Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

The organization may have to use a copy of this return to satisfy state reporting requirements.

A For the 2003 calendar year, or tax year beginning and ending

B Check if applicable

C Name of organization

D Employer identification number

E Telephone number

F Accounting method

G Website

H Organization type

I Group Exemption Number

J Organization type

K Check here

L Gross receipts: Add lines 6b, 8b, 9b, and 10b to line 12

Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances

1 Contributions, gifts, grants, and similar amounts received:

a Direct public support

b Indirect public support

c Government contributions (grants)

d Total (add lines 1a through 1c) (cash $ 6,683,401, noncash $ 63,725)

2 Program service revenue including government fees and contracts (from Part VII, line 93)

3 Membership dues and assessments

4 Interest on savings and temporary cash investments

5 Dividends and interest from securities

6 Other revenue (from Part VII, line 103)

7 Total revenue (add lines 1d, 2, 3, 4, 5, 6c, 7, 8d, 9c, 10c, and 11)

8 Gross assets (add sales of items other than inventory)

a Less: cost or other basis and sales expenses

c Gross profit or (loss) from sales of inventory, less returns and allowances

9 Other investment income (describe)

b Gross amount from sales of assets other than inventory

c Gross revenue (including $ of contributions)

10 Less: cost of goods sold

d Gross profit or (loss) from sales of inventory (attach schedule)

11 Other revenue (from Part VII, line 103)

12 Total revenue (add lines 1d, 2, 3, 4, 5, 6c, 7, 8d, 9c, 10c, and 11)

13 Program services (from line 44, column (B))

14 Management and general (from line 44, column (C))

15 Fundraising (from line 44, column (D))

16 Payments to affiliates (attach schedule)

17 Total expenses (add lines 16 and 44, column (A))

18 Excess or (deficit) for the year (subtract line 17 from line 12)

19 Net assets or fund balances at beginning of year (from line 73, column (A))

20 Other changes in net assets or fund balances (attach explanation)

21 Net assets or fund balances at end of year (combine lines 18, 19, and 20)

See Statement 4
### Part II Statement of Functional Expenses

All organizations must complete column (A). Columns (B), (C), and (D) are required for section 501(c)(3) and (4) organizations and section 4947(a)(1) nonexempt charitable trusts but optional for others.

**Do not include amounts reported on line 6b, 8b, 9b, 10b, or 16 of Part I.**

<table>
<thead>
<tr>
<th>(A) Total</th>
<th>(B) Program services</th>
<th>(C) Management and general</th>
<th>(D) Fundraising</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 $909,357.50</td>
<td>9,093,575.00</td>
<td>9,093,575.00</td>
<td>Statement 5</td>
</tr>
</tbody>
</table>

23 Specific assistance to individuals (attach schedule)

24 Benefits paid to or for members (attach schedule)

25 Compensation of officers, directors, etc.

26 Other salaries and wages

27 Pension plan contributions

28 Other employee benefits

29 Payroll taxes

30 Professional fundraising fees

31 Accounting fees

32 Legal fees

33 Supplies

34 Telephone

35 Postage and shipping

36 Occupancy

37 Equipment rental and maintenance

38 Printing and publications

39 Travel

40 Conferences, conventions, and meetings

41 Interest

42 Depreciation, depletion, etc. (attach schedule)

43 Other expenses not covered above (itemize):

   a SEE EXHIBIT G

   b Ln 42 Depreciation

   c detail SEE

   d EXHIBIT F

   e

44 Total Functional expenses (sum of lines 22 through 43).

**Joint Costs.** Check [ ] if you are following SOP 98-2.

Are any joint costs from a combined educational campaign and fundraising solicitation reported in (B) Program services? [ ] Yes [ ] No

If "Yes," enter (i) the aggregate amount of these joint costs $ _____; (ii) the amount allocated to Program services $ _____; (iii) the amount allocated to Management and general $ _____; and (iv) the amount allocated to Third party $ _____.

**Part III Statement of Program Service Accomplishments**

What is the organization's primary exempt purpose? [ ]

**INCREASE/DIFFUSION OF GEOGRAPHIC KNOWLEDGE**

All organizations must describe their exempt purpose achievements in a clear and concise manner. State the number of clients served, publications issued, etc. Discuss achievements that are not measurable. (Sections 501(c)(3) and (4) organizations and 4947(a)(1) nonexempt charitable trusts must also enter the amount of grants and allocations to others.)

a NATIONAL GEOGRAPHIC MAGAZINE

SEE EXHIBIT E

(Grants and allocations $ 214,589,726.)

b BOOKS & OTHER RELATED PRODUCTS

SEE EXHIBIT E

(Grants and allocations $ 72,398,315.)

c TRAVELER MAGAZINE

SEE EXHIBIT E

(Grants and allocations $ 25,368,189.)

d NATIONAL GEOGRAPHIC KIDS MAGAZINE

SEE EXHIBIT E

(Grants and allocations $ 20,796,881.)

e Other program services (attach schedule)

Statement 6

(Grants and allocations $ 9,093,575.)

f Total of Program Service Expenses (should equal line 44, column (B), Program services )

$ 406,444,643.
### Part IV Balance Sheets

**Note:** Where required, attached schedules and amounts within the description column should be for end-of-year amounts only.

<table>
<thead>
<tr>
<th></th>
<th>(A) Beginning of year</th>
<th>(B) End of year</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>Cash - non-interest-bearing</td>
<td>5,616,299</td>
</tr>
<tr>
<td>46</td>
<td>Savings and temporary cash investments</td>
<td>34,541,193</td>
</tr>
<tr>
<td>47a</td>
<td>Accounts receivable</td>
<td>77,302,254</td>
</tr>
<tr>
<td>47b</td>
<td>Less: allowance for doubtful accounts</td>
<td>10,190,877</td>
</tr>
<tr>
<td>47c</td>
<td></td>
<td>67,111,377</td>
</tr>
<tr>
<td>48a</td>
<td>Pledges receivable</td>
<td></td>
</tr>
<tr>
<td>48b</td>
<td>Less: allowance for doubtful accounts</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Grants receivable</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Receivables from officers, directors, trustees, and key employees</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td>700,000</td>
</tr>
<tr>
<td>51a</td>
<td>Other notes and loans receivable</td>
<td></td>
</tr>
<tr>
<td>51b</td>
<td>Less: allowance for doubtful accounts</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Inventories for sale or use</td>
<td>33,779,696</td>
</tr>
<tr>
<td>53</td>
<td>Prepaid expenses and deferred charges</td>
<td>61,783,155</td>
</tr>
<tr>
<td>54</td>
<td>Investments - securities</td>
<td>380,115,000</td>
</tr>
<tr>
<td>55a</td>
<td>Investments - land, buildings, and equipment basis</td>
<td>6,724,756</td>
</tr>
<tr>
<td>55b</td>
<td>Less: accumulated depreciation</td>
<td>4,094,150</td>
</tr>
<tr>
<td>55c</td>
<td></td>
<td>2,630,606</td>
</tr>
<tr>
<td>56</td>
<td>Investments - other</td>
<td>See Statement 10</td>
</tr>
<tr>
<td>57a</td>
<td>Land, buildings, and equipment basis</td>
<td>179,142,906</td>
</tr>
<tr>
<td>57b</td>
<td>Less: accumulated depreciation</td>
<td>110,486,579</td>
</tr>
<tr>
<td>58</td>
<td>Other assets (describe ▶)</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>Total assets (add lines 45 through 58) (must equal line 74)</td>
<td>932,721,394</td>
</tr>
<tr>
<td>60</td>
<td>Accounts payable and accrued expenses</td>
<td>46,846,031</td>
</tr>
<tr>
<td>61</td>
<td>Grants payable</td>
<td>23,954</td>
</tr>
<tr>
<td>62</td>
<td>Deferred revenue</td>
<td>207,056,359</td>
</tr>
<tr>
<td>63</td>
<td>Loans from officers, directors, trustees, and key employees</td>
<td></td>
</tr>
<tr>
<td>64a</td>
<td>Tax-exempt bond liabilities</td>
<td>24,270,000</td>
</tr>
<tr>
<td>64b</td>
<td>Mortgages and other notes payable</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Other liabilities (describe ▶ POSTRETIREMENT BENEFITS)</td>
<td>94,764,000</td>
</tr>
<tr>
<td>66</td>
<td>Total liabilities (add lines 60 through 65)</td>
<td>372,960,344</td>
</tr>
<tr>
<td>67</td>
<td>Organizations that follow SFAS 117, check here ▶ and complete lines 67 through 69 and lines 73 and 74</td>
<td>530,998,411</td>
</tr>
<tr>
<td>68</td>
<td>Unrestricted</td>
<td>530,998,411</td>
</tr>
<tr>
<td>69</td>
<td>Temporarily restricted</td>
<td>7,823,055</td>
</tr>
<tr>
<td>69</td>
<td>Permanently restricted</td>
<td>20,939,574</td>
</tr>
<tr>
<td>69</td>
<td>Capital stock, trust principal, or current funds</td>
<td>70</td>
</tr>
<tr>
<td>70</td>
<td>Paid-in or capital surplus, or land, building, and equipment fund</td>
<td>71</td>
</tr>
<tr>
<td>71</td>
<td>Retained earnings, endowment, accumulated income, or other funds</td>
<td>72</td>
</tr>
<tr>
<td>72</td>
<td>Total net assets or fund balances (add lines 67 through 69 or lines 70 through 72; column (A) must equal line 19; column (B) must equal line 21)</td>
<td>559,761,050</td>
</tr>
<tr>
<td>74</td>
<td>Total liabilities and net assets / fund balances (add lines 66 and 73)</td>
<td>932,721,394</td>
</tr>
</tbody>
</table>

Form 990 is available for public inspection and, for some people, serves as the primary or sole source of information about a particular organization. How the public perceives an organization in such cases may be determined by the information presented on its return. Therefore, please make sure the return is complete and accurate and fully describes, in Part III, the organization's programs and accomplishments.
### Part IV-A: Reconciliation of Revenue per Audited Financial Statements with Revenue per Return

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total revenue, gains, and other support per audited financial statements</td>
<td>510415282</td>
</tr>
<tr>
<td>Amounts included on line a but not on line 12, Form 990:</td>
<td></td>
</tr>
<tr>
<td>(1) Net unrealized gains on investments</td>
<td>101635022</td>
</tr>
<tr>
<td>(2) Donated services and use of facilities</td>
<td></td>
</tr>
<tr>
<td>(3) Recoveries of prior year grants</td>
<td></td>
</tr>
<tr>
<td>(4) Other (specify):</td>
<td></td>
</tr>
<tr>
<td>Add amounts on lines (1) through (4)</td>
<td>101635022</td>
</tr>
<tr>
<td>Line a minus line b</td>
<td>408780260</td>
</tr>
<tr>
<td>Amounts included on line 12, Form 990 but not on line a:</td>
<td></td>
</tr>
<tr>
<td>(1) Investment expenses not included on line 6b, Form 990</td>
<td></td>
</tr>
<tr>
<td>(2) Other (specify):</td>
<td></td>
</tr>
<tr>
<td>Add amounts on lines (1) and (2)</td>
<td>0</td>
</tr>
<tr>
<td>Total revenue per line 12, Form 990</td>
<td>408780260</td>
</tr>
</tbody>
</table>

### Part IV-B: Reconciliation of Expenses per Audited Financial Statements with Expenses per Return

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total expenses and losses per audited financial statements</td>
<td>434682708</td>
</tr>
<tr>
<td>Amounts included on line a but not on line 17, Form 990:</td>
<td></td>
</tr>
<tr>
<td>(1) Donated services and use of facilities</td>
<td></td>
</tr>
<tr>
<td>(2) Prior year adjustments reported on line 20, Form 990</td>
<td></td>
</tr>
<tr>
<td>(3) Losses reported on line 20, Form 990</td>
<td></td>
</tr>
<tr>
<td>(4) Other (specify):</td>
<td></td>
</tr>
<tr>
<td>Add amounts on lines (1) through (4)</td>
<td>0</td>
</tr>
<tr>
<td>Line a minus line b</td>
<td>434682708</td>
</tr>
<tr>
<td>Amounts included on line 17, Form 990 but not on line a:</td>
<td></td>
</tr>
<tr>
<td>(1) Investment expenses not included on line 6b, Form 990</td>
<td></td>
</tr>
<tr>
<td>(2) Other (specify):</td>
<td></td>
</tr>
<tr>
<td>Add amounts on lines (1) and (2)</td>
<td>0</td>
</tr>
<tr>
<td>Total expenses per line 17, Form 990</td>
<td>434682708</td>
</tr>
</tbody>
</table>

### Part V: List of Officers, Directors, Trustees, and Key Employees

<table>
<thead>
<tr>
<th>(A) Name and address</th>
<th>(B) Title and average hours per week devoted to position</th>
<th>(C) Compensation (if not paid, enter &quot;0&quot;)</th>
<th>(D) Contributions to employee benefit plans &amp; deferred compensation</th>
<th>(E) Expense account and other allowances</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Statement 12</td>
<td>4998367.470,699.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Did any officer, director, trustee, or key employee receive aggregate compensation of more than $100,000 from your organization and all related organizations, of which more than $10,000 was provided by the related organizations? If "Yes," attach schedule.**

- [X] Yes
- [ ] No
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Code</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
<td>Did the organization engage in any activity not previously reported to the IRS?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>77</td>
<td>Were any changes made in the organizing or governing documents but not reported to the IRS?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>78a</td>
<td>Did the organization have unrelated business gross income of $1,000 or more during the year covered by this return?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>78b</td>
<td>If &quot;Yes,&quot; has it filed a tax return on Form 990-T for this year?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>Was there a liquidation, dissolution, termination, or substantial contraction during the year?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>80a</td>
<td>Is the organization related (other than by association with a statewide or nation-wide organization) through common membership, governing bodies, trustees, officers, etc., to any other exempt or nonexempt organization?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>81a</td>
<td>Enter direct or indirect political expenditures. See line 81 instructions</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>81b</td>
<td>Did the organization file Form 1120-POL for this year?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>82a</td>
<td>Did the organization receive donated services or the use of materials, equipment, or facilities at no charge or at substantially less than fair rental value?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>82b</td>
<td>If &quot;Yes,&quot; you may indicate the value of these items here. Do not include this amount as revenue in Part I or as an expense in Part II. (See instructions in Part III.)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>83a</td>
<td>Did the organization comply with the public inspection requirements for returns and exemption applications?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>84a</td>
<td>Did the organization solicit any contributions or gifts that were not tax deductible?</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>84b</td>
<td>If &quot;Yes,&quot; did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>501(c)(4), (5), or (6) organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>85a</td>
<td>Were substantially all dues nondeductible by members?</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>85b</td>
<td>Did the organization make only in-house lobbying expenditures of $2,000 or less?</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>86</td>
<td>501(c)(7) organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>86a</td>
<td>Enter: Initiation fees and capital contributions included on line 12</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>86b</td>
<td>Gross receipts, included on line 12, for public use of club facilities</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>501(c)(12) organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87a</td>
<td>Gross income from members or shareholders</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>87b</td>
<td>Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>88</td>
<td>At any time during the year, did the organization own a 50% or greater interest in a taxable corporation or partnership, or an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>89a</td>
<td>501(c)(3) organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>89b</td>
<td>Enter: Amount of tax imposed on the organization during the year under: section 4911</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>90a</td>
<td>List the states with which a copy of this return is filed</td>
<td>SEE EXHIBIT H</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>The books are in care of</td>
<td>MICHAEL J. COLE</td>
<td></td>
</tr>
<tr>
<td>92</td>
<td>Section 4947(a)(1) nonexempt charitable trusts filing Form 990 in lieu of Form 1041- Check here</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**Form 990 (2003)**
### Part VII: Analysis of Income-Producing Activities

**Note:** Enter gross amounts unless otherwise indicated.

<table>
<thead>
<tr>
<th>Business Code</th>
<th>Amount</th>
<th>Excluded by section 512, 513, or 514</th>
<th>Related or exempt function income</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
<td>(D)</td>
</tr>
<tr>
<td>EXHIBIT D</td>
<td>122,813,726.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERIODICAL ADVERTISING</td>
<td>72,035,228.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRADE BOOK SALES</td>
<td>13,742,304.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Medicare/Medicaid payments
- Fees and contracts from government agencies

### Part VIII: Relationship of Activities to the Accomplishment of Exempt Purposes

Line No. | Explain how each activity for which income is reported in column (E) of Part VII contributed importantly to the accomplishment of the organization's exempt purposes (other than by providing funds for such purposes).

**SEE EXHIBIT C**

### Part IX: Information Regarding Taxable Subsidiaries and Disregarded Entities

<table>
<thead>
<tr>
<th>Name, address, and EIN of corporation, partnership, or disregarded entity</th>
<th>Percentage of ownership interest</th>
<th>Nature of activities</th>
<th>Total income</th>
<th>End-of-year assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Statement 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part X: Information Regarding Transfers Associated with Exempt Purposes

(a) Did the organization, during the year, receive any funds, directly or indirectly,?
(b) Did the organization, during the year, pay premiums, directly or indirectly, on

**Note:** If "Yes" to (b), file Form 8870 and Form 4720 (see instructions).

Please Sign Here

Preparer's signature

KPMG LLP

1660 International Dr.
McLean, VA 22102

Date

12-17-03

15131104 796206 NGSOC 2003.090000
### Part I: Compensation of the Five Highest Paid Employees Other Than Officers, Directors, and Trustees

<table>
<thead>
<tr>
<th>Name and address of each employee paid more than $50,000</th>
<th>Title and average hours per week devoted to position</th>
<th>Compensation</th>
<th>Contributions to employee benefit plans and deferred compensation</th>
<th>Expense account and other allowances</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEPHEN GIANNETTI - - - - - - - - - - - - - - - - - - -</td>
<td>ADV. MGR.</td>
<td>618,363</td>
<td>35,060.</td>
<td></td>
</tr>
<tr>
<td>1145 17ST. NW WASHINGTON, DC 20036 FULL-TIME</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LINDA BERKELEY</td>
<td>EVP, ENTERPR.</td>
<td>494,784</td>
<td>32,444.</td>
<td></td>
</tr>
<tr>
<td>1145 17ST. NW WASHINGTON, DC 20036 FULL-TIME</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TERRY GARCIA</td>
<td>EVP, MISSIONS</td>
<td>483,759</td>
<td>38,202.</td>
<td></td>
</tr>
<tr>
<td>1145 17ST. NW WASHINGTON, DC 20036 FULL-TIME</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NINA HOFFMAN</td>
<td>EVP, BOOKS</td>
<td>509,692</td>
<td>43,600.</td>
<td></td>
</tr>
<tr>
<td>1145 17ST. NW WASHINGTON, DC 20036 FULL-TIME</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEAN FLANAGAN</td>
<td>ADV. ASSOC.</td>
<td>414,949</td>
<td>13,892.</td>
<td></td>
</tr>
<tr>
<td>1145 17ST. NW WASHINGTON, DC 20036 FULL-TIME</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total number of other employees paid over $50,000:** 652

### Part II: Compensation of the Five Highest Paid Independent Contractors for Professional Services

<table>
<thead>
<tr>
<th>Name and address of each independent contractor paid more than $50,000</th>
<th>Type of service</th>
<th>Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEIL-GOTSHAL &amp; MANGES LLP</td>
<td>LEGAL SERVICES</td>
<td>3850774.</td>
</tr>
<tr>
<td>767 FIFTH AVE. NY, NY 10153</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAGOMARSINO, DEMPSEY, &amp; DENNIS INC.</td>
<td>ADVERTISING SALES</td>
<td>437,576.</td>
</tr>
<tr>
<td>2951 PIEDMONT RD. NE SUITE 100, ATLANTA, GA 30305</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOIES, SCHILLER, &amp; FLEXNER LLP</td>
<td>LEGAL SERVICES</td>
<td>677,598.</td>
</tr>
<tr>
<td>255 S ORANGE AVE., ORLANDO, FL 32801</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COVINGTON &amp; BURLING</td>
<td>LEGAL SERVICES</td>
<td>510,093.</td>
</tr>
<tr>
<td>1201 PENNSYLVANIA AVE. NW WDC 20004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hogan &amp; Hartson LLP</td>
<td>LEGAL SERVICES</td>
<td>499,011.</td>
</tr>
<tr>
<td>555 13TH ST. NW, WASHINGTON, DC 20004</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total number of others receiving over $50,000 for professional services:** 372
**Part VI**

**Reason for Non-Private Foundation Status**  (See pages 5 through 6 of the instructions.)

The organization is not a private foundation because it is: (Please check only ONE applicable box.)

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10</strong></td>
<td>An organization operated for the benefit of a college or university owned or operated by a governmental unit. Section 170(b)(1)(A)(iv). (Also complete the Support Schedule in Part IV-A.)&lt;br&gt;<strong>11a</strong></td>
<td>An organization that normally receives a substantial part of its support from a governmental unit or from the general public. Section 170(b)(1)(A)(v). (Also complete the Support Schedule in Part IV-A.)&lt;br&gt;<strong>11b</strong></td>
<td>A community trust. Section 170(b)(1)(A)(vi). (Also complete the Support Schedule in Part IV-A.)&lt;br&gt;<strong>12</strong></td>
<td>An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its charitable, etc., functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See section 509(a)(2). (Also complete the Support Schedule in Part IV-A.)&lt;br&gt;<strong>13</strong></td>
<td>An organization that is not controlled by any disqualified persons (other than foundation managers) and supports organizations described in: (1) lines 5 through 12 above; or (2) section 501(c)(4), (5), or (6), if they meet the test of section 509(a)(2). (See section 509(a)(3).)&lt;br&gt;Provide the following information about the supported organizations. (See page 5 of the Instructions.)&lt;br&gt;(a) Name(s) of supported organization(s)</td>
<td>(b) Line number from above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>An organization organized and operated to test for public safety. Section 509(a)(4). (See page 6 of the instructions.)</td>
<td>Schedule A (Form 990 or 990-EZ) 2003</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NATIONAL GEOGRAPHIC SOCIETY  
NGSOC  
53-0193519
28 Unusual Grants: For an organization described in line 10, 11, or 12 that received any unusual grants during 1999 through 2002, prepare a list for our records to show, for each year, the name of the contributor, the date and amount of the grant, and a brief description of the nature of the grant. Do not file this list with your return. Do not include these grants in line 15.

323121 12-05-03
None

Schedule A (Form 990 or 990-EZ) 2003
NATIONAL GEOGRAPHIC SOCIETY 53-0193519

Calendar year (or fiscal year beginning in)

<table>
<thead>
<tr>
<th>(a) 2002</th>
<th>(b) 2001</th>
<th>(c) 2000</th>
<th>(d) 1999</th>
<th>(e) Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifts, grants, and contributions received, (Do not include unusual grants. See line 28.)</td>
<td>17,019,366</td>
<td>11,843,205</td>
<td>5,948,187</td>
<td>7,488,661</td>
</tr>
<tr>
<td>Membership fees received</td>
<td>183683109</td>
<td>191214865</td>
<td>210828996</td>
<td>208106469</td>
</tr>
<tr>
<td>Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to the organization’s charitable, etc., purpose</td>
<td>115913636</td>
<td>128175615</td>
<td>141983101</td>
<td>164329811</td>
</tr>
<tr>
<td>Gross income from interest, dividends, amounts received from payments on securities loans (section 512(a)(5)), rents, royalties, and unrelated business taxable income (less section 511 taxes) from businesses acquired by the organization after June 30, 1975</td>
<td>47,620,217</td>
<td>49,337,063</td>
<td>47,714,040</td>
<td>34,770,323</td>
</tr>
<tr>
<td>Net income from unrelated business activities not included in line 18</td>
<td>5,299,999</td>
<td>3,455,515</td>
<td>1,951,681</td>
<td>2,384,732</td>
</tr>
<tr>
<td>Tax revenues levied for the organization’s benefit and either paid to it or expended on its behalf</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The value of services or facilities furnished to the organization by a governmental unit without charge. Do not include the value of services or facilities generally furnished to the public without charge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other income. Do not include gain or loss from sale of capital assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total of lines 15 through 22</td>
<td>369536327</td>
<td>384026263</td>
<td>408426369</td>
<td>417079996</td>
</tr>
<tr>
<td>Line 23 minus line 17</td>
<td>253622691</td>
<td>255850648</td>
<td>266443268</td>
<td>252750185</td>
</tr>
<tr>
<td>Enter 1% of line 23</td>
<td>3,695,363</td>
<td>3,840,264</td>
<td>4,084,264</td>
<td>4,170,800</td>
</tr>
<tr>
<td>Organizations described on lines 10 or 11: a Enter 2% of amount in column (e), line 24</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Prepare a list for your records to show the name of and amount contributed by each person (other than a governmental unit or publicly supported organization) whose total gifts for 1999 through 2002 exceeded the amount shown in line 26a. Do not file this list with your return. Enter the total of all these excess amounts</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c Total support for section 509(a)(1) test: Enter line 24, column (e)</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Add: Amounts from column (e) for lines:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e Public support (line 26c minus line 26d total)</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f Public support percentage (line 26c (numerator) divided by line 26c (denominator))</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 Organizations described on line 12: a For amounts included in lines 15, 16, and 17 that were received from a &quot;disqualified person,&quot; prepare a list for your records to show the name of, and total amounts received in each year from, each &quot;disqualified person.&quot; Do not file this list with your return. Enter the sum of such amounts for each year:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2002)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(2001)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(2000)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(1999)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b For any amount included in line 17 that was received from each person (other than &quot;disqualified persons&quot;), prepare a list for your records to show the name of, and total amounts received for each year, that was more than the larger of (1) the amount on line 25 for the year or (2) $5,000. (Include in the list organizations described in lines 5 through 11, as well as individuals.) Do not file this list with your return. After computing the difference between the amount received and the larger amount described in (1) or (2), enter the sum of these differences (the excess amounts) for each year:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2002)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(2001)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(2000)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(1999)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c Add: Amounts from column (e) for lines:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 550,402,163</td>
<td>20 793,833,439</td>
<td>21 793,833,439</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Add: Line 27a total 0 and line 27b total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e Public support (line 27c total minus line 27d total)</td>
<td>1386535021</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f Total support for section 509(a)(2) test: Enter amount on line 23, column (e)</td>
<td>1579068955</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g Public support percentage (line 27e (numerator) divided by line 27f (denominator))</td>
<td>87.8071%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h Investment income percentage (line 18, column (e) (numerator) divided by line 27f (denominator))</td>
<td>11.3638%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28 Unusual Grants: For an organization described in line 10, 11, or 12 that received any unusual grants during 1999 through 2002, prepare a list for your records to show, for each year, the name of the contributor, the date and amount of the grant, and a brief description of the nature of the grant. Do not file this list with your return. Do not include these grants in line 15.

None
Schetlule A (Form 990 or 990-EZ) 2003 NATIONAL GEOGRAPHIC SOCIETY 53-0193519

Part V Private School Questionnaire (See page 7 of the instructions.)
(To be completed ONLY by schools that checked the box on line 6 in Part IV)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

29 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body? Yes No

30 Does the organization include a statement of its racially nondiscriminatory policy toward students in all of its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships? Yes No

31 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves?
If Yes,* please describe; if No,* please explain. (If you need more space, attach a separate statement.)

32 Does the organization maintain the following:
   a. Records indicating the racial composition of the student body, faculty, and administrative staff?
   b. Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?
   c. Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?
   d. Copies of all material used by the organization or on its behalf to solicit contributions?

33 Does the organization discriminate by race in any way with respect to:
   a. Students' rights or privileges?
   b. Admissions policies?
   c. Employment of faculty or administrative staff?
   d. Scholarships or other financial assistance?
   e. Educational policies?
   f. Use of facilities?
   g. Athletic programs?
   h. Other extracurricular activities?

34 a. Does the organization receive any financial aid or assistance from a governmental agency?
   b. Has the organization's right to such aid ever been revoked or suspended?

35 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If No,* attach an explanation

Schedule A (Form 990 or 990-EZ) 2008
### Lobbying Expenditures by Electing Public Charities

#### (See page 9 of the Instructions.)

- **N/A**

#### Checkboxes
- ☑️ If the organization belongs to an affiliated group.
- ☑️ If you checked "a" and "limited control" provisions apply.

### Limits on Lobbying Expenditures

(The term "expenditures" means amounts paid or incurred.)

<table>
<thead>
<tr>
<th></th>
<th>(a) Affiliated group totals</th>
<th>(b) To be completed for ALL electing organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Total lobbying expenditures to influence public opinion (grassroots lobbying)</td>
<td>N/A</td>
</tr>
<tr>
<td>37</td>
<td>Total lobbying expenditures to influence a legislative body (direct lobbying)</td>
<td>N/A</td>
</tr>
<tr>
<td>38</td>
<td>Total lobbying expenditures (add lines 36 and 37)</td>
<td>N/A</td>
</tr>
<tr>
<td>39</td>
<td>Other exempt purpose expenditures</td>
<td>N/A</td>
</tr>
<tr>
<td>40</td>
<td>Total exempt purpose expenditures (add lines 36 and 39)</td>
<td>N/A</td>
</tr>
<tr>
<td>41</td>
<td>Lobbying nontaxable amount. Enter the amount from the following table.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>If the amount on line 40 is -</td>
<td>The lobbying nontaxable amount is -</td>
</tr>
<tr>
<td></td>
<td>Not over $500,000</td>
<td>0% of the amount on line 40</td>
</tr>
<tr>
<td></td>
<td>Over $500,000 but not over $1,000,000</td>
<td>$100,000 plus 15% of the excess over $500,000</td>
</tr>
<tr>
<td></td>
<td>Over $1,000,000 but not over $1,500,000</td>
<td>$175,000 plus 10% of the excess over $1,000,000</td>
</tr>
<tr>
<td></td>
<td>Over $1,500,000 but not over $17,000,000</td>
<td>$225,000 plus 8% of the excess over $1,500,000</td>
</tr>
<tr>
<td></td>
<td>Over $17,000,000</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>42</td>
<td>Grassroots nontaxable amount (enter 25% of line 41)</td>
<td>N/A</td>
</tr>
<tr>
<td>43</td>
<td>Subtract line 42 from line 36. Enter -0- if line 42 is more than line 36</td>
<td>N/A</td>
</tr>
<tr>
<td>44</td>
<td>Subtract line 41 from line 38. Enter -0- if line 41 is more than line 38</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Caution: If there is an amount on either line 43 or line 44, you must file Form 4720.

### 4-Year Averaging Period Under Section 501(b)

(Some organizations that made a section 501(h) election do not have to complete all of the five columns below. See the instructions for lines 45 through 50 on page 11 of the instructions.)

