

GEOGRAPHY IN THE NEWSPAPER

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GEOGRAPHY IN THE NEWSPAPER

CREATING A LIFETIME OF GEOGRAPHIC EDUCATION
THROUGH A LIFETIME OF NEWSPAPER READING

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INTRODUCTION

If you think of geography as place name location and memorization, this book is not for you.

If you think of geography as entertaining tales of the exotic faraway places of the world, this book is not for you.

If you think of geography as an unchanging body of facts that must be learned, this book is not for you.

If, on the other hand, you think of geography as a process whereby the world — both near and far — is made spatially intelligible, we hope this book can help.

This volume is intended as a supplement to, rather than a substitute for, geography text books. It is intended to help the teacher by suggesting lessons in secondary school geography that are based on world events as they are occurring. It invites the student to question, to probe, to analyze, and to look for relationships. It is our belief, confirmed by years of observation, that student interest is heightened if lessons relate to what students see as "real life" concerns. That's where the newspaper comes in.

In some lessons the students look for examples of concepts in newspapers to reinforce and extend what is taught in a more conventional manner. In some lessons the students start with the newspapers and arrive at concepts in an inductive manner. In some lessons the learning is made into an amusing game.

It is our hope that these lessons will be more of a spark to the teacher's own creative use of the newspaper than a rigid set of lessons. Accordingly, the teacher is invited (even encouraged) to modify these lessons as he/she adapts the lessons to the needs and abilities of a particular class.

The study of geography should not be considered part of a formal education that is ignored once a student leaves school. Geography is so important that its study should continue for a lifetime. If students learn to think geographically about the news articles they read as students, it is possible that a lifetime of newspaper reading can be a lifetime of geographic education.

William C. Hardt

Carol Jordan Hatcher

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ACTIVITY #1: WHY DO WE HAVE CITIES?

OBJECTIVE: At the conclusion of this lesson the student will be able to explain the functions of a city.

OVERVIEW: In this lesson students find city names in news headlines. They analyze the news stories to find different functions cities serve.

PROCEDURE:

1. Distribute newspapers to students and instruct them to locate headlines which have city names as part of the headlines.
2. Distribute outline maps of the world and have students plot the cities they have found in the headlines on their map.
3. Ask students to read the news articles and determine what is happening in the city that is newsworthy. List the functions generated by the students on the chalkboard.
4. Group the student list into "economic," "political," and "cultural and social" categories. Analyze the functions students found in the news articles.

CITY FUNCTIONS

I. Economic

- A. Goods Traded
- B. Goods and services produced
- C. Goods repaired
- D. Capital accumulated
- E. Labor assembled and organized
- F. Goods transported

II. Political

- A. Laws made
- B. Protection provided
- C. Decisions made
- D. Records kept

III. Cultural and Social

- A. Recreation takes place
- B. Education occurs
- C. Religious observances conducted
- D. Medical services concentrated

5. Ask the students to speculate on which of the city functions on the list are **ABSOLUTELY NECESSARILY** performed in cities and which could be performed in rural or suburban locations.

Paraguay city provides haven for smugglers and their wares

**Fire ravages
San Antonio
bank building**

**Democrats upbeat
as state party leaders
convene in Phoenix**

ACTIVITY #2: CONTEXT CLUES

OBJECTIVE: At the conclusion of this lesson the student will be able to analyze news items for internal clues that enable them to identify the location of the news item.

OVERVIEW: In this lesson the teacher locates ten international news articles. The teacher then cuts out the dateline and any other mention of the country's name in the article. The students then try to identify the source country of the news item from internal clues.

PROCEDURE:

1. Obtain ten international news articles. Cut out the dateline and ink out any place names that appear in the article.
2. Write the ten datelines which you have removed on the chalkboard. Distribute copies of the altered articles to the students. The student task is to read the articles carefully for internal clues which identify the place in which the news story is occurring.
3. The student must justify his matching of the datelines and the stories by explaining what clues made the identification possible.

There are several variations on this lesson. The lesson may be taught as a competition between teams of students. For advanced students the list of datelines may be omitted from the chalkboard. The teacher may invite the class to bring altered articles to play "Stump the Teacher" with prizes awarded if a student can find an article the location of which the teacher cannot locate.

4. As a concluding activity the students should examine the process by which they discovered the correct answers. Such examination can be in either written or oral form.

WORKSHEET: ACTIVITY #2 CONTEXT CLUES

PROCEDURE:

1. Clip ten interesting international news articles out of today's newspaper. Remove the dateline by cutting it off. Ink out any reference to the dateline or place names that may appear in each article.
2. Trade articles with a friend. Read the articles you receive carefully for internal clues. Try to identify the place in which the news story is occurring. Then, complete the chart below.

HEADLINE OF THE ARTICLE	CONTEXT CLUES	DATELINE

ACTIVITY #3: WHERE SEA BREEZES BLOW

OBJECTIVE: At the conclusion of this lesson the student will be able to describe the influence of coastal locations upon climate.

OVERVIEW: This lesson extends over a minimum of two weeks. Students pick two cities, one a coastal city, and one a nearby city that is more inland. Students record the high and low temperatures for the two cities for two weeks. They will see that the coastal cities have more moderate temperatures than do inland cities.

PROCEDURE:

1. Assign a pair of cities to each student or each student group. The cities should be cities which are listed in the newspaper's daily weather report. Try to make the cities near enough to be of local interest, if possible.
2. Have the students record the high and low temperatures for the cities for a minimum of two weeks.
3. The students will graph the temperature records of the two cities. The graphs may be line or bar graphs.
4. A comparison of the graphs will reveal that the coastal cities have more moderate temperatures (lower highs and higher lows) than the inland cities.
5. Use the graphs generated to illustrate the influence of coastal locations on climate. Explain the moderating influence of ocean waters upon coastal locations.

Newspaper Reference Activity #3

Houston Intercontinental Airport

Monday, Jan. 16, 1989

Highest temperature recorded Sunday 64

Lowest temperature recorded overnight 39

Highest temperature recorded this date 82 1936

Yesterday Hi/Lo-Prec.

Abilene	62/23	
Amarillo	47/16	
Austin	74/37	
Beaumont	60/39	
Brownsville	74/64	0.0
Corpus Christi	70/47	
Dallas	56/35	
El Paso	59/28	
Galveston	56/42	
Kingsville	75/47	
Laredo	76/48	
Longview	57/35	
Lubbock	53/21	
McAllen	78/61	
Midland/Odessa	62/19	
San Angelo	68/28	
San Antonio	72/40	
Texarkana	40/32	
Victoria	70/41	

Houston Intercontinental Airport

Friday, Jan. 27, 1989

Highest temperature recorded Thursday..... 75

Lowest temperature recorded overnight..... 53

Normal high for this date..... 62

Normal low for this date..... 41

Yesterday Hi/Lo-Prec.

Abilene	48/42	
Amarillo	49/24	
Austin	68/47	0
Beaumont	78/58	
Brownsville	79/66	
Corpus Christi	77/56	0
Dallas	54/42	
El Paso	58/37	
Galveston	70/58	
Kingsville	78/56	
Laredo	65/52	
Longview	66/47	0
Lubbock	52/34	
McAllen	78/63	
Midland/Odessa	48/39	
San Angelo	51/42	
San Antonio	68/48	
Texarkana	57/36	
Victoria	76/53	0

Houston Intercontinental Airport

Thursday, Jan. 26, 1989

Highest temperature recorded Wednesday..... 77

Lowest temperature recorded today..... 54

Yesterday Hi/Lo-Prec.

Abilene	69/38	
Amarillo	42/21	
Austin	72/66	0
Beaumont	74/61	
Brownsville	77/70	
Corpus Christi	79/69	
Dallas	68/46	
El Paso	63/36	
Galveston	69/63	
Kingsville	78/69	
Laredo	81/71	
Longview	73/64	
Lubbock	68/32	
McAllen	82/70	
Midland/Odessa	72/38	
San Angelo	76/43	
San Antonio	75/67	
Texarkana	73/56	
Victoria	74/66	

ACTIVITY #4: CONFLICT ANALYSIS

OBJECTIVE: At the conclusion of this lesson the student will be able to apply geographic tools to the analysis of current conflicts.

OVERVIEW: In this lesson the student is guided through the analysis of a conflict as reported in the daily newspaper.

PROCEDURE:

1. Distribute current newspapers and instruct students to locate an article about some conflict.
2. Distribute the worksheet, "Conflict Analysis," and have students follow directions.
3. When students have completed their worksheets, have them report to the class the results of their analysis. Engage the students in a discussion of the root causes of conflict and possibilities for eliminating those causes.

WORKSHEET: ACTIVITY #4 CONFLICT ANALYSIS

You have located an article about some current conflict.

1. Locate the conflict on a world map.
2. Conflicts have many different causes. Place a check after each of the factors that play a part in the conflict you found in the newspaper.

CONTROL OF RESOURCES _____

ETHNIC RIVALRY _____

POLITICAL DISPUTES _____

RELIGIOUS DIFFERENCES _____

REVENGE FOR PAST EVENTS _____

IDEOLOGICAL DIFFERENCES _____

CONTROL OF TERRITORY _____

3. Every conflict has at least two factions. Identify the factions involved in the conflict you located in the newspaper.

4. Using the news article or possible encyclopedias, identify the goals of the two factions involved in the conflict.

5. Summarize the news article.

ACTIVITY #5: HIGH CRIME REGIONS IN CITIES

OBJECTIVE: At the conclusion of this lesson, the student will be able to:

1. organize data on a city map so that a region is defined.
2. hypothesize why some areas of a city have more crime than do other areas.

OVERVIEW: This lesson is intended as a continuing lesson, extending over several months. Students locate crime locations on a map of their own city. After several months of locating crime locations, patterns start to emerge. The teacher then leads students in a study of why some areas of town have higher crime rates than do other areas.

PROCEDURE:

1. Obtain a detailed city map of your city. Make sure the map has street names and block numbers. Post the map on a bulletin board.
2. As a class consult the newspaper daily. For each crime reported, have the students insert a pin at the location of the crime. You may wish to color-code the crime (e.g. red for violent crimes and green for robbery, etc.). The students should rotate the honor of placing the pins. Such rotation will help teach them how to look up an address on a city street map.
3. After several months of plotting the crime locations, several distinct regions should have formed. Have the students use the accompanying worksheet as a guide to analyze the regions.

Teen dies in 2-car collision in Chestnut Hill, 3 are hurt

Keith Morgan, 18, of the 6900 block of Wister Street, was fatally injured yesterday in a two-car accident at Germantown Avenue and Cresheim Valley Road, in the city's Chestnut Hill section, police said.

The 17-year-old driver of the car in which Morgan was a passenger was arrested and charged with drunken driving, police said. The youth, whose name was not released by police or hospital officials, was in guarded condition at Chestnut Hill Hospital with head injuries. Morgan was pronounced dead at Albert Einstein Medical Center at 4:34 p.m.

Police said the 17-year-old was driving west on Cresheim Valley Road about 4 p.m. when his car crossed the center line and struck an eastbound car near Germantown Avenue. The driver of that car, Mark Little, 19, of the 7100 block of Cherokee Street, and his sister, Paula Little, 22, were treated at Chestnut Hill Hospital and released.

Off-duty police officer shoots and critically wounds man, 19

An off-duty Philadelphia police officer shot and critically wounded a 19-year-old man yesterday inside a Mount Airy boarding home owned by the officer, police said.

The wounded man, James Cahoe of

the 5700 block of Germantown Avenue, was admitted with a gunshot wound to the back to the Albert Einstein Medical Center, where he was in critical but stable condition, police said. The officer, Curtis Johnson, assigned to the Juvenile Aid Division, was being questioned last night by officers of the Internal Affairs Bureau, police said.

The shooting followed an altercation between the two men about 4:45 p.m. inside the home in the 6700 block of Germantown Avenue. Cahoe ran outside after he was shot and collapsed on the street, police said. Police were continuing their investigation last night.

Willingboro woman killed by car while crossing road

Lorraine Mendez, 33, of the first block of Bermuda Circle, Willingboro, was fatally injured Saturday night when she was struck by a car while she was walking across Route 130 in Burlington Township, officials said yesterday.

Mendez was taken to Zurbrugg Memorial Hospital, Rancocas Valley Division, in Willingboro, after the accident and was pronounced dead at 7:22 p.m., said Burlington Township Sgt. Timothy Richardson. The driver of the car, Anthony Jones, 22, of the 200 block of University Avenue, Pemberton Township, was not injured, Richardson said. No charges were filed against him, Richardson said.

No suspects in slaying

Homicide detectives had no suspects Sunday in the weekend death of a security guard in north Houston.

