

Carolyn Coil to Keynote 2007 MAGC Conference

This year's annual MAGC conference will be held September 27 and 28, 2007 at the Regency Hotel and Conference Center in Jackson. The keynote speaker for the conference will be Carolyn Coil, Ed.D. Her keynote address will be entitled, "Encouraging Achievement". She will then do a break-out session on "Motivating Gifted Underachievers". Another session, "Differentiating Curriculum", will have a special emphasis on differentiating for gifted students in the regular classroom and she will talk about specific strategies to share with regular ed teachers.

Dr. Coil is an internationally known speaker, author, trainer, consultant and educator. An enthusiastic and energetic presenter, she works with teachers, parents and students, offering practical strategies for enhancing student achievement, implementing creative teaching, and dealing with the problems and challenges associated with preparing our children and ourselves for the future.

Carolyn has worked in the field of education and training for over 20 years as a teacher, training coordinator, project director, learning resources specialist, and consultant. She received her B.A. in Secondary Education and International Studies from the University of Maryland, her M.A. in Gifted Education and her M.Ed. in Educational Leadership and Training from the University of South Florida. She has been an Adjunct Professor of Education at Mercer and Oglethorpe Universities in Atlanta and at the University of South Florida in Tampa and currently teaches graduate level endorsement courses through the State of Georgia.

Carolyn was chosen as a Fellow for the 1990 Japan Foundation Study Tour Program, sponsored by the Japan Foundation and the National Council for the Social Studies, and traveled and studied in Japan with this program. She has been a presenter and keynoter for schools, school districts and educational service centers throughout the United States, Australia and New Zealand and in Bermuda and Spain. She has been a featured speaker at numerous state, national and international conferences.

Carolyn is the author of many journal articles, books and other educational resources. Available from *Pieces of Learning* are: Standards-Based Activities and Assessments, Solving the Assessment Puzzle Piece by Piece, Motivating Underachievers, Becoming an Achiever: A Student Guide, Teaching Tools for the 21st Century, Encouraging Achievement, and Practical Tips for Parents (in Spanish and English).

An article by Dr. Coil appears in this issue of Concepts! See page 2 for *Underachievement: What is it? What Causes it?* A follow up to this article will appear in the Fall issue of Concepts! It is titled, *What Can Teachers and Parents Do to Help Underachievers*. For more information about Carolyn Coil, or to read more of her articles, visit her web-site at www.carolyncoil.com.



IT'S TIME!

It's time to send in your proposal for presentation at the 2007 MAGC conference!

Mississippi is blessed with so many creative, enthusiastic, dedicated, and GIFTED teachers of the gifted. How about sharing some of your talents with your colleagues? Some categories of presentation are listed below. I look forward to hearing from you. See you in September!

- *Social/emotional needs of gifted students*
- *Creativity and/or the arts*
- *Evaluating student progress*
- *Developing leadership*



Teresa Mosley, MAGC President-Elect

In This Issue ...

Article by Carolyn Coil	Page 2
Bookshelf	Page 4
NASA Space Place	Page 5
Hall of Honors	Page 6
Happenings at the Karnes Center	Page 8
Conference...	
Lodging Form	Page 9
Registration Form	Page 10
Call for Proposals	Page 11

Underachievement: What Is It? What Causes It?

By Carolyn Coil, Ed.D.

What is underachievement?

Underachievement is one of those popular "catch-all" terms that means something different to nearly everyone who hears it. In one sense, we are all underachievers. Studies have been done which show that all humans use only a small percentage of their total brain capacity. Additionally, most of us could pinpoint projects or activities, tests or papers where we could have put forth more effort than we actually did. Almost everyone can recall something in which they could have done a better job.

However, the underachieving students we are considering in this e-zine article are more than this. These students have a significant gap between their ability and what they actually produce and achieve in school. This type of underachievement is usually degenerative. Signs begin in the early grades and the effects are cumulative as the child grows older. While the signs of underachievement may begin in the early years, middle school, intermediate school or junior high usually marks the highest point of consistent underachievement.

