

2007 MAGC Annual Conference Preview

The 2007 MAGC Conference is coming up September 27-28, 2007 at the Regency Hotel and Conference Center in Jackson. We are looking forward to hearing Dr. Carolyn Coil speak about Encouraging Achievement: Challenge, Responsibility, and Persistence. In addition to Dr. Coil, we will be provided with excellent presentations by such outstanding gifted personalities as Nathan Levy, Christina Sparks, Dr. Frances Karnes, Dr. Sandra Manning, Carol Paola, Deborah Holt, Dr. Suzanne Bean, Dixie Martin, Sherry Willis, and Kate Brown.

A new feature for this year's conference is a pre-conference assessment institute designed to meet the needs of psychometrists involved in the assessment of children for gifted eligibility. We will also offer a mini-session for parents on Thursday. During this session, we hope to provide parents with needed information that will allow them to support gifted learners. The parenting mini-session is free to parents of gifted children.

Are you concerned about a way to engage your gifted learners in meaningful service projects to raise global awareness? Then you'll be interested in spending a late hour of the day with Kate Brown of MUW, a Mississippi advocate for these children. Mrs. Brown has agreed to present a single slate session on Thursday September 27 entitled, "Global Connections". This session is scheduled for Thursday Sept. 27 at 4:30. At this time, Kate will be sharing stories of several small charities in Kenya, East Africa which are dedicated to serving children and the elderly with AIDS, as well as the environment. Ideas for designing and implementing a service learning unit for gifted learning will be presented. Participants will receive a CD of photographs from Kate's personal experience. This is a session you won't want to miss!

Do you realize how suicide has affected the state of Mississippi over the past year? Statistics show that gifted children are at as much risk, if not more, for suicide. That's why the new MAGC year will have a focus on suicide prevention. We are planning fund-raising projects for the conference which will be designated to help provide assistance to purchase suicide prevention programs to be implemented STATE-WIDE! One of these fund-raising projects is a silent auction. Nathan Levy has agreed to donate one of his workshops to be placed on the "silent auction block". He has donated his services to be bid on (at the value of approximately \$4000) in order to provide services for some lucky district. The value spent on purchasing this service will go directly to purchasing suicide prevention kits. Kudos to you Nathan!

The conference will culminate in a luncheon Friday. Part of the plans for the luncheon are to welcome MAGC's new president for 2008, Teresa Mosley. We will also honor this year's winners of student summer scholarships and teacher grants. Please plan to join us for this informative and entertaining conference.

Special Conference Session for School Counselors

The new MDE Gifted Education Program Standards contain a programming criterion which states, "*Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.*". The standards go on to suggest that school counselors receive specific training on providing appropriate counseling services for gifted at-risk students. MAGC is responding to this standard by providing a special session for school counselors at this year's annual MAGC conference. The session is slated for Friday, 9/28/07 from 9:00-12:00 in the Regency Room of the Regency Hotel and Conference Center in Jackson. On the agenda for this session are Kate Brown, Associate Director for the Roger F. Wicker Center for Creative Learning, and Shea Hutchins, LCSW, Director of Clinical Services, The CARES Center, Inc., Jackson.



School counselors play a vital role in the success of all children in our schools. As educators in the field of gifted, we want to provide you with information you can use in your role as a counselor for children, as well as a resource for teachers and parents. Please join us!

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What Can Teachers and Parents Do to Help Underachievers?

By Carolyn Coil, Ed.D.

In my last E-zine article (Vol. 1, No. 3) I discussed the causes of underachievement and various characteristics of underachieving children. In this article I would like to offer some practical strategies to use in working with underachievers. Because the causes of underachievement are so varied, so are the strategies that can be used by teachers and parents to deal with this problem. I've listed some of my favorite strategies below. If you have a favorite strategy, please email it to me and we will include it in the "Successes and Sharing" section of the E-zine. www.carolyncoil.com/ezine.htm