Police found the body of Augustin Oviedo, 66, a night watchman employed by Houston Scrap Co., late Saturday afternoon in a company building at 3799 Jensen. He had suffered blows to the back and sides of his head, a homicide spokeswoman said.

Witnesses heard a gunshot at approximately 4:30 p.m., but police had not determined what was used to beat Oviedo.

WORKSHEET: ACTIVITY #5 CRIME REGIONS

1. Describe the pattern formed by the pins. Are the pins scattered throughout the city? Are the pins concentrated in one or several areas of the city?

2. Make a small scale outline map of the city and shade the city according to the amount of crime in the various parts of the city.

3. Pick one area that has many pins and one region that has few or no pins. Using other sources such as interviews of area residents, realtors, and police officers, list the adjectives that could be used to contrast the two regions.

4. Using other resources such as those mentioned in #3, explain how high crime rates are related to the following variables:
 - nearness to central business district
 - price of average house
 - single family vs. multiple family dwellings
 - population density
 - ethnicity
 - per cent completion of high school

5. What parts of the community would be especially interested in the information you and your classmates have gathered? (police, school officials, realtors, city government officials, etc.) Explain why.

ACTIVITY #6: ONE PLACE, MANY ASPECTS

OBJECTIVE: At the conclusion of this lesson the student will be able to:

1. collect data about a particular place.
2. organize data and draw generalizations from the data.
3. write an essay based upon data gathered.

OVERVIEW: In this lesson students will collect news and feature articles about a particular place. When they have assembled a collection, they will categorize the articles. From those categories will come the realization that all places have multiple significance depending upon the focus one takes.

PROCEDURE:

1. Assign students or groups of students a major country in the world such as Canada, the Soviet Union, Israel, India, the United Kingdom, Mexico, etc. For at least two weeks (and longer if possible), have the students clip every news article and feature dealing with the assigned country. Do not have the students paste the articles in a notebook. A loose clipping file is adequate.
2. When the clipping files have approximately 15 or 20 items, tell the students to take their clippings and see if they have any that go together, grouping the 15 or 20 clippings in 4 or 5 stacks. (Students will protest that they have not been given enough directions. Try to refrain from giving too many prompts.)
3. When the clippings are grouped, ask for a volunteer to report to the class the results of his/her groupings. Write key words from the headlines on the chalkboard. When the key words are in place on the board, ask for a name that describes the group. The names that result will include such concepts as "Politics," "Economy," "Military," "Recreation," "Culture," and so on.

Explain that geography is a unifying discipline. In the study of place, many aspects must be taken into account such as physical environment, economic patterns, politics, culture, and so on. An adequate description of any place must include the various dimensions.

4. Have the students use their clippings to write an essay, "Latest News from _____ (name of country)."

Activity #6 Continued

ESSAY OUTLINE EXAMPLE:

"Latest News from Japan"

I. Introduction

Many interesting things have occurred in Japan in the last month.

II. Body

A. Political news

B. Economic news

C. Cultural reports

D. Scientific and technical news

E. Environmental news

III. Conclusion

***Japan now studying
how America serves***

***In Japan,
some TV
nostalgia***

**Japan is spending \$236 million
on 2 room-size isles, miles out at sea**

Japanese investors said to be pulling capital home

**Who's afraid of US rice
imports? *Not* Japan's
full-time farmers**

Japanese loath to donate organs

ACTIVITY #7: GEO-NEWS BINGO

OBJECTIVE: At the conclusion of this lesson the student will be able to locate and define words of geographic importance in the newspaper.

OVERVIEW: In this lesson the students will search newspapers to find words which they clip and paste on to a "bingo" style card. When students complete a new card, they can win the game by defining each of the words they used.

PROCEDURE:

1. Distribute blank bingo cards to each student or have students make their own five by five grids that can serve as bingo cards.
2. Give each student 24 words from the list below. Have the students write the words in the squares in whatever order they wish. Note that the central square is "free". The card should be at least 8 1/2" by 11". To make the game more interesting not every student should have the same 24 words.
3. Distribute newspapers, scissors, and glue. Tell the students that the winner of the game will be the student who completes a row, column, or diagonal by pasting words from the newspaper on the bingo card, and defines the words to the satisfaction of the teacher. If the teacher wishes, the winner may be required to fill the card.

GEO-NEWS BINGO WORD LIST

AGRICULTURE
AQUIFER
AREA
BIOSPHERE
BORDER
BOUNDARY
CITY
CLIMATE
CONTINENT
CULTURE
DELTA
DEMOGRAPHY
DESERT
DIRECTION
DISASTER
EARTHQUAKE
EAST
ELEVATION
EQUATOR
EROSION
EVAPORATION
FLOOD

FLOODPLAIN
FOREST
FOSSIL FUEL
GEOGRAPHY
GHETTO
HABITAT
HINTERLAND
IMMIGRATION
ISLAND
ISTHMUS
LAND
LATITUDE
LOCATION
LONGITUDE
MAP
METROPOLIS
MOUNTAIN
NATION
NATIONALISM
NORTH
OCEAN
PLAIN

PLATEAU
POLE, POLAR
POPULATION
PRECIPITATION
RAW MATERIAL
REGION
RESOURCE
RURAL
SOCIETY
SOIL
SOUTH
STEPPE
SUBURB
TEMPERATURE
TERRACE
TUNDRA
URBAN
VEGETATION
WEATHER
WEST
ZONE

HANDOUT: ACTIVITY #7 BINGO CARD

B	I	N	G	O
		GEO- NEWS "free"		

ACTIVITY #8: WHERE IS IT?

OBJECTIVE: At the conclusion of this lesson the student will be able to:

1. locate main cities of the world on an outline map.
2. analyze the distribution of the cities listed in the global weather report of a newspaper.

OVERVIEW: Most newspapers have a weather section that reports global weather. In this lesson the students plot the location of the cities from the weather report. They then analyze the distribution of cities included in the report. Why are some cities included and others excluded? Are the cities listed the largest cities in the world? (Students discover that the cities are listed because they are of the greatest interest to North Americans.)

PROCEDURE:

1. Distribute outline maps and weather sections from the daily newspaper. Using atlases, have the students plot the locations of the cities from the global report on the outline map.
2. The students should keep a simple tally chart showing the number of cities included by continent.
3. Lead students in an analysis of the patterns found. One way to start is by listing the largest cities of the world (found in a current almanac) and comparing the weather report cities with the largest cities. The students quickly notice that in most weather reports there are more European cities while Asian cities predominate in the list of largest cities of the world. Newspapers print the report for the benefit of traveller to those cities, and there is more travel between the U.S. and the main cities of Europe than there is between the U.S. and many of the cities of Asia. The student can also be led to the knowledge that not all places in the world have an equal number of links to his/her own hometown.
4. The weather reports have the high and low temperatures listed. Use the information on the map to test and reinforce students' knowledge of world climates. For example, using global climate maps, have the students find one city in a humid continental zone, one in a Mediterranean zone, etc. What zones are missing from the weather map (tundra, ice cap, Alpine)? Why are they missing? In which zones are there a concentration of cities? Why?

Newspaper Reference Activity #8

Regional cities

Temperature ranges and precipitation for the 24 hours that ended at 8 p.m. yesterday.

	High	Low	Precip.
Allentown	57	34	None
Atlantic City	61	31	None
Harrisburg	59	34	None
Pittsburgh	52	34	None
Salisbury, Md.	60	35	None
Scranton	52	30	None
Wilmington	59	35	None

Cities abroad

Temperature ranges and conditions Wednesday.

	High	Low	Weather
Amsterdam	54	48	Cloudy
Bangkok	90	77	Clear
Beijing	68	48	Clear
Belgrade	68	46	Cloudy
Berlin	55	45	Cloudy
Bogota	66	41	Clear
Brussels	61	43	Rain
Buenos Aires	73	44	Fair
Cairo	81	63	Clear
Copenhagen	52	50	Cloudy
Dublin	59	48	Cloudy
Geneva	63	55	Cloudy
Hong Kong	79	75	Clear
Istanbul	63	54	Cloudy
Jerusalem	79	54	Clear
Johannesburg	68	48	Cloudy
London	63	57	Clear
Madrid	64	46	Clear
Manila	82	75	Rain
Montreal	45	28	Clear
Moscow	46	32	Clear
New Delhi	95	66	Clear
Oslo	45	43	Cloudy
Paris	71	53	Rain
Rio de Janeiro	91	64	Cloudy
Rome	69	59	Rain
Seoul	63	52	Cloudy
Stockholm	54	46	Cloudy
Sydney	72	61	Cloudy
Tel Aviv	79	64	Clear
Tokyo	66	52	Clear
Toronto	50	34	Cloudy
Vancouver	55	48	Rain
Vienna	57	49	Cloudy
Warsaw	55	30	Clear

Pan-American points

Temperature ranges and conditions Wednesday.

	High	Low	Weather
Acapulco	91	78	Cloudy
Barbados	86	78	Pt. Cldy.
Bermuda	80	69	Pt. Cldy.
Bogota	66	59	Cloudy
Curacao	84	73	Pt. Cldy.
Havana	85	73	Fair
Kingston	91	77	Cloudy
Mexico City	77	50	Fog
Montego Bay	86	75	Cloudy
Nassau	86	62	Pt. Cldy.
San Juan	87	76	Cloudy
Trinidad	89	75	Pt. Cldy.

ACTIVITY #9: GLOBAL INTERDEPENDENCE

OBJECTIVE: At the conclusion of this lesson the student will be able to state three or more relationships which illustrate the interdependence of the peoples of the world.

OVERVIEW: In this lesson students paste headlines from news stories about global relationships on a large map of the world posted on the classroom wall. Lines are drawn between countries indicating a relationship. When a sufficient number of articles has been found, students respond to an essay question calling upon them to interpret the pattern of relationships.

PROCEDURE:

1. Construct a **LARGE** scale map of the world on blank paper. It should cover at least one half of a wall of an average sized classroom.
2. For one week have students locate articles showing some relationship between two countries. In each case they should clip the headline and enough of the article to convey the main idea of the article.
3. Have the students draw a line between the two countries mentioned in the article. Paste the headline on the line and with a marker indicate some code of what type of relationship is shown by the line. A different color could be used for military, economic, political, recreational, etc. At the end of a week the map will be a veritable maze of lines showing interrelationships.
4. As a concluding activity, have the students respond to the following personal essay question: "What evidence is there that the world is an interdependent place?"

U.S. imports disturb Mexican manufacturers

By ANA PUGA
Special to the Chronicle

MEXICO CITY — Mexican manufacturers, like their American counterparts, have begun to complain that unfair competition from imports is destroying domestic producers.

Ironically, the target of Mexican criticism is the United States, which accounts for two-thirds of Mexico's imports.

"Companies, especially small ones, have had to close, and many are suffering," said Eduardo Cruz of Cansactra, a national chamber of commerce for the manufacturing industry.

The most recent government trade figures show that Mexico's trade surplus plunged to \$79.6 million in August, down about 90 percent from \$1.1 billion the year before. Exports also have increased, but not nearly enough to compensate for the dramatic rise in imports.

After 44 years of protectionist policies aimed at reducing reliance on imports, Mexico joined GATT, the General Agreement on Tariffs and Trade, in 1986. In January, officials abolished many of the remaining import barriers, con-

tinuing to protect only petroleum derivatives, autos, pharmaceuticals, computer parts and basic grains.

The new imports should force domestic manufacturers to become more efficient and compete more effectively in international markets, thus spurring domestic economic growth and increasing exports, officials say.

Critics say the "apertura" or "opening" policy has proved to be too much too soon for small- and medium-sized firms that lack the resources and technology to compete with manufacturing giants in the United States.

"How can we moderate our facilities when we can't even survive?" said Andres Garcia, the owner of a small Mexico City company that manufactures typewriter ribbons.

Garcia laid off half his 24 workers this year after cheaper ribbons imported from the United States began showing him out of the market.

Like many Mexican small-business men, Garcia said he could never borrow enough money to buy the equipment necessary to compete with U.S. producers.

"We're just hanging on, waiting for better times, trying to see if we

can get a tax on imported ribbons," he said. "After 25 years it's hard to think about going out of business."

But small-business men are not likely to get any relief soon, said government economist Arturo Garcia.

There will be companies that will go out of business, especially if they are inefficient or if they don't have good technology. We can't protect them all indiscriminately," said Garcia, an economist with the Commerce Secretariat.

It is going to get worse for small-business men before it gets better, he said.

"Right now it doesn't matter if a TV is foreign or not. The consumer doesn't have the money to buy it," he said. "It's going to get worse for the manufacturers here when the economy picks up and people begin buying even more foreign goods."