Underachievers are students who, in a significant way, are not working up to their potential. These students often see "YOU CAN DO BETTER" written boldly in red on homework, class work and test papers, and receive this message in many other ways, both verbally and non-verbally. However, for a variety of reasons they continue to do much less than they are capable of doing.

Underachievement can be considered an "umbrella" term. I am often asked about the relationship between underachievement and various learning difficulties such as learning disabilities, behavioral disorders, ADD and ADHD. These are types of underachievement. However, underachievement does not only indicate specific disorders. Instead, it is a generic term and encompasses much more than that.

What types of kids are underachievers? How do they differ from achieving students both in and out of school?

The vast majority of underachieving elementary or primary school students are boys. This is due, in part, to the traditional structure of the school itself with its emphasis on straight rows of desks, quiet learning, and compliant behavior. Such a school setting is usually more suitable for girls than boys.

Less noticed, perhaps, are the underachieving girls of intermediate, middle and high school age. When adolescence comes, some girls who have done well in elementary school suddenly develop an interest in boys and decide it isn't "cool" to be so smart. Many prefer not to demonstrate their intelligence, feeling that if they do, the boys will not like them as much.

In studies comparing underachievers and high achievers, a significant difference in self-concept, school attitudes, and out-of-school pursuits is shown between the two

groups. Underachievers usually have low self-esteem and a fear of failure. Behaviorally, they are often described as "immature" or "behavior problems". Most lack motivation for schoolwork and say that they are bored with school.

Ironically, many underachieving students do not need to study in the primary grades and as a result they may lack basic study, time management and organizational skills by the time they reach the middle or intermediate level. Gifted and talented students may become underachievers if they have not been challenged in school and therefore have never discovered how to learn something that is difficult.

How do schools contribute to underachievement?

Reasons for underachievement may come from the school. Some teachers have impossible standards while others may have low expectations of their students. Either way, underachievement can result. Other teachers are too strict or repressive and lack patience with students who ask difficult questions, do not conform, are divergent rather than convergent thinkers, etc. This type of classroom climate eventually turns students off to school. Many times, the make-up of the school system itself contributes to underachievement. The conforming nature of the school setting, inappropriate or dull curricula, days and weeks spent on drill and practice activities for standardized tests, and inflexibility in scheduling, types of activities, or curricular content can lead to underachievement in many students.

Gifted students may become underachievers when the grade level curriculum does not challenge them and meet their needs. If a gifted student is only presented with work and concepts he already knows and there is no attempt to differentiate the curriculum, he or she will soon decide school is "boring" and really is not the place to learn anything new. This attitude often leads to underachievement.

Do parents and the child's home life affect underachievement?

Underachievers often come from homes where there is considerable instability within the family unit. Since many families are in turmoil, under stress or over committed, it is easy to see why underachievement is on the rise. When families have other worries to deal with, such as marital discord, job pressures, financial concerns, a lack of emotional support, no leisure or family time, and isolation from extended family, supporting day-to-day educational tasks becomes less of a priority. Often, what is happening at school just gets lost in the shuffle.

In some families, just surviving from day to day is the focus of life. In others, the complexity of modern life with all its busyness has taken its toll. In both situations, a child's achievement in school does not really seem important. Still other parents demand high grades for their children without any concern as to whether they are actually learning anything. To these parents, the report card is the important concern, instead of the learning that has or has not taken place!

Well meaning parents who place a high priority on educational achievement sometimes put too much pressure on their children to achieve in school. "Counter-identification" may result, where a parent overly identifies with the successes and failures of a child. In this situation, the parent may almost be living his or her life through the child, and the child may feel he or she could never live up to parental expectations. Many times, one child in such a family will become a high achiever while the other will rebel against the pressure to succeed and will be an underachiever.

