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Peter Rees, Lewis Huffman, MaryAnna Taylor and several TCs attended the National Council for Geographic Education convention in Boston November 3 - 7. The weather cooperated with bright days, and attendees were able to enjoy sightseeing, and Boston offers wonderful sights. Most people were able to sample some of the city’s famous restaurants.

As usual at this conference, the exhibit area was a big draw. Everybody was able to find several well-prepared and -presented sessions which gave attendees ideas and/or lesson plans to take back to the classroom.

A highlight for Delaware was the presentation Dawn Willis and Jacqui Wilson gave on the technical institute they developed and ran last summer. They drew a large and interested audience that seemed to comprise mostly people who either had run a technical institute themselves or were in the process of planning one.

Everyone, including Dawn and Jacqui, clearly enjoyed and profited from the exchange of experiences and ideas for re-designs.

At the banquet on Friday the 5th, Delaware was again represented disproportionately to its size when three of its TCs were awarded the organization’s Distinguished Teaching Award. Joel Glazier, of ML King Elementary, and Pat Killalea, of Welch Elementary were present to accept theirs; Mary Alice Aguilar, of Redding Intermediate, was unable to attend the conference and received hers by mail.

Those who were able to stay over attended the National Geographic Society reception at which the Society presented its Distinguished Geography Educator Award to Dr. James Binko of Towson State. It was awarded to a nongeographer for the first time. Binko has spent the last thirteen summers at the Society helping to prepare teachers from around the country to make carefully planned and artfully delivered presentations. The Society estimates that in that time approximately 18,000 teachers have been Binkoed, either directly or indirectly. (One of the easiest exercises a TC can perform is to tell whether or not a presenter has been Binkoed.)

Dr. Binko was gracious in his acceptance speech and denigrated his own hand in fostering the increasing importance of geography in American schools. Most of the attendees, almost all of whom had been Binkoed, knew better.

ONE OF OUR OWN IN RUSSIA

Patsy Warner, from Middletown Middle School, was able to take advantage of a teacher to teacher exchange in Russia in the last half of October.

Funded by the United States Information Agency, the program was under the auspices of The Office of Faculty Exchange of the American Councils for International Education and covered by the Fulbright-Hays Law. The intention was to foster contacts between teachers and schools in the United States, Russia, Kazakhstan, Kyrgyzstan, Ukraine and Uzbekistan.

At a preliminary meeting at the University of Delaware, participants from all countries met each other briefly. It wasn’t until just before the American contingent left that they knew who their partner would be. Patsy was unexpectedly partnered with a young man of 23. She spent 8 days with him and his family near Lake Baikal. She’d previously had a couple of days in Moscow, where she was able to explore the subway system (fabulous architecture), the Kremlin, Red Square, Lenin’s Mausoleum, the Alexander Garden, where Stalin and Brezhnev are buried, St. Basil’s Cathedral and the Gum department store.

See Russia, page 8

This one-time director of the United States Office of the Geographer in the United States Department of State begins with a short chapter on place, which could serve well to give institute participants a clear idea of that subject.

After the usual chapter, mercifully short, about the abysmal state of geographic knowledge among Americans, he gets down to some intriguing topics with grave implications for the future.

The first is called “When Is a Nation Not a Country?” about many groups like the Kurds, Armenians, Sikhs, Basques, Singalese, Inuits, Tamils, Palestinians and Biafrans who fit the title. They have a shared history, common culture, and religion; what they lack is a space, a government, an economy and distribution system. These groups differ in their determination to wrest a space from the country or countries where they live, but they are an unhappy horn in the sides of the same elements.

Demko follows that up with a chapter on the fast-expanding world population. This is one of the places where the years since publication make a difference to the reader. He is talking about 5.3 billion people, and we know that we’ve just surpassed 6 billion. This is of small importance if the reader has been paying a modicum of attention to passing events.

