

GEOGRAPHY EDUCATORS' NETWORK OF INDIANA, INC.



Vol. 91 No. 1

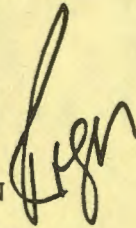
February, 1991

TO: GENI MEMBERSHIP

FROM: DR. ROGER L. JENKINSON
GENI PRESIDENT

SUBJECT: BOARD MEETING AND BOARD ELECTION

DATE: DECEMBER, 1990



The GENI Board met on December 1, 1990 and acted upon twenty-seven business items. You can see that GENI is involved across the state, and has expanded its efforts tremendously over the past five years. I hope you can also see that the GENI Board has a significant responsibility in leading the membership. At the December meeting, the Board revised the GENI By-Laws to expand the membership on the Board if the By-Law revisions are passed. With this in mind, and because 1991 is a GENI election year, I am requesting that all interested individuals who would like to place their names in nomination for election to the Board, notifying me in writing by February 15, 1991. If you have a name of anyone that might be an excellent candidate, also notify me in writing by that date. The Nominating Committee will be presenting a slate of candidates to the Board at the March meeting. After that meeting, the slate of candidates will be sent to the membership for a vote. As a reminder, the Candidates must be GENI members, and the voting will be done by the dues paying membership.

Other action at the December meeting included:

1. Passed By-Law Revisions
2. Acted on Small Grant Proposals
3. Passed a Development Plan
4. Approved a Calendar for 1991
5. Passed on Interdisciplinary Institute Proposal

These are exciting days for geography in general, and GENI in particular, within the State of Indiana. Keep up the good work, and please do not hesitate to contact GENI if you have any questions.



Geography Educators' Network of Indiana

Dept. of Geography - IUPUI
425 University Blvd., Indianapolis, IN 46202-5140
(317) 274-8879

Dr. Frederick L. Bein
Alliance Executive Director
Dept. of Geography - IUPUI
(317) 274-8877

DATE: January 7, 1990
TO: GENI Members and Friends
FROM: Rick Bein, GENI Executive Director

Dr. Roger Jenkinson
GENI Alliance President
Dept. of Geography - Taylor
(317) 998-5323

ITEMS TO NOTE:

Carole Mayrose
GENI Alliance Vice President/T.C.
Teacher Northview H.S. - Brazil
(812) 448-2661

- You are strongly urged to become a paid member of GENI. Your \$10 membership entitles you to receive numerous GEOGRAPHIC MATERIALS and notices, Geography Awareness Week packets from the National Geographic Society and from GENI, as well as the GENI newsletter, lesson plans, and base-map sets. The membership year begins in September.

Dr. Mike Sullivan
GENI Alliance Secretary/
Treasurer
Dept. of Geography - Ball State
(317) 285-1776

- A new 1991 calendar has been developed and is enclosed. Please make a note of the various workshops and meetings available.

Dr. Alan Backler
Board Member
Agency for Instructional
Technologies
(812) 339-2203

- Note the new membership opportunity that is offered through GENI and through the National Council for Geographic Education. NCGE is offering the Journal of Geography and a one year membership for a significant savings by incorporating GENI and NCGE membership into one. See calendar.

Dr. William Dando
Board Member
Dept. of Geography - ISU
(812) 237-2444

- 1991 Summer Geography Institutes sponsored by GENI and the National Geographic Society and the State of Indiana Department of Education are scheduled for the month of July. Three regional, commuter Institutes are being offered and are to be held in New Albany, Valparaiso, and Indianapolis. An announcement and addresses for more information in enclosed. All are welcome!

Dave Geyer
Board Member/T.C.
Penn H.S. - Mishawaka
(219) 259-7961

- The 1991 Summer Interdisciplinary Geography Institute is being offered by Dr. Roger Jenkinson at Taylor University in Upland, Indiana from August 4-9, 1991. Teachers at all grade levels and in all subject areas are encouraged to come. See the flier announcing the Institute.

Beth Steinert
Board Member/T.C.
Shawe Jr.-Sr. H.S. - Madison
(812) 265-4451

Dorothy Drummond
Board Member
Ex-Officio - ICSS
(812) 533-2219

* - The GENI SHARE FAIR will be held February 16, 1991 at the Union Building, Roof Lounge, on the IUPUI campus from 9:00 a.m. to 3:00 p.m. with an hour for a lunch break which will be taken at the Riley Childrens' Hospital Cafeteria. Refreshments will be provided. The Share Fair is an opportunity for teachers to gather to share classroom activities, lesson plans, frustrations, and hopes. All are welcome. If you have a lesson that you wish

Mary Fortney
Ex-Officio - DOE
Board Member
(317) 232-9158

to present, contact the GENI office asap at (317)274-8879. Also, contact the GENI office if you are interested in attending the Share Fair at the same number. Parking on the west side of the Union Building is available.

- Small grants applications are being accepted. To date, just over \$8,000 in small grants has been awarded. Consider submitting a small grant proposal to get geographic education spreading in your community!
- A trained Cartographer, Kevin Mickey, is now on staff at IUPUI. Consider his services, at reasonable rates, for your cartographic needs. The map of the Middle East is a sample of his high-quality work.
- Note the GENI Merit Award Nomination Form which is part of a small grant that is trying to expand the use of and awareness of literature that may be used to emphasize geographic education. See the enclosed flier.
- PLEASE, contact your local representative to enlist or promote support for requiring geography in the schools' curriculums.
- A Summer Geography Seminar for High School Juniors and Seniors is being offered by Dr. Bill Dando of Indiana State University in Terre Haute, Indiana. The course offers high schoolers an opportunity to explore the Soviet Union and to delve into state-of-the-art geographic research techniques. Also, the course offers college credit and scholarship opportunities.
- GENI tries to recognize those teachers in Indiana whom demonstrate excellence in geographic education. Note the NEW HEIGHTS page for a brief overview of some of those teachers.
- * - The Population Reference Bureau is offering a free *
*workshop to be held March 7, 1991 on the IUPUI campus *
*in Indianapolis, Indiana. The workshop will be held *
in Cavanaugh Hall, room #211 and will be from 9:00 a.m.
to 3:00 p.m. with an hour for a lunch break, which may
*be taken at the Food Court across the street from *
Cavanaugh Hall. Parking in the Visitor Parking Garage
*is available. Contact the GENI office for more info- *
*rmation. Leave a message on the recorder if no-one *
*answers at (317)274-8879. Thank you! *
- A study trip to COSTA RICA is being planned for June. An announcement is enclosed.

- 1887
laws
- A call for nomination packets for The 1991 Teacher Award for Community Service sponsored by the Merck & Co., Inc. is being announced for the 1991 year. See enclosed announcement.
 - Resources for the Future is offering a scholarship and study award for the development of a study program that focuses on the environment. Award winners receive an annual stipend of \$35,000, office facilities at Resources for the Future and an allowance for moving expenses if necessary. See enclosed announcement.
 - Several available resources are listed with associated addresses and/or telephone numbers where the items may be obtained.
 - The 1990-1991 GEOGRAPHY SCIENCE FAIR COMPETITION is calling for nominations of state-wide science fair exhibits that demonstrate a geographic or spatial dimension. The nominations should be mailed to Dr. Miriam Hill at IU Southeast. See the enclosed announcement.
 - The Susan Roll Leach School #68 operates on an economy basis. The students have the opportunity to actually relate to "real world" living and economics. A sample of the dollars that the students use to exchange for bookstore items is in the newsletter. The school won a national award for teaching economic education.



**Do you need maps, charts
or other graphics ?**

**Great
News!!**

**IUPUI now offers the services
of a trained cartographer who is
capable of meeting your needs.**



- Classroom Presentations
- Desk Maps
- Book Reports
- Business Meetings
- Thematic Maps
- Books
- Professional Journals
- Reference Maps



Please call for an appointment:

OFFICE HOURS:

8:00 a.m. to 4:00 p.m.

Monday thru Friday

PHONE:

(317) 274-8889

or

(317) 274-8877

MEMBERSHIP APPLICATION

____ New ____ Renewal

Name _____
Mailing Address _____

_____ zip _____

Phone:
home (____) _____
work (____) _____

Occupation: _____

(If teacher, please, indicate grade & subject)

I wish to become a member of GENI or to renew my membership. I understand that my membership is renewable annually, the first of September.

DUES

Individual\$10.00
School\$25.00
Corporate\$50.00
Institutions\$80.00

I am enclosing my check for the correct amount.

SIGNED _____

Mail this form to:
GENI
Dept. of Geography, IUPUI
425 University Blvd.
Indianapolis, IN 46202-5140

For an Individual Membership, you receive a bimonthly GENI GeoGram (newsletter), a Geography Awareness Week packet from the National Geographic Society, a Geography Awareness Week lesson plan packet from GENI, access to geographical resources such as maps, games, computer software, lesson plans, and information regarding workshops and in-services.

For a School Membership, the school receives 3 versions of an Individual Membership. List each person in the school whom is to receive the information and to be placed on the GENI mailing list. Possibly, the librarian should be included in this list due to the school-wide availability as a resource.

For a Corporate Membership, the company receives the same materials as an Individual Membership. List the person in the company who is to receive the information and to be placed on the GENI mailing list. Possibly, someone who is an available resource to others.

For an Institution Membership, the school receives all of the Individual Membership information for 5 individuals, AND the school receives 5 memberships to the National Council for Geographic Education (NCGE). NCGE publishes the "Journal of Geography" and provides lesson plan packets, geography education brochures, in-services and holds an annual conference. With the Institution Membership, the school receives 5 copies of all of the GENI and of the NCGE materials that are mailed to members. List each person in the school whom is to receive the information and to be placed on the GENI mailing list.

**Strengthening
Geography in
Education ...**



**The
Geography
Educators'
Network
of
Indiana**

A not-for-profit organization and a member of the National Geographic Society Alliance network. Partially funded by the National Geographic Society and the State of Indiana.

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GEOGRAPHY CALENDAR
1990-1991

Month of January, Geography Bee Local School Competitions, statewide.

Feb. 9-10; Hoosier Association of Science Teachers, Inc. Conference; Adams Mark Hotel, Indianapolis.

Feb. 9-10; Weekend Workshop at St. Mary of the Wood's College, contact Dorothy Drummond @ (812)535-5151 ext. 139 for information; Terre Haute.

Feb. 16; GENI Share Fair, contact the GENI office @ (317) 274-8879 for information; Union Bldg. Roof Lounge, IUPUI, Indianapolis.

March 2; GENI ANNUAL open business meeting, 9:00 a.m.-12:30, IUPUI, Cavanaugh Hall #438, Indianapolis.

March 7; Population Reference Bureau workshop, "Teaching Strategies for Linking the Population & the Environment"; contact the GENI office @ (317)274-8879 for information; IUPUI, Indianapolis.

March 13; National Diffusion Network workshop, contact Lynnwood Erb @ 1-800-522-3388 or (219)722-1754 for information; Fort Wayne.

April 5; State Finals for the Geography Bee; IUPUI, Indianapolis.

April 25-27; Indiana Council for the Social Studies Spring Conference, contact Evelyn Holt @ (812) 855-3584 for more information; IU Student Union, Bloomington.

May 8; National Diffusion Network workshop, contact Lynnwood Erb @ 1-800-522-3388 or (219)722-1754 for information; Indianapolis.