Many children, especially children who have demonstrated a high potential for learning, are involved in too many extra-curricular activities. There are some children who

spend every afternoon and evening in one activity or another and then attempt to do their homework late at night. Not only are such children stressed out by having too much of a good thing, many also become underachievers because they cannot keep up such a frantic pace.

For parents, being an encourager of educational achievement without exerting undo pressure requires striking a delicate balance. There is no magic "balancing formula", thus each parent has to decide where that point of balance needs to be with each child.

Taken with permission from Vol. 1, No. 3 of Carolyn Coil's E-zine at www.carolyncoil.com/ezine.htm

From the MAGC President

Dear MAGC Membership,

As I write this Mississippi school personnel are preparing for summer. This means that teachers are not only on "vacation", but spending their time out of the classroom taking college courses, institutes and workshops in order to grow professionally. Schools are using these brief weeks for moving, remodeling, and clean up so that learning environments will be even more enhanced for students in the 2007-2008 school year.

Your MAGC Executive Board will spend some summer weeks planning the September conference. I encourage you to submit a proposal for this conference. Share your ideas; you do have much to offer your colleagues! We look forward to new presenters so that a wide variety of breakout sessions will be offered. We are excited about seeing you in the fall!

Once again our conference will be at The Regency Hotel in Jackson. Teresa Mosley and I have met with the sales

manager, looked at the renovation in progress, and find it to be much more acceptable. We will make every effort to stay informed about the registration for lodging and will try our best to contact you should your paperwork not arrive in a timely manner so that you can be assured of a room in the newly renovated hotel. You will not be moved to another hotel without your approval.

Many thanks again to Kathy Henry and the Madison County parent affiliate organization for representing us well at MAGC's Day at the Capitol in March. Student work was displayed in the rotunda and refreshments were served to the legislators. Most importantly, our members had the opportunity to talk with the legislators about the positive impact that Gifted Education has on our children and on the future of Mississippi. The day was a success and we plan to repeat the event during the 2008 Legislative Session. A date will be announced later.

Margaret Snider
Msnider@jackson.k12.ms.us

MAGC sends condolences to Natchez-Adams School District in the loss of a devoted friend and colleague in the passing of Carolyn West. Carolyn was an elementary school teacher for more than 34 years, the last five years she was employed as a gifted teacher at McLaurin and Morgantown Elementary schools.

Stand Up for Our Brightest Join MAGC!



MAGC provides...

- An annual conference for teachers and families of gifted children
- Student scholarships and teacher grants
- Workshops and training for parents and teachers
- Opportunities for teachers and parents to network and form support groups
- Assistance to local parent affiliate groups
- Publications for teachers and families of gifted children

\$25 pays for membership from Jan. 1—Dec. 31
Visit the MAGC web-site to download an application!
<http://www.muw.edu/magc/membership.htm>



Keynote speakers will be...

- Barbara Kerr, Ph.D.
- Barbara Clark, Ed.D.
- Del Siegle, Ph.D.
- M. Elizabeth Neilson, Ph.D.
- I. Dennis Higgins, Ed.D.

Over 40 sessions will be offered covering 5 different themes dealing with the mental health of the gifted. For more

info visit the SENG web-site at www.sengifted.org



The Bookshelf

By: Harriet Whitehouse
The De Granville Trilogy
by K.M. Grant
Blood Red Horse
Green Jasper
Blaze of Silver

There was a time during my children's school years when they became totally enthralled with castles, knights, tournaments, armor..... They could tell me the names of every structural part of castles, the terms used to denote sections of medieval armor, the dates and reasons for famous battles, and which king reigned in which century. My children were certainly not alone in their "castle obsession," as we dubbed it. I have taught students over the years who have been equally captured in fascination with the Middle Ages. To satisfy the hearts of these young people, a marvelous trilogy in the genre of the historical novel has emerged in the past eighteen months, K.M. Grant's *The De Granville Trilogy*, which chronicles the adventures of three young people and their beloved horse during the twelfth century in medieval Europe.