Motivating Underachievers: 20 Strategies for Teachers

1. Maintain contact between home and school. Communicate in numerous ways: parent conferences, home visits, voice mail, cell phones, fax, e-mail, notes, video conferences and phone calls. We are in the Information Age – take advantage of new technologies as you communicate with parents!
2. Discourage the "Parent to the Rescue" syndrome. Work with parents so that they won't constantly rescue their child when he or she forgets homework or another needed item. Work with parents so that they can develop realistic, enforceable consequences when their child does not exhibit responsible behavior.
3. Emphasize goal setting, showing students how life success is linked to school performance. Have former students come and talk to your class about the value of school in terms of success outside of school. E-mail interviews are also a good way to link students to the outside world.
4. Encourage more reading and less TV, videos, computer games and surfing the Internet at home. Reading anything, regardless of what it is, will generally increase achievement.
5. Use concepts from the world of sports as analogies for goal setting in life. Success in most sports involves working toward a goal. Use words such as goalie, goal post, personal best, game plan, etc. to show the conceptual links between the world of sports and the world of school.
6. Hold students accountable for actions, behavior, materials and work. Don't use threats you can't carry out. Instead, say what you mean and follow through on it.
7. Help underachievers identify their areas of strength. Most underachievers are painfully aware of their weaknesses, but every underachiever has many strengths as well. Notice these strengths and work to enhance them!
8. Use whole group instruction, individualized study, heterogeneous grouping and cluster or ability grouping, each as they are appropriate for the teaching and learning goals and outcomes.
9. Use various forms of assessment. Schools should not be solely "test prep" institutions. Assessing learning can be done in many ways. Underachievers are often not good test takers. Try performance assessments, rubrics, checklists and portfolios to document learning success.

10. Use the expertise and experience of other teachers in deciding on strategies to use with your underachievers. Collaborate by sharing strategies you know work with underachieving students. Plan strategies jointly for dealing with your underachievers.

11. Plan lessons that involve all of Gardner's Multiple Intelligences, a variety of learning styles and modalities, and/or all levels of Bloom's Taxonomy.

12. Make sure your lessons give the opportunity for students to use higher level thinking skills. Underachievers are often bored with low level thinking yet may be great problem solvers when given more complex and challenging problems.

13. Use brain-based learning theories to develop interdisciplinary, integrated teaching units.

14. Provide hands-on learning experiences. This is particularly important for kinesthetic, concrete random learners, a description that fits many underachievers.

15. Use outside resources and school staff to offer specialized courses based on student interests. Sometimes an interesting mini-course will be just the thing to give an underachiever a successful school experience and motivation to do more.

16. Identify specific organizational skills your underachievers need to learn. Work on these skills one at a time. Show your underachievers practical ways to become more organized.

17. Include classroom activities that increase skill in memorization. Memorizing successfully increases self-confidence and builds the base for other types of school success.

18. Team each underachieving student with an achieving partner of equal ability. This works well because the achieving partner will usually encourage the underachiever. Don't pair achievers and underachievers of unequal ability.

19. Be intentional about teaching study skills. These are not automatic for most students, and tend to be particularly difficult for underachievers. Telling an underachiever to study without showing him what that means and how to do it is a waste of time!

20. Have students discuss and think about success and failure. Talk about the fear of failure but also the fear of success. Address issues such as test anxiety and perfectionism. Dealing with these issues in a positive, proactive and helpful manner is one way to boost achievement.

Motivating Underachievers: 10 Strategies for Parents

1. Don't use "put-downs" and sarcasm in dealing with your child. Even if he is driving you crazy and a sarcastic remark would make you feel better, there is no long-term beneficial result from doing this.

2. Emphasize what your child has learned from an assignment or activity, even if mistakes were made. All of us learn a great deal from our failures and mistakes. Help your child understand this and that all of us make mistakes from time to time.

3. Be aware of times your underachiever is trying to manipulate you. Underachievers are particularly adept at manipulating adults, and experiencing success in this behavior only

makes underachievement worse. Don't use threats you can't carry out! This is always an opportunity for your child to manipulate you.

4. Be aware of your child's areas of intense interest and build on these. Use success in an interest outside of school as an encouragement for success in school. Share your child's special interests with the teacher. He or she may be able to use these to motivate your child.

5. Don't overload your child with activities! Some students are underachievers simply because they have too much to do and too many demands on their time. One or two extra-curricular activities a week are enough for most children.

6. Promote a love of reading in your home. Designate one night a week as "No TV night" and have a reading night instead. Make the most inviting place in your home a "Reading Area" where the only thing that can be done there is reading.

7. Discover your child's academic weakness. Brainstorm ways to make learning fun in this area. Create a game or song

that makes learning easier.

