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 2004 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: N/A

H Check here ☐ if the organization’s gross receipts are normally not more than $25,000. The organization need not file a return with the IRS; but if the organization received a Form 990 Package in the mail, it should file a return without financial data. Some states require a complete return.

I Group Exemption Number

J Organization type (check only one) ☒ 501(c)(3) ☑ 4947(a)(1) or ☒ 527

K Check here ☐ if the organization's gross receipts are normally not more than $25,000. The organization need not file a return with the IRS; but if the organization received a Form 990 Package in the mail, it should file a return without financial data. Some states require a complete return.

L Gross receipts: Add lines 6b, 8b, 9b, and 10b to line 12 $610,624,781.

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 $10,226,625, noncash $127,430) 1d $10,354,055.

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 Gross rents
   a See Statement 1 6a $4,952,198.
   b Less: rental expenses
   c Net rental income or (loss) (attach schedule) 6c $1,326,256.

7 Other investment income (describe ▶ Debt-financed partnership income ▶)

8 Gross amount from sales of assets other than inventory
   a Securities
   b Other

9 Special events and activities (attach schedule). If any amount is from gaming, check here ▶

10 Gross sales of inventory, less returns and allowances
   a $29,606,639.
   b Less: cost of goods sold 10a $24,129,936.

11 Other revenue (from Part VII, line 93, column (A))

12 Total revenue (add lines 1 through 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)

4233005 01-13-05 LHA For Privacy Act and Paperwork Reduction Act Notice, see the separate instructions.

11211104 796206 NGSOC 2004.06000 NATIONAL GEOGRAPHIC SOCIETY NGSOC_1
**NATIONAL GEOGRAPHIC SOCIETY**

### Part II Statement of Functional Expenses

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

<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>10,886,701</td>
<td>10,886,701</td>
<td>972,689</td>
<td>113,022</td>
</tr>
</tbody>
</table>

22 Grants and allocations (attach schedule)

<table>
<thead>
<tr>
<th>(CASH) 10886701</th>
<th>NONCASH</th>
</tr>
</thead>
<tbody>
<tr>
<td>8,654,014</td>
<td>7,568,303</td>
</tr>
<tr>
<td>972,689</td>
<td>113,022</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 F
- b SEE EXHIBIT E
- c SEE EXHIBIT D
- d SEE EXHIBIT C

44 Total functional expenses (add lines 22 through 43).

<table>
<thead>
<tr>
<th>(Required for 501(c)(3) and (4) orgs, and 4947(a)(1) trusts, but optional for others)</th>
</tr>
</thead>
<tbody>
<tr>
<td>479,983,175</td>
</tr>
</tbody>
</table>

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 Fundraising $_.

### Part III Statement of Program Service Accomplishments

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

**SEE EXHIBIT C**

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. Section 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 C
  - (Grants and allocations $) 235,948,312.

- b BOOKS & OTHER RELATED PRODUCTS
  - SEE EXHIBIT C
  - (Grants and allocations $) 81,276,947.

- c SCHOOL PUBLISHING
  - SEE EXHIBIT C
  - (Grants and allocations $) 30,432,095.

- d NATIONAL GEOGRAPHIC KIDS MAGAZINE
  - SEE EXHIBIT C
  - (Grants and allocations $) 25,139,036.

- e Other program services (attach schedule)
  - Statement 6
  - (Grants and allocations $) 10,886,701.
  - (Grants and allocations $) 80,099,277.

- f Total of Program Service Expenses (should equal line 44, column (B), Program services)
  - $452,895,667.
**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>Part</th>
<th>Description</th>
<th>Beginning of year</th>
<th>End of year</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>Cash - non-interest-bearing</td>
<td>7,912,077</td>
<td>7,328,185</td>
</tr>
<tr>
<td>46</td>
<td>Savings and temporary cash investments</td>
<td>34,132,540</td>
<td>36,847,607</td>
</tr>
<tr>
<td>47a</td>
<td>Accounts receivable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>47b</td>
<td>Less: allowance for doubtful accounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48a</td>
<td>Pledges receivable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48b</td>
<td>Less: allowance for doubtful accounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Grants receivable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Receivables from officers, directors, trustees, and key employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51a</td>
<td>Other notes and loans receivable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51b</td>
<td>Less: allowance for doubtful accounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Inventories for sale or use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Prepaid expenses and deferred charges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Investments - securities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55a</td>
<td>Investments - land, buildings, and equipment basis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55b</td>
<td>Less: accumulated depreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55c</td>
<td>Investments - other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>See Statement 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57a</td>
<td>Land, buildings, and equipment basis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57b</td>
<td>Less: accumulated depreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Other assets (describe)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>Total assets (add lines 45 through 58) (must equal line 74)</td>
<td>1014863838</td>
<td>1072298034</td>
</tr>
<tr>
<td>60</td>
<td>Accounts payable and accrued expenses</td>
<td>47,857,702</td>
<td>50,501,219</td>
</tr>
<tr>
<td>61</td>
<td>Grants payable</td>
<td>139,388</td>
<td>140,871</td>
</tr>
<tr>
<td>62</td>
<td>Deferred revenue</td>
<td>208,278,904</td>
<td>200,131,859</td>
</tr>
<tr>
<td>63</td>
<td>Loans from officers, directors, trustees, and key employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64a</td>
<td>Tax-exempt bond liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64b</td>
<td>Mortgages and other notes payable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Other liabilities (describe)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>Total liabilities (add lines 60 through 65)</td>
<td>379,340,994</td>
<td>375,985,446</td>
</tr>
<tr>
<td>67</td>
<td>Unrestricted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Temporarily restricted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>Permanently restricted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Capital stock, trust principal, or current funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Paid-in or capital surplus, or land, building, and equipment fund</td>
<td></td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>Retained earnings, endowment, accumulated income, or other funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>73</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>635,522,844</td>
<td>696,312,588</td>
</tr>
<tr>
<td>74</td>
<td>Total liabilities and net assets /fund balances (add lines 66 and 73)</td>
<td>1014863838</td>
<td>1072298034</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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Total revenue, gains, and other support per audited financial statements</td>
<td>$540772918</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Amounts included on line a but not on line 12, Form 990:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Net unrealized gains on investments</td>
<td>$34,822,215</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Donated services and use of facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) Recoveries of prior year grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) Other (specify):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Add amounts on lines (1) through (4)</td>
<td>$34,822,215</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Line a minus line b</td>
<td>$505950703</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Amounts included on line 12, Form 990 but not on line a:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Investment expenses not included on line 6b, Form 990</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Other (specify):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>Add amounts on lines (1) and (2)</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>Total revenue per line 12, Form 990 (line c plus line d)</td>
<td>$505950703</td>
<td></td>
</tr>
</tbody>
</table>

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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Total expenses and losses per audited financial statements</td>
<td>$479983175</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Amounts included on line a but not on line 17, Form 990:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Donated services and use of facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Prior year adjustments reported on line 20, Form 990</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) Losses reported on line 20, Form 990</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) Other (specify):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Add amounts on lines (1) through (4)</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Line a minus line b</td>
<td>$479983175</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Amounts included on line 17, Form 990 but not on line a:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Investment expenses not included on line 6b, Form 990</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Other (specify):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>Add amounts on lines (1) and (2)</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>Total expenses per line 17, Form 990 (line e plus line d)</td>
<td>$479983175</td>
<td></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 -0-)</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><strong>See Statement 14</strong></td>
<td>8654014.627,280</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

75 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
Form 990 (2004)   NATIONAL GEOGRAPHIC SOCIETY  53-0193519   Page 5

NATIONAL GEOGRAPHIC SOCIETY

Part VI  Other Information

76 Did the organization engage in any activity not previously reported to the IRS? If "Yes," attach a detailed description of each activity

77 Were any changes made in the organizing or governing documents but not reported to the IRS?

78 a Did the organization have unrelated business gross income of $1,000 or more during the year covered by this return?

78b Was there a liquidation, dissolution, termination, or substantial contraction during the year?

80 a Is the organization related (other than by association with a statewide or nationwide organization) through common membership, governing bodies, trustees, officers, etc., to any other exempt or nonexempt organization?

81 a Enter direct or indirect political expenditures. See line 81 instructions

82 a 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?

82b Did the organization file Form 1120-POL for this year?

83 a Did the organization comply with the public inspection requirements for returns and exemption applications?

83b Did the organization comply with the disclosure requirements relating to quid pro quo contributions?

84 a Did the organization solicit any contributions or gifts that were not tax deductible?

84b Did the organization make only in-house lobbying expenditures of $2,000 or less?

501(c)(4), (5), or (6) organizations

85 a Were substantially all dues nondeductible by members?

85b Did the organization elect to pay the section 6033(e) tax on the amount on line 85f?

86 501(c)(7) organizations

86a Initiation fees and capital contributions included on line 12

86b Gross receipts, included on line 12, for public use of club facilities

87 501(c)(12) organizations

87a Gross income from members or shareholders

87b Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)

88 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?

89 a 501(c)(3) organizations

89b Did the organization engage in any section 4958 excess benefit transaction during the year or did it become aware of an excess benefit transaction from a prior year?

89c Did the organization comply with the public inspection requirements for returns and exemption applications?

89d Did the organization comply with the disclosure requirements relating to quid pro quo contributions?

89e Did the organization solicit any contributions or gifts that were not tax deductible?

89f Did the organization make only in-house lobbying expenditures of $2,000 or less?

90 a List the states with which a copy of this return is filed

90b List the states with which a copy of this return is filed

91 The books are in care of

Located at

Telephone no.

92 Section 4947(a)(1) nonexempt charitable trusts filing Form 990 in lieu of Form 1041- Check here and enter the amount of tax-exempt interest received or accrued during the tax year
### Part VII | Analysis of Income-Producing Activities

Note: Enter gross amounts unless otherwise indicated.

<table>
<thead>
<tr>
<th>(A) Business code</th>
<th>(B) Amount</th>
<th>(C) Exclusion code</th>
<th>(D) Amount</th>
<th>(E) Related or exempt function income</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 Program service revenue:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a EXHIBIT D 164</td>
<td>84,736,668</td>
<td></td>
<td></td>
<td>164,979,750</td>
</tr>
<tr>
<td>b PERIODICAL ADVERTISING 511120</td>
<td>68,159</td>
<td>14</td>
<td>5,711,962</td>
<td></td>
</tr>
<tr>
<td>c TRADE BOOK SALES 511130</td>
<td>12,416,484</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f Medicare/Medicaid payments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g Fees and contracts from government agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>94 Membership dues and assessments</td>
<td></td>
<td></td>
<td></td>
<td>176,929,121</td>
</tr>
<tr>
<td>95 Interest on savings and temporary cash investments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>96 Dividends and interest from securities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97 Net rental income or (loss) from real estate:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a debt-financed property</td>
<td>166,504</td>
<td>16</td>
<td>1,159,752</td>
<td></td>
</tr>
<tr>
<td>b not debt-financed property</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>98 Net rental income or (loss) from personal property</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>99 Other investment income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 Gain or (loss) from sales of assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other than inventory</td>
<td>18</td>
<td></td>
<td>18,465,864</td>
<td></td>
</tr>
<tr>
<td>101 Net income or (loss) from special events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102 Gross profit or (loss) from sales of inventory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>103 Other revenue:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a ROYALTIES 900003</td>
<td>507,252</td>
<td>15</td>
<td>29,099,387</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subtotal (add columns (B), (D), and (E)) 99,250,812.
Total (add line 104, columns (B), (D), and (E)) 495,596,648.