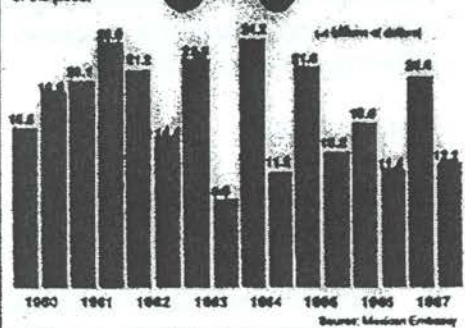
On the bright side, he said, opening Mexican markets has already succeeded in spurring exports.

In 1982, the first year of the administration of President Miguel de la Madrid, Mexico counted 24 cents in exports — not including oil, the country's largest export — for every dollar in imports. This year, Mexico will export 70 cents

See MEXICO on Page 15G.

Mexico trade

Mexico has showed a trade surplus since 1982. In the first half of 1988, the surplus was \$2.4 billion. The figures are not adjusted for devaluations of the peso.



Source: Mexican Embassy
Dorcas Pigeon / Chronicle

Area firms planning for Europe

Economic unity is set for 1992

By Iris Michael Diaz
Special to the Chronicle

For centuries, Europe has been a fragmented collection of states, each with its own mix of product-safety regulations, tax laws and customs formalities.

English chocolate is not legally chocolate in Belgium because it contains vegetable fat. Automobiles are subject to different emissions standards in Denmark than in France.

But now, the European Economic Community is moving to change all that by eliminating all barriers to the free movement of goods, services, labor and money by 1992. Once such a free market is in place, the 12 nations that make up the EEC, with their 320 million consumers and \$4 trillion in purchasing power, will eclipse the United States as the world's largest market.

European officials believe the integration of their market, an effort often referred to simply as 1992, will force their industries to become more efficient and lead to increased economic growth, employment and purchasing power for consumers.

On this side of the Atlantic, corporate executives in Philadelphia and elsewhere think a unified European market offers big opportunities for them. They see a chance to sell more goods and services and to reduce costs at the same time.

To be sure they are in place by 1992 and eligible to get at that potential, some companies have aggressively begun buying European firms or moving to build new facilities on the continent.

But some observers suggest that, given the magnitude of the EEC's undertaking, business people should not expect too much from 1992.

"I think it would be a mistake to think 1992 is going to be a big bang. We think it's going to be more like a squib," said Timothy Coleman, an attorney in the international division of Blank, Rome, Comisky & McCawley. Agreements on certain touchy issues, such as harmonizing tax rates, may be a long time in coming, he said.

The EEC eliminated tariffs among member countries in the early 1960s. But that did not eliminate restrictive government procurement policies, insulated financial markets and time-consuming customs formalities. Such "non-tariff" barriers have prevented the Common Market, as the EEC is called, from becoming a truly open market.

By the end of 1992, the EEC has pledged to adopt 285 directives aimed at harmonizing everything from product standards to banking regulations and certain taxes. The 12 member nations of the EEC are Belgium. (See EUROPE on 10-C)

Computer networks becoming global links for researchers

By Jim Detjen
Special to the Chronicle

Working at his computer terminal in Philadelphia, Václav Vittek can perform complex calculations on a Pittsburgh supercomputer, confer with colleagues in Japan, or conduct literature searches at libraries around the country.

Vitek, a scientist at the University of Pennsylvania, is using Internet, a computer network, to perform these varied tasks. Internet is one of a growing number of research networks around the globe that are gradually changing the way scientific research is done.

"There's no doubt that networks such as this have made my life easier," said Vitek, a professor of materials science and engineering. "They give me access to more information, more quickly."

Last week, Internet was thrust into the news when a mischievous program known as a computer "virus" disrupted the network, slowing down or halting operations at more

than 6,000 computers at research facilities around the country. Until then, most Americans had never heard of Internet and many were not aware of the extent to which computer networks link scientists around the globe.

Scientific experts say these networks are speeding up the pace of research by enabling scientists to engage in a worldwide exchange of data, research papers and other information within a matter of hours.

Within a few years, networks are expected to make it possible for scientists to gather data at a remote installation — such as the planned Hubble Space Telescope, which will be about 300 miles from Earth — then transmit it to individual scientists working on Earth. The space telescope is expected to be launched into orbit in 1989 or 1990.

"The greater use of computer networks is what will distinguish computing in the 1990s from computing today," said David Stonehill, Penn's vice provost for computing. "These

networks are really the beginning of a whole new era."

Dan VanBelleghem of the National Science Foundation said the networks were, in effect, creating an interstate highway system for scientific researchers. And like the roadways of asphalt and cement that linked the nation together in the 1950s and 1960s, these computer systems are connecting scientists at remote locations.

"Researchers at small colleges around the country don't have to be at Stanford University or the Massachusetts Institute of Technology anymore to learn about important scientific developments," he said. "With computer networks, those resources will be right at the fingertips of

(See COMPUTERS on 8-B)

ACTIVITY #10: OUR VIEW OF THE WORLD

OBJECTIVE: At the conclusion of this lesson the students will be able to:

1. locate important cities of the world on an outline map.
2. construct a special purpose map.
3. analyze the distribution of "newsworthy" cities.

OVERVIEW: In this lesson the students will locate cities in the newspaper from which stories originate. They will plot those cities on an outline map of the world in proportion to the number of times that city is mentioned. Once the cities are plotted, students will analyze the resultant pattern. One important learning outcome is that all areas of the world are not considered as newsworthy as others.

PROCEDURE:

1. Most news stories are preceded by a dateline telling the location of the event being covered. Instruct students to list all datelines found in the first section of the newspaper for one week. It is important to include frequencies. For example, if Washington, D. C. is the dateline for 43 stories for the week, its frequency of 43 should be mentioned.
2. Show students how to construct a map that shows frequency of occurrence. There should be examples in most textbooks. The important thing to remember is that equal areas represent equal frequencies. The easiest way to explain the concept is by letting a dot of a certain size represent a frequency of one. A frequency of 2 would be represented by a dot of double the area, a frequency of 10 would have a dot of 10 times the area of the dot, and so on.
3. Students will then plot the frequencies on an outline map of the world. The resultant map will show a very unequal distribution of news stories. There will be a large frequency in the hometown and in Washington, D. C.; then a sharp drop off to a second level of frequencies with far fewer than the hometown or Washington; then another sharp dropoff to cities with only one dateline for the entire week.
4. Lead students in an inquiry to examine the reasons why some places are considered more newsworthy than other places.

Eliciting questions follow:

- a. Why are so many areas of the world completely blank? Doesn't anything important happen there?
- b. Where are the largest concentrations? What makes those places more newsworthy than others?
- c. Count the number of places in the state, the United States, North America, Europe, Latin America, Asia, Africa, etc. What do the frequencies say about our view of the world? (It tends to emphasize close places and certain European sites.)

Activity #10 Continued

5. Repeat the exercise with the business section. (When the students do this, New York City appears in equal or greater frequency than Washington, D. C.). Use this difference between the two maps to instruct the students in the nature of capitals—Washington, D.C., a political capital and New York City, a business capital.

Follow up questions include:

1. How did New York City get to be the business capital of the USA?
 2. Are there cities that are both political and business capitals?
 3. What are the advantages and disadvantages of having the business and political capitals in the same and different cities?
6. As a concluding activity have the students complete a similar map with the sports section. By this time they should be generating their own questions for further inquiry.

ACTIVITY #11: A GOOD MAP

OBJECTIVE: At the conclusion of this lesson, the student will be able to:

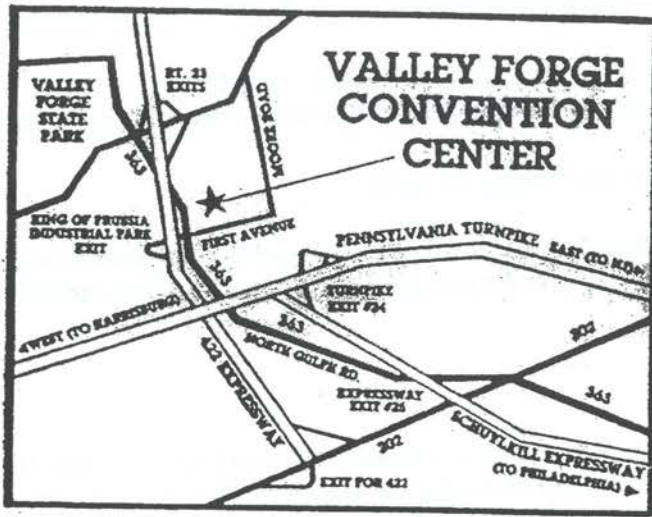
1. describe the main features of maps and tell why those features are important.
2. tell five reasons people use maps as tools.

OVERVIEW: There are many maps in daily newspapers. In this lesson the students locate and describe newspaper maps. They compare the maps and explain the different uses for newspaper maps.

PROCEDURE:

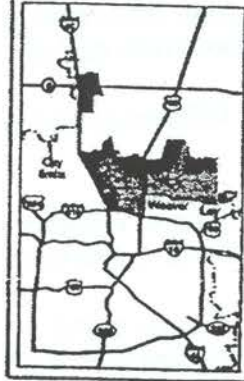
1. Distribute newspapers in which the teacher has previously located a map. Ask the following questions about the map. The questions may be asked orally, or the teacher may put them on a worksheet and the students can write the answers.
 - a. Does the map have a scale indicating distance?
 - b. Does the map have directional indications?
 - c. Does the map have physical or cultural features, or both?
 - d. Does the map clearly indicate its location relative to other places?
 - e. What is the purpose of the map?
2. Ask the students to find a map in the newspaper other than the one the teacher found. Ask the same questions about the maps the students found.
3. Ask the students to find one of each of the following map types and tell the purpose for the map's inclusion in the newspaper:
 - a. weather map - *(to show frontal activity and weather conditions)*
 - b. advertisement map - *(to show potential customers how to find a particular location)*
 - c. news map - *(to show the location of a news story)*
 - d. public service map - *(to show helpful information such as where road construction will create traffic congestion, precinct and other political boundary lines for voters, and locations of parks and other public facilities)*
4. Lead the students in a discussion of the differences between the four types of maps listed above. This discussion should end with the students understanding that maps are useful for a variety of functions.
5. As a concluding activity have the students find a news story that does NOT have a map but that would be improved by the inclusion of a map. Instruct the students to draw a map that could have accompanied the story.

Newspaper Reference Activity #11



Heavy trash pickup

City crews will collect bulky trash next Monday through Friday in the shaded area shown on the map. Crews will pick up appliances, furniture, mattresses, televisions, stereos, washers, dryers, tables, chairs, bicycles, tree and shrub trimmings and large toys. They will not pick up hazardous or flammable matter, whole trees, dirt, lot clearings, automobile parts and demolished houses.

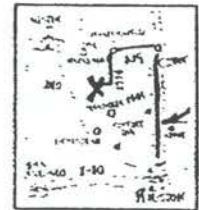
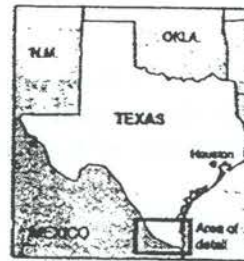
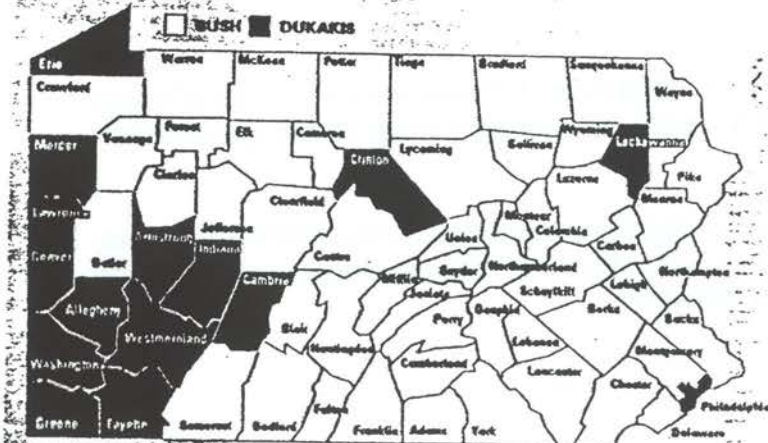


Police workforce changes 1984-1987

in percent



How Pennsylvania voted for president



ACTIVITY #12: MONEY POTPOURRI

OBJECTIVE: At the conclusion of this lesson the student will be able to:

1. tell what units of currency are in use in different nations.
2. inquire into various aspects of international monetary exchange.

OVERVIEW: Most newspapers print current monetary rates of exchange as a service to business persons and travellers. In this lesson students will use the newspaper section on exchange rates to inquire into selected topics.

PROCEDURE:

1. Have students obtain the section of the newspaper which contains the international currency exchange rates.
2. Give students the worksheet, "International Money," and an outline map of the world.
3. Direct students in the completion of the worksheet. Explain that many of the answers require hypothesizing rather than finding "the right answer."

