronomers led by Deepto Chakrabarty of MIT pointed the infrared

telescope toward pulsar 4U 0142+61. Data revealed a disk of gas and dust surrounding the central star, probably wreckage from the supernova. It was just the sort of disk that could coalesce to form planets!

As deadly as pulsar planets are, they might also be hauntingly beautiful. The vaporized matter rising from the planets' surfaces could be ionized by the incoming radiation, creating colorful auroras across the sky. And though the pulsar would only appear as a tiny dot in the sky (the pulsar itself is only 20-40 km across), it would be enshrouded in a hazy glow of light emitted by radiation particles as they curve in the pulsar's strong magnetic field.

Wasted beauty? Maybe. Beichman points out the positive: "It's an awful place to try and form planets, but if you can do it there, you can do it anywhere."

More news and images from Spitzer can be found at <http://www.spitzer.caltech.edu/>. In addition, The Space Place Web site features a cartoon talk show episode starring Michelle Thaller, a scientist on Spitzer. Go to <http://spaceplace.nasa.gov/en/kids/live/> for a great place to introduce kids to infrared and the joys of astronomy.



*Artist's concept of a pulsar and surrounding disk of rubble called a  $\dot{\text{O}}$ fallback disk, out of which new planets could form.*

*This article was provided by the Jet Propulsion Laboratory, California Institute of Technology, under a contract with the National Aeronautics and Space Administration.*

**Want to know more about gifted programs in Mississippi and throughout the nation? Visit these web-sites!**

MAGC's Official Web Site—[www.msms.k12.ms.us/MAGC/](http://www.msms.k12.ms.us/MAGC/)  
The Frances A. Karnes Center for Gifted Studies—[www.usm.edu/gifted](http://www.usm.edu/gifted)  
NAGC's Official Web Site—[www.nagc.org](http://www.nagc.org)  
Duke Talent Identification Program (TIP) - [www.tip.duke.edu](http://www.tip.duke.edu)

# Happenings at the Karnes Center

**Career Explorations for Girls Conference, Oct. 21, 2006**—This conference will be conducted on the Hattiesburg campus of USM on Sat., Oct. 21, 2006 from 8:00 am to 3:45 pm. The conference is open to all girls in grades 7-12. Each girl must be accompanied by an adult female. The keynote speaker, Dr. Angie Godwin, will discuss *Great Ideas to Prepare for Your Future Career*. She and the other presenters will offer information to help girls plan for their education and entry into prospective careers.

Girls do **not** need to be enrolled in gifted education to attend. The registration deadline is October 1, 2006. There is no charge for the conference and lunch is included. The conference is co-hosted by the Karnes Center and the Spirit of Women at Forrest General Hospital.

**Saturday Gifted Studies Program, Jan. 30—Mar. 3, 2006**—This program, co-sponsored by the Karnes Center, Purple Parrot Café, Crescent City Grill, and Coldwell Banker, will be conducted at USM. The program is designed to enhance cognitive and affective abilities of gifted students through planned enrichment/acceleration programming. The courses are scheduled for 9 a.m.-noon on each of the seven consecutive Saturdays. The application deadline is Nov. 15, 2006. The following courses will be offered:

**Pre-K 4- and 5- year olds:** *What Makes Us Tick* and *It's a Small World After All*

**Kindergarten and first grade:** *Design Time* and *I Am a Scientist*

**Second and third grades:** *Young Inventors* and *Space Explorations Unlimited* or *Spanish*

**Fourth, fifth, and sixth grades:** *Physics Fanatics* and *Amazing Human Being* or *Author! Author! An Introduction to Creative Writing*

**Seventh through twelfth grades:** Choose **one** of the following four options:

*Debate*

*Everything You Need to Know About Going to College*

*Psychology: Discovering Yourself*

*Forensic Science*

Applications may be obtained through local school personnel or online at <http://www.usm.edu/gifted>.