The next chapter explores the vast, and to our part of the world easily forgotten, importance of water to the world’s people. He discusses the areas where its scarcity is a serious impediment to the health of the surrounding civilization.

These three chapters together, although he doesn’t belabor the point, make one think about the incalculable threats of future sectional and universal conflicts.

One of my favorite sections is the chapter called “Some Geographical Musings,” which comprises a few pages of short paragraphs of random “noodlings,” minutiæ, which are united only in what he calls their geographical inspiration. The following sample is another place where this book would be useful to institute participants.

“All things fundamentally occur in two dimensions and over two palettes, time and space. Everything in the history of the universe and humankind has happened in terms of a time dimension and a space dimension, both of which are dynamic, not static. Some processes are visible, some are not.”

The book closes with a long chapter titled “Intimations of the Future: Profiles of 173 Countries — and Counting,” in which he gives each one a short treatment (one paragraph to a page or so) about the geography, economy, history, resources, and general potential for future conflict.

The style is a pleasant blend of authoritative and accessible. Many readers will find themselves recognizing facts they already had but having new connections made from them. It’s a wonderful way to gain some new insights into the world’s changing face.


This book is for lovers of physical geography. It is a compilation of explanations of how the earth’s most common landforms came into being and how they relate to others of the same type in other parts of the world. It is well for the reader to read Monmonier’s introduction before delving into it because in the intervening years since its publication changes have taken place in process geomorphology.

The book is organized around four general features: coast lines, islands, rivers and lakes. Within each section, Lobec addresses several specific examples and demonstrates how they came into existence as they now appear. The coast lines section addresses distorted coast lines, projections and protuberances, peninsulas, coastal irregularities, promontories and points, hooked points, simple regular coasts, coast lines with barrier islands, coast lines with interrupted barrier islands, embayed or estuarine coasts, fiord coasts, and straits.

Within a topic, for instance “Coast Lines with Interrupted Barrier Islands,” he shows at least two maps, one a simple one of the area (in this case, Long Island. New Jersey and Delaware-Maryland-Virginia Peninsula) and the other a map or diagram giving graphic help in understanding the development of the feature under discussion. These maps and diagrams are on the facing pages of a spread, and the explanation is on the lower half of the pages of the same spread. This is important because it allows the reader to study the map or diagram while reading without turning back and forth. In this particular section he points out the similarities among the three areas: each begins at its eastern or northern end with a barrier bar which touches the mainland. This bar is followed at its westward or southward end by a barrier island sheltering a bay (Fire Island with Great South Bay, New Jersey’s Island Beach and Long Beach with Barnegat Bay and Assateague Island with Chincoteague Bay. Look at an area map, and you’ll see these at once.

Our area is addressed again in the rivers section under the topic “River Embayments,” where the Delaware and Delaware Bay, the Susquehanna and Chesapeake Bay and the Potomac River are featured.

This book is not easy, but it will reward the reader, or more likely student, with an increased understanding of forces that act upon our physical milieu. The maps and diagrams are kept as clear and uncluttered as the subject will allow, and only concentration is required of the user. It’s a useful addition to the geographically interested person’s bookshelf.
Changing the Face of Kent County - Is It Better?

According to the Delaware Department of Transportation spokesman Michael Williams, the highway projects underway in Kent County and southern New Castle County are on schedule and all should be finished within the next few years. This total project began some decades ago and has already cost in the neighborhood of $750 million. The funding has primarily been provided by the Federal Transportation Trust Fund. It is the largest taxpayer-funded project in the history of Delaware, however, very little Delaware state tax money has been used.

Even before completion of the highway, we are experiencing unparalleled growth in population in Kent County, and it’s fair to say that such fast growth in population will continue and even speed up after the completion of the highway project. These newcomers, when the project is finished, will routinely live in the most southern reaches of Kent County and be able to commute to Wilmington or Philadelphia.