Newspaper Reference Activity #12



International money clip

Country	Currency unit	How many U.S. \$ each unit buys	How many foreign units U.S. \$1 can buy	U.S. \$ gain, loss from year ago
Argentina	austral	\$.08	12.74	+300%
Australia	Aus. dollar	\$.85	1.18	-11.34%
Austria	schilling	\$.08	12.35	+35%
Barbados	Bdos. dollar	\$.52	1.92	+10%
Belize	Belize dollar	\$.51	1.96	+10%
Brazil	cruzado	\$.002	546	+856%
Britain	pound	\$1.81	.55	-5.02%
Canada	Canadian dollar	\$.85	1.18	-7.62%
Cayman Isl.	Cayman dollar	\$1.26	.79	+10%
China (PRC)	renminbi	\$.27	3.71	+10%
France	franc	\$.17	5.99	+2.80%
Germany, W.	Deutsche mark	\$.57	1.76	+53%
Greece	drachma	\$.007	135.65	+5.29%
Guatemala	quetzal	\$.40	2.52	-3.73%
Honduras	lempira	\$.33	3.07	+35.63%
Hong Kong	HK dollar	\$.13	7.51	+17%
Israel	new shekel	\$.68	1.48	+59%
Italy	lira	\$.0007	1,308	+3.80%
Jamaica	Jamaica dollar	\$.18	5.52	+2.75%
Japan	yen	\$.008	123.60	-10.28%
Mexico	peso	\$.0004	2,250	+42.07%
Netherlands	guilder	\$.51	1.98	+71%
New Zealand	NZ dollar	\$.66	1.51	+4.84%
Norway	krone	\$.15	6.49	+1.31%
Portugal	escudo	\$.007	137.60	+7.02%
Singapore	S'pore dollar	\$.50	1.98	-2.44%
Spain	peseta	\$.009	114.35	+64%
Sweden	krona	\$.17	6.04	-1.65%
Switzerland	Swiss franc	\$.67	1.48	+2.58%
Venezuela	bolivar	\$.03	33	+11.42%

WORKSHEET: ACTIVITY #12 INTERNATIONAL MONEY

1. Locate the nations listed in the newspaper currency exchange chart on an outline map of the world. Classify the nations according to region. Which regions are best represented? Which regions are poorly represented or unrepresented?

2. Locate the nations that use some form of dollar. What else besides the use of a "dollar" do those nations have in common?

3. Why are so few African nations represented on the newspaper currency list?

4. The USSR is the 3rd largest country in the world in terms of population. Why is its currency not listed on the currency exchange?

ACTIVITY #13: NATURAL DISASTERS

OBJECTIVE: At the conclusion of this lesson the student will be able to:

1. compare the extent of damage done by different natural disasters.
2. state precautions to be taken in the event of natural disasters.

OVERVIEW: In this lesson the students and teacher assemble clipping files about natural disasters. After several weeks of gathering such clippings, the students organize the information in the clipping files to compare natural disasters and draw generalizations about them.

PROCEDURE:

1. Divide the class into five groups. Assign each group a different natural disaster:
 - A. Hurricanes, Typhoons and Cyclones
 - B. Seismic disasters - Earthquakes and Volcanic Eruptions
 - C. Fires - Forest, Brush and Grass
 - D. Tornadoes
 - E. Floods

Tell the students to clip all news articles dealing with their disasters and put those clippings into a file. Have the students complete the appropriate section on the worksheet, "Natural Disasters."

2. After a suitable period of time has expired so that each clipping file has several articles, duplicate the data retrieval chart (worksheet, "Natural Disasters") on the chalkboard.
3. Each of the class groups should report in, filling in the cells of the data retrieval chart. The teacher can supplement the news articles with additional information, if necessary.
4. Once the chart is complete, lead the students in an analysis of the chart. Some typical analytical questions include the following:
 - A. Where are hurricanes most commonly located?
 - B. Which of the disasters typically involves the largest land area?
 - C. Which region of the world seems safest from the disasters on the chart?

Hundreds missing as ferry sinks in typhoon

**Quake hits
China; toll
put at 600**

**Earthquake could have done
extensive damage, experts say**

600 reportedly killed in Chinese earthquake

**Twisters wreak havoc
in Texas, Mississippi**

**After the floods, starvation on the rise
in southern Sudan**

WORKSHEET: ACTIVITY #13 NATURAL DISASTERS

PROCEDURE:

1. Clip and collect newspaper articles relating to natural disasters over a period of time.
2. Complete the following chart.

DATA RETRIEVAL:

	LOCATION	CAUSES	TYPICAL DAMAGE DONE	PRECAUTIONS TO BE TAKEN
HURRICANES, TYPHOONS, CYCLONES				
SEISMIC DISASTERS				
FIRES				
TORNADOS				
FLOODS				

ACTIVITY #14: NATURAL RESOURCES

OBJECTIVE: At the conclusion of this lesson the student will be able to:

1. locate regions of the world where natural resources are found.
2. describe selected natural resources.

OVERVIEW: In this lesson students accumulate points on a treasure hunt looking for natural resources in a newspaper. After they find the resources, they consult other reference books such as encyclopedias to determine the main uses of those resources.

PROCEDURE:

1. Explain to the students that they are going to have a treasure hunt, looking for articles about natural resources in the newspaper. Distribute the handout, "Treasure Hunt Rules."

Students may be offered some appropriate incentive as a prize for accumulating the most points.

2. After the articles have been discovered, make assignments for the students to determine how the natural resources are used. They may consult encyclopedias for this phase of the lesson.

U.S. diamond business sparkles

Foreign demand helps trade rebound from rock bottom

By ROSEMARY M. LAVAN
New York Daily News

NEW YORK — Just a few years ago, it would have been easy to mistake West 47th Street — the center of the diamond industry in New York — for a boulevard of broken dreams. Bankruptcies, layoffs and loan defaults among the dealers there were commonplace.

Lloyd Jaffe remembers it well. "Those were disturbing times," says Jaffe, a local diamond dealer and chairman of the American Diamond Industry Association. Through the early 1980s, he recalls, many diamond firms were leveraged to the hilt and lost the ability to borrow funds. So inventories of diamonds purchased at all-time highs were sold off at rock-bottom prices to pay the bills.

Today, the diamond business is looking brighter. Foreign demand for New York-cut diamonds — especially from Japan and other Far Eastern nations — has spurred something of a boom on West 47th Street. The experts say some diamond exporters are getting fat off an

ing to the Commerce Department — a 26 percent jump over 1986 figures. And the figures for the first eight months of 1988 show significant gains over last year's pace, with exports of more than \$574 million in diamonds.

It is in the cramped and shabby buildings on the one-block stretch of 47th Street from Fifth Avenue to Sixth Avenue that "the whole world comes to buy diamonds," according to Martin Rapaport, publisher of the newsletter that bears his name.

There are two distinct faces of 47th Street. There's the "downstairs" — the crowded, neon-lit storefronts where consumers buy diamonds retail. Then there's the "upstairs" — where the dealers and wholesalers buy and sell in private suites.

There also are the cutting rooms, where rough stones are ground into sparkling gems. New York is still a primary cutting center for large diamonds.

"Ten years ago, we were cutting one-fifth of a carat, now I'd say it is three-fourths of a carat that's cut with regularity," says Jaffe. With the high cost of U.S. labor, the smaller stones are now cut in Israel, India,



Associated Press

Foreign demand has brightened the U.S. diamond business.

money in other things, adds Rapaport. When America's banks were deregulated and interest on savings

British capitalist Cecil Rhodes founded it more than 100 years ago.

DeBeers controls an estimated 80 percent to 85 percent of the world's rough-diamond business through purchasing agreements with all the other major producers, including the Soviet Union, Zaire, Australia and Botswana. There have been rumblings from several nations, including Zaire and Australia, which have threatened to go it alone. Nevertheless, they remain in the DeBeers fold.

When business soured in the early 1980s and the market was flooded with diamonds, the CSO stockpiled the excess rough diamonds at great cost. The stockpile that was at the half-billion-dollar level in 1980 reached nearly \$2 billion by 1984. It now stands at \$2.3 billion. DeBeers was forced to shut some mines to cut costs. Some predicted the cartel would collapse, but it managed to maintain control.

Now, DeBeers is flexing its rebuilt muscles, raising prices several times in the last few years and taking away some of the profits. In 1988, it charged sighholders, those 150 to

Glitter of Amazon draws 1 million prospectors

By STAN LEHMAN
Associated Press

PORTO VELHO, Brazil — Behind his ramshackle wooden counter Luiz Ferreira Costa sells anything from toilet paper and cigarettes to cooking oil and rice, literally for the price of gold.

His prices are calculated in grams of the yellow metal — one-tenth of a gram (worth about \$2) for a dozen eggs or a half a gram for 2 pounds of coffee.

Costa's customers are part of an estimated 1 million prospectors who have invaded Brazil's vast Amazon rain forest to tap its rich gold deposits.

Fortunes are made. But the gold rush also is creating widespread violence, smuggling, tax evasion, health problems, environmental pollution and even the disturbance of primitive Indians.

The gold dust, which Costa carefully weighs on his scale, comes from the bed of the Madeira River that flows past Teotônio, a small prospec-

than in five years behind their desks," Machado said.

He said a prospector extracts on the average at least 50 grams of gold (worth about \$1,000) a month.

Most work for well-established entrepreneurs who take 70 percent of the production in exchange for equipment, transportation, medicine and food. "Very few get rich," Machado said.

But fortunes are made in the jungle. About 5,000 prospectors have earned at least \$1 million, and some 200 are worth more than \$5 million, he said.

Most of the gold from the Amazon never finds its way into the national economy. Buyers who purchase the gold directly from the prospectors hoard it or acquire dollars as a hedge against inflation — or smuggle it out of the country to evade income and mineral extraction taxes.

Marcos Antonio Maron, an official of the Mines and Energy Ministry's National Mineral Production Department, said, "lack of funds and manpower make it almost impossible to police the vast expanse of land

China, ARCO agree on South China Sea field

BEIJING (UPI) — After years of negotiation, China and Atlantic Richfield Co. have reached an agreement in principle on developing a major natural gas field in the South China Sea, officials said Tuesday.

The agreement between Los Angeles-based Arco and the China National Offshore Oil Co. is expected to be signed on Wednesday, spokesmen for both companies said.

The accord will open development of the Yacheng 13-1 gas field in the Yinggehai Basin, south of China's Hainan Island in the South China Sea. The field has reserves of at least 35 trillion cubic feet and will more than double China's natural gas re-

serves. China had 30.7 trillion cubic feet of proved gas reserves at the end of 1987, according to the 1988 BP Statistical Review of World Energy.

Arco China Inc., an Arco unit, discovered the gas field in 1983 but negotiations on development were held up for years by disagreements over pricing and marketing of the gas.

A spokesman in Arco China's Beijing office said details of the agreement would be released in Los Angeles after the signing and declined further comment.

Arco holds a 34 percent interest in the project.

HANDOUT: **ACTIVITY #14 TREASURE HUNT**

TREASURE HUNT RULES

1. The winner of the game is the student who accumulates the most points in the time specified by the teacher.
2. Students find as many newspaper articles pertaining to natural resources as they can.
3. Each resource article has a set number of points:
 - Sand, gravel, and building stone— 3 points
 - Petroleum— 5 points
 - Natural gas— 5 points
 - Coal— 5 points
 - Water— 5 points
 - Timber— 5 points
 - Metals: Iron, Aluminum, Copper, Etc.— 7 points
 - Precious Jewels: Diamonds, Rubies, Etc.— 10 points
 - Precious Metals: Gold, Silver, Platinum, Etc.— 10 points
4. For the points to be awarded, the student must locate the origin of the news story on an outline map of the world.
5. If the student can find the current price of the resource in the market pages of the newspaper, the points awarded are doubled.

In case of disputes, the decision of the teacher will be final.

ACTIVITY #15: RESOURCE USAGE

OBJECTIVE: At the conclusion of this lesson the student will be able to describe the path of the daily newspaper from forest to final disposition.

OVERVIEW: In this lesson the student focuses on the newsprint itself rather than a news story. The student finds the source of the newsprint used in his hometown newspaper and the final disposition of the newsprint once its usefulness as news is over. The lesson is intended to heighten the student's awareness of recycling possibilities.

PROCEDURE:

1. Before introducing this lesson:

A. Call the PRODUCTION DEPARTMENT of the newspaper company to which your class subscribes. Try to obtain the answers to as many of the following questions as possible:

1. Where do the trees grow that furnish the pulp that provides the newsprint for the paper to which the class subscribes?
2. Where is the processing plant that turns the pulp into paper?
3. What means of transportation are used to get the newsprint from the mill to the presses?
4. What quantity of newsprint is used each week by the newspaper company?
5. How many acres of trees are required to provide the quantity of newsprint for the paper for a week?
6. Are scraps and unsold papers recycled?