Note: Line 105 plus line 1d, Part I, should equal the amount on line 12, Part I.

### 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

Name, address, and EIN of corporation, partnership, or disregarded entity | Percentage of ownership interest | Nature of activities | Total income | End-of-year assets |
---|---|---|---|---|
See Statement 17 | % | | | |
| | % | | | |
| | % | | | |

### Part X | Information Regarding Transfers Associated Corporations

(a) Did the organization, during the year, receive any funds, directly or indirectly, from any corporation, partnership, or disregarded entity?
(b) Did the organization, during the year, pay premiums, directly or indirectly, on any insurance policy?

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

*Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and that I am responsible for its truth and accuracy.
*Signature of officer
*Preparer’s signature

Preparer’s name (or yours if self-employed), address, and ZIP + 4
KPMG LLP
1660 International Dr.
McLean, VA 22102
## Part I: Compensation of the Five Highest Paid Employees Other Than Officers, Directors, and Trustees

(See page 1 of the instructions. List each one. If there are none, enter "None.")

<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, VP, PUBLISHER, 1145 17ST. NW WASHINGTON, DC 20036</td>
<td>FULL-TIME</td>
<td>471,876</td>
<td>51,502.</td>
<td></td>
</tr>
<tr>
<td>LINDA BERKELEY, EVP, ENTERPR., 1145 17ST. NW WASHINGTON, DC 20036</td>
<td>FULL-TIME</td>
<td>477,418</td>
<td>38,367.</td>
<td></td>
</tr>
<tr>
<td>DAWN DREW, VP, PUBLISHER, 1145 17ST. NW WASHINGTON, DC 20036</td>
<td>FULL-TIME</td>
<td>336,578</td>
<td>33,032.</td>
<td></td>
</tr>
<tr>
<td>KATHLEEN COLBERT, VP, CIRC., 1145 17ST. NW WASHINGTON, DC 20036</td>
<td>FULL-TIME</td>
<td>339,921</td>
<td>20,087.</td>
<td></td>
</tr>
<tr>
<td>SEAN FLANAGAN, VP, PUBLISHER, 1145 17ST. NW WASHINGTON, DC 20036</td>
<td>FULL-TIME</td>
<td>459,609</td>
<td>15,578.</td>
<td></td>
</tr>
</tbody>
</table>

Total number of other employees paid over $50,000: 651

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

(See page 2 of the instructions. List each one (whether individuals or firms). If there are none, enter "None.")

<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, 767 FIFTH AVE. NY, NY 10153</td>
<td>LEGAL SERVICES</td>
<td>1322586.</td>
</tr>
<tr>
<td>KPMG LLP, 2001 M STREET, NW WASHINGTON DC 20036</td>
<td>ACCOUNTING SERVICES</td>
<td>543,965.</td>
</tr>
<tr>
<td>LSV ASSET MANAGEMENT, 1 FREEDOM VALLEY DRIVE, OAKS, PA 19456</td>
<td>INVESTMENT SERVICES</td>
<td>496,929.</td>
</tr>
<tr>
<td>COVINGTON &amp; BURLING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAGLE CAPITAL MANAGEMENT LLC, 3330 WEST ESPLANADE AVE., METAIRE, LA 70002</td>
<td>INVESTMENT SERVICES</td>
<td>477,481.</td>
</tr>
</tbody>
</table>

Total number of others receiving over $50,000 for professional services: 215
Part III Statements About Activities

1. During the year, has the organization attempted to influence national, state, or local legislation, including any attempt to influence public opinion on a legislative matter or referendum? If "Yes," enter the total expenses paid or incurred in connection with the lobbying activities $141,984. (Must equal amounts on line 38, Part VI-A, or line i of Part VI-B.)

Organizations that made an election under section 501(h) by filing Form 5768 must complete Part VI-A. Other organizations checking "Yes," must complete Part VI-B and attach a statement giving a detailed description of the lobbying activities.

2. During the year, has the organization, either directly or indirectly, engaged in any of the following acts with any substantial contributors, trustees, directors, officers, creators, key employees, or members of their families, or with any taxable organization with which any such person is affiliated as an officer, director, trustee, majority owner, or principal beneficiary? (If the answer to any question is "Yes," attach a detailed statement explaining the transactions.)

- a. Sale, exchange, or leasing of property?
- b. Lending of money or other extension of credit?
- c. Furnishing of goods, services, or facilities?
- d. Payment of compensation (or payment or reimbursement of expenses if more than $1,000)?
- e. Transfer of any part of its income or assets?

3. a. Do you make grants in support of colleges or universities? (If "Yes," attach an explanation of how you determine that recipients qualify to receive payments.)

b. Do you have a section 403(b) annuity plan for your employees?

4. a. Did you maintain any separate account for participating donors where donors have the right to provide advice on the use or distribution of funds?

b. Do you provide credit counseling, debt management, credit repair, or debt negotiation services?

Part IV Reason for Non-Private Foundation Status

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

- 6. A school. Section 170(b)(1)(A)(iv). (Also complete Part V.)

10. 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.)

11a. 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)(vi). (Also complete the Support Schedule in Part IV-A.)


12. 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.)

13. 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).)

Provide the following information about the supported organizations. (See page 5 of the instructions.)

(a) Name(s) of supported organization(s)
(b) Line number from above
### Support Schedule

#### Page 3

**Part IV-A**

**Support Schedule** (Complete only if you checked a box on line 10, 11, or 12) Use cash method of accounting.

**Note:** You may use the worksheet in the instructions for converting from the accrual to the cash method of accounting.

<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>15 Gifts, grants, and contributions received. (Do not include unusual grants. See line 26.)</td>
<td>6,747,126</td>
<td>17,019,366</td>
<td>11,843,205</td>
<td>5,948,187</td>
<td>41,557,884</td>
</tr>
<tr>
<td>16 Membership fees received</td>
<td>177624873</td>
<td>183683103</td>
<td>191214865</td>
<td>210828996</td>
<td>763,351,843</td>
</tr>
<tr>
<td>17 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>122813726</td>
<td>115913636</td>
<td>128175615</td>
<td>141983101</td>
<td>508,886,078</td>
</tr>
<tr>
<td>18 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>14,859,742</td>
<td>47,620,217</td>
<td>49,337,063</td>
<td>47,714,404</td>
<td>159,531,426</td>
</tr>
<tr>
<td>19 Net income from unrelated business activities not included in line 18</td>
<td>&lt;1,678,834</td>
<td>&gt;5,299,999</td>
<td>3,455,515</td>
<td>1,951,681</td>
<td>9,028,361</td>
</tr>
<tr>
<td>20 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>
<td></td>
</tr>
<tr>
<td>21 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>
<td></td>
</tr>
<tr>
<td>22 Other income. Attach a schedule. Do not include gain or (loss) from sale of capital assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 Total of lines 15 through 22</td>
<td>320366633</td>
<td>369536327</td>
<td>384026263</td>
<td>408426369</td>
<td>148235592</td>
</tr>
<tr>
<td>24 Line 23 minus line 17</td>
<td>197552907</td>
<td>253622691</td>
<td>255850648</td>
<td>266443268</td>
<td>973,469,514</td>
</tr>
<tr>
<td>25 Enter % of line 23</td>
<td>3,203,666</td>
<td>3,695,363</td>
<td>3,840,263</td>
<td>4,084,264</td>
<td></td>
</tr>
<tr>
<td>26 Organizations described on lines 10 or 11: a Enter 2% of amount in column (e), line 24</td>
<td></td>
<td></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 2000 through 2003 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></td>
<td></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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Add: Amounts from column (e) for lines: 18</td>
<td>19</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e Public support (line 26c minus line 26d total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f Public support percentage (line 26e (numerator) divided by line 26c (denominator))</td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>(2003)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(2002)</td>
<td>0</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>
<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 amount 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>
<td></td>
</tr>
<tr>
<td>(2003)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(2002)</td>
<td>0</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>
<td>0</td>
</tr>
<tr>
<td>c Add: Amounts from column (e) for lines: 15</td>
<td>41,557,884</td>
<td>763,351,843</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2003)</td>
<td>508,886,078</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Add: Line 27a total</td>
<td>15</td>
<td>16</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and line 27b total</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e Public support (line 27e total minus line 27d total)</td>
<td></td>
<td></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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g Public support percentage (line 27e (numerator) divided by line 27f (denominator))</td>
<td></td>
<td></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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 Unusual Grants: For an organization described in line 10, 11, or 12 that received any unusual grants during 2000 through 2003, 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Schedule A (Form 990 or 990-EZ) 2004**

**NATIONAL GEOGRAPHIC SOCIETY**

53-0193519

None

14221026 796206 NGSOC

2004.06000 NATIONAL GEOGRAPHIC SOCIETY NGSOC__1
### Part V: Private School Questionnaire

(To be completed ONLY by schools that checked the box on line 6 in Part IV)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If &quot;Yes,&quot; please describe; if &quot;No,&quot; please explain. (If you need more space, attach a separate statement.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32 Does the organization maintain the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a Records indicating the racial composition of the student body, faculty, and administrative staff?</td>
<td>32a</td>
<td></td>
</tr>
<tr>
<td>b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?</td>
<td>32b</td>
<td></td>
</tr>
<tr>
<td>c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?</td>
<td>32c</td>
<td></td>
</tr>
<tr>
<td>d Copies of all material used by the organization or on its behalf to solicit contributions?</td>
<td>32d</td>
<td></td>
</tr>
<tr>
<td>If you answered &quot;No&quot; to any of the above, please explain. (If you need more space, attach a separate statement.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33 Does the organization discriminate by race in any way with respect to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a Students' rights or privileges?</td>
<td>33a</td>
<td></td>
</tr>
<tr>
<td>b Admissions policies?</td>
<td>33b</td>
<td></td>
</tr>
<tr>
<td>c Employment of faculty or administrative staff?</td>
<td>33c</td>
<td></td>
</tr>
<tr>
<td>d Scholarships or other financial assistance?</td>
<td>33d</td>
<td></td>
</tr>
<tr>
<td>e Educational policies?</td>
<td>33e</td>
<td></td>
</tr>
<tr>
<td>f Use of facilities?</td>
<td>33f</td>
<td></td>
</tr>
<tr>
<td>g Athletic programs?</td>
<td>33g</td>
<td></td>
</tr>
<tr>
<td>h Other extracurricular activities?</td>
<td>33h</td>
<td></td>
</tr>
<tr>
<td>If you answered &quot;Yes&quot; to any of the above, please explain. (If you need more space, attach a separate statement.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34 a Does the organization receive any financial aid or assistance from a governmental agency?</td>
<td>34a</td>
<td></td>
</tr>
<tr>
<td>b Has the organization's right to such aid ever been revoked or suspended?</td>
<td>34b</td>
<td></td>
</tr>
<tr>
<td>If you answered &quot;Yes&quot; to either 34a or b, please explain using an attached statement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 &quot;No,&quot; attach an explanation</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>
### Part VI-A  Lobbying Expenditures by Electing Public Charities

(See page 9 of the instructions.)  

