



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.

Information taken, with permission, from an article by Marjorie Wertz for the Tribune-Review, PA

New Horizons in Gifted

2006 Annual Conference

Thursday and Friday
September 28 - 29, 2006
Regency Hotel and Conference Center
Jackson, MS



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

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 7th 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

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, Briget 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.2 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.3 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 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/
The Frances A. Karnes Center for Gifted Studies—www.usm.edu/gifted
NAGC's Official Web Site—www.nagc.org
Duke Talent Identification Program (TIP) - 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 ▪ <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>.



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 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	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

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
kmggriswold@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