May 31 - June 1; Election of new board members at the GENI Long Range Planning Meeting.

June 16-28; Summer Honors Seminar on the Soviet Union for High School Students (Geog. 199) to receive 2 college credit in geography; contact Dr. Bill Dando @ ISU, Dept. of Geog. & Geol., Terre Haute, IN 47809. Room & Board for two weeks is \$295.00. Those who complete the seminar and do well may be considered for an ISU scholarship, minimum value of \$4,400.00 over four years.

Summer Commuter Institutes:
July 1-19, New Albany
July 7-27, Valparaiso

July 15-August 2, Indianapolis contact the GENI office @ (317) 274-8879 for information.

Aug. 5-9; Interdisciplinary Geography Institute, contact Dr. Roger Jenkinson, Taylor University, Geog. Dept., Upland, IN 46989 for information.

Aug. 24; GENI open business meeting with new board members taking position.

October; Weekend workshop on "Being Comfortable and Understanding Maps"; watch the newsletter for further information; Valparaiso.

October 23-26; National Council for Geographic Education Conference in St. Paul, Minnesota.

Nov. 10-16; GEOGRAPHY AWARENESS WEEK

GENI Available Resources:

- * List of available teacher consultants statewide whom display excellence in teaching geography in the classroom.
- * Teacher-developed lesson plans for K-12 content area classrooms.
- * Maps that may be used for overhead transparencies or for individual student and teacher use.
- * A resource compendium of outside geographic materials.

GENI Board Members:

Roger Jenkinson, Taylor University, Upland
President

Carole Mayrose, Northview High, Brazil
Vice President

Kathleen Lamb, GENI, IUPUI, Indianapolis
Secretary/Treasurer

Alan Backler, Agency for Instructional Technology, Bloomington

Rick Bein, IUPUI, Indianapolis

Jill Bowman, Indianapolis Public Schools,
#81, Indianapolis

William Dando, Indiana State University,
Terre Haute

Dorothy Drummond, St. Mary of the Woods
College, Terre Haute

Mary Fortney, Department of Education,
Indianapolis

Dave Geyer, Penn High School, Mishawaka

Beth Steinert, Shawe Jr./Sr. High School,
Madison

GENI:

- * Promotes the value and importance of geography in Indiana schools.
- * Encourages excellence in the teaching of geography.
- * Provides a forum where teachers can exchange ideas and classroom techniques.

To carry out its mission, GENI:

- * Sponsors in-service workshops and summer institutes.
- * Holds conferences and meetings, with high-interest programs.
- * Recognizes excellence in teaching by giving awards, citations, and grants.
- * Distributes the GENI GeoGram, with news of in-service workshops, meetings, and ideas for the classroom.

To learn more about GENI, contact Dr. Rick Bein, Executive Director, Dept. of Geography, IUPUI, 425 University Blvd., Indianapolis, IN 46202-5140. (317)274-8879.

To join GENI or to renew your membership, use the accompanying application.

GEOGRAPHY

SUMMER INSTITUTES FOR TEACHERS

The GEOGRAPHY EDUCATORS' NETWORK OF INDIANA, INC. (GENI), with funding from the National Geographic Society and from the State of Indiana Department of Education, is offering three regional, commuter, Summer Institutes for the 1991 year. The Institutes will be held for a 3-week duration during the month of July in New Albany, Valparaiso, and Indianapolis, Indiana. Each Institute program includes lectures, field trips, interaction among teacher-participants, and preparation time for participants to create and share instructional materials for use in their classrooms.

SELECTION OF PARTICIPANTS - The selection will be based on the following criteria:

1. Enthusiasm in regard to enriching knowledge and instruction with GEOGRAPHY. (Prior geography training is not required).
2. Peer recognition with respect to teaching creativity and effectiveness.
3. Strength of administrative support for geography expansion in the school's curriculum.
4. Willingness to participate in the GENI Alliance Network.

CREDITS - Each Institute site will make graduate credit available in geography and/or education. Each site has various institutional parameters to follow which allow for different available credits and costs.

FINANCIAL SUPPORT - A stipend is being offered to help offset the cost of textbook purchase and/or tuition expenses. Other instructional materials (lesson plans, atlases, ...) will be provided at no cost. Traveling expenses for the field trips will also be covered by the Institute funds.

DATES AND ADDRESSES FOR MORE INFORMATION -

NEW ALBANY - July 1, 1991 to July 19, 1991

Margaret Harshfield
1420 Silver Slate Drive
New Albany, IN 47150

Dr. Miriam H. Hill
IU Southeast
Dept. of Natural Sciences
4201 Grant Line Road
New Albany, IN 47150

VALPARAISO - July 8, 1991 to July 27, 1991

Frank Vernallis
6289 Venus Avenue
Portage, IN 46368

John C. Robbins, Ph.D.
NICTD
33 E. Highway 12
Chesterton, IN 46304

INDIANAPOLIS - July 15, 1991 to August 2, 1991

Kathleen Lamb
GENI Asst. Coord.
425 University Blvd., #213
Indianapolis, IN 46202-5140

Anne Gardner
4785 East State Road 46
Bloomington, IN 47401



Geography Educators' Network of Indiana



Dear GENI members and friends,

GENI is instituting an award for children's literature with geographical merit. The award will be designated through teacher nominations and selection committee review. We are looking for books with emphasis on geographical themes that are well received by your students. When nominating literature for the GENI MERIT AWARD educators are asked to keep the 5 themes of geography in mind.

GENI MERIT AWARD NOMINATION FORM

Location-Place-Human/Environmental Interaction-Region-Movement

Title of book: _____

Author: _____

Publisher: _____

Date of publication: _____

Suggested grade level(s): _____

Brief description of book. (Please indicate geographic themes this book reinforces.) Use another sheet of paper if necessary.

On another sheet of paper please give lessons and/or activities for using this book in the classroom.

Your name: _____

Position: _____

School: _____

School address: _____

School phone: _____

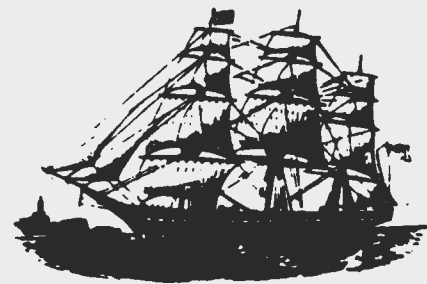
Deadline for nomination is MAY 1, 1991.
Please send all completed nominations to:

Jill Bowman
8810 Haddington Dr. N.
Indianapolis, IN. 46256

Duplication and distribution of this form is encouraged.



A N N O U N C I N G
A
2ND GEOGRAPHY INSTITUTE
ON
INTERDISCIPLINARY GEOGRAPHY
FOR
ELEMENTARY AND SECONDARY
TEACHERS OF
INDIANA
AUGUST 4-9, 1991
AT
TAYLOR UNIVERSITY
UPLAND, INDIANA



(over)

APPLICATION FORM
GEOGRAPHY INSTITUTE AT
TAYLOR UNIVERSITY

NAME _____

SCHOOL _____

GRADE LEVEL _____ SUBJECT _____

SCHOOL ADDRESS _____ ZIP _____

SCHOOL PHONE () _____

HOME ADDRESS _____

_____ ZIP _____

HOME PHONE () _____

I agree to attend all sessions and to be an active participant.

SIGNATURE _____

_____ I am interested in academic credit information

(over)

****This institute is sponsored by Taylor University; by the Geography Educators' Network of Indiana (GENI); and by grants from the Indiana Department of Education and the National Geographic Society.**

****This institute is intended to be a content oriented course to help teachers integrate geography into their classrooms in the following areas: History, Area Studies, Literature, Earth Science, Religion, Sport.**

****All expenses are paid by the above sponsoring organizations. Academic credit can be obtained from Taylor University at additional cost.**

****Taylor University is America's oldest evangelical inter-denominational Christian liberal arts college founded in 1846. Our lifestyle does not permit the use of alcohol, tobacco or drugs.**



**ATTACH ADDITIONAL SHEET
TO PRESENT THE FOLLOWING:**

**1. PREVIOUS GEOGRAPHY INSTITUTES
AND WORKSHOPS ATTENDED:**

**2. I AM INTERESTED IN ATTENDING
THIS INSTITUTE BECAUSE:**

**APPLICATION DEADLINE:
APRIL 15, 1991**

**MAILING ADDRESS:
GEOGRAPHY INSTITUTE
DEPARTMENT OF GEOGRAPHY
TAYLOR UNIVERSITY
UPLAND, INDIANA 46989**

**COORDINATOR AND PROFESSOR:
DR. ROGER L. JENKINSON,
Chair of the Geography
Department, Taylor
University and
President of GENI**

30 participants will be selected. Individuals will be selected on the basis of an indicated active commitment to improve the teaching of Geography.

CONNECTIONS: Linking Population and the Environment

CONNECTIONS: Linking World Events to Our Lives

CONNECTIONS: A Project of PRB

For any given type of technology, for any given level of consumption or waste, for any given level of poverty or inequality, the more people there are, the greater is the impact on the environment.

—from *The State of World Population 1990*, UNFPA, 1990

During the summer of 1990 five secondary geography teachers, active in state Geographic Alliance programs, joined the Population Reference Bureau (PRB) staff in Washington D.C. to develop teaching materials. These materials will provide secondary geography instructors with lesson plans and strategies to teach population and environmental issues in the context of sustainable development. Our immediate objectives are to develop a versatile teaching package and to conduct a series of workshops which will help teachers use these materials effectively. Our ultimate goal will be to develop in students concern for the environment, a sense of responsibility for its protection, awareness of the links between population and the environment, and the realization that they live in a “global village.”

The package will contain a set of articles on the environment written by developing-country journalists, the PRB *World Population Data Sheet*, an Environment and Development Data Sheet and a comprehensive teacher's guide with lesson plans. Most of the articles will give regional or country perspective on population and the environment from a local perspective. These articles are overview pieces written by PRB staff.

FREE
Workshop at IUPUI on
March 7, 1991 from 9:00
a.m. to 3:00 p.m. with
an hour lunch break.
Cavanaugh Hall #211.
Park in the visitor's
parking garage. Call
the GENI office for
more information and
to register.
(317) 274-8879

; the materials from this 2-year project will be distributed through a series of workshops given by the team of PRB staff and the teachers who developed the plans. These workshops will be given at no cost to the participants. Any Geographic Alliance coordinator or Institute organizer interested in having a workshop or receiving materials should contact Kimberly Crews, Director, CONNECTIONS Project, Population Reference Bureau, Inc., 777 14th St., N.W., Suite 800, Washington, D.C. 20005. The telephone number is (202) 639-8040.



The CONNECTIONS project is sponsored by the Geraldine R. Dodge Foundation, the George Gund Foundation, the David and Lucille Packard Foundation, and the Agency for International Development.

The Population Reference Bureau, Inc., is a private, nonprofit educational organization dedicated to the dissemination of information on population-related topics and demographic trends, both domestic and international. PRB was founded in 1929, and its offices are located in Washington, D.C.

Merck & Co., Inc.
and
The Triangle Coalition for Science and Technology Education
announce

The 1991 Teacher Award for Community Service

This national award to be made annually acknowledges the contributions of outstanding teachers who provide exemplary service and leadership in the development of local alliances of business, science, engineering, and education.