Blood Red Horse introduces thirteen-year-old William De Granville just as he is setting forth from the family estate and castle to select his first warhorse. Instead of a mighty and powerful steed, William falls in love with a small, fiery, charismatic roan red horse with whom he feels an instant communion of spirit and whom he names Hosanna. When William brings Hosanna home, he is subjected to his older brother Gavin's unmerciful scoffing, while balm to his soul is the understanding he finds from his family's ward, Miss Eleanor Theodora de Barre, also called Ellie. Thus, the dynamics of this family are established, and the plot develops around Will, Gavin, and Ellie, as they grow, compete with each other, love one another, and learn trust, bound by their mutual devotion to the roan red horse, Hosanna.

Life in medieval England is also detailed with much realism and superb research, providing the reader with an authentic window into the past. One learns of the training required for a knight, how horses are trained, how a manor is operated, medieval agricultural practices, and the role of women in medieval society. A healthy dose of European history is also included; young people will learn much about the Crusades, gaining thereby a window of understanding of current events dealing with the Middle East.

The story diverges as Will, Gavin, and Ellie mature. Will and Gavin join the army of King Richard the Lion-Hearted in his crusade to the Holy Land to restore the city of Jerusalem to the Christians. Meanwhile, at home, Ellie en-

counters her own array of adventures in the midst of the political conniving of Prince John, Richard's younger brother. Hosanna plays a central role in Will's and Gavin's adventures when a new character, Kamil, the adopted son of Saladin, the Muslim ruler of the Holy Land, encounters him. Through Hosanna, Christian knights Will and Gavin and Muslim nobleman Kamil are united in a common love for the horse. In this relationship, the author appears to have a message to young readers—a message which I truly believe is necessary for world peace—that nobility of character exists across religious differences, and that there are more similarities than differences between people of Christian faith and those of Muslim faith.

The Crusades are depicted with realistic detail, in all their glory and their horror. Finally, wounded and exhausted, Will and Gavin return home to a hotbed of political strife as the political machinations of Richard the Lion-Hearted and his brother John unfold. *Blood Red Horse* ends with the fury of this conflict on the edge of eruption, setting the stage for *Green Jasper*.

Green Jasper traces a convoluted path in England, where Will, Gavin, and Ellie's lives are at the mercy of the plots and counterplots of the two royals, Richard and John. Kamil re-enters their lives in the role of spy and messenger for King Richard, Ellie is abducted by one of Prince John's henchmen, Will is imprisoned, and Gavin's fate will remain unmentioned. Hosanna continues to be the unifying strength for Will, Ellie, Gavin, and Kamil. The author's greatest strength in *Green Jasper* is her creation of wonderfully alive, vivid, contemporary, believable characters. They become the reader's friends; they walk from the pages of the book to bring their world to us as time-travelers might. At the conclusion, the reader feels a familiarity with sieges, old crumbling castles, the lives of medieval serfs, and all the corrupt politics of the times. Girls with feminist leanings will cheer when Ellie, so much a pawn in these politics, is finally given her freedom of choice in whom she marries and bestows her property rights.

Blaze of Silver continues the saga by presenting Will with much of the burden of raising the ransom money for the release of King Richard from prison in Germany, Will returns to the Holy Land with Kamil as well as Ellie in her new-found freedom of choice and direction. Again, plots and counterplots surface, and the story is replete with assassins, thieves, the sinister Old Man of the Mountains, and painful betrayals. Good ultimately prevails, and peace does reign at the conclusion of the trilogy. The reader of *The De Granville Trilogy* should expect to be exhausted, fearful, grieving, rejoicing, fascinated, educated, and in love with a certain blood red horse in this epic journey across England, Europe, and the Middle East.

Student Writers Wanted!