<table>
<thead>
<tr>
<th>Calendar year (or fiscal year beginning in)</th>
<th>(a) 2003</th>
<th>(b) 2002</th>
<th>(c) 2001</th>
<th>(d) 2000</th>
<th>(e) Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>Lobbying nontaxable amount</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>46</td>
<td>Lobbying ceiling amount (150% of line 45(e))</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>47</td>
<td>Total lobbying expenditures</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>48</td>
<td>Grassroots nontaxable amount</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>49</td>
<td>Grassroots ceiling amount (150% of line 48(e))</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>50</td>
<td>Grassroots lobbying expenditures</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Lobbying Activity by Nonelecting Public Charities

(For reporting only by organizations that did not complete Part VI-A) (See page 12 of the instructions.)

<table>
<thead>
<tr>
<th>During the year, did the organization attempt to influence national, state or local legislation, including any attempt to influence public opinion on a legislative matter or referendum, through the use of:</th>
<th>Yes</th>
<th>No</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Volunters</td>
<td>X</td>
<td></td>
<td>2,189.</td>
</tr>
<tr>
<td>b Paid staff or management (include compensation in expenses reported on lines c through h.)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c Media advertisements</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Mailings to members, legislators, or the public</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e Publications, or published or broadcast statements</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f Grants to other organizations for lobbying purposes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g Direct contact with legislators, their staffs, government officials, or a legislative body</td>
<td>X</td>
<td></td>
<td>2,189.</td>
</tr>
<tr>
<td>h Rallies, demonstrations, seminars, conventions, speeches, lectures, or any other means</td>
<td>X</td>
<td></td>
<td>2,189.</td>
</tr>
</tbody>
</table>

If "Yes" to any of the above, also attach a statement giving a detailed description of the lobbying activities. See Statement 18
Exempt Organizations (See page 12 of the Instructions.)

61 Did the reporting organization directly or indirectly engage in any of the following with any other organization described in section 501(c) of the Code (other than section 501(c)(3) organizations) or in section 527, relating to political organizations?

- Transfers from the reporting organization to a noncharitable exempt organization of:
  - (i) Cash
  - (ii) Other assets

- Other transactions:
  - (i) Sales or exchanges of assets with a noncharitable exempt organization
  - (ii) Purchases of assets from a noncharitable exempt organization
  - (iii) Rental of facilities, equipment, or other assets
  - (iv) Reimbursement arrangements
  - (v) Loans or loan guarantees
  - (vi) Performance of services or membership or fundraising solicitations

51 Did the reporting organization directly or indirectly engage in any of the following with any other organization described in section 501(c) of the Code (other than section 501(c)(3) organizations) or in section 527, relating to political organizations?

<table>
<thead>
<tr>
<th>(a) Line no.</th>
<th>Amount involved</th>
<th>(b) Name of noncharitable exempt organization</th>
<th>(c) Description of transfers, transactions, and sharing arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

52 a Is the organization directly or indirectly affiliated with, or related to, one or more tax-exempt organizations described in section 501(c) of the Code (other than section 501(c)(3)) or in section 527?

- Yes [ ]
- No [x]
### Form 990 Rental Income Statement 1

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
<th>Gross Rental Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>REAL ESTATE TAX</td>
<td>1</td>
<td>1,779,791.</td>
</tr>
<tr>
<td>OCCUPANCY</td>
<td>2</td>
<td>921,737.</td>
</tr>
<tr>
<td>MISC. RENTAL EXPENSE</td>
<td>3</td>
<td>2,150,719.</td>
</tr>
</tbody>
</table>

Total to Form 990, Part I, line 6a: 4,852,247.

### Form 990 Rental Expenses Statement 2

<table>
<thead>
<tr>
<th>Description</th>
<th>Activity Number</th>
<th>Amount</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>REAL ESTATE TAX</td>
<td>1</td>
<td>157,018.</td>
<td>1,175,331.</td>
</tr>
<tr>
<td>OCCUPANCY</td>
<td>2</td>
<td>865,365.</td>
<td>658,731.</td>
</tr>
<tr>
<td>MISC. RENTAL EXPENSE</td>
<td>3</td>
<td>152,948.</td>
<td>1,482,339.</td>
</tr>
</tbody>
</table>

Total to Form 990, Part I, line 6b: 3,316,401.

### Form 990 Gain (Loss) From Publicly Traded Securities Statement 3

<table>
<thead>
<tr>
<th>Description</th>
<th>Gross Sales Price</th>
<th>Cost or Other Basis</th>
<th>Expense of Sale</th>
<th>Net Gain or (Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALE OF SECURITIES</td>
<td>300,005,000</td>
<td>327,015,136</td>
<td>0</td>
<td>&lt;27,010,136. &gt;</td>
</tr>
</tbody>
</table>

To Form 990, Part I, line 8: 300,005,000 | 327,015,136 | 0 | <27,010,136. > |
### Form 990 Other Changes in Net Assets or Fund Balances Statement 4

**Description**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET INCREASE IN MARKET VALUE OF PERMANENT INVESTMENTS</td>
<td>101,635,022</td>
</tr>
<tr>
<td>PRIOR YEAR BOOKKEEPING ADJUSTMENT</td>
<td>29,220</td>
</tr>
</tbody>
</table>

Total to Form 990, Part I, line 20


### Form 990 Cash Grants and Allocations Statement 5

**Classification**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Donee's Name</th>
<th>Donee's Address</th>
<th>Donee's Relationship</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEE EXHIBIT B</td>
<td>None</td>
<td></td>
<td>None</td>
<td>9093575.</td>
</tr>
</tbody>
</table>

Total Included on Form 990, Part II, line 22

9093575.

### Form 990 Other Program Services Statement 6

**Description**

<table>
<thead>
<tr>
<th>SEE EXHIBIT E FOR DETAIL PROGRAM DESCRIPTIONS</th>
<th>Grants and Allocations</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL GEOGRAPHIC ADVENTURE MAGAZINE</td>
<td>19,143,665.</td>
<td></td>
</tr>
<tr>
<td>SCHOOL PUBLISHING</td>
<td>22,594,928.</td>
<td></td>
</tr>
<tr>
<td>GEOGRAPHY EDUCATION (SEE EXHIBIT B)</td>
<td>4,319,538.</td>
<td>9,055,065.</td>
</tr>
<tr>
<td>RESEARCH GRANTS &amp; ALLOCATIONS (SEE EXHIBIT B)</td>
<td>3,634,220.</td>
<td>4,813,551.</td>
</tr>
<tr>
<td>EXPEDITIONS COUNCIL (SEE EXHIBIT B)</td>
<td>1,139,817.</td>
<td>2,322,699.</td>
</tr>
<tr>
<td>IMAGE SALES</td>
<td>4,068,350.</td>
<td></td>
</tr>
<tr>
<td>EXPLORER'S HALL MUSEUM</td>
<td>2,395,239.</td>
<td></td>
</tr>
<tr>
<td>INFORMATION &amp; PUBLIC SERVICES</td>
<td>3,895,304.</td>
<td></td>
</tr>
<tr>
<td>NATIONAL GEOGRAPHIC EXPEDITIONS</td>
<td>2,341,781.</td>
<td></td>
</tr>
<tr>
<td>LECTURES</td>
<td>1,776,827.</td>
<td></td>
</tr>
<tr>
<td>NATIONAL GEOGRAPHIC SOCIETY EDUCATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOUNDATION ADMIN</td>
<td>884,123.</td>
<td></td>
</tr>
</tbody>
</table>

Total to Form 990, Part III, line e

9,093,575. 73,291,532.
Form 990 Receivables Due From Officers, Directors, Trustees and Other Key Employees - Reported Separately

Borrower's Name and Title

JOHN Q. GRIFFIN, PRESIDENT, MAGAZINE GROUP

Original Loan Amount

800,000.

Date of Note  Maturity Date  Terms of Repayment  Interest Rate

10/09/01  09/03/06  LUMP SUM  .00%

Security Provided by Borrower  Purpose of Loan

NEW RESIDENCE  MORTGAGE LOAN

Description of Consideration

UP TO $250,000 FORGIVEN OVER 5 YEARS BASED ON CONTINUED EMPLOYMENT

FMV of Consideration  Balance Due

0.  700,000.

Total included on Form 990, Part IV, line 50, Column B

700,000.

Form 990 Non-Government Securities

Security Description  Corporate Stocks  Corporate Bonds  Other Publicly Traded Securities  Other Securities  Total Non-Gov't Securities

EQUITY SECURITIES  277006000.

HEDGED MARKET

NEUTRAL EQUITY FUNDS  42312000.  42,312,000.

REAL ESTATE

INVESTMENT TRUSTS  26924000.  26,924,000.

MONEY MARKET FUNDS  24204000.  24,204,000.

To 990, ln 54 Col B  277006000.

93440000.  370446000.
### Government Securities

<table>
<thead>
<tr>
<th>Description</th>
<th>U.S. Government</th>
<th>State and Local Gov't</th>
<th>Total Gov't Securities</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIXED INCOME OBLIGATIONS</td>
<td>91,204,000</td>
<td></td>
<td>91,204,000</td>
</tr>
<tr>
<td>Total to Form 990, line 54, Col B</td>
<td>91,204,000</td>
<td></td>
<td>91,204,000</td>
</tr>
</tbody>
</table>

### Other Investments

<table>
<thead>
<tr>
<th>Description</th>
<th>Valuation Method</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER</td>
<td>Market Value</td>
<td>5,858,411</td>
</tr>
<tr>
<td>NIKKEI - NGS</td>
<td>Cost</td>
<td>1,047,643</td>
</tr>
<tr>
<td>GIFT ANNUITIES</td>
<td>Market Value</td>
<td>3,210,862</td>
</tr>
<tr>
<td>INVESTMENT iEXPLORE.COM</td>
<td>Cost</td>
<td>370,228</td>
</tr>
<tr>
<td>INVESTMENT - NOVICA</td>
<td>Cost</td>
<td>866,560</td>
</tr>
<tr>
<td>INVESTMENT - MET LIFE LIFA</td>
<td>Market Value</td>
<td>2,427,335</td>
</tr>
<tr>
<td>INVESTMENT IN NGT, INC., 100% SUB</td>
<td>Cost</td>
<td>156,591,163</td>
</tr>
<tr>
<td>INVESTMENT IN NGHT, INC., 100% SUB</td>
<td>Cost</td>
<td>104,017,935</td>
</tr>
<tr>
<td>Total to Form 990, Part IV, line 56, Column B</td>
<td></td>
<td>274,390,137</td>
</tr>
</tbody>
</table>
### Purpose of Issue

**LONG-TERM CAPITAL PROJECTS**

<table>
<thead>
<tr>
<th>Original Issue Amount</th>
<th>Project Completion Date</th>
<th>Unexpended Bond Proceeds</th>
<th>Type of Form 8038 Filed</th>
<th>Form 8038 Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>24,270,000.</td>
<td>08/17/03</td>
<td>0.</td>
<td>Form 8038</td>
<td>08/24/00</td>
</tr>
</tbody>
</table>

### Third Party Information

Amount of Issue Outstanding

24,270,000.

Total included on Form 990, Part IV, Line 64a

24,270,000.
<table>
<thead>
<tr>
<th>Name and Address</th>
<th>Title and Compensa-</th>
<th>Employee Ben Plan Contrib Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOhn M. Fahey Jr.</td>
<td>President &amp; CEO</td>
<td>995,738. 157,083. 0.</td>
</tr>
<tr>
<td>1145 17th St. NW Washington DC 20036</td>
<td></td>
<td></td>
</tr>
<tr>
<td>William L. Allen</td>
<td>Editor-in-Chief</td>
<td>562,873. 43,776. 0.</td>
</tr>
<tr>
<td>1145 17th St. NW Washington DC 20036</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terrence B. Adamson</td>
<td>Executive VP &amp; Secretary</td>
<td>600,270. 39,585. 0.</td>
</tr>
<tr>
<td>1145 17th St. NW Washington DC 20036</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christopher A. Liedel</td>
<td>Executive VP &amp; CFO</td>
<td>505,359. 36,763. 0.</td>
</tr>
<tr>
<td>1145 17th St. NW Washington DC 20036</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Q. Griffin</td>
<td>EVP, Pres., Magazine Group</td>
<td>795,651. 42,103. 0.</td>
</tr>
<tr>
<td>1145 17th St. NW Washington DC 20036</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Gregory Platts</td>
<td>Sr. VP &amp; Treasurer</td>
<td>216,603. 43,406. 0.</td>
</tr>
<tr>
<td>1145 17th St. NW Washington DC 20036</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael J. Cole</td>
<td>VP &amp; Controller</td>
<td>201,472. 42,442. 0.</td>
</tr>
<tr>
<td>1145 17th St. NW Washington DC 20036</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbara J. Constantz</td>
<td>Assistant Treasurer</td>
<td>148,150. 23,966. 0.</td>
</tr>
<tr>
<td>1145 17th St. NW Washington DC 20036</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angelo M. Grima</td>
<td>Assistant Secretary</td>
<td>183,042. 31,115. 0.</td>
</tr>
<tr>
<td>1145 17th St. NW Washington DC 20036</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gilbert M. Grosvenor</td>
<td>Chairman of the Board</td>
<td>306,450. 0. 0.</td>
</tr>
<tr>
<td>1145 17th St. NW Washington DC 20036</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John R. Murphy</td>
<td>Trustee</td>
<td>131,209. 0. 0.</td>
</tr>
<tr>
<td>1145 17th St. NW Washington DC 20036</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note (1): $146,450 represents retirement benefits and deferred compensation earned as CEO in prior years.

Note (2): $111,009 represents retirement benefits and deferred compensation earned as CEO in prior years.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Address</th>
<th>Salary</th>
<th>Total</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Abrahamsón</td>
<td>Trustee</td>
<td>1145 17th St. NW</td>
<td>19,300</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Daniel S. Goldin</td>
<td>Trustee</td>
<td>1145 17th St. NW</td>
<td>20,200</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Martha E. Church</td>
<td>Trustee</td>
<td>1145 17th St. NW</td>
<td>39,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Michael Collins</td>
<td>Trustee</td>
<td>1145 17th St. NW</td>
<td>20,200</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>James H. Gilliam, Jr.</td>
<td>Trustee</td>
<td>1145 17th St. NW</td>
<td>15,267</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>John Jay Iselin</td>
<td>Trustee</td>
<td>1145 17th St. NW</td>
<td>14,800</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>James C. Kautz</td>
<td>Trustee</td>
<td>1145 17th St. NW</td>
<td>23,800</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>J. Willard Marriott, Jr.</td>
<td>Trustee</td>
<td>1145 17th St. NW</td>
<td>19,600</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Floretta Dukes McKenzie</td>
<td>Trustee</td>
<td>1145 17th St. NW</td>
<td>19,900</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Patrick F. Noonan</td>
<td>Trustee</td>
<td>1145 17th St. NW</td>
<td>24,083</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nathaniel P. Reed</td>
<td>Trustee</td>
<td>1145 17th St. NW</td>
<td>15,700</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>William K. Reilly</td>
<td>Trustee</td>
<td>1145 17th St. NW</td>
<td>18,400</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rozanne L. Ridgeway</td>
<td>Trustee</td>
<td>1145 17th St. NW</td>
<td>22,000</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
NATIONAL GEOGRAPHIC SOCIETY

JAMES R. SASSER
1145 17TH ST. NW
WASHINGTON DC 20036
TRUSTEE
4
18,400.
0.
0.

B. FRANCIS SAUL II
1145 17TH ST. NW
WASHINGTON DC 20036
TRUSTEE
4
23,200.
0.
0.

GERD SCHULTE-HILLEN
1145 17TH ST. NW
WASHINGTON DC 20036
TRUSTEE
4
17,500.
0.
0.

ROGER ENRICO
1145 17TH ST. NW
WASHINGTON DC 20036
TRUSTEE
4
20,200.
0.
0.

Totals Included on Form 990, Part V
4,998,367.
530,598.
0.

Form 990 Part V - Officer Compensation from Related Organizations

<table>
<thead>
<tr>
<th>Officer's Name</th>
<th>Name of Related Organization</th>
<th>Compensation</th>
<th>Employee Benefit Plan</th>
<th>Expense Account</th>
</tr>
</thead>
<tbody>
<tr>
<td>JILBERT M. GROSVENOR</td>
<td>CONSULTING CONTRACTS TO NGHT, INC.</td>
<td>90,000.</td>
<td>0.</td>
<td>0.</td>
</tr>
</tbody>
</table>

Form 990 Identification of Related Organizations Part VI, Line 80b

Name of Organization
NGHT & SUBSIDIARIES
NGT, INC.
Exempt
X
X

Form 990 Information Regarding Taxable Subsidiaries

Name, Address & ID Number of Corp or Partnership | Pct Own | Nature of Business | Total Income | End-of-Year Assets
---|---|---|---|---
NGHT & SUBSIDIARIES, 1145 17TH ST. NW WDC 20036, 52-1996048 | 100.00% TV/VIDEO/MAP/WEB PRODUCTION | 96,904,333. | 111,711,303.
NGT INC., 1145 17TH ST. NW WDC 20036, 52-1909394 | 100.00% CABLE CHANNEL OWNERSHIP | 178,521. | 46,058,354.

26 Statement(s) 12, 13, 14, 15
.3261028 796206 NGSOC 2003.04000 NATIONAL GEOGRAPHIC SOCIETY NGSOC 1
Schedule A  Statement Regarding Activities with Substantial Contributors, Trustees, Directors, Creators, Key Employees, Etc.
Part III, Line 2

See stmt. 7

Schedule A  Explanation of Qualifications to Receive Payments
Part III, Line 3

SEE EXHIBIT A

Schedule A  Statement of Lobbying Activities - Part VI-B

THE APPROX. $2,189 SPENT ON LOBBYING/LEGISLATION ACTIVITY DURING 2003 RELATED TO POSTAL ISSUES.
IT CONSISTED OF DIRECT CONTACT WITH LEGISLATORS, THEIR STAFFS, LEGAL CONSULTANTS, GOVERNMENT OFFICIALS OR LEGISLATIVE BODY.
## Index To Exhibits Form 990

<table>
<thead>
<tr>
<th>Exhibit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Method of Determining Qualified Recipients for Disbursements</td>
</tr>
<tr>
<td>B</td>
<td>Grants and Allocations</td>
</tr>
<tr>
<td>C</td>
<td>Relationship of Activities to the Accomplishment of Exempt Purposes</td>
</tr>
<tr>
<td>D</td>
<td>Program Service Revenues</td>
</tr>
<tr>
<td>E</td>
<td>Statement of Program Services Rendered - Other</td>
</tr>
<tr>
<td>F</td>
<td>Land, Buildings &amp; Equipment and Related Depreciation</td>
</tr>
<tr>
<td>G</td>
<td>Other Expenses</td>
</tr>
<tr>
<td>H</td>
<td>List of States Where Form 990 Filed</td>
</tr>
<tr>
<td>I</td>
<td>Amended &amp; Restated Bylaws</td>
</tr>
</tbody>
</table>
Schedule A, Page 2, Part III, Line 4b

*Method of Determining Qualifying Recipients for Disbursements*

Research, Exploration, Conservation, and Education grants are approved by advisory committees of the National Geographic Society Board of Trustees, including the Committee for Research & Exploration, the Conservation Trust Advisory Board, and the Board of Governors. All grants are awarded on a nondiscriminatory basis. Actual disbursements during the year for approved grants are included in Exhibit B.

Educational Scholarships are awarded on a nondiscriminatory basis to winners of the annual Geography Bee competitions.


**Grants And Allocations**

**SUMMARY:**

<table>
<thead>
<tr>
<th>Schedule I:</th>
<th>Education Foundation Grants</th>
<th>$4,319,538</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule II:</td>
<td>Expeditions Council Grants</td>
<td>1,139,817</td>
</tr>
<tr>
<td>Schedule III:</td>
<td>Conservation Grants</td>
<td>380,249</td>
</tr>
<tr>
<td>Schedule IV:</td>
<td>Research Grants</td>
<td>3,253,971</td>
</tr>
<tr>
<td><strong>TOTAL GRANTS</strong></td>
<td></td>
<td><strong>$9,093,575</strong></td>
</tr>
</tbody>
</table>

**Schedule I: Education Foundation Grants**

<table>
<thead>
<tr>
<th>Type of Grant</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grosvenor Grant Program</td>
<td>$1,887,225</td>
</tr>
<tr>
<td>Teacher Grants</td>
<td>$125,275</td>
</tr>
<tr>
<td>Other Educational Program Grants</td>
<td>$955,000</td>
</tr>
<tr>
<td>Grants from Endowed Funds</td>
<td>$1,352,038</td>
</tr>
</tbody>
</table>

**TOTAL EDUCATION FOUNDATION GRANT EXPENSE**  

$4,319,538
### Grosvenor Grant Program Year 2003

The Grosvenor Grant Program is intended to elicit projects from educational and youth-serving non-profit organizations in the areas of geography education and stewardship of natural and cultural resources. Thirty-one grants were approved in 2003, and the total grant expenditure in this category is $1,887,225.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Primary Contact</th>
<th>ID</th>
<th>Project Title</th>
<th>Project Description</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona Geographic Alliance</td>
<td>Dr. Ronald I.</td>
<td>2003</td>
<td>GeoLiteracy Workshops in Arizona's Underserved</td>
<td>Arizona's population includes a large number of disadvantaged and minority children—primarily Native American and Hispanic—in urban and rural regions. Schools and districts in these areas have requested training in the GeoLiteracy program—a 2001 Grosvenor Grant—which links training in all K-8 National Geography Standards with testing mandated by the No Child Left Behind Act. This proposal requests funds to carry out 10 workshops.</td>
<td>$39,070</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>Dorn, Ph.D.</td>
<td>0001</td>
<td>Schools and Districts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Geography</td>
<td></td>
<td></td>
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<td>Box 870104 Tempe, AZ 85287-0104</td>
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<tr>
<td>Arkansas Geographic Alliance</td>
<td>Mr. Gerald T.</td>
<td>2003</td>
<td>Advancing Geography Education in Arkansas</td>
<td>&quot;Advancing Geography Education in Arkansas&quot; is a two-pronged strategy in which the alliance intends to keep geography on the education table in Arkansas with 1) second-year funding for the successful GEOSTRIDE program, which integrates geography nonfiction reading materials into school reading programs; and 2) a week-long Advanced Placement Human Geography Institute to train social studies teachers in grades 10-12 to assist students in preparation for the AP exam.</td>
<td>$39,064</td>
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<td>University of Arkansas - Little Rock</td>
<td>Hanson</td>
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<td>2801 South University</td>
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<td>Stabler Hall 603F/Geography</td>
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<td>Little Rock, AR 72204</td>
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<tr>
<td>California Geographic Alliance</td>
<td>Dr. Stephen F.</td>
<td>2002</td>
<td>Advancing the CDE/NGS/UCOP Partnership for</td>
<td>Alliance support funding will escalate the geographical reach of the California Geographic Alliance in California schools while leaders seek an endowment. The NGS support is critical to receiving matching funds from the California Department of Education and University of California. The matching funds are needed for cost-sharing commitments with several county offices.</td>
<td>$100,000</td>
</tr>
<tr>
<td>Humboldt State University</td>
<td>Cunha</td>
<td>0022</td>
<td>Geographic Education in California</td>
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<tr>
<td>Department of Geography</td>
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<td>Arcata, CA 95521</td>
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<td>OP Partnership for Geographic Education in California</td>
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<td>CA 95521</td>
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</table>
The professional development funding will support institutes for training 3,500 pre-service and in-service teachers in geography. It will also support training an additional 40 Teacher Consultants to extend the capacity of the alliance.

Earthwatch requests a second year of funding, which would allow 28 additional K-12 geography teachers to be trained in field methods at its conservation sites worldwide. The funding would also improve a conservation fieldwork training model through a strategic partnership with seven state geography alliances and a leading technology education partner. The model will incorporate Web-accessible learning components for teachers and students including "live" communication with researchers in the field, an online learning community, and standards-based lesson plans developed by teachers trained at Earthwatch sites.

Students will study urban sprawl, traffic congestion, air pollution, community conservation, and other issues facing their urban communities in a problem-based learning model. Beginning with a one-week summer residential institute for 30 teachers, the project also includes field-based training for students before they select a particular issue to study and begin inquiry-based learning activities in the classroom. The project will culminate with a forum in March 2005 that will showcase student projects.

The Illinois Geographic Alliance (IGA) Mentor Project proposes to expand on the foundation laid during the first year of the project, when 4 NGS-trained mentors trained 18 IGA teachers as mentors. The IGA mentors, in turn, guided 23 novice social studies/geography teachers. In the second year, the NGS-trained educators will continue as mentors to the 18 IGA teacher-mentors. Those 18 teachers will mentor a new cadre of educators, as well as continue to work with the 23 "year one" protégés.

Maryland Agricultural Education is designed to provide...
<table>
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<tr>
<th>Organization</th>
<th>Contact Person</th>
<th>Address</th>
<th>Funding Requested</th>
<th>Project Description</th>
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</thead>
<tbody>
<tr>
<td>Maryland Geographic Alliance</td>
<td>Mr. Paul Mulloy</td>
<td>P.O. Box 536, Havre de Grace, MD 21078</td>
<td>$65,000</td>
<td>Funding is requested for the second year of the alliance's museum collaboration program. The second year will continue to be built around geo-history themes in which each of the alliance's five regional centers will partner with a local museum to offer teacher training as well as a wide variety of outreach programs to parents, students, and community members. Partnerships will be established with the National Heritage Museum, New England Science Center/EcoTarium, Peabody-Essex Museum, Plimoth Plantation Museum, and Holyoke Children's Museum.</td>
</tr>
<tr>
<td>Michigan Geographic Alliance</td>
<td>Michael Libbee, Ph.D.</td>
<td>Central Michigan University, 294 Dow Science Mt. Pleasant, MI 48859</td>
<td>$52,400</td>
<td>The Michigan World project will develop and institutionalize a year-long professional-development program for sixth- and seventh-grade teachers to enhance their knowledge of world regional geography. Through the project, teachers will earn 60 hours of contact time, which allows them to receive 3 graduate credit hours. The project will help to achieve the goals of the No Child Left Behind Act.</td>
</tr>
<tr>
<td>Minnesota Alliance for Geographic Education</td>
<td>David A. Lanegran, Ph.D.</td>
<td>Macalester College Department of Geography, 1600 Grand Avenue, St. Paul, MN 55105-1899</td>
<td>$69,384</td>
<td>The Minnesota Alliance for Geographic Education (MAGE) will support teachers and students throughout the state in meeting a newly established state graduation requirement for a world geography course. Professional-development institutes; workshops for mentoring; and a Web site with interactive lessons, virtual tours, and WebQuests will support teachers as districts across the state establish their own curriculum and assessment plans pursuant...</td>
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</table>
The federal No Child Left Behind (NCLB) legislation has created an urgent national need for materials that systematically integrate untested core subjects such as geography and other social sciences with tested skills in reading, writing, mathematics, and science.

The Arizona Geographic Alliance (AzGA) developed an effective "GeoLiteracy" program for grades K-8 partially supported by Grosvenor Grant funding in 2001 and 2002. Students practiced tested reading/writing skills in the context of learning standards-based geography, and assessment has revealed statistically significant success in learning language arts skills integrated with geography. (The AzGA Web site has more information at http://alliance.asu.edu/fipse/AAClickMeFirst.html). Proposed is a grassroots strategy to convert GeoLiteracy into an inter-state (and then national) program in which in-service and preservice teacher-education programs access integrated curriculum, as well as online delivery of best-practice presentations. The replication strategy involves Web programming to ensure that teachers download standards and assessment instruments specific to each state. Institutionalization will be supported by best-practice presentations for teacher training and conducted through the Geographic Alliance Network. NGSEF funding over a three-year period is requested to provide cost-share for the proposed $500,000 request to FIPSE (Fund for the Improvement of Postsecondary Education). NGSEF funding would be contingent upon approval of the FIPSE grant and other cost-share sought from Arizona State University.

<table>
<thead>
<tr>
<th>Arizona Geographic Alliance</th>
<th>Dr. Ronald L. Dorn, Ph.D.</th>
<th>2003</th>
<th>Taking GeoLiteracy to a New Level: Challenge Funding for A Grant to the Fund for the Improvement of Postsecondary Education (FIPSE)</th>
<th>$200,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Image Processing in Education</td>
<td>Steven D. Moore, Ph.D.</td>
<td>2003</td>
<td>Mapping Ocean Sanctuaries Workshops</td>
<td>$50,000</td>
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<tr>
<td>Arizona State University</td>
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<tr>
<td>Department of Geography P.O. Box 870104 Tempe, AZ 85287-0104</td>
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</table>

Channel Islands, Florida Keys, Gray's Reef, and Stellwagen Bank National Marine Sanctuaries will provide the laboratories for the "Mapping Ocean Sanctuaries" project. Students will engage in field study and teachers will gain valuable professional development by using inquiry-based instructional materials developed with funding from the National Oceanic and...