8. Encourage your child to teach things he or she knows to someone younger. Find an older child or mentor to work with your child in an area of interest or in a difficult subject.

9. Set aside a "Study Time" in your home every night. No activities other than studying are allowed during study time. Be a lifelong learner yourself and model good studying behavior during Study Time.

10. With the classroom teacher, devise a system of parent-teacher communication. Take advantage of new technologies. Use e-mail, school or teacher websites, homework hotlines and other forms of communication when available. Don't be afraid to contact the teacher. It is much better to work on a problem together than for each of you to struggle with it on your own!

Taken with permission from Vol. 1, No. 4 of Carolyn Coil's E-zine at www.carolyncoil.com/ezine.htm

From the MAGC President

Dear Friends,

I hope that your 2007-2008 year has had a great beginning! Personally, the new school year is always a time for me to set new goals and make resolutions. Getting organized is always near the top of my list.

If you are like me and find yourself making plans for the new school year, I urge you to make attending the MAGC annual conference a part of your plan. This gathering of educators is the best place I know to meet other educators who share a common interest in gifted children, to pick great teaching tips, and to find out what is new in the field of gifted educa-

tion.

This year we are privileged to have Carolyn Coil as our keynote speaker. Carolyn offers enthusiasm, as well as many years of experience and expertise. I think that you will find her refreshing! She will present two sessions for parents. A new aspect this year will be a seminar for counselors on Friday from 9:00-12:00. Why not invite your school counselor to attend the conference with you?

Best wishes for a great school year! I look forward to seeing you at the conference.

Sincerely,

Margaret Snider

Msnider@jackson.k12.ms.us



**Be an advocate for
gifted education!**

Contact your representatives!



**For MS legislature contact information visit their web site at
www.ls.state.ms.us**

Stand Up for Our Brightest Join MAGC!



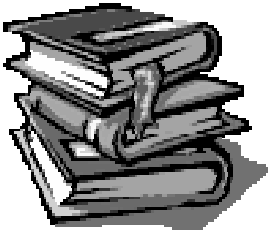
MAGC provides...

- 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>



The Bookshelf

By: Harriet Whitehouse

Gifts by Ursula Le Guin

Ursula Le Guin, the creator of the beloved fantasy series, the EarthSea chronicles, has returned to the forefront of fantasy writing for teenagers and young adults with a new story to enthrall us. *Gifts* is a tale of the Uplands, an area reminiscent of the border country of medieval Scotland, where families are divided, and warring clans abound. The Uplanders are an impoverished lot, mistrusted by the Lowlanders, scraping their existence from the land. Each clan possesses an ancient, mystical, supernatural Gift, which they use not to improve their livelihood, but to defend their territory and act as aggressors against each other. Passed from father to son and mother to daughter, the Gifts are varied. The Gift of the Barre clan is the Calling of animals as game for the hunt while the Gift of the Caspro clan is Unmaking, a Gift of destruction of living beings with only a glance and a whispered word.

Enter two young people, Orrec Caspro and Gry Barre, who watch their elders manipulate their Gifts and are horrified by their destructive nature. Orrec finds that he cannot control his Gift of destruction and sentences himself to living with permanent blindfold so that he will not mistakenly vaporize those whom he loves. Gry refuses to use her Gift to call animals to be killed in the hunt.

Orrec and Gry delve into the history of their super-

natural gifts, theorizing that their gifts had origins in wonder and great creativity but have been subverted over the years by the tension and fear amid the clans. Orrec casts aside his blindfold, determined to banish fear and find ways to turn his Gift to creation rather than unmaking. Poetry and music are his great love, and he dedicates his life to the union of his Gift with his muse. Gry calls beloved animals to her as her companions.

Gry and Orrec find that their conscious choice to cast aside the subverted nature of their Gifts and turn them to beauty causes them to be no longer comfortable in the Uplands, strangers in their own homes. Although loved, they have ceased to be understood by their families. Together, with the support of their families, however dysfunctional, Gry and Orrec leave the Uplands for a life of wandering in the Lowlands, where Orrec will seek to become a wandering troubadour and Gry will offer her services as a healer of animals on the Lowlanders' farms.

Gifts is truly a meditation on the nature of gifts and the power of human beings to make conscious choices to change their lives. The book poses as many questions as it provides possibilities. How do we use our Gifts? Do we allow them to be subverted, destroyed, deemed unacceptable, or ignored? Or, do we embrace them, understand them, celebrate them, and, ultimately, use them unselfishly and wisely for the good of humanity and the world? Certainly, these are questions that our own gifted children need to ask, and our obligation as parents and teachers is to guide our children as they ponder their own paths and explore their choices.