Questions 1, 2 and 3 may require an additional phone call to the vendor company that supplies the Production Department.

B. Call the RECYCLING COMPANY that handles the scrap and unsold paper for the newspaper company. Try to obtain answers to as many of the following questions as possible:

1. How is used newsprint collected?
2. How is used newsprint reprocessed?
3. What are the uses of recycled newsprint?
4. What are the main economic facts of newsprint recycling?
5. Would it be possible to engage a class in a recycling project?

2. Introduce the unit by distributing a small section of newspaper to each student. Instruct the students to tear the paper. Direct them to notice the fibers that become visible at the tear. Explain that those fibers are wood fibers, and give the basic outline of how newsprint is manufactured. End with the question, "Did you ever wonder where the tree grew that provided the paper for your news to be printed on?"

Activity #15 Continued

3. Using the information provided from the telephone research and an outline map, trace the path of the newspaper from the forest to the classroom. Point out the processes along the way and also the different means of transportation used to get the newspaper into the classroom. Conclude this portion of the lesson by posing the question "What are some other uses we could make of the papers when we are finished with them?"
4. Brainstorm answers to the last question and write the possibilities on the chalkboard. (Make sure that "recycling" is on the list.)
5. Explain what happens to paper if it enters the recycling stream using information provided by the recycler. If possible, make a class project of recycling the newspapers to which the class subscribes.

Bucks OKs contract for recycling center

By Lacy McCrary
Inquirer Staff Writer

Bucks County has become the first in the state to get a county-owned recycling center off the ground.

The commissioners this week approved a contract with a New York company to operate the facility in New Britain Township. Commissioners Chairman Andrew L. Warren said the recycling center would open Jan. 3.

Empire Returns Corp., of Utica, N.Y., has agreed to operate the center for five years for about \$130,900 annually.

Evelyn D'Elia, a solid waste management specialist for the state Department of Environmental Resources, said that several counties were planning county-directed recycling programs but that Bucks would be the first to own a facility.

Warren said that the center would lose money for at least two years but that "the residents of Bucks County have said that it makes sense to have a county-sponsored recycling program. We believe that recycling must be part of a solid-waste strategy."

Charles Raudenbush, Bucks County's recycling coordinator, estimates that the county will lose up to \$60,000 in the first year of operating the center, which will serve as a drop-off point for newspapers, aluminum and glass. Municipalities in central, upper and southwest Bucks will provide the materials.

So far, however, only Upper

and Lower Southampton, Warminster and Northampton Townships from the Southwestern Bucks County Solid Waste Committee have signed five-year contracts with the county to participate.

The 11 communities of the Central Bucks Solid Waste Committee are in the process of approving the plan, but have said they would need until March or April to get their collection programs under way.

Raudenbush said 66 percent of the money from the sale of the recycled materials would be returned to the municipalities that deliver them.

He said a second recycling center should be open by early summer to serve the populous lower end of the county. The commissioners are scheduled next week to interview four bidders who want to operate that center.

Delaware County has an extensive recycling program that last year won the Governor's Award for the best recycling program in the state, according to Anthony J. Grosso, that county's director of solid-waste management.

Grosso said Delaware County does not have a county recycling facility, but coordinates programs in several townships.

Under a law signed by Gov. Casey last July, all counties must develop waste-management programs, and all municipalities with more than 10,000 residents must, within two years, develop recycling programs.

ACTIVITY #16: WHERE CAN WE GO FOR A GOOD TIME?

OBJECTIVE: At the conclusion of this lesson the student will be able to:

1. define a region by telling the common characteristics of the region.
2. describe how recreational regions differ from residential regions.

OVERVIEW: This lesson uses the classified ads to create a region. Students study the classified ads under headings related to recreation such as "Beachfront," "Lake," "Resort" "Mountain," etc. The first step is plotting the locations of the properties on an outline map. A region will appear as students plot the locations. Students then re-read the advertisements and write the adjectives that have been used to describe the properties offered for sale. On the basis of the re-reading they form conclusions about the attributes of recreational regions.

PROCEDURE:

1. Obtain the classified advertising section of a newspaper. Show the students the various categories of properties advertised under the heading "Real Estate." Among the other categories under "Real Estate" will be some headings related to resort properties. Depending upon the area served by the newspaper, these categories may be "ski resort," "beachfront," "hill country," "mountains," "bay area," etc.
2. Have the students plot the locations of the properties offered for sale on an appropriate outline map.

The class could be divided into groups, with each group plotting a separate category.

3. Have students complete the worksheet, "Where Can We Go," and discuss the correct answers.

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Poconos**

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TENT TODAY and get FIRST pick!
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IN THE POCONOS?**
Call Collect: 717-837-9623

R.E. Rent—Pocono Mts.

BB area, 4BR 2 bath, game room, 7 mi. from slopes. 715-338-8754

BB/JF Vic 3BR, beautiful single, full color TV, VCR, \$200 wkend. Hunting, fishing, lakes. 215-344-0390

BIG BASS LAKE 4BR, 2b, 6pts, clubhouse, indoor pool. 609-435-5791

ELK MOUNTAIN 1 Br Chalet, 1/2 ac, electric heat. \$1500 for ski season. Call Frank 717-689-6800

ELK MTN. 3 BR chalet, 1/2 ac, W/D, hunt/ski sear. 609-448-7817

ELK MT Vic-Ski Chalet, new 4BR, 3bth, 12 mi to ski area. Wkly, mo ty. 201-852-2671; 201-398-2121

JACK FROST Skislope town-
house, sloas & fully equipped.
715-473-8443 or 609-298-0586

Lake Harmony 4br, 3bth, sloas 12, crib, wtrpool, tv, w/d. 698-0423

LOUST LAKE Village: Cedar Chalet, 4 BR, 1 1/2 bath, garage, sloas 12, W/D, D/W, microwave, hot, cable, winter rentals. Call Bill 715-399-1910 even

LOUST LAKE VILLAGE
1 BR Chalet, sloas 4, near ski slopes. Avail. for season. 715-336-5084

LOUST LAKE Village 1 BR, 2 bath, Chalet. Sloas & Cable TV, d/w, w/d, hot. Sees rental. 353-3520 bet 2pm.

**1659 Hill Country
PROPERTY**

HUNT THIS YEAR on private & complete 670 ac. Texas ranch. By owner since 1940. Raymond Walker, Fries, TX, 512-394-7425

Hunt This Year! 57 AC. W. of Junction. Deer, Turkey & quail. \$395/AC. 1450' Down. \$250 MO. 15% 15 Yrs. Larger ac. avail. 8-512-257-5559.

KERRVILLE RANCHES: Must sell! Bank foreclosures. Assumable note. Doug Evans & Assoc. 512/367-4277.

KERRVILLE Y.O. RANCH: 50-100 ac. & up for sale. Great trophy hunting, rolling land & trees. Water avail. Don't miss this chance to own part of the most famous hunting ranch in the world. Good terms. Call the Y.O. Ranch 512-646-3272

LAKE Travis, lot on 1st fairway. Willie Watson's Pedernates Country Club. \$22,900. Club membership available. Call 640-1801

LAKE TRAVIS
Repos Townhomes & lots. All utilities. Owner financing. 713-225-2289

LIVE WATER RANCHES

700 ACS. Near Kerrville, Hwy. 173, ac game, fenced, lakes unlimited, airstrip, big game program, priced dropped 30% to \$1775/ac.

344 ACS. near Bandera, nice flowing creek, 2 lakes, 80% level, hwy, horse arena, 10 stalls, near Early Texas country home. \$1375/ac.

97 ACS. Bandera, beautiful Cypress trees, fine Mason Creek, both sides wind through ranch, very private, nice lodge for 12, for ranches adjoin. \$265,000.

754 ACS. Medina, beautiful 5 ac. springfed lake nestled in valley w/ new rock 2200' soft home overlooking lake, hills in the background, drastically reduced. \$1150/ac.

56 MORE LIVE WATER RANCHES. CALL FOR CATALOG duPerier TX Landman 512/542-3444

Near Kerrville, 34 AC, Electricity, phone, hwy fring, deer & turkey. Additional land avail. \$442/Dwn. \$233/MO., 10% 15 yrs. 512-257-5559.

OWNER MUST SELL 3472 ac. all or part, at Leakey, 85 mi. NW San Antonio. Heavy trees-game. \$250 ac. Thornton Ranch Sales 512/654-1955

Pedernates River, 5 acs., 200' river front, oak, view, minor restrictions. Casper's Co. 512/848-4021

REDUCED 20%

1104 ACRES ON BLANCO RIVER E. of Fredericksburg, dam & 1/2 mi. both sides of river, ranch house, farmhand's house, hay barn, pipe pens, 4 spring fed tanks, 50 acs. Klein grass, spectacular views, no cedar, lots of game. Owner financing w/10%-15% Cash. Richard M. Peacock Owner/Agent (512) 824-0511

RIVER FRONT property on the beautiful Guadalupe River near Kerrville. 2-4 ac. tracts, excellent restrictions, offered by owner. 512-895-4535.

7 SPRINGFED LAKES

1400 ACS. Biwa. Comfort/Fredericksburg. Absolutely spectacular, 7 big lakes all springfed. All gently rolling w/ big oaks all over. No cedar. 1st class roads all over. 4.19 mi. hwy. This is a real classic! Just reduced to an absolute steal. From \$1850/ac. to \$1069/ac. A Must See! duPerier TX Landman 512/542-3444

WIMBERLEY: Springfed creek, dam, trees, view, 89 acs. \$2500/ac. (512) 479-4500 or 327-3742

**1659 Hill Country
PROPERTY**

14 ACRES, BURNET (near Marble Falls), Panoramic View with Deer. \$2500 acre Firm 461-4677

82 AC. N. DEL. RHO. 8-er, forever, equal, just down big ranch. \$2,140, \$1,800 dca. \$364/mo. 521-1271 agent.

FOR SALE: RANCHES: Mason, Llano, Gillespie, Comal Counties. Friedrich Realty 512/644-7486.

Hunt This Year! 57 AC. W. of Junction. Deer, Turkey & quail. \$395/AC. 1450' Down. \$250 MO. 15% 15 Yrs. Larger ac. avail. 8-512-257-5559.

Junction Area, 280 AC, windmill, tank, creek bottom, hilos, deer & turkey. \$795/AC. Owner finance. 512-257-5559.

KERRVILLE RANCHES: Must sell! Bank foreclosures. Assumable note. Doug Evans & Assoc. 512/367-4277.

Kerrville-Y.O. Ranch. 50-100 ac. & up for sale. Great trophy hunting, rolling land & trees. Water avail. Don't miss this chance to own part of the most famous hunting ranch in the world. Good terms. from \$88,800. Call the Y.O. Ranch 512-646-3272

Near Kerrville, 34 AC, Electricity, phone, hwy fring, deer & turkey. Additional land avail. \$442/Dwn. \$233/MO., 10% 15 yrs. 512-257-5559.

OWNER MUST SELL 3472 ac. all or part, at Leakey, 85 mi. NW San Antonio. Heavy trees-game. \$250 ac. Thornton Ranch Sales 512/654-1955

POINT VENTURE, Lake Travis, come to the hill country & find the lake home of your dreams. Town names & lots are available. For more info. Please call 512/267-1121.

WIMBERLEY, 3-3-2, on golf course, pool/game room view, sale or trade. 445-4300 Mon-Fri

WORKSHEET: ACTIVITY #16 WHERE CAN WE GO

1. Describe the location of the resort properties you have found on the outline map. How far are they away from population centers? What transportation links serve the region? Is there a significant change in elevation from your city to the area?
2. Go back to the resort property ads and find all the adjectives which describe the properties offered for sale. Make a list of these adjectives. What adjectives are most commonly used?
3. Do the properties listed tend to be single family dwellings, condominiums, acreage with old farm houses, or vacant land?
4. What are the price ranges of the properties offered for sale?
5. Write a description of a typical piece of property in the region of your choice. Use your imagination to describe a place you would really like to have. Then write a classified ad offering the property for sale.

ACTIVITY #17: CHOOSING A SITE

OBJECTIVE: At the conclusion of this lesson the student will be able to determine why some sites are more appropriate than others for certain activities.

OVERVIEW: In this lesson students examine news stories about siting decisions made by business and government concerns. In their examination they discover what site advantages and disadvantages are considered in making siting decisions.