Exhibit B
Page 5 of 70
<table>
<thead>
<tr>
<th>Organization</th>
<th>Name</th>
<th>Address</th>
<th>Project Title</th>
<th>Description</th>
<th>Funding</th>
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</thead>
<tbody>
<tr>
<td>Missouri Geographic Alliance Drury University Department of Geography 900 North Benton Springfield, MO 65802</td>
<td>Dr. Carole Murphy</td>
<td>2003 005</td>
<td>Big Rivers: Patterns and Applications in Your Watershed</td>
<td>This program is designed to improve competencies in geography and environmental science of students in grades 4-12. The Missouri Geographic Alliance will partner with the state's Department of Conservation to run a watershed ecology summer institute.</td>
<td>$48,116</td>
</tr>
<tr>
<td>Denali Borough School District P.O. Box 280 Healy, AK 99743</td>
<td>Robert E. Whicker</td>
<td>2003 0368</td>
<td>Denali Expeditions in Learning</td>
<td>The Denali Borough School District requests funding to create a mobile learning lab in which students will work with researchers in the field and engage in an interactive &quot;real-time&quot; dialogue back to their classrooms. Highlights of the project will include the development of geography curriculum centering on the relationship between human and natural systems; scientific research involving wildlife observations tracked through the use of GPS, digital cameras, and GIS; and creative professional development for educators.</td>
<td>$69,126</td>
</tr>
<tr>
<td>Gilbert M. Grosvenor Center for Geographic Education Texas State University 601 University Drive San Marcos, TX 78666</td>
<td>Judy A. Behrens</td>
<td>2003 0374</td>
<td>Navigating the GeoSpatial Highway: Geographic Information Systems Training for K-12 Educators</td>
<td>The Grosvenor Center proposes to conduct 10 GIS training events during a 12-month period for K-12 science and social studies educators from across the state of Texas in conjunction with teacher conferences. The events will be enhanced with ongoing support services to infuse geographic, environmental, and GIS technology into a broad range of subject areas.</td>
<td>$63,106</td>
</tr>
<tr>
<td>Jacksonville University Department of Geography Gooding Bldg. 2800 University Blvd. N. Jacksonville, FL 32211</td>
<td>Ray K. Oldakowski, Ph.D.</td>
<td>2000 379</td>
<td>Improving the Place Awareness of Elementary School</td>
<td>Jacksonville University proposes to improve place awareness among elementary school students. The curriculum is comprised of active learning exercises that focus on local geography. These exercises include 1) using maps and aerial photographs to familiarize students with human and physical geographic features</td>
<td>$15,664</td>
</tr>
<tr>
<td>Kentucky Geographic Alliance</td>
<td>Keith R. Mountain, Ph.D.</td>
<td>2003 0003</td>
<td>The first year of this two-year project will support the development and implementation of a radio program, to be broadcast statewide, centered around the geography of Kentucky. The second year of the project, units of study based on the National Geography Standards and classroom materials focused on the radio units will be created and made available to K-12 geography teachers.</td>
<td>$60,000</td>
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<td>Oregon Geographic Alliance</td>
<td>Teresa L. Bulman, Ph.D.</td>
<td>2003 0425</td>
<td>&quot;Teaching Geography Using Nonfiction Resources&quot; is a professional-development workshop that will provide teachers with geography content linked to the national standards and practice in utilizing nonfiction reading materials to enhance student learning of geography and science. Follow-up activities will ensure transfer to classrooms of coursework and promotion of professional development and leadership capacity of participants.</td>
<td>$37,450</td>
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<tr>
<td>Pennsylvania Geographic Alliance</td>
<td>Karen M. Trifonoff, Ph.D.</td>
<td>2003 0023</td>
<td>Under the leadership of a central office, the Pennsylvania Geographic Alliance will create seven regional centers, which will conduct institutes to help teachers implement new state geography standards. To enhance communication within and between regions, the alliance seeks funding to establish a central office, create a new Web site, implement an online newsletter, and conduct training sessions for the new regional directors.</td>
<td>$23,550</td>
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<tr>
<td>School District of Philadelphia</td>
<td>Ms. Mary Lou Fischer, Ph.D.</td>
<td>2003 0420</td>
<td>The chief goal of the school district's Geography Curriculum Project is to write a core curriculum in geography for grades K through 8 that is in alignment with state and national geography standards. Partnerships have been established between the school district, the Pennsylvania Geographic Alliance, and the Philadelphia Education Fund to facilitate this project. Teacher professional development, identification of teacher curriculum</td>
<td>$69,647</td>
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<td>Organization</td>
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<tr>
<td>Tennessee Geographic Alliance 304 Burchfiel Geography Building Department of</td>
<td>Kurt L. Butefish, 2003 Tool</td>
<td>$59,837</td>
<td>Over the next 9 to 14 years, the All Taxa Biodiversity Inventory will endeavor to inventory every living species in the Great Smoky Mountains National Park. The Building a Toolbox of Skills project allows Tennessee and North Carolina teachers and students to develop, use, and make visible the special knowledge, skills and integrative perspectives offered by geography for preserving and nurturing natural environments. These skills will be applied during hands-on fieldwork in the Inventory's projects.</td>
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<tr>
<td>Geography University of Tennessee Knoxville, TN 37996-0925</td>
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<tr>
<td>Texas A&amp;M University 213 Coke Building 1260 TAMU College Station, TX 77843-1260</td>
<td>Dr. Sarah W. Bednarz, 2003 Geop</td>
<td>$33,020</td>
<td>Integrating U.S. Geography Education in the Global Community</td>
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<tr>
<td>Building 1260 TAMU College Station, TX 77843-1260</td>
<td>0389</td>
<td></td>
<td>This proposal requests support to send a team of 10 geography alliance master educators selected from a consortium of alliances to the meetings of the Commission on Geographical Education and the International Geographical Union world congress, in Glasgow, Scotland, in August 2004. The team will disseminate globally the best of American geography curricula and teaching and bring back the best practices developed elsewhere to the United States. The team will arrange discussions with participants from countries represented in the Roper Poll to discuss the implications of the poll results.</td>
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<tr>
<td>Texas Alliance for Geographic Education Texas State University 601 University</td>
<td>Richard G. Boehm, Ph.D., 2003 Teacher-</td>
<td>$58,393</td>
<td>This project will build important bridges between geography and history education through development and dissemination of teacher-generated lesson plans that incorporate the teaching and learning of geography into U.S. history courses. The lesson plans—chronologically appropriate and geographically rich—will upgrade geographic and environmental learning for students in the many school districts across the nation in which history is the driving force behind social studies curricula and no stand-alone geography classes exist.</td>
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<td>Drive San Marcos, TX 78666</td>
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<tr>
<td>The Orton Family Foundation P.O. Box 881522 Steamboat Springs, CO 80477</td>
<td>Ms. Candace E. Carver, 2003 Community</td>
<td>$75,000</td>
<td>The Community Mapping Initiative (CMI) is a powerful regional collaboration that brings The Orton Family Foundation's Community Mapping Program, a place-based educational model,</td>
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<td>Project Title</td>
<td>Organization</td>
<td>PI/Contact Person</td>
<td>Start Date/End Date</td>
<td>Description</td>
<td>Funding</td>
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<td>Western Geographic Alliance Coalition</td>
<td>The Regents of the University of Colorado</td>
<td>Professor David Wilson Crumpler, Ph.D.</td>
<td>2003 0015</td>
<td>Working with local community organizations on real-life issues, 44 CMI-trained teachers will learn professional and technical skills. The teachers will help students develop skills in GIS and decision-making skills.</td>
<td>$100,000</td>
</tr>
<tr>
<td>Conserving Biodiversity in Major Urban and Suburban Areas of the United States</td>
<td>The New York Geographic Alliance (NYGA)</td>
<td>Stephen Vermette, Ph.D.</td>
<td>2003 0008</td>
<td>The project will create secondary school map-based curricula involving conservation of biodiversity in four developed areas in the U.S. Each curriculum will contain some 30 lessons focusing on biologically diverse urban and suburban areas and the major highways within the areas.</td>
<td>$65,998</td>
</tr>
<tr>
<td>Survey of the State of Geography Education in New York</td>
<td>The Regents of the University of Colorado</td>
<td>Professor David Wilson Crumpler, Ph.D.</td>
<td>2003 0015</td>
<td>The New York Geographic Alliance (NYGA) proposes to assess the state of geography education in New York. Using questionnaires and open forums, teams will survey the issues faced by institutions and individuals that deliver the geographic curriculum in elementary, intermediate, and secondary schools, preservice teaching, and college geography departments. Funding will cover operational expenses while new partnerships are developed.</td>
<td>$65,998</td>
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<tr>
<td>Under Control: The Damming of the Missouri River is a project that will create an interactive Web-based experiential learning program for South Dakota seventh-grade students designed around the national geography standards. Twenty-five teacher-consultants will be trained in the creation of authentic learning projects using place-based and research-based learning principles.</td>
<td>The University of South Dakota</td>
<td>Mary E. Engstrom, Ph.D.</td>
<td>2003 0392</td>
<td>Under Control: The Damming of the Missouri River is a project that will create an interactive Web-based experiential learning program for South Dakota seventh-grade students designed around the national geography standards. Twenty-five teacher-consultants will be trained in the creation of authentic learning projects using place-based and research-based learning principles.</td>
<td>$43,385</td>
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<tr>
<td>Mapping the Beat</td>
<td>University of California/San Diego ArtsBridge</td>
<td>Professor Walton L Jones, Ph.D</td>
<td>2003 0423</td>
<td>In the second year of this project, UCSD ArtsBridge will continue their innovative geography through music curriculum in the fifth grade and expand it into the sixth grade. In addition, the project will provide significant professional development for the host teachers, which will result in confident, committed educators who are prepared to replicate this curriculum in the future.</td>
<td>$42,400</td>
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Students will create maps for the good of the community showing the location of grocery stores and restaurants that provide nutritional food and safe, walkable streets. These maps will be displayed on an elaborate community Web site, www.princegeorges.org, which the students have been building for the last 18 months. Participating students will also contribute to original scientific research about the effects of the local physical environment on nutrition and exercise.

The project will develop an interactive CD-ROM that will contain materials for teachers and students focused on the Rio Grande River. (Available curricular materials are outdated.) All materials will be available in Spanish and English. The targeted audience is middle school teachers and students, but the teaching materials could be used in many different grades and by those outside the state of New Mexico. The CD will contain lessons that incorporate national geography standards.

Alliance operating support

$1,887,225
**Teacher Grants**

**Year 2003**

A total of 34 grants totaling $125,275 were awarded to schools for teacher-directed projects in 2003.

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<tr>
<th>Organization</th>
<th>Primary Contact</th>
<th>ID</th>
<th>Project Title</th>
<th>Project Description</th>
<th>Grant Amount</th>
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<tbody>
<tr>
<td>Alternate School, New Brunswick Public Schools</td>
<td>David M. Prestup</td>
<td>2003 0057</td>
<td>New Jersey Food Resources: From Topsoil to Tabletop</td>
<td>Secondary students in the Alternate School will participate in activities focused on food resources found in the state. Students will explore the New Jersey Museum of Agriculture, farms, a living history farm, farmer's markets, food markets, a fish hatchery, and other available venues. Guest speakers will give presentations. Students will prepare culinary delights that use food products from the state. They will research pertinent topics using computers, write reports, and give oral presentations.</td>
<td>$5,000</td>
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<tr>
<td>Ashland Middle School 100 Walker Street Ashland, OR 97520</td>
<td>Therese L. Van Reenen</td>
<td>2003 0084</td>
<td>Our Link With The World</td>
<td>Through a focus on geography—its content, skills, and perspectives—students will learn, understand, and appreciate the connections between their home town and other places and cultures. Through local and state curricula, students will gain knowledge of Europe, Africa, and Japan. Using geographic skills and fieldwork, the students will develop projects that will demonstrate their understanding of and perspective on how Ashland is linked with other cultures.</td>
<td>$4,919</td>
</tr>
<tr>
<td>Atkinson Elementary 5800 SE Division Ave. Portland, OR 92706</td>
<td>Jonathan G. Steinhoff</td>
<td>2003 0091</td>
<td>Creating an Outdoor Multicultural Learning Space</td>
<td>The proposed two-stage project will bring urban students and community volunteers together to research, design, and construct a covered outdoor classroom for use by all Atkinson students. The amphitheater-style shelter will be built from natural materials, using traditional building techniques of cultures throughout the world.</td>
<td>$5,000</td>
</tr>
<tr>
<td>Beckman Junior/Senior High School 1325 9th Street SE Dyersville, IA 52040</td>
<td>Cheryl Kluesner</td>
<td>2003 0140</td>
<td>Beckman Native Iowa Prairie Project</td>
<td>The focus of the Beckman Native Iowa Prairie Project is to establish a native prairie on school property as a year-round community educational resource. The prairie will be used by all Beckman students and by students in surrounding elementary schools for social studies, science, art, and other projects. Several cross-curricular units are being considered. Beckman students will be an integral part of the installation and maintenance of the prairie.</td>
<td>$1,500</td>
</tr>
<tr>
<td>Blenman Elementary</td>
<td>Bobbe Woods</td>
<td>2003 0201</td>
<td>Blenman Elementary</td>
<td>Students will learn and practice geography skills by participating in a project in an urban neighborhood. Working with parents, teachers, and neighbors, students</td>
<td>$1,250</td>
</tr>
<tr>
<td>School 1610 N. Sawtelle Tucson, AZ 85716</td>
<td>Neighborho od/Universit y of Arizona Arboretum Linkage Trail Project</td>
<td>will help build a series of directional and interpretive trail markers for a path that loops through their historic neighborhood and connects their school to the University of Arizona Arboretum. Students will learn about Tucson growth patterns and how their neighborhood relates to the arboretum and other surrounding neighborhoods.</td>
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<tr>
<td>Boston Evening Academy 989 Commonwealth Ave. Boston, MA 02215</td>
<td>James C. Liou</td>
<td>2003 0144 Native Peoples, Native Lands: Exploring the Intersection of Native Peoples, History and Geography</td>
<td>The goal of this project is to create an interdisciplinary unit in which the geographic understanding of four continents—North and South America, Africa, and Australia—drives the study of these areas’ relevant history and literature. The overarching focus is on the history and experience of the native, in view of major historical events and the march of civilization. $2,439</td>
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<tr>
<td>Cardozo Senior High School 1200 Clifton Street N.W. Washington, DC 20009</td>
<td>George E. Telzrow</td>
<td>2003 0147 The Cardozo-Meyer Peace Garden Project</td>
<td>The goal of this service-learning project is to expand the ownership of and participation in the Cardozo Peace Garden by forging a partnership with a neighboring elementary school, Meyer Elementary. In little more than a year Cardozo students have built the young but thriving Cardozo Peace Garden, a calm haven in an urban landscape. Cardozo school intends to introduce Meyer students to the garden and engage them in the processes of learning, growing, and maintaining that are inherent to the project. $4,249</td>
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<tr>
<td>Clewiston Youth Development Academy 475 East Osceola Ave Clewiston, FL 33440</td>
<td>Scott E. Perry</td>
<td>2003 0093 CYDA Expedition Caloosahatchee</td>
<td>The Clewiston Youth Development Academy (CYDA) will undertake a Caloosahatchee River Geographic Expedition from Lake Okeechobee, Florida, to the Gulf of Mexico and back. Twenty-four students and 4 staff members will participate in the expedition aboard two 26-foot sailing vessels. Students will explore the geography of the Caloosahatchee River and be involved in daily activities. Various technologies will be used to document the activities of this adventure. $5,000</td>
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<tr>
<td>Crestridge School of Mezger</td>
<td>John D. Mezger</td>
<td>2003 0082 Studying Omaha's</td>
<td>This project will provide third-graders with an experience-based learning opportunity to study Omaha’s urban ethnic neighborhoods. Teachers from the</td>
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<td>Institution</td>
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<td>Year</td>
<td>Project Title</td>
<td>Description</td>
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<tr>
<td>International/GLOBAL STUDIES 818 Crestridge Road Omaha, NE 68154</td>
<td>Katharyn Tuten-Puckett</td>
<td>2003 0205</td>
<td>One Commonweath, Many Cultures</td>
<td>The University of Nebraska at Omaha will work with students, in school and on field trips, to identify physical landmarks that indicate the ethnicity of neighborhoods. Students will create a Web site highlighting different neighborhoods, illustrated by photographs and reports.</td>
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<td>Dan Dan Elementary School P.O. Box 50-1370 Saipan, MP 96950</td>
<td>Mrs. Kathy B. Devus</td>
<td>2003 0061</td>
<td>Kindergarten Geography Spree</td>
<td>The Commonwealth of the Northern Mariana Islands has a population of 70,000, representing more than 50 cultures. Students in grades 3-6 at 3 schools will learn about some 40 cultures through guest speakers, atlases, and photography; students will then create a book about the cultures. The completed hardbound copies will be distributed to classrooms and libraries throughout the commonwealth to promote appreciation and harmony of cultures.</td>
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<tr>
<td>Essex School 1160 Winhurst Drive Akron, OH 44313</td>
<td>Mrs. Kathy B. Devus</td>
<td>2003 0061</td>
<td>Kindergarten Geography Spree</td>
<td>This project will allow the three kindergarten classes at Essex School to experience a &quot;geography spree&quot;—go on field trips, attend presentations by guest speakers from other cultures, and read and listen to stories from around the world. Topics include food production, the history of the Ohio River Valley region, life in other cultures, and animals and their habitats—from Ohio to South America. The yearlong project will enhance the state-mandated curriculum by giving students an opportunity to experience, firsthand, the social studies concepts they will learn in the classroom. Reach: 60 kindergarten students and 3 teachers (low-income student population) Impact: Through a series of experiential-learning activities, videoconferences, and guest speakers, the students will broaden their geographic perspective of Ohio and of the world. Student learning will be assessed by individual geography portfolios they will create. Visibility: Local promotion of this grant will include newspaper coverage. Parents and the school community will be informed through the school's newsletter. In addition, photographs of the students' experiences will be posted on the school Web site.</td>
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<tr>
<td>Goldblatt Elementary 4257 W. Adams Chicago, IL 60624</td>
<td>Heather M. Anichini</td>
<td>2003 0158</td>
<td>From Me to the World: The Geography of Self, Community, and The World</td>
<td>This project will add depth to the geography curriculum at Goldblatt Elementary, an urban school, and help students become more well rounded, and develop their critical thinking skills. The plan uses cross-curricular units that focus on four key questions: Who are we? Where are we? How do we work? How do we change? The geography portion of the project will be taught primarily in social studies and science classes, and supported through reading, English and math curricula. Reach: 105 students (grades 5 and 6) and 5 teachers (low-income population) Impact: Students will develop an understanding of their geographic location and how it impacts their lives. Visibility: Local promotion of this grant will include newspaper coverage. Parents and the school community will be informed through the school's newsletter. In addition, photographs of the students' experiences will be posted on the school Web site.</td>
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Exhibit B
Page 13 of 70
<table>
<thead>
<tr>
<th>School Name</th>
<th>Teacher Name</th>
<th>Year</th>
<th>Project Title</th>
<th>Impact</th>
<th>Visibility</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Happy Valley Elementary</td>
<td>Linda L. Jones</td>
<td>2003</td>
<td>Our Global Neighbors</td>
<td>Through field trips and working with journals, maps, and atlases, students will learn more about the characteristics of places and the physical processes that shape Earth's surface; examine how physical systems affect human systems and how human actions affect physical systems; and use geography to interpret the past. Students' journals and maps will be evaluated, and all students will be monitored for gains in reading and mathematics. Visibility: A press release about the project will be sent to the local newspaper. Student portfolios will be exhibited on parents' night. Some students will present short lessons to Goldblatt K-4 students. Projects will be featured at science and history fairs.</td>
<td>$1,846</td>
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<tr>
<td>Harlan Elementary School</td>
<td>Susan May</td>
<td>2003</td>
<td>Let's Be Friends, From Here To There!</td>
<td>Through this grant, urban kindergartners will take a virtual trip around the globe and discover the diverse world in which they live. They'll gain insight into different homes, clothing, language, food, art, and music through literature, hands-on discovery learning stations, and guest speakers. Map skills will promote geography awareness as children go on a &quot;Safari&quot; at the Memphis Zoo, in Memphis, Tennessee, to search for animals native to their land. Reach: 90 students (kindergarten) and 2 teachers (low-income student population) Impact: Students' knowledge of other cultures will increase. Through a field trip to the Memphis Zoo, students' mapping and spatial organizational skills will increase. Students will evaluated by journals and shoebox dioramas that they will create. Visibility: Both local newspapers will be contacted about the project. Community awareness will be raised through the school newsletter and by involving parents.</td>
<td>$4,977</td>
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<tr>
<td>Harllee Middle School</td>
<td>Amy B. Stoyles</td>
<td>2003</td>
<td>Project Explore</td>
<td>Why do people explore? What are the environmental, social, and political effects of exploration? In this interdisciplinary unit, urban students will study early explorers of Florida and the world. Students will compare and contrast experiences of historical explorers with early pioneers in outer space. They will learn firsthand about tools of exploration—they will interpret and make maps, use</td>
<td>$4,504</td>
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and construct navigational instruments, and study the physics of boats and planes—and they will take a survival course. Reach: 280 students (grade 8) and 10 teachers (low-income, at-risk student population) Impact: Students will use maps and other geographic tools to acquire, process, and report information; analyze spatial organization; study physical processes that shape Earth's surface; examine distribution of human populations; and learn how human actions modify the physical environment, and how physical systems affect human systems. Students will be given pre- and post-tests, and be evaluated on geographic, scientific, and engineering principles. Students will also be evaluated by Web sites, participation in debates, by constructing instruments, and by writing essays. Visibility: Local media will cover the events. School and community visibility will be raised at Parent Night. Teachers will present at state and national conferences. The lead teacher will make presentations at several elementary schools. Information will be included in the school and district newsletters, and on the school Web site. The project will be highlighted in the recruitment video used to draw students to Harlee Middle School.

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<tr>
<th>Project Title</th>
<th>Principal Investigator</th>
<th>School Name</th>
<th>Grade</th>
<th>Topics Studied</th>
<th>Total Grant Amount</th>
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<tbody>
<tr>
<td>Migration—It's Not Just for the Birds!</td>
<td>Maureen B. Barrett</td>
<td>Harrington Middle School 514 Mt. Laurel Rd. Mt. Laurel, NJ 08054</td>
<td>8</td>
<td>Students will track bird migrations, noting global positions year-round, and investigate those habitats. They will bird-watch on school grounds, conduct experiments, and analyze data. New Jersey is recognized as a breeding ground for many migratory species, and the Delaware Bay is key in studying shorebirds. Reach: 120 students (grade 8) and one teacher Impact: Students' knowledge will increase in several areas: knowledge of maps and geographic tools by using technology to examine and create maps; knowledge of physical characteristics of places, by comparing ecosystems in New Jersey and Central and South America; and knowledge of the environment and how human actions modify the environment. They will create a computer-generated magazine that will include articles, maps, illustrations, and results of their experiments, and create a Web site. Visibility: The media will be informed of the project. Information regarding the project will be published on the school Web site and in the school newsletter. The teacher will present information on the project at workshops for the New Jersey Science Teachers' convention and the New Jersey Education Association's convention.</td>
<td>$2,640</td>
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</table>
The Helen Baller World Tour will bring international information, both cultural and geographic, to the school's K-4 students. Through a school morning news program, students will follow and try to guess the location of the fictitious "Helen" as she travels and explores the geography and culture of each continent. Students will experience different cultures firsthand through guest performers. Reach: This school-wide project will reach 400 students (grades K-4) and 9 Helen Baller teachers. Impact: Students will use maps and other geographic representations to acquire, process, and report information from a spatial perspective; use mental maps to organize information; learn how culture influences perceptions of place and region; examine the characteristics and distribution of cultures; explore how human actions modify the physical environment and how physical systems affect human systems; and study changes that occur in the meaning, use, distribution, and importance of natural resources. Students' progress will be measured by a geography survey. Visibility: The local weekly newspaper will participate in the project. Information on the project will be posted on the school Web site.

Biology and Earth science students of the hospital/homebound program of Pinellas County Schools will take eight field trips, during which students will compare and contrast the coastline, swamp area, flatlands, and river area, both built-up and in preserves. The field trips will be specifically created for these students, all of whom suffer from severe chronic illness. The students will make a PowerPoint and a video of their work, which will be available to classrooms and teachers throughout the system. Reach: 70 urban students (ages 13-18) and 2 teachers (at-risk student population due to students' chronic, life-threatening long-term illnesses) Impact: Through comparisons of various ecosystems in Florida, students will use maps and geographic tools to analyze and organize spatial information; use geography to interpret the present and plan for the future; and study the characteristics of place, the processes that shape Earth's surface, the spatial distribution of human populations and ecosystems, how humans modify their environment, and how the environment affects human systems. Impact will be measured by pre- and post-tests, as well as by students' videos and PowerPoint presentations. Visibility: The St. Petersburg Times and Pinellas County educational television will be invited to send reporters to...
<table>
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<tr>
<th>School/Project</th>
<th>Contact</th>
<th>Year</th>
<th>Project Title</th>
<th>Details</th>
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</thead>
</table>
| Irving School 611  
South 8th Avenue  
Bozeman, MT 59715 | Wendy Morical | 2003 | Yellowstone Project | Students from an urban school will conduct field studies in Yellowstone National Park, where they will gather climatic, topographic, and ecological data that will be used to develop a geographic database. Students will compare the ecological data from Yellowstone with data from the Alps and Mongolia, areas that are native to some Irving students. The teacher will refine curriculum for teaching field techniques in order to complete a comparative study between distant ecosystems. Reports will be posted online for collaboration between Irving students and students in the Alps and Mongolia. Reach: 65 students (grade 5), 4 teachers, one principal and 15 parents (low-income student population) Impact: $5,000 |
| James Monroe Elementary  
School 10901  
27th Avenue SE  
Everett, WA 98208 | Barney Peterson | 2003 | Exploring Our Region Through Watersheds | This project will expand an ongoing applied-learning program based upon understanding watersheds and resource stewardship. Watersheds will be the unifying factor in understanding North America and the Pacific Northwest region. The project will integrate geographic learning with history, science, reading, and technology through studies of westward migration, local settlement and development, weather, climate, and the life cycle of Pacific salmon. It will feature hands-on, experiential-learning activities and guest speakers. Students will examine current land use practices, analyze the effects of the practices, and share their findings with the community. Reach: 25 students (grade 4) and one teacher (school population is diverse) Impact: Students will increase their knowledge of watersheds and geographic features, how physical features affect human patterns, how human activities affect the physical environment, and of the |
Students in Waterloo, Iowa, elementary schools lack hands-on geography experience. Through this project, fifth-grader students from three urban schools will enhance their spatial thinking skills by using Global Positioning Systems receivers, compasses, paper and Internet maps, and globes. Field trips, guest speakers, classroom demonstrations, and GIS-generated local maps will help students grasp the significance of geography in human activities. By involving county government, a community college, and businesses, students and teachers will be exposed to a wealth of geography-related resources. Reach: 200 students (grade 5) and 9 teachers from 3 community schools (student population is low-income and at risk due to a significant number of students without proficient use of English) Impact: Students' knowledge of the world in spatial terms and of the interaction between people and their environments will increase. Students will use geography to interpret the past. Students will be evaluated by pre- and post-tests, by computer-generated reports, and by map-reading tests. Visibility: The grant will be announced on public television. Information will be included in newsletters of participating schools. A workshop will be given for district teachers to gain hands-on experience with the GPS Educational Kit. A paper describing the project and its implementation will be presented at the 2005 Iowa Geographic Information Council conference. The contribution of the GPS Educational Kit from the Agriculture Department and Hawkeye Community College will be announced in a press release.

Mineral Springs Middle School
4559 Ogburn Avenue Winston-Salem, NC 27105

Gina E. Cusato-O'Neal

The Weirdo and the Great Dismal Swamp Experience

Eighth-graders will read The Weirdo, by Ted Taylor, which is set in and around the Great Dismal Swamp, along North Carolina's coast. Students will study characteristics of swamps and wetlands and perform water-quality tests, and examine how wetlands have changed. This cross-curricular project, which includes a field trip to the Great Dismal Swamp, is designed to give urban students memorable hands-on experiences. Reach: 50 students (grade 8) and 3
<table>
<thead>
<tr>
<th>Montessori Children's House</th>
<th>Troy Locke</th>
<th>2003-0065</th>
<th>Our World: Continents and Cultures</th>
<th>Students will be assessed by their individual journals, quizzes, and through maps they will create after they visit the Dismal Swamp. Visibility: Press releases will be sent to three regional newspapers. Information regarding the project will be submitted to School Channel 2 for their program on Innovative Ideas.</th>
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<tbody>
<tr>
<td>Murray Manor Elementary</td>
<td>Ann S. Asaro</td>
<td>2003-0067</td>
<td>There's a Region for Everything</td>
<td>Students will explore local regions and apply that knowledge to understand the land and people found in desert, mountain, and coastal regions worldwide. The project will include research, mapping and modeling, and three field trips. Integration of geography into daily curriculum will provide opportunities for application and synthesis. Reach: 70 students (grade 5) and 2 teachers (one-quarter school population is special education students) Impact: Students will use maps and geographic tools to acquire, process, and report information; use geography to interpret the past; and study characteristics and spatial distribution of ecosystems and how human actions modify the physical environment. Visibility: Local television stations and newspapers will be notified of activities.</td>
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<tr>
<td>School</td>
<td>Contact</td>
<td>Grant Year</td>
<td>Project Name</td>
<td>Description</td>
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<td>Newbury Elementary School</td>
<td>Carol Cottrell</td>
<td>2003</td>
<td>Rivers Rule</td>
<td>Children will be introduced to geographic principles and will be able to connect their world with the larger one through the study of six rivers on the six inhabited continents. Their hands-on experience will be with the Connecticut River, in their &quot;backyard.&quot; Through in-class projects such as mapping, modeling, and keeping journals, students will examine the impacts of each river, and the impact that the economy, culture, history, and environment have had on the rivers. Reach: 15 students (grade 6) and 4 teachers (low-income student population) Impact: Students will increase their knowledge of mapping and other geographical representations; apply geography to interpret the past; use mental maps to organize information; analyze spatial information; and study human and physical characteristics of place, physical processes that shape Earth's surface, how human actions modify the physical environment, and how physical systems affect human systems. Students will build working models of rivers, create portfolios, and will publicly recommend ways to reduce pollution in the Connecticut River to community members. Visibility: The regional newspaper will be invited on the field trip to the Connecticut River. The local newspaper and school newspaper will cover portions of the project. Members of the community will take part in the project. Student work will be prominently displayed in the school library. Local media, parents, and the community will be invited to an open house to view students' projects.</td>
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<tr>
<td>Northwood Elementary School</td>
<td>Alicia A. Van Borssum</td>
<td>2003</td>
<td>Touch the World</td>
<td>The Touch the World project entails assembling an archive of three-dimensional objects from all the geographic regions—mountain, desert, polar, rain forest, grassland—included in the school's third grade social studies curriculum. Teachers will be trained to use object-based learning with cultural artifacts and natural specimens to support them in the implementation of geography standards into the curriculum. Students will manipulate, analyze, and research objects to better understand the land and culture of people in various geographic regions. Reach: 120 students (grade 3) and 14 teachers Impact: Students' knowledge of the characteristics and distribution of cultures and understanding that people create regions to interpret the Earth's complexity will increase.</td>
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<td>Location</td>
<td>Event Title</td>
<td>Description</td>
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<td>Oak Knolls, RCEC 620 N. Cerritos Ave, Azusa, CA 91702</td>
<td>Observing Nature in the Urban/Suburban Environment</td>
<td>Students will engage in projects that will allow them to see the rich ecological diversity that exists within their urban residential facility. Through activities centered around bird-watching, students will observe and record natural activities, taking care not to harm or interfere with wildlife. The desired effect, beyond important academic outcomes, is for students to gain an appreciation of nature and to adopt a lifestyle in which they practice conservation. The products of this project will be used for community display and appreciation. Reach: 70 students (grades 9-12) and 2-3 teachers (100 percent of the student population is at risk; approximately 95 percent of students are on probation) Impact: Students' knowledge of the interaction between humans and their physical environment will increase. In addition, students will develop an understanding of using maps and other geographic representations to acquire, process, and report information. Students will gain perspective on the interdependence of physical and human systems. Students will create videos and maps. Students will display proficient knowledge in use of digital equipment, in bird-watching techniques, and in familiarity with different species of birds. Visibility: Examples of student work (e.g., student-generated maps, photographs, and digital movies) will be displayed on the Los Angeles County Office of Education Web site. Local Rotary clubs and The Future America Foundation have pledged presentation opportunities.</td>
<td>$4,932</td>
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<td>Pittsburgh Gifted Center 2055 Bedford Ave, Pittsburgh, PA</td>
<td>Kid Design, Inc.</td>
<td>Kid Design, Inc., will engage gifted urban students (grades 3-5) in designing and marketing geography calendars. Students will research natural and human characteristics of vacation destinations and compare the information with Pittsburgh. Each month of the calendar will present geographical information in</td>
<td>$3,200</td>
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<tr>
<td>Project Name</td>
<td>School Name</td>
<td>Grade(s)</td>
<td>Teachers</td>
<td>Topics</td>
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<td>The Elephant Project</td>
<td>Puyallup High School</td>
<td>10th</td>
<td>2</td>
<td>How can the study of DNA be used to protect an endangered species?</td>
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<td>The Elephant Project is an exciting curriculum designed for students to analyze the DNA of a confiscated piece of ivory tusk and match it to a family of African elephants. The students will also learn about the biology of elephants, the legal and ethical issues of the ivory trade, and the incredible efforts and difficulties involved in the protection of African elephants. Reach: 150 students (grade 10) and 2 teachers. Impact: Students will learn through lecture and research the geography of Africa, the issues surrounding illegal ivory trade, the protection of the African elephant, and the role of DNA in protecting endangered species. Students will be assessed by quizzes, flow charts, and a Web quest. Visibility: The Tacoma News Tribune will feature an article on the project, as will the Puyallup Herald Newspaper. The school community will be informed through the school newsletter. An announcement will be made to parents regarding the project on parents' night at the onset of the 2003-2004 school year.</td>
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<td>Exploring With Lewis and Clark in the Sioux City Region</td>
<td>Southeast Warren Jr./Sr. High School</td>
<td>7th, 8th</td>
<td>5</td>
<td>A two-day trip along the Lewis and Clark trail in Sioux City, Iowa, will promote geographic knowledge through a firsthand field experience. Students will visit a variety of sites along the trail and complete a journal similar to Lewis and Clark's recorded discoveries; journals will be assessed through a rubric. Students will connect the experience to the cross-curricular unit taught prior to the trip. Reach: 45 students (grades 7 and 8), 5 teachers, and 5 parents/community members will participate in the trip. Students will make presentations to local fourth- and</td>
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<td>Project Description</td>
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<td>fifth-graders, increasing the reach to an additional 100 students and 5 teachers. Impact: Students' knowledge of the use and construction of maps will increase, students will gain knowledge of the human and physical features of a place, students' understanding of how physical systems affect human systems will increase, and students will use geography to interpret the past. Visibility: The Indianola Record Herald will cover the project. The school district will publish information about the grant. Information and photographs will be published on the district Web site. Students will make presentations to some 100 local fourth- and fifth-graders and their 5 teachers.</td>
<td>St. John the Baptist 418 Unity Center Road Pittsburgh, PA 15239 Mary M. Wilshire 2003 Watershed Exploration Project</td>
<td>$941</td>
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<td>St. John's Watershed Exploration Project will give students the opportunity to understand the interplay between the physical environment and human actions. This understanding will be accomplished via field trips to the Plum Creek Watershed area, and by taking &quot;In-Class Field Trips&quot; that will allow students to explore the development of ancient civilizations and the interplay of such development with the ecosystem. In-Class Field Trips will occur via use of National Geographic GeoKits. Reach: 100 students (grades 6-8) and one teacher Impact: Through experiential-learning activities this project will increase student knowledge of the interaction between humans and the physical environment and how that interaction affects ecosystems. Visibility: The local newspaper will cover at least one field trip. The school newspaper will also cover the project.</td>
<td>St. Joseph Christian School 5401 Gene Field Road St. Joseph, MO 64506 Lydia M. Zuidema 2003 Geography In Action: Recreating the Lewis &amp; Clark Trail</td>
<td>$5,000</td>
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evaluated as they build the trail and by presentations they give on the trail, and by other criteria such as quizzes and portfolio assessments. Visibility: All local media outlets will be informed of the grant. Information will be published in the school newspaper and newsletters. The recreated trail will be open to other schools and the public.