One can foresee many changes on the face of Kent which may bring difficult problems for the various planning agencies. Rising populations are bound to impact the school districts, police forces, sewage plants, water systems and pollution controls. The loss of farm land may impact the economic well-being of the county. What will happen to the communities that are being bypassed by Rt. 1? We know from past experience that economic activity may well follow the major traffic and cluster around the highway exits, leaving existing towns and villages with fewer viable business enterprises.

What will be the eventual configuration of Rt. 13? Will it be possible to travel north on it beyond Smyrna, or will it disappear as a practical long-distance route, as has happened to the old National Rt. 1, the first north-south highway on the east coast.

How will school districts handle the inevitable growth? If the state continues to insist that actual children be within a district before new schools are built or existing ones are expanded, what will happen to the whole concept of teaching to the standards and having schools, teachers and students accountable for the results? Will Kent County schools spend the next several years overcrowded and keep moving into new buildings that are overcrowded when they open their doors?

Progress and change are inevitable, and in many ways we welcome them. It behooves us to become involved in the planning for the results that will follow the improving transportation facilities so that, when the dust settles after the construction, we are left with a Kent County we recognize.

Do Puncheons Run? Should They?

It is expected that sometime in the year 2000 the Puncheon Run Connector between Routes 13 and 1 will open to traffic. Whence comes this name, which has been alive and well in the Dover area for many, many years, but has largely been unknown elsewhere in the State? A puncheon is, or at least was when the term was in current use, a split log used as a support for a roof; for flooring, flat side up; for slab sidewalks for houses; and for "paving" early roads through swampy areas. How the little rill, a very minor tributary of the St. Jones River, came by its name of Puncheon Run has not yielded to strenuous research involving one book and one phone call. Perhaps a puncheon-paved road once ran along beside it. Perhaps a puncheon-sided house once stood near it. Perhaps a bridge over it was floored with puncheons. However it was, the rill got the name and gave it to the connector.

It’s a name with character, one that causes thought. How many travelers through our state in the future will think it memorializes a child’s recess game? How many will puzzle over it for some miles and amuse themselves with possible answers? How many of them will know, or will stop and ask to their certain frustration? In any case, we know whatever there is to know. The power is ours.

New Map - Delaware Coastline

The Delaware Geological Survey has announced publication of a new map showing a cross section of the Delaware coastline between Cape Henlopen and Fenwick Island.

The cross section extends from the surface to a depth of 150 feet below sea level. Its main purpose was to target sand deposits that could be used for future beach repair projects.

A digital version of the map is available from the web site of the Delaware Geological Survey at www.udel.edu/dgs/pub/misc06.pdf. Papers copies can be ordered.

Delaware Geography Teacher Of the Year Award

The Alliance is seeking nominations for the Delaware Geography Teacher of the Year Award. Initiated in 1996, the award is given in recognition of exemplary teaching of geography. Nominations may be submitted by the school principal or a colleague. The deadline for nominations to be submitted to the Alliance office is January 7. Submissions must be in writing. The award will be presented at the Alliance’s Spring Dinner Meeting on March 23, 2000. For details, call the Alliance office at 302-831-6783.
Joel Glazier showing his Distinguished Teaching Award plaque at the NCGE banquet on Friday, November 5.

Pat Killalea at the NCGE banquet on Friday, November 5, 1999

Peter Rees and the two awardees who attended the banquet.
DELAWARE GEOGRAPHIC ALLIANCE

SUMMER GEOGRAPHY INSTITUTE FOR TEACHERS

JULY 9 - 21, 2000

THEME:

HANDS-ON GEOGRAPHY IN DELAWARE'S CLASSROOMS: A Support Program for Implementing Standards and Assessment
FACULTY

DIRECTOR:

Neil Webster, William Penn High School, Colonial District; Alliance-trained Teacher-Consultant

ADDITIONAL FACULTY

Mary Schoetinger, Star Hill Elementary, Caesar Rodney District, Alliance-trained Teacher-Consultant

MaryAnna Taylor, Project Coordinator, University of DE; NGS-trained Teacher-Consultant

Peter Rees, Associate Professor, Geography University of Delaware

Other guest faculty will be added.