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</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>
<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>
<td>N/A</td>
</tr>
<tr>
<td>38</td>
<td>Total lobbying expenditures (add lines 36 and 37)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>39</td>
<td>Other exempt purpose expenditures</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>40</td>
<td>Total exempt purpose expenditures (add lines 38 and 39)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>41</td>
<td>Lobbying nontaxable amount. Enter the amount from the following table -</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If the amount on line 40 is -</td>
<td>The lobbying nontaxable amount is -</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not over $500,000</td>
<td>20% of the amount on line 40</td>
<td>41</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>
<td></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>
<td></td>
</tr>
<tr>
<td></td>
<td>Over $1,500,000 but not over $17,000,000</td>
<td>$225,000 plus 5% of the excess over $1,500,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Over $17,000,000</td>
<td>$1,000,000</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Grassroots nontaxable amount (enter 25% of line 41)</td>
<td></td>
<td>42</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></td>
<td>43</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></td>
<td>44</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(h)

(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) 2004</th>
<th>(b) 2003</th>
<th>(c) 2002</th>
<th>(d) 2001</th>
<th>(e) Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>45  Lobbying nontaxable amount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>46  Lobbying ceiling amount (150% of line 45)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>47  Total lobbying expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>48  Grassroots nontaxable amount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>49  Grassroots ceiling amount (150% of line 48)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>50  Grassroots lobbying expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
</tbody>
</table>

### Part VI-B  Lobbying Activity by Nonelecting Public Charities

(For reporting only by organizations that did not complete Part VI-A)  

(See page 11 of the instructions.)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>8,999.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>132,985.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>141,984.</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 20

Schedule A (Form 990 or 990-EZ) 2004

14221028 796206 NGSOC 2004.06000 NATIONAL GEOGRAPHIC SOCIETY NGSOC_1
**Part VII | Information Regarding Transfers To and Transactions and Relationships With Noncharitable Exempt Organizations**

(See page 11 of the instructions.)

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></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td>Transfers from the reporting organization to a noncharitable exempt organization of:</td>
<td></td>
</tr>
<tr>
<td>(i) Cash</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(ii) Other assets</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Sales or exchanges of assets with a noncharitable exempt organization</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(ii) Purchases of assets from a noncharitable exempt organization</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(iii) Rental of facilities, equipment, or other assets</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(iv) Reimbursement arrangements</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(v) Loans or loan guarantees</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(vi) Performance of services or membership or fundraising solicitations</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharing of facilities, equipment, mailing lists, other assets, or paid employees</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the answer to any of the above is &quot;Yes,&quot; complete the following schedule. Column (b) should always show the fair market value of the goods, other assets, or services given by the reporting organization. If the organization received less than fair market value in any transaction or sharing arrangement, show in column (d) the value of the goods, other assets, or services received:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of organization</td>
<td>Type of organization</td>
<td>Description of relationship</td>
</tr>
</tbody>
</table>

52 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?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If &quot;Yes,&quot; complete the following schedule:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Name of organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Type of organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Description of relationship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Form 990 Rental Income Statement 1

<table>
<thead>
<tr>
<th>Kind and Location of Property</th>
<th>Activity Number</th>
<th>Gross Rental Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICE RENTAL 1145 17TH ST. NW WDC 20036</td>
<td>1</td>
<td>2,087,043.</td>
</tr>
<tr>
<td>OFFICE RENTAL 1145 17TH ST. NW WDC 20036</td>
<td>2</td>
<td>857,147.</td>
</tr>
<tr>
<td>OFFICE RENTAL 1145 17TH ST. NW WDC 20036</td>
<td>3</td>
<td>2,008,008.</td>
</tr>
</tbody>
</table>

Total to Form 990, Part I, line 6a

### 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></td>
<td>138,359.</td>
<td></td>
</tr>
<tr>
<td>OCCUPANCY</td>
<td></td>
<td>1,084,574.</td>
<td></td>
</tr>
<tr>
<td>MISC. RENTAL EXPENSE</td>
<td>- SubTotal -</td>
<td>149,646.</td>
<td>1,408,673.</td>
</tr>
<tr>
<td>REAL ESTATE TAX</td>
<td></td>
<td>85,211.</td>
<td></td>
</tr>
<tr>
<td>OCCUPANCY</td>
<td></td>
<td>591,931.</td>
<td></td>
</tr>
<tr>
<td>IN-HOUSE SERVICES</td>
<td>- SubTotal -</td>
<td>690,642.</td>
<td></td>
</tr>
<tr>
<td>REAL ESTATE TAX</td>
<td></td>
<td>198,827.</td>
<td></td>
</tr>
<tr>
<td>IN-HOUSE SERVICES</td>
<td></td>
<td>31,500.</td>
<td></td>
</tr>
<tr>
<td>OCCUPANCY</td>
<td>- SubTotal -</td>
<td>1,526,627.</td>
<td></td>
</tr>
</tbody>
</table>

Total to Form 990, Part I, line 6b

### 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>119,514,000.</td>
<td>101,048,136.</td>
<td>0.</td>
<td>18,465,864.</td>
<td></td>
</tr>
</tbody>
</table>

To Form 990, Part I, line 8

<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>119,514,000.</td>
<td>101,048,136.</td>
<td>0.</td>
<td>18,465,864.</td>
<td></td>
</tr>
</tbody>
</table>
### 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>34,822,216</td>
</tr>
</tbody>
</table>

Total Included on Form 990, Part II, line 22

### Form 990 Cash Grants and Allocations Statement 5

<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></td>
<td></td>
<td>NONE</td>
<td>10886701</td>
</tr>
</tbody>
</table>

Total Included on Form 990, Part II, line 22

### Form 990 Other Program Services Statement 6

**Description**

- SEE EXHIBIT C FOR DETAIL PROGRAM DESCRIPTIONS
- NATIONAL GEOGRAPHIC TRAVELER MAGAZINE: 26,319,744.
- NATIONAL GEOGRAPHIC ADVENTURE MAGAZINE: 18,878,798.
- GEOGRAPHY EDUCATION (SEE EXHIBIT B): 3,885,376.
- RESEARCH GRANTS & ALLOCATIONS (SEE EXHIBIT B): 4,099,344.
- EXPEDITIONS COUNCIL (SEE EXHIBIT B): 1,086,219.
- PUBLIC SERVICE: 1,815,762.
- IMAGE SALES: 4,508,356.
- EXPLORER'S HALL MUSEUM: 2,185,988.
- NATIONAL GEOGRAPHIC EXPEDITIONS: 2,345,992.
- LECTURES: 1,827,211.
- NATIONAL GEOGRAPHIC SOCIETY EDUCATION FOUNDATION ADMIN: 703,802.

Total to Form 990, Part III, line e

Grants and Allocations: 10,886,701.
Expenses: 80,099,277.
Form 990  Receivables Due From Officers, Directors, Trustees and Other Key Employees - Reported Separately  Statement  7

<table>
<thead>
<tr>
<th>Borrower's Name and Title</th>
<th>Original Loan Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOHN Q. GRIFFIN, PRESIDENT, MAGAZINE GROUP</td>
<td>800,000.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Note</th>
<th>Maturity Date</th>
<th>Terms of Repayment</th>
<th>Interest Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/09/01</td>
<td>09/03/06</td>
<td>LUMP SUM</td>
<td>.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Security Provided by Borrower</th>
<th>Purpose of Loan</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW RESIDENCE</td>
<td>MORTGAGE LOAN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of Consideration</th>
<th>FMV of Consideration</th>
<th>Balance Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>UP TO $250,000 FORGIVEN OVER 5 YEARS BASED ON CONTINUED EMPLOYMENT</td>
<td>0.</td>
<td>650,000.</td>
</tr>
</tbody>
</table>

Total included on Form 990, Part IV, line 50, Column B  650,000.

Form 990  Non-Government Securities  Statement  8

<table>
<thead>
<tr>
<th>Security Description</th>
<th>Cost/FMV</th>
<th>Corporate Stocks</th>
<th>Corporate Bonds</th>
<th>Other Publicly Traded Securities</th>
<th>Total Non-Gov't Securities</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQUITY SECURITIES</td>
<td>FMV</td>
<td>314273000.</td>
<td></td>
<td></td>
<td>314273000.</td>
</tr>
</tbody>
</table>

To Form 990, line 54, Col B  314273000.
### Form 990 Government Securities

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost/FMV</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>FMV</td>
<td>84,806,000.</td>
<td></td>
<td>84,806,000.</td>
</tr>
<tr>
<td>Total to Form 990, line 54, Col B</td>
<td></td>
<td>84,806,000.</td>
<td></td>
<td>84,806,000.</td>
</tr>
</tbody>
</table>

### Form 990 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>9,693,802.</td>
</tr>
<tr>
<td>NIKKEI - NGS</td>
<td>Cost</td>
<td>1,205,191.</td>
</tr>
<tr>
<td>GIFT ANNUITIES</td>
<td>Market Value</td>
<td>3,773,123.</td>
</tr>
<tr>
<td>INVESTMENT iEXPLORE.COM</td>
<td>Cost</td>
<td>388,003.</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>1,102,216.</td>
</tr>
<tr>
<td>INVESTMENT IN NGT, INC., 100% SUB</td>
<td>Cost</td>
<td>156,813,071.</td>
</tr>
<tr>
<td>INVESTMENT IN NGHT, INC., 100% SUB</td>
<td>Cost</td>
<td>104,017,935.</td>
</tr>
<tr>
<td>INVESTMENT - (b) ELIGIBLE D COMP</td>
<td>Market Value</td>
<td>150,292.</td>
</tr>
<tr>
<td>Total to Form 990, Part IV, line 56, Column B</td>
<td></td>
<td>278,010,193.</td>
</tr>
</tbody>
</table>
NATIONAL GEOGRAPHIC SOCIETY

Form 990 Tax-Exempt Bond Liabilities Outstanding

Statement 11

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>

Issue Date

08/17/00

Amount of Issue Outstanding

24,270,000

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

24,270,000

Form 990 Other Liabilities

Statement 12

Description

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTRETIREMENT BENEFITS</td>
<td>100,027,750.</td>
</tr>
<tr>
<td>DEFERRED COMP (b) ELIGIBLE</td>
<td>150,292.</td>
</tr>
<tr>
<td>DEFERRED COMP (f) EXEC.</td>
<td>111,549.</td>
</tr>
<tr>
<td>TRUSTEE EMERITIS PAYABLE</td>
<td>651,906.</td>
</tr>
</tbody>
</table>

Total to Form 990, Part IV, line 65, Column B

100,941,497

Form 990 Other Securities

Statement 13

Security Description          | Cost/FMV | Other Securities |
-----------------------------|---------|-----------------|
HEDGED MARKET NEUTRAL EQUITY FUNDS | FMV     | 48,189,000.    |
REAL ESTATE INVESTMENT TRUSTS  | FMV     | 28,547,000.    |
MONEY MARKET FUNDS            | FMV     | 14,194,000.    |
MORTGAGE-BACKED SECURITIES    | Cost    | 8,840,000.     |