**Advanced Degrees in Gifted Education**—USM and the Department of Curriculum, Instruction, and Special Education, offer a Master's Degree, Specialist's Degree, and a Ph.D. in curriculum, instruction, and special education with an emphasis in gifted education. Five courses are offered for anyone beginning an advanced degree program or in getting certified to teach the gifted.

SPE 560 Characteristics of the Gifted

SPE 661 Methods and Materials for Teaching Gifted Students

SPE 663 Atypical Gifted Students

SPE 664 Practicum with Gifted Students

SPE 662 Curriculum Development in Gifted Education

The Karnes Center has \$500.00 scholarships available for persons enrolled in graduate degree programs in gifted education for the summer of 2006. To qualify, the student must meet the admission requirements of the university for master's, specialist's, or doctoral programs with an emphasis in gifted education. Consideration will be given to graduate students in specialized programs in elementary and secondary schools for the college and university positions in the field of gifted education. For more information contact The Karnes Center at the numbers given below.

**Mark Your Calendar**—The Karnes Center will be hosting three programs in the summer of 2007.

- The Leadership Studies Program, for students who will have completed grades 6 - 11 this school year and who have a desire to develop and enhance their leadership skills, will be held June 17 - 22, 2007.
- The Summer Gifted Studies Program, for students who will have completed grades 4 - 8 this school year and who have intelligence quotients of 120 or above, will be held June 24 - June 29, 2007.
- The Summer Program for Academically Talented Youth, for students who will have completed grades 7 - 10 this school year and whose ACT or SAT scores indicate eligibility, will be held July 8 - July 27, 2007.

## For More Information Contact

The Frances A. Karnes Center for Gifted Studies ▪ The University of Southern Mississippi  
118 College Drive #8207 ▪ Hattiesburg, MS 39406-0001 ▪ (601)266-5236 ▪ fax (601)266-4978  
E-mail: [gifted\\_studies@usm.edu](mailto:gifted_studies@usm.edu) ▪ <http://www.usm.edu/gifted>

## Hurricane Information Game Available Through NASA and NOAA

Where do these monster storms we call hurricanes come from? Why do they always form near the equator and only during certain times of the year? How do they come to be so organized and so destructive? You can find answers to these questions and play an exciting hurricane word game called "Whirlwind Disaster" at the SciJinks Weather Laboratory Web site. SciJinks targets young people of middle school age. It is a joint effort of the National Aeronautics and Space Administration (NASA) and the National Oceanic and Atmospheric Administration (NOAA). The new "How does a hurricane form?" page and accompanying interactive game can be found in the How & Why menu on the SciJinks Weather Laboratory home page, <http://scijinks.gov>.



National Aeronautics  
and Space Administration

# Hall of Honors

## The Girl's Guide to Achieving in the Arts is Published

Dr. Frances A. Karnes and Dr. Kristen Stephens have co-authored a new book, *The Girls' Guide to Achieving in the Arts*, which has been published by Royal Fireworks Press. Frances A. Karnes, Ph.D., is professor of curriculum, instruction, and special education at the University of Southern Mississippi. She is widely known for her teaching, research, publications, and innovative program developments in gifted education and leadership training. Kristen Stephens, Ph.D., is the Coordinator of Educational Outreach and Editor-in-Chief of the *Duke Gifted Letter*, a publication of the Duke University Talent Identification Program. She also serves as an adjunct assistant professor at Duke University in Durham, North Carolina.

As its title suggests, the book serves to guide girls who are interested in pursuing the arts. It includes a great deal of practical advice on following a path in the arts. It contains the personal reflections of a score of girls who have dedicated much of their young lives to artistic endeavors. There are a variety of worksheets to help girls focus on their strengths and weaknesses, their goals and desires, their experiences and future studies, and their paths to publicity. There are listings of organizations, competitions, and special programs to help girls find their way in the arts.

## Gifted Students Raise Funds for the Jackson Zoo

Mrs. Lisa Saucier's Open Doors Program at Power APAC School in Jackson recently raised nearly \$400.00 to help the Jackson Zoo obtain a new flock of flamingos. The students conducted research on animals of their choice, created models of those animals from paper mache and then sold their work to benefit the Jackson Zoo's "Flamingo Fund". This fund was established to help the zoo buy a new flock of flamingos after all but one of their existing flock were killed.