Award:

The recognition includes presentation of a framed certificate and a \$5,000 government bond to one teacher annually as well as a plaque to the teacher's school.

Nomination:

Any partner or officer of a local alliance may nominate a teacher for this award. The deadline for submission of nomination packets to the Triangle Coalition is January 31, 1991.

Request the nomination packet from Dr. Ronnie Lowenstein at the Triangle Coalition, 5112 Berwyn Road, 3rd Floor, College Park, MD 20740; phone: (301) 220-0817.

1991 Summer Honors Seminar

"GEOGRAPHY OF THE SOVIET UNION: CULTURAL DIVERSITY, NATIONAL DISUNITY, AND ECONOMIC REFORMS"

This honors seminar is designed to provide outstanding high school juniors and seniors an understanding of the Soviet Union in 1991, insights into the spatial ramifications of glasnost, perestroika, and demokratizatsiya, and knowledge of problems within a multilinguistic state. Emphasis will be placed upon cultural and institutional factors which have assisted or impeded human social growth and economic development since 1917. The morning lecture portion of this seminar will stress ideas, concepts, and political unifying methods illustrated by numerous regional case studies, slide presentations (from Dr. Dando's collection of over 6,000 slides taken during his field trips to the U.S.S.R. in the past twenty years), and discussion. The afternoon laboratory portion of this seminar will introduce students to the Russian language, satellite data gathering and analysis methods used in researching aspects of the Soviet Union, and computer assisted map-making and graphing. Students will learn about the geography of the Soviet Union, how to speak and read a little Russian, how to research a topic dealing with the Soviet Union employing state-of-the-art geographic methods, and how to present the findings with the aid of computer graphic packages. This seminar will introduce thinking students to the use of some of the most sophisticated research equipment and techniques available to study any region of the world.

- A. **WHERE:** Dr. W.A. Dando, Department of Geography and Geology,
Indiana State University, Terre Haute, IN 47809
(write for more information).
- B. **WHEN:** June 16-28, 1991.
- C. **COST:** ISU Scholarship for 2 academic credits are given; the
room and board cost for the student would be \$295.00.
- D. **SPECIAL AWARDS:** Those who complete the seminar and do well may
be considered for an ISU scholarship of a \$4,400.00
minimum value to be used over a four period.

SEPTEMBER 1, 1990

GEOLEARNING CORPORATION ANNOUNCES THAT IT WILL PROVIDE IN-SERVICE TRAINING WORKSHOPS FOR INTERESTED SCHOOLS STARTING THIS FALL. THE WORKSHOPS WILL FOCUS ON THE USE OF GEOLEARNING'S FASCINATING MANIPULATIVES IN TEACHING GEOGRAPHY. THEY WILL BE TAILORED TO THE NEEDS OF THE PARTICIPANTS AND WILL VARY IN LENGTH FROM A QUICK TWO HOUR OVERVIEW TO A FIFTEEN HOUR PROGRAM THAT INTRODUCES MANY CLASSROOM ACTIVITIES. THE LATTER CAN BE WORTH ONE GRADUATE CREDIT FROM THE CENTER FOR TEACHING AND LEARNING OF THE UNIVERSITY OF WYOMING, IF ARRANGEMENTS ARE MADE AT LEAST SIXTY (60) DAYS IN ADVANCE. THE WORKSHOPS WILL BE HANDS-ON WORKING SESSIONS THAT ARE FUN AS WELL AS EDUCATIONAL. THERE WILL BE A NOMINAL FEE FOR THE INSTRUCTOR AND EXPENSES WITH AN ADDITIONAL \$65.00 FEE PER FIFTEEN CONTACT HOURS IF GRADUATE CREDIT IS DESIRED. ARRANGEMENTS MAY ALSO BE MADE THROUGH LOCAL EDUCATION AGENCIES FOR CONTINUING EDUCATION UNITS OR OTHER FORMS OF CREDIT. GEOLEARNING MANUFACTURES AND MARKETS A UNIQUE LINE OF FASCINATING PUZZLES, GAMES, MANIPULATIVES AND ASSOCIATED CLASSROOM MATERIALS THAT ARE INTERDISCIPLINARY IN NATURE, WITH PRIMARY FOCUS ON UPPER ELEMENTARY AND MIDDLE SCHOOL GEOGRAPHY, EARTH SCIENCE AND MATH. MOST OF THE WORKSHOPS WILL BE FACILITATED BY THAYER SHAFER, PRESIDENT OF GEOLEARNING. THAYER HAS TAUGHT SCIENCE AT MIDDLE SCHOOL, HIGH SCHOOL AND COLLEGE LEVELS, IS AN OCEANOGRAPHER BY TRAINING AND HAS BEEN A CONSULTANT IN SCIENCE EDUCATION FOR MANY YEARS.

FOR FURTHER INFORMATION, PLEASE CONTACT GEOLEARNING CORPORATION, P.O. BOX 2042, SHERIDAN, WY 82801. PH: 307--674-6436. TO SCHEDULE A WORKSHOP PLEASE CALL: 1-800-86E06E0 (843-6436).

Geography Science Fair Competition

Sponsored by the Geography Educators' Network of Indiana

Eligibility: All seventh through twelfth grade science fair projects that include a geographic or spatial dimension

The GEOGRAPHY EDUCATORS' NETWORK OF INDIANA is trying to promote the comprehension of geography. By incorporating geographic concepts into the content-area classroom, further comprehension by the student is accomplished. The sciences are very geographically oriented. That is why the GENI organization is offering rewards for those science fair projects that exhibit geographic or spatial dimensions. The Geography Science Fair Competition is a state-wide activity that relies upon the entrants into the 12 regional science fairs.

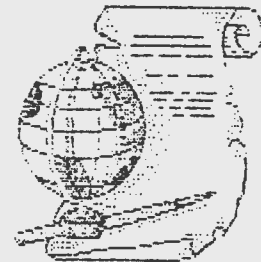
To enter send the following information:

1. Letter of entry with student's name, address, telephone number, name of teacher sponsor, grade, school name, school address, school telephone, principal's name, name of local and/or regional fairs where exhibited.
2. Abstract.
3. Copies of appropriate forms as required by the Rules of the International Science and Engineering Fair, Science Services, Inc..
4. At least one photograph (or slide) of the Science Fair exhibit.
5. Brief written report explaining the spatial dimension of the project and of the conclusions.

Send the above information to:

Dr. Miriam Helen Hill
Dept. of Natural Sciences, Geography
Indiana University, Southeast
4201 Grant Line Road
New Albany, IN 47150

BEFORE APRIL 15, 1991



A Grand Award Winner will receive:

a trophy, a geography game collection, wall maps, a beach ball globe, and a certificate.

The Grand Award Winner's Teacher Sponsor will receive:

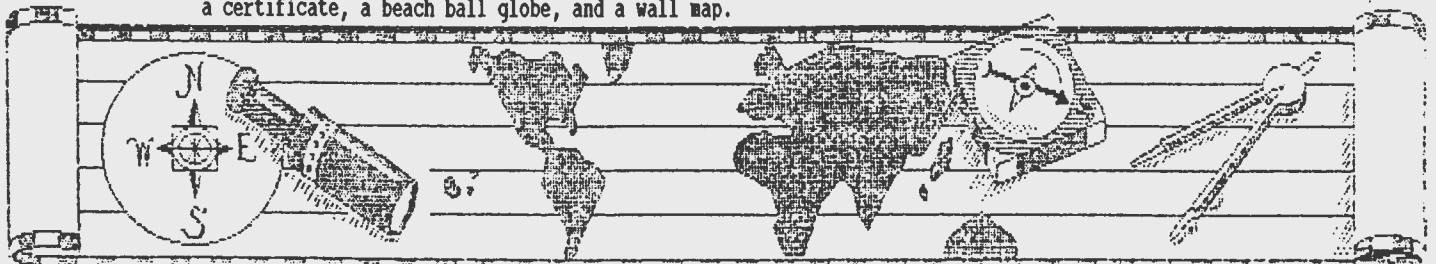
a trophy, a geography game collection, a beach ball globe, a one-year membership in the National Council for Geographic Education (NCGE), and a trophy for the school.

Honorable Mentions will receive:

a certificate, a geography game, and a wall map.

The Honorable Mentions' Teacher Sponsors will receive:

a certificate, a beach ball globe, and a wall map.



COSTA RICA

The National Council for Geographic Education and the Conference of Latin Americanist Geographers cordially invite you to consider a study tour to Costa Rica after the NCSS meeting in Miami. This tour has been specially designed to introduce teachers to the people and landscape of Costa Rica as well as visit one of the largest American schools in San Jose and interact with the social studies faculty there. The tour will leave Miami on June 23 and return to Miami on June 30.

The tour includes:

- ** Roundtrip airfare from Miami to San Jose
- ** All transfers between airport and hotel
- ** six nights at the Don Carlos Hotel or similar
- ** Daily breakfast
- ** City tour of San Jose, led by a Costa Rican geographer
- ** Central Valley tour, led by a Costa Rican geographer
- ** Transfer to Lincoln School
- ** Overnight in Golfito on the Pacific shore
- ** Optional tour to Limon on the Caribbean shore
- ** Hotel tips and taxes

This tour will cost \$1,064, based on double occupancy. A minimum of 16 people is necessary before departure. A \$300.00 deposit is needed to hold your reservation, with the remaining payments of \$382 due January 15 and May 1. If the full balance of \$1,064 is paid immediately there will be no further increases such as those that may be based on increasing aviation fuel costs. For complete information on the teacher tour to Costa Rica, contact:

Tom L. Martinson
Department of Geography
Auburn University
Auburn, Alabama 36849

Telephone: 205/844-4074
FAX: 205/844-2378
BITNET: TMARTIN@AUDUCVAX

SHAIR FAIR

WHAT IS A "SHARE FAIR" ??????

A Share Fair is an occasion for teachers to gather to "share" lesson plans, classroom activities, frustrations, and hopes. The main focus will be on geography oriented concepts that may be used in the class.

Teachers from all grade levels and from all content-specific fields are welcome.

Refreshments will be provided. Lunch will be taken at the Riley's Children Hospital, which is two blocks from the Union Building. They serve cafeteria-style, and their food is not too bad. Cost varies from approximately \$3.00 to \$7.00, depending on what and how much is purchased.

Free parking is available on the west side of the Union Building. See Map on the back of this page.

If you wish to attend, contact the GENI office at (317)274-8879. Leave a message if no-one is available.

Also, if you wish to present a lesson or an idea at the Share Fair, please, contact the GENI office.

SATURDAY, FEBRUARY 16, 1991 from 9:00 a.m. til 3:00 p.m.

Please, come and see the teachers who are involved with GENI do their stuff!!

Fun!