PROCEDURE:

1. Have the students create a clipping file by obtaining articles such as those appended to this lesson. (Such articles are fairly common since the decision about where to build a plant, airport, or other installation has great economic ramifications and is therefore a most newsworthy event.)
2. Ask students to analyze the news articles that have been collected. In their analysis they should list positive and negative site characteristics that influenced the decision.
3. Discuss the analysis with the class. Point out that siting decisions are among the most difficult ever made and that a knowledge of geography is very helpful in making those decisions.
4. To conclude distribute the worksheet, "Choosing a Site," and have students complete it according to its directions.

Japanese auto plants sited to avoid blacks, researchers say

New York Times

DETROIT — Japanese automakers with plants in this country systematically have avoided areas with large black populations, two University of Michigan researchers have found.

In the study published last week in the *California Management Review* of the University of California at Berkeley, Robert E. Cole and Donald R. Deskins Jr. said that as a result of these practices, blacks who lose their jobs when U.S. auto manufacturers close plants had little hope of gaining employment in the new Japanese factories.

Blacks, who now make up 11 percent of the U.S. population, fill 17.2 percent of the jobs in American auto plants. Indicative of the magnitude of jobs lost in the U.S. auto industry, the membership of the United Automobile Workers declined to 1 million in 1987 from 1.5 million in 1979.

Spokesmen for the Japanese companies said sites for new plants were chosen based on available land, transportation and the proximity of suppliers and labor.

There are six Japanese-owned auto plants operating in the United States. Two others are under construction. The study covered four of the open plants.

Deskins said the study was undertaken when Cole, a specialist in Japanese affairs, noticed most new Japanese plants were in rural towns.

"The conclusion was that the reason was black avoidance," he said.

Deskins said they found a "consistent pattern" with Japanese plants situated about 30 miles from the nearest concentration of black workers. Other studies have shown factory workers generally are unwilling to commute that far.

New U.S. auto plants also have been sited in rural areas, the authors said. But the contracts of the United Automobile Workers with the U.S. car makers give workers at closed plants rights to jobs in new facilities. The proportion of black workers in new U.S. auto plants is 23.4 percent, the authors said.

The study did not give an overall figure for black representation at the new Japanese plants. But it gave individual figures for four plants.

The professors said blacks made up 14.5 percent of the work force in the hiring area for Honda's plant at Marysville, Ohio, but only 2.8 percent of the plant's workers.

Around Nissan's plant in Smyrna, Tenn., blacks make up 18.3 percent of the potential hiring pool, while holding 14 percent of the jobs at the plant. Mazda's plant in Flat Rock, Mich., has a black work force of 14.1 percent in an area where blacks are 28 percent of the labor force.

Jeffrey Locantini, a spokesman for Honda of America, said the site near Marysville was chosen because "land was available, there was good road and rail transportation, it was near the supplier base and there was

an available work force."

Earlier this year, however, Honda settled a federal race and sex discrimination case for \$6 million at the Marysville plant and agreed to expand its recruiting and promotion of minorities and women.

Gail Newman, vice president for human resources at Nissan Motor Manufacturing in Smyrna, said, "We believe we are in compliance with both the letter and the spirit of the law" with regard to hiring practices. She said the size of auto assembly plants virtually required a rural location.

Jim Gill, a spokesman for Mazda, challenged the assertion that its plant, about 30 miles south of Detroit, was in a rural area.

"This has got to be the first study that calls Wayne County, Mich., a rural area," he said. The fact is that we located in the greater Detroit area to take advantage of the pool of skilled workers here."

He said the percentage of blacks at the plant was now 15.3 percent and "most likely will continue to increase."

The authors said one clear exception to the hiring patterns occurred at a plant where a labor agreement set out guidelines for hiring by Japanese managers.

This was the GM-Toyota joint venture in Fremont, Calif., where 23 percent of the employees are black and 28 percent Hispanic.

Assembly approves \$32 million to build Camden aquarium

By Chris Conway
Hartford, Conn. Staff Writer

TRENTON — Bring on the fish.

The General Assembly yesterday approved \$32 million for the proposed Camden aquarium, the centerpiece of an ambitious redevelopment plan for one of the nation's poorest cities.

By a 67-9 vote, the General Assembly authorized the final piece of funding for construction of the aquarium at Ulysses S. Wiggins Park, on the Camden waterfront. The state Senate approved the funding in April.

Preliminary construction is expected to begin next month, and if all goes according to plan, the aquarium will open its doors in May 1991, according to the Cooper's Ferry Development Association, the nonprofit corporation that is overseeing the project.

The plan will be approved soon by Gov. Kean, a strong proponent of the aquarium. He hailed the Assembly action as a "great day for the state of New Jersey" and said the project would serve as the "cornerstone of the revitalization of the Camden waterfront."

If the redevelopment venture along the city's waterfront, across the Delaware River from Penn's Landing in Philadelphia, succeeds, it is expected to result in \$350 million in private development.

Chaffetz Soap Co. plans to locate its new world headquarters on the waterfront, and there are plans for a 300-room hotel and conference center and commercial office space and a trade center that would total two million (See AQUARIUM on 16-A)

Parent asks closure of school near waste site

A parent whose child attends an elementary school located near two hazardous waste sites north of Friendwood has asked the Clear Creek school board to close down the school amid fears that the students are being exposed to toxic chemicals.

Clear Creek school trustees called for continuous air monitoring at Arlyne S. Weber Elementary School off Beamer Road but said they have no evidence that the students' health is in jeopardy.

Dani Pimental, co-founder of a group called Home, Environment

and Livestock in Peril, asked trustees Tuesday night to shut down the school, which is adjacent to the Brio hazardous waste site, an abandoned refinery at 2541 Dixie Farm Road, and the nearby Dixie Oil site. Both are on the Environmental Protection Agency's national priority list for cleanup.

"I don't think there's a place in the United States that has a school three blocks from two toxic waste sites," said Pimental, who has a daughter attending third grade at Weber.

She asked the board to divert the students to other schools. "I don't

want to wait 20 years till those kids grow up and start growing cancer in their breasts," she said.

Board President Floyd Myers said the district has been monitoring the school since school officials became aware of the toxic sites and have found no evidence of a health threat.

"We've had every governmental agency that we know of check the sites and we have not had anyone tell us that there is a danger," he said.

Trustees requested that a permanent air monitor be set up at the school to take air samples, he said.

Airport's bird hazard won't get hearing

By BILL SAWSON
Houston Chronicle

Possible hazards posed by bird-airplane collisions at Houston's proposed westside airport will not be addressed in a pending environmental report as originally planned and therefore will not receive a formal public hearing, officials said.

Unlike the environmental assessment of the airport site, which is located in a prime area for migratory waterfowl, the Federal

Aviation Administration's separate study of safety-related questions is not legally required to include comments by the public and other agencies, FAA official Moira Kahan said.

The safety of a proposed airport site is "just an FAA call," Kahan said. "If the FAA says it's safe, it's safe."

The U.S. Fish and Wildlife Service "conservatively" estimated last June that because of the large number of geese and other birds that pass through the area of the airport site, birds would collide

with aircraft about 50 times a month.

John Galtipso, president of the Aviation Safety Institute, a nonprofit research organization for accident prevention, commented at the time that if that figure proved accurate, "I don't see how you can justify having an airport there or how anybody could fly an airplane in there," because passengers can be hurt or aircraft damaged in collisions with large birds.

The Fish and Wildlife Service report was not based on a formal computer model, and Houston Avi-

ation Director Paul B. Gatson said in June that the city and FAA were preparing such a model to estimate bird-airplane collisions.

The computer estimate, Gatson said then, would be included in the official environmental assessment of the airport site, about 35 miles west of downtown Houston between Katy and Brookshire.

The FAA has since decided, however, to assess safety-related issues in a second report because safety is usually not handled by the FAA division supervising the drafting of the environmental as-

essment by the city and its consultants, said Kahan, an airport environmental specialist in FAA's regional office in Fort Worth.

Stan Lou, an airport planner in the same office, said FAA officials determined that bird-airplane collisions were "not an environmental issue per se."

City and FAA officials said the environmental assessment, which the city expected to be finished last summer, will probably be completed and issued for a 30-day

See AIRPORT on Page 51A.

WORKSHEET: ACTIVITY #17 CHOOSING A SITE

PROCEDURE:

1. Select one of the newspaper articles from your class activity. Assume YOU have been chosen to select this building site in your city/area.
2. Complete the following chart:

CONSIDERATIONS	IMPACT ON DECISION
ENVIRONMENTAL	
TRANSPORT FACILITIES	
TAX RATE	
LABOR SUPPLY	
DISTANCE FROM MARKETS	
DISTANCE FROM RAW MATERIALS	
PRICE OF LAND	

3. Which considerations are most important to you in making your decision? Which are of lesser importance? Why?
4. Which site in your city/area will you choose? Explain.

ACTIVITY #18: GEOGRAPHY AND SOCIETY

OBJECTIVE: At the conclusion of this lesson the student will be able to determine how geographical concepts may be used to help society in finding solutions to social problems.

OVERVIEW: All too often we present students with facts to be learned. In this lesson the premium is upon formulating geographical questions rather than arriving at the correct answer. Students locate news articles dealing with social problems. They then are given a list of geographical concepts. Their task is to determine which concepts would be useful in the analysis and/or solution of social problems. In doing so they will see how geographers can help to solve social problems and which social problems are most amenable to solution by application of geographical knowledge.

DISCLAIMER: Nowhere is it implied that geographic knowledge is sufficient for a thorough analysis of social problems. Obviously economic, historical, political, demographic, etc. data must be included in such an analysis. Geographical concepts are but one way of looking at social problems and one kind of knowledge necessary for their solutions. Students should be carefully instructed to consider the multidisciplinary aspects of social problems.

PROCEDURE:

1. Give the students the definition of a social problem: "Any situation arising from human activity rather than natural forces that threatens the welfare of society." This definition may be written on the chalkboard while the lesson is in progress. Then instruct them to locate news articles dealing with social problems.
2. After the students have had time to locate articles dealing with social problems, have them report to the class on their findings. As they report, categorize the articles into appropriate groups. The groups that will naturally occur include war, poverty, hunger, homelessness, unemployment, human rights abuse, illiteracy, etc.
3. Explain that geographers, as social scientists, are very much interested in providing data and analyses that will help to improve society. Because of the nature of geography, all social problems have some geographic component.
4. Distribute the worksheet, "Geography and Society." Have the students answer the questions on the worksheet. After most of the students have completed the worksheet, discuss the student's answers with the full class.

A sample worksheet with answers follows on the next page.

Activity #18 Continued

SAMPLE WORKSHEET WITH ANSWERS

1. Based upon your newspaper search, list five social problems found in a daily newspaper.
 1. crime
 2. hunger
 3. narcotics traffic
 4. homelessness
 5. unemployment
 2. Below are basic concepts of Geography. For each of the five social problems listed above, relate to a concept of Geography and explain two connections with the concept.
 - A. Location
 - B. Place
 - C. Human-Environment Interaction
 - D. Movement
 - E. Regions
- Problem #1 crime relating to Location
- a. Some crimes tend to be committed in certain places.
 - b. Some actions are crimes in some places and not crimes in another.
- Problem #2 hunger relating to Human-Environment Interaction
- a. Food production is tied directly to human-environment interaction.
 - b. Food shortages may be caused by poor transport systems.
- Problem #3 narcotics traffic relating to Movement
- a. Different narcotics are produced in different areas.
 - b. The movement of narcotics is a specialized form of transport.
- Problem #4 homelessness relating to Place
- a. The homeless are not distributed evenly throughout the city.
 - b. The location of relief efforts for the homeless is crucial.
- Problem #5 unemployment relating to Regions
- a. Unemployment rates vary from region to region.
 - b. The unemployed can relocate in order to find employment.
3. Analyze the news articles. Is there any reference to any geographic concept included in the article? What is the reference?

(depends upon individual article)

Activity #18 Continued

4. Imagine that the governor has appointed a committee to solve one of the problems listed above. On the committee are sociologists, economists, and so on. You are the geographer on the committee. Choose a problem and write four questions you will want answered before a solution can be found.

Homelessness:

1. Where do the homeless spend the night?
2. How do the homeless adapt to their environments and adapt their environments to themselves?
3. Where are relief agencies for the homeless located?
4. Which cities have the greatest homeless populations?

WORKSHEET: ACT. #18 GEOGRAPHY AND SOCIETY

1. Based upon your newspaper search, list five social problems found in a daily newspaper.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Below are basic concepts of Geography. For each of the five social problems listed above, relate to a concept of Geography and explain two connections with the concept.

Location Place Human-Environment Interaction Movement Regions

Problem #1 _____ relating to _____

- a. _____
- b. _____

Problem #2 _____ relating to _____

- a. _____
- b. _____

Problem #3 _____ relating to _____

- a. _____
- b. _____

Problem #4 _____ relating to _____

- a. _____
- b. _____

Problem #5 _____ relating to _____

- a. _____
- b. _____

3. Analyze the news articles. Is there any reference to any geographic concept included in the article? What is the reference?