LOCATION and DATES

July 9 - 14:
Department of Geography, Pearson Hall, University of Delaware

July 16 - 21
Virden Center, Lewes, Delaware

The two-week institute is residential at the participant’s option for the first week; residential for the second week. There will be no charge to participants at either location. Please note that the Institute does not meet on July 15.

COURSE REQUIREMENTS

The Institute carries four graduate credits from the University of Delaware. The grade will be based on:

• A final essay-oriented exam (performance type).

• Performance on workshop presentation - how well is the presentation method followed and how appropriate is the geographic content and geography standard for the target grade level.

• Participation in class and field trip activities.

FIELD TRIPS

• Sussex County: agriculture and urbanization in conflict.

• The Atlantic Coast: use, conservation, and sea-level rise.

• Kent County: a transect of the settlement hierarchy focussed on the spreading influence of Dover’s growth.

• Northern NewCastle County: human resources in the physical environment.

• Wilmington: ethnic neighborhoods, social distinctions, and economic growth.
DELAWARE GEOGRAPHIC ALLIANCE

2000

SUMMER GEOGRAPHY INSTITUTE

FOR TEACHERS

JULY 9 - 21, 2000

APPLICATION FORM
APPLICATION FOR SUMMER GEOGRAPHY INSTITUTE
FOR TEACHERS

NAME_________________________________________SOCIAL SECURITY NO_________________________________________

HOME ADDRESS__________________________________________________PHONE_________________________________________

SCHOOL NAME_________________________________DISTRICT_____________________________________________________

ADDRESS__________________________________________________PHONE_________________________________________

E-MAIL________________________________________________PHONE_________________________________________

GRADES/SUBJECTS PRESENTLY TAUGHT_____________________________________________________

NUMBER OF YEARS OF TEACHING_____________________________________________________

ANY PREVIOUS GEOG. COURSES/WORKSHOPS?_____________________________________________________

Agreement

In signing below, I agree that if accepted to the Institute:

1. I have the time to be a participant in all aspects of the two-week Institute from July 9-21, 2000; and

2. I will participate in at least one workshop presenting sample lessons to fellow teachers during the 2000-2001 school year, with the support of the Alliance. If admitted to the Institute I will request a letter from a principal or other administrator supporting this obligation.

SIGNATURE_____________________________________________________

DATE_____________________________________________________

DELAWARE GEOGRAPHIC ALLIANCE

TEACHING GEOGRAPHY WITH TECHNOLOGY:
A Special Summer Institute for Teachers

July 5-8, 10-14 and August 9-10, 2000

Funded with grants from the National Geographic Society, the State of Delaware, and a Dwight D. Eisenhower Professional Development State Grant (Title II)
FACULTY

DIRECTORS:

Dawn Willis, Milford Middle School; NGS-trained Teacher-Consultant and participant in NGS and ESRI national technology institutes

Jacqui Wilson, Smyrna Middle School; NGS-trained Teacher-Consultant and participant in NGS and ESRI national technology institutes

STAFF:

Peter Rees, Associate Professor, Geography, University of Delaware

Other guest faculty will be added

OBJECTIVES: WHAT WILL PARTICIPANTS BE ABLE TO DO AT THE END OF THE INSTITUTE?

• Be able to develop an activity/unit for students that involves collecting real data on a specific problem/project, producing computer maps of the data, and analyzing the results.

• Have developed a “comfort level” using GIS software such as ArcVoyager and ArcView.

• Be able to navigate the Internet to sites with geography learning value, and be able to download and use data found on the Web.

• Be familiar with various pre-packed learning software that supports geography teaching.

• Become comfortable using computing to communicate with other teachers, and specifically to share institute content with peers.

• Have ready-to-use geography lessons using available technology at the level and subject appropriate to each participant’s teaching.