Concepts! is looking for gifted students in Mississippi who are interested in writing book reviews to accompany our regular *Bookshelf* article. If you know a student who is an avid reader and an aspiring writer, contact Lisa Saucier, Concepts! editor at lsaucier@jackson.k12.ms.us for more information.



Even Solar Sails Need a Mast

by Patrick L. Barry

Like the explorers of centuries past who set sail for new lands, humans may someday sail across deep space to visit other stars. Only it won't be wind pushing their sails, but the slight pressure of sunlight.

Solar sails, as they're called, hold great promise for providing propulsion in space without the need for heavy propellant. But building a solar sail will be hard; to make the most of sunlight's tiny push, the sail must be as large as several football fields, yet weigh next to nothing. Creating a super-lightweight material for the sail itself is tricky enough, but how do you build a "mast" for that sail that's equally light and strong?

Enter SAILMAST, a program to build and test-fly a mast light enough for future solar sails. With support from NASA's In-Space Propulsion Program to mature the technology and perform ground demonstrator tests, SAILMAST's engineers were ready to produce a truss suitable for validation in space that's 40 meters (about 130 feet) long, yet weighs only 1.4 kilograms (about 3 pounds)!

In spite of its light weight, this truss is surprisingly rigid. "It's a revelation when people come in and actually play with one of the demo versions-it's like, whoa, this is really strong!" says Michael McEachen, principal investigator for SAILMAST at ATK Space Systems in Goleta, California.

SAILMAST will fly aboard NASA's Space Technology 8 (ST8) mission, scheduled to launch in February 2009. The mission is part of NASA's New Millennium Program, which flight tests cutting-edge technologies so that they can be used reliably for future space exploration. While actually flying to nearby stars is probably decades away, solar sails may come in handy close to home. Engineers are eyeing this

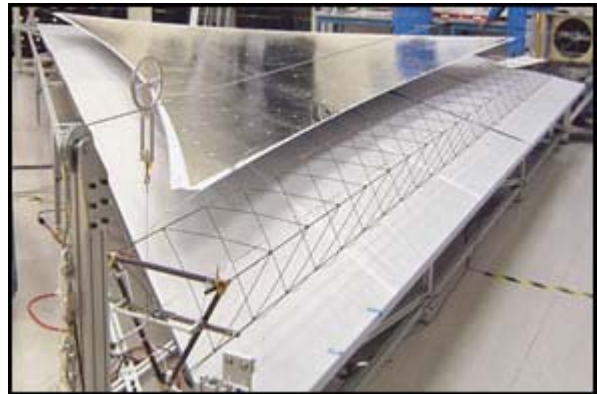
technology for "solar sentinels," spacecraft that orbit the Sun to provide early warning of solar flares.

Once in space, ST8 will slowly deploy SAILMAST by uncoiling it. The truss consists of three very thin, 40-meter-long rods connected by short cross-members. The engineers used high-strength graphite for these structural members so that they could make them very thin and light.

The key question is how straight SAILMAST will be after it deploys in space. The smaller the curve of the mast the more load it can support. "That's really why we need to fly it in space, to see how straight it is when it's floating weightlessly," McEachen says.

It's an important step toward building a sail for the space-mariners of the future.

Find out more about SAILMAST at nmp.nasa.gov/st8. Kids can visit spaceplace.nasa.gov/en/kids/st8/sailmast to see how SAILMAST is like a Slinky® toy in space.



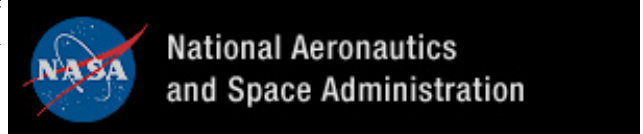
SAILMAST is the thin triangular truss in front of the picture. It is attached to a section of a silver foil solar sail section shown here in a laboratory test. The mast in the picture is 2m (6 ft) long. The Space Technology 8 mission will test the SAILMAST, which is 20 times longer.