"We are thrilled that the students have taken such an active role in helping us with the Flamingo Fund," said Zoo Director Beth Poff. "The students at Power APAC have proven that they are wonderful supporters of the Zoo and master fundraisers, having also raised \$1,500 by collecting change earlier this year for an upcoming elephant project."



Shown here are Beth Poff, Lisa Saucier, Austin B., Classie B., Timothy D., and Samantha Y.

## Students Receive Promote the Vote Honors

Students from Helen Donohoe's Journey classes were recently honored in the state's Promote the Vote program. Donohoe teaches gifted education at Lyman Elementary and Orange Grove Elementary in south Mississippi. Five of her students won savings bonds for their work in the poster art category.

The Promote the Vote program strives to create student interest in democracy and the voting process. For the 2005 program, 47 schools participated in the areas of art, essays, political cartooning and video. The students' task was based on the Thomas E. Dewey vs. Harry S. Truman presidential election of 1948.

"I wanted to expose them (students) to the voting process and for them to realize how important it is for everyone to vote," said Donohoe, who has entered the contest for four years. From Lyman Elementary, the winners were: Scott B., 1st place, K-3 art; Austin K., 2nd place, K-3 art; James D., 3rd place, K-3 art; Christin H., 1st place, grades 4-6 art, and, Taylor M., 2nd place in grades 4-6 art. The students received award certificates and saving bonds at a ceremony held at the Capitol in . They met Secretary of State Eric Clark and toured the Capitol.

Do you know Mississippi gifted students and teachers that have won honors? We'd like to recognize them in *Concepts!* Just send info and pictures to Lisa Saucier at [lsaucier@jackson.k12.ms.us](mailto:lsaucier@jackson.k12.ms.us) or 1120 Riverside Dr., Jackson, MS 39202.

# Mississippi Association for Gifted Children

Teacher Grant Application - Deadline: April 15, 2007

The MAGC Executive Board will award two grants this year of up to \$300 for course study. One grant will be presented to an experienced teacher or administrator with gifted certification to pursue additional training in gifted education. The other will be awarded to an experienced regular classroom teacher to pursue gifted certification. The grants will be forwarded to the recipient upon verification of course completion and are limited to actual cost of the course, up to \$300. Additionally, the Gail P. Hammond Teacher Scholarship, carrying an award of \$500, will be awarded to an exceptional regular classroom teacher currently enrolled or planning to enroll in a course of study leading to certification in gifted education. Previous grant/scholarship recipients are not eligible for these awards, and recipients may receive only one scholarship/grant from MAGC. Recipients are expected to attend the annual state conference in the fall of the year grants/scholarships are awarded.

## **ELIGIBILITY REQUIREMENTS: (Please check all grants/scholarships for which you are eligible)**

### **GRANT FOR TEACHER/ADMINISTRATOR WITH GIFTED CERTIFICATION**

Applicants must:

1. Be an active MAGC Member or submit \$25 membership fee upon application.
2. Have at least two years of teaching experience in the area of gifted education,
3. Be currently enrolled or planning to enroll in a course/workshop for advanced study of gifted education, &
4. Have a history of attendance at conferences and/or workshops that pertain to gifted education.

### **GRANT FOR TEACHER TO PURSUE GIFTED CERTIFICATION**

Applicants must:

1. Be an active MAGC Member or submit \$25 membership fee upon application.
2. Have at least two years of teaching experience in the regular classroom, and
3. Be currently enrolled or planning to enroll in a course of study for certification in gifted education.

### **GAIL P. HAMMOND TEACHER SCHOLARSHIP**

Applicants must:

1. Be an active MAGC Member or submit \$25 membership fee upon application.
2. Have at least two years of teaching experience in the regular classroom, and
3. Be currently enrolled or planning to enroll in a course of study for certification in gifted education.