Future Problem Solving Program International

The Future Problem Solving Program International (FPSP) is open to any student in grades 4-12. Participants must be sponsored by an adult (coach). Coaches need not be teachers, and teams may include students from a variety of settings.

This year FPSP is again offering a mentoring program for new coaches. New coaches will be paired with experienced coaches in order to facilitate communication between the two.

All team booklet coaches (except new coaches) will also be evaluators. Mississippi FPSP will be hosting two training workshops in September. There is no fee for registrations received prior to the workshop. The fee for on-site registrations is \$25.00. One workshop will be held on 9/7/07, at Phi Theta Kappa headquarters in Jackson, Mississippi, from 9:00-2:00. Lunch will be provided. The second workshop will be held on 9/14/07, at the Center for Creative Learning on the campus of Mississippi University for Women from 9:00-2:00. Lunch will be provided. CEUs will be available.

If you have any questions about FPSP, please feel free to contact Melissa Gratham, Mississippi Affiliate Director, 601.853.2764, mpgmsfsp@juno.com. You can also visit the FPSP web site at www.fpsp.org.

2006-2007 FPSP CALENDAR

Team Booklet:

- Practice Problem #1-Body Enhancement
- Practice Problem #2 –Simulation Technology
- Qualifying Problem –Neurotechnology

- Must be **received** by 10/10/07
- Must be **received** by 12/5/07
- Must be **received** by 2/10/08

Scenario Writing Contest

Must be **received** by 1/17/08

Community Problem Solving (CmPS)

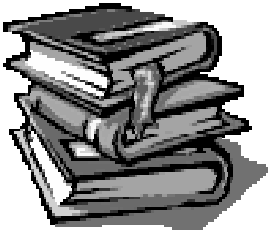
Reports must be **received** by 11/30/07, and 2/15/08

Mississippi FPSP Affiliate Bowl

TBA Topic: Caring for our Elders
Mississippi University for Women

FPSP International Conference

5/29—6/1/08 Topic: Privacy
Michigan State University, Lansing, MI



Student Bookshelf

By: Jordan Nettles

Peter and the Starcatchers
by Ridley Pearson & Greg Call

Peter and the Shadow Thieves by Dave Barry, Ridley Pearson & Greg Call

Peter Pan. Everyone knows the story. A boy who will stay young forever lives in Neverland with Tinker Bell and the Lost Boys. But why does Peter Pan stay a boy forever? How does Tinker Bell come into being? These questions and more are answered in the prequel to the well known *Peter Pan* story.

Peter and the Starcatchers is about an orphan who boards a ship to Rundoon with four other boys. On it he meets the cruel Slank and a mysterious girl named Molly Aster. Soon Peter finds out there is more to Molly than he expected. When Molly needs help she turns to Peter and tells him of a secret group, called the Starcatchers that collects starstuff, a powerful substance that falls from the sky. Meanwhile a pirate called Black Stache and his first mate Smee are preparing to attack the ship that Peter is on, for the amazing treasure that is said to be carried on it. Peter and Molly soon find themselves on Mollusk Island where they meet the native Mollusk tribe. Slank and Black Stache also arrive on Mollusk Island where they each begin their search for the starstuff. But Molly and Peter know they must keep the starstuff away from these men and the evil group called the Others. The fate of the world depends on it.

Peter and the Shadow Thieves is the sequel to *Peter and the Starcatchers*. This book picks up after the first book. Peter finds himself enjoying life on Mollusk Island. But when a ship comes to the island carrying Slank, cruel Captain Nezzera, and the menacing Lord Ombra, Peter's life filled

with fun adventures is turned around. He finds out Molly's father has gone on a mission for the Starcatchers. These men plan to use Molly in order to get the starstuff from her father. Peter stows away on Captain Nerezza's ship to warn Molly of this evil crew trying to steal the starstuff. When Peter finds himself in England he sets off immediately in search of Molly. After being kidnapped and arrested Peter finally finds a friend of the Aster family who gives him directions to their home.