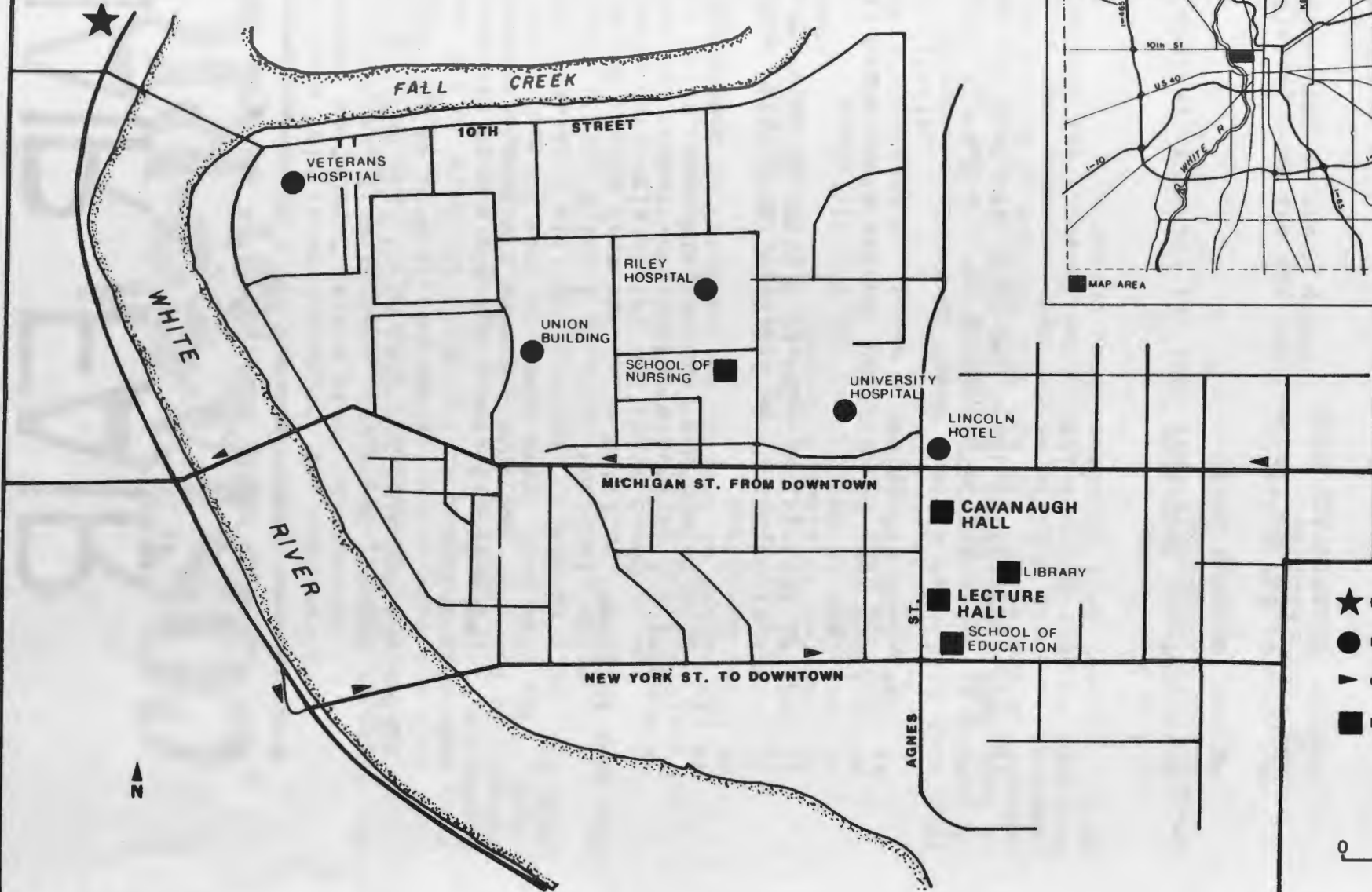
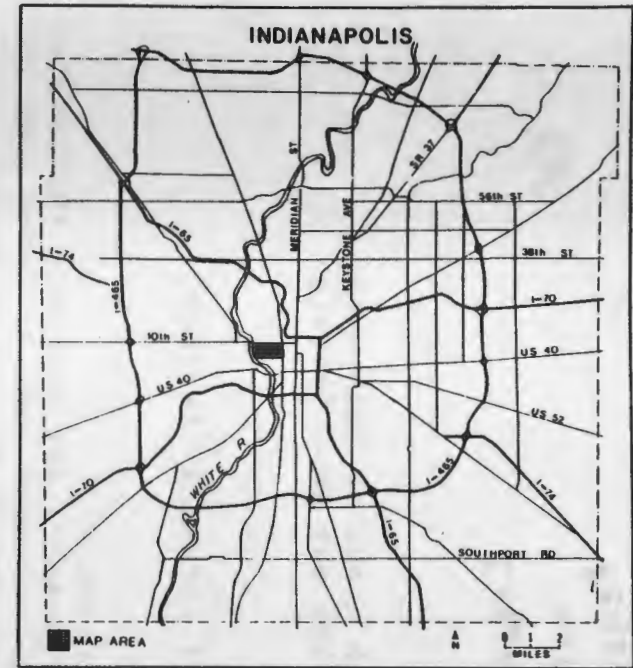
Games!

Interaction
with
Fellow
teachers!

Ideas!

Learning!

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0 150 300 450
FEET

GENI SMALL GRANT PROPOSAL

Small grants funded by the GENI Alliance strongly encourage the INSERVICE COMPONENT and the USE OF A GENI TEACHER-CONSULTANT. Funding criteria include: (1) benefits to the maximum number of teachers possible in a "multiplier effect", (2) an Inservice Component of GENI teachers teaching teachers geographical information, (3) use of a GENI Teacher-Consultant, and (4) a strong geographic content. Using the format below, an applicant should send a typed proposal addressing the following:

1. Name

Home Address
Home Phone #
Social Security Number
School Employed by
School Address
School Phone #
Best time to reach

2. Description of Proposed Project

- What is the title of your project?
- What is the purpose of your project?
- What activities will you engage in to accomplish your purpose?
- How will you, other teachers, and your community benefit from this project?
- How will you use alliance teacher consultants with this project?
- How will you document the project's successful completion?

3. Budget

You must submit an itemized budget which shows the following items if applicable:
-materials,
-honorariums,
-supplies, and
-travel.

4. Time Parameters

The small grant proposals require GENI board approval, and the board meets bimonthly. Please, submit requests at least two months prior to the time when funds will be needed.

MAIL TO:
GENI Small Grant Proposal
IUPUI, CAV #213
425 University Blvd.
Indianapolis, IN 46202-5140



CONTINENTAL CARAVAN

You are invited to join a CONTINENTAL CARAVAN when geography teams with music in your school for a multi-media performance that journeys around the world through songs, dances and instruments.

Musical selections are used to develop geographic themes about the relations of humans to the physical environment and the spread of ideas. CONTINENTAL CARAVAN stimulates curiosity about the world by focusing on questions like:

Why do the Swiss yodel? How does the physical environment shape the songs we sing and how we sing them?

How do people in different parts of the world use materials taken from their environments to make musical instruments?

How has the music of Africa influenced the music of North and South America?

Does music from Europe and the Americas affect other parts of the world?

Why do similar folk tales appear in the ballads of different regions of the world?

During this fast-paced, visually attractive presentation, your students will interact with the professional performers and participate in structured group activities related to these themes.

CONTINENTAL CARAVAN is a presentation of DIVA Productions, Inc., a non-profit, international organization based in Indianapolis that creates and tours a variety of musical programs throughout North America. Presenters may obtain fee support from the Indiana Arts Commission's Visiting Artist Program (VAP) or Presenter Touring Program (PTP) for all current presentations from DIVA Productions.

CONTINENTAL CARAVAN's development was funded by the Indiana Humanities Council, the Geography Educator's Network of Indiana (GENI), the Indiana Arts Commission, and the Moore Foundation, with equipment donated by HPS, Inc. Project Director is Dr. Audrey Leonard Borschel of DIVA Productions, with principal consultants Dr. Frederick Bein, Head, Department of Geography, IUPUI and Dr. Alan Backler, Teaching Resource Center, Indiana University. Music consultants include Dr. Patricia Shehan, Head, Department of Music Education, Butler University and David Amram, internationally known composer, conductor and world music specialist.

For additional information about performances and full-day residency with performance and smaller group workshops, please contact:

*DIVA Productions
1144 West 73 Street
Indianapolis, IN 46260
317-253-7707*



This program made possible through a grant from the

Indiana Humanities Council
and the National Endowment for the Humanities

IIAC
With the support of the
 Indiana Arts Commission and
 National Endowment for the Arts.

THE RFF SMALL GRANTS PROGRAM

Applications must be received by
March 1, 1991

Gilbert F. White Postdoctoral Fellowship Program

Resources for the Future will award two resident fellowships for the 1991-92 academic year in honor of Gilbert F. White, retired chairman of the RFF board, distinguished geographer, and internationally known statesman of science. Created in 1980, the fellowships are intended for two postdoctoral researchers who wish to devote a year to scholarly work on social science or public policy programs in areas of natural resources, energy, or the environment. Since fellows will work with current RFF staff members, selection criteria will include the nature of the proposed work program and how it fits with RFF work in progress.

Eligibility: The award is open to individuals in any discipline who will have completed their doctoral requirements by the beginning of the 1991-92 academic year. Preference will be given to those who have several years of teaching and/or research experience, however.

Amount: Fellows receive an annual stipend of \$35,000 plus research support, office facilities at Resources for the Future,

About RFF

Resources for the Future (RFF) is an independent non-profit organization that advances research and public education in the development, conservation, and use of natural resources and in the quality of the environment. Established in 1952 with the cooperation of the Ford Foundation, it is supported by an endowment and by grants from foundations, government agencies, and corporations. Grants are accepted on the condition that RFF is solely responsible for the conduct of its research and the dissemination of its work to the public. The organization does not perform proprietary research.

RFF seeks to inform and improve policy debates on resource and environmental issues by disseminating the results of its research to those involved in shaping policy, to academics, and to the interested public. RFF maintains a nonpartisan, objective stance on all specific policy issues at the same time that it advocates more efficient, equitable, and effective policies in general.

Grouped into four units—the Energy and Natural Resources Division, the Quality of the Environment Division, the National Center for Food and Agricultural Policy, and the Center for Risk Management—staff members pursue a wide variety of interests, including forest economics, natural gas policy, multiple use of public lands, mineral economics, air and water pollution, energy and national security, hazardous wastes, the economics of outer space, climate resources, and quantitative risk assessment. Resident staff members conduct most of the organization's work; a few others carry out research elsewhere under grants from RFF.

Resources for the Future takes responsibility for the selection of subjects for study and for the appointment of fellows, as well as for their freedom of inquiry. The views of RFF staff members and the interpretation and conclusions of RFF publications should not be attributed to Resources for the Future, its directors, or its officers. As an organization, RFF does not take positions on laws, policies, or events, nor does it lobby.

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and an allowance of up to \$1,000 for moving or living expenses. This stipend may be supplemented from other sources—such as university sabbatical support or a foundation research grant—if the supplement does not divert the fellow from the research project. Fellowships do not provide medical insurance or other RFF fringe benefits. Neither Social Security nor tax payments are deducted from the stipend.

Duration: Fellowships are awarded for a minimum of nine and a maximum of twelve months. Fellows reside in an RFF research division—the Energy and Natural Resources Division or the Quality of the Environment Division—or center—the Center for Risk Management or the National Center for Food and Agricultural Policy.

Deadline: Applications for 1991-92 fellowships must be received by March 1, 1991. Awards will be announced in April 1991.

Applications: For further information and application forms, write to Vice President, Resources for the Future, 1616 P Street, NW, Washington, DC 20036. Phone: (202) 328-5022.