To Form 990, line 54, Col B

99,770,000.
<table>
<thead>
<tr>
<th>Name and Address</th>
<th>Title and Avrg Hrs/Wk</th>
<th>Compensation</th>
<th>Employee Ben Plan Expense Contrib Account</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOHN M. FAHEY JR.</td>
<td>PRESIDENT &amp; CEO</td>
<td>1,040,698.</td>
<td>71,086.</td>
</tr>
<tr>
<td>1145 17TH ST. NW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHINGTON DC 20036</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WILLIAM L. ALLEN</td>
<td>EDITOR-IN-CHIEF</td>
<td>(1)2,692,543.</td>
<td>48,260.</td>
</tr>
<tr>
<td>1145 17TH ST. NW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHINGTON DC 20036</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TERRENCE B. ADAMSON</td>
<td>EXECUTIVE VP &amp; SECRETARY</td>
<td>553,750.</td>
<td>61,895.</td>
</tr>
<tr>
<td>1145 17TH ST. NW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHINGTON DC 20036</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHRISTOPHER A. LIEDELP</td>
<td>EXECUTIVE VP &amp; CFO</td>
<td>470,671.</td>
<td>52,797.</td>
</tr>
<tr>
<td>1145 17TH ST. NW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHINGTON DC 20036</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOHN Q. GRIFFIN</td>
<td>EVP, PRES., MAGAZINE GROUP</td>
<td>869,398.</td>
<td>46,498.</td>
</tr>
<tr>
<td>1145 17TH ST. NW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHINGTON DC 20036</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H GREGORY PLATTS</td>
<td>SR. VP &amp; TREASURER</td>
<td>185,271.</td>
<td>72,274.</td>
</tr>
<tr>
<td>1145 17TH ST. NW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHINGTON DC 20036</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MICHAEL J. COLE</td>
<td>VP &amp; CONTROLLER</td>
<td>191,082.</td>
<td>43,252.</td>
</tr>
<tr>
<td>1145 17TH ST. NW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHINGTON DC 20036</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BARBARA J. CONSTANTZ</td>
<td>ASSISTANT TREASURER</td>
<td>143,442.</td>
<td>25,902.</td>
</tr>
<tr>
<td>1145 17TH ST. NW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHINGTON DC 20036</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANGELO M. GRIMA</td>
<td>ASSISTANT SECRETARY</td>
<td>181,239.</td>
<td>34,239.</td>
</tr>
<tr>
<td>1145 17TH ST. NW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHINGTON DC 20036</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GILBERT M. GROSVENOR</td>
<td>CHAIRMAN OF THE BOARD</td>
<td>(2)331,450.</td>
<td>0.</td>
</tr>
<tr>
<td>1145 17TH ST. NW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHINGTON DC 20036</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOHN R. MURPHY</td>
<td>TRUSTEE</td>
<td>(3)132,109.</td>
<td>0.</td>
</tr>
<tr>
<td>1145 17TH ST. NW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHINGTON DC 20036</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note (1): $2,122,651 of this amount is an accrued supplemental retirement plan benefit received as a lump-sum payment in 2004. Mr. William L. Allen retired from the Society in December 2004, at which time he became eligible to receive benefits under the Society's executive supplemental retirement plan, as well as under the Society's ERISA qualified plan. The supplemental executive plan provides to eligible retirees a benefit equal to any amounts not payable under the Society's retirement plan due to the limitations imposed by Sections 415 and 401(a)(17) of the Internal Revenue Code. The annual accrued benefit under this plan was previously reported in prior years under Col. (D).

Note (2): $146,450 represents retirement benefits and deferred compensation earned as CEO in prior years.

Note (3): $111,009 represents retirement benefits and deferred compensation earned as CEO in prior years.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Amount 0</th>
<th>Amount 00</th>
<th>Amount 000</th>
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<td>18,400</td>
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<tr>
<td>MARTHA E. CHURCH</td>
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<td>43,400</td>
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<td>MICHAEL COLLINS</td>
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<td>GEORGE MUNOZ</td>
<td>TRUSTEE</td>
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<tr>
<td>JOHN JAY ISELIN</td>
<td>TRUSTEE</td>
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<td>JAMES C. KAUTZ</td>
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<td>J. WILLARD MARRIOTT, JR.</td>
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<td>TRUSTEE</td>
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<td>NATHANIEL P. REED</td>
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<td>WILLIAM K. REILLY</td>
<td>TRUSTEE</td>
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<td>ROZANNE L. RIDGEWAY</td>
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<td>Total</td>
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<td>JAMES R. SASSER</td>
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<td>TERRY GARCIA</td>
<td>EXEC. VP, MISSION PROG.</td>
<td>448,127</td>
<td>53,277</td>
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<td>NINA HOFFMAN BLATT</td>
<td>EXEC. VP, BOOKS GROUP</td>
<td>485,091</td>
<td>42,014</td>
<td>527,105</td>
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<tr>
<td>ELIZABETH HUDSON</td>
<td>SENIOR VP, COMMUNICATIONS</td>
<td>322,263</td>
<td>41,531</td>
<td>363,794</td>
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<td>THOMAS SABLO</td>
<td>SENIOR VP, HUMAN RESOURCES</td>
<td>221,380</td>
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<td>255,635</td>
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Totals Included on Form 990, Part V

8,654,014  627,280  0
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<thead>
<tr>
<th>Officer's Name</th>
<th>Name and EIN of Related Organization</th>
<th>Compensation</th>
<th>Employee Ben Plan Contrib</th>
<th>Employee Expense Account</th>
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<td>GILBERT M. GROSVENOR</td>
<td>CONSULTING CONTRACTS TO NGHT, INC.</td>
<td>90,000</td>
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<table>
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<td>NGHT &amp; SUBSIDIARIES</td>
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<tr>
<td>NGT, INC.</td>
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</table>
### NATIONAL GEOGRAPHIC SOCIETY

#### Form 990 Part IX - Information Regarding Taxable Subsidiaries and Disregarded Entities

Name of Corporation, Partnership or Disregarded Entity

NGHT & SUBSIDIARIES

Address

1145 17TH ST. NW, WASHINGTON, DC 20036

<table>
<thead>
<tr>
<th>Employer ID Number</th>
<th>Percent Owned</th>
<th>Nature of Activities</th>
<th>Total Income</th>
<th>End-of-Year Assets</th>
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</thead>
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<tr>
<td>52-1996048</td>
<td>100.00%</td>
<td>TV/VIDEO/MAP/WEB PRODUCTION</td>
<td>98,914,756</td>
<td>78,175,254</td>
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Name of Corporation, Partnership or Disregarded Entity

NGT INC.

Address

1145 17TH ST. NW, WASHINGTON, DC 20036

<table>
<thead>
<tr>
<th>Employer ID Number</th>
<th>Percent Owned</th>
<th>Nature of Activities</th>
<th>Total Income</th>
<th>End-of-Year Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>52-1909394</td>
<td>100.00%</td>
<td>CABLE CHANNEL OWNERSHIP</td>
<td>6,388,261</td>
<td>42,642,109</td>
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</table>

### 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
THE APPROX. $141,985 SPENT ON LOBBYING/LEGISLATION ACTIVITY DURING 2004 RELATED TO PROMOTING GEOGRAPHY EDUCATION ISSUES AT BOTH THE NATIONAL & STATE LEVELS. IT CONSISTED OF DIRECT CONTACT WITH LEGISLATORS, THEIR STAFFS LEGAL CONSULTANTS GOVERNMENT OFFICIALS OR LEGISLATIVE BODIES, AS WELL AS SOME LIMITED CONTACT WITH STATE GEOGRAPHY COORDINATORS TO FACILITATE THEM GETTING LOCAL MEMBERS INVOLVED IN ADVOCATING GEOGRAPHY EDUCATION.
### 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/ Statement of Program Services Rendered - Other</td>
</tr>
<tr>
<td>D</td>
<td>Program Service Revenues</td>
</tr>
<tr>
<td>E</td>
<td>Land, Buildings &amp; Equipment and Related Depreciation</td>
</tr>
<tr>
<td>F</td>
<td>Other Expenses</td>
</tr>
<tr>
<td>G</td>
<td>List of States Where Form 990 Filed</td>
</tr>
<tr>
<td>H</td>
<td>Corporate Bylaws/Governance Documents</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.
GRANT SUMMARY:

Schedule I: Education Foundation Grants $3,821,376
Schedule II: Expeditions Council Grants 999,466
Schedule III: Conservation Grants 457,248
Schedule IV: Research Grants 3,332,096
Schedule V: Explorer in Residence Grants 600,367
Schedule VI: All Roads Film Project Seed Grants 37,500
Schedule VII: Geography Education Teacher Grants 14,000
Schedule VIII: Crittercam Grant 310,000

TOTAL GRANTS $59,572,053

AWARD SUMMARY:

Schedule IX: NGS/BUFFET Award $50,000
Schedule X: Explorer In Residence Awards 771,457
Schedule XI: Emerging Explorers Awards 95,000
Schedule XII: All Roads Photographer Awards 3,000
Schedule XIII: Photographers in Residence 248,749

TOTAL AWARDS $1,168,206

CONTRIBUTIONS/SPONSORSHIPS:

Schedule XIV: Contributions/Sponsorships $146,442

TOTAL GRANTS & ALLOCATIONS $10,886,701
Schedule I: Education Foundation Grants

<table>
<thead>
<tr>
<th>Type of Grant</th>
<th>Amount</th>
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<tr>
<td>Grosvenor Grant Program</td>
<td>$1,560,981</td>
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<tr>
<td>Teacher Grants</td>
<td>$137,158</td>
</tr>
<tr>
<td>Other Educational Program Grants</td>
<td>$758,000</td>
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<tr>
<td>Grants from Endowed Funds</td>
<td>$1,365,237</td>
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**TOTAL EDUCATION FOUNDATION GRANT EXPENSE** $3,821,376
Grosvenor Grant Program
Year 2004

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. Twenty-six grants were approved in 2004, and the total grant expenditure in this category is $1,560,981.