Meanwhile there is a betrayal in the Aster household. Somehow Lord Ombra has found a way past the guards surrounding Molly's house and has captured Molly's mother. As Lord Ombra enters Molly's room and attempts to kidnap her, Peter arrives and flies Molly out the window to safety. But the pair knows they must find Molly's father before Lord Ombra does. Molly and Peter go to George Darling's, a friend of Molly's, house. After resting at George's house for a little while Peter and Molly go somewhere Molly's father used to take her when she was young, in hopes of finding someone who may know where her father is. But after another close encounter with Lord Ombra, they find only one confusing clue. Peter and Molly return to George's house and he helps them decipher the clue. Peter and Molly, now accompanied by George, travel to the town where they believe her father is. But they know they must hurry to save her mother, father, and the world.

Dave Barry and Ridley Pearson worked together on these two amazing books. They did a great job with describing the characters and places so that I felt like I was actually there. They did an especially good job with Lord Ombra who gave me chill bumps when I read about him. Both books were filled with adventure, suspense, and humor. An example of this humor was one of the funniest characters, Smee, Black Stache's clueless first mate. I really enjoyed *Peter and the Starcatchers* and *Peter and the Shadow Thieves*. I'm looking forward to the upcoming third book in the trilogy.

Jordan Nettles, Age 13
8th grade, Wesson Attendance Center

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.

New on the Space Place Web Site....

"Planet X-treme Weather"

Few places on Earth have perfect weather. We complain about the heat, the cold, the hurricanes and tornadoes, the rain and snow, or the drought. But compared to other places in our solar system, even Earth's worst weather is wimpy! Visit the Space Place at <http://spaceplace.nasa.gov> for a whirlwind tour of weather throughout the solar system. Find out about the hottest, coldest, windiest, and just plain weirdest planets and moons in our neighborhood. Click on "Amazing Facts" and "Planet X-treme Weather" to begin your tour.



National Aeronautics
and Space Administration



Chomping Rocks on Mars

Someday astronauts may go to Mars. One of their science chores may be to continue the work being done now by rover robots studying Mars rocks. Scientists want to know what is in those rocks. They hold clues to the planet's mysterious past. To learn about the rocks, Mars astronauts will have to smash them and put the rock powder into an analyzer. The analyzer will detect what minerals are present.

But chopping those rocks into powder first will be a tough job. Whew!

But first, though, NASA is planning to send more robotic explorers to Mars. But how can robotic Mars landers or rovers break up rocks for an analyzer?

This is where NASA's special Planetary Instrument Definition and Development Program comes in. This program helped some NASA engineers to invent the needed Mars Rock Crusher. Only six inches tall, it can chew the hardest rocks into a powder.

The Mars Rock Crusher has two metal plates that work sort of like our jaws. One plate stays still, while the other plate moves. Rocks are dropped into the jaw between the two plates. As the movable plate moves in and out, rocks are crushed between the plates. The jaw opening is larger toward the top and smaller towards the bottom. So when larger rocks are crushed near the top, the pieces fall down into the narrower part of the jaw, where they are crushed again. This process repeats until the rock particles are small enough to fall through a slit where the two plates are closest.

Engineers have tested the Mars Rock Crusher with

Earth rocks similar to those expected to be found on Mars. One kind of rock is hematite. The rusted iron in hematite and other rocks help give Mars its nickname "The Red Planet". Another kind of rock is magnetite, so-called because it is magnetic! Rocks made by volcanoes are called basalts. Some of the volcanoes on Mars may have produced basalts with a lot of a mineral called olivine. We call those olivine basalts, and the Rock Crusher chews them up nicely too.

For a fun and interesting classroom activity and more about technologies to investigate other planets, visit The Space Place web site at http://spaceplace.nasa.gov/en/educators/QC_laser_spectrometer.pdf.



Looking down on the jaws of the Mars Rock Crusher, we see a magnetite rock get crushed into smaller and smaller particles.

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

NAGC Searching for "Passionate Sound Bites"

Be your own best spokesperson

How does your gifted child or student experience the classroom? NAGC is looking for cartoons, verse, or short poems (50 words or less) that shed light on a gifted child's experience. The submissions may come from you or directly from the child - there's no age limit -- everyone can participate. NAGC will include cartoons and poetry in their advocacy and membership materials, and share them with those with limited gifted education experience.

- Your Job: Distill your experience into a "passionate sound bite."
- Our Job: Effectively use the sound bites to affect positive change.