The RFF Small Grants Program

Resources for the Future each year awards several small grants for the support of research on issues related to the environment, natural resources, or energy. The program is intended to address a need that is not now being met by most funding agencies, which tend to emphasize large projects and require complex lengthy applications. RFF's Small Grants Program provides start-up funding for new projects or supplementary support to complete specific aspects of ongoing projects.

Proposals for RFF small grants may deal with theoretical or applied topics but they must be focused on research. In 1991-92, RFF is particularly interested in proposals having to do with:

- Economic, psychological or philosophical inquiries into the concepts of existence or intrinsic value
- Studies attempting to shed light on the value of biological diversity
- Empirical analyses of legislative voting on environmental and natural resource issues

Proposals for community action projects, litigation, or political activities will not be considered.

Eligibility: Researchers of all nationalities are eligible for grants, but grants can only be made through tax-exempt institutions.

Amounts: The maximum grant will be \$30,000 including overhead, but most grants will be for smaller amounts. The maximum allowable overhead rate will be 10 percent.

Duration: Projects should run for at least two months and not more than two years.

Deadline: Applications for grants must be received by March 1, 1991. Awards will be announced in April 1991. Please note that we cannot provide written evaluations of the proposals we receive.

Applications: For further information and application forms, write to Vice President, Resources for the Future, 1616 P Street, N.W., Washington, D.C. 20036. Phone: (202) 328-5022.

1990-91 Awards

The RFF Small Grants Program was inaugurated in 1980. Recipients of small grants for 1990-91 are listed below.

William N. Evans, Assistant Professor of Economics, University of Maryland. *Topic:* Does Enforcement of Environmental Regulations Provide General Deterrence?

William H. Kaempfer, Assistant Professor of Economics, University of Colorado. *Topic:* Assessing the Effectiveness of International Economic Sanctions Over Transnational Externalities.

Vernon L. Smith, Director and Regents' Professor of Economics, University of Arizona. *Topic:* Chaos and the Bioeconomics of Fishing.

Robert N. Stavins, Assistant Professor of Public Policy, Harvard University. *Topic:* Wetland Losses and Willingness-to-Pay for Fishing Opportunities.

Tom Tietenberg, Professor of Economics, Colby College. *Topic:* Judicial Approaches to Environmental Policy.

Resources for the Future, Inc.
1616 P Street, N.W., Washington, D.C. 20036
APPLICATION FOR GRANT

Please answer all questions and type your replies. Be sure to obtain the signature of an official authorized to sign for the organization, as requested on the last page of this form.

Date _____

PART I Plan and budget

Name of organization applying for grant _____

Address _____

Name of person in charge of project _____

Present position _____

Address _____

Office telephone number _____

Title of Project _____

Total amount of request _____

Period covered by project _____

Name of responsible financial officer _____

Address _____

Attach details of the plan in a description not to exceed 1,000 words (not including the bibliography). The description should include the following:

Specific aims of the proposed work

Significance of the project and why its results may be important

Details of the procedure to be followed, giving the general approach and research methods to be used

Facilities available

PLEASE REMEMBER TO SIGN AND DATE FORMS AND MAIL ONE COPY TO:
Small Grants Program, Resources for the Future, 1616 P Street, N.W., Washington, D.C. 20036



**the
Urban
Land
Institute**

625 Indiana Avenue, N.W.
Washington, D.C. 20004-2930
(202) 624-7000
FAX (202) 624-7140

December 14, 1990

Dear Geographic Alliance Coordinator:

The Urban Land Institute would like to introduce you to an exciting high school curriculum package that we introduced this Fall. The package is called Dilemmas of Development and seeks to teach students through a simulation activity about land use planning and development and the process of public/private decisionmaking about land use. Enclosed you will find copies of the Urban Land Institute press release and a one-page summary of the program.

Dilemmas of Development was developed and written by a professional curriculum consultant, Toby Levine Communications. Before final production, we tested the package in high schools around the country, and we can provide you with the names of teachers who have tested it. Please note that this is a very low-cost curriculum at only \$27; because it is intended to be reproduced, only one copy per classroom is needed.

I have sent copies of Dilemmas of Development to Gail Ludwig and Ammy Scammahorn at the National Geographic Society and discussed it with them. Ammy has said she plans to review it in the Spring issue of Update. Another reference would be Truman Hartshorn, one of the Alliance Coordinators in Georgia. Truman is a ULI member and is very familiar with Dilemmas of Development.

If you could include a review or a notice about it in your state newsletter, along with ordering information, we would be grateful. In addition, feel free to pass along copies of the press release and summary to anyone who is interested. Please call me if you have any questions about the package or about the Urban Land Institute. My number is (202) 624-7127, and the ULI Publications Orders number is (800) 321-5011, Ext. 85.

Sincerely,

David W. Parham
Senior Associate
Public Education

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Project WILD

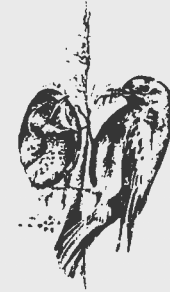
Indiana



What is Project WILD?

Project WILD is a supplementary environmental/conservation education program, emphasizing wildlife. The innovative, hands-on activities are designed for students in kindergarten through grade 12. The materials are correlated with and easily integrated into all subject areas or programs.

The goal of Project WILD is to assist learners of any age in developing awareness, knowledge, skills and commitment to result in informed decisions, responsible behavior and constructive actions concerning wildlife and the environment upon which all life depends.



How was Project WILD developed?

Project WILD was developed through a joint effort of the Western Association of Fish and Wildlife Agencies and the Western Regional Environmental Education Council. The materials were written by educators, resource agency personnel and representatives of private conservation groups. The materials have been extensively tested in classroom settings and are evaluated on an ongoing basis. Project WILD has received numerous awards and endorsements on the local, national and international levels.

In the fall of 1987, in cooperation with the U.S. Fish and Wildlife Service, a K-12 supplement focusing on wetlands and aquatic wildlife was added to the program.

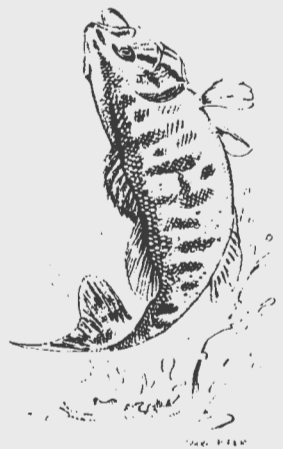
The Project WILD Materials

At the heart of Project WILD are three activity guides: one for kindergarten through grade 6, one for grades 7 through 12, and a supplemental K-12 aquatic guide. These guides contain 122 complete activities with each activity designed to teach one or more of the following concepts:

- awareness and appreciation of wildlife
- human values and the wildlife resource
- wildlife and ecological systems
- wildlife conservation
- cultural and social interaction with wildlife
- wildlife issues and trends, alternatives and consequences
- wildlife, ecological systems and responsible human actions

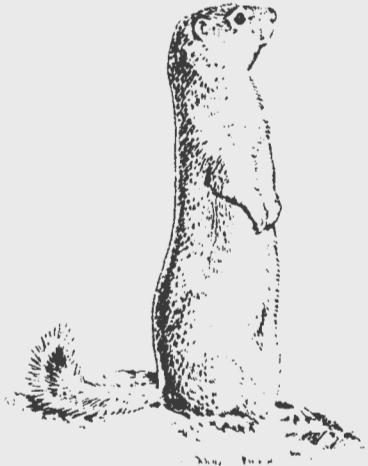
These concepts are the basis for the curriculum framework of Project WILD. For each activity, the guide lists objectives, background information, suitable grade levels, reference to the school curriculum, skills developed in the lesson, and ideas for expanding and evaluating the lesson. Each guide also includes a grade level, subject, topic and skill index as well as a glossary of terms.

The activities are designed to be used indoors and outdoors, and can be used by nature centers, youth groups and classroom teachers.



Project WILD in Indiana

In Indiana, the Department of Natural Resources' Division of Fish and Wildlife sponsors Project WILD through the the Non-game and Endangered Wildlife Program. Trained volunteer facilitators conduct local workshops for anyone interested in using the materials for youth education. After attending a six-hour workshop, participants will receive a copy of the curriculum guides at no charge. College credit is also available for attending a workshop.



Workshop Information

If you are interested in becoming a facilitator or attending a teacher workshop on Project WILD in your area, contact:

Indiana Project WILD Coordinator
 6013 Lakeside Blvd.
 Indianapolis, IN 46278
 (317) 290-3223

You may attend a workshop already scheduled, or if you have 15 or more people interested, a workshop may be scheduled for your group at your location. If you care about Indiana wildlife and the environment, please join the thousands of educators worldwide who use Project WILD in their teaching.



Mail to: Project WILD Coordinator
 6013 Lakeside Blvd.
 Indianapolis, IN 46278
 317/290-3223

Name _____ Phone _____
 Address _____
 City/State _____ Zip _____
 School, Agency or Business _____
 Position _____

I am interested in: _____ becoming a Project WILD workshop leader/facilitator
 _____ attending a Project WILD workshop (____weekday ____weekend)
 _____ more information on Project WILD

NEW HEIGHTS

GENI would like to recognize those teachers throughout the state of Indiana who have demonstrated excellence in geographic education!!

JANIS COFFMAN
Bellmont Junior High School
Decatur, Indiana

Four BJHS staff members have been invited to give a total of six presentations to the internationally-attended National Middle School Association's 1990 conference in Long Beach, California from Nov. 14-17, 1990. Janis Coffman, the geography teacher at BJHS, will present "Knights in Nikes" and "More Than Chopsticks: Teaming With Japan". Janis has travelled and studied in Japan. Also, she developed a Japanese study kit that is used to teach administrators, teachers, and students about Japanese lifestyles.

MARY PRICE
Bellmont Junior High School
Decatur, Indiana

Mary, along with Janis Coffman, travelled to Japan in the summer of 1990. She is the NA educational consultant for the arts. Mary has made it possible for a Japanese visitor, Kaori Sakurai, to come to Decatur. Kaori will stay with several host families in Decatur for the next nine months. Kaori will be work in all of the community schools at all grade levels. She will share her culture with everyone involved. Her visit is made possible by the International Internship Program, which organized the trip that Mary and Janis toured with.

BILL HERMAN

Noblesville Junior High School
Noblesville, Indiana

Bill was awarded a National Excellence in Geography Teaching award by the Rand McNally Corporation. Due to his efforts and award, Bill received geography materials for his school and a cash award.

BETH STEINERT

Shawnee High School
Madison, Indiana

Beth is currently a GENI board member. She was selected to be the Indiana teacher to research at the Library of Congress in Washington, D.C. for a 3-week period in 1990. The program was sponsored by the National History Day Endowment for the Humanities and the Library of Congress. Beth researched the "Quincentary of Columbus' Voyages". She also researched the "Transmission of Diseases Between Europe and the New World". A set of lesson plans for Jr./Sr. high will be developed as a result of her research.

CHARLIE BOWMAN

Tipton High School
Tipton, Indiana

The Tipton Rotary Club honored Charlie Bowman as the 1990 "Teacher of the Year" for his outstanding teaching and for his efforts in creating community awareness of the importance of geographical literacy. Charlie also participated in the National Geographic Society Instructional Leadership Institute in June, 1990, which was held in Washington, D.C..

