

NEWSLETTER OF THE DELAWARE GEOGRAPHIC ALLIANCE

EAST TIMOR: TROUBLESOME STRAITS GEOGRAPHY BEHIND THE NEWS

Did You Know?

- Indonesia is the largest Moslem nation in the world.
- Chinese settlers are the core of the business community.
- The Dutch did not destroy the previous culture of what they called Dutch East Indies.
- East Timor is the closest Indonesian island to the Australian mainland

East Timor has faded from the front pages of the newspaper since an international peacekeeping force entered the island on September 27. But there are strong historical and geographical reasons why it penetrated our consciousness in the first place, and may yet do so again.

The story begins when Arab traders in the middle ages brought Islam to the previously animist religions of the populations that inhabited the over ten thousand islands that today comprise Indonesia. The early connection makes Indonesia today the largest Moslem nation in the world. Arab traders were later supplanted by settlements of Chinese who now form the core of the country's business community. In the eighteenth century, European colonial nations entered the picture, and much of modern Indonesia came under Dutch administrative



The Indonesian archipelago controls the main shipping lanes between Australia and East Asia.

control (the origin of all those tasty sate- or peanut-based dishes available in Amsterdam restaurants). Other Europeans claimed chunks of land: the British occupied Borneo, and the Portuguese the eastern half of the island of Timor. Unlike the experience in Latin America, the Dutch did not destroy the previous culture of what they call the Dutch East Indies; rather

they overlaid a European administrative blanket that could easily be removed after independence. But the Portuguese actively converted East Timorese to Catholicism, thereby setting up the modern divide between the eastern and western halves of the island.

In 1949, after four years
See East Timor, page 3

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EDITOR BRINGS NEW LOOK TO NEWSLETTER

You may notice a different format and appearance to the newsletter. We hope you find it attractive and interesting.

With an eye toward giving Peter a well-deserved rest after ten years of producing the newsletter virtually single-handed, Pat Killalea has

agreed to take over the editing chore.

She does not consider this a one-person job and is hoping that TCs will provide her with pictures from their travels as well as articles and ideas for future issues. She will be trying to get phone

interviews from time to time to write up activities TCs have been involved in.

Please send any ideas you have for improving the content or appearance of the newsletter to Pat at the address on the back page.

On the Bookshelf — Reviews

Confucius Lives Next Door, What Living in the East Teaches Us about Living in the West by T. R. Reid

If you're looking for a lively, literate and illuminating view of Japan and its culture, indeed more Asia than strictly Japan, this book is for you.

Reid is a scholar, having majored in Latin and Greek at Princeton University, and who then fell in love with the Asian cultures during his naval service in the Vietnam War. He and his family lived in Japan from 1971 to 1997, and he served as the Washington Post's Tokyo Bureau chief from 1977 to 1997. He is fluent in Japanese, in fact has written four books in that language.

While there is little of physical geography in it, this book is an extremely readable, authoritative description of Asian thought processes and the philosophy which pervades the culture.

Reid struggles to convey the sense of safety people feel everywhere in most Asian countries and how he believes the ethical atmosphere leading to the miniscule crime rate is attained and maintained. At the same time, he makes perfectly clear that this enviable degree of honesty does not extend to the higher reaches of government, where graft of all kinds is rampant.

The title refers to both the historical Confucius being next door to Japan, but also to the delightful gentleman who was his next door neighbor in Tokyo and his mentor in delving into the various facets of the society.

A large part of the book is given over to the education system; his two youngest children attended a Japanese school. The two girls were in second and fifth grades when they entered it, apparently only during the time of their English school vacations, which would still be fairly lengthy terms. He and his wife were extremely hesitant to allow their matriculation because of the well know problem of teasing — called *ijime* (rhymes with Fiji May) and far more serious than anything we would call teasing. It involves harassment or persecution, sometimes even going so

far as murder. They were satisfied by the school principal that there would be no *ijime*, and there never was any.

She also allayed their fears of *taibatsu*, or corporal punishment. Since the two characters forming this word mean "beating up the body," they needed her assurance.

From their first day, when each daughter was assigned a best friend publicly at a school assembly, who truly became just that, both girls became fully accepted and enormously enjoys their experience in the school.

In the course of describing some of the methods which may go a long way toward explaining Japanese success in attaining very high levels of both reading and math literacy, Reid clears up the real meaning of a common slang expression that most of us may have been vaguely aware derived from the Japanese. In the elementary school, all work is done in small groups of four or five. Each child is assigned to such a group, called a *Han* (rhymes with Don). Each little group has a leader, a job which rotates from child to child, who organizes the others and keeps them on task. This child is called the *cho*. And this explains why American soldiers came home from Japan saying that they "had to check it with the head *han-cho*."