<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>Alaska Geographic Alliance</td>
<td>Roger W. Pearson</td>
<td>43</td>
<td>Alaska In Maps: For the 21st Century</td>
<td>The Alaska Geographic Alliance (AGA) is seeking support to redevelop its middle and high school atlas, Alaska in Maps, into a new product with the tentative title &quot;Alaska's Geography for the 21st Century.&quot; The atlas will provide key geographic information needed for high school students, who increasingly are required to have some type of &quot;Alaska Studies&quot; course before high school graduation. Reach (direct): 1. Veteran and new alliance teacher-consultants reviewing atlas revisions and updates. 2. 300 participants taking part in workshops and related education-outreach programs. Reach (indirect): Approximately 10,000 middle and high school students and 300 teachers per academic year in Alaska's 55 school districts. Impact: The original atlas, &quot;Alaska In Maps,&quot; has proven to be an excellent alliance publication. An updated publication will aid the alliance in keeping geography in the state consciousness. Visibility: 1. Marketing to Alaska Studies teachers. 2. Interviews on statewide public radio announcing the resource. 3. Interviews in Alaska television markets. 4. Atlas distributed to every school district social studies coordinator in Alaska.</td>
<td>$43,000</td>
</tr>
<tr>
<td>Alaska Geographic Alliance</td>
<td>Marcello, Jody Smothers</td>
<td>43</td>
<td>The Alaska Geographic Alliance (AGA) is a volunteer organization seeking funds to reorganize and reinvigorate itself, and to secure an endowment. The AGA seeks to maintain itself as a provider of professional development and curriculum designed to meet the needs of Alaska's educators and students at a critical juncture in the educational landscape of the state. Targeted communications and a new organizational strategic plan are major goals to be achieved with this grant for core operating support. The Foundation can expect the following potential from its investment: Reach: Elementary teachers, secondary social studies and science teachers, librarians, students, trained teacher-consultants, and teachers participating in AGA activities from all 55 school districts in Alaska Impact: Establishing the AGA as a resource for geography education materials and professional development for teachers and students across Alaska Visibility: 1. Monthly targeted mailings about geography education programs of the alliance to administrators and teachers in Alaska's 55 school districts 2. Redesigned website providing Alaska educators with relevant, engaging geography resources 3. Fundraising effort in Alaska's business community</td>
<td>$25,000</td>
<td></td>
</tr>
<tr>
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<td>---</td>
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</tr>
<tr>
<td>Arizona Geographic Alliance</td>
<td>Dorn, Ronald I.</td>
<td>83</td>
<td>In an effort to expand individual state &quot;GeoLiteracy&quot; efforts to a national program, it is necessary to conduct a controlled research study examining the efficacy of &quot;GeoLiteracy&quot; methods on reading and geography achievement in elementary grades in Arizona with partner alliances in Texas and Michigan. By extending the research design slightly, the Arizona Geographic Alliance (AzGA) will also examine the effectiveness of teacher-consultants in the alliance network in teaching reading and geography as compared to educators who are not teacher-consultants. The Foundation</td>
<td>$173,378</td>
<td></td>
</tr>
</tbody>
</table>
Instruction

<p>| A 2002-03 Grosvenor Grant in the amount of $77,000 began the development of a GeoMath curriculum package, designed to teach geography standards while providing practice for math skills found on state-mandated testing. Preliminary data compilations show a significant increase in student math skills in addition to more geographic awareness. This follow-up proposal, as outlined in the first GeoMath grant, is to finish the original concept and raise awareness of the GeoMath program during the 2004-05 academic year. The Foundation can expect the following potential from its investment: Reach (direct): 1. 300 teachers (100 teachers per workshop x 3 workshops) 2. 300 schools 3. 7,500 students (300 teachers x 25 students per teacher = |
| --- | --- | --- |
| Arizona Geographic Alliance Ronald I. Dorn Tel: (480) 965-5361 Fax: (480) 965-8313 <a href="mailto:ronald.dorn@asu.edu">ronald.dorn@asu.edu</a> | Dorn, Ronald I. 83 | GeoMath: Completion of the Project | $19,070 |</p>
<table>
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<tr>
<th>National Geographic Society</th>
<th>Washington, DC</th>
<th>EIN #53-0193519</th>
<th>2004 Return - Form 990</th>
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<tr>
<th></th>
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<th>Reach (indirect):</th>
<th>Impact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas Geographic Alliance</td>
<td>Gerald T. Hanson Tel: (501) 569-8730 Fax: (501) 569-3059 <a href="mailto:gthanson@ualr.edu">gthanson@ualr.edu</a></td>
<td>7,500 students per year</td>
<td>Funding will enable completion of the original GeoMath concept. It will also allow awareness of GeoMath's K-8 standards-based lessons to be raised during the 2004-05 academic year through free workshops and presentations at national meetings of the NCGE and NCSS, thus enhancing and strengthening geography education in participating schools.</td>
</tr>
<tr>
<td></td>
<td>Hanson, Gerald T.</td>
<td>1. 1,500 teachers (each of the 300 teachers shares GeoMath with another 5 teachers at his or her school) 2. 37,500 students (1,500 teachers x 25 students per teacher = 37,500 students per year)</td>
<td>Visibility: 1. Five GeoMath lesson presentations at NCGE and NCSS meetings 2. Alliance newsletter (mailing list of more than 2,400 teachers and administrators) 3. Presentations and dissemination of materials at alliance's annual GeoFest Conference 4. GeoMath website showcasing lessons 5. GeoMath and GeoLiteracy workshops 6. Journal of Geography article</td>
</tr>
<tr>
<td></td>
<td>Alliance Support for the Arkansas Geographic Alliance</td>
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<td>$25,000</td>
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<tr>
<td></td>
<td>Funding enables the Arkansas Geographic Alliance to maintain its geo-literacy program, its visibility, and continuity of the state geography education initiative through 2005.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Carson-Newman College Mary V. Ball Tel: 865-471-3254 Fax: 865-471-3578 <a href="mailto:mball@cn.edu">mball@cn.edu</a></th>
<th>Ball, Mary V.</th>
<th>2118</th>
<th>$52,156</th>
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<tbody>
<tr>
<td>Missouri Geographic Alliance</td>
<td>Terry, Sean P. Tel: 417-873-</td>
<td>29</td>
<td>The Missouri Geographic Alliance will be supported during its transition to a new host institution with new leadership</td>
</tr>
<tr>
<td>Support in</td>
<td>State Alliance</td>
<td></td>
<td>$25,000</td>
</tr>
</tbody>
</table>
6963 Fax: 417-873-7435 sterry@drury.edu

Missouri and staff, while maintaining existing programs. The Foundation can expect the following potential from its investment: Reach (direct): 2,500 current, active teachers in the alliance database Reach (indirect): Students of teachers engaged in ongoing alliance workshops and professional-development activities Impact: Funding will enable smooth transition of alliance headquarters to Drury University under new leadership and will further support geography education and the alliance’s pursuit of an endowment for consistent funding of its operations. Visibility: 1. MGA newsletter 2. MGA website 3. Through partnerships with (1) Missouri Botanical Garden, (2) Litzsinger Road Ecology Center, (3) Newspaper in Education, (4) Missouri Department of Natural Resources, (5) St. Louis Zoo, (6) Missouri Department of Conservation, (7) St. Louis Post-Dispatch, (8) Missouri Historical Society, (9) The Northern Cherokee Nation of Missouri, (10) The Center for Human Origin and Cultural Diversity, (11) Federal Reserve Bank of St. Louis, (12) Missouri Accelerated Schools, (13) Missouri Council for the Social Studies, and (14) Missouri Network for Staff Development and Performance-Based Education 4. Drury University Department of Communications news releases and program advertisements 5. 2004 NCGE conference activities in Kansas City, Missouri

Earthwatch Institute Meg L. Warren Tel: (978) 450-1238 ext. 117 Fax: (978) 461-2332 mwarren@earthwatch.org

Strengthening Geography in Schools Through Conservation Fieldwork and Collaboration Earthwatch will develop strategic partnerships with geographic alliances, technology leaders, and international program partners to improve a fieldwork conservation training model; increase its outreach and effectiveness by incorporating Web-accessible learning components for teachers and students, including "live" communication with researchers in the field, an online learning community, and teacher-developed lessons aligned with geography and

$84,000
<table>
<thead>
<tr>
<th>Alliance</th>
<th>Contact Person</th>
<th>Verification Code</th>
<th>Project Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Massachusetts Geographic Alliance</td>
<td>Paul T. Mulloy</td>
<td>27</td>
<td>Meeting State Curriculum Standards Through Museum Partnerships Funding is requested for the third year of the alliance's museum collaboration. The partnerships 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 and a wide variety of outreach programs to parents, students, and community members.</td>
<td>$65,000</td>
</tr>
<tr>
<td>Western Michigan University</td>
<td>Joseph P. Stoltman</td>
<td>448</td>
<td>Preparing to Meet Grade-Level Content Expectations in Geography The project will sponsor a Michigan Geographic Alliance Advanced Summer Institute and a Basic Summer Institute. Michigan is initiating grade-level content expectations for geography within the social studies curriculum in 2005-06. The project will provide professional development in response to the grade-level expectations.</td>
<td>$89,252</td>
</tr>
<tr>
<td>Minnesota Alliance for Geographic Education</td>
<td>David A. Lanegran</td>
<td>28</td>
<td>Urban Geography: Concepts and Essential Skills MAGE will develop an innovative Web-based curriculum (interactive lessons, virtual tours, Web-quests, resources, and guides) on the new Minnesota graduation standards that focus on the urban geography of Minnesota and the world. The virtual geography classroom and associated professional-development workshops will be an effective way to meet the need for teaching materials for the new curriculum.</td>
<td>$69,618</td>
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<tr>
<td>Missouri Geographic Alliance</td>
<td>Emily Sturgess Cleek</td>
<td>29</td>
<td>Global Cultural Connections The alliance will expand upon two successful workshops it conducted in 2004 in which teachers learn innovative approaches for teaching world cultures. Participating teachers and students will be motivated, through their unique learning experiences, to continue the journey of lifelong-learning geographic discovery.</td>
<td>$29,956</td>
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<td>National Council for Geographic Education</td>
<td>LeVasseur, Michal L.</td>
<td>$74,240</td>
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<td>North Carolina Geographic Alliance</td>
<td>Pierce, Steve</td>
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<td>Northeastern Educational Intermediate Unit</td>
<td>Forlenza, Vito A.</td>
<td>$85,000</td>
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</table>

**A Training Program for New Advanced Placement Human Geography Teachers**

The project is a national-level program to recruit, train, and empower 75 high school teachers to offer courses in Advanced Placement Human Geography (APHG). NCGE will develop and implement three summer workshops and a distance-learning course for teachers and continue to offer them a combination of academic support and practical advice as they teach APHG to their advanced students.

**State Alliance Support in North Carolina**

The North Carolina Geographic Alliance (NCGA) is requesting this support grant to keep the alliance active during the transition to a new coordinator. The alliance will use the grant to continue outreach projects such as teacher workshops, newsletters, and promoting geography education in the state curriculum. The Foundation can expect the following potential from its investment: Reach (direct): 120 teachers Reach (indirect): 4,000 students of trained teachers Impact: Funding will enable the alliance to plan continuing geography education efforts in the state.