NAGC will be using submissions on their website, so the cartoon must be produced as or be converted to a gif or jpeg file. Poems and verse must be short such as a Haiku,

Limerick, Acrostic or Diamante.

Please follow the procedures below to submit a cartoon or short verse to NAGC:

- 1) download and complete the release form
- 2) submit the release form with your submission via fax or U.S. mail

NAGC

Attn: Carolyn Kaye

1707 L Street, NW, Suite 550

Washington, DC 20036

Fax: 202-785-4248

Email for questions: ckaye@nagc.org

NAGC will contact you about how your submission will be used. We will also request at that time that your submission be sent to us electronically. Poems and cartoons can not be accepted without a release form.

Hall of Honors

MAGC Teacher Grants Awarded

MAGC Teacher Grant for 2007 have been awarded. Allison Rhodes, a teacher at Quarles Elementary in Long Beach, received the Gail P. Hammond Teacher Scholarship. She is completing her certification in gifted education. Vicki Latham, a teacher at Spann Elementary in Jackson, received a grant to pursue her advanced education in a gifted related class. Betty Jo Mahaffey, a teacher at Madison Station Elementary in Madison, received a grant to pursue gifted certification. Congratulations to these outstanding educators.

Elisabeth Mosley Memorial Student Scholarships

The MAGC Elisabeth Mosley Memorial Student Summer Scholarships for 2007 were awarded late in the spring. This scholarship is designated to help gifted students attend summer camps throughout the state. If you are interested in applying for a scholarship, look for the application in future issues of *Concepts!*

Phillip Jordan Love, a fifth grade student at Power APAC in Jackson, was awarded a scholarship to attend USM's Summer Gifted Studies Leadership Program. He is the son of Jeffrey and Monica Love.

Kamila M. Woods, a fifth grade student at Power APAC in Jackson, was awarded a scholarship to attend Camp Invention. She is the daughter of Melissa Woods.

Tanisha Winder, a sixth grade student at Peeples Middle School in Jackson, was awarded a scholarship to USA Chess Camp. She is the daughter of Alisha Winder. Congratulations to our MAGC scholarship winners!

USM Faculty and Grads Published in Roeper Review

Dr. Frances A. Karnes and The University of Southern Mississippi graduates Dr. Kevin Besnoy, Dr. Jesse R. Cukierkorn, Dr. Sandra J. Manning, and doctoral student Heather Houston have co-authored an article, *Serving the Preschool Gifted Child: Programming and Resources*, currently appearing in the Summer, 2007, issue of the Roeper Review, Volume 29, No. 4. The article's focus is on the unique educational needs of gifted and high ability preschoolers, and emphasizes an integrated curriculum, continuing evaluation, and parental involvement. Descriptions of specific strategies such as internet resources are included.

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.

MAGC Silent Auction

Friday, 9/28/07

MAGC Conference

Proceeds will help purchase suicide prevention kits for MS schools!

Come help MAGC support suicide prevention in Mississippi! Items will be available for bids at our annual conference. Among items on the auction block is a district level workshop featuring Nathan Levy, author of *Stories With Holes!* Make plans to join in the fun and help raise money for this worthy cause.



Free Parenting Sessions

Thursday, 9/27/07

2:30-4:30

MAGC Conference

Parents of gifted children are invited to attend special parenting sessions that will be offered during MAGC's annual conference. Parents will be offered ideas and information that will help them to support their gifted learners. The session is free to parents of the gifted.



Davidson Fellow Scholarships Available

The Davidson Institute for Talent Development is offering high achieving young people across the country the opportunity to be named as 2008 Davidson Fellows, an honor accompanied by a \$50,000, \$25,000 or \$10,000 scholarship in recognition of a significant piece of work in Science, Technology, Mathematics, Music, Literature, Philosophy or Outside the Box.

To be eligible, applicants must be under the age of 18 as of Oct. 1, 2008, and a U.S. citizen or permanent U.S. resident residing in the United States. There is no minimum

age for eligibility.

The deadline to apply is March 26, 2008. Applicants must submit an original piece of work recognized by experts in the field as significant and it must have the potential to make a positive contribution to society.

The scholarship must be used at an accredited institute of learning. For more information on the Davidson Fellows scholarship, or to download an application, please visit www.DavidsonFellows.org.

Stock Market Game : Essential in Achieving Financial Literacy!