DATES and LOCATION

The institute will be held July 5-8, July 10-14, and August 9-10; 8:00 a.m. - 5:00 p.m. (on July 8 & 14 the time will be 8:00 a.m. - 12:00 noon). Evening lab time will be optional.

Department of Geography and Computer Labs, Pearson Hall, University of Delaware

CONTENT

• Introduction to the perspective of geography in the context of the state geography standards.

• Hands-on introduction to Geographic Information Systems/Science (GIS) - the technique of collecting, mapping, and analyzing data.

• Demonstration of technology teaching materials such as electronic atlases and other software for presenting geography in the classroom according to the new state standards, as a subject on its own and as part of other subjects.

• Navigating and using the Internet: sources of geographic maps, information, and data, and hands-on experience in downloading data and maps from the Web.

• Practice in collecting data in the field using a GPS (Global Positioning System).

COURSE REQUIREMENTS

The institute carries four graduate credits from the University of Delaware. The grade will be based on:

• Development of two geography lessons, at the participant’s grade level, that incorporate the geography standards and use the technology applications presented during the institute.

• Participate in all class activities, including mini-exercises.

• Attend follow-up Saturday workshop in early fall.
DELAWARE GEOGRAPHIC ALLIANCE

2000

TEACHING GEOGRAPHY

WITH

TECHNOLOGY

A Summer Institute for Teachers

JULY 5-8, 10-14
and
AUGUST 9-10, 2000

APPLICATION FORM
APPLICATION FOR TEACHING GEOGRAPHY WITH TECHNOLOGY

Name ___________________________________________ Social Security No ____________________________

Home Address ___________________________________________ Phone ____________________________

School Name ___________________________________________ District ____________________________

Address ___________________________________________ Phone ____________________________

E-Mail ___________________________________________ Phone ____________________________

Grades/Subjects Presently Taught ___________________________________________

Number of Years of Teaching ___________________________________________

Any Previous Geog. Courses/Workshops? ___________________________________________

Level of Computer Technology Experience ___________________________________________

Usual Computer Environment (IBM or Macintosh) ___________________________________________

Agreement

In signing below, I agree that if accepted to the Institute:

1. I will participate in all aspects of the Institute from July 5-8, 10-14, and August 9-10, 2000, and

2. I agree to become a resource person for colleagues in my school or building, and will share my knowledge of geography technology and teaching strategies gained in this institute through a formal presentation, workshop, or similar activity. If admitted to the Institute, I will request a letter from a principal or other administrator supporting this obligation.

Signature ___________________________________________

Date ___________________________________________
PLEASE PROVIDE A STATEMENT IN THE SPACE BELOW DESCRIBING YOUR REASONS FOR WISHING TO ATTEND THIS INSTITUTE.

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Please return the completed application no later than APRIL 30, 2000, via State or U.S. Mail to:

DELWARE GEOGRAPHIC ALLIANCE
Department of Geography
University of Delaware (N 420)
Newark, DE 19716
To: DELAWARE GEOGRAPHIC ALLIANCE
    DEPARTMENT OF GEOGRAPHY
    UNIVERSITY OF DELAWARE (N420)
    NEWARK, DELAWARE 19716
COSTS

The Alliance, funded with grants from the National Geographic Society, the State of Delaware and a Dwight D. Eisenhower Professional Development State Grant, will provide the following:

• All required textbooks, software and copies of presented lesson plans

• Some meals will be provided

• Accommodation for participants resident in Kent or Sussex counties

• Campus parking

• University of Delaware Summer School tuition fees are waived for public school teachers; for private school teachers, the Alliance will match up to $200 any grants to participants from schools and/or parishes. Please note: all participants are responsible for the University of Delaware general fee and student center fee ($30)

INSTRUCTION and ATMOSPHERE

Instructional emphasis will be hands-on interactive learning. Each participant will have access to an individual terminal. Instruction will be given in a PC lab; however, most of the software used is available for both the PC and the MAC.