Sequoia for Youth: Connections is a yearlong, interdisciplinary, hands-on project built around the axiom that children know what they are taught, love what they know, and protect what they love. Students and parents alike will learn that all living and nonliving things are connected. The team-taught curriculum involves classroom and library work, and an intensive-immersion, six-day field trip from south central Los Angeles through the San Joaquin Valley to Sequoia National Park. At the end of the year a History/Science/Sequoya Fair will be held. Reach: 175 urban students (grade 7), 6 teachers, and 18 parents (at-risk, low income student population) Impact: Students will take pre- and post-tests, and will be assessed on standardized tests and on their portfolios. The students’ (and their parents’) knowledge and understanding of how to become stewards of natural and cultural resources will increase. Visibility: Student projects will be exhibited at the Cabrillo Marine Museum where approximately 1,000 people will view them. Select projects will be displayed in the Giant Forest Museum where they will be viewed by as many as 125,000 people. A PowerPoint presentation will be delivered to the Los Angeles business community. The Sequoia for Youth: Connections Web site will be accessible during the 2003-2004 school year.

Meade Island is a small, undeveloped island located amid the Little Arkansas River, adjacent to the school. Students will create and map a marked nature trail on Meade Island, highlighting the important physical and biological characteristics of the island. They will then promote and guide walking tours of the island and trail for local elementary schools and community members. The project will allow students to use and prepare a variety of maps, observe the physical and biological processes that shape the landscape, and appreciate the fragile ecosystem of an undeveloped environment. Reach: 272 urban students (grades 9-12), 4 teachers, and visitors to the island, including local elementary students (low-income student population, some of whom are at risk due to low proficiency in English) Impact: The project will result in a permanent educational
trail on Meade Island. Exit surveys will be given to all tour participants to determine the educational value they gained. In addition to the map skills used during the initial phases of the project, the students will research, identify, and mark points of interest along the trail. Students' knowledge of how to analyze spatial organization, the physical and human characteristics of places, how culture influences perception of place and region, and the physical processes that shape the Earth's surface will increase. Students will be assessed on their attitudinal changes toward the environment. Visibility: Two videos will be produced, both of which will air on the local school district cable television channel. The students will create informative brochures, which will be distributed to the community. The students will also lead walking tours along the island for members of the community and local elementary students.

Grants Cancelled/Returned

$ 2,000

Total Teacher Grants

$125,275
Discretionary/Special Programs
Year 2003

These awards support projects that strive to improve geography education and increase geographic knowledge, and which generally have national impact or the potential to serve as model projects. The total awarded in this category was $955,000.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Primary Contact</th>
<th>ID</th>
<th>Project Title</th>
<th>Project Description</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Himalayan Foundation 909 Montgomery Street Suite 400 San Francisco, CA 94133</td>
<td>Ms. Eileen Moncoeur 2003 0055 Everest Education</td>
<td>In honor of the commitment of Sir Edmund Hillary, the leader of the first climbing team to summit Mt. Everest, and to improve education for children in the region, National Geographic will provide operating support for 27 schools run by the Himalayan Trust, including professional development for 320 teachers in the Everest region of the Himalayas.</td>
<td>$50,000</td>
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<tr>
<td>California Geographic Alliance Humboldt State University Department of Geography Arcata, CA 95521</td>
<td>Dr. Stephen F. Cunha 2003 0014 Raising a Flat Map to Life: Promoting Geography Education in California</td>
<td>This proposal sustains three objectives: (a) K-12 professional development for preservice and in-service teachers; (b) promoting geography and conservation awareness among students, their parents, and the public; and (c) establishing geography's position and importance in the K-12 curriculum.</td>
<td>$100,000</td>
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<td>Earth Conservation Corps First Street &amp; Potomac Avenue S.E. Washington, DC 20003</td>
<td>Tanya K. Blue 2003 0315 Anacostia Explorers</td>
<td>The Earth Conservation Corps (ECC) will develop, produce, and broadcast six 15-minute programs that will be aired weekly at 4:00 and 8:00 p.m. over cable public access networks Comcast and Starpower, and on satellite TV. These broadcasts will be based on interactive educational programs produced &quot;for schoolchildren by schoolchildren&quot; and will reach more than 20 million homes. Young producers will film, edit, and produce programs based on the educational experiences of 180 children from fifth-grade classes currently working with ECC in the Anacostia Explorers Program.</td>
<td>$150,000</td>
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<tr>
<td>Mystic Aquarium &amp; Institute for Exploration 55 Cougan Boulevard Mystic, CT 06355</td>
<td>Stephen Coan 2003 0449 Immersion Project</td>
<td>In partnership with select Boys &amp; Girls Clubs, a broadcast of Bob Ballard's June 2004 expedition to the Titanic and accompanying educational outreach activities will target 60,000 students in grades four through six through an after-school multimedia program. (Dr. Ballard is an NGS Explorer-in-Residence.) Through Web-based &quot;Exploration Clubs,&quot;</td>
<td>$75,000</td>
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<tr>
<td>Project Name</td>
<td>Contact Person</td>
<td>Year</td>
<td>Program Name</td>
<td>Description</td>
<td>Funding</td>
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<tr>
<td>Project Exploration</td>
<td>Gabrielle Lyon</td>
<td>2003</td>
<td>Dinosaur Expedition '03</td>
<td>Students will be directly exposed to the researchers, scientists, engineers, and ship personnel involved in the expedition. Further, each of the 3,000 students will strengthen their connection to the expedition by creating Web sites and teleconferences with other Boys &amp; Girls Clubs. This project is intended as a replicable model for delivering educational content outside of the classroom.</td>
<td>$30,000</td>
</tr>
<tr>
<td>United Nations Association of the United States of America</td>
<td>Ms. Lucia Rodriguez</td>
<td>2003</td>
<td>Global Classrooms</td>
<td>The project will support the development and launch of an Internet initiative that will follow Dr. Paul Sereno's upcoming expedition to the Sahara in search of the fossils of Africa's last surviving dinosaurs. Another outcome will be to raise awareness of the issues facing Niger and preservation and conservation of its unique fossils and fossil patrimony. The yearlong project will begin with an online expedition and conclude with students visiting the Dinosaur Lab at the University of Chicago when the fossils arrive from the field. Anticipated is 250,000 visitors to the Web site. The project will provide for two professional development workshops for 30 Illinois educators and enable 900 Illinois students to correspond directly with the expedition team while they are in the field.</td>
<td>$240,900</td>
</tr>
<tr>
<td>Yosemite National Institutes GGNRA Building #1055</td>
<td>Dan Flanagan</td>
<td>2003</td>
<td>Sustainable Solutions: Providing Geographic-Based Educational</td>
<td>This project will provide scholarship assistance to 1,680 underserved youth and educators to attend Yosemite National Institutes (YNI) field science and training programs, develop and improve evaluation tools to better understand the impact of these programs, and promote visibility of the partnership between YNI and the Society and the importance of place-based education in general. Classroom visits, institutes of up to five days</td>
<td>$150,000</td>
</tr>
</tbody>
</table>
In a park, and follow-up support will create educational experiences for K-12 students that combine experiential learning, scientific inquiry, and the outdoors. Professional development in the form of two week-long summer trainings will provide educators with new expertise and curricula to integrate environmental themes and project-based learning into their core classroom instruction.

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Recipient</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGBH Educational Foundation 125</td>
<td>Mr. LaRussa Ron</td>
<td>$60,000</td>
</tr>
<tr>
<td>National Geographic Presents &quot;Fin, Fur and Feather Bureau of Investigation&quot;</td>
<td></td>
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<tr>
<td>International Missions</td>
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<tr>
<td>WGBH will create 12 FFFBI (Fin, Fur and Feather Bureau of Investigation) online interactive geography adventures that will engage kids ages 8-14 to solve international mysteries and to discover the world around them.</td>
<td></td>
<td>$60,000</td>
</tr>
<tr>
<td>Youth Radio 1809</td>
<td>Ms. Rebecca Martin</td>
<td>$100,000</td>
</tr>
<tr>
<td>University Avenue</td>
<td></td>
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<tr>
<td>Berkeley, CA 94703</td>
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<tr>
<td>National Geographic will support the Youth Radio International Network, which will create content on international issues and provide training for teenagers around the world to think globally, express themselves, and connect with others. Youth Radio will develop a minimum of 40 stories on cultural, geographic, and educational perspectives for broadcast on radio, television, and Web outlets including National Public Radio, PBS, MTV, CNN, PRI, and Pacifica Network News.</td>
<td></td>
<td>$100,000</td>
</tr>
</tbody>
</table>

**Total Discretionary Venture Fund Grants**: $955,000
## Grants From Endowed Funds
### Year 2003

<table>
<thead>
<tr>
<th>Organization</th>
<th>Primary Contact</th>
<th>ID</th>
<th>Project Title</th>
<th>Project Description</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cal-Wood Education Center</td>
<td>Mr. Steve Cohen</td>
<td>0040</td>
<td>Colorado Geography Teacher Workshop</td>
<td>The grant will fund a hands-on weekend workshop in the fall of 2003, to be offered to 30 Colorado teachers in grades 4-8. A follow-up one-day session in spring 2004 will also be conducted. The goal of this project is to empower classroom teachers to more effectively teach geography curriculum based on the National Geography Standards.</td>
<td>$5,700</td>
</tr>
<tr>
<td>Canadian Council for Geographic Education</td>
<td>Louise Maffett</td>
<td>0051</td>
<td>Canadian Geographic Literacy Award 2003</td>
<td>Support for the Canadian Council for Geographic Education (CCGE) annual &quot;Canadian Geographic Literacy Award,&quot; initiated in 2000 to honor and recognize individual effort in the development, enhancement, and promotion of geographic literacy in Canadian education. The award is promoted through nominations and the selection is made by the CCGE Executive Director in September of each year. This year's award will be presented to the recipient shortly thereafter on a suitable occasion.</td>
<td>$5,000</td>
</tr>
<tr>
<td>Canadian Council for Geographic Education</td>
<td>Louise Maffett</td>
<td>0052</td>
<td>Map-Based Lesson Plans in Support of the Canadian National Standards for Geography</td>
<td>The Canadian Council for Geographic Education (CCGE) and the Atlas of Canada will collaborate on a project to include 39 classroom lesson plans (created for each of three grade bands and addressing each of 13 Canadian provinces and territories). The lessons will use online maps from the Atlas of Canada and will demonstrate the application of the Canadian National Standards for Geography in the classroom. The lesson plans will be posted on the bilingual (French and English) Web sites of both the CCGE and the Atlas of Canada in the fall of 2003.</td>
<td>$12,000</td>
</tr>
<tr>
<td>Canadian Council for Geographic Education</td>
<td>Louise Maffett</td>
<td>0053</td>
<td>Geographic Education Research Scholarship</td>
<td>The Canadian Council for Geographic Education (CCGE) will offer a research scholarship to a Masters or Ph.D. student in a Canadian University Faculty of Education or Department of Geography to conduct research into the state of geographic education in Canada.</td>
<td>$3,300</td>
</tr>
<tr>
<td>Organization</td>
<td>Contact Person</td>
<td>Amount</td>
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<tr>
<td>Colorado Geographic Alliance University of Denver Center for Teaching International Relations</td>
<td>Dr. Mark Montgomery</td>
<td>$45,000</td>
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<tr>
<td>Connecticut Geographic Alliance Department of Geography</td>
<td>Thomas R. Lewis, Ph.D.</td>
<td>$63,080</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Connecticut Unit 4148, 215 Glenbrook Road, Room 421 Storrs, CT 06269-4148</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Croft Institute for International Studies</td>
<td>Mr. Michael F. Metcalf</td>
<td>$39,750</td>
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<td></td>
</tr>
<tr>
<td>P.O. Box 158, University, MS 38677-0158</td>
<td></td>
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</tr>
<tr>
<td>Croft Institute for International Studies</td>
<td>Mr. Michael F. Metcalf</td>
<td>2004 World Affairs Challenge in Mississippi</td>
<td>The 2004 World Affairs Challenge will focus on the situation of children around the world. Twenty school teams from the Mississippi Delta—with one teacher and nine students in each team—will be recruited and mentored, and the cost of their participation covered by the grant. The grant will provide seed funding for future years.</td>
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<tr>
<td>District of Columbia Geographic Alliance</td>
<td>Gwendolyn H. Faulkner</td>
<td>2003/2004 Geography Education Fund Payout</td>
<td>The District of Columbia Geographic Alliance (DCGA) is an organization of more than 100 educators committed to supporting teachers in improving academic achievement and &quot;Leaving No Child Behind.&quot; The plan focuses on four major areas: 1) professional development for teachers, 2) experiential learning for students, 3) curriculum development, and 4) creating partnerships with outside groups or agencies that share the same goals. Reach: 300 educators on the alliance newsletter list, as well as 320 teachers and 8,300 students, will be reached in 2003-2004 programs. Impact: Teachers and disadvantaged students will benefit from multiple alliance programs. Educators will be better able to teach geography in ongoing and expanded programs. The Chesapeake Classrooms project will expand students' knowledge of environmental problems in their immediate area. Visibility: The D.C. alliance is unique in that it is housed at National Geographic Society headquarters. Many activities will be covered through the Society's media outlets, which will lead to coverage by local and national media. Alliance programs will be publicized through local media such as television channels 28, 16, and 8.</td>
<td></td>
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<tr>
<td>Geographic Alliance of Iowa University of Northern Iowa</td>
<td>Kay E. Weller, Ph.D.</td>
<td>2003/2004 Geography Education Fund Payout</td>
<td>One way this project will enhance professional development is through a winter workshop focusing on India. The plan also provides for continuing the printed alliance newsletter and expanding the alliance Web site; and continued support of a geography strand at meetings of the Iowa Council of the Social Studies and the National Council for Geographic Education (NCGE). Reach: 2,325 educators on the alliance newsletter and/or Web site lists, as well as 190 teachers and 4,750 students, will be reached in 2003-2004 programs. Impact: The $58,000 Department of Education Fulbright-Hays grant on India will greatly expand teachers' knowledge; those teachers will develop geography standards-based curricular materials, which will be disseminated statewide. Visibility: Visibility will be generated by the India workshop through presentations at the meetings of the Iowa Council for the Social Studies and NCGE. The alliance will work with the Independent Broadcasters Association on a Ganges River Project, should it be funded.</td>
<td></td>
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<tr>
<td>Organization</td>
<td>Principal Investigator</td>
<td>Project/Program Name</td>
<td>Description</td>
<td>Amount</td>
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<tr>
<td>East Central University Department of Cartography &amp; Geography Ada, OK 74820</td>
<td>Dr. Gregory Plumb 0031</td>
<td>Web Atlas of Oklahoma</td>
<td>This project proposes to create a new thematic online atlas of Oklahoma. The most recent atlases of the state are either out of print or out-of-date. With the recent issuance of Census 2000 data, the time is right to produce a new atlas. Utilizing a Web format, rather than publishing a printed product, will give the public greater access to the atlas.</td>
<td></td>
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</tr>
<tr>
<td>Geography Educators' Network of Indiana IUPUI-CA #345 425 University Boulevard Indianapolis, IN 46202-5140</td>
<td>Kathleen Lamb Kozenski 0467</td>
<td>2003/2004 Geography Education Program Plan</td>
<td>Through the NGS Development Office, the Lilly Endowment granted $500,000 to the National Geographic Society in December 1999 for the purpose of strengthening geography education in Indiana. In a signed contract with NGS, Lilly restricted the use of its grant to five annual $100,000 installment payments to the Geography Educators' Network of Indiana for programs. In response to the $500,000 Lilly contribution, senior management agreed that in each of the same five years the Education Foundation would allocate $50,000 into the restricted fund for Indiana and would request matching funds from the NGS Board of Trustees. In each of these five years, therefore, $100,000 goes to develop an Indiana Geography Education Fund even as the alliance receives $100,000 in annual operating grants.</td>
<td>$100,000</td>
<td></td>
</tr>
<tr>
<td>Geography Educators' Network of Indiana IUPUI-CA #345 425 University Boulevard Indianapolis, IN 46202-5140</td>
<td>Dr. Roger Jenkinson 0024</td>
<td>2002/2003 Geography Education Endowment Fund</td>
<td>The Illinois Geographic Alliance will support a number of projects critical to its mission, including maintaining a central office operation and staff; conducting outreach activities such as Geography Action! and the National Geographic Bee; and overseeing the alliance newsletter, Web site, and listserves. Funding will also be used for professional development including supporting teachers to travel to professional meetings and give in-service and preservice workshops. Reach: 6,133 educators on the alliance newsletter and/or Web site lists, as well as 936 teachers and 23,400 students, will be reached in 2003-2004 programs. Impact: By linking to other disciplines as follow-up to Teaching Geography Through Literature workshops (funded by a</td>
<td>$100,000</td>
<td></td>
</tr>
<tr>
<td>Illinois Geographic Alliance Illinois State University Curriculum and Instruction Campus Box 5330 Normal, IL 61790-5330</td>
<td>Darrell P. Kruger 0236</td>
<td>Program Plan for 2003/2004 Geography Education Fund Payout</td>
<td></td>
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</tbody>
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Exhibit B
Page 32 of 70
<table>
<thead>
<tr>
<th>Illinois Geographic Alliance Illinois State University Curriculum and Instruction Campus Box 5330 Normal, IL 61790-5330</th>
<th>Darrell P. Kruger, Ph.D.</th>
<th>2003 0232</th>
<th>Program Plan for 2003/2004 Geography Education Fund Payout</th>
<th>Grosvenor Grant), participants will be better able to integrate geography and expand students' knowledge through stronger writing skills. Visibility: Local National Public Radio affiliates and/or local television networks will publicize Geography Awareness Week. The alliance will also provide information to the Chicago Tribune and other daily newspapers.</th>
<th>$29,549</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gilbert M. Grosvenor Center for Geographic Education Texas State University 601 University Drive San Marcos, TX 78666</td>
<td>Richard G. Boehm, Ph.D.</td>
<td>2003 0521</td>
<td>Geography from the Outside In: A Field-Based Workshop for Underrepresented Students</td>
<td>The endowment fund payout will be used for two purposes: 1) to fund workshops and publicity associated with the NGS Lecture Series in Chicago, and 2) to fund worthy proposals of between $3,000 to $5,000 from teachers and educational agencies in Chicago. Reach: 145 teachers and 3,625 students will be reached in 2003-2004 programs. Impact: NGS-sponsored lectures expand the geographic knowledge of urban Chicago students. A small grants program brings funds into Chicago classrooms for geography related projects. Visibility: There is a strong link to the NGS Lecture Series. The Field Museum advertises teacher workshops tied to lecture topics. The Chicago Public School system supplies free mailing labels and envelopes for publicity as well as offering use of its interschool mailing system.</td>
<td>$35,933</td>
</tr>
<tr>
<td>Kansas Geographic Alliance Fort Hays State University, Dept. of Geosciences 600 Park Street Hays, KS 67601</td>
<td>John Heinrichs, Ph.D.</td>
<td>2003 0238</td>
<td>Program Plan for 2003/2004 Geography Education Fund Payout</td>
<td>The Kansas Geographic Alliance will conduct programs supporting geography education throughout the state. Proposed activities include professional development, curriculum development and distribution, outreach, fundraising, and alliance administration. Alliance efforts will be leveraged through improving teacher quality, partnerships with other organizations, developing new funding sources, and in-kind support. Reach: 1,145 educators on the alliance newsletter and/or Web site lists, as well as 200 teachers and 5,600 students, will be reached in 2003-2004 programs. Impact: Teachers will learn how to become strong grant writers and raise funds for classroom activities. The purchase of additional geography materials will expand students'</td>
<td>$24,768</td>
</tr>
</tbody>
</table>
### Golden Pioneer Explore History Through Human Geography

- **Project:** Develop three exhibit areas focusing on Native Americans, early explorers, and settlement of the Golden region. Funds will be used to update museum tours and develop a new classroom education program.
- **Funding:** $2,600

### Michigan Geographic Education Program Plan

- **Activities:** Support central office, training, in-service workshops, Michigan World project, and provide matching support for the next externally funded project.
- **Reach:** 8,400 educators, 1,670 teachers, and 41,750 students.
- **Funding:** $52,530

### Minnesota Alliance for Geographic Education

- **Proposal:** Yearlong high school geography course required for graduation from public schools in Minnesota. The proposal outlines activities for the first year of a five-year plan.
- **Reach:** 2,200 educators, 481 teachers, and 11,650 students.
- **Funding:** $49,335
has mandated a new set of high school graduation requirements, which includes a full year of geography. MAGE will offer a reading and geography institute and various workshops in support of this requirement, in which critical thinking and reading skills are a major focus. In addition, a Scholar of Distinction program will take place involving the administration of a test and evaluation of performance. Visibility: MAGE continues to work closely with the state K-12 education department. Programs in Advanced Placement human geography and a summer institute focused on the No Child Left Behind Act will keep alliance programs in the forefront of national attention. A project funded by the National Endowment for the Humanities is designed to improve social studies and history instruction.

<table>
<thead>
<tr>
<th>Hawaii Geographic Alliance Department of Geography</th>
<th>Matthew McGranaghan, Ph.D.</th>
<th>Program Plan for 2003/2004 Geography Education Fund Payout</th>
<th>The project includes funding for teacher education: 1) workshops on Geography Action! 2003: Habitats, 2) a workshop focused on integrating geography with reading and writing, and 3) support for teachers to travel to professional meetings and give workshops. The alliance will also supplement the Hawaii Geographic Bee. Reach: 1,500 educators on the alliance newsletter and/or Web site lists, as well as 210 teachers and 9,800 students, will be reached in 2003-2004 programs. Impact: Geography Action! workshops and field studies throughout the state will allow teachers and students to understand and appreciate various habitats firsthand. The end result of &quot;Thinking Maps&quot; workshops will be that students will expand their reading comprehension skills and develop new writing strategies. Visibility: The alliance Web site, one of the most popular in the Geographic Alliance Network, will be frequently updated. The Education Director of the Honolulu Advertiser, a newspaper, has a strong interest in the alliance and frequently asks for material.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryland Geographic Alliance</td>
<td>Sari J. Bennett, Ph.D.</td>
<td>Program Plan for 2003/2004 Geography Education Fund Payout</td>
<td>The primary focus of this plan is for the Maryland Geographic Alliance (MGA) to provide professional-development programs for K-8 teachers in implementing the state's new voluntary curriculum. The project also provides professional-development programs for teachers linked to the state's testing program. Reach: 3,100 educators on the alliance newsletter list, as well as 1,290 teachers and 5,050 students, will be reached</td>
</tr>
<tr>
<td>Maryland, Baltimore County Department</td>
<td>Mr. Sterling O. Thomas</td>
<td>Program Plan for 2003/2004 Geography Education Fund Payout</td>
<td>The Built for Comfort project focuses on how climate and geography have affected Mississippians throughout history and compares modern methods of responding to climate with those of the 19th century. The program includes classroom activities, a classroom kit, and a visit to the Manship House Museum.</td>
</tr>
</tbody>
</table>
## National Geographic Society

**Washington, DC**

EIN #53-0193519

2003 Return - Form 990

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact Person</th>
<th>Year</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle Baltimore Alliance</td>
<td>Mr. Bob Kochtitzky</td>
<td>2003</td>
<td>Implementing the Our World Discovery Program through its use of specialized hands-on activities, the Our World Discovery Program has been shown to improve student behavior, as well as interest in and academic performance in Earth and social sciences. By implementing the project in Mississippi, the Network hopes to further justify this program as a tool to revitalize struggling schools and their surrounding communities.</td>
</tr>
<tr>
<td>Mississippi 2020 Network, Inc.</td>
<td>Dr. Rebecca Scott</td>
<td>2003</td>
<td>Support Our Schools (SOS) Geography Fund to provide two types of support: 1) Pay for substitute teachers so that educators in rural schools can attend State Department of Education/OKAGE (Oklahoma Alliance for Geographic Education) geography training institutes, or provide a stipend for attending weekend workshops; and 2) Initiate a mentorship program for schools whose teachers attended the institutes and that request additional assistance with geography education. The SOS Geography Fund will pay an honorarium for OKAGE teacher-consultants to work with interested schools, so schools will commiserate no expense for this service.</td>
</tr>
<tr>
<td>Oklahoma Alliance for Geographic Education</td>
<td>Dr. Rebecca Scott</td>
<td>2003</td>
<td>Centennial of Flight Project activities to complement the poster. It would also highlight different groups connected with space education in Oklahoma and correlate with state and national activities scheduled for 2003.</td>
</tr>
<tr>
<td>Oklahoma Alliance for Geographic Education</td>
<td>Dr. Rebecca Scott</td>
<td>2003</td>
<td>Oklahoma Geography Foundations Kit will be modeled after the discontinued book.</td>
</tr>
</tbody>
</table>