JUDIE SIDENBENDER AND BARBARA HARRISON
 Orchard Drive Elementary School
 Hammond, Indiana

Judie and Barb have developed, through a small grant awarded to them by GENI, a series of six seminars that teach geography to other teachers and community members. The response to each of the seminars held thus far has been so overwhelming that they have had to give each seminar twice. A video tape of each seminar is being made and will be available to interested parties for viewing. Both teachers have advanced the geographic literacy rate within their school and within their community.

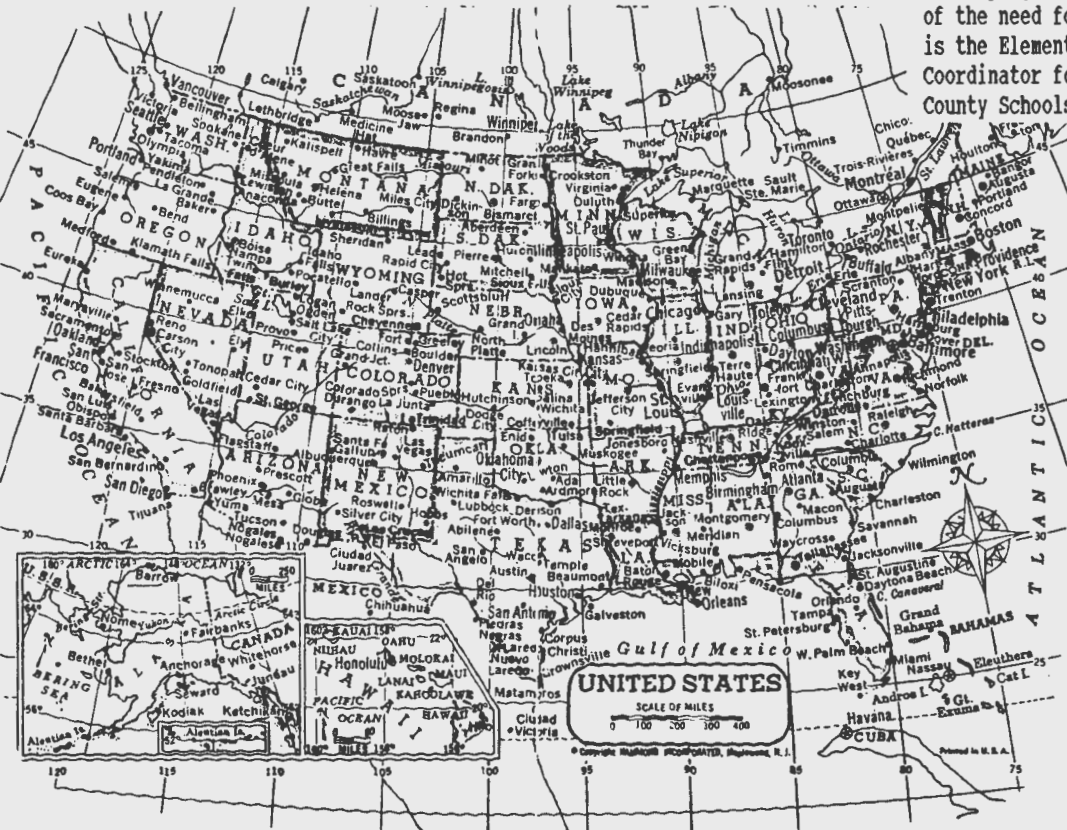
MARGARET HARSHFIELD
 S. Ellen Jones Elementary School
 New Albany, Indiana
 Margaret has been promoted to the position of principal of S. Ellen Jones in the fall of 1990. Margaret is also directing the New Albany Summer Institute.

DARCIA O'BLEWIS
 Navarre Middle School
 South Bend, Indiana

Darcia has received the "Teacher of the Year" award for the state of Indiana in regards to geography education.

CAROLE MAYROSE
 Northview High School
 Clay City, Indiana
 Carole was selected as a regional judge for the Rand McNally Corporation's National Geography Competition. Carole is currently the Vice-President of GENI. She has worked very hard in developing awareness for the need for geography in the high school curriculum. One way that she has done this is to participate in text-book selection committees.

JEAN MARR
 Southwick Elementary School
 Fort Wayne, Indiana
 Jean was selected by the Rand McNally Corporation to be a final judge in the National Geography Competition sponsored by Rand McNally. Jean was selected due to her excellence in teaching geography and in developing community awareness of the need for geography. Jean is the Elementary Social Studies Coordinator for the East Allen County Schools.





Lesson Plan

Distribution of Resources by Susie Holway (SGI '90)

The resources on our planet are used unevenly by the nations of the world. This lesson emphasizes the importance of developing a global perspective on our relationship with other nations and exploring how resource overuse affects all nations.

Objectives:

- To learn in a physical demonstration the uneven distribution of energy use by several countries in the world.
- To consider the fairness and the implications of this situation.
- To learn in a physical demonstration the differences in availability of food to various countries.
- To consider possible solutions to this problem.
- To look at the problem of the resource drain in our world, and the possibility of a resource shortage in the future.

Materials Needed:

A large jar filled with beans.
 A smaller jar with *M & Ms* or peanuts.
 Name tags with names of countries for each person.
 Handouts: *Spaceship Earth (The Resource Drain)*

Procedure:

1. Divide the class in groups of three. Each group will be a separate nation.
 2. Take the large jars of beans. Explain that these beans represent all the energy of the earth. Distribute the beans to each country according to their energy consumption (from list below).
 3. Distribute *M & Ms* to each country according to their daily per capita calorie supply (listed below). Have them guess which country they would be from the list of countries on the board.
- Give name tags out to each team telling them which country they are.

4. Discuss the fairness of the situation. Why are they so uneven? Is this fair? What can be done to make the situation better? They should debate this topic representing their nation and speaking from what they think their nation's view would be.
5. Hand out *Spaceship Earth (The Resource Drain)*. Look at where our energy comes from and the problem of our growing appetite for energy. Ask questions regarding sheet to make sure they understand it. Discuss the implications of the amounts of energy we use: depletion of certain resources, which ones are polluting, etc.

The following statistics can be used for the number of beans and peanuts to be given out: (from the *Development Data Book*)

United States	11,628 (116 beans)	139 (14 peanuts)
Haiti	88 (1 bean)	96 (10 peanuts)
Sweden	6,971 (70 beans)	119 (12 peanuts)
Mauritania	199 (2 beans)	97 (10 peanuts)
Nepal	13 (1 bean)	86 (9 peanuts)
Saudi Arabia	6,764 (68 beans)	120 (12 peanuts)
Chad	22 (1 bean)	74 (7 peanuts)
Austria	5,102 (51 beans)	135 (14 peanuts)
Mozambique	122 (1 bean)	70 (7 peanuts)
Afghanistan	73 (1 bean)	83 (8 peanuts)

Spaceship Earth (The Resource Drain)

I. The Potential Problem: Today there are 170 nations on earth, only about 20 are highly developed and use most of the world's natural resources. These 20 have often caused great environmental damage in order to develop a high standard of living. Now the rest of the fair share of the world's diminishing resources?

A. America's Energy:

Where it comes from:	Where it goes:
Oil- 44%	Industry - 32%
Natural Gas- 31%	Utilities- 25%
Coal- 20%	Transpt.- 24%
Water Power- 4%	Home Heat- 14%
Nuclear Power- 1%	Other - 5%

B. America's Growing Appetite For Energy

(Daily energy by average U.S. household)

	1975	1988
Coal	46 pounds	70 pounds
Oil	10 Gals.	15 Gals.
Nuclear Power	.5 pint	6 Gals.
Water Power	1 Gal.	1 Gal.

C. Known U.S. fuel reserves: How long they may last?

Oil	40 years
Natural Gas	45 years
Uranium	15 years
Shale Oil	100 years
Coal	500 years

If new discoveries are made, these estimates will increase.

D. The U.S. has about 6% of the world's people, yet uses 35% of the world's resources.

Total world output of:	(U.S. uses):
Natural Gas	58%
Silver	42%
Lead	36%
Aluminum	35%
Petroleum	32%
Tin	32%
Nickel	30%
Copper	27%
Steel	19%
Coal	16%

E. The other 169 nations must share the remainder of the resources. Is this fair? Can it continue? In other words, should one nation be allowed to use such a large percentage of the world's resources?

F. Many undeveloped (poor) nations, yet having important resources, are now saying to the U.S. and other developed (rich) nations - "If you want to use resources, you will now pay our prices."

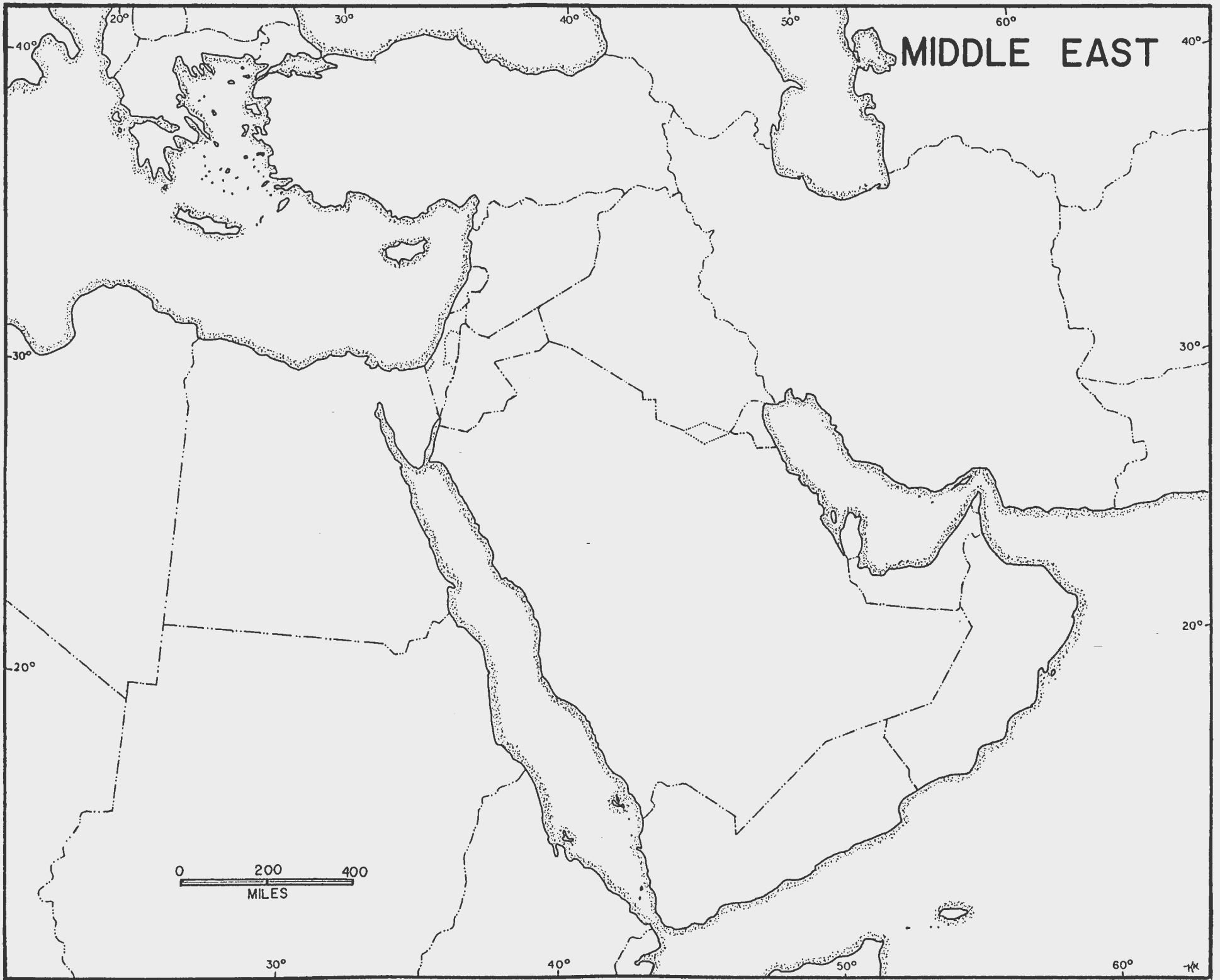
As a result the cost of imported resources has climbed rapidly. This is especially true in the case of imported oil:

1960	\$3/barrel
1969	\$3.50/barrel
1973	\$12.50/barrel
1980	\$36/barrel
1982	\$30/barrel
1984	\$29/barrel
1986	\$27/barrel

*March, 1986 the prices dropped rapidly to under \$10/barrel

II. Spaceship Earth's Crew and Passengers

The Potential Problem: Earth's populations is increasing far too rapidly. This causes a great strain on the earth's environment and resources. As a result, the population must be reduced or slowed in a reasonable manner.