The atmosphere will be:
• relaxed and informal
• dress is casual
• continuous opportunities to interact with colleagues
• All participants will be encouraged to help each other in a mutually supportive learning environment.
• Staff will seek to build group camaraderie towards the common goal of advancing geographic education in Delaware.

ELIGIBILITY

• Teachers of any grade K - 12, who expect to teach in a Delaware public or private school in the 2000-2001 school year.

• Teachers of any subject from English, reading, languages, music, art, mathematics, sciences to social studies.

• No prior knowledge of geography is necessary; just an interest in integrating geography concepts into existing subject areas using technology.

• Graduates of previous alliance institutes are welcome to participate.

• The following computer technical skills:
  • Basic word-processing skills
  • Basic familiarity with Windows file management
  • Sufficient exposure to the Internet to be able to access a web-page
  • [Exposure to a database spreadsheet such as Excel is recommended]

INSTITUTE BENEFITS

• Receive the latest ideas about teaching geography using technology in a way which will respond to the state Social Studies and Science standards in a practical form you can immediately use in your classroom

• Become connected to an active national and statewide network of teachers interested in geography.

• Received $300 worth of teaching materials for your classroom

• Receive copies of lesson plans, ready to use in your classroom

• Receive four graduate credits from the University of Delaware (Institute participation requires registration)

APPLICATION PROCEDURE

Complete the attached application and mail to the Alliance no later than April 30, 2000. Admission decisions are made on a rolling basis and the 24 available places may be filled before the deadline date.
Delaware Geographic Alliance
Department of Geography
University of Delaware
Newark, DE 19716
PLEASE PROVIDE A STATEMENT IN THE SPACE BELOW DESCRIBING YOUR REASONS FOR WISHING TO ATTEND THE INSTITUTE

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Please return the completed application no later than APRIL 30, 2000 via state or U.S. Mail to:

DELAWARE GEOGRAPHIC ALLIANCE
Department of Geography
University of Delaware (N420)
Newark, DE 19716
TO: DELAWARE GEOGRAPHIC ALLIANCE
DEPARTMENT OF GEOGRAPHY
UNIVERSITY OF DELAWARE (N420)
NEWARK, DE 19716
INSTRUCTION AND ATMOSPHERE

Instructional emphasis is on interactive learning and includes:

- lectures
- discussions
- simulations
- computer geography lessons
- hands-on trials of geography teaching strategies and materials

Atmosphere:

- relaxed and informal
- dress is casual
- opportunities to interact with colleagues are continuous
- social events include a crab feast, harbor excursion, meals at local ethnic restaurants, educational scavenger hunt
- staff seek to build group camaraderie towards the common goal of advancing geographic education in Delaware.

ELIGIBILITY

- Teachers of any grade K - 12, who expect to teach in a Delaware public or private school in the 2000-2001 school year
- Teachers of any subject from English, reading, languages, music, art, mathematics, sciences to social studies
- No prior knowledge of geography is necessary; just an interest in integrating geography concepts into existing subject areas

INSTITUTE BENEFITS

- Receive the latest ideas about teaching geography in a way which will respond to the state social studies and Science standards in a practical form you can immediately use in your classroom
- Become connected to an active national and statewide network of teachers interested in geography
- Receive over $300 worth of teaching materials for your classroom, provided by the Alliance and the National Geographic Society
- Receive copies of lesson plans, ready to use in your classroom
- Explore and appreciate parts of Delaware you have never before encountered - we guarantee!
- Receive four graduate credits from the University of Delaware (Institute participation requires registration)

COSTS

The Alliance, funded with grants from the National Geographic Society and the State of Delaware, will provide most of the costs of participation, including:

- All group meals, including breakfasts, lunches, and most evening meals
- Accommodations
- Field trip transportation, and campus parking
- All required textbooks and copies of presented lesson plans

- University of Delaware Summer School tuition fees are waived for public school teachers; for private school teachers, the alliance will match up to $200 any grants to participants from schools and/or parishes.