Exhibit B

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<table>
<thead>
<tr>
<th>Grant Recipient</th>
<th>Contact Person</th>
<th>Code</th>
<th>Activity</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Geographic Society</td>
<td>Scott</td>
<td>0027</td>
<td>Tool Kit for Teaching Geography, Grades 3-8</td>
<td></td>
</tr>
<tr>
<td>Oklahoma Alliance for Geographic Education</td>
<td>Ms. Brooke Barnett</td>
<td>0026</td>
<td>Six Essential Elements Poster &amp; Activities Guide</td>
<td>$5,963</td>
</tr>
<tr>
<td>Oklahoma Alliance for Geographic Education</td>
<td>Jayne Marley</td>
<td>0025</td>
<td>We've Always Looked Up</td>
<td>$20,000</td>
</tr>
<tr>
<td>Mississippi College</td>
<td></td>
<td></td>
<td>PreService Geography Conference</td>
<td>$16,670</td>
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<tr>
<td>Mountain Studies Institute</td>
<td>Ellen Stein</td>
<td>0444</td>
<td>Exploring Our Living</td>
<td>$10,000</td>
</tr>
<tr>
<td>Location</td>
<td>Sponsor</td>
<td>Project Name</td>
<td>Description</td>
<td>Amount</td>
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<tr>
<td>426 Silverton, CO 81433</td>
<td>Mountain Laboratory: Geography Education in Colorado's San Juan Mountains</td>
<td>is an innovative approach the institute developed to increase teacher and student awareness of the study of mountain peoples and environments, and of their interactions.</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Texas A&amp;M University 213 Coke Building 1260 TAMU College Station, TX 77843-1260</td>
<td>Linking Early U.S. History to World Geography Studies</td>
<td>The project is designed to address the Texas assessment requirement that early US history be taught in the 8th grade and tested statewide in the 10th grade. At grades 9 and 10 students may take world history or world geography studies. The project will produce a curriculum guide and lesson plans for teachers of World Geography Studies to integrate some early US history to better prepare the students for the 10th grade tests. Project will include a one day workshop for 200 teachers with back up support and dissemination of materials online. Teachers participating in the statewide workshop will be expected to conduct workshops for an additional 1000 teachers in their home school districts.</td>
<td>$54,187</td>
<td></td>
</tr>
<tr>
<td>Texas Alliance for Geographic Education Texas State University 601 University Drive San Marcos, TX 78666</td>
<td>The Geographic Road to Success: GIS Training for Teachers and Students</td>
<td>The project will be carried on in collaboration with a Dallas high school that has integrated geography technology into its curriculum. Students at the school have assisted the police in mapping crime activities and have aided in local emergency response planning for the Homeland Security Agency. Up to 60 student/teacher teams will participate in a two day workshop held in conjunction with an annual conference on Geo Technology hosted by the high school. The student/teacher teams will receive special instruction in the use of GIS technology and special software for use in their home schools. In addition the teachers will be integrated into an ongoing support group for Texas teachers applying GIS technology in their classrooms.</td>
<td>$9,880</td>
<td></td>
</tr>
<tr>
<td>Royal Canadian Geographical Society 39 McArthur Avenue Ottawa, Ontario K1L 8L7 Canada</td>
<td>2002/2003 Programs of the Canadian Council for Geographic Education</td>
<td>The grant funds support for the core programs of the Canadian Council for Geographic Education, including operation of the Great Canadian Geography Challenge (Canada's Geographic Bee), summer training institutes for teachers, online education outreach, communication to CCGE membership, and implementation of the new national geography education standards for Canada.</td>
<td>$36,450</td>
<td></td>
</tr>
<tr>
<td>Tennessee</td>
<td>Program Plan</td>
<td>Funding from the endowment will enable the Tennessee Geographic Alliance to</td>
<td>$31,392</td>
<td></td>
</tr>
<tr>
<td>Geographic Alliance</td>
<td>Butefish</td>
<td>0242</td>
<td>for 2003/2004 Geography Education Fund Payout</td>
<td>continue operation and focus programs on the Highly Qualified Teacher in Every Classroom by 2005/No Child Left Behind endorsement and certification requirements, as well as programs on technology and population. It will also allow the alliance to successfully pursue external funding from sources such as the National Endowment for the Humanities. Reach: 4,850 educators on the alliance newsletter and/or Web site lists, as well as 2,525 teachers and 84,675 students, will be reached in 2003-2004 programs. Impact: Teachers in all alliance workshops will complete survey measurements. A population workshop, as mandated by the Tennessee Fund, will expand teacher/student knowledge on this important issue. Visibility: Successful programs will be highlighted in the University of Tennessee campus newspaper as well as the Knoxville News-Sentinel and the Winston-Salem Journal.</td>
</tr>
<tr>
<td>University of Northern Colorado</td>
<td>Phil Klein</td>
<td>2003 0044</td>
<td>Map Resources for the Historical Geography of Colorado</td>
<td>The grant will fund the creation of five instructional units, for elementary and middle grades, that explore Colorado's historical geography. This project will incorporate standards-based geography content and geographic information systems (GIS) mapping technology. Units will cover Colorado's physical geography and historical changes in its population, transportation, and natural resources. The materials will be disseminated to Colorado teachers on CD-ROM and via the Web. Students and teachers will interact with a GIS database to make maps. Also provided will be maps and links to other materials to support inquiry activities based on these mapping resources. $26,929</td>
</tr>
<tr>
<td>Virginia Geographic Alliance</td>
<td>Joseph Enedy, Ph.D.</td>
<td>2003 0243</td>
<td>Program Plan for 2003/2004 Geography Education Fund Payout</td>
<td>The Virginia Geographic Alliance addresses three areas for support in the 2003-2004 plan year. First, the five regional coordinators and state coordinators will continue with a small operational budget for their respective programs. Second, the alliance will sponsor the continuation of workshops to promote the Virginia Atlas. Third, proposals will be solicited to conduct a World Geography Institute for teachers. Reach: 1,245 educators on the alliance newsletter and/or Web site lists, as well as 435 teachers and 10,875 students, will be reached in 2003-2004 programs. Impact: The alliance will continue to expand its training in the use of the revised Atlas of Virginia and CD. Previously the product has enjoyed support from Grosvenor Grants and from the state Department of Education. Plans are set to train all fourth-grade teachers and students across the state in the use of these successful products and expand their knowledge in the Virginia Studies curriculum. Visibility: Atlases and CDs have been distributed, in person, by alliance coordinators and teacher-consultants by trucking, moving, and direct delivery—not via U.S. mail. These personal deliveries have expanded the visual</td>
</tr>
</tbody>
</table>

2003 Return - Form 990
<table>
<thead>
<tr>
<th>Host Organization</th>
<th>Contact Person</th>
<th>Year/Project</th>
<th>Project Description</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Education in Law and Democracy</td>
<td>Ms. Jackie Johnson</td>
<td>2003</td>
<td>Latitudes and Attitudes: Professional Development in Geography for Teachers of Civics and Government</td>
<td>$5,000</td>
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<td>A professional development opportunity to enhance Colorado teachers' understanding of key political geography concepts and methodology will be offered in a series of four breakout sessions during the 19th annual Educating for Citizenship conference, in December 2003. A total of 350 participants, mostly secondary government teachers, can select from 20 concurrent sessions. Funds will be used for materials development, release time, scholar honoraria, personnel, and some conference expenses.</td>
<td></td>
</tr>
<tr>
<td>Center for Teaching International Relations, University of Denver</td>
<td>Mark A. Montgomery, Ph.D.</td>
<td>2003</td>
<td>A Replicable Model for Designing and Teaching a Student-Centered, Standards-Aligned World Geography Class</td>
<td>$22,890</td>
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<td></td>
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<td>The project will create intensive professional training for secondary world geography teachers in Denver Public Schools and in the Adams 14 School District (Commerce City), enabling them to develop a coherent, comprehensive geography course based primarily on Colorado model content standards in geography and the &quot;big ideas&quot; of the discipline. The teachers will learn the basics of designing standards-based units, of creating authentic geography assessments, and of designing lessons that link to reading and writing. Organized follow-up will be provided to support the teachers during the implementation of their geography course.</td>
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</tr>
<tr>
<td>Colorado Springs District 11</td>
<td>Ms. Peggy Alt Off</td>
<td>2003</td>
<td>Geography Instruction and Assessment: Mirror Images</td>
<td>$16,136</td>
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<td>Middle and high school assessments will be implemented in the Colorado Springs school district in the next two years. The funding will allow 32 middle and high school teachers to be trained in geography content, creating a standards-based lesson format, and writing assessment items. Teachers will write lessons with assessments, which will be distributed throughout District 11 and by the Colorado Geographic Alliance (COGA) network.</td>
<td></td>
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<tr>
<td>GeoTrips Teacher Grants</td>
<td>various</td>
<td>2003</td>
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<td>$10,950</td>
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<td>In partnership with the National Geographic Channel, teachers are given grants for local, geography-focused field trips for their students.</td>
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<tr>
<td>Indiana State Geographic Alliance</td>
<td>various</td>
<td>2003</td>
<td></td>
<td>$100,000</td>
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<td>National Geographic granted $100,000 to the Indiana state geographic alliance for the purpose of &quot;strengthening geography education in Indiana.&quot;</td>
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</tr>
<tr>
<td>Wyoming</td>
<td>William J.</td>
<td>2003</td>
<td>Program Plan</td>
<td>$45,143</td>
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<td></td>
<td></td>
<td></td>
<td>The alliance will emphasize professional development and curriculum enhancement. It...</td>
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</tbody>
</table>
will host a summer institute on integrating literacy and geography, as well as a series of mini-workshops on GIS, GPS, and habitats—the Geography Action! 2003 theme. Curriculum development will focus on fourth- and eighth-grade studies of community-based learning, a literacy program, and a program integrating geography and foreign language for K-2 teachers. Emphasis will be given to outreach and searching for outside funding sources. Reach: 1,330 educators on the alliance newsletter and/or Web site lists, as well as 1,617 teachers and 33,440 students, will be reached in 2003-2004 programs. Impact: Alliance workshops will enhance skills in GIS and GPS. Students will become aware of a geographic sense of place through exploring habitats. Integration of geography and foreign language will expand students' knowledge of the world. Visibility: The alliance works closely with the university's Public Relations Office. Items of interest are released monthly to the news service and local radio stations, as well as to the PBS station at the university. The alliance will continue to have a presence at the Wyoming Interdisciplinary Conference and the Wyoming School Improvement Conference.

### Rural Teacher Grants/Linda Grable-Curtis Fund

<table>
<thead>
<tr>
<th>Organization</th>
<th>Primary Contact</th>
<th>ID</th>
<th>Project Title</th>
<th>Project Description</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bear Lake Middle School</td>
<td>Marcia W. Wilson</td>
<td>2003-0249</td>
<td>Wildlife Observation Trail</td>
<td>Bear Lake National Wildlife Refuge has created a new observation trail, and needs interpretive signs to inform students, community members, and visitors of the diverse habitat and habitat management practices at the refuge. Bear Lake students will assist the refuge manager in creating appropriate wording on the signs. Students will also develop survey flyers to distribute to visitors who access the observation trail. Reach: Some 300 students and 15 teachers will help prepare signs and flyers. All local elementary and middle schools—a population of some 1,000 students and 50 teachers—will be invited to the new trail. Impact: The new observation trail is expected to raise the number of visitors to the refuge, which will be more accessible. The student-generated signs and flyers will enhance visitors' educational experience at the refuge. Approximately 300 students will</td>
<td>$500</td>
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<tr>
<td>Location</td>
<td>Contact</td>
<td>Year</td>
<td>Program/Grant</td>
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<tr>
<td>Bear Lake School</td>
<td>Sheri Bickel</td>
<td>2003</td>
<td>Pledge to Be a Habitat Hero on the National Geographic Web site. Visibility: Bear Lake School will send press releases to local newspapers, and coverage is anticipated. Students' work will be highlighted on the Utah State University Web site. Numerous groups support the project: the Audubon Society, Bear Lake National Wildlife Refuge, Bear Lake Regional Commission, Bear Lake School District, the Idaho Department of Fish and Game, the local Lions Club, Living Independently for Everyone, Inc., PacifiCorp, the U.S. Fish and Wildlife Service, and local newspapers and television. It is anticipated that this project and/or the school will be mentioned on the Bear Lake refuge Web site.</td>
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<tr>
<td>Berryville Upper Elementary</td>
<td>Sheri Bickel</td>
<td>2003</td>
<td>This project will provide a workshop for some 50 teachers, who will, in turn, implement Geography Action! programs in their schools. It will also fund hands-on activities for students in Berryville Upper Elementary School as part of its annual Geography Action! celebration. Activities may include hands-on fieldwork in Bear Hollow, Ozark Natural Science Center; water quality testing; and volunteering at the Buffalo National River on National Public Lands Day. Reach: Approximately 50 teachers will attend the workshop. Teachers are expected to implement Geography Action! activities in their school districts, which would result in reaching some 150 additional teachers and nearly 3,000 students. Impact: Many school districts will learn about and celebrate Geography Action! As a result of teachers' learning and practicing effective strategies for teaching lessons on habitats, students will learn to identify trees, rocks, birds, insects, and flowers in their region and will conduct water quality testing. More than 1,250 students will pledge to Be a Habitat Hero on the National Geographic Web site. Visibility: During Geography Awareness Week, students and community members will wear ribbons celebrating habitats, the Geography Action! 2003 theme. In addition, members of the Science Club will volunteer at the Buffalo River National Park as a service project on National Public Lands Day. Local media will be notified of projects and invited to major events.</td>
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<td>P.O. Box 408</td>
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<td>215 Ferguson Street</td>
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<td>Berryville, AR 72616</td>
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</table>
| Dilworth-Glyndon-Felton Jr. High School | Kerri S.W. Westgard | 2003 | This grant will fund a field trip that explores the pothole prairie habitat. Students will demonstrate the use of field-mapping techniques by creating maps, describe the benefits of GPS and GIS technologies, and predict where people, plants, and animals live by interpreting maps. Students will also identify ways humans have impacted the prairie, define the role of fire in a prairie, describe the differences between prescribed burns and wildfires, and list adaptations of prairie plants and animals. Reach: Approximately 100 students, 5 teachers, and 7 adults will visit the Prairie Wetlands Learning Center, situated in prairie pothole habitat. Impact: Students will demonstrate increased awareness of the pothole prairie habitat. In addition, students will successfully complete maps of the prairie using GIS and GPS technologies. Finally, students will gain an understanding of
| 108 North Westgard             |                |      |                                                                               |
| Dilworth, MN 56529             |                |      |                                                                               |
|                                |                |      |                                                                               |

Exhibit B
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how humans impact the prairie. Some 100 students are expected to pledge to Be a Habitat Hero on the National Geographic Web site. Visibility: Students will write a newspaper article for local newspapers about their field experience or create an informative poster for local businesses.

The goal of this project is to instill in students the desire to protect wild places, whether they are in students' backyard or in the wilderness. The grant will fund a series of field trips and eight battery-operated data collectors, which students will use to test and monitor ecological features. Students will take weekly field trips to a nearby grassland steppe to study and monitor vegetation and wildlife. They will document noxious weeds and explore how to control or manage the weeds. Data collected will include plant growth, weather conditions, and animal activity. Students will report their findings at the end of the project. The project will help students realize the extent of habitat reduction and learn why adequate space is critical to wildlife. Reach: Approximately 225 seventh-graders and 2 teachers Impact: Students will learn to use battery-operated data collectors in the field to monitor, graph and analyze data such as temperature, light intensity, and humidity, to determine the ecological health of Modie Park, a local grassland steppe habitat. They will compile and record these data in a journal, and present their findings to other students. The project will result in students' knowing and understanding the changes that occur in the meaning, use, distribution, and importance of resources. All 225 students will pledge to Be a Habitat Hero on the National Geographic Web site. Visibility: Students will work directly with the Idaho Department of Fish and Game to learn about their role as managers of this habitat. The Bureau of Land Management will work with students to set up their studies, transects, and assessments. Local media will be notified of projects and invited to major events.

This grant will allow students to have three field experiences that will enrich their learning. In class, students will study the adaptations and interactions of plants and animals, biomes, and how people should care for habitats, all part of the California state life science curriculum. Two field experiences will be from Zoo-to-You, an organization that rescues injured or mistreated exotic animals, in which students will learn about animals of the rain forest and North America. Students will also take a field excursion to the Rancho Guadalupe Dunes Preserve. Reach: Nearly 100 fourth-grade students and 4 teachers will benefit from this project. Impact: This grant will fund field experiences that will enhance students' understanding of state standards-based life science curriculum. The field experiences will also enhance students' understanding of key habitat concepts, including the importance of restoring and preserving habitats, the theme of Geography Action! 2003. Some 100 students will pledge to Be a Habitat Hero on the National Geographic Web site. Visibility: The grant will enable students to work closely with the preserve, and develop a
<table>
<thead>
<tr>
<th>School</th>
<th>Contact</th>
<th>Project</th>
<th>Description</th>
<th>Reach</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelley High School</td>
<td>H. Michael Winston</td>
<td>War on Weeds (Phase II)</td>
<td>Through the War on Weeds project, ninth-grade students will confront noxious weeds by developing 1) additional uses for the weeds, 2) environmentally friendly methods for weed control, and 3) related products that can be marketed. Students will experiment to determine whether or not concoctions from noxious weeds have any effect on identified local pests. They will conduct a study to determine if Shetland or Cotswold sheep can be effective for weed control. In addition, they will develop related products (e.g., spinning and weaving products out of goat/sheep fleece). Reach: It is anticipated that more than 200 students and 10 teachers will be involved. Impact: Students will actively address a real-world problem in their community: noxious weeds. The experiments will benefit local growers and ranchers, for whom these weeds are an issue. More than 200 students are expected to pledge to Be a Habitat Hero on the National Geographic Web site. Visibility: The War on Weeds project will be included on the school Web site. Students will present their findings to local ranchers and growers. Students will work to get their results published in local newspapers and newsletters. An old-fashioned general store, which the community is building, will market products that students generate.</td>
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<tr>
<td>Stillwater Montessori School</td>
<td>Joanne DeFilipp</td>
<td>Empowering Students as Habitat Heroes</td>
<td>Students will attend a Project WILD school site workshop to gain the tools, skills and knowledge necessary to be Habitat Heroes, a National Geographic Society initiative. They will apply this knowledge to 1) help restore an existing wildlife garden in the community, 2) create a new wildlife habitat—a butterfly garden—at the school, 3) volunteer at a local wildlife refuge on National Public Lands Day (September 20, 2003) and 4) pledge to Be a Habitat Hero on the National Geographic Web site. Reach: 20 or more students and 5 staff will attend the Project WILD workshop. Some 70 students and 9 staff will create the school's new butterfly garden. It is expected that more than 200 teachers and their respective students will be reached as a result of this project. Impact: Students will refurbish the community garden for its upcoming 10-year anniversary celebration. During the celebration, students will give tours and hand out literature (including the NGKids/Education Foundation poster on habitats encouraging kids to Be a Habitat Hero). Students will also create a permanent butterfly garden at their school. Visibility: Students will write articles about their projects for local newspapers and present their projects to local or civic organizations. National, state, and local dignitaries and the public will be invited to the community garden anniversary. Stillwater students and their families will be invited to volunteer at a local wildlife refuge on National Public Lands Day; other schools will be invited, as well. At all events, students will hand out hand out the NGKids/ Education Foundation poster on habitats encouraging kids to Be a</td>
<td>$500</td>
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</table>
Exhibit B

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<table>
<thead>
<tr>
<th>West Elementary</th>
<th>Kay Todd</th>
<th>2003</th>
<th>Outdoor Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 20th Street</td>
<td>0246</td>
<td></td>
<td></td>
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<tr>
<td>Wheatland, WY 82201</td>
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</table>

Habitat Hero. More than 70 students are expected to pledge to Be a Habitat Hero on the National Geographic Web site. Through these projects, the Bangor Daily News Newspaper in Education coverage of habitats, and workshops given by the Maine Geographic Alliance, it is expected that over 200 teachers and their respective students will be reached.

This project will create an outdoor classroom for West Elementary School. Students and teachers will design and build the outdoor classroom to be used for study in all curriculum areas. They will plant native vegetation in order to practice xeriscaping, and to attract birds and butterflies. They will also incorporate a small water feature. Reach: All West Elementary School students (approximately 250, in grades 3-5) and 22 teachers will build and have access to the outdoor classroom. Impact: Students will better understand the physical characteristics of places and how human actions modify the physical environment. A total of 250 students will pledge to Be a Habitat Hero on the National Geographic Web site, at www.nationalgeographic.com/ngkkids. This will benefit the Society's initiative to get one million kids to promise to help the Earth. Visibility: Parents and community members will be involved in designing and building the classroom. Students will invite parents and community members to the outdoor classroom for a demonstration. Local media will be notified of the project and invited to major events.

Total Grants From Endowed Funds: $1,352,038
Schedule II: Expeditions Council Grants

Alemseged, Zeresenay
Max-Planck-Institute for Evolutionary Anthropology
Special Projects
$20,000

Ballard, Robert D.
Institute for Exploration
Black Sea V
$400,000

Beckwith, Carol
African Ceremonies
$68,000

Botha, Hannes
Radio tracking crocodilians
$6,500

Bowermaster, Jon S.
Into the Altiplano
$13,700

Ehrlich, Gretel
Future of Ice - Greenland
$17,964

Fage, Luc-Henri
Kalimantan cave paintings
$50,000

Fay, J. Michael
Africa Overflight II
$136,000

Ferry, Stephen E.
Sierra Nevada indigenous documentary project
$8,915

Hentschel, Faith C. D.
Central Connecticut State University
Ancient Shipwreck Survey
$28,600

Hiebert, Fredrik T.
University of Pennsylvania
Lost Silk Road Cities - supplement with EC113-01 and EC0188-04
$10,000

Leakey, Louise N.
National Museums of Kenya
Satellite Uplink Installation
$9,000

Milbrand, Lance
Milbrand Cinema Inc.
Castaway at Clipperton
$20,000

Morgan, David B.
Wildlife Conservation Society
Gouolougo Triangle Chimpanzee Study
$20,000

Newport, Curt
Belgrano Expedition
$123,800

Nicholls, Elizabeth L.
Royal Tyrrell Museum
Triassic marine reptiles
$20,000

Ousland, Borge
Southern Patagonia Icecap Traverse
$25,000

Rainier, Chris
Voodoo Exploration
$12,000

Raygorodetsky, Gleb
Saving the bears of Kamchatka
$38,810

Samaras, Timothy M.
Visual investigation of tornadoes
$39,400

Sereno, Paul C.
University of Chicago
Special Projects
$100,000
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Project Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takacs, Zoltan</td>
<td>Yale University</td>
<td>Vipers of Cameroon</td>
<td>$7,500</td>
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<tr>
<td>Thybony, Scott</td>
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<td>Grand Canyon Ancient Trackways</td>
<td>$8,535</td>
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<tr>
<td>Wirsing, Aaron J.</td>
<td>Simon Fraser University</td>
<td>Foraging ecology of dugongs</td>
<td>$22,500</td>
</tr>
</tbody>
</table>

Grants Returned/Cancelled $ (81,407)

Total Expedition Council Grants $ 1,139,817
Schedule III: Conservation Grants

Bowles, Ann E.
Hubbs-SeaWorld Research Institute
*Manatee avoidance technology*
$25,000

Campagna, Claudio
Wildlife Conservation Society
*A park of sea and sky*
$50,000

Datta, Aparajita
Nature Conservation Foundation
*Hornbills and tribal communities: wildlife conservation in Arunachal Pradesh*
$23,815

Dutheil, Didier B.
Museum National d'Histoire Naturelle
*Africa's fossil heritage at risk: a plan for fossil conservation in Niger*
$10,000

Frank, Laurence G.
University of California, Berkeley
*Kilimanjaro lion conservation project*
$25,000

Hogan, Zeb S.
University of California, Davis
*Endangered Mekong fish research and conservation project*
$29,949

Jack, Katharine M.
Tulane University
*Conservation status of Cebus albifrons aequatorialis in coastal Ecuador*
$12,500

Lee, Robert J.
Wildlife Conservation Society
*Bukit Barisan Selatan tiger conservation program: understanding to action*
$50,000

Martin, Gary J.
The Global Diversity Foundation
*Inventory and monitoring of wildlife trade in southern Morocco*
$27,330

McNutt, John Weldon
Botswana Wild Dog Conservation Program  
$50,000

Poole, Peter J.  
Local Earth Observation  
Contenders: Training a Saramaka team in environmental intelligence gathering  
$20,000

Trent, Steven M.  
WildAid  
Asian conservation awareness program - China: The Olympians project  
$15,000

Welch, Charles R.  
Madagascar Fauna Group  
Integrated conservation management of the Betampona Natural Reserve  
$17,655

Safira, Aida and Omar, Augusto Assane, National Geographic Society/Buffett Award for leadership in African Conservation—Creation of Quirimbas National Park in Mozambique  
$25,000

Adjustment to reclass expense to Research Grants  ($1,000)

TOTAL CONSERVATION TRUST GRANTS  $380,249
Schedule IV: Research Grants

Abdi, Kamyar  
Dartmouth College  
*Politics, trade, and regional economy in the Bronze Age Central Zagros*  
$18,208

Aldenderfer, Mark S.  
University of California, Santa Barbara  
*An archaeological investigation of the Zhang-zhung polity in far western Tibet*  
$28,425

Al-Shehbaz, Ihsan A.  
Missouri Botanical Garden  
*Botanical explorations of the Chinese Altay and southeastern Karakorum range*  
$25,000

Alves, Maria A. S.  
Universidade do Estado do Rio de Janeiro  
*In search of the Grey-winged cotinga*  
$20,730

Anaya-Hernandez, Armando  
University of Calgary  
*The Redencion del Campesino Archaeological Survey*  
$14,737

Anderson, Karen  
University of California, Santa Barbara  
*Emergency excavations at Piñami, a mound site in Cochabamba, Bolivia*  
$5,620

Antunes, Agostinho  
University of Porto  
*A global study of the molecular genetics of pangolins, the scaly anteaters*  
$17,500

Arreola, Daniel D.  
Arizona State University  
*Mexican border city landscape change: an analysis using re-photography*  
$5,000

Auster, Peter J.  
University of Connecticut  
*Gulf of Maine deepwater corals project*  
$20,000
Bannikov, Alexandre F.
Russian Academy of Sciences
Field excavations of Mid-Eocene marine fishes in the Caucasus (Russia)
$5,980

Barthell, John F.
University of Central Oklahoma
Measuring the recovery of an island ecosystem after removal of honey bees
$8,426

Bass, George F.
Texas A&M University
Pabuç Burnu Shipwreck Excavation 2003
$19,850

Beach, Timothy P.
Georgetown University
Environmental change in the wetlands of northwestern Belize
$18,900

Behrensmeyer, Anna K.
Smithsonian Institution
Taphonomic impact of predators in the Amboseli ecosystem, Kenya
$27,500

Benton, Michael J.
University of Bristol
The end-Permian mass extinction in the continental sediments of central Russia
$20,000

Berra, Tim M.
Ohio State University
Paternity analysis of nurseryfish, Kurtus gulliveri, embryos
$8,800

Birkinshaw, Christopher R.
Missouri Botanical Garden
Conservation action plans for threatened Malagasy plants
$22,325

Birkinshaw, Christopher R.
Missouri Botanical Garden
The effects of burning on the flora of Ibity Massif, Madagascar
$13,000

Bishop, Paul M.
University of Glasgow
The ancient canals of the Mekong Delta, S Cambodia
$15,000

**Boersma, P. Dee**
University of Washington
*Oceanographic conditions: are penguins paying attention?*
$35,000

**Bortolus, Alejandro**
Brown University
*Salt marshes of the American Continent (SAC)*
$15,134

**Boruff, Bryan J.**
University of South Carolina
*Measuring the social and biophysical vulnerability of small island nations*
$26,494

**Bosch, Isidro M.**
State University of New York at Geneseo
*Does feeding on the invasive alga Caulerpa make sea urchin embryos more vulnerable to UV light?*
$16,000

**Boyce, Mark S.**
University of Alberta
*Multi-trophic level ecology of wolves, elk, and vegetation in Yellowstone National Park*
$50,000

**Brodie, Edmund D., Jr.**
Utah State University
*Skin toxins of newts in island populations (Alaska and British Columbia)*
$18,735

**Brodribb, Tim J.**
Harvard University
*Vessel evolution and the elaboration of leaf shape in seed plants*
$23,920

**Buccellati, Giorgio**
University of California at Los Angeles
*Summer 2003: Excavations and publication at Tell Mozan, ancient Urkesh*
$14,000

**Bullock, Stephen H.**
Centro de Investigacion Cientifica y de Educacion Superior de Ensenada
*Flora of two remote areas of the Baja California desert*
$3,500

**Cameron, Catherine M.**

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Exhibit B
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University of Colorado
*The Chaco collapse and the post-Chaco world in the northern San Juan region*
$19,845

**Carlon, David B.**
University of Hawai‘i
*The ecology of speciation in a neotropical coral*
$18,810

**Caro, Tim M.**
University of California, Davis
*Does partial protection conserve small vertebrate taxa in Africa?*
$18,424

**Carrano, Matthew T.**
Smithsonian Institution
*Medial Cretaceous vertebrate faunas of Madagascar*
$25,000

**Chang, Claudia**
Sweet Briar College
*The archaeology of Bronze Age and Iron Age agro-pastoral sites in Kazakhstan*
$10,560

**Chapin, Mac**
Center for Native Lands
*Ethno-biological map of the Maya region*
$25,000

**Chavez-Ramirez, Felipe**
Platte River Whooping Crane Trust
*Ecology and conservation of Cuban sandhill cranes and savannahs*
$19,680

**Choat, J. Howard**
James Cook University
*Apex predators (sharks) and their prey at the Cocos-Keeling Islands*
$20,390

**Clark, Christopher W.**
Cornell University
*Sexual selection and female behavior in humpback whales*
$25,000

**Clark, James M.**
George Washington University
*Middle and Late Jurassic dinosaurs of Xinjiang, China*
$25,000
Clarke, H. David
University of North Carolina, Asheville
Plant diversity of Mount Kamakusa and Mount Karanang, Guyana
$20,467

Conway, Dennis
Indiana University
Young returning nationals in Trinidad
$19,725

Crist, Thomas O.
Miami University
Forest insect diversity: the roles of ecoregion, habitat area and tree diversity
$18,280

D'Andrea, A. Catherine
Simon Fraser University
Ethiopian farmers today and yesterday: archaeological survey of Gulo-Makeda
$10,914

Dawson, Michael N.
University of New South Wales
Biodiversity monitoring of endangered marine lake ecosystems in the Sulawesi Sea
$30,000

Dear, Michael J.
University of Southern California
Cultural ecologies of the US-Mexico borderlands
$20,000

Delson, Eric
City University of New York
Biogeochronology, taphonomy and paleoenvironment of Senèze Pliocene mammal site
$18,000

Demarest, Arthur A.
Vanderbilt University
The Cancuen palace: investigating form and function of a royal instrument of power
$20,000

Donning, Daryl P.
Howard University
Dawn of land and sea mammals in the West Indies: Seven Rivers, Jamaica
$18,590

Donnelly, Jeffrey P.
Woods Hole Oceanographic Institution
Sedimentary evidence of catastrophic hurricanes in Puerto Rico  
$19,015

Duff, Andrew I.  
Washington State University  
Exploring great house communities of Chaco's southern frontier  
$19,699

Eberle, Jaelyn J.  
University of Colorado  
Search for Eocene vertebrates in the Canadian High Arctic  
$29,630

Edgar, Graham J.  
University of Tasmania  
Endangered Galapagos marine species  
$28,640

Edwards, Matthew S.  
San Diego State University  
Distribution and abundance of kelp forests in the Northeast Pacific: implications for habitat and biodiversity  
$15,000

Edwards, R. Lawrence  
University of Minnesota  
A high resolution record of climate and vegetation from Amazonian caves  
$19,930

Emmons, Louise H.  
Smithsonian Institution  
Socioecology and conservation management of maned wolves in Bolivia  
$23,500

Emslie, Steven D.  
University of North Carolina  
Ecology and paleoecology of seabirds in Tierra del Fuego, Argentina  
$4,500