**Geography: 21st Century Teaching and Learning**

Funding will allow the Northeastern Educational Intermediate Unit (NEIU) to develop a self-sustaining network of teaching professionals dedicated to advancing student achievement and providing relevant and engaging standards-based geography education in its five-county, 2,500-square-mile service area. The Foundation can expect the following potential from its investment: Reach: 1. 40 Geography for Life Fellows 2. 20 school districts (10 rural, 10 urban) 3. 3,400 K-12 educators reaching more than 47,000 students 4. Communities in NEIU's five-county, 2,500-square-mile service area Impact: Funding will help raise the importance of geography in the curriculum through this state education effort.
<table>
<thead>
<tr>
<th>Service Organization</th>
<th>Visibility</th>
<th>Support for</th>
<th>Program/Project Description</th>
<th>Funding Requested</th>
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</thead>
<tbody>
<tr>
<td>NEIU website</td>
<td>1</td>
<td>OGA</td>
<td>The OGA seeks funding support for essential geography outreach activities, including alliance office expenses related to them.</td>
<td>$25,000</td>
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<tr>
<td>180 board members</td>
<td>2</td>
<td>NEIU</td>
<td>Regional/local media news releases across a five-county, 2,500-square-mile area. Newsletters of NEIU and grant partners.</td>
<td></td>
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<tr>
<td>participating school</td>
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<td>NEIU</td>
<td>Regional/local exhibition of student projects. Professional development for K-12 educators.</td>
<td></td>
</tr>
<tr>
<td>district's boards of</td>
<td></td>
<td>NEIU</td>
<td>Statewide dissemination of geography curriculum framework. Program promoted to the members of the Geography Advisory Council and the Pennsylvania Geographic Alliance.</td>
<td></td>
</tr>
<tr>
<td>Bulman, Teresa L.</td>
<td>35</td>
<td>OGA</td>
<td>Through this project, a geography education component will be added to the successful National Geographic Magazine Web site component called the Crane Cam. Working with the Geographic Educators of Nebraska, this component correlates with seven geographic standards and will focus primary attention on K-12 grades in Nebraska. Additional efforts through the NGM Web site will encourage</td>
<td></td>
</tr>
<tr>
<td>Engle, Stephen T.</td>
<td>2128</td>
<td>CMP</td>
<td>The Maine Community Mapping Program (CMP) delivers a nationally recognized model for promoting geographic literacy to Maine's rural schools and communities. CMP projects enable K-12 students to develop spatial technology and decision-making skills that enhance their understanding of core geographic concepts and enrich their connections to place while investigating real-world issues. In its first year, the Maine CMP will work with the Maine Geographic Alliance to train 15-20 teachers (reaching 400+ students) and provide direct support to 6-10 individual projects.</td>
<td>$50,000</td>
</tr>
<tr>
<td>Rowe Sanctuary, Audubon</td>
<td>2129</td>
<td>NGM</td>
<td>Through this project, a geography education component will be added to the successful National Geographic Magazine Web site component called the Crane Cam. Working with the Geographic Educators of Nebraska, this component correlates with seven geographic standards and will focus primary attention on K-12 grades in Nebraska. Additional efforts through the NGM Web site will encourage</td>
<td>$67,995</td>
</tr>
<tr>
<td>Project Description</td>
<td>Principal Investigator(s)</td>
<td>Contact Information</td>
<td>Amount</td>
<td></td>
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<tr>
<td><strong>Bridging Perspectives</strong>&lt;br&gt; This project focuses on professional development in order to facilitate teachers with the necessary knowledge base and skills to effectively integrate geography into their teaching. Professional development will expand participants' geographic knowledge; provide follow-up for teachers who attended training in summer 2004; train 10 teachers to become teacher leaders/trainers; and provide summer 2005 professional development for approximately 300 teachers.</td>
<td>Maffett, Louise</td>
<td>Tel: (613) 745-4629 ext. 138 Fax: (613) 744-0947 <a href="mailto:maffett@rcgs.org">maffett@rcgs.org</a></td>
<td>$77,444</td>
<td></td>
</tr>
<tr>
<td><strong>School District of Philadelphia Geography Professional-Development Project</strong>&lt;br&gt; The South Carolina Geographic Alliance (SCGA) seeks funding to develop and produce 15,000 copies of a 40-page, full-color state atlas, and 4,000 copies of an interactive CD-ROM disc including virtual field trips and standards-based lessons to accompany the atlas, and to provide teacher training in the use of the atlas. The South Carolina General Assembly will fund the teacher training and the South Carolina Humanities Commission will partially fund the cartography. The materials will be sent to every school in South Carolina. Classroom sets will be marketed to create a revenue stream. The Foundation can expect the following potential from its investment: Reach (direct): 1. First year impact of project training: 1,270 teachers 2. Every school in South Carolina, approximately 1,090 schools, will receive materials 3. Each member of South Carolina General Assembly and the Governors' office education staff will</td>
<td>Fischer, Mary Lou</td>
<td>Tel: (215) 299-7842 ext. 7182 Fax: (215) 299-7417 <a href="mailto:mfischer@phila.k12.pa.us">mfischer@phila.k12.pa.us</a></td>
<td>$70,000</td>
<td></td>
</tr>
<tr>
<td><strong>South Carolina Geographic Alliance Atlas and Teacher Training</strong>&lt;br&gt; The South Carolina Geographic Alliance (SCGA) seeks funding to develop and produce 15,000 copies of a 40-page, full-color state atlas, and 4,000 copies of an interactive CD-ROM disc including virtual field trips and standards-based lessons to accompany the atlas, and to provide teacher training in the use of the atlas. The South Carolina General Assembly will fund the teacher training and the South Carolina Humanities Commission will partially fund the cartography. The materials will be sent to every school in South Carolina. Classroom sets will be marketed to create a revenue stream. The Foundation can expect the following potential from its investment: Reach (direct): 1. First year impact of project training: 1,270 teachers 2. Every school in South Carolina, approximately 1,090 schools, will receive materials 3. Each member of South Carolina General Assembly and the Governors' office education staff will</td>
<td>Mitchell, Jerry T.</td>
<td>Tel: (888) 895-2023 Fax: (803) 777-4972 <a href="mailto:mitcheJT@gwm.sc.edu">mitcheJT@gwm.sc.edu</a></td>
<td>$58,900</td>
<td></td>
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<tr>
<td>Organization</td>
<td>Contact Person</td>
<td>Project Code</td>
<td>Program Description</td>
<td>Expected Impact</td>
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<tr>
<td>Southwest Center for Education &amp; the Natural Environment (SCENE)</td>
<td>Kyle, Kathryn R.</td>
<td>2130</td>
<td>Geographic Information Science for Minority High School Students</td>
<td>SCENE will work with the Arizona Geographic Alliance to train Native American and Hispanic high school students and their teachers to use GIS, and will apply a place-based approach to engage them in studying real-world problems relevant to their communities. Students will use GIS to investigate their environment and the human impacts upon it. They will learn about careers involving GIS, and gain skills, knowledge, and inspiration to pursue education beyond high school.</td>
</tr>
<tr>
<td>Tennessee Geographic Alliance</td>
<td>Butefish, Kurt L.</td>
<td>36</td>
<td>Teaching and Learning Geography</td>
<td>Unless a way is found to quickly increase the number of &quot;highly qualified&quot; geography teachers in Tennessee, the number of geography courses taught in middle and high schools is likely to dramatically decline. This project will provide a series of two-week workshops designed to assist participants in achieving &quot;highly qualified&quot; status under the No Child Left Behind legislation, and in becoming better</td>
</tr>
</tbody>
</table>
teachers of geography. The Foundation can expect the following potential from its investment: Reach: 150 middle and high school teachers in Memphis City schools, Shelby County schools, Nashville Metro schools, and Hamilton County schools--some of Tennessee's most populated and/or impoverished areas--and in various underserved rural counties around the state will become "highly qualified" by the end of the 2005-06 school year Reach (indirect): As many as 7,500 students of participating teachers will receive improved geography instruction Impact: Funding will allow the alliance to conduct workshops throughout the state to substantially increase the number of "highly qualified" geography teachers as per the guidelines of the Federal No Child Left Behind Act of 2001 and thus maintain and improve the status of geography in Tennessee K-12 schools Visibility: 1. Alliance newsletter (circulation of more than 4,800) 2. Publications of the Tennessee Department of Education 3. Institutions of higher education participating in program 4. Newsletter for the Tennessee Council for the Social Studies 5. Newspapers and other media outlets 6. Letters to the Governor's staff and members of the Tennessee Legislature informing them of program

<table>
<thead>
<tr>
<th>University</th>
<th>Contact Person</th>
<th>Funding</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Utah Geographic Alliance</td>
<td>Cliff B. Craig</td>
<td>$50,000</td>
<td>The Utah Geographic Alliance is a leader in encouraging the use of GIS in Utah classrooms, providing teachers the necessary training and tools for the integration of GIS and GPS techniques in their classrooms and in the community. The Community Mapping Initiative in 2005 workshops will expand on the strategy of increasing student exposure to geospatial technology and project-based geographic exploration within and outside traditional geography courses.</td>
</tr>
<tr>
<td>West Virginia Geographic Alliance</td>
<td>Joseph T. Manzo</td>
<td>$63,369</td>
<td>The purpose of this project is to examine the relationship between urban and suburban sprawl and bird habitats in a...</td>
</tr>
</tbody>
</table>
Environment and Society in West Virginia
three-county area of southern West Virginia. (In 2000, West Virginia led the nation in sprawl.) This model-refining sustainable project also provides experiential learning for high school students. They will gather and interpret data under the supervision of teachers, professors, and planning agency professionals.

The Inner City Experiential Learning Project involves 400 disadvantaged inner-city students, along with their teachers and local scientists and geographers, who will develop and implement long-term ecosystem management and restoration plans for natural areas within highly urbanized watersheds. The Project is part of a comprehensive enrichment program that serves high-risk communities in order to increase student achievement in science and geographic literacy, while building community and fostering a legacy of natural resource stewards.

Wolftree, Inc. Jay F. Hopp Tel: (503) 239-1820 Fax: (503) 239-1183 wolftree@beoutside.org

<table>
<thead>
<tr>
<th>Environment and Society in West Virginia</th>
<th>Inner City Experiential Learning Project</th>
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<tbody>
<tr>
<td>The Inner City Experiential Learning Project involves 400 disadvantaged inner-city students, along with their teachers and local scientists and geographers, who will develop and implement long-term ecosystem management and restoration plans for natural areas within highly urbanized watersheds. The Project is part of a comprehensive enrichment program that serves high-risk communities in order to increase student achievement in science and geographic literacy, while building community and fostering a legacy of natural resource stewards.</td>
<td></td>
</tr>
</tbody>
</table>

Total Grosvenor Program Grants: $1,560,981
Teacher Grants

Year 2004

A total of 33 grants totaling $137,158 were awarded to schools for teacher-directed projects in 2004.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact</th>
<th>ID</th>
<th>Project Title</th>
<th>Project Description</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>University High School Daniel</td>
<td>Berry, Daniel</td>
<td>1802</td>
<td>Is It Justified to be</td>
<td>The Advanced Placement Human Geography and Economics students at University High School will witness firsthand the effects of gentrification, predict patterns of movement of both gentrification and urban decay, and examine possible solutions to gentrification and urban decay. To measure gentrification and decay, students will use GPS and GIS technologies. Students will analyze and present the findings using PowerPoint.</td>
<td>$1,425</td>
</tr>
<tr>
<td>Berry Tel: 304-291-9270 Fax:</td>
<td></td>
<td></td>
<td>Gentrified?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>304-291-9248 dnlberry@access</td>
<td></td>
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<td></td>
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<tr>
<td>s.k12.wv.us</td>
<td></td>
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<tr>
<td>Bascomb Elementary School</td>
<td>Hellenga, Kimberly B.</td>
<td>1804</td>
<td>Project Clean Earth</td>
<td>The overall plan of this project is to make students aware of the global need to protect Earth. This project will create a Litter Bug Patrol and allow the Recycling Team at the school to continue. In addition, students will write letters and postcards to people throughout the world to inform them about the project and to learn what people in other places are doing to protect Earth. Students will plot the responses on maps.</td>
<td>$1,108</td>
</tr>
<tr>
<td>Kimberly B. Hellenga Tel: 770-592-1091 Fax: 770-592-0907 <a href="mailto:hellenga@bellsouth.net">hellenga@bellsouth.net</a>, <a href="mailto:kim.hellenga@cherokee.k12.ga.us">kim.hellenga@cherokee.k12.ga.us</a></td>
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<tr>
<td>Douglas School District Shawn P.</td>
<td>Callanan, Shawn P.</td>
<td>1806</td>
<td>Exploring the Cultures</td>
<td>English Language Learners will investigate the eight elements of culture of their own various cultures, of the dominant culture of the United States, and of the Lakota Sioux. Investigations will occur in the classroom and through field trips. The students will also examine causes and types of human migration as they research their own migration stories. Finally, students will create a display booth for a Multicultural Fair and conduct a collections drive for refugee children.</td>
<td>$5,000</td>
</tr>
<tr>
<td>Callanan Tel: 605-923-0000 <a href="mailto:scallanan@dsdk12.net">scallanan@dsdk12.net</a></td>
<td></td>
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<td>of the World</td>
<td></td>
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</tr>
</tbody>
</table>
### Ayer Middle School
**Linda J. Norman**
**Norman, Linda J.**
**Tel:** (978) 772-8600 ext. 282
**Fax:** (978) 772-8643
**norman@ayer.mec.edu**

**Project:** Autogeographies, Backgrounds and Cultures: Our ABCs to Personalizing the Web

**Description:** Sixth graders at Ayer Middle School will make personal connections, experience cultural activities, gather basic facts, and correspond with an international student throughout the school year. Knowledge will be shared through the creation of web pages posted on the school’s Web site.