Please note: all participants are responsible for the University of Delaware general fee and student center fee ($30)

APPLICATION PROCEDURE

Complete the attached application and mail to the Alliance no later than April 30, 2000. Admission decisions are made on a rolling basis and the 24 available places may be filled before the deadline date, so please apply as early as possible.
Jacqui Wilson and Dawn Willis at the closing of their presentation, when the audience began to ask questions and offer suggestions.

Joel Glazier, Peter Rees, Pat Killalea, Jacqui Wilson and MaryAnna Taylor at a reception.

No, it isn't the same picture! You'll see that MaryAnna has magically turned into Dawn Willis.
NCGE Advanced Professional Certification of Teachers

The Alliance office has on hand applications for the National Council for Geographic Education Advanced Professional Certification of Teachers.

In 1993, the Council established this award for the purpose of recognizing teachers with advanced training in geography teaching. Furthermore, the program, “by rewarding strong formal preparation and professional leadership, will help to strengthen geography nationwide.”

Candidates are required to submit a portfolio by February 1. Minimal geography course requirements are 12 semester hours for teachers of self-contained classes and 18 hours for teachers of subject-specific classes. The documentation must also include evidence of professional growth and involvement, curriculum development, purposeful travel, innovative classroom strategies, professional staff development, and enhancement of geographic awareness in the school and community.

The Delaware Alliance has only two recipients of this award, MaryAnna Taylor and Maggie Legates, who received her last year. If there are other TCs who qualify, we hope they’ll consider applying for this prestigious award.

DGA in Different Classrooms

As you saw in the article above, and we all knew anyway, Maggie Legates is more than prepared for venturing into new realms of geographic endeavors.

Maggie has accepted the challenge of teaching two undergraduate courses in geography at Delaware State University this winter, one in World Regions and the other in Human Geography.

Maggie claims to be “scared to death,” but also very excited about the prospect of making practical, classroom use of some of the things she learned in the technology institute last summer. Delaware State has committed to purchasing ArcView software and even some hardware for use by her classes.

It’s exciting to see one of our own go on to a really challenging task, one that we know she’ll accomplish with her usual aplomb.

Two Views of the Quaking Earth and Preparing for It

Karl Mueller, a geologist at the University of Colorado, Boulder, is the main author of a study that appeared recently in the journal Science. He and his team have been studying the slow shifting of the seismic zone on the Missouri-Tennessee border known as the New Madrid fault system. The system extends through Arkansas, Missouri, Tennessee, Kentucky and Illinois. The team found that the zone is moving at the rate of about 6 millimeters a year, which is enough to result in a magnitude 7.2 earthquake every 500 year or one of 7.5 every 1000 years.

The New Madrid system gave the center of the continent some severe jolts in 1811 and 1812, which Mueller and his team estimate were about magnitude 7.5. This is enough to do serious damage to nearby urban areas. Of course, there were at that time no large cities in the area and very few man-made structures at all.

Interestingly, aftershocks of those major quakes are still being felt in the area nearly a hundred years later. Mueller suggests that the amount of movement his team has measured indicates that we can expect a major earthquake in the New Madrid area sometime in the next 500 years! Such a quake could easily cause the collapse of the Mississippi River levees and extend the damage area as far as Memphis. Since the whole area is now anything but sparsely settled, the prospect of severe damage and loss of life is very great.

One hardly knows how to view this forecast. Mueller is quoted as saying, “Our evidence shows that the New Madrid seismic zone is indeed a threat.” But what are we to do?

And on a Lighter Note...

After all, Whose Fault Is It?

If you were lucky enough to be listening to National Public Radio’s afternoon news program All Things Considered on August 26, you heard their reporter Jennifer Ludden report on one small town situated precisely on the fault which caused so much damage and loss of life in Turkey in August.

It seems that Turkish government scientists had explained to the village elders some years ago of the danger of their position and suggested that they make serious plans in case of an earthquake.