Mississippi teachers continue to go the extra mile by introducing students to interactive learning about the business world through the Stock Market Game.

An on-line classroom program, the Mississippi Stock Market Game (SMG) is available to teachers with day-long training on the program and is open to students in grades 4-12. It has been proven to help students achieve higher scores on tests of financial literacy. The program enables teams of students to invest a hypothetical \$100,000 in the stock market over a 10-week period. The SMG is the only stock market simulation supported by the New York Stock Exchange and the Nasdaq Stock Market. It is also the only market simulation that is endorsed by the National Council on Economic Education and is correlated to voluntary national standards in math, economics, and business education, as well as the Mississippi standards.

In 2006-2007 the SMG replaced the Mississippi Stock Market Simulation. SMG supplies teachers and classrooms with grade and subject-specific curriculum guides, lesson plans and newsletters for classroom instruction. The SMG had its most successful year with 56% growth in Mississippi. To date, over 18,666 students in 3,743 teams have participated in this state-wide competition. Gifted teachers represent the largest portion of teachers using the SMG in their classroom.

By participating in the SMG, students are eligible to

compete in the nationwide essay competition, InvestWrite. This essay competition takes the concepts and skills students have learned throughout the simulation and applies to them to a real-life situation. Mississippi was named in the top ten in the nation for InvestWrite entries and had two national winners in 2006-2007!

Workshops are underway to train teachers for the 2007-2008 school year. Training programs are held in Jackson, Gulfport, Starkville and Cleveland throughout August and September.

A new program, The Teacher Ambassadors, has been created to help teachers new to the SMG with classroom implementation. New SMG teachers, or experienced SMG teachers that just want a different perspective, are provided contact information for veteran SMG teachers to ask questions and use as a general resource as they implement the program for the first time.

The SMG is brought to Mississippi by the Mississippi Council on Economic Education (MCEE), the state's only professional development organization for teachers in economic and financial education.

Teachers may register for the Stock Market Game at www.stockmarketgame.org or register for workshops at www.mscee.org. For more information contact Pamela P. Smith, Ph.D., at 601-974-1325 or email at mscee@millsaps.edu.

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

New Associate Director—As of August, 2007, The Frances A. Karnes Center for Gifted Studies has a new Associate Director, Janet L. Wade. Ms. Wade has been a gifted education teacher in the southern Mississippi public school system for over fifteen years, teaching a range of grades from second through twelfth. She has degrees in English and music from The University of Southern Mississippi along with a certification in gifted education, and also has a strong background in business and human resources.

Over the past several years, Ms. Wade has been involved in the student programs sponsored by The Frances A. Karnes Center for Gifted Studies both as a teacher and a program supervisor.

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 from January 19 through March 1, 2008. 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 November 15, 2007. The following courses will be offered:

- **Pre-K 4- and 5- year olds:** *Under the Sea* and *Great Leaders*
- **Kindergarten and first grade:** *Journey into Space* and *Animals! Animals! Animals!*
- **Second and third grades:** *Dollars and Sense* and *Fun Seeker's Science* or *Spanish*
- **Fourth, fifth, and sixth grades:** *Law Connections* and *Environmental Solutions*
or *Author! Author! An Introduction to Creative Writing*
- **Seventh through twelfth grades:** Choose **one** of the following three options:
Debate, Psychology: Discovering Yourself, or Forensic Science

Leadership Studies Program, June 15-20, 2008—This is a one-week residential program designed for students currently enrolled in grades 6—11 who have a desire to develop and enhance their leadership skills and abilities. Students will be housed in dormitories on the campus of USM in Hattiesburg. Tuition includes room, board, recreational activities, and limited accident insurance.

Leadership I is a program with specific emphasis on leadership skills. Training will include those areas necessary for leadership development: 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 affiliations will be utilized to heighten the awareness and development of leadership potential.

Leadership II is a continuation of the program with Leadership I as a prerequisite for entry. It is an intense study to further develop leadership concepts and qualities. Emphasis will be 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 will also have the opportunity for informal interaction with adult leaders.

Summer Gifted Studies Program, June 22—27, 2008—This is a one-week residential program designed for intellectually gifted students in grades 4—8 with intelligence quotients 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 planned enrichment and 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 campus of USM in Hattiesburg. Instructional activities will be conducted in classrooms and laboratories on the 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.

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

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