Erlandson, Jon M.  
University of Oregon  
The Vikings in Iceland: the archaeology of the Mosfell Valley  
$17,600

Ertter, Barbara  
University of California, Berkeley  
Collecting Iranian botanical specimens for comparative research collaborations  
$2,500
Estrada Belli, Francisco G.
Vanderbilt University
Archaeological explorations of Holmul, its minor centers and landscape
$19,950

Filardi, Christopher E.
American Museum of Natural History
A molecular re-evaluation of bird diversity and speciation in the Solomon Islands
$21,500

Fleagle, John G.
Stony Brook University
Tephrostratigraphy and Miocene biogeography of southern Patagonian primates
$26,600

Folgarait, Patricia J.
Universidad Nacional de Quilmes
Biodiversity of leaf-cutter ant parasitoids in unexplored areas of the host distribution
$13,090

Forster, Catherine A.
State University of New York, Stony Brook
Exploring for Cretaceous age fossils in Namibia
$2,344

Fox, Richard C.
University of Alberta
Early Paleocene mammals from southwestern Alberta, Canada
$8,440

Furuichl, Takeshi
Meiji-Gakuen University
Seasonal changes in the habitat and ranging behavior of bonobos at Wamba
$59,620

Gabany-Guerrero, Tricia L.
MEXECRI, Inc.
Cliff paintings and pyramids of Parangaricutiro
$4,200

Garfinkel, Yosef
Hebrew University
Population density and land use in Neolithic Sha'ar Hagolan - Area H
$21,250

Gezon, Lisa L.
State University of West Georgia
Forest loss and commodity chains in northern Madagascar
$27,650

Gillespie, Thomas W.
University of California, Los Angeles
Biogeography of tropical dry forest in Oceania
$10,210

Goldizen, Anne W.
University of Queensland
Dispersal behavior and conservation genetics of brush-tailed rock-wallabies
$10,200

Goodman, Steven M.
Field Museum of Natural History
A survey of the bat fauna of the Ankarana region, northern Madagascar
$16,465

Gottfried, Michael D.
Michigan State University
Closing the 'African gap' --- Cretaceous vertebrates from Tanzania
$25,650

Hanlon, Roger T.
Marine Biological Laboratory
Giant Australian cuttlefish spawning dynamics
$24,780

Hansen, Richard D.
University of California at Los Angeles
Mapping the ancient cities of the Mirador Basin, Guatemala: El Mirador
$30,000

Hard, Robert J.
University of Texas at San Antonio
The search for early farming sites in northwestern Mexico
$20,062

-Hasselquist, Dennis
University of Lund
Effects of inbreeding and immigration in a natural population of songbirds
$16,000

Haynes, C. Vance
University of Arizona
Multidisciplinary exploration of northern Gilf Kebir plateau, Egypt
$9,000
He, Si
Missouri Botanical Garden
An inventory of montane forest bryophytes in Taiwan
$12,560

Heinsohn, Robert G.
Australian National University
Ecology and conservation of the green pythons on Cape York Peninsula, Australia
$19,020

Henderson, Andrew J.
New York Botanical Garden
The palms of Myanmar: systematics and conservation status
$18,000

Henkel, Terry W.
Humboldt State University
Species diversity of macrofungi in rain forests in western Guyana
$19,840

Hiebert, Fredrik T.
University of Pennsylvania
Sinop Province Archaeological Project
$8,000

Hodder, Ian R.
Stanford University
The social geography of Çatalhöyük
$19,500

Hodson, Andrew J.
University of Sheffield
A bi-polar study of nutrient release from glacial environments
$14,952

Hoelzel, A. Rus
University of Durham
Habitat use and feeding ecology of minke whales in the Sea of Hebrides
$24,000

Hsieh, Shi-Tong Tonia
Harvard University
Locomotor ecology of remarkable leaping blennies of the tropical Pacific
$13,000

Ikram, Salima
American University in Cairo
North Kharga Oasis Survey
$15,000

**Jehl, Joseph R., Jr.**
Smithsonian Institution
*Mono Lake, California: avian ecology at a lake in transition*
$9,950

**Johanson, Kjell A.**
Swedish Museum of Natural History
*Biodiversity of aquatic insects in New Caledonia*
$15,000

**Karubian, Jordan**
University of California at Los Angeles
*Mating biology and basic ecology of the long-wattled umbrellabird*
$15,037

**Kessler, Michael H.**
University of Göttingen
*A biological inventory of the Cordilleras Mosetenes and Cocapata, Bolivia*
$24,000

**Kimball, Larry R.**
Appalachian State University
*Hopewillian subsistence and ceremonialism at the Biltmore Mound site*
$11,000

**Kohl, Philip L.**
Wellesley College
*World Archaeological Congress symposium*
$5,700

**Kunz, Thomas H.**
Boston University
*Habitat fragmentation and population genetic structure in an Old World fruit bat*
$19,000

**Lamont, Byron B.**
Curtin University
*Fire-history and fire-ecology of Australia's species-rich heathlands*
$17,075

**Leakey, Louise N.**
National Museums of Kenya
*Paleontological field work in areas 10, 12, and 40, East Turkana*
$49,000

**Levy, Thomas E.**
University of California, San Diego
Emergency excavations at Early Bronze Age and Iron Age sites on the Wadi Fidan, Jordan
$29,467

Lordkipanidze, David O.
Georgian Academy of Science
A field study of the Dmanisi hominids and of their implications for the peopling of Eurasia
$15,400

Losey, George S., Jr.
University of Hawaii
Ultraviolet - visible imaging of the coloration of reef fishes and environment
$22,124

Love, Michael W.
California State University, Northridge
The archaeology of La Blanca, San Marcos, Guatemala, a southern Olmec capital
$20,000

McDonald, Helen
Cambridge University
Temple or palace in the Kingdom of Nagar
$19,792

McGraw, W. Scott
Ohio State University
Population genetics and infectious diseases in the monkeys of the Tai Forest, Ivory Coast
$22,800

Means, D. Bruce
Coastal Plains Institute and Land Conservancy
Frog collecting expedition to Mt. Roraima, Guyana
$3,500

Mennill, Daniel J.
Cornell University
Vocal duetting in neotropical songbirds
$14,981

Miller, F. DeWolfe
University of Hawaii
Computerized axial tomography scanning investigations on mummies in Egypt
$20,000

Morales, Alfonso
The excavation of the Temple XX Tomb, Palenque, Chiapas
$5,000
Moreno, Patricio I.
Universidad de Chile
*Vegetation, climate, and human history from Torres del Paine, southern Chile*
$19,300

Morrison, Lloyd W.
USDA - ARS, CMAVE
*Island biogeography of Bahamian ants and plants*
$11,415

Naskrecki, Piotr
Harvard University
*Katydidrs of Costa Rica - their systematics, acoustic behavior, and conservation status*
$16,406

Nielsen, Axel E.
CONICET
*Precolombian interregional interaction in the circumpuna Andes: an inter-nodal approach*
$18,632

Niemi, Tina M.
University of Missouri-Kansas City
*Archeoseismology of offset ruins along the southern Dead Sea transform, Jordan*
$19,875

Njabo, Kevin Y.
Boston University
*Population status of endemic birds in the Cameroon Highlands*
$10,000

Noonan, Brice P.
University of Texas at Arlington
*Biogeography and population genetics of the dyeing poison-dart frog (Dendrobates tinctorius)*
$18,603

Olson, Mark E.
Universidad Nacional Autonoma de Mexico (UNAM)
*An aerial view of plant life form diversity in tropical Mexican drylands*
$16,000

Opell, Brent D.
Virginia Polytechnic Institute and State University
*Amaurobioides spiders of the New Zealand coast: understanding how a turbulent geology shapes animal diversity*
$19,642

Owen, Lewis A.
University of California, Riverside
Past and present glaciation around Mount Everest
$20,250

Paquet, Paul C.
University of Calgary
Island biogeography and molecular ecology of wolves (Canis lupus) inhabiting the Pacific coast of British Columbia and southeast Alaska
$20,000

Parsons, Jeffrey R.
University of Michigan
Archaeological survey of Lake Texcoco, Mexico
$15,810

Peng, Ching-I
Academia Sinica
Conservation and phylogenetics of Ludwigia sect. Microcarpium (Onagraceae)
$21,800

Pennings, Steven C.
University of Houston
Latitudinal differences in plant-herbivore interactions in Europe
$16,500

Perillo, Gerardo M. E.
Instituto Argentino de Oceanografia
Geomorphology and dynamics of intertidal environments along the Argentina coast
$20,000

Pfaelzner, Peter
University of Tuebingen
Imperial expansion and inter-state relations in western Syria during the Middle and Late Bronze Age
$28,500

Phillips, Oliver L.
University of Leeds
20 years of forest change in south-western Amazonia
$23,055

Plunkett, Gregory M.
Virginia Commonwealth University
Systematics and biogeography of Australasian Araliaceae (Ginseng family)
$20,330

Post, Eric S.
Pennsylvania State University
Large mammals and vegetation response to climate change in arctic Greenland
$18,600

**Price, Trevor D.**  
University of Chicago  
*Geographical variation in the number of bird species along the Himalayas*  
$13,800

**Quinn, Terrence M.**  
University of South Florida  
*A coral-based reconstruction of Cuban climate variability over the past 200 years*  
$18,594.00

**Raguso, Robert A.**  
University of South Carolina  
*Fragrance complexity in night-blooming flowers: convergent evolution or character displacement?*  
$24,000

**Ramirez Herrera, Maria Teresa**  
California State University, Long Beach  
*River incision and tectonic uplift in the Andes PreCordillera*  
$20,000

**Randrianasolo, Armand**  
Missouri Botanical Garden  
*Botanical exploration of the lower Batéké Plateau, Gabon*  
$17,480

**Rich, Thomas H.**  
Monash University  
*The Ghastly Blank 2004*  
$25,000

**Robinson, Eugenia J.**  
Montgomery College  
*Dating Precolumbian rock art at La Casa de las Golondrinas, Guatemala*  
$9,900

**Rook, Lorenzo**  
Università di Firenze  
*The latest Miocene ape in Europe: Oreopithecus from Sardinia (Italy)*  
$12,000

**Rovner, Irwin**  
North Carolina State University  
*Ecology, climate and culture in Middle Pleistocene of Jiangsu Province, China*  
$14,950
Salgado, Leonardo  
Universidad Nacional de Comahue  
*Biology and evolution of Patagonian titanosaurs*  
$11,500

Samaras, Timothy M.  
*In-situ measurements of tornado cores*  
$21,000

Saturno, William A.  
University of New Hampshire  
*San Bartolo Regional Archaeology Project*  
$29,950

Sauther, Michelle L.  
University of Colorado  
*Effects of habitat variation on health, demographic and genetic parameters of wild ring-tailed lemurs, Lemur catta*  
$23,815

Schaefer, James A.  
Trent University  
*Northern frontier forests and the conservation of woodland caribou*  
$16,250

Schaller, George B.  
Wildlife Conservation Society  
*Conservation of Marco Polo sheep and its landscape in the Pamir*  
$19,100

Schieber de Lavarreda, Christa  
*Conservation and analysis of materials from burial at Abaj Takalik*  
$5,000

Schlessman, Mark A.  
Vassar College  
*Sexual systems of the flora of New Caledonia*  
$18,560

Schmidt, Steven K.  
University of Colorado  
*The biogeography of microbial life in isolated alpine ecosystems*  
$18,000

Sereno, Paul C.  
University of Chicago  
*2004 Expedition to Inner Mongolia*
Shimada, Izumi  
Dumbarton Oaks  
*The Pachacamac Project: social foundations and natural context*  
$20,000

Shishlina, Natalia I.  
State Historical Museum  
*Diet system of the Bronze Age nomadic cultures: Yamnaya and Catacomb cultures*  
$13,030

Shockey, Bruce J.  
New Jersey City University  
*Life at the Paleogene - Neogene Boundary of southern Peru*  
$17,100

Short, Jeffery C.  
CSIRO  
*Diagnosis of mammal decline in Western Australia*  
$12,000

Silverstone-Sopkin, Philip A.  
Universidad del Valde  
*Floristic exploration of the Reserva Ecologica Los Illinizas, Ecuador*  
$25,000

Simons, Elwyn L.  
Duke University  
*Giant lemurs and faunal extinction in Madagascar*  
$6,520

Sinclair, Brent J.  
University of Stellenbosch  
*Cold tolerance of Southern African insects*  
$15,751

Snow, Neil  
University of Northern Colorado  
*Systematic revisions of ten genera of Myrtaceae for the Flore de la Nouvelle-Caledonie*  
$15,000

Srygley, Robert B.  
Smithsonian Tropical Research Institute  
*Optimal migration in butterflies: quantifying the aerodynamic power curves for flight*  
$24,637

Stone, Donald E.
Duke University
Evolution, systematics and conservation of the black walnuts
$23,000

Stone, Elizabeth C.
Stony Brook University
Society and settlement in the heartland of Urartu: survey and excavations at Ayanis
$11,220

Struhsaker, Thomas T.
Duke University
Habitat and demography of endemic monkeys and duikers in the Udzungwa Mountains, Tanzania
$25,460

Sugiyama, Saburo
Aichi Prefectural University
Teotihuacan polity and elite graves at the Moon Pyramid in Mexico
$40,000

Swearer, Stephen E.
University of Melbourne
Mechanisms of population replenishment in the fish fauna of Lord Howe Island
$19,624

Thewissen, Johannes G. M.
Northeastern Ohio Universities
Aquatic mammals from Eocene India: the origin of sireni ans and elephants
$12,200

Trifonov, Viktor A.
Russian Academy of Sciences
Russia’s megaliths: unearthing the prehistoric tombs of Caucasian warlords
$14,350

Turney, Christian S. M.
Queen’s University
Fires, El Niño and humans in the Australian tropics
$19,393

van Schaik, Carel P.
Duke University
Development of foraging skills in wild orangutans
$7,470

Varekamp, Johan C.
Wesleyan University
Acid lakes and rivers from Copahue and Ptero a volcanoes, Argentina
$15,600

**Varien, Mark D.**
Crow Canyon Archaeological Center  
*Albert Porter Pueblo: excavations at a Chaco and post-Chaco community center*  
$19,450

**Verardi, Giovanni**
Istituto Italiano per l’Africa e l’Oriente  
*Archaeological investigations at Kafir Kot, Kharwar (Afghanistan)*  
$15,000

**Wallace, Dwight T.**
University at Albany  
*Archaeology at Cerrillos, Peru*  
$12,870

**Warkentin, Karen M.**
Boston University  
*Evolution of embryo defenses in neotropical leaf frogs*  
$24,850

**Watts, Michael**
University of California, Berkeley  
*Delta blues: communities, oil and environment in the Niger Delta, Nigeria*  
$20,000

**Weishampel, David B.**
Johns Hopkins University School of Medicine  
*Hungarian dinosaurs and European biogeography during the Late Cretaceous*  
$21,360

**Wetterer, James K.**
Florida Atlantic University  
*Ants of Macaronesia*  
$16,960

**Whallon, Robert**
University of Michigan  
*Excavations at Crvena Stijena, Montenegro*  
$18,323

**Whitehead, Hal**
Dalhousie University  
*Geography and the conservation of the northern bottlenose whale*  
$15,000

**Whitehead, James**
University of New Brunswick
Field investigation of a probable impact crater, Baffin Island, Nunavut, Canada
$12,260

Wilkerson, S. Jeffrey K.
Institute for Cultural Ecology of the Tropics
Emergency research station recovery and depositional review of catastrophic flooding on the Mexican Gulf Coast
$5,000

Wrangham, Richard W.
Harvard University
Ecology of social relationships in female chimpanzees
$25,300

Wright, Henry T.
University of Michigan
Expedition to Iraq
$30,000

Wright, Henry T.
University of Michigan
Supplemental funding for expedition to Iraq
$43,840

Wu, Sugong
Chinese Academy of Sciences
Expeditions and research on ferns of northern and central Vietnam
$20,080

Zavialov, Peter O.
Shirshov Institute of Oceanology
Interdisciplinary survey in the dying Aral Sea
$20,000

Zuloaga, Fernando O.
Instituto de Botanica Darwinion
Botanical exploration of the green corridor, Misiones, Argentina
$17,800
Returned and cancelled grants  ($67,262)

Toyota grant overages from prior year  ($54,024)

Total Research Grants  $3,253,971
Relationship Of Activities To The Accomplishment Of Exempt Purposes

The program services of the National Geographic Society contribute importantly to the educational purpose of the Society: "...to increase and diffuse geographic knowledge in its broadest sense and knowledge of natural, social and practical sciences; and to conduct and assist investigation and research in any branch of the science of geography and such other sciences as listed above." For more than 100 years, the Society has been dedicated to the task of disseminating geographic education to a worldwide population. The Society relies on numerous experts on its own staff and from outside the Society to identify issues and developments of importance in the study of geography and to ensure that all its materials are both informative and completely accurate. In order to reach the broadest possible audience, the Society publishes a variety of materials and utilizes many different media.

Listed below are explanations of how each income-producing activity reported in column (e) of Part VII contributes importantly to the accomplishment of the exempt purpose of the Society as stated above. The Society also fulfills its mission through a wide variety of research, geography education, and public service programs (Exhibits B & E) that are not income-producing activities and thus are not included in the listing below.

Line 93(a): Program Service Revenues

Each month the National Geographic Society publishes its official journal, NATIONAL GEOGRAPHIC. Teams of staff members keep track of large subject areas such as world affairs, science, and the environment. These in-house experts vet story proposals and forward promising ideas to a story committee of senior editors and the Editor in Chief, who decides which topics to develop into educational magazine articles. NATIONAL GEOGRAPHIC began 2003 with a journey through China—following the entire length of the Great Wall—along with a look at the new technology of "smart" textiles. Succeeding months featured timely stories on the Sudan and Qatar. Spring brought wide-ranging articles on The Rise of Mammals, the spectacular Caves of Oman, and a 70-page suite of stories marking the 50th anniversary of Sir Edmund Hillary's conquest of Mt. Everest. Summer issues profiled the plight of India's Untouchables, the continuing tension along the Korean DMZ, and the bitter land dispute between whites and blacks in Zimbabwe. In Fall the magazine published an in-depth report on 21st-Century Slavery, a behind-the-veil story on Saudi Arabia, and a look at the unsettling World of High-Tech Surveillance. The year ended with a broad coverage of the Future of Flight, coupled with a special supplement tracking flight's first 100 years from the time the Wright brothers made their dream a reality. In furtherance of National Geographic's educational mission, the Editor in Chief serves on the boards of the National Space Biomedical Research Institute and the Institute of Nautical Archaeology. Likewise from time to time the magazine provides support to scientists and scholars as their work pertains to the mission. A few examples from 2003:

- Dr. George Stuart, Archaeology Consultant, $2,000
- Dr. Jeffrey Quilter, Dumbarton Oaks Pre-Columbian Studies, $2,000
- Dr. Henry Wright, Archaeology Consultant, $2,000
- Dr. George Watson, Ornithology Consultant, $2,000
- Zeresenay Alsmseged, Arizona State Univ., Institute of Human Origins, $10,000
NATIONAL GEOGRAPHIC is distributed primarily to members of the Society as a benefit of membership. A limited number are made available to non-members such as corporate subscribers and libraries and, as a promotion for membership, on newsstands. In 2003, NATIONAL GEOGRAPHIC continued to expand its worldwide reach, increasing the number of foreign language issues to 25, and reaching over 45 million monthly readers through these editions and its English language editions.

The Society publishes books for adults and children to educate readers about geography and related subjects. Examples of books published in 2003 include: National Geographic Atlas of the Middle East, geographically, politically, thematically, and chronologically organized, this is an accessible reference to a turbulent area currently prominent in headlines; Defining a Nation: The Remarkable Circumstances that Shaped the American Character, by Pulitzer Price-winning author David Halberstam who brings together fellow historians, commentators, and writers in a fascinating book that provides enlightening essays on how today’s America emerged and where the country is headed; Whose Water Is It?, a fascinating look at the urgent plight of this most precious natural resource and its future, developed by the Banff Centre for Mountain Culture and New York Times national correspondent Douglas Jehl; Collision with History: The Search for John F. Kennedy's PT 109, by National Geographic Explorer-in-Residence Robert Ballard, a companion book to a major National Geographic Explorer television documentary; and Africana Woman by Dr. Cynthia Jacobs Carter, a beautifully illustrated volume which celebrates the remarkable story of the African woman, tracing her voice from ancient times through the ages. The Society also published the fourth edition of National Geographic Guide to the National Parks of the United States which introduces readers to all 57 national parks – including the new Cuyahoga Valley National Park and Great Sand Dunes National Park and Preserve; and the fourth edition of National Geographic Field Guide to the Birds of North America, a perennial bestseller featuring the most complete information available on every bird species known in North America. Our children's publishing program continued to enhance its family reference library with National Geographic World Atlas for Young Explorers, a completely updated edition of our best-selling world atlas for middle-grade readers. In our award-winning photobiography series for children, we published Airborne: A Photobiography of Wilbur and Orville Wright and High Hopes: A Photobiography of John F. Kennedy. Voices of Ancient Egypt, a richly illustrated collection of poems that gives readers a dynamic sense of everyday life in ancient Egypt, and The Real Vikings, another beautifully illustrated book presenting the Vikings' notable accomplishments as skilled craftsmen, hard-working farmers, prosperous merchants, and explorers of faraway lands, rounded out the children's publishing list for the year. In 2003, over 220 of our books were in print in 28 languages. The Society also sells magazine and map storage slipcases, a selection of calendars and diaries, globes, videos, geography-related toys for children, and other related products.

National Geographic Traveler, an educational travel resource, is published eight times a year to further the purpose of increasing and diffusing geographic knowledge by engendering interest in the educational values of travel destinations. The magazine offers articles that explore the geographic history and culture of selected locations in.
order to encourage readers to experience geography first-hand. It publishes the works of foreign journalists in an effort to reveal local color (Granada, Chile, and Singapore most recently); showcases award-winning photography; and conducted a groundbreaking survey with the National Geographic Sustainable Tourism Initiative and a graduate team from Leeds on the destination quality and sustainable tourism in 115 of the world’s best-known places. It also partners with organizations such as Conservation International to raise awareness of sustainable tourism and conservation issues through its special "Places of a Lifetime" issues, World Legacy Awards, and Travel Watch column. In 2003, the Society continued to reach more audiences in their own languages. Trave ler has Spanish, Dutch, German, Chinese, Hebrew, and most recently, Thai editions. A special issue, Fifty Places of a Lifetime, was published in Japanese, German, and Hebrew.

**ADVENTURE Magazine**  
*National Geographic Adventure*, published 10 times a year, educates travelers on how to explore the exciting world of National Geographic on their own. Articles present ways to travel to and protect the wildest corners of the planet, see the wonders of nature, interact with different cultures and inspiring landscapes, and understand contemporary wilderness and outdoor travel issues, while providing readers with the knowledge and resources to experience the world safely and responsibly. In 2003, *Adventure* hit on a variety of geographic, geopolitical, environmental, and scientific topics. Contributing Editor Tom Clynes reported from the front lines of the border war in Arizona’s Organ Pipe Cactus National Monument, where a national park ranger was killed by drug smugglers illegally entering the United States. It brings to light the vital issue of how our national parks and their rangers are caught in the crossfire of the war on drugs. On the other end of the spectrum, and as part of an initiative that involved the National Geographic Society, Clynes also took on the role of “Tourist Zero,” being one of the first to test drive the newly establish national parks in Gabon, a country positioned to lead the way for ecotourism in Africa. Intrepid columnist Robert Young Pelton traveled to the Darién Gap between Colombia and Panama, an unmapped jungle Eden and battlefield in Colombia’s civil war. Pelton made international headlines when he was kidnapped by a paramilitary group while reporting the story, but returned home unharmed, giving readers a better understanding of a very dark place. On a quest to understand how Dian Fossey’s dwindling legacy of mountain gorillas will survive despite being surrounded by civil war in the Democratic Republic of the Congo, Contributing Editor Kira Salak found a troop of dedicated rangers who risk their lives on a daily basis to protect the gorillas. It’s a moving and powerful article on how volunteers have risked—and lost—their lives, while raising the question: "When is a primate’s life worth more than a human’s?" New coverage of destinations such as Patagonia, Mount Everest, and the Tuamotus Archipelago not only show how to get there and enjoy travel to the area, but also include in-depth cultural and geographical information. This past year, *Adventure* was honored with a National Magazine Award nomination for an original feature story on the 50 most unique areas in the United States—a complete guide the deepest cave, the largest impact crater, the oldest living tree, and much more, to amass a superlative cornucopia that creates a traveler's adventure itinerary of a lifetime.

**KIDS Magazine**  
*National Geographic KIDS* magazine (formerly WORLD magazine) is published ten times a year and distributed to individuals, schools, and public libraries. The
Exhibit C
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magazine’s mission is to excite kids about their word. Prepared primarily for children ages 6 to 14 years old, National Geographic KIDS offers an appealing mix of articles on wildlife, science, technology, extreme sports, adventures, special kids, and world wonders. NG Kids won four Distinguished Achievement Awards from the Association of Educational Publishers—the most of any other magazine in 2003.

Examples of NG Kids activities in 2003 include a Special Issue on Amazing Animals; publication of several collector’s card sets about world wonders and animals; a special on the Canadian Lynx; and "Inside Scoop," a three-page geographic current events department. Additionally, in 2003, there were 5 international editions of NG KIDS.

National Geographic Bee

The National Geographic Bee is an annual nationwide contest for schools with grades four through eight. It is an educational outreach program of the National Geographic Society. With a first-place prize of a $25,000 college scholarship—and other prizes in additional scholarships, cash, and classroom materials—the Bee is designed to encourage the teaching and study of geography. Over 16,000 schools and nearly five million students from all 50 states, the District of Columbia, U.S. territories, and Department of Defense Dependents Schools take part in the Bee annually. Every two years, the Society hosts an international competition among winners of similar nationwide competitions held in other countries.

National Geographic Expeditions

The Society’s travel program enables members to visit, experience, and learn first-hand about the history, archaeology, geography, and culture of destinations around the world. Members travel with Society experts such as explorers, writers, and researchers on carefully planned journeys emphasizing enrichment and experiential learning. The expeditions include lectures by the experts and suggested pre-tour reading materials, and are designed to encourage further study of the geographic areas visited.

Image Sales

Photographs shot by National Geographic photographers are made available to the general public.

Lectures

The Society provides lectures, performances and film screenings through its own National Geographic Live! lecture and performance series and by arranging for speakers to lecture at museums, universities, corporations and other interested organizations. In 2003 the Society presented 135 public lectures, concerts, and film screenings at the Society’s headquarters in Washington, DC; nationally in Seattle, Washington; and Chicago, Illinois; also (through the National Geographic Speakers Bureau) in Dallas, Texas; Santa Barbara, California; San Francisco, California; Dover, Delaware; Phoenix, Arizona; and South Africa. Attended by over 44,000 people, these programs by explorers, scientists, journalists, and filmmakers focus on geographic subjects, scientific projects, and related topics and encourage and develop interest in geographic study. Selected speakers from the National Geographic Live! series also make presentations in local schools and appear in educational telecasts (supplemented by online lesson plans) that present these individuals as positive role models for students as well as educating them on the subject matter of the presentation.

In 2003, the Society again presented the JASON project, an educational program whose
mission it is to create in students passion for exploration and discovery, and to motivate and provide professional development opportunities for their teachers, through meaningful exploration, highly effective learning experiences, dynamic role models, and advanced learning technologies. In 2003, 221 teachers and 5,586 students participated at the Society in the JASON Project expedition and curriculum, *Panama: Rain Forests at the Crossroads* which featured unique plants, animals and cultures associated with the rain forest.

Line 94: Membership Dues and Assessments

Members of the Society receive *National Geographic*, the Society’s official journal, information about educational geographic materials, advance notice of many new publications and products, opportunities to participate in study tours, and discounts on publicly offered events and products. Member dues support activities of the Society including, for example, research grants and geography education programs.
### Program Service Revenue:

(See Exhibit C for detail)

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL GEOGRAPHIC MAGAZINE (Non-membership revenue)</td>
<td>$11,366,461</td>
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<tr>
<td>Books and Other Related Products</td>
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<tr>
<td>TRAVELER Magazine</td>
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<td>ADVENTURE Magazine</td>
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<td>National Geographic Kids Magazine</td>
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<td>Geography Bee</td>
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<td>National Geographic Expeditions</td>
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<td>Image Sales</td>
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<td>LECTURES</td>
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<tr>
<td>Other Geographic Education &amp; Misc. Receipts</td>
<td>519,096</td>
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</tbody>
</table>

Total Line 93(a) $122,813,726
Statement of Program Services Rendered

Each month the National Geographic Society publishes its official journal, NATIONAL GEOGRAPHIC. Teams of staff members keep track of large subject areas such as world affairs, science, and the environment. These in-house experts vet story proposals and forward promising ideas to a story committee of senior editors and the Editor in Chief, who decides which topics to develop into educational magazine articles. NATIONAL GEOGRAPHIC began 2003 with a journey through China—following the entire length of the Great Wall—along with a look at the new technology of “smart” textiles. Succeeding months featured timely stories on the Sudan and Qatar. Spring brought wide-ranging articles on The Rise of Mammals, the spectacular Caves of Oman, and a 70-page suite of stories marking the 50th anniversary of Sir Edmund Hillary’s conquest of Mt. Everest. Summer issues profiled the plight of India’s Untouchables, the continuing tension along the Korean DMZ, and the bitter land dispute between whites and blacks in Zimbabwe. In Fall the magazine published an in-depth report on 21st-Century Slavery, a behind-the-veil story on Saudi Arabia, and a look at the unsettling World of High-Tech Surveillance. The year ended with a broad coverage of the Future of Flight, coupled with a special supplement tracking flight’s first 100 years from the time the Wright brothers made their dream a reality. In furtherance of National Geographic’s educational mission, the Editor in Chief serves on the boards of the National Space Biomedical Research Institute and the Institute of Nautical Archaeology. Likewise from time to time the magazine provides support to scientists and scholars as their work pertains to the mission. A few examples from 2003:

Dr. George Stuart, Archaeology Consultant, $2,000
Dr. Jeffrey Quilter, Dumbarton Oaks Pre-Columbian Studies, $2,000
Dr. Henry Wright, Archaeology Consultant, $2,000
Dr. George Watson, Ornithology Consultant, $2,000
Zeresenay Alsmseged, Arizona State Univ., Institute of Human Origins, $10,000

NATIONAL GEOGRAPHIC is distributed primarily to members of the Society as a benefit of membership. A limited number are made available to non-members such as corporate subscribers and libraries and, as a promotion for membership, on newsstands. In 2003, NATIONAL GEOGRAPHIC continued to expand its worldwide reach, increasing the number of foreign language issues to 25, and reaching over 45 million monthly readers through these editions and its English language editions.