Introducing
The ABC's of
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and
MAP

The **Brunton Company** is proud to present the first of its kind educational video on compass and map use. Developed to assist Hunter Safety Instructors in the classroom, *The ABC's of Compass and Map* will enable you to teach a large group of students the skills necessary for outdoor navigation.

The video was filmed in the beautiful outdoors of Wyoming and is narrated by John Street. Mr. Street is a leading authority on wilderness survival skills with over 25 years of experience. His easy-to-understand instructions, field tips and computer graphics combine to make this video a must for all Hunter Safety Instructors who want to effectively teach their students these vital skills.

The video is accompanied by a complete workbook and lesson plan that will guide you through oral and written training exercises with your students. The students will enjoy the progressive test questions that will reinforce their knowledge and skills in compass and map use. Lessons can be copied for class distribution.

TOPICS INCLUDE:

- Types of compasses
- Compass features
- Understanding magnetism
- The earth's magnetic field
- The importance of a compass in the field
- Taking a bearing
- Types of maps
- Reading maps and scales
- Declination
- Visual navigation
- Poor weather navigation
- Using map and compass together
- Triangulation

VIDEO ADVANTAGES:

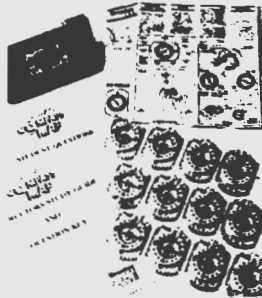
- Proven teaching method
- Can be reviewed at your own leisure
- "Pause" when questions arise
- Outlines course
- Audio & visual instruction
- Teaches subject well
- Can be used over and over again
- Standardized Lessons



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PKG. B

ORDERING INFORMATION

The ABC's of Compass and Map is available in the following kit formats at specially reduced instructor prices:

Package A includes:

- 25 minute video
- Model 9020G compass
- instruction book
- work book

Suggested Retail: \$39.95
Instructor Price: \$14.95
 Shipping & Handling: \$5.00 ea

Package B includes:

- 25 minute video
- 12 - Model 9020G compasses
- 12 instruction books
- work book

Suggested Retail: \$159.95
Instructor Price: \$ 69.95
 Shipping & Handling: \$7.00 ea

Package C includes:

- 25 minute video
- 24 - Model 9020G compasses
- 24 instruction books
- work book
- carrying case

Suggested Retail: \$299.95
Instructor Price: \$129.95
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To Order, call toll free: 1(800) 443-4871 or use the order form on the back. →

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This valuable resource is filled with factual information and creative activities that can be adapted to almost any age. This handbook is also crammed with an extensive set of creative learning activities to teach about global interdependence and international development. Make A World of Difference is a tremendous resource for the church community as well as educational institutions.

.....What a beautiful book MAWD is! This is a fresh and thoroughly inviting contribution to global education materials. I am sure that it will be widely and helpfully used in churches and community groups.
 Neil M. Alexander, General Manager
 Abington Press



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IN ADDITION, GENERAL ELECTRIC, IBM, AND RJR NABISCO HAVE PLEDGED A TOTAL OF \$75 MILLION TO EDUCATION.
 -INSTRUCTOR JANUARY 1990

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A New Geography Workshop for Teachers Delivered Live Via Satellite

INTERNATIONAL GEOGRAPHICAL UNION'S SYMPOSIUM

The International Geographical Union's Commission on Geographical Education will present an international symposium, "Interdependence in Geographic Education," at The University of Colorado at Boulder. The symposium will be August 3-7, 1992.

The symposium will be arranged around the following three sub-themes: geographic education about global interdependence; strengthening geographic education through the interdependence of research and teaching; and strengthening geographic education through the interdependence of geographic educators around the world.

If you wish to submit a poster or paper, please forward a 100-word abstract by March 1, 1991, to: Professor A. David Hill, Department of Geography, Box 260, University of Colorado at Boulder, Boulder, CO 80309.

■ Africa: The Geography of a Diverse Continent

Wednesday, January 30, 1991

9am-11am Pacific
10am-12noon Mountain
11am-1pm Central
12noon-2pm Eastern

For more information call the CSU, Chico Center for Regional and Continuing Education at 916.898-6105.

There is still time to register for the second geography teleconference — "Africa: The Geography of a Diverse Continent" — brought to you by California State University, Chico and Nystrom. Sign up now for this exceptional program featuring outstanding presentations by leading educators, useful, high-quality materials, and countless practical teaching tips on how to successfully introduce the world of geography to your students. Only \$50 per participant, and you will receive two laminated maps, the Nystrom World Atlas, and an Activity Workbook, full of teaching suggestions and activities.

Don't miss out on this outstanding educational opportunity!

SHORTWAVE GOES TO SCHOOL

Geography and Social Studies programs have found the radio a very valuable tool. Student can write stations with reception reports and receive FREE! all kinds of cards stickers and banners from the station as well as other educational materials about the country. Stations answer questions over the air, have call in programs and a wide variety of cultural and educational programs. C.W.P. classes can hear the other side of the story right from the other side! This tool works at all levels and can introduce your students, across the curriculum, to technology and "hands-on" geography. Resource Rooms, the Handicapped can all benefit from this simple little tool.

Your teacher for this class is Myles Mustoe. He is internationally recognized as a leader in the development of SW radio in the classroom and is the author of the text Shortwave Goes to School, which is the text for the class. His work has been featured on "All Things Considered" on National Public Radio, "The Magazine Program" on the Voice of America as well as on Radio Canada. Myles is a dynamic, inspirational teacher and has taught at the elementary, secondary and college level. His graduate degree is in the area of Geographic Education.

Bring your old Shortwave Radio and be prepared to listen to radio in the class, old time radio programs, intercepted messages from WWII, and the world on Shortwave Radio!

FOR INFORMATION ON HAVING A SEMINAR CONTACT

MYLES MUSTOE, 509-884-1873 or send your organizations name and address to: Myles Mustoe, 2524 Sunset Hwy. East Wenatchee, WA. 98802



POLLUTION NEWS

PICK UP TRASH!

DON'T POLLUTE RIVERS!

LITTER PARKS!

RECYCLE! RECYCLE!

RECYCLE!

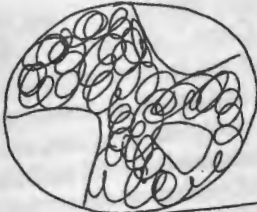
RECYCLE GLASS: People have been making glass for approximately 3,500 years. Most glass is made of three basic ingredients: white sand, soda ash, and lime. These materials are heated to around 2,500 degrees F.--until they're completely dissolved and transparent. Then the mixture is cooled to around 1,800 degrees F. The whole process takes about 7,600 Btu's of energy to produce a single bowl of glass! You can see why it's a good idea to recycle.

WATER POLLUTION: One day in 1969, a fire boat in Ohio received an urgent call. The boat was ordered to sail as quickly as possible to the scene. The crew found no ships or pleasure boats. Instead, the river itself was on fire.



WATER THAT HAS BEEN POLLUTED

by Stacy Gibson, Age 9



SNIP SIX-PACK RINGS

by Erin DesJardines, Age 8



Once six-pack plastic rings get in the water, they are invisible to sea creatures and birds that are hunting for food. These animals can be hurt--or even killed--by six pack rings.

- **For example, gulls and pelicans can get the rings caught around their necks and can strangle or starve to death. Where we live, birds are often strangled by six-pack rings.
- **When you throw away these rings, please take your scissors and snip through each of the six rings.
- **When you're on the beach, pick up any six-pack rings you find and take them with you. Snip the rings before you throw them away.

EVERY LITTER BIT HURTS

by Suzi Jones, Age 8 1/2

- **Deer and other animals often cut their tongues on half-opened cans.
- **Animals are sometimes injured when they eat cigarette butts, plastic wrappers or styrofoam.
- **Little animals like squirrels sometimes tick their heads in small, plastic containers, trying to get the food that's left, and get stuck there. They die because they can't eat.
- **Even an apple core thrown out of a moving car can be dangerous too. An animal smelling food can be drawn to the highway and get hit by on-coming traffic.
- **For more info on the litter mess, write to: Defenders of Wildlife, 1244 19th St., NW, Washington, D.C. 20036. Ask for their booklet, "Deadly Throwaways."

WHAT YOU CAN DO

- **Throw garbage in trash cans, not on the ground.
- **If you see trash lying on the ground, take time to put it in the garbage.
- **When you go for a hike with your friends or family, bring some bags along for trash...the trash you make along the way, as well as the trash you find.
- **Organize a litter drive at school. Get everyone together to make a difference in a park or playground in your town.