There is a great deal more, well worth knowing about, on the methods used in the Japanese elementary schools.

Unfortunately for us, Reid's oldest child never attended Japanese schools,



T.R. Reid, author of Confucius Lives Next Door

having returned to American to do his undergraduate work; we get no picture of middle or high schools.

One must gasp in admiration of any system that teaches virtually all of its citizens to read and write in a language that uses, not one, but **four** different alphabets. They accomplish this by drill, drill, drill. Their whole idea about differences in learners is quite the opposite of ours. Where we would say a child who is excelling is brighter than one who isn't (in general), they firmly believe that the excellent student works hard and the poorer one does not. This is universally believed throughout the society, so there is not a problem with parents who expect special programs; they, too, insist that their children work harder.

It must work. Reid says that when he himself had difficulty with one of the 2,600 characters he happened not to know, he never met a person on public transportation who was unable to tell him at once what he wanted to know. He goes out of his way to make plain that these people were often "uneducated."

All in all, this is a fine read. PAK

East Timor

of fighting, Indonesia gained its independence from the Netherlands and began an active program of imposing national sovereignty over the island archipelago. East Timor remained a part of the now diminished Portuguese overseas empire until the Indonesian army invaded and annexed the territory in 1975. There then began a long struggle by the 800,000 East Timorese for independence, brutally suppressed by

the Indonesian military. The reluctance of Indonesia to concede the recent UN-supervised vote for independence is the example it would set for many other island dwellers who chafe under the Indonesian government's rule.

Besides the horrific human rights abuses, what other factors bring the East Timor situation to international attention? A glance and the map on page 1 provides the answer. The Indonesian archipelago controls the

main shipping lanes between Australia and East Asia, and East Timor is the closest Indonesian island to the Australian mainland. Huge freighters carry iron ore from the Paraiba range in Western Australia to the smelters of Seoul and Yokahoma, and mineral ores are now Australia's single largest export earner. Indonesia is a major producer of oil for the world market. Control over politically-unstable transit choke points is what brings the issue to world attention and may do so again.

Peter Rees

Alliance Names Terry Kopple Geography Teacher of the Year

The Delaware Geographic Alliance presented its Geography Teacher of the Year award to Terry Kopple of Lewes Middle School at the Spring Banquet in March, 1999.

Terry had been with Cape Henlopen District for 14 years, working with academically talented children at both Milton Middle School and Rehoboth Elementary School before she was able to achieve the position she coveted most — that of social studies teacher. For the past six years she has worked happily and productively in that capacity at Lewes Middle School.

Terry is a live wire in the classroom, full of exciting ideas and activities to interest and engage her students in history, economics and civics as well as geography. She enjoys her work, and it shows in the results she attains.

Her students work with maps to follow the events of the news and

mark the maps with sticky dots to show where in the world things are going on at the moment.

Terry has been one of the most active Teacher Consultants in the Alliance, presenting more than twenty workshops for southern Delaware teachers. Particularly popular have been her Geography Awareness Week workshops. She always has useful suggestions to help teachers in the presentation of the week's theme to their students in a colorful and exciting way, while still making sure to address the Delaware geography standards.

This is by no means the first award Terry has received. She was the 1996 Teacher of the Year for Lewes Middle School and in 1997 was awarded the National Council for Geographic Education Distinguished Teaching Award. Terry said that these awards were great honors, but that the Alliance Geography Teacher of the Year Award tops them.



A teacher affects eternity; he can never tell where his influence stops.

Henry Adams

The highest function of the teacher consists not so much in imparting knowledge as in stimulating the pupil in its love and pursuit. To know how to suggest is the art of teaching.

Amiel

OUR LEADER



**Circling the Standards
Summer, 1999**



Ah! But the brain is working!

TECHIES ON PARADE



**Finding latitude and longitude
on Elkton Road**

**Front: A. Frederick, M. Legates,
B. hartman, P. Rees
Second: L. Mingione, E. Mingione
B. Reed, K. Kelly, J. Syphard,
D. Moran
Third: J. Callahan, M.A. Taylor
B. Maroon, J. Wilson, J. Purcell,
D. Willis**



WHERE IN THE U.S.A. IS THE WHERE-IN? EVERYWHERE!

**From the community of the
Redding Intermediate School, Middletown, Delaware (39° 30' N; 75° 45' W)**



**to the community of the
Delta Primary School, Delta Junction, Alaska (64° N; 146 ° W)
and all the communities in between!**

ELEVENTH ANNUAL NATIONAL GEOGRAPHY WHERE-IN WEDNESDAY, NOVEMBER 17, 1999

Please invite all the students, faculty, and staff in your school community to wear a "Geography T-shirt" on WEDNESDAY, NOVEMBER 17, 1999. (A geography t-shirt is one that has a place on it that can be found on a map, any map.) This is an opportunity to be a part of a national *celebration* of geography and a time to have your students discover their world - community connections.