Teacher's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Name of School/Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

## **Please Attach the Following:**

1. At least two letters of recommendation/support from a superintendent, principal, program coordinator, and/or other supervisory personnel,
2. Autobiographical statement (200 words or less) describing areas of interest, honors, achievement, and past experiences of workshop and conference attendance, and
3. Brief description of the course/workshop for which the grant would be used.

**Please mail completed application form and other required attachments to:**

Kenneth Griswold  
924 Clayton Ave.  
Tupelo, MS 38804



# MAGC CONFERENCE REGISTRATION FORM

**September 27-28, 2006**

**Regency Hotel and Conference Center, Jackson, Mississippi**

**Registration Information:** Registration includes MAGC membership for one year. Complete and return this form with your check or purchase order. Make checks payable to MAGC. Purchase order number alone is not a valid payment. You must include the actual purchase order.

**Cancellation Policy:** Cancellations must be received in writing by September 19, 2006, and are subject to a \$15.00 processing fee. Refunds will not be issued before November 15, 2006.

**Transportation and Parking:** Shuttle transportation to and from the Jackson airport is complimentary. Ample parking surrounds the hotel. There is no fee for parking.

**Lodging:** Complete separate lodging reservation form and send it directly to The Regency.

MAGC Membership card # \_\_\_\_\_ expiration date \_\_\_\_\_

Name \_\_\_\_\_

Preferred Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

School District/ Organization \_\_\_\_\_

Relationship to Gifted Education \_\_\_\_\_

CONFERENCE REGISTRATION AND/OR MEMBERSHIP FEES		AMOUNT
SELECT ONE ONLY	<b>Early Registration Fee..... \$90.00</b> <b>(must be postmarked by September 1, 2006)</b>	\$
	<b>Regular Registration Fee .....</b> <b>\$95.00</b> <b>(must be postmarked by September 15, 2006)</b>	\$
	<b>On-Site Registration Fee (after September 15, 2006) .....</b> \$100.00	\$
	<b>Undergraduate Student Registration Fee .....</b> \$30.00 <b>(must show student ID at registration)</b>	\$
	<b>Main Presenter Membership Fee .....</b> <b>\$25.00</b>	\$
	<b>Family Night ONLY .....</b> \$3.00 per person or \$5.00 per family	\$
<b>TOTAL AMOUNT DUE</b>		<b>\$</b>

AFTER SEPTEMBER 15, 2006, BRING THIS FORM WITH YOU FOR ON-SITE REGISTRATION.  
FORMS POSTMARKED AFTER SEPTEMBER 16 WILL BE ASSESSED A \$5.00 ON-SITE SURCHARGE.

Mail completed registration form and payment to: Carol Paola, 1513 Westward Dr., Gulfport, MS 39501



## 2006 Conference Lodging Reservation Form Regency Hotel and Conference Center

Mississippi Association for Gifted Children

September 28-29, 2006

*To receive the special conference rate, this form must be received by **August 27, 2006\***.*

*\*Any housing request received after this date will be accepted at the rate of \$99.00, based on availability.*

Name \_\_\_\_\_

Group \_\_\_\_\_

Address \_\_\_\_\_

City/State/ZIP \_\_\_\_\_

Telephone \_\_\_\_\_ email \_\_\_\_\_

**MAGC Group Rate: \$82.00** per room per night – single /double occupancy

(All rates subject to 11% tax plus \$.75 occupancy city tax – per room per night.)

Arrival Date \_\_\_\_\_

Departure Date \_\_\_\_\_

Estimated Arrival Time \_\_\_\_\_

Arriving via: \_\_\_\_car \_\_\_\_van \_\_\_\_air

Check in as early as 3:00 p.m. Check out by 11:00 a.m.

Number and Type Rooms Requested: \_\_\_\_ Non-smoking \_\_\_\_ Smoking

\_\_\_\_ 1 person: 1 bed

\_\_\_\_ 2 persons: \_\_\_\_1 bed \_\_\_\_2 beds

\_\_\_\_ 3 persons: 2 beds

\_\_\_\_ 4 persons: 2 beds

Reservation Guaranteed by: \_\_\_\_ Check

\_\_\_\_ Money Order

\_\_\_\_ Assured by Credit Card (Complete info below.)