2003 Average Worldwide Circulation: 8,728,015
TRAVELER

National Geographic Traveler, an educational travel resource, is published eight times a year to further the purpose of increasing and diffusing geographic knowledge by engendering interest in the educational values of travel destinations. The magazine offers articles that explore the geographic history and culture of selected locations in order to encourage readers to experience geography first-hand. It publishes the works of foreign journalists in an effort to reveal local color (Granada, Chile, and Singapore most recently); showcases award-winning photography; and conducted a groundbreaking survey with the National Geographic Sustainable Tourism Initiative and a graduate team from Leeds on the destination quality and sustainable tourism in 115 of the world’s best-known places. It also partners with organizations such as Conservation International to raise awareness of sustainable tourism and conservation.
issues through its special "Places of a Lifetime" issues, World Legacy Awards, and Travel Watch column. In 2003, the Society continued to reach more audiences in their own languages. Traveler has Spanish, Dutch, German, Chinese, Hebrew, and most recently, Thai editions. A special issue, Fifty Places of a Lifetime, was published in Japanese, German, and Hebrew.

2003 Average Worldwide Circulation: 776,793

ADVENTURE Magazine

National Geographic Adventure, published 10 times a year, educates travelers on how to explore the exciting world of National Geographic on their own. Articles present ways to travel to and protect the wildest corners of the planet, see the wonders of nature, interact with different cultures and inspiring landscapes, and understand contemporary wilderness and outdoor travel issues, while providing readers with the knowledge and resources to experience the world safely and responsibly. In 2003, Adventure hit on a variety of geographic, geopolitical, environmental, and scientific topics. Contributing Editor Tom Clynes reported from the front lines of the border war in Arizona’s Organ Pipe Cactus National Monument, where a national park ranger was killed by drug smugglers illegally entering the United States. It brings to light the vital issue of how our national parks and their rangers are caught in the crossfire of the war on drugs. On the other end of the spectrum, and as part of an initiative that involved the National Geographic Society, Clynes also took on the role of “Tourist Zero,” being one of the first to test drive the newly establish national parks in Gabon, a country positioned to lead the way for ecotourism in Africa. Intrepid columnist Robert Young Pelton traveled to the Darién Gap between Colombia and Panama, an unmapped jungle Eden and battlefield in Colombia’s civil war. Pelton made international headlines when he was kidnapped by a paramilitary group while reporting the story, but returned home unharmed, giving readers a better understanding of a very dark place. On a quest to understand how Dian Fossey’s dwindling legacy of mountain gorillas will survive despite being surrounded by civil war in the Democratic Republic of the Congo, Contributing Editor Kira Salak found a troop of dedicated rangers who risk their lives on a daily basis to protect the gorillas. It’s a moving and powerful article on how volunteers have risked—and lost—their lives, while raising the question: "When is a primate's life worth more than a human's"? New coverage of destinations such as Patagonia, Mount Everest, and the Tuamotus Archipelago not only show how to get there and enjoy travel to the area, but also include in-depth cultural and geographical information. This past year, Adventure was honored with a National Magazine Award nomination for an original feature story on the 50 most unique areas in the United States—a complete guide the deepest cave, the largest impact crater, the oldest living tree, and much more, to amass a superlative cornucopia that creates a traveler's adventure itinerary of a lifetime.

2003 Average Worldwide Circulation: 408,100
Statement of Program Services Rendered - Other

KIDS Magazine

*National Geographic KIDS* magazine (formerly *WORLD* magazine) is published ten times a year and distributed to individuals, schools, and public libraries. The magazine's mission is to excite kids about their world. Prepared primarily for children ages 6 to 14 years old, *National Geographic KIDS* offers an appealing mix of articles on wildlife, science, technology, extreme sports, adventures, special kids, and world wonders. NG Kids won four Distinguished Achievement Awards from the Association of Educational Publishers—the most of any other magazine in 2003.

Examples of *NG Kids* activities in 2003 include a Special Issue on Amazing Animals; publication of several collector's card sets about world wonders and animals; a special on the Canadian Lynx; and "Inside Scoop," a three-page geographic current events department. Additionally, in 2003, there were 5 international editions of *NG KIDS*.

2003 Average Worldwide Circulation: 1,191,576

School Publishing

School Publishing is dedicated to providing quality supplemental curriculum materials for Grades Pre-K through 12 in nonfiction literacy, science, social studies and geography. All materials are correlated to national standards.


School Publishing also publishes *National Geographic Explorer!*, a classroom curriculum magazine for grades 3-6. This publication is supported by grants from International Paper Company Foundation and the National Geographic Society Education Foundation. *National Geographic Explorer!* was used in over 50,000 classrooms nationwide this year. This magazine contains no advertising and recently
won the highly prestigious Association of Educational Publishers' Distinguished Achievement Award for Children's Periodical of the Year. Future plans include publishing a younger version of the magazine, to reach even more classroom children each year.

School Publishing also continues to offer a variety of materials to support teachers' science, social studies, and geography curricula: GeoKits, multimedia thematic units in science and social studies for grades 4-9; Map Essentials, a comprehensive map skills program for grades 1-8; and educational videos and CD-ROMs for grades K-12.

Education Foundation
Since establishing its Education Foundation in 1988, the National Geographic has provided grants to support improved geography education. The foundation has a mission to "prepare children to embrace a diverse world, succeed in a global economy, and steward the planet's resources." Over the past fifteen years, the Foundation has awarded 1,533 grants totaling more than $54 million in a campaign to combat geographic illiteracy in schools, notably creating a national grassroots network of nonprofit grantees and "geographic alliances"—university-based partnerships between K-12 teachers and university professors.

The foundation's grants to the geographic alliances support a volunteer network of teachers committed to restoring geography to the curriculum and improving geography education in schools by providing professional development via summer training institutes, regularly convening local teachers, disseminating information and teaching materials, and hosting state-specific education Web sites. Work in 2003 engaged universities and community colleges in most states, the District of Columbia, Puerto Rico and Canada. In order to help institutionalize its work at the state level, the Society has created 23 restricted funds to provide ongoing targeted grant support to individual states, primarily by funding the work of the geographic alliances from state fund payouts. National Geographic maintains an open offer to match up to $500,000 in donations toward the creation of new state endowments.

In 2003, with total net assets of approximately $105.3 million, the foundation made grants for a total of over $4.3 million sponsoring educational outreach, teacher training, and other activities.

The foundation made grants to 34 individual teachers, which totaled $125,275, to support work in the classroom and foster development of innovative curricula and hands-on education initiatives, such as field trips. For example, Students at St. Joseph Christian School in Missouri commemorated the Lewis & Clark Expedition by "recreating" the trail on their school grounds. Students built interpretative stations and their trail will be featured in a city-wide celebration of the bicentennial.

The foundation's "Grosvenor Grant" program supported over 30 projects, which totaled $1,887,225, aimed at improving teacher professional development and local nonprofit capacity to provide quality geography education. For example, the Arizona Geographic Alliance developed "GeoLiteracy" Workshops, which integrate reading and geography
skills in response to the No Child Left Behind legislation’s emphasis on reading skills. The Alliance offered materials and professional development to teachers in Arizona as well as other states.

The foundation’s other education program grants funded 14 projects, totaling $995,000, designed to support national or regional non-profits in efforts to engage young people outside the classroom. For example, California-based Youth Radio received support to produce radio features created by young people themselves on international issues. The premiere radio spot addressed the new move to educate girls in Afghanistan now that the Taliban has been removed from power.

In addition, in 2003 the foundation made almost 50 restricted grants totaling $1,352,038 to geographic alliances for support of local geography education projects.

**Education Outreach**

In addition to making grants to nonprofit educational institutions, The Society conducted a number of outreach programs in 2003 through its Outreach division. During the 2003-2004 school year, National Geographic conducted its annual signature Geography Action! program on the theme of habitats. Entitled, “Habitats: Home Sweet Home,” the program provided opportunities for teachers, students, and families to learn about habitat diversity. The program’s main components included a Web site, print and publicity campaigns, and a professional development workshop for educators. The program raised $570,000 from outside sources. In addition, actor Leonardo DiCaprio teamed up with the Society in a challenge to kids to protect the Earth, with more than 30,000 kids pledging to be a “Habitat Hero.” The more than 500,000 unique visitors to the Geography Action! Website could explore national wildlife refuges, access resources about habitats, play interactive games, take an online pledge to Be a Habitat Hero, and share stories about how they took action. An estimated 150 newspaper or magazine articles relating to Geography Action! were published. In addition, the more than 56 million readers of NATIONAL GEOGRAPHIC magazine, National Geographic Kids, and National Geographic Explorer who learned about the program through a number of public service announcements, articles, and inserts, including a poster and postcards. In all, more than 1.3 million people played an active role in Geography Action! activities and over 50 million were reached by the program.

New in 2003, National Geographic implemented a photojournalism workshop for disadvantaged students through partnerships between highly respected newspaper photographers and National Geographic’s Contributing Photographers-In-Residence (CPIRs). The program, held at National Geographic headquarters in July, gave 12 high school summer interns the opportunity to learn the art of photography and received coverage in the Washington Post.

Panama’s tropical rain forest was the site of the 2003 JASON Project, Rain Forests at the Crossroads, marking the fifteenth year of this expedition-based learning program founded by explorer-in-residence Bob Ballard. An expedition team of scientists, teachers and students explored Panama’s Barro Colorado Island, bringing their research
to millions of students from around the world joining via satellite, the web, and the National Geographic Channel. Through partnership with the JASON Foundation for Education National Geographic brought the world of scientific discovery to Washington, D.C. area students through professional development, paper and on-line curriculum, and satellite and interactive technologies that allow student-scientists to "be there without being there."

In partnership with the National Oceanic and Atmospheric Administration, 21 middle-school students and their teachers took part in a National Marine Sanctuary field study to the Florida Keys Sept. 24-28. Students and teachers from American Samoa, Colorado, Connecticut, Illinois, Louisiana, Maryland, Michigan, Mississippi, South Carolina, Washington, D.C., West Virginia, and Wisconsin engaged in intertidal and beach monitoring activities, observed marine animals at the Keys Marine Lab, studied and explored the geography and geology of the Keys, snorkeled off the coast of Key Largo and Key West and visited historic Fort Jefferson in the Dry Tortugas, 70 miles west of Key West. Selected from urban or under-served communities, most students had never before seen the ocean.

Outreach staff presented a five-day program at the Society to provide 29 master geography teachers with information on how to mentor new teachers, as well as showing them how to integrate geography and social studies content into their schools. Each master teacher personally mentored 3-5 new teachers and provided training on curriculum integration; additionally, each worked with his or her state alliances to provide training for larger groups of teachers. As these teachers reached more teachers in workshops and posted information on their state alliance Web sites, ever-increasing numbers were exposed to the idea of mentoring new teachers and of using geography to enhance their instruction.

The National Geographic Bee is a nationwide contest for schools with grades four through eight. With a first-place prize of a $25,000 college scholarship-- and other prizes in additional scholarships, cash, and classroom materials-- the Bee is designed to encourage the teaching and study of geography. Almost 16,000 schools and nearly five million students from all 50 states, the District of Columbia, U.S. territories, and Department of Defense Dependents Schools take part in the Bee annually.

The National Geographic World Championship is a biennial competition involving teams of students, 16 years of age or younger, representing their country and competing in a test of geographic knowledge. The sixth World Championship, held in 2003 at Busch Gardens/Tampa Bay comprised teams from eighteen countries: Argentina, Australia, Bulgaria, Canada, Costa Rica, France, Germany, Hungary, India, Mexico, Nigeria, Poland, Portugal, Romania, Russia, Singapore, United Kingdom, and the United States. More countries are being encouraged to start nationwide geographic contests and the National Geographic Society works with them in advising them on the organization of such a program and providing geographical questions.
Research, Conservation & Exploration Grants

In 2003 the Committee for Research and Exploration, the Conservation Trust, and the Expeditions Council were combined into one group now called Research, Conservation and Exploration.

The Committee for Research and Exploration has awarded more than 7,500 grants since 1890, totaling more than 105 million dollars. The Committee supported extraordinary research in areas from archaeology to zoology, awarding 180 grants in 2003. These projects include: Tim Samaras’ successful deployment of a probe into a tornado resulted in measurements that may prove useful for predicting the intensity and duration of future tornadoes; two teams of archaeological and research experts, led by Henry Wright, visited northern and southern Iraq to assess the situation of Iraq's cultural patrimony. As a direct result of that work in Iraq, team member Elizabeth Stone was selected for a $4.1 million grant by the United States Agency for International Development (USAID) to help rebuild Iraq's university programs; Richard Wrangham’s Kibale Chimpanzee Project examined the social behavior of chimpanzee females (especially mothers) so as to describe and explain their social relationships with each other. These scientists’ contributions epitomize two goals of the Committee for Research and Exploration: first-rate scholarship and the communication of research findings to the public.

The Conservation Trust supports innovative solutions to issues of global concern. The trust encourages model projects that engage and inform their areas' local population. Projects that hold potential as media subject matter are also encouraged, as National Geographic’s vast audience offers our grantees opportunities to make a broad public impact. The Conservation Trust has awarded 38 grants since its inception in 2001, totaling more than 830 thousand dollars. The Trust awarded 13 grants in 2003. These projects included: Gary Martin’s inventory and monitoring of wildlife trade project in southern Morocco, assisting Moroccan academics and authorities in their quest to document, monitor and assess the dozens of animal and hundreds of plant species in trade; Laurence Frank’s collaboration with local Masai communities in Kenya to manage predators and livestock in order to preserve viable large predator populations and develop methods of predator aversion as a means of protecting Masai livestock and reduce predator-human conflicts.

The Expeditions Council is a grant program dedicated to funding the exploration of largely unrecorded or little-known areas of the Earth, as well as regions of the planet undergoing significant environmental or cultural change. Since its inception in 1998, the Expeditions Council has awarded some 127 grants at a total of $6.5 million, and has funded projects that span the entire spectrum of exploration and adventure. These projects include: David Morgan’s Goualougo Triangle Chimpanzee Study, where infrared, motion-triggered video cameras documented how chimpanzees in the Goualougo Triangle—a region within the Nouabalé-Ndoki National Park in the Republic of Congo—use a variety of tools to extract termites from their nests. (The "tool kits" are among the most complex ever observed in wild chimp populations); and Borge Ousland’s Southern Patagonia Icecap Traverse, where Ousland and partner Thomas Ulrich traveled 550 kilometers by kayak, foot, sled, ski, and boat to become the first to trek unassisted across the Southern Patagonian Ice Field. Other noteworthy

Image Sales
Photographs shot by National Geographic photographers are made available to the general public.

Explorers Hall Museum
The National Geographic Museum at Explorers Hall welcomed 177,143 visitors in 2003, including National Geographic members, teachers and students from the local metropolitan area and across the country, as well as diplomats, senior citizen groups, civic organizations, individuals, and families.

Exhibitions
The museum offers a variety of exhibitions produced by the museum staff or traveled by outside institutions. Exhibitions showcase and promote National Geographic media, publications, grantees, and sponsored expeditions, and support National Geographic's stated goal of educating the public about and promoting stewardship of the Earth. The museum is the primary location at headquarters where the public can obtain a 3-D first-hand educational experience.

In 2003, the museum presented the 16 exhibits listed below:

  Sponsored by the World Wildlife Fund, this exhibit used science, humor, and creativity to tell the story of the interconnected web of life on Earth. It featured an animated film, interactive areas, and listening stations. A “Make a Difference” computer kiosk taught what individuals can do to help protect biodiversity.

  Frans Lanting, renowned naturalist and National Geographic Contributing Photographer-in-Residence, presented this unique collection of images made over 20 years in the field—from the lowlands of the Congo to the cloud forests of the Andes.

  Photographer and NATIONAL GEOGRAPHIC Illustrations Editor, Chris Johns and best-selling writer Peter Godwin told the story of Africa today—the complex relationships among diverse peoples, remarkable wildlife, and breathtaking landscapes. Based on a National Geographic book of the same title.

* **100 Best Wildlife Photographs** November 7, 2002-February 2003
  This exhibit presented a selection of the Society’s best wildlife photography drawn from the NATIONAL GEOGRAPHIC magazine special collector’s edition.
Jubilee: The Emergence of African-American Culture January 17–March 2, 2003
Produced in association with the Schomburg Center for Research in Black Culture, The New York Public Library, and based on a National Geographic book of the same title, this exhibit focused on the cultural, political, economic, and social activities that African-American slaves created to redefine themselves and their world.

Swimsuits: 100 Years of Pictures February 21–March 24, 2003
National Geographic looked through its archives for images of bathing beauties, bodybuilders, surfers, and more, to trace the changes in culture, attitudes, and fashion over the last century. The exhibit accompanied a NGM special issue.

Chang Tang Trek March 15–June 8, 2003
This exhibit focused on a team of elite mountaineers as they set out to document the birthing grounds of the endangered chiru, a Tibetan antelope. Photographs of the trek, a custom-built rickshaw used on the journey, and a description of efforts to save the chiru from poachers were included. The expedition with Galen Rowell, Conrad Anker, Jimmy Chin, and Rick Ridgeway was supported by the Society’s Expedition Council and was featured in the April 2003 issue of NGM.

The Photography of Galen Rowell March 15–June 8, 2003
The late Galen Rowell was world renowned for his adventurous spirit and his remarkable images of the Earth’s most remote places. This exhibit was produced as a tribute and companion of the Chang Tang exhibition which was Rowell’s last major expedition before his death in a plane crash. The exhibition presented a selection of his photographs of some of the world’s most remote places.

Edmund Hillary: Everest & Beyond April 15–September 1, 2003
Museum staff worked with the Auckland War Memorial Museum in New Zealand to produce this exhibit as part of the Society-wide focus on the 50th anniversary of the first summit of Everest. The exhibit celebrated the extraordinary achievements of Sir Edmund Hillary, from his days as a beekeeper and novice climber in his native New Zealand to the first successful summit of Mount Everest and his ongoing humanitarian work with the people of the Himalaya. His story was told through photographs, film, and artifacts including the ice ax and camera used on the Everest climb, a tractor he drove to the South Pole, and a Buddhist Chorten.

The world of refugees was viewed through the eyes of its children. Refugees from Colombia, Thailand, and other countries used various media to document and explain their daily existence. Museum staff coordinated this exhibit with the United Nations High Commissioner for Refugees (UNHCR) and the Aja Project.

Shared Wishes, Shared Dreams: Refugee Youth and Us June 19–August 6, 2003
In combination with the exhibit Lives in Transition: Expressions of Refugee Youth, this exhibit featured winning entries from the third annual UNHCR World Refugee Day Poster Contest.
In connection with these exhibits, Explorers Hall, the United Nations High Commissioner for Refugees, and the United Nations Refugee Agency, sponsored a series of events, June 19-21, at the Society’s headquarters in Washington, DC, including a theatrical production of Ping Chong’s “Children of War,” an official launch of World Refugee Day on June 20 with UNHCR goodwill ambassador Angelina Jolie, and a Saturday afternoon program of performances from 12 countries.

*Through the Lens*  
August 29–November 2, 2003  
A collection of 40 photographs selected from the Society’s archives of more than 10.5 million images based on the National Geographic book of the same title. Copies of this exhibition were sent to 14 of our international magazine partners to accompany the release of this book in their language.

*Cosmic Questions*  
October 2, 2003–January 4, 2004  
This exhibition explored the universe in an engaging way, using interactive components to teach about the latest unsolved cosmic mysteries such as black holes, extraterrestrial life, and more. Traveled by the Association of Science-Technology Centers.

The following exhibitions, three of which commenced in 2003, are currently on display:

*Impressions of Angkor Wat: the Art of Jörg Schmeisser*  
October 8, 2003–January 25, 2004  
Reflect on the beauty and allure of Angkor Wat through etchings, drawings, and other media by German artist Jörg Schmeisser. GHG Lobby

*Pilgrimage: Photography by Steve McCurry*  
October 15, 2003–February 1, 2004  
Journey to Asia and witness many dimensions of spiritual life. These 40 images pay homage to pilgrims and the people who help them as they search for deeper meaning in their lives through worship and simple daily acts.

*Best Unpublished Pictures*  
November 13, 2003–February 8, 2004  
Based on the Collector’s Edition “100 Best Unpublished,” the exhibit allows the photographers to share their favorites that had never before been published. M Street Lobby

Permanent Exhibitions

*Courtyard Sculptures*

Ongoing  
This is a five year display of sculpture in the courtyard. Artwork and themes change yearly in June.

*Giraffes of the Sahara* is a permanent courtyard display of a life-size aluminum cast of an ancient rock carving found in Morocco and donated to the Society’s collection. The discovery of these casts was featured in the *National Geographic* magazine.

The windows of Explorers Hall comprise an exhibition of the Society’s areas of
exploration. Mural-sized photographs, artifact replicas, and 3-D maps highlight the Society's quest for geography and adventure. This exhibit is available for viewing around the clock.

**Traveling Exhibitions**

The museum manages the national and international tour of 16 exhibitions. These exhibitions travel not only to museums around the world, but also are a valuable asset to our NGCI and local language partners. In 2003, total audience for the traveling exhibits was 933,715.

*Earth 2U: Exploring Geography*, produced jointly by the Society and the Smithsonian Traveling Exhibition Service (SITES) completed a national six-year tour of museums.

In 2003, *Portraits of America* traveled four sites in Turkey and to a festival in Biarritz, France; *Year of the Tiger* was displayed at the National Museum of Wildlife Art at Jackson Hole, WY and at the Destination Cinema Theatre, in Victoria, BC Canada; *Eye of the Beholder* traveled to the National Geographic Theater at Hearst Castle in California; *National Geographic: The Photographs* went to El Mundo De Sophia museum in Mallorca, Spain and to Shell Oil offices in Houston, Texas, the latter for NGS Advertising; *Women Photographers* traveled to Perth and Melbourne Australia, Kuala Lumpur, Malaysia, and to Beijing, China on behalf of the Advertising division; *Last Stand* went to the Arizona-Sonoran Desert Museum in Tucson, AZ; and *Impact: From the Front Lines of Global Health* traveled to the Carter Center and Center for Disease Control in Atlanta, GA and to a medical convention in Philadelphia. *Through the Lens* was shown in several European venues. An exhibition of photographs from the Society is on long term display at the Grand Canyon Destination Cinema Theater in Arizona.

**National Geographic Artifact Collection**

Museum staff manages the Society’s collection of more than 2,500 artifacts. This collection includes items from the Society’s historic expeditions, from explorers, scientists, geographers and others. The collection is kept off site. Artifacts are included in Society organized exhibitions whenever appropriate. Museum staff also manages artifacts loans to other institutions and handles gifts of relevant objects to the National Geographic Society. We have current loans to the Aquarium of the Pacific and to the National Maritime Museum in Greenwich, UK. In 2003, we provided items to NG Ventures to support their clothing lines and to NGT for display in the Television Studio.

**Volunteer Program**

Museum staff manages the Society’s docent and volunteer program. Within this program, 130 people volunteer their time in various capacities in Society divisions such as Books, *NG Kids, Traveler,* the museum, Geography Competitions, and medical. We also offer “VIP behind the scenes” tours of the Washington, DC headquarters and the US Channel television studio. In 2003, volunteers logged over 9,000 hours which equates to approximately $158,000 of budget relief.

**Special Events**
The Manager of Special Events coordinates National Geographic special events including programs, concerts, VIP luncheons, receptions, formal dinners, as well as managing facility rentals of the museum, Gilbert H. Grosvenor Auditorium, and the National Geographic dining hall to outside organizations and individuals.

**Professional Activities**
Museum staff meets with representatives of foreign museums and tourism groups arranged through governmental agencies to discuss museums, design, and professional practices. We also support professional organizations such as the American Association of Museums, Association of Science–Technology Centers, Natural Science Collections Alliance, Mid-Atlantic Association of Museums, International Special Events Society, Cultural Tourism DC, and the Washington DC Convention and Tourism Corporation.

**Information & Public Services**
The National Geographic libraries, open to members and the public by appointment, house nearly 50,000 books and more than 300 journals on a wide variety of subjects, as well as extensive historical materials on the Society and exploration. Strengths of the collections include: archaeology, aviation, exploration and travel, geography, photography, and polar studies.

In 2003, 565 members, teachers, and others, including representatives from 10 other countries, including Poland, Panama, Columbia, South Africa and Nepal conducted research at the library. In addition we responded to 111 telephone inquires from the public. The libraries assisted outside scholars in archival research on the Society's history, polar explorers and other topics.

The libraries maintained a publications index on nationalgeographic.com to assist members and others to locate books, magazines, maps, and educational products created by the Society - which is free for all to use and receives more than half a million hits a year.

In addition, the libraries participate in OCLC, an international network of libraries that share cataloging and materials. We also link our catalog on nationalgeographic.com for all to use. In 2003, we lent 111 items to 61 libraries in the D.C. area including the Department of Justice, White House Library, Department of State, and Smithsonian Institution, and numerous nonprofit organizations like Brookings Institution and the Carnegie Endowment for Peace.

The libraries hosted librarians interested in best practices, visiting from the Executive Office of the President, the National Textile Museum, library students from North Carolina and the District of Columbia, Fedlink (federal librarians), and 100's of local special librarians. The Library Director spoke to hundreds of military librarians in 2003, as a keynote speaker at their conference.
The Research Correspondence division responds to editorial mail, e-mail, faxes, and telephone calls received from members and the public. In 2003, Research Correspondence handled nearly 25,000 communications from students, teachers, librarians, people seeking career advice (journalism, photography, archaeology, etc.), and persons asking questions on subjects including geography, astronomy, oceanography, the environment, endangered species and more. The Society answers their questions, provides appropriate information, and, when applicable, refers them to further sources of information.

In addition, Research Correspondence responded to more than 8,700 people in 2003 who commented on National Geographic magazine and other Society publications, products, and programs.

The Society’s travel program enables members to visit, experience, and learn first-hand about the history, archaeology, geography, and culture of destinations around the world. Members travel with Society experts such as explorers, writers, and researchers on carefully planned journeys emphasizing enrichment and experiential learning. The expeditions include lectures by experts and suggested pre-tour reading materials, and are designed to encourage further study of the geographic areas visited.

The Society provides lectures, performances and film screenings through its own National Geographic Live! lecture and performance series and by arranging for speakers to lecture at museums, universities, corporations and other interested organizations. In 2003 the Society presented 135 public lectures, concerts, and film screenings at the Society’s headquarters in Washington, DC; nationally in Seattle, Washington; and Chicago, Illinois; also (through the National Geographic Speakers Bureau) in Dallas, Texas; Santa Barbara, California; San Francisco, California; Dover, Delaware; Phoenix, Arizona; and South Africa. Attended by over 44,000 people, these programs by explorers, scientists, journalists, and filmmakers focus on geographic subjects, scientific projects, and related topics and encourage and develop interest in geographic study. Selected speakers from the National Geographic Live! series also make presentations in local schools and appear in educational telecasts (supplemented by online lesson plans) that present these individuals as positive role models for students as well as educating them on the subject matter of the presentation.

In 2003, the Society again presented the JASON project, an educational program whose mission it is to create in students passion for exploration and discovery, and to motivate and provide professional development opportunities for their teachers, through meaningful exploration, highly effective learning experiences, dynamic role models, and advanced learning technologies. In 2003, 221 teachers and 5,586 students participated at the Society in the JASON Project expedition and curriculum, Panama: Rain Forests at the Crossroads which featured unique plants, animals and cultures associated with the rain forest.

2003 Lectures and Public programs Attendance: 44,702
Land, Buildings & Equipment and Related Depreciation

<table>
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<th></th>
<th>Land</th>
<th>Buildings &amp; Equipment</th>
<th>Subtotal</th>
<th>Buildings Floors</th>
<th>Total</th>
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<td>10-20%</td>
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<td>Transfers/Disposals/Reclass</td>
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<td>640,846</td>
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<td>110,486,579</td>
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<td><strong>Book Value 12/31/03</strong></td>
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**Program Management**

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<th>Description</th>
<th>Total (A)</th>
<th>Program Services (B)</th>
<th>Management and General (C)</th>
<th>Fundraising (D)</th>
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<td>Dues &amp; Membership</td>
<td>286,830</td>
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<td>Other Professional Fees</td>
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<td>Promotional Costs</td>
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<td>Rights</td>
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<td>Fulfillment</td>
<td>18,235,313</td>
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<td>Misc. Outside Service Fees</td>
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<td>Research/Reference Materials</td>
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<td>Photographers-in-Residence</td>
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<td>Other Project Expense</td>
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<td>3,436,530</td>
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<td>Commissions Expense</td>
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<td>Cost of Sales</td>
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<td>Misc. Human Resources Exp.</td>
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<td>Postretirement Expense</td>
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<td>Computer Hardware/Software</td>
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<td>Other Taxes</td>
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| Total                               | 177,753,382| 169,074,550| 7,736,330| 942,502 |

Exhibit G
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<thead>
<tr>
<th>State</th>
<th>Phone Number</th>
<th>Address/Note</th>
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<tbody>
<tr>
<td>Arizona</td>
<td>602-642-4285</td>
<td>1700 W. Washington St., 7th Floor Phoenix, AZ 85007-2808</td>
</tr>
<tr>
<td>California</td>
<td>916-323-5076</td>
<td>1300 I Street, Suite 101 Sacramento, CA 95814</td>
</tr>
<tr>
<td>Florida</td>
<td>727-484-7988</td>
<td>12251 Roosevelt Blvd., Suite 209 Clearwater, FL 33780</td>
</tr>
<tr>
<td>Illinois</td>
<td>312-814-2595</td>
<td>100 W. Randolph St., 12th Fl. Chicago, IL 60601</td>
</tr>
<tr>
<td>Kentucky</td>
<td>502-698-5389</td>
<td>1024 Capital Center Drive Frankfort, KY 40601</td>
</tr>
<tr>
<td>Louisiana</td>
<td>225-342-7900</td>
<td>301 Main Street, Suite 1250 Baton Rouge, LA 70801</td>
</tr>
<tr>
<td>Maine</td>
<td>207-624-8624</td>
<td>State House Station 35 Augusta, ME 04333-0035</td>
</tr>
<tr>
<td>Minnesota</td>
<td>651-296-6172</td>
<td>445 Minnesota Street, Suite 1200 St Paul, MN 55101-2130</td>
</tr>
<tr>
<td>Mississippi</td>
<td>601-359-1371</td>
<td>P O Box 136 Jackson, MS 39205</td>
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<td>Missouri</td>
<td>660-584-8480</td>
<td>441 W. 15th Street Jefferson City, MO 63116</td>
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<tr>
<td>New Mexico</td>
<td>505-222-9000</td>
<td>111 Lomas Blvd., NW, Suite 300 Albuquerque, NM 87101</td>
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<tr>
<td>New York</td>
<td>518-486-7970</td>
<td>41 State Street, 12th Floor Albany, NY 12207</td>
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<tr>
<td>Oklahoma</td>
<td>405-521-3911</td>
<td>2300 N. Lincoln Blvd., Room 101 Oklahoma City, OK 73105</td>
</tr>
<tr>
<td>Oregon</td>
<td>503-229-5725</td>
<td>1515 SW 5th Avenue, Suite 410 Portland, OR 97201</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>717-783-1720</td>
<td>207 North Office Building Harrisburg, PA 17120</td>
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<tr>
<td>Rhode Island</td>
<td>401-222-5413</td>
<td>233 Richmond Street, Suite 232 Providence, RI 02903</td>
</tr>
<tr>
<td>South Carolina</td>
<td>803-734-1970</td>
<td>P.O. Box 11350 Columbia, SC 29211</td>
</tr>
<tr>
<td>Tennessee</td>
<td>615-741-2555</td>
<td>312 Eighth Avenue North, 6th Floor Nashville, TN 37243-0308</td>
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<tr>
<td>Utah</td>
<td>801-530-6601</td>
<td>160 East 300 South Salt Lake City, UT 45804</td>
</tr>
<tr>
<td>Virginia</td>
<td>804-786-1343</td>
<td>1100 Bank Street Richmond, VA 23219</td>
</tr>
<tr>
<td>Washington</td>
<td>360-753-8663</td>
<td>801 Capitol Way South Olympia, WA 98504-0234</td>
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</tbody>
</table>

Exhibit H
Bylaws of the National Geographic Society

Effective February 11, 1999

Article I—NAME
The name of the Society is the “National Geographic Society.”