Please let us know of your participation by sending a card to Mary Alice Aguilar, Delaware Geographic Alliance, % Department of Geography, University of Delaware, Newark, DE 19716, and indicate how many students, faculty, and staff in your school participated.

GEOGRAPHY & TECHNOLOGY: Think the World of Your Community
Geography Awareness Week
November 14-20, 1999

TO: Delaware Geographic Alliance
University of Delaware (N 420)
Geography Dept, Newark, DE 19716

Yes, we participated in Geography Awareness Week!

Number of participants wearing Geography T-Shirts for the National Where-In _____

Teachers' Name	Grade(s)	
School	District	
Street		
City	State	Zip

1. Report of other GAW activities for your school _____

2. Publicity of activities (Please submit news articles if available)

Please return this form by **December 15, 1999**, or email the information to: mataylor@udel.edu.
By participating in GAW and returning this form you will be entered in a drawing on December 17 for a laminated world map (one per Delaware county). Thank you. We really appreciate your participation and your time to submit this report.

National Geographic Society Education Foundation Offers Teacher Grants for 2000

Kick off the new millennium by engaging your classroom or school in a geography education project. Applications for National Geographic teacher grants are now available. Up to \$1,250 will be offered to individual alliance-trained teacher consultants in 2000. Recent projects are as varied as classrooms themselves:

- In Rhode Island a TC is helping his fifth graders learn about waste management and geographic analysis in partnership with the state's resource recovery corporation.
- In Mississippi second and third graders are studying the role that local geography has played in the development and placement of railways and waterways in the deep South and creating multimedia displays of their findings.
- In Illinois a kindergarten teacher is having seventh graders read books about geographic regions of the U.S., explain the concepts illustrated in the books to her kindergartners, and help the younger students make post cards depicting the regions.
- **In Delaware, Mary Alice Aguilar (Redding I.S.) has teachers and students tracking the migration patterns of the monarch butterfly with the Journey North program.**

Who Can Apply?

Grants are available only to teachers who have graduated from summer geography institutes held by the National Geographic Society or by a state geographic alliance. Applicants for a Teacher Grant must currently be a classroom teacher or school administrator.

Funding Priorities

The Education Foundation is particularly interested in supporting geography education efforts in the following areas:

- classroom, school, and school district efforts that support the implementation of the National Geography Standards;
- hands-on and field experiences in geography directly involving students and teachers; or
- professional development in geography for teachers.

Ineligible Requests

Teacher Grants may not be used for administrative overhead; air travel; capital or deficit expenses; computer hardware or software, projects in process, scholarships, or travel fellowships. Purchase of classroom materials and equipment must be justified as essential to the project.

Legal Status

Teacher Grants are generally awarded to organizations (usually your school) that can provide evidence that they are exempt from federal income tax under section 501 (c)(3) of the Internal Revenue Code or an organization to which contributions are deductible under section 170 (c)(2) of the Internal Revenue Code.

How to Apply

Applications must be received by the Foundation no later than March 15, 2000. Awards will be announced in early June. Send 12 stapled copies of the application to: Teacher Grant Program, National Geographic Society Education Foundation, 1145 17th Street, N.W., Washington, D.C. 20036-4688. (Note: Applicants should also send one copy of the proposal to the coordinator of their state's geographic alliance.)

Completing a Teacher Grant Application

Applications should be submitted by a single teacher or in the case of group project by the team leader. Each application must include:

- Completed cover page (available at the alliance office);
- Letter of support from the applicant's principal or superintendent;
- Three-page proposal describing the project and budget.

Please respond to the following topics in your proposal:

- What are the particular issues, problems, or needs the project will address?
- What are the project's objectives?
- Identify the number of students and/or teachers who will benefit from the project.
- What activities are planned? Include a time-line.
- Identify expected outcomes and concrete indicators of project success.
- If the project includes development of testing of a model, discuss the replication of the materials.
- Describe the qualifications of the person leading the project.
- Include a detailed budget for the entire project. Expenditures from the NGSEF grant must be detailed and justified as essential to the project.
- Although not required, evidence of community support will enhance a proposal's potential for success. Support should demonstrate community outreach and involvement, and can be in the form of cash, in-kind services, volunteer time, products, and personnel. What cash and/or in-kind support for this project have you been able to obtain from other organizations? If none, what organizations do you plan to approach?

Project Timeline

Awards will not be given for projects that are in progress. All projects should be scheduled to begin during the next school year and end within 2 years of the start date.

Reporting Requirements

A two-page narrative report describing the project's accomplishments and a one-page financial accounting of expenditures will be required at the completion of the project.