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

New on the Space Place Web Site....

Professor Starr's Dream Trip: Or, how a little technology goes a long way

Professor Starr is an astronomer who has always been most curious about the asteroids. But he has no idea how to design a spacecraft and a mission that would let him explore them. Find out how the good professor finally gets his dream mission. Go to The Space Place web site at <http://spaceplace.nasa.gov/en/kids/nmp/starr>, and read the whimsical, rhyming story of "Professor Starr's Dream Trip: Or, how a little technology goes a long way." You'll be able to page through the storybook just as if it were made of real paper! (Or you can use the standard pdf version to print it out.)



Hall of Honors

Harrison County Gifted Students Offer a Tour of Egypt

Ms. Mary Edelen's 4th, 5th, and 6th grade gifted classes at Three Rivers Elementary in Gulfport found mystery and discovery as they explored the ancient civilization of Egypt. On April 18, the students opened their English/Social Studies project to other students at their school. The students were dressed as various Egyptian people from King Tut to Queen Cleopatra. Classes were invited to walk through a time machine to arrive in an ancient Egyptian Market. Visitors could explore the Cairo Museum, visit the sphinx, and stroll by the Nile River. Egyptian food was also available. This project helped to expand the students' audience so that their writings became relevant outside the classroom. Steven S., one of the students wrote, "Working hard and coming prepared are great ways to not only finish projects but to make lifelong friends."



Brookhaven Students Excel in Future Problem Solving

Congratulations go out to Robin Furr's gifted students at Alexander Junior High School in Brookhaven, MS. These students won the top three places in the Future Problem Solving Scenario Writing Competition in the junior high age bracket. The winners are Theavis C., who won first place with *The Final Race*, Sophie H., who won second place with *The Candle*, and Tyler B., who won third place with *Dreams of Treasures*.

Frances Karnes Made Lifetime Member of NCGT

Dr. Frances A. Karnes, professor in the Curriculum, Instruction, and Special Education Department and director of The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi, has been awarded a lifetime membership in the North Carolina Association for the Gifted and Talented. She is also a lifetime member of the Mississippi Association for the Gifted, which she started and was first president of in 1974.



McComb Teacher to Study in Japan

Gail Spinnato, who teaches gifted studies at Otken Elementary and Denman Junior High will be traveling to Japan this summer to participate in the Japan Fulbright Memorial Fund Teacher Program (JFMFT). This program provides teachers and administrators with fully funded study tours of Japan, in order to increase understanding between the two cultures. Participants are asked to share their experience and knowledge with students and colleagues upon their return. Ms. Spinnato was also honored earlier this year as the McComb School District Teacher of the Year. Congratulations to Ms. Spinnato for her accomplishments.

New Book on Gifted Education

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. Kristen R. Stephens, gifted education research specialist at the Duke University Talent Identification Program and adjunct assistant professor of Program in Education and Department of Psychology, have co-edited a new book, *Achieving Excellence: Educating the Gifted and Talented*. The book will be available fall 2007.

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.

Creativity Exploration at William Carey College

William Carey's annual Creativity Exploration for students in second through twelfth grade is scheduled for July 16-18, 2007. The cost is \$60 for the three day session. Partial scholarships are available to insure broad participation. Arrangements for older participants traveling some dis-

tance from home can be arranged as guests of Carey colleagues. For directions to our Exploration website and downloadable applications, please contact Dr. Read Diket, Center for Creative Scholars Director, at diketwcc@netdoor.com or rdiket@wmcarey.edu.