4. Imagine that the governor has appointed a committee to solve one of the problems listed above. On the committee are sociologists, economists, and so on. You are the geographer on the committee. Choose a problem and write four questions you will want answered before a solution can be found.

ACTIVITY #19: WHY DO THEY CALL IT THAT?

- OBJECTIVE:** At the conclusion of this lesson the student will be able to:
1. determine which sports mascots and stadia have geographically significant names.
 2. explain the meaning of those names.

OVERVIEW: Many secondary school students have a great deal of interest in professional sports. This lesson uses that interest in relating sports to geography. Many professional and college teams have team names and stadium names that relate to the cultural, economic, or physical geography of the city in which they are located. Students fill in the chart of the team names and stadia names from an examination of the sports page of the newspaper. The teacher then leads students in a discussion of the geographic significance of selected names.

PROCEDURE:

1. Distribute the worksheet, "Sports Names," and distribute also the sports sections of the newspaper to the class.

Note: There are three forms of the worksheet, one for football, basketball, and baseball. Use the one or ones that correspond to the season in progress.

2. Have the students fill in the blanks on the worksheet with the names they find on the sports pages. Do not expect any one student to be able to fill in an entire chart correctly. It will be necessary to pool class knowledge.
3. Discuss the geographic significance of selected names. One way to organize the discussion would be around the following grouping:

Physical names: MILE HIGH Stadium—Denver
THREE RIVERS Stadium—Pittsburgh
RIVERFRONT Stadium—Cincinnati

Economic names: Green Bay PACKERS
Pittsburgh STEELERS
Detroit PISTONS

Cultural names: Minnesota VIKINGS
San Diego PADRES
Dallas COWBOYS

4. As a concluding activity have the students suggest economic, physical, or cultural names for teams and stadia that do not have geographic-related names, for example:

The New York STOCKBROKERS could play in MANHATTAN Stadium.
The San Antonio MISSIONS could play in ALAMO Stadium.
The Phoenix IMMORTALS could play in DESERT Stadium.

WORKSHEET: ACTIVITY #19 SPORTS NAMES-1

NATIONAL FOOTBALL LEAGUE

CITY	TEAM NAME	STADIUM
AFC:		
BUFFALO		
INDIANAPOLIS		
NEW ENGLAND		
NEW YORK		
MIAMI		

JACKSONVILLE		
BALTIMORE		
PITTSBURGH		
CINCINNATI		
TENNESSEE		

DENVER		
KANSAS CITY		
SEATTLE		
OAKLAND		
SAN DIEGO		

NFC:		
DALLAS		
WASHINGTON		
NEW YORK		
ARIZONA		
PHILADELPHIA		

TAMPA BAY		
DETROIT		
GREEN BAY		
MINNESOTA		
CHICAGO		

NEW ORLEANS		
CAROLINA		
ST. LOUIS		
ATLANTA		
SAN FRANCISCO		

WORKSHEET: ACTIVITY #19 SPORTS NAMES-2

NATIONAL BASKETBALL ASSOCIATION

CITY	TEAM NAME	ARENA
EAST:		
BOSTON		
MIAMI		
NEW JERSEY		
NEW YORK		
ORLANDO		
PHILADELPHIA		
WASHINGTON		

ATLANTA		
CHARLOTTE		
CHICAGO		
CLEVELAND		
DETROIT		
INDIANA		
MILWAUKEE		
TORONTO		

WEST:		
DALLAS		
DENVER		
HOUSTON		
MINNESOTA		
SAN ANTONIO		
UTAH		
VANCOUVER		

GOLDEN STATE		
LOS ANGELES		
LOS ANGELES		
PHOENIX		
PORTLAND		
SACRAMENTO		
SEATTLE		

WORKSHEET: ACTIVITY #19 SPORTS NAMES-3

PROFESSIONAL BASEBALL

CITY	TEAM NAME	STADIUM
AL:		
BALTIMORE		
TORONTO		
NEW YORK		
BOSTON		
DETROIT		

CHICAGO		
CLEVELAND		
MINNESOTA		
KANSAS CITY		
MILWAUKEE		

SEATTLE		
TEXAS		
ANAHEIM		
OAKLAND		

NL:		
ATLANTA		
FLORIDA		
MONTREAL		
NEW YORK		
PHILADELPHIA		

CINCINNATI		
ST. LOUIS		
HOUSTON		
CHICAGO		
PITTSBURGH		

LOS ANGELES		
SAN DIEGO		
COLORADO		
SAN FRANCISCO		

ACTIVITY #20: TRANSPORTATION

OBJECTIVE: At the conclusion of this lesson the student will be able to state what products are most appropriately transported by which means of transportation.

OVERVIEW: In this lesson the students locate articles dealing with modes of transportation. Using information in the articles they fill in cells of a data retrieval chart and draw upon the information in the chart to make generalizations about transportation.

PROCEDURE:

1. Distribute newspapers to students and ask them to locate and clip articles dealing with means of transportation. Those means include the following:

AIRPLANE
RAILROAD
SHIPPING
PIPELINES
BUSES
TRUCKS

2. Once students have located a number of articles, pass out the worksheet, "Transportation." Have the students complete the chart.
3. Once the data retrieval charts have been filled in, lead the class in an analysis of the charts concentrating on drawing generalizations from the information in the charts.

Eliciting questions include the following:

- A. Which is the fastest means of transportation?
- B. Which is the slowest means of transportation?
- C. Which is the most expensive means of transportation?
- D. Which is the cheapest form of transportation?
- E. Which is the most flexible form of transportation?
- F. Which is the least flexible form of transportation?
- G. Why are some forms of transportation appropriate for some products and not for others?

Shipbuilding set for revival

By HEINZ PETER DIETRICH
Reuters News Service

LONDON — After more than a decade of painful decline, world shipbuilding may be set for a modest revival.

Although more shipwrights' jobs are likely to be lost, particularly in Europe, order books are beginning to fill up at some yards that survived the lean years since the mid-1970s.

"There is now unmistakable evidence of an upturn in world demand for shipping," said Bryan Gould, who is trade spokesman for Britain's opposition Labor Party.

With many old ships unsuitable for modern requirements, this means new ships must be built.

"It is undeniable that hundreds of merchant vessels built before the industry's survival struggle started in Europe in the 1970s are due to be scrapped," a shipping analyst for the European Community said.

"They are outdated by the standards of modern technology."

However, he added that demand for dry cargo ships and tanker replacement is rising. Prices for ships have risen roughly 25 percent since 1986.

Worldwide orders rose in the second quarter of this year to 23.97 million gross tons, the highest in two years, according to figures from Lloyd's Register of Shipping. The London-based company lists shipbuilding orders worldwide.

It said new orders by the end of June came to 2,142 ships against

2,120 on March 31, including 249 oil tankers and 326 general cargo ships of 2,000 tons and over.

More than 87 percent of the tonnage is due for delivery by the end of 1989.

The mid-1970s saw hundreds of yards around the world close as the industry was hit by shrinking trade. High OPEC oil prices sent the West into recession and arrested a rise in demand for petroleum, meaning a surplus of supertankers.

More than 1,600 ships — tankers, freighter and container ships — were put out of service. Meanwhile, naval shipyards were hit by cuts in defense budgets.

But experts say the future looks brighter.

"It looks as if the anticipated oil glut following the peace agreement in the Gulf, demand for more sophisticated vessels and the increase in freight rates due to booming world trade can slowly ease the crisis," the EC analyst said.

European Community figures show Japan has the biggest share of shipbuilding now at 46.9 percent. South Korea comes second with 17.2 percent. The EC holds 13.6 percent.

The Asian success continues despite government subsidies for EC yards and some narrowing of a 30 percent gap between Asian and European prices. Relatively low wages in Asia are rising as are Asian currency values.

To buoy prices and to protect its industry, the EC is now trying to reach mutual agreements with Japan and South Korea on a reference

range for ship prices.

But the EC executive commission estimates that, even as the horizon brightens, more than 30,000 of 100,000 remaining jobs in EC shipyards will have to go in the next three years.

Leading countries in the order book after South Korea and Japan are Yugoslavia, Poland, China and West Germany.

West German federal subsidies to shipbuilding have been limited to the equivalent of \$110 million annually, and a federal aid program is due to end in 1990.

The country exports more than 60 percent of its ships.

According to figures released by the metal workers union IG Metall, 18 West German shipyards have closed since 1986, reducing the work force by 10,000 to 31,000.

Britain's shipbuilding industry has been hit, and dozens of yards have been closed.

Some 2,000 workers of Sunderland's North East Shipbuilders in northern England are struggling to keep their jobs in a town where one in five is unemployed.

Britain's conservative government wants to privatize the firm and threatens to close it if no satisfactory bid is made.

British shipbuilding suffered another blow earlier this month when Indian-born shipping magnate Ravi Tikkoo abandoned plans to buy a Belfast shipyard and build the world's largest luxury cruise ship — the Ultimate Dream — there.

WORKSHEET: ACTIVITY #20 TRANSPORTATION

PROCEDURE:

Complete the following chart using information and examples found in the newspaper.

	What is Carried?	Speed (Rank)	Cost (Rank)	Special Requirements
AIRPLANES				
SHIPS				
BUSES				
PIPELINES				
TRUCKS				
RAILROADS				

ACTIVITY #21: WASTE REMOVAL

OBJECTIVE: At the conclusion of this lesson the student will be able to write a letter to the editor of a newspaper outlining a proposal to deal with some kind of waste.

OVERVIEW: In this lesson students find articles about both problems associated with waste products and imaginative ways of dealing with waste products. The concluding activity is writing a letter to a newspaper editor concerning some local waste disposal situation.

PROCEDURE:

1. Accumulate a clipping file about waste products. The waste products may be industrial, municipal, garbage, sewage, etc.
2. Have students classify the articles according to type of waste and method of disposal.
3. Explain to students that any form of waste removal or treatment has some advantages and some disadvantages. Pick one or two of the articles from the clipping file and make a T-chart with advantages on one side and disadvantages on the other side.
4. Locate an appropriate article dealing with waste in the current newspaper. Have students analyze on the basis of knowledge learned from the previous activity. Conclude the activity by having the students write a letter to the editor concerning that particular waste article.

Have students use the following outline:

- I. Introduction: Statement of the problem of waste disposal
- II. Proposed solution
- III. Support for the solution
 - A. Benefit 1
 - B. Benefit 2
 - C. Benefit 3
- IV. Conclusion

(A model letter appears on the next page.)

Activity #21 Continued

MODEL LETTER

date

Editor
Hometown Gazette
Anytown, USA

Dear Sir:

I read with interest your recent article on the problem of disposal of city incinerator ash. My geography class has been studying the problem of waste disposal and realizes what a problem incinerator ash is. If dumped in swamps, it pollutes valuable wetlands and hurts the fish and game population. If it is taken a long way from the city, transportation costs have to be paid by the taxpayer.

Our class has come up with a solution for the disposal of incinerator ash. It should be stabilized with cement and used in the resurfacing of parking lots.

The plan has some obvious benefits. It will turn a product that would be discarded into a useful material. It will create jobs (to spread the coating on old parking lots) and it will be sold so that the city can have more revenue.

Thank you very much for continuing to run stories dealing with important issues like waste disposal.

Sincerely yours,

(One member of Mr. Jackson's 3rd period geography class)

U.S. sues over tidal-basin fill, cites threat to shore birds

Somewhere, city ash has reached land

Associated Press

Federal prosecutors filed a civil complaint in U.S. District Court in Camden yesterday to have allegedly illegal fill removed from an Atlantic County tidal basin that is a critical stop in the route of migratory shore birds between their breeding grounds and South America.

The civil complaint seeks an injunction ordering Malibu Beach Inc. and its owner, Albert A. Ciardi, to remove fill that authorities say was illegally deposited at the 50-acre site in Egg Harbor Township.

The tidal pool, on land between Longport Ocean City Boulevard and Great Egg Harbor Inlet, is considered one of the top 20 migration staging areas in the country east of the Rockies, according to the lawsuit filed on behalf of the federal Environmental Protection Agency.

"Congress has mandated that these important areas be protected," said Assistant U.S. Attorney Vincent Gentile. "We have to be vigilant to ensure that they are preserved."

Ciardi, who has owned the land since 1981, said he had not seen the

complaint, but denied any wrongdoing. He said he planned to build a four-bedroom home on the site.

"I look forward to jousting with the government on this," he said in a telephone interview from his Philadelphia law office.

The tidal pool will suffer irreparable harm if the fill, which consists of concrete, soil, rubble and old tires, remains on the site, the lawsuit alleges. Gentile said the fill had been deposited over a four-year period.