*American Express, Visa, MasterCard, Discover Card*

Type \_\_\_\_\_ Acct# \_\_\_\_\_ Exp. \_\_\_\_\_

I understand that I am responsible for payment of guaranteed reservations.

Signature \_\_\_\_\_

- Deposit is refundable if reservation is cancelled 72 hours prior to arrival. Failure to cancel reservation will result in one night's penalty charge.

**Return this form to: Regency Hotel and Conference Center**

**Attn: Robert Dumas, 400 Greymont Avenue, Jackson, MS 39202**

Telephone# 601.969.2141

FAX# 601.714.5701

In the event that there are no rooms available at the Regency Hotel, representatives from the hotel will transfer your reservation to another hotel in the area.

**Elected Officers:**

**President:** Kate Brown  
1021 12 St. North, Columbus, MS 39701  
(662)329-7676 fax (662)329-7242  
kateb@muw.edu

**Secretary:** Shirley Hardman  
25 Ryan Circle, Long Beach, MS 39560  
(228)863-5183  
shardman@harrison.k12.ms.us

**Standing Committee Chairs:**

**Membership:** Carol Paola  
1513 Westward Dr., Gulfport, MS 39501  
(228)864-8520 fax (228)868-6448  
cwp1gab@aol.com

**Public Relations:** Kay Collins  
430 N. Church St., Tupelo, MS 38804  
(662)844-4549 (662)401-5396  
kgcollins@tupelo.k12.ms.us

**Supportive Funding:** Wendy Hunt  
7875 Idlebrook Cove, Southaven, MS 38671  
(662)342-7214 (662)280-7075  
wendyofoz@bellsouth.net

**Ad Hoc and Ex Officio:**

**Website:** Ann Caldwell  
1100 College St. MUW Box 1627, Columbus, MS 39701  
(662)329-8521 fax (662)328-4586  
abc@msms.k12.ms.us

**President-Elect:** Margaret Snider  
1007 Camdenmill Dr., Ridgeland, MS 39157  
(601)856-4655  
msnider@jackson.k12.ms.us

**Treasurer:** Pamela Pape  
143 Skyline Drive, Clinton, MS 39056  
(601)925-4580  
ppape@jackson.k12.ms.us

**Concepts Editor:** Lisa Saucier  
1120 Riverside Dr., Jackson, MS 39202  
(601)373-9401  
lsaucier@jackson.k12.ms.us

**Conference Co-Chair:** Joyce Youngblood  
60 53rd Street, Gulfport, MS 39507  
jly1272@aol.com

**Affiliates:** Teresa Mosely  
317 Concord Dr., Clinton, MS 39056  
(601)924-4476 fax (601)973-8682  
tmosely@jackson.k12.ms.us

**Ex Officio:** Dr. Conrad Castle  
MS Dept. of Education  
P.O. Box 771, Suite 306, Jackson, MS 39205  
(601)359-2586 fax (601)359-2040  
ccastle@mde.k12.ms.us

**Vice President:** Kenneth Griswold  
3063 Plantation Cr., Tupelo, MS 38804  
(662)841-0907  
kmgriswold@tupelo.k12.ms.us

**Past President:** Mary Webb  
1016 CR 342 New Albany, MS 38652  
(662)534-3307  
mwwebb@tupelo.k12.ms.us

**Advisory Board:** Suzanne Bean  
86 Big Tom Rd., Columbus, MS 39705  
(662)327-6905 Fax (662)329-8515  
sbean@muw.edu

**Staff Development:** Melissa Grantham  
69 Redbud Lane, Madison, MS 39110  
(601)853-2764 (601)879-3069  
Mgrantham@madison.k12.ms.us

# MAGC

P.O. Box 3545  
Jackson, MS 39207  
www.msms.k12.ms.us/MAGC

PRESORTED  
FIRST CLASS MAIL  
U.S. POSTAGE  
**PAID**  
JACKSON, MS  
PERMIT NO. 80