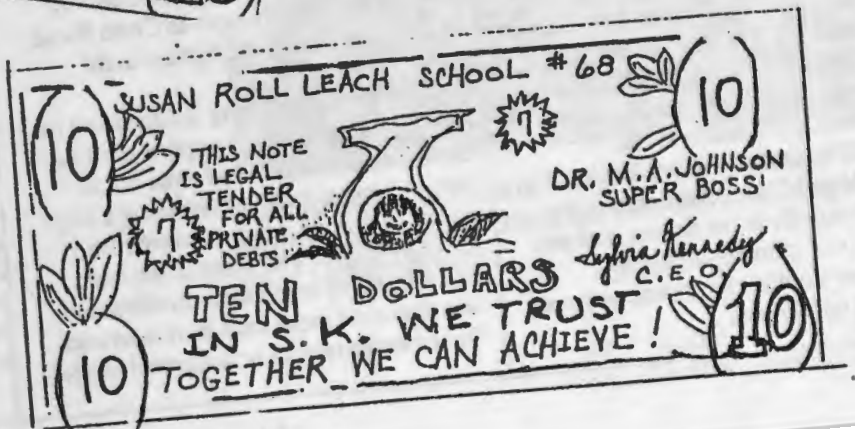
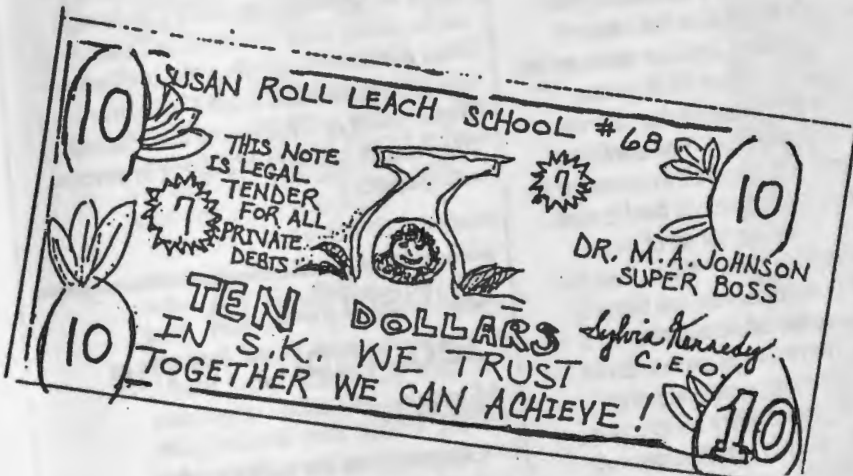
DID YOU KNOW

By Emily Wonn, Age 9

Did you know that the sheer numbers of flea collars used and thrown away every year is an estimated 50 million!

This newsletter was researched and written by Suzi Jones, Stacy Gibson, Erin DesJardines and Emily Wonn.

HAVE A NICE DAY !





Geography in the News
by Neal G. Lineback



Costa Rica - Peace and Democracy

Costa Rica has been in the news frequently over the past decade, usually because of the government's peacemaking efforts in Central America or its policies of environmental concern. Events in Costa Rica will continue to be publicized from time to time but without Oscar Arias. Arias, the president and Nobel Peace Prize winner, received a great deal of the media attention in the 1980's. He has completed the maximum term in that office and an elected replacement, Rafael Angel Calderon, awaits inauguration in May. What becomes of current policies remains to be seen, though the future of the country is far from bleak, as its popularity among foreign travelers is growing.

Costa Rica is a tiny Central American nation, about the size of West Virginia (19,730 square miles or 51,000 square kilometers), located between Nicaragua to the northwest and Panama to the southeast. The country, which lies between eight and 11 degrees north of the equator, is entirely in the tropics, and has a wide range of climates including northwestern tropical dry forests and eastern tropical rain forests.

Most of the 2.7 million inhabitants are located in the Central Valley, a high, temperate zone protected from the wet season by volcanic mountains to the east. The 4,500-foot range called Cordillera Central intercepts moisture from the Caribbean. Moisture is carried by the Northeast Trade Winds during the wet season between April and October. This fact makes the Central Valley a very desirable place to live. It's much drier than the eastern sides of the mountains, and the average annual temperature is about 78 degrees.

Costa Rica is often called the "Switzerland of Central America." The abolition of the army in 1949 allowed investment in excellent national systems of health care and education, rivalling those of most developed countries. The "Ticos," as the citizens refer to themselves, are fiercely proud of the success of democracy in a region known for political unrest. Even members of the losing political party celebrate in the streets after an election, showing off the purple ink that proved they voted. Voter turnout in Costa Rican elections is among the highest in the world.

Costa Rica's economy is dependent on established agricultural exports such as coffee, beef, bananas and palm oil, although "ecotourism" is becoming a large source of foreign money. Ecotourism is travel by people who want to see more than traditional resort communities, and who also have more time to visit an area. These people tend to be interested in ecol-

ogy and are often drawn to Costa Rica by the well-publicized national park system, which accounts for 10 percent of the nation's total land. Foreign press agencies have also advertised Costa Rica's peaceful image to prospective tourists. Recreational opportunities include bird watching, bicycling, surfing and white water rafting. The white water rafting industry makes up a significant portion of the ecotourism economy. Developmental pressures, specifically the growing demand for hydroelectric power, however, threaten the strength of the rafting industry, as the best white water is increasingly being threatened by dam construction.

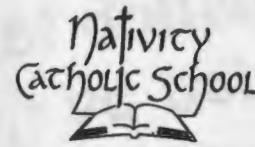
Directly translated, Costa Rica means "Rich Coast," although no gold was ever found along its plentiful shores as the explorers had hoped. Instead, the country is rich in biological diversity, as well as citizen camaraderie and participation. In Central America, where unrest and political corruption seem a way of life, Costa Rica is an island of peace and democracy. And that is Geography in the News.

(Drew Stephens, guest author of this column, is a graduate student in Geography at Appalachian State University, and is doing field research in Costa Rica. Neal Lineback is professor and chairperson of Appalachian State University's Department of Geography and Planning. His column appears regularly in several newspapers.)

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Geography in the News weekly columns, which appear regularly in Perspective, are available on a subscription basis. Copies of each article are mailed each week to subscribers beginning Sept. 1 and continuing to mid-May, excluding major holidays. The cost is \$36. Send payments, with checks payable to Geography in the News, to: Neal Lineback, Geography in the News, 330 Appalachian Drive, Boone, N.C. 28607.

PHHS Students Celebrate National Geography Week



Over 1,000 Pendleton Heights High School students celebrated National Geography Week, Nov. 11-17, with school competitions.

Students created displays each day during the week to focus attention on aspects of geography. Projects included focuses on Japan, Italy, Spain and Australia, as well as demonstrations of volcanoes, earthquakes and the ozone.

Local merchants donated prizes for each day to students who earned top grades on daily Geography Facts quizzes.

Anthony Forney, Emily Hudson, Ean McClintock and Kathy Blazer won coupons from Hardee's and Jimmie's Dairy Bar; Tyson Carter, Lori Smith, Amy Cloud, Becky Ernst, Andrew Matlock, Joe McCurdy, Brad Walker, and Caesar Dearing won Hardee's coupons; Shane Bolander, Toney Anderson, Aaron Holden and Lora

Hayden won Hardee's and Clancy's coupons; Melissa Hubble, Andrea Beck, Joe Rogers and Nicole Pavey won a variety of Hardee's, Clancy's and Jimmie's coupons.

Grand prizes for the quizzes went to Shane Bolander, who won Clara's Pizza, Hardee's and Flower Cart certificates; Andrea Beck, who won a box of candy and Clara's Pizza and Hardee's coupons, and Ean McClintock and Kathy Blazer, who both won back packs and Clara's Pizza coupons.

"We really appreciate the support of local merchants," said Geography Teacher Mary Ann Bolinger. "By donating prizes they helped make the week a great success."

She also noted that the success of National Geography Week was due to the participation of all Pendleton Heights students, as well as support from the faculty and administration.

Nativity students celebrate Geography Week with letters

What a better way to celebrate Geography Awareness Week than to realize that we are looking through a "window on a changing world." Students from Nativity School have written to the soldiers and sailors serving our country in Operation: Desert Shield.

Christina Kuhlman, Kate Neary and Derek Smith have already received replies back from their letters. It was interesting to read...."It's kind of like a dream, being here, watching camels go by." "Really miss the T.V. foot-

ball games." "My father was in Vietnam, I feel like it's a family tradition." "Don't worry..., we'll be here...protecting our country so that so that you and all your friends can always be proud to be living in the United States. For now pray for all of us that are here, and we'll be home soon."

With Thanksgiving fast approaching let us all remember to pray and give thanks for all these men and women who are giving so much for all of us.

Submitted by
Nativity School

Nov 28, 1990 PENDLETON TIMES



FRANKLIN TOWNSHIP INFORMER

(Left to right) Christina Kuhlman, Kate Neary and Derek Smith read letters from servicemen serving in Operation: Desert Shield.

↑
Sr. Marie Grace Molloy's students during GAW

The Winchester Community newspaper featured an entire page of geography articles that were written by the students at WCHS under the direction of Kathi Koch.

Information for this page has been provided by the geography students of Kathi Koch at Winchester Community High School.

What is place?

By LORI BROCKMAN
WCHS Geography Student

Location plays an important part in geography. There are two kinds of locations: relative and absolute.

Relative location describes where a place is in relation to other places. It tells which landforms and bodies of water are nearby. It also tells you places that are north, south, east and west of the location. Other places can be described as being at the

same latitude.

Absolute location tells us precise positions of a place on the earth's surface. It tells street addresses or it can be told in latitude and longitude. Latitude is a distance measured in degrees north or south from the equator. These lines are parallel and each degree of latitude is approximately 69.5 miles.

Longitude lines are imaginary lines that measure east or west from the prime meridian. If you imagine the

poles of the earth being fishing poles and the meridians or longitude lines as being fish line that stretches from pole to pole, you should not confuse which lines are latitude and which are longitude.

One of the chief tasks of geography is to tell where places are and to interpret the advantages and disadvantages of their locations. And through mapmakers, we are now able to locate places on the earth without taking too much time or trouble. M
12

The theme of location?

By HEATHER MARQUESS
WCHS Geography Student

What is place? Besides having a specific location, every place has many other distinctive characteristics. They include mostly natural characteristics but can also include human or physical characteristics. Cultural characteristics can be described as being tangible (such as

architecture) or as intangible (such as religious beliefs).

Natural characteristics of a place include shape, landforms, water bodies, climate, vegetation and animal life. Topics related to rotation and revolution of the earth that influence seasons, climate and time zones, also can be considered part of the aspect of this theme.

Cultural characteristics of places

are airports, buildings, highways, roads, railroads, bridges and all other structures. They also include the language, religions, political systems and even the areal distribution of the people.

Ways of representing places are also part of the theme. Some related topics included scale models, linear scales, map symbolism, map projections and special maps.

A reason why Columbus went west

By DEEON FIELDS
WCHS Geography Student

Christopher Columbus, Italian explorer, known as the discoverer of the Americas, based his travels on information acquired during his travels and by studying charts and maps created by earlier explorers. He concluded that the earth was round and that Asia could be reached by sailing toward the west. In 1484 he submitted his theories to John II, King of Portugal, petitioning him to help finance a westward crossing of the Atlantic Ocean. His proposal was rejected. In April of 1492 Columbus

was rewarded a chance to prove his theory when Queen Isabella and King Ferdinand agreed to subsidize the expedition.

On August 3, 1492, the first voyage started. Three days out of Spain the ship developed leaks that threatened to stop the voyage. We know that Columbus did arrive in the New World. He made later trips across the Atlantic, hoping to discover a new route to the Indies. His second voyage left Spain in 1493. During this voyage Columbus and his crew found the islands of Dominica, Guadeloupe, Antigua, and Puerto

Rico. The third voyage left Spain in 1498.

The reason Columbus sailed west instead of east is because he thought he could get to Asia faster than going down and around South Africa. By using his knowledge of geography, Columbus did discover the islands of the Caribbean but he was mistaken that a direct route to India was possible. It was not until Magellan that Europeans were able to find a western route to Asia and then they realized that going west was not a shorter route.

South Side
Franklin, Indiana
GAW with Judi
Wilson's class
and school.

GEOGRAPHY AWARENESS WEEK





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