The elders met several times in considerable consternation and hashed out their problem at great length. Everybody had a chance to express his ideas. At last they came to a decision that they could get unanimous agreement on. They voted to move — the fault.
WEB SITES AND CHEAPIES AND FREEBIES

geoCOMMUNITY
This site's most useful element for the average teacher is probably the Geo Search Engine, which can help in tracking down what you want. Although most offerings are not free, there is some freeware. www.geocomm.com/

Climate Change Tree Atlas of the Eastern United States
This site would be useful for projects shared by science and social studies teachers on the high school level. It offers numerous distribution maps and tables for climate change scenarios. There are life-history and attributes for 80 forest species. www.fs.fed.us/ne/delaware/atlas/ (It's Delaware, Ohio.)

Acid Rain progress Report
This Environmental Protection Agency site describes the progress made so far on lessening acid rain damage under the 1990 Clean Air Act. It provides graphs and charts and could be used as source material for student maps. www.epa.gov/acidrain/general/acidrainprogres.html

The Virginia Department of Education Technology Division has compiled a handbook for acceptable internet use, which is intended for teachers and parents as well as teachers. One of its elements is a written agreement to be signed by students, parents and teachers, which outlines terms and conditions for internet privileges. www.pen.k12.va.us/go/VDOE/Technology/AUP/home.shtml

The Icy Continent Mapped from Space with RADARSAT
RADARSAT is a Canadian satellite that was launched by NASA in 1997. This site shows some absolutely fabulous views of Antarctica, including a complicated network of features never seen before, huge rivers of ice that move ice and snow for the interior of the continent to the ocean. There is also an enormous fresh water lake lying two miles beneath the surface of the East Antarctic ice sheet. You can also read official press releases. All NASA images are uncoprighted. http://svs.gsfc.nasa.gov/imagewall/antarctica.html

Please Help with the Newsletter

The editor would greatly appreciate any help she can get in preparing the newsletter. If you have done something noteworthy or know of someone who has, please let her know so that she can write it up. If you have taken pictures at some Alliance activities, she would appreciate the loan of them. They can easily be returned undamaged by the scanning process.

If you have ideas for topics you'd like written up, please pass them on. What would TC's think about running a series of articles profiling some of the most active TCs?

One of the Best Area Opportunities

The Partnership for the Delaware Estuary, Inc. runs a summer program for teachers of Delaware, Pennsylvania and New Jersey. For information on the 2000 institute, call Lisa Wool at 1-800-445-4935.

Below is a copy of the subscription application form for the Estuary News, the newsletter of the Partnership. It is jammed full of activities and information about the estuary. Feel free to use the form.

The Fall, 1999 issue has an article in which Edward Voigt of the Public Affairs department of the Army Corps of Engineers answers questions about the Delaware River main channel deepening project that has proved to be so controversial. There is also an editorial contributed by a member of the Alliance to Dump the Delaware Deepening, which gives a fair account of the other side of this issue.

There are accounts of upcoming activities and workshops. There is also a teachers' page with suggestions for field trips that center around the river and bay as well as some lesson plans and web sites of interest.

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Russia, continued from p. 1

Patsy says her favorite place in Moscow was the Diamond Chamber in the Kremlin, where they saw samples of the precious and semi-precious stone resources of Russia; it was there too that they saw the crowns of the Czar and Czarka. That evening they were able to fit in the opera Love for Three Oranges and the Bolshoi Theater.

Then it was on to Irkutsk, where her partner teacher, Vladimir Golodyshin, met her and escorted her to his home in Baikalsk. Although they were reviewing her lengthy schedule for the following nine days, Patsy was able to appreciate the scenery they were passing and gradually realized they were traveling along the shore of Lake Baikal. She spent a great deal of time in the Vladimir’s school and was the subject of considerable press interest. We’re hoping for a presentation in the near future.

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**Delaware Geographic Alliance Steering Committee 1999-00**

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