Magazine Seeks Students for Submissions and Advisory Board

The editors of *Creative Kids* magazine are looking for students, ages 8-14, to serve as members of their next advisory board. They are seeking input from kids on new features and changes to the magazine. The ideal advisory board members would be creative, proactive, and outgoing. Students will serve on the board for 2 years and will be required to submit at least two pieces of work for publication in the magazine. If you are interested in nominating a student, please visit the application guideline page at the web address given below.

http://www.prufrock.com/client/client_pages/CK/Advisory_Board.pdf11

Creative Kids is also in need of submissions from art students, ages 8-16. They are now accepting vertical color artwork for future covers, color or black and white photographs, and vertical or horizontal color or black and white artwork for the inside pages and inside covers. Artwork should be clear, color or black and white copies; please do not send originals. Photographs should be no larger than 8 1/2" x 11" and should be printed on glossy paper. To submit students' artwork, please follow the submission guidelines by visiting the following web site.

http://www.prufrock.com/client/client_pages/prufrock_jm_ck_wg.cfm

Teacher-Authors Sought for Shakespeare Guides

Prufrock Press is currently interested in developing an innovative line of teaching resources for Advanced Placement teachers using Shakespeare in their classrooms. Specifically, they are seeking teacher-authors who could write exciting, innovative guides to teaching the following plays:

- * Macbeth,
- * Romeo and Juliet,
- * Hamlet, and
- * A Midsummer Night's Dream.

Each play's individual guide would include debates, role-play activities, engaging discussions, critical and creative writing activities, and creative projects within the context of a rigorous academic study of Shakespearian works. Authors must be able to offer teachers practical, field-tested ways to

make the study of Shakespeare meaningful, creative, and substantive. Additionally, each guide would be aligned with Advanced Placement guidelines and standards.

Teacher-authors would need to be able to work collaboratively with Prufrock Press to develop one or more of these guides over the next 6-12 months.

If you or a teacher you know has a special talent for effectively teaching Shakespeare to teenagers, send your name, current position, and summer mailing and e-mail address to ap_shakespeare@prufrock.com. Doing so will ensure you receive an information packet in approximately 4 weeks.

Please respond before May 25, 2007, if you would like to receive an author information packet for the four AP Shakespeare projects listed above.

Wanted AND Needed –Involved Parents

- MAGC wants AND needs more involvement from parents of gifted children. Want to become involved? Start a local parent affiliate group in your school district. All it takes is a dedicated parent who is willing to “get the ball rolling”! Affiliate groups have a BIG impact on the education of gifted children in our state. If you're interested in starting an affiliate group in your community, contact Debbie Holt for additional information.
- If you already have an affiliate group in your local district, please make sure that your membership dues and membership list have been forwarded to Debbie Holt. We need AND want the name and address of each member of your affiliate group in order to maintain a current mailing list.
- If you're organized, creative, enthusiastic or if you just enjoy working with other gifted educators around the state, you're invited to become a part of the planning committee for the annual MAGC conference. Just email Teresa Mosley at tmosely@jackson.k12.ms.us and let her know you're interested! You're wanted AND needed!



Happenings at the Karnes Center

Day of Sharing for Teachers of the Gifted, Oct. 5, 2007—The Day of Sharing will be held at the Center for Healthy Living located at the Hattiesburg Family Y. This conference, sponsored by The Karnes Center, 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 15, 2007.

Brent Mundt, deputy executive director of NAGC, will be the keynote speaker. He will present *What's Happening Nationally in Gifted Education & How to Be an Advocate*. Dr. Suzanne Bean and Kate Brown, from The Mississippi University for Women, will speak on public relations strategies for advocacy and emotional intelligence. Other sessions will be lead by, among others, Dr. Conrad Castle, state consultant for Gifted Education, who will present *Gifted Education in Mississippi: The Instructional Management Plan*.

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 Conference XXII-XXIII, October 6, 2007—This 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 College Hall on the Hattiesburg campus of USM. The cost of attendance is \$30.