**Amount:** $5,000

### King and Queen County School Board
**Sandra C. Fritton**
**Fritton, Sandra C.**
**Tel:** 804-785-9850 ext. 282
**Fax:** 804-785-3611
**cherrygrovesf@earthlink.net**

**Project:** KQES On the Road: Exploring the Culture, Geography, and History of Virginia

**Description:** Students in the third and fourth grades at KQES will explore the culture, geography, and history of Virginia through field explorations. They will create and share PowerPoint presentations with the entire student body, the PTA, and other schools in the county. In conjunction with the computer technology program at KQES, students in grades 5-7 will help create and post a Web page of the explorations to make the students' information and experiences available to a wider audience.

**Amount:** $5,000

### Irvington High School
**Scott A. Lewis**
**Lewis, Scott A.**
**Tel:** 510-656-5711 ext. 46348
**Fax:** 510-623-9805
**slewis@fremont.k12.ca.us**

**Project:** Tule Ponds Mapping Project: Creating a Sense of Place

**Description:** This project will focus on Tule Ponds at Tyson Lagoon, a wetland in an urban environment. Students from The Academy, a service-learning program for low achieving students at Irvington High School, will work with community partners to research the cultural and physical history of the wetland. Students will interview community elders and record their stories about the ponds. Using GPS, students will create a map of Tule Ponds including their flora, fauna, and cultural traditions; these maps will be distributed to visitors. A video journal will be produced and aired on local community cable television. The project will also receive newspaper coverage and be included on the school Web site. The goal of this project is to create a sense of place that recognizes the urban community's diverse cultural and environmental heritage.

**Amount:** $5,000

### School for International Bute, Cheryl
**Bute, Cheryl**

**Project:** Community Landscape

**Description:** The Community Landscape Mapping Project will provide 60 eighth-grade students opportunity to create a Cultural Community Atlas of the school.

**Amount:** $5,000
<table>
<thead>
<tr>
<th>School</th>
<th>Teacher/Contact Information</th>
<th>Project Name</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manhattan School for Children (P.S. 333) Darlene H. Dooley</td>
<td>Tel: (212) 227-1450 Fax:</td>
<td>Knowing the Hudson: The River as Our Classroom</td>
<td>Second and fourth graders at the Manhattan School for Children will engage in an in-depth study of the Hudson River, learning not only the physical geography of the river but also the economic and cultural influences of this important waterway on New York City and State. This project will provide students with a hands-on, integrated and inter-disciplinary curriculum on many facets of the Hudson, including mapping, models, boat trips, and river cleanup.</td>
<td>$5,000</td>
</tr>
<tr>
<td>Haslett High School Erich Wangeman</td>
<td>Tel: 517.339.8249 Fax:</td>
<td>HHS Culture Through Music Project: SOUL</td>
<td>An international singing group, SOUL, will be brought in for one week. Students will learn culture through the universal language of music. The entire student body will be involved, in music classes as well as the core academics. A culminating performance will take place. The community will be involved in a multitude of ways, including hosting the guests and giving dinners. Media students will produce a documentary.</td>
<td>$3,200</td>
</tr>
<tr>
<td>Arlington High School Diana Morton</td>
<td>Tel: 6512936900 ext.</td>
<td>Impact of Culture on Attitudes Toward and Participation in the Political Process</td>
<td>Students will combine anecdotal information from personal interviews of family and community members with research to determine similarities and differences in how various cultures view power and politics. Students will also research different types of governments' cultures and ways in which people do or do not interact with and influence government. Cultural connections will be made in understanding levels of involvement, gender roles, disenfranchisement, etc.</td>
<td>$4,811</td>
</tr>
<tr>
<td>Baton Rouge Magnet High</td>
<td>Tel:</td>
<td>Exploring the</td>
<td>Students will participate in two one-day seminars showcasing the cultures of the Middle East/North Africa, Africa South of the Sahara, East Asia, and South Asia.</td>
<td>$5,000</td>
</tr>
<tr>
<td>School Name</td>
<td>Contact Person</td>
<td>Grade</td>
<td>Project Description</td>
<td>Budget</td>
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<tr>
<td>School Najoua Handal</td>
<td>Tel: 225 383-0520 Fax: 225 344-3066 <a href="mailto:jbegley@eatel.net">jbegley@eatel.net</a></td>
<td></td>
<td>The seminars will focus on the diversity of the regions and the strengths they bring to the global community. The seminars will include presentations and demonstrations from guest speakers, PowerPoint presentations from the school's International Cultural Association, selected art activities, and food tasting fairs.</td>
<td></td>
</tr>
<tr>
<td>Freeport High School</td>
<td>Carol D. Sparks Tel: (850) 892-1200 ext. 205 Fax: (850) 1209 <a href="mailto:sparksc@walton.k12.fl.us">sparksc@walton.k12.fl.us</a></td>
<td></td>
<td>Students will use Internet, print, and human resources for research. They will perform experiential fieldwork by exploring and analyzing local cemeteries, landscapes, and historical buildings. Finally, they'll share what they've learned with others. Tense Shifts will address many needs of a diverse and changing community: an awareness of the area's heritage, focusing upon cultural transformations and continuity; an understanding of geography's impact on past, present, and future development; and an appreciation of the need for sustainable development.</td>
<td>$1,891</td>
</tr>
<tr>
<td>Bank Street School for</td>
<td>Joseph E. Bacal Tel: (212) 875-4400 Fax: (212) 875-4454 <a href="mailto:jbacal@bankstreet.edu">jbacal@bankstreet.edu</a></td>
<td></td>
<td>Students in New York City, New York, and Kwethluk, Alaska, will co-investigate geography and culture in each location; they will exchange, process, and finalize their joint study through a Web-based hub. Students will learn important standards-based geography concepts and skills. By integrating the cultural information and geographic understanding they develop together, they will create a series of interactive, multimedia mapping projects that will be posted online and shared within and between both communities.</td>
<td>$4,352</td>
</tr>
<tr>
<td>Master's Academy and</td>
<td>Brenda A. Dyck Tel: 403-242-7034 ext. 228 Fax: 403-242-3515 <a href="mailto:dyckba@shaw.ca">dyckba@shaw.ca</a></td>
<td></td>
<td>During Alberta's centennial, this grade 3-5 inquiry-based project will examine the geography of Western Canada, and its historical influence on community, people, and their perspective of the land. Student learning will evolve as much as it will be directed. Discovery, exploration, documenting learning via conventional and technological modes, and a way of &quot;thinking&quot; about geography's facts and concepts as stepping stones, will reveal a deeper understanding of geographical and social patterns integral to developing community.</td>
<td>$5,000</td>
</tr>
<tr>
<td>John Hancock</td>
<td>Richard</td>
<td></td>
<td>Hostelling International Chicago and Chicago Public Schools Service Learning</td>
<td>$4,290</td>
</tr>
<tr>
<td>High School</td>
<td>Diana Richard</td>
<td>Neighbors</td>
<td>Initiative</td>
<td>Partnership with high school teachers and students for a strong service-learning program called Exchange Neighborhoods. Students in Chicago know more about Asia, Africa, and the Americas than they know about their peers in neighborhoods a mile away. Exchange Neighborhoods builds cultural understanding, open-mindedness, and respect while introducing high school students to a new neighborhood and culture of their peers.</td>
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<tr>
<td>Yates School</td>
<td>Wendy M. Jackson</td>
<td>Water: A World of Wonder</td>
<td>Students will gain an appreciation of the biological, environmental, and geographic importance of water to humans and human society, and the impact that humans have on water. Students will examine water quality on a local and state level through a series of water samplings. Students will then compare findings with national and world statistics to determine differences and similarities.</td>
<td>$5,000</td>
</tr>
<tr>
<td>Waldo Middle School</td>
<td>Ron Gray</td>
<td>Discovering the Northwest: Geography, Geology, and People of the Pacific Northwest</td>
<td>Under the theme of Discovering the Northwest, students will study the major geographic features, geologic history, and cultural diversity of the Pacific Northwest. They will conduct hands-on research in mapping geographic features and major geological landmarks in the region. Students will present family profiles and conduct an International Night for the community. The project will culminate with a multimedia exhibit, which will be shared with the school, nearby elementary schools, and the community.</td>
<td>$4,250</td>
</tr>
<tr>
<td>George K. Aiken Elementary School</td>
<td>Erin O'Hara-Rines</td>
<td>The Geo-Packs Project: Partnering Geography, Math, and Reading to Explore Our World</td>
<td>The Geo-Packs Project will introduce important geographical concepts to 50 third graders at a dual-language elementary school in rural eastern Oregon. Geo-Packs are take-home backpacks that include literature, math games, and maps for family learning about geography. Two important concepts, time and money, have been selected for year-long class study. With the Geo-Packs and special activities such as a classroom bank, students will explore the dynamics of time and money across cultures.</td>
<td>$5,000</td>
</tr>
<tr>
<td>Location</td>
<td>Project Title</td>
<td>Grade Level</td>
<td>Description</td>
<td>Budget</td>
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<tr>
<td>Hamilton International Middle School</td>
<td>Musical Markers of the African Diaspora</td>
<td>1101</td>
<td>Musical Markers of the African Diaspora is a cross-curricular and experiential project that follows the flow and integration of musical traditions from Africa to, and within, the Americas. A variety of community experts and volunteers will participate. Various components of the project will take place in music, Spanish, woodshop, physical education, and world culture classes. Students will develop a multifaceted understanding of how cultures change, exchange, connect, assimilate, and share.</td>
<td>$4,778</td>
</tr>
<tr>
<td>Florence High School</td>
<td>The Stars Tell the Story</td>
<td>1921</td>
<td>The project will cross curriculum lines and incorporate history, ancient literature, mathematics, and science into a study of the constellations of the Northern Hemisphere. Students will investigate ancient Greek, Roman, and Native American influences on present day constellations. They will paint the constellations on black ceiling tiles and place them in the ceiling according to their position in the sky of the Northern Hemisphere.</td>
<td>$3,905</td>
</tr>
<tr>
<td>Mary E. Stapleton School</td>
<td>A Four-Century Historical and Archaeological Tour of the Sudbury River</td>
<td>1922</td>
<td>Stapleton's third-grade students will embark on an historical and archaeological journey of the Sudbury River from the 1600s through the 1900s. They will explore Native Americans settlements as well as the first colonial settlements. Students will learn about the emergence of industry and the development of transportation, government, and economy. Using the six essential elements of geography, they will make in-depth observations and draw conclusions about the river's historical significance. Students will write and illustrate their findings in journals. To compare and contrast each century, the information will be plotted on Venn diagrams. The project will conclude with students, families, and community volunteers working collaboratively to create four maps of the river—one for each century studied.</td>
<td>$5,000</td>
</tr>
<tr>
<td>Ator Heights Elementary School</td>
<td>Add a Dash of Space Photography</td>
<td>1923</td>
<td>Add a Dash of Space Photography to Your Geography emphasizes the use of photos from space to teach geography. Ator Heights Elementary teachers will utilize student notebooks, hands-on activities, various geography tools, and</td>
<td>$4,812</td>
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<tr>
<td>Organization</td>
<td>Contact Information</td>
<td>Project Title</td>
<td>Description</td>
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<tr>
<td>Smith Tel: 918-272-2204 <a href="mailto:patbase@aol.com">patbase@aol.com</a></td>
<td></td>
<td>to Your Geography</td>
<td>pictures from space to review, strengthen, and introduce new student geographic skills. Teachers attending workshops will receive extensive handouts with information on this unit, color transparencies, color photos, and materials for the hands-on activities to use in their classrooms.</td>
<td></td>
</tr>
<tr>
<td>Metrolina Regional Scholars Academy</td>
<td>Donaldson, Leigh A.</td>
<td>AgriCULTURE!: A 19th Century African-American Garden</td>
<td>The AgriCULTURE! project is designed to nurture cultural understanding and acceptance through the implementation of an authentic 19th-century African-American garden. Students at the Metrolina Regional Scholars Academy, a charter school for gifted children, will research appropriate plants and agricultural techniques, then put the lessons into action through hands-on cultivation. Students will compare historic African-American agriculture with other cultures of the period, as well as today, to explore the lifestyles of the different peoples.</td>
<td>$3,175</td>
</tr>
<tr>
<td>E.R. Taylor Elementary School Kimberly J. Chism</td>
<td>Chism, Kimberly J.</td>
<td>Our Families' Foods</td>
<td>Our Families' Foods garden project will take diverse, lower-income students on a world tour of history, culture, and geography through the vehicle of food, agriculture, and a Heritage Garden. Students will interview parents, classmates and farmers. Using the Internet, literature, and maps, they will research the history of their ancestors' foods, countries, and agricultural practices. Students will conduct experiments to determine which of the plants their ancestors ate can grow in the San Francisco climate.</td>
<td>$5,000</td>
</tr>
<tr>
<td>Calhoun High School Lorraine Lupinskie-Huvane</td>
<td>Lupinskie-Huvane, Lorraine</td>
<td>A Little Yamazato in Merrick</td>
<td>The Japanese word yamazato means &quot;the transcendent feeling of a deep, remote mountain hamlet.&quot; Ninth graders will study Japanese geography and culture and create a Japanese garden in the school courtyard. The students will invite local elementary schools to visit the garden and participate in a series of hands-on workshops. Workshops may include topics such as flower arranging, and focus on the impact the geography of Japan has had on its historical and cultural development.</td>
<td>$4,000</td>
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<tr>
<td>Institution</td>
<td>Contact Person</td>
<td>Year</td>
<td>Project Title</td>
<td>Description</td>
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<tr>
<td>Sierra Madre Elementary School</td>
<td>Suzanne P. York</td>
<td>1971</td>
<td>Identity Quilts</td>
<td>Children will create autobiographies and &quot;Identity Quilts.&quot; Through exploration of their ethnic and cultural heritage, students will explore components that have helped to create their own, individual unique selves. By comparing and contrasting their stories, children will gain insight and understanding into their role in a larger global schema.</td>
</tr>
<tr>
<td>Sky City Community School</td>
<td>E. Perez</td>
<td>1972</td>
<td>Care for the Earth: Native Wisdom and Western Science</td>
<td>This project will integrate science, ecology, art, and language arts in a partnership between the old and new, connecting traditional ways with modern technology to save threatened traditions in a beautiful culture while learning about the universality and uniqueness of other cultures.</td>
</tr>
<tr>
<td>Mt. Vernon Elementary School</td>
<td>Karen D. Jensen</td>
<td>1975</td>
<td>Forest Stewardship Project</td>
<td>The Forest Stewardship Project is designed to provide first-grade students with the foundation for understanding the cycle of water, different ecosystems, and their own roles as stewards of our natural resources. The highlight of the project will be two visits to the Children's Forest in the San Bernardino Mountains to provide the experiential component necessary to connect their classroom lessons to the outside world.</td>
</tr>
<tr>
<td>Growing Children Charter School</td>
<td>Cody W. Heath</td>
<td>1995</td>
<td>Understanding the Bay Area's Geography through Plate Tectonics</td>
<td>Students will learn about the diverse geographic features of the Bay Area. The project comprises three field trips, classroom assignments, lectures, and one overnight camp. Supported by parent volunteers, students will learn specific hiking, map reading and observational skills. The main goal is to provide a setting outside the school environment for its two cultures (African-American and Hispanic) to interact and break down barriers created in the neighborhoods.</td>
</tr>
<tr>
<td>@earthlink.net</td>
<td>Earthquakes, Volcanoes, and Geysers</td>
<td>Crystal River Primary School Donna Corey Tel: (352) 795-2211 Fax: (352) 795-1705 <a href="mailto:coreyd@citrus.k12.fl.us">coreyd@citrus.k12.fl.us</a></td>
<td>Citrus County, Florida, is located on the state's west coast. The area is unique in many ways. Because the endangered manatee lives in the Crystal River, water quality is an issue. Students will conduct a series of water samples to determine the river's quality. The area is rich in history and culture. For thousands of years, coastal dwelling tribes lived on the riverbanks and shores of the Gulf of Mexico. During this project, students will learn the importance of promoting stewardship of cultural and of natural resources of the past for the future.</td>
<td>$4,997</td>
</tr>
<tr>
<td>East Ridge High School Mary Ley Tel: (352) 242-2080 Fax: (352) 242-2090 <a href="mailto:leym@lake.k12.fl.us">leym@lake.k12.fl.us</a></td>
<td>Once Upon a Time on Lake Shore Drive</td>
<td>This project will generate a book of stories researched, written, illustrated, and translated by East Ridge High School students. Science students will conduct pond studies and create environmental fact studies about lakes in Lake County. Using the lakes as a central theme, Language Arts students will write the stories. Visual Arts students will illustrate the tales, and Spanish classes will translate them. The stories will be printed in two languages. Service Learning students will read from the resulting book to third-grade classes.</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>Wilson Elementary School Cathy Jennings Tel: (608) 743-7300 Fax: (608) 743-7310 <a href="mailto:mayzie4129@aol.com">mayzie4129@aol.com</a></td>
<td>After-School Environmental Club</td>
<td>The after-school programs, The Lighted Schoolhouse Centers, of the School District of Janesville, Wisconsin, propose to collaborate with The Welty Environmental Center to offer an environmental club at each of three elementary schools: Jackson, Jefferson, and Wilson. This club would meet once a month at each school, serving 45 second- through fourth-grade &quot;at risk&quot; students per school. The club will teach, inspire, and empower the students to be good stewards of the environment.</td>
<td>$4,026</td>
<td></td>
</tr>
<tr>
<td>West Salem High School Graham Dey Tel: (503) 399-5533 Fax: (503) 584-</td>
<td>Sky Watchers of Oregon</td>
<td>The project will stress the fusion of archaeology, ethnography, geography and astronomy as well as desert ecology and scientific photography. The students will conduct original research into the archaeological record of Oregon by acquiring GPS information using GIS technology. They will create maps of surveyed areas. The maps and data collected will be used to analyze the spatial organization of</td>
<td>$5,000</td>
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</tbody>
</table>
Discretionary/Special Programs
Year 2004