Herman Phillips, a spokesman for the EPA's New York regional office, said the fill blocked the flow of water into the tidal pool.

"It greatly reduced its size," he said.

Gentile said the company continued to disturb the area despite repeated requests from the Army Corps of Engineers to halt work.

"We put him on notice right away he needed a permit," he said. "After the orders kept getting ignored, we just went into court to get an injunction."

Ciardi applied for permits from township officials, but said he did not need permits from federal au-

thorities.

"We only have to file with them if the property is wetlands," he said. "There are no mapped wetlands on the property."

But Phillips said the area is subject to restrictions under the federal Clean Water Act, which requires permits before development can begin.

Two endangered species of birds — the least tern and the piping plover — nest at the site, known as "Longport Sodbanks," the lawsuit says.

"It's such an environmentally sensitive area," said John Weinhardt, director of the state Department of Environmental Protection's division of coastal resources.

A DEP biologist said the tidal pool also serves as a feeding and resting habitat for numerous species of sandpipers, gulls and ducks, according to U.S. Attorney Samuel A. Alito Jr.

In July, the DEP asked the U.S. Interior Department to include the area in a new category that would allow the federal government to remove its involvement in any activity that would jeopardize the area, according to the complaint.

By Mark Jaffe
Inquirer Staff Writer

The Philadelphia incinerator ash that has traveled aimlessly on a two-year ocean voyage aboard a ship once called the Khian Sea apparently has found a resting place.

Somewhere.

But the exact location is still a mystery because the current owners of the ship, now called the Felicia, are refusing to reveal the ash's whereabouts.

This surprising turn of events has left representatives of the local contractor for the ash frustrated and angry.

Bruce Phillips, attorney for Joseph Paulino & Sons Inc., the company that originally put the ash aboard the Khian Sea, said yesterday that the unloading of the ship violated a court order requiring his client to be notified three days before disposal of the ash.

He said he would seek a contempt-of-court order against the companies and individuals involved in operating the ship.

Phillips said he was informed that the ash had been unloaded when he received a copy of a Nov. 3 letter from the attorney for Amalgamated Shipping Co. of Freeport, Bahamas, to the U.S. magistrate in Philadelphia. Amalgamated Shipping had originally operated the Khian Sea, contracting in September 1986 for disposal of ash received from Paulino.

Attached to the letter was a telex message from the Romo Shipping Co., the ship's current owners.

The undated message said that the "ash has been discharged" but that the owners of the vessel "refuse to disclose any details pertinent to that discharge" because of all the adverse publicity the ash had received.

(See ASH on 2-B)

Tide of trash spawns initiatives for cleaner oceans

By Mark Jaffe
Inquirer Staff Writer

The Jersey shore, 1906: Wave after wave douses the beaches with rotten vegetables, grease and animal carcasses. New York City trash is carried in on the tide.

The Jersey shore, 1976: Entire schools of dead fish wash up on the beaches, as the combination of hot weather, pollution and ocean currents lead to the worst series of fish kills ever recorded.

The Jersey shore, 1988: Infectious medical wastes, trash and sewage plague the coast yet again.

It appears, however, that 1988 may hold a special place in the annals of ocean pollution, as the turning point in the battle against using the sea as a dumping ground.

In the wake of this year's highly publicized incidents have come a rash of federal and state actions to crack down on the sources of ocean pollution.

"When those garbage sticks hit the Jersey beaches, it really woke everybody up," said William Muszynski, the acting regional administrator of

the federal Environmental Protection Agency's New York City office.

"Attitudes toward the ocean have changed," said Sally Lentz, a lawyer with the Oceanic Society, a national environmental organization. "It is no longer seen as a convenient dumping ground."

Despite that progress, government officials and environmentalists warn that some of the toughest pollution problems still menace the ocean.

"We're attacking the easily identifiable sources of pollution, such as ocean sludge dumping," Lentz said. "But there are lots of forms of land-based pollution that are more insidious and are harder to control."

For example, each year more than eight billion gallons of sewage effluent and an estimated 1.5 billion gallons of storm-water runoff carrying oil, debris and other pollutants are dumped into coastal waters.

There is simply no place for any of those wastes to go except into streams, rivers and the sea. Environmental officials say that development and population along the shore have to be better managed to curb

such types of pollution.

"It's a classic case of a clash between the environment and development," said Carl Golden, a spokesman for New Jersey Gov. Kean, who is pushing for the creation of a state coastal commission to oversee growth.

(See OCEAN on 16-A)

Sewage spill in California closes seven miles of beach

Associated Press

LOS ANGELES — Seven miles of beach near Marina del Rey remained closed as a health hazard yesterday after hundreds of thousands of gallons of raw sewage spilled into a creek.

The spill, discovered Thursday afternoon, was caused by blockage in a 45-inch-diameter pipe that carries raw waste to a treatment plant.

ACTIVITY #22: TRAVEL DESTINATIONS

OBJECTIVE: At the conclusion of this lesson the student will be able to:

1. describe characteristics of potential travel destinations.
2. explain why some places are more desirable than others for vacation purposes.

OVERVIEW: In this lesson the students consult the travel section of a newspaper. They start with a rapid scan looking for particular types of vacation destinations. They determine common characteristics of those destinations. Finally they prepare a vacation budget based upon advertisements in the newspaper.

PROCEDURE:

1. Distribute travel sections of the newspaper. Ask students to locate all the references to particular destinations mentioned in the newspaper.
2. Group the destinations under the following categories:

SUN AND SAND
MOUNTAIN AND SKI
CULTURAL AND ARTISTIC
FISHING, HUNTING AND CAMPING
HISTORIC
GOLF, TENNIS AND GAMBLING
MISCELLANEOUS
3. Locate at least one destination from each category on an outline map.
4. Lead students in a discussion of the attributes of destinations in each of the categories, comparing and contrasting the similarities and differences.
5. Ask students to pick one of the destinations located in the travel section based upon personal preference and prepare a vacation budget based upon advertisements in the travel section.
6. Conclude by having the student prepare an imaginative report on "My Vacation In _____" based upon newspaper and library resources.

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CARIBBEAN BAHAMAS \$355 AA

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TIFFANY TRAVEL 836-6444 9523 Arroyo	RAAR TRAVEL Great Responsibility 656-0945 362-6170	

EUROPE			
AMSTERDAM/BRUSSELS	498	PARIS	504
FLAMINGO	449	ROME	459
LONDON	518	SHANGHAI	548
MADRID	499	GENEVA/ZURICH	598
STOCKHOLM/OSLO	559	ATHENS	679
MELBORNE	559	TOULOUSE	749
ORIENT			
BANGKOK	679	HONG KONG	659
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ACTIVITY #23: TRACKING WEATHER SYSTEMS

OBJECTIVE: At the conclusion of this lesson the student will be able to state the main direction of weather systems in the United States.

OVERVIEW: In this lesson the student is presented with five daily newspaper weather maps. The maps are of consecutive days, but they are out of order. The student task is to put them in the correct sequence. In doing so they learn about the main direction frontal systems take in the United States.

PROCEDURE:

1. Clip the national weather map from the newspaper for five consecutive days. Duplicate the maps, being careful to eliminate any date that identifies the map. Letter the maps A through E.
2. Distribute the five maps to the students with the directions to put the maps in the correct chronological order.
3. Students will defend their order before the class. Their explanations will be based upon the main frontal patterns which occur in the United States.

Newspaper Reference Activity #23



ACTIVITY #24: CHANGING LAND VALUES

- OBJECTIVE:** At the conclusion of this lesson the student will be able to:
1. locate a news article about changing land values or events that lead to a change in land values.
 2. explain some of the geographic and economic factors that cause land to change in value.

OVERVIEW: In this lesson the students are presented with examples of news articles which contain the concept of changing land values. The teacher then presents hypothetical headlines, and the students are required to hypothesize how the land values would be influenced by the events in the hypothetical news story. As a concluding activity the students locate actual headlines similar to the hypothetical ones.

PROCEDURE:

1. Introduce the lesson by showing the students an article such as the exemplary ones that go with this lesson. Each of the articles deals with changing land values. Once the concept is established that land values change over time, ask students to list the factors that would influence such changes.
2. Go over each of the factors generated by the students. Have the students group the factors into categories such as "Geographic," "Economic," etc. Make sure that the students know WHY each causes some value change in the land.

Sample List of Factors

- a. population growth or decline of a city
 - b. creation of an enhancing or obnoxious economic activity in the area
 - c. completion of a new transportation system
 - d. drainage improvements
 - e. passage or rejection of zoning regulations
 - f. discovery or depletion of a natural resource
3. Either read aloud or duplicate and distribute the following hypothetical headlines. Discuss whether each would indicate a change in land values and if so, an increase or decrease.

New Dam Slated for Turkey Creek
Unemployment Rate Soars to 8%
Natural Gas Discovered in Washington County
New Commuter Rail Line to Open Monday, Links City and Lincoln County
City Chooses New Waste Disposal Site
Group Inks Pact for New Horse Track

4. As a concluding activity have the students locate articles in the daily newspaper similar to the hypothetical examples. Once the article is located, the student must tell how land values would be affected.

Green Acres

Money doesn't grow on trees, but it grows on Dick Tice's farmland. Just 20 miles from Manhattan, his \$600,000 acres are redefining the phrase "cheap as dirt."

By Michael Vitez
Longshore Staff Writer

WOODCLIFF LAKE, N.J. — Dick Tice used to be just a farmer. Now he's a real-estate tycoon. He's even built a shopping mall on his farm. You can get your nails done and then walk through a 20-foot-high pumpkin. Tice still wears denim shirts and work boots. He still drives a GMC pickup. He still stands over the conveyor belt on his farm, sorting the good apples from the bad. His apples haven't changed much over the years, but his orchards have become golden. And all they had to do was stand still: As the Big Apple expanded, corporate America came knocking on his door.

In the mid-'60s, he sold some land for \$6,500 an acre; he just sold more for close to \$600,000 an acre. More and more, the land that has supported snap beans and seven generations of Tices is supporting somebody's office. Right now, it's probably the most valuable farmland in America.

One day recently, Tice drove his truck through the 20-acre orchard he had just sold for almost \$12 million. "This is the last year for these apples," he said with a bittersweet tone. "They're all going to be bulldozed down in another month."

Soon the orchard will be the home of a 230,000-square-foot office building. It is the sixth large parcel Tice has sold to corporate neighbors. He has a prototype of the handsome new building on his desk. It has a fountain out front.

"You hate to see it go and all, but when you can't fight them, you might as well join them," said Tice, 59. "What the hell. There's a lot more money in the land than in farming. It costs me over \$3,200 a month just to take the garbage away."

In an era when many American farmers have gone broke, Dick Tice finds himself in an enviable position. Farming may not be very profitable for him, either, but his land is worth more than he ever dreamed.

The Tice farm sits in the richest fold of Bergen County, across the Hudson River from Manhattan. The area is now one of the (See FARM on 4-E)

From cotton to gunpowder supplier, Waxahachie may boom once again

Sleepy Waxahachie has boomed before and, with the advent of the superconducting super collider, it will likely boom again.

As Ellis County seat, Waxahachie, about 30 miles south of Dallas, presides as the dominant trade center for what was once one of the nation's premier cotton-producing regions.

While agriculture still pumps up to \$50 million into the local economy each year, the town now markets its charm as adroitly as its cotton.

Waxahachie is the site of an annual Victorian home tour.

"Gingerbread — that's our calling card," quipped a local official. Gingerbread and greasepaint — the town has been the location of a

spate of movies, including *Boonie and Clyde*, *Tender Mercies*, *Places in the Heart*, *True Stories* and *Horton Foote's 1916*.

Waxahachie, population 18,800, was founded in 1846 by Emory Rogers, and his gift of 60 acres led to its selection as county seat four years later. The town's name is derived from an Indian word meaning "buffalo creek."

During the Civil War, Waxahachie was a major supplier of gunpowder to the Confederacy.

That industry ended in 1863 when the explosives factory blew up. In the latter quarter of the 19th century, the town became a rail center served by three major railroads, and, for a time, a commuter line to Dallas and Waco.

Home prices

Here are the median resale prices for existing homes in selected cities in the United States from July through September, followed by the percentage change from the same period in 1987.

City	Price	Change
Boston	\$184,100	1.0%
Chicago	\$100,800	10.5%
Dallas	\$84,700	-5.2%
El Paso	\$62,000	-1.0%
Houston	\$65,500	-2.7%
L.A.	\$190,900	23.7%
Miami	\$82,400	-1.3%
New York	\$192,600	1.2%
San Antonio	\$68,200	-5.4%
United States	\$90,200	3.9%

Source: National Association of Realtors