Brent Mundt, deputy executive director of NAGC, will be the keynote speaker. He will present *What's Happening Nationally in Gifted Education & How to Be an Advocate*. Dr. Conrad Castle, state consultant for Gifted Education at the Mississippi State Department of Education, will be presenting *What Parents Should Know about Gifted Education in Mississippi*. Other sessions to be held during the conference include *Leading Parent Advocacy in Your Community*, *Emotional Intelligence*, and *Continuous Progress Curriculum in the Elementary School*. The deadline for registration is September 15, 2007.

Career Explorations for Girls Conference, October 20, 2007—This conference will be conducted on the Hattiesburg campus of USM from 8 a.m. to 3:45 p.m. 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. Dr. Annie Wimbish, superintendent of the Hattiesburg Public Schools, will speak on the topic, *Girls + Goals = Success*. Several distinguished presenters will offer practical information to help girls plan for their education and entry into prospective careers. Careers to be discussed include business development, science and technology, health care, journalism, education, business, military service, art, psychology, law, music, and sports.

The registration deadline is October 1, 2007. On the day of the conference registrants should sign in from 8 a.m. to 9 a.m. in Joseph A. Greene Hall. 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—The Frances A. Karnes Center for Gifted Studies will be hosting the Saturday Gifted Studies Program beginning on January 19, 2007 concluding on March 1, 2007. The program is designed to provide appropriate enrichment and accelerated content for gifted learners ages four and five through grade 12. Watch for more information concerning courses and registration deadlines at www.gifted.studies@usm.edu.

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 2007. 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 ▪ <http://www.usm.edu/gifted>

2007 Conference Lodging Reservation Form Regency Hotel and Conference Center

Mississippi Association for Gifted Children

September 27-28, 2007

To receive the special conference rate, this form must be received by August 27, 2007*.

*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. It is suggested that you call the hotel after reservations have been made in order to obtain a confirmation number.

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

MAGC Conference Registration Form

September 27-28, 2007

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 20, 2007, and are subject to a \$15.00 processing fee. Refunds will not be issued before November 15, 2007.

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 _____

Home Street Address _____

City _____ State _____ Zip _____

Home 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, 2007)	\$
	Regular Registration Fee \$95.00 (must be postmarked by September 15, 2007)	\$
	On-Site Registration Fee (after September 15, 2007) \$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, 2007, BRING THIS FORM WITH YOU FOR ON-SITE REGISTRATION.

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

Call for Proposals: 2007 MAGC Conference

The conference will be held **September 27-28, 2007** at *The Regency Hotel and Conference Center, Jackson, Mississippi*. Completed proposals must be post marked no later than **June 30, 2007**. *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

- ___ 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: Teresa Mosley, 317 Concord Dr. Clinton, MS 39056 601-924-4476
tmosely@jackson.k12.ms.us

Photocopy and distribute this form as needed.

Elected Officers:

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

Secretary: Sherry Willis
1013 John Allen Drive Baldwyn, MS 38824
(662)365-2283
sherry@rcrotorworld.com

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
kmgriswold@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: Ivey C. Ivy
1100 College St.—MUW 1635, Columbus, MS 39701
(662)329-7159 (662)329-7242 fax
livy@muw.edu

President-Elect: Teresa Mosley
317 Concord Dr., Clinton, MS 39056
(601)924-4476 fax (601)973-8682
tmosely@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 (601)960-5387
lsaucier@jackson.k12.ms.us

Affiliates: Deborah Holt
18032 Allen Rd., Long Beach, MS 39560
(228)868-8644
deboraholt@aol.com

Advisory Board: Suzanne Bean
86 Big Tom Rd., Columbus, MS 39705
(662)241-6101 Fax (662)329-7242
sbean@muw.edu

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: Joyce Youngblood
60 53rd Street, Gulfport, MS 39507
(228)868-6885 (228)860-8061
Jly1272@aol.com

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

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

Legislative: Kathy Henry
One Paw Print Place, Brandon, MS 39047
(601)992-1329 (601)992-4110
Kathy.henry@rcsd.ms

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

Permanent and Founding Member: Dr. Frances Karnes, Hattiesburg

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