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 $758,000.

<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>AİNA Reza Deghati Tel: +331 42 03 6434 Fax: +331-42-03-1352 <a href="mailto:reza@ainaworld.org">reza@ainaworld.org</a></td>
<td>Deghati, Reza</td>
<td>2165</td>
<td>Support for Parvaz, a magazine for Afghan children</td>
<td>With funding from the National Geographic Society Education Foundation, Aİna aims to increase the circulation of Parvaz from 23,000 to 30,000 copies in 2005. This will expand the reach to 500,000 Afghani children affected by decades of war. Parvaz will help foster literacy and a new media-savvy generation in Afghanistan.</td>
<td>$100,000</td>
</tr>
<tr>
<td>California Geographic Alliance Humboldt State University Department of Geography Arcata, CA 95521</td>
<td>Dr. Stephen F. Cunha</td>
<td>852</td>
<td>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>
</tr>
<tr>
<td>Chesapeake Bay Foundation, Inc. Donald Baugh Tel: (410) 261-2350 Fax: (410) 268-6687</td>
<td>Baugh, Donald</td>
<td>938</td>
<td>Chesapeake Classrooms 2004</td>
<td>Launched in fall 2001 with leadership support from NGS, Chesapeake Classrooms supports the &quot;Stewardship and Community Engagement&quot; goals of the Chesapeake 2000 Agreement and responds to the provisions of the No Child Left Behind Act of 2001 and state education guidelines by providing quality professional development for teachers. The program also provides environmental and geography investigations, place-based outdoor field education, and hands-on projects for students. The program also builds on recent research findings indicating that interdisciplinary, environment-based programs are effective at improving student engagement and achievement in core subject areas. Such findings have increased the visibility of, and need for, quality comprehensive environmental education programs as a means of improving school performance.</td>
<td>$150,000</td>
</tr>
<tr>
<td>National Urban League, Inc. Mark Morial</td>
<td>Morial, Mark</td>
<td>Liberia Initiative 2004</td>
<td>Reach the World will collect and analyze hand-drawn world maps of 3rd and 4th graders to better understand how the geographic understanding of children is influenced by their cognitive developmental stages as well as by content knowledge gained by participation in Web-based programs. The project, which tests the academic impact of &quot;online journeys,&quot; connecting student to real-life expeditions and explorers via email communication and Internet mapping, will expand Reach the World's evaluative work to include high-income U.S. classrooms and non-U.S. classrooms as well as low-income, urban New York City area classrooms.</td>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td>Reach the World Heather L Halstead Tel: (212) 288-6987 ext. 1 Fax: (212) 517-7284 <a href="mailto:heather@reachtheworld.org">heather@reachtheworld.org</a></td>
<td>Halstead, Heather L</td>
<td>Evaluating Children's Understanding of Geography</td>
<td>In September 2005, University of Texas-Pan American will hold its annual Hispanic Engineering Science &amp; Technology (HESTEC) Week for teachers, K-16 students, and community members from South Texas. With the 2005 event, HESTEC aims to broaden the scope of the week to include geography's real-world connections to math, science, and technology. This would be achieved through teacher training (HESTEC Leaders in Geographic Education), a middle-school day (HESTEC Student Geography Summit), and a geography booth during the community day (HESTEC Expo). In addition, National Geographic Society Chairman Gilbert Grosvenor will be invited to present outcomes of geography content growth in math, science, and technology applications before members of the U.S. Congressional Hispanic Caucus, the National Association of Latino Elected Officials, and the National Hispanic Caucus of State Legislators, as part of the HESTEC