Article II—PURPOSES
The purposes of the Society shall be to increase and diffuse geographic knowledge in the broad sense: the description of land, sea, and universe; the interrelationship of man with the flora and fauna of the earth; and the historical, cultural, scientific, governmental, and social background of people; to conduct and assist investigation, research, and exploration in any branch of geography; and to encourage and assist the experience and knowledge of other cultures and lands.

Article III—MEMBERSHIP
Section 1: The Society shall have Trustees, Trustees Emeriti, and Annual and Life Members.

Section 2: The Trustees shall consist of the members of the Society’s Board of Trustees, who shall have the right to vote as Trustees of the Board as provided in the Bylaws.

Section 3: The Members shall consist of Annual Members and Life Members as shall be determined and approved by the Board upon the recommendation of the Committee on Mission, Membership, Medals, and Awards.

Section 4: Wherever used in these Bylaws the masculine pronoun shall be construed to mean either the masculine or feminine gender.

Article IV—TRUSTEES
Section 1: General Powers. The overall direction and management of the affairs of the Society shall be vested in the Board of Trustees. It shall be the duty of the Trustees to carry out the aims and purposes of the Society, and, to this end, to manage and control all of its property and assets. The Board of Trustees of the Society will have the power to establish the salaries of the officers and employees of the Society at reasonable amounts and consistent and pursuant to all applicable laws and regulations to which the Society must adhere. In addition to the powers and authority expressly conferred upon it by these Bylaws, the Board of Trustees may exercise all such powers of the Society and do all such lawful acts and things as are not prohibited by law, by the Articles of Incorporation, by these Bylaws, or by the provisions of the Internal Revenue Code of 1986, as amended, or its successor, relating to organizations exempt from tax under Section 501 (a), by virtues of their being described in Section 501 (c)(3).
Bylaws of the National Geographic Society

Effective February 11, 1999

Article I—NAME
The name of the Society is the "National Geographic Society."

Article II—PURPOSES
The purposes of the Society shall be to increase and diffuse geographic knowledge in the broad sense: the description of land, sea, and universe; the interrelationship of man with the flora and fauna of the earth; and the historical, cultural, scientific, governmental, and social background of people; to conduct and assist investigation, research, and exploration in any branch of geography; and to encourage and assist the experience and knowledge of other cultures and lands.

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Section 1: The Society shall have Trustees, Trustees Emeriti, and Annual and Life Members.

Section 2: The Trustees shall consist of the members of the Society's Board of Trustees, who shall have the right to vote as Trustees of the Board as provided in the Bylaws.

Section 3: The Members shall consist of Annual Members and Life Members as shall be determined and approved by the Board upon the recommendation of the Committee on Mission, Membership, Medals, and Awards.

Section 4: Wherever used in these Bylaws the masculine pronoun shall be construed to mean either the masculine or feminine gender.

Article IV—TRUSTEES
Section 1: General Powers. The overall direction and management of the affairs of the Society shall be vested in the Board of Trustees. It shall be the duty of the Trustees to carry out the aims and purposes of the Society, and, to this end, to manage and control all of its property and assets. The Board of Trustees of the Society will have the power to establish the salaries of the officers and employees of the Society at reasonable amounts and consistent and pursuant to all applicable laws and regulations to which the Society must adhere. In addition to the powers and authority expressly conferred upon it by these Bylaws, the Board of Trustees may exercise all such powers of the Society and do all such lawful acts and things as are not prohibited by law, by the Articles of Incorporation, by these Bylaws, or by the provisions of the Internal Revenue Code of 1986, as amended, or its successor, relating to organizations exempt from tax under Section 501 (a), by virtues of their being described in Section 501 (c)(3).
Section 2: Number, Tenure, and Qualifications.

Section 2.A.: The Board of Trustees shall consist of twenty-four members, who shall be divided into the three following classes:

(1) The Chairman and Vice Chairman Class, which shall be comprised of two persons who shall serve as Chairman and Vice Chairman and Trustees. Each shall be subject to election annually at the Annual Meeting.

(2) The Management Class, which shall be comprised of the President of the Society and the Editor of NATIONAL GEOGRAPHIC Magazine, as properly elected by the Board, and who shall serve as Trustees of the Society as long as each serves as its President and the Editor. Other officers and members of senior management of the Society are expected to attend, consult, report, and participate in Board meetings on a regular basis as the Board may direct.

(3) The Trustee Class, which shall be referred to as Trustees, and shall be comprised of twenty (20) Annual or Life members of the Society elected pursuant to the provisions below:

2.(3).1. Trustees shall hold office for a term of six years and shall be divided into six Groups, which are to serve staggered six-year terms, each of which class is to be comprised of the Trustees whose terms expire in the same year. Trustees so elected shall serve for a term of six-years or until their successors have been elected and assume office or until they resign or are removed as provided in these Bylaws.

2.(3).2. Subject to these provisions, each Trustee who is not an employee of the Society, except as otherwise provided in these Bylaws, and elected pursuant to former Bylaws of the Society shall be deemed to continue as properly elected Trustees of the Society upon the effective date of these Bylaws as provided herein.

2.(3).3. Trustee candidates recommended to the Board by the Nominating Committee for the Trustee or Trustees who are proposed for election shall be elected by a majority vote of the Trustees present at each Annual Meeting of the Board or any special election properly noticed pursuant to the provisions of these Bylaws.

2.(3).4. The Chairman of the Board of Trustees must canvass Trustees whose terms are about to expire to determine whether said Trustee wishes to stand for re-election, if eligible, and shall report such results to the Chairman of the Nominating Committee. The Nominating Committee shall consider such candidacies, and those of any other eligible candidates nominated by any Trustee, and present its recommendations to the Trustees at the Annual Meeting of the Board.
2.(3).5. Trustees elected to fill vacancies on the Board shall be elected only to the unexpired term of their group of Trustees.

2.(3).6. When a vacancy occurs on the Board of Trustees, the Secretary shall notify each Trustee, and request that each Trustee submit any preference for filling the vacancy. The Secretary shall report the results to the Chairman, the President, and the Chairman of the Nominating Committee. The Nominating Committee shall consider all of the nominations received and provide recommendations to the Board. The vacancy on the Board shall be filled by a majority vote of the Trustees present at the next regular meeting of the Trustees, or at a special meeting of the Trustees called pursuant to these Bylaws for that purpose.

Section 3. Meetings. Four or more regular meetings of the Board of Trustees shall be held annually on dates fixed by the Board. The Annual Meeting of the Board, including the annual election of Officers and Trustees, shall be at the first regular meeting of the calendar year, unless postponed by action of the Board.

Section 4. Notices. Written notices stating the place, day, and hour of any meeting of members shall be delivered, either personally, by facsimile or electronic telecommunications, overnight delivery, or mail, to each Trustee entitled to vote as such meeting, not less than two nor more than fifty days before the date of such meeting. In the case of a special meeting or when required by statute or these Bylaws, the purpose or purposes for which a meeting is called shall be stated in the Notice.

Section 5. Quorum. A majority of the Trustees of the Board shall constitute a legal quorum of the Board for the transaction of business at any meeting of the Board under these Bylaws. Participation of a Trustee in any meeting shall constitute a waiver by the Trustee of notice of such meeting, except where such Trustee participates for the sole purpose of objecting to the transaction of any business because the meeting was not lawfully called or convened.

Section 6. Special Meetings. Special Meetings of the Board may be held on seventy-two (72) hours’ notice at the Call of the Chairman, a Vice Chairman, or the President, or on like notice signed by at least five members of the Board.

Section 7. Informal Action by Trustees. Any action required to be taken at a meeting of the Board, or any action which may be taken at a meeting of Trustees, may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all of the Trustees entitled to vote with respect to the subject matter thereof.

Section 8. Attendance. A Trustee who fails to attend five consecutive meetings of the Board shall be deemed to have resigned, but such resignation shall not become effective until confirmed by a majority vote of the Trustees present at any meeting following the application of this provision.
Section 9. Resignation and Removal. Any Trustee, by notice in writing to the Secretary and upon acceptance by the Board, may resign. Such resignation shall take effect at the time specified therein or at such earlier time as the Board may determine, or, if no time is specified, at the time of acceptance thereof as determined by the Board. Membership on the Board of Trustees may also be terminated for other good and sufficient cause by a vote of two-thirds (2/3) of the Trustees present at any regular or special meeting of the Board. Management Trustees will be deemed to have resigned as a Trustee upon his or her removal, resignation, or vacancy otherwise created in the position of each at the Society.

Section 10. Term Restriction. Any member of the Board of Trustees, upon reaching age 70, shall retire from active Board membership, except for those Trustees who are active Board members on the effective date of these Bylaws, who shall retire from active Board membership upon reaching 75.

Section 11. Trustee Emeritus. The Trustees may elect any former Trustee a Trustee Emeritus by a majority vote of the Trustees present for the purpose of honor and recognition for significant and meritorious service to the Society. Trustees Emeriti do not have the rights or responsibilities of Trustees, although it is expected that Trustees Emeriti will be available for regular advice and consultation to the Chairman, Vice Chairman, President, and other Officers and Trustees of the Society.

Section 12. Compensation. The Board of Trustees shall from time to time establish reasonable compensation for their service for Trustees and Trustees Emeriti of the Society upon the consideration and recommendation of the Compensation Committee. Reimbursement shall be provided for reasonable travel and lodging expenses for attendance at regular or special meetings of the Board of Trustees or special meetings of any special or standing committees. Invoices and receipts shall be submitted to the Secretary (or his designee) for all expenses for which an advance has been made or for which reimbursement is sought.

Article V—OFFICERS

Section 1. Officers. The Officers of the Society shall be a Chairman and one or more Vice Chairmen, the President, the Editor of NATIONAL GEOGRAPHIC Magazine, one or more Executive or Senior Vice Presidents, one or more Vice Presidents, a Secretary, and a Treasurer. Where one or more officers shall be designated for a particular position, the number will be determined upon the recommendation of the President and approval of the Board. The Officers shall be elected by a majority vote of the Trustees present at the Annual Meeting.

Section 2. Chairman and Vice Chairman. The Chairman and one or more Vice Chairmen will be elected as Chairman and Vice Chairmen at the Annual Meeting to their office and as Trustees of the Society. The Chairman shall preside at all meetings of the Board. The Chairman, after consultation with the President, will appoint the chairs and members of

Exhibit I
all standing and special committees. The Chairman shall advise, assist, and consult with
the President and other Officers as to the general affairs and direction of the Society. The
Chairman will be the Chairman of the Committee on Rules and Amendments, a member
of the Executive Committee, and the Chairman shall be an ex officio member of each of
the standing and special committees of the Society. The Vice Chairman shall act in the
absence or the disability of the Chairman and perform such duties as are generally
performed by a Vice Chairman. The Vice Chairman shall be a member of the Executive
Committee, and shall perform such other duties and exercise such other powers as the
Board or the Chairman shall request or delegate after consultation with the President,
including membership as may be designated on other standing or special committees of
the Board. The Vice Chairman (or the most senior in service is there is more than one)
will assume the duties and responsibilities of the Chairman if the position becomes
vacant, until a regular meeting or special meeting of the Board occurs and a Chairman
may be elected.

Section 3. President. The President shall be the principal executive officer of the Society,
an officer, and a Trustee of the Society. Under the Board’s general supervision, and in
regular consultation with the Chairman, the President will generally supervise and control
all of the business and affairs of the Society. The President shall be Chairman of the
Executive Committee of the Board of Trustees, and the President shall serve as an ex
officio member of each of the Society’s standing and special committees provided or
authorized in these Bylaws, except for the Compensation Committee. The President shall
sign with the Secretary or any other proper officer of the corporation authorized by the
Board any deeds, mortgages, bonds, contracts, or other instruments which the Board has
authorized to be executed, except in cases where the signing or execution thereof shall be
expressly delegated by the Board or by these Bylaws or by statute to some other officer
or agent of the Society, and in the case of contracts any other officer or employee to
whom the President may delegate such signing authority; and, in general, he shall
perform all duties incident to the office of President and such other duties as may be
prescribed by the Board from time to time.

Section 4. Editor. The Editor of the NATIONAL GEOGRAPHIC Magazine, the official
journal of the Society, will be selected upon the recommendation of the President and
approved by the Board, and will be an officer and Trustee of the Society. The Editor shall
be responsible for the supervision and direction of the Society’s official journal. The
Editor will render such reports to the Board as may be requested from time to time by the
Chairman, the President, or the Board.

Section 5. Executive or Senior Vice Presidents. Executive or Senior Vice Presidents, as
may be designated from time to time upon the recommendation of the President and
approved by the Board, shall be officers of the Society. In the absence of the President or
in the event of his inability to act, an Executive Vice President who may be designated
upon the President’s recommendation and approval by the Board as most Senior or as an
Executive Vice President (or in the event there be more than one Executive Vice
President and the President has made no other delegation, in the order of their election),
shall perform the duties of the President, and when so acting, shall have all the powers of
and be subject to all the restrictions upon the President. Any Executive or Senior Vice President shall perform such other duties as from time to time may be assigned to him or her by the President or by the Board. Any Executive or Senior Vice President shall render such reports as may be requested from time to time by the Chairman, the President, or the Board. The President may designate similar or other such titles or positions for other employees from time to time, but such employees will not be officers of the Society, unless recommended as such by the President and approved by the Board.

Section 6. Vice Presidents. Vice Presidents, as may be designated from time to time upon the recommendation of the President and approved by the Board, shall be officers of the Society. Any Vice President shall perform duties as from time to time may be assigned by the President or by the Board. The President may designate similar or such other titles or positions for other employees from time to time, but such employees will not be officers of the Society, unless recommended as such by the President and approved by the Board.

Section 7. Secretary. The Secretary shall keep the minutes of the meetings of the Board and serve as an ex officio member and maintain the minutes of its standing or special committees in one or more books provided for that purpose, except for the Compensation Committee; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; coordinate communications relating to official business of the Board and its committees with Trustees, serve as custodian of the Society records and of the Seal of the Society and see that the Seal of the Society is duly authorized in accordance with the provisions of these Bylaws; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or the Board. The Secretary shall assure that all reports, statements, certificates, and other records required by law shall be properly executed and filed. The Secretary shall render such reports as may be called for by the Chairman, the President, or the Board. The Assistant Secretary or Assistant Secretaries, as may be designated by the President upon approval of the Board from time to time, shall, in the absence or disability of the Secretary, perform his duties and exercise his powers and authority and will also be an officer of the Society.

Section 8. Treasurer. The Treasurer shall have charge of the funds of the Society under the direction of the President, and shall have access to the Audit Committee of the Board and conduct his responsibilities under the general supervision of the Finance Committee of the Board. Under the supervision of the President, and subject to the general supervision of the Finance Committee and the Board, the Treasurer shall have charge and custody of and be responsible for all funds and securities of the Society; receive and give receipts for moneys due and payable to the Society from any source whatsoever, and deposit all such moneys in the name of the Society in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of these Bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the President or the Board. The Treasurer shall render such reports as may be called for by the Chairman, the President, or the Board. The Assistant Treasurer or Assistant Treasurers, as may be designated by
the President and approved by the Board, shall, in the absence or disability of the Treasurer, or at his or her request, perform his or her duties and exercise his or her powers and authority, and will also be an officer of the Society.

Section 9. Indemnification. The Society shall indemnify and hold harmless any Trustee or Officer or former Trustee or Officer of the Society, or any person who may have served at its request as a trustee or officer of another corporation, whether not for profit or for profit, against expenses actually and necessarily incurred by him in connection with the defense of any action, suit, proceeding, or claim in which he is made party by reason of holding or having held such position to the extent permitted by the Bylaws and otherwise permitted by law, except in relation to matters as to which he shall be adjudged in such action, suit, proceeding, or claim to be liable for fraudulent, dishonest, or criminal acts in the performance of a duty. The Society may indemnify any employee to the same extent as a Trustee or Officer by action of the Board. Such indemnification shall not be deemed exclusive of any other rights to which such Trustee, Officer, or employee may be entitled under these Bylaws or any agreement or vote of the Board, or otherwise permitted by law.

Section 10. Removal of Officers. Any officer elected or appointed by the Board may be removed by the Board of Trustees whenever in its judgment the best interests of the Society would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

Article VI - CONFLICT OF INTEREST

Section 1. Conflict of Interest. The Board shall adopt appropriate conflict of interest principles and provisions that shall be personally reviewed and signed on an annual basis at the time of the Annual Meeting of the Board by each Trustee and Officer of the Society. Any and all actual and potential Conflicts of Interest involving any transaction of the Society that may be covered by the applicable conflict of interest principles and provisions will be disclosed to the Board, and no Trustee or Officer may take official action or vote on any such conflict of interest or use their personal influence in connection with, participate in, or act on the matter.

Article VII - STANDING AND SPECIAL COMMITTEES

Section 1. Executive Committee. There shall be an Executive Committee consisting of the Chairman, Vice Chairman, President (who shall serve as Chairman of the Executive Committee), and seven other Trustees to be nominated by the Chairman in consultation with the President, and elected annually at the Annual Meeting of the Board by the Board from its own members.

Section 2. Committee Chairs and Membership. Except as to Officers appointed to Committees as members or ex officio pursuant to these Bylaws, the Chairman at the Annual Meeting of the Board after consultation with the President shall nominate
individuals to serve on the following Standing Committees, and the Chairman shall appoint the Chairman of each, and the Chairman will give consideration from time to time as to a rotation of the Chairman of the various standing committees:

7.2.1. Nominating Committee
7.2.2. Committee on Rules and Amendments
7.2.3. Committee for Research and Exploration
7.2.4. Audit Committee
7.2.5. Compensation Committee
7.2.6. Finance Committee
7.2.7. Committee on Mission, Membership, Medals, and Awards

Section 3. Other Committees. There shall be such other Committees as the Board of Trustees from time to time may create, to be composed of Chairmen and such Trustees of the Society, as the Chairman, upon the recommendation of the President or after consultation with the President, shall appoint. The Board of Trustees may delegate to any such committee any of its authority, provided, however, that such delegation is consistent with the laws of the District of Columbia. Each such committee, including the Executive Committee, shall serve at the pleasure of the Board, shall act only in the intervals between meetings of the Board, and shall be subject to the control and direction of the Board.

Article VIII – DUTIES AND COMPOSITION OF COMMITTEES

Section 1. Executive Committee. The Executive Committee shall be chaired by the President, and during intervals between meetings of the Board of Trustees, the Executive Committee shall exercise all of the powers and functions of the Board of Trustees, except the authority of the Board of Trustees in reference to adoption, amendments to, or repeals of the Articles of Incorporation and Bylaws of the Society; the sale, lease, exchange, or other disposition of all or substantially all of the property and assets of the Society; or a voluntary dissolution of the Society or a revocation thereof; or thereof appointment, election, or removal of Trustees; or other acts that may be prohibited by the Board, provided that a summary of such actions taken by the Executive Committee shall be reported to the next meeting of the Board. A majority of the members of the Executive Committee shall constitute a legal quorum.

Section 2. Nominating Committee. There shall be a Nominating Committee of six Trustees, including its Chairman. The Committee shall nominate persons to fill vacancies on the Board. The Committee shall also nominate the Officers set forth in Article Five of the Bylaws. A majority of the Committee shall constitute a quorum.

Section 3. Committee on Rules and Amendments. The Committee on Rules and Amendments shall be chaired by the Chairman, and shall consist of the Vice Chairman, President, and six other members of the Board, who shall originate or to whom all proposals to amend or modify the Bylaws shall be referred. A majority of the members of the Committee shall constitute a quorum.
Section 4. *Committee for Research and Exploration.* The Committee for Research and Exploration shall consist of a Chairman, who may, but need not, be a Trustee of the Society, one or more Vice Chairmen, a Secretary, and such other qualified members of the Society as may be necessary in the discharge of its responsibilities. In furtherance of the Society’s aims for the increase and diffusion of geographic knowledge in its broadest sense and knowledge of natural, social, practical, and cultural sciences, the Committee shall be charged with the consideration of all meritorious proposals relating to scientific and technical geography, basic research, exploration, as well as proposals relating to natural, social, practical, and cultural sciences, which may be brought before the Society, or which may originate in the Committee; and shall report about its activities periodically to the Board or Executive Committee with recommendations for action in support of such projects. A majority of the members of the Committee shall constitute a quorum.

Section 5. *Audit Committee.* The Audit Committee shall consist of five Trustees who are not employees of the Society. A majority of its members shall constitute a quorum for the transaction of business. The Committee shall do all things necessary to ensure that the Society’s accounting records, financial affairs, and operational controls are in good order. It shall serve as a direct conduit between the Board’s work with the Audit Department and the Society’s Certified Public Accountants, who shall be selected by the Board upon the recommendation of the Audit Committee after appropriate consultation with the Society’s officers and the Director of Internal Audit. The Committee may call upon the Society’s Officers or staff as may be appropriate and employ outside professional assistance in the performance of its assigned duties if considered advisable. The Committee shall report its findings to the Board at appropriate intervals, but at least twice a year.

Section 6. *Compensation Committee.* The Compensation Committee shall consist of six members of the Board, including its Chairman. A majority of its members shall constitute a quorum of the Compensation Committee to conduct business. None of the members of the Committee shall be employees of the Society. The President and Secretary of the Society shall participate in the business of the Committee, but will be absent for the Committee’s votes relating to the President’s or Secretary’s compensation. The Committee may call upon the Society’s officers or staff and engage independent outside professional assistance in the performance of its assigned duties if considered advisable. The Committee shall appoint independent outside counsel to render Committee independent counsel.

The Compensation Committee oversees the Society’s compensation policies and practices, including establishment and implementation of compensation policies and practices relating to attracting and retaining executives committed to and capable of maintaining and extending the quality and reach of the Society’s mission; assessment of the competitiveness of compensation, including comparisons to the marketplace, pursuant to law; establishment and oversight of executive incentive plans; and establishment and oversight of goals and performance criteria and measurements in the context of the Society’s mission and economic stability and performance.
Section 7. Finance Committee. The Finance Committee shall consist of seven persons, including its Chairman and ex officio members. It shall have full powers to direct the Society's investment program including, but not limited to, the purchase, sale, transfer, and exchange of marketable and non-marketable securities, and the hiring and termination of investment advisors. The Committee shall also advise the Board on other financial matters. A majority of its members shall constitute a quorum.

Section 8. Committee on Mission, Membership, Medals and Awards. The Committee on Mission, Membership, Medals, and Awards shall consist of eight members, including its Chairman. The Committee will consider appropriate measures to assess and ensure the quality of all Society activities with respect to furtherance of the purposes and mission of the Society. The Committee will make recommendations to the Board with respect to eligibility for membership. The Committee will also review at regular intervals all aspects of membership policies, operations, and benefits, and report its findings with appropriate recommendations to the President and the Board. The Committee shall make recommendations to the Board for presentation of medals and awards for distinguished accomplishment or recognition of special achievements in scientific research and exploration.

Article IX – FINANCES

Section 1. Fiscal Year. The fiscal year of the Society shall begin on the first day of January.

Article X – PUBLICATIONS, VIDEOS, AND OTHER PRODUCTS

Section 1. Official Journal. The Society shall publish monthly an official journal under the title “National Geographic,” which shall be sent to all annual and life members.

Section 2. Other Publications, Productions, and Products. The Society may also publish books, other periodicals, such as “National Geographic WORLD,” “National Geographic TRAVELER,” “National Geographic ADVENTURE,” “National Geographic for KIDS, such broadcast, video, or film productions as “National Geographic EXPLORER,” educational products, publications, and video, geographic material, and material concerning natural, social, practical, or cultural sciences for use in schools and for other educational purposes; and such other reports, publications, and communications in print, video, multimedia websites, or any other medium as the Board may authorize. The Society may also publish or produce other products, including maps, atlases, globes, or other products that may be identified with the Society in furtherance of its purposes and mission.

Article XI – MUSEUM AND EXHIBITS

Section 1. Museum and Exhibits. The Society shall establish and maintain a museum and other exhibits, including but not limited to mementos, relics, photographs, and
collections from the Society’s research, exploration projects and field expeditions, and other programs that may be appropriately displayed for the information and benefit of members and the general public, and for the use of scientific and educational study groups.

Article XII – AMENDMENTS TO BYLAWS

Section 1. Amendments to Bylaws. The power to amend or repeal the Bylaws or to adopt new Bylaws is reserved to the Board of Trustees of the Society. The Bylaws may be amended at any regular or special meeting of the Board of Trustees by a two-thirds (2/3) vote of the Trustees present if at least seven days’ written notice is provided by the Secretary to each Trustee of the intention to alter, amend, repeal, or adopt new Bylaws at such meeting. Any consideration of attempts to alter, amend, repeal, or adopt new Bylaws shall be first reviewed by the Committee on Rules and Amendments, which shall make its recommendation to the Board.

Article XIII – BOOKS AND RECORDS OF ACCOUNTS

Section 1. Books and Records of Accounts. The Society shall keep correct and complete books and records of accounts and the Secretary shall also keep minutes of the proceedings of its members, Board of Trustees, and committees having any of the authority of the Board of Trustees. All books and records of the Society may be inspected by any Trustee for any proper purpose at any reasonable time.

Article XIV – OFFICES AND REGISTERED AGENT

Section 1. Offices and Registered Agent. The address of the registered offices of the Society is 1145 17th Street, N.W., Washington, D.C. 20036-4688. The name of the registered agent at this address shall be the Secretary of the Society.

Section 2. Other Offices. The Society may have offices at such place or places as the Board of Trustees may from time to time appoint or the business of the Society may require or make desirable.

Article XV – DISSOLUTION

Section 1. Dissolution. In the event of dissolution or termination of the Society, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the Society, dispose of all of the assets of the Society exclusively for the purposes of the Society in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law) as the Board of Trustees shall determine. Any such assets not so disposed shall be disposed of by the Superior Court of the District of Columbia exclusively for such purposes or to such organization or
organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE XVI – EFFECTIVE DATE

Section 1. Effective Date. The effective date of these Bylaws shall be February 11, 1999.

Adopted this 11th day of February, 1999.

Gilbert M. Grosvenor, Chairman
Board of Trustees

Reg Murphy, Vice Chairman
Board of Trustees

John M. Fahey, Jr. President
National Geographic Society

Terrence B. Adamson, Secretary and Executive Vice President,
National Geographic Society

As amended December 14, 2000
Additional (not automatic) 3-Month Extension of Time - Must file Original and One Copy.

Name of Exempt Organization
NATIONAL GEOGRAPHIC SOCIETY

Employer identification number
53-0193519

Number, street, and room or suite no. If a P.O. box, see instructions.
1145 17TH ST. NW

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
WASHINGTON, DC 20036

Check type of return to be filed (file a separate application for each return):

X Form 990

X Form 990-EZ

X Form 990-T (sec. 401(a) or 408(a) trust)

X Form 1041-A

X Form 5227

X Form 8870

X Form 990-BL

X Form 990-PF

X Form 990-T (trust other than above)

X Form 4720

X Form 6069

Stop: Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8888.

☐ If the organization does not have an office or place of business in the United States, check this box.......................... ...........................

☐ If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN). If this is for the whole group, check this box... If it is for part of the group, check this box and attach a list with the names and EINs of all members the extension is for.

4 I request an additional 3-month extension of time until ____________________________.

5 For calendar year 2003, or other tax year beginning ___________ and ending _________.

6 If this tax year is for less than 12 months, check reason: Initial return Final return Change in accounting period

7 State in detail why you need the extension

ADDITIONAL TIME NEEDED TO GATHER INFORMATION TO INSURE A COMPLETE AND ACCURATE RETURN

a If this application is for Form 990-BL, 990-PF, 990-T, 4720, or 4069, enter the tentative tax, less any nonrefundable credits. See instructions

b If this application is for Form 990-PF, 990-T, 4720, or 4069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit and any amount paid previously with Form 8888

c Balance Due. Subtract line 8b from line 8a. Include your payment with this form, or, if required, deposit with FTDA coupon or, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions

$ N/A

Signature and Verification

Under penalties of perjury, I declare that I have examined this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete, and that I am authorized to prepare this form.

Signature

Title CPA

Date 8/2/04

Notice to Applicant - To Be Completed by the IRS

☑ We have approved this application. Please attach this form to the organization's return.

☐ We have not approved this application. However, we have granted a 10-day grace period from the later of the date shown below or the due date of the organization's return (including any prior extensions). This grace period is considered to be a valid extension of time for elections otherwise required to be made on a timely return. Please attach this form to the organization's return.

☐ We have not approved this application. After considering the reasons stated in item 7, we cannot grant your request for an additional 3-month extension.

☐ We cannot consider this application because it was filed after the due date of the return for which an extension was requested.

☐ Other

By:

Alternate Mailing Address - Enter the address if you want the copy of this application for an additional 3-month extension returned to an address different than the one entered above.

Name

Number and street (include suite, room, or apt. no.) Or a P.O. box number

City or town, province or state, and country (including postal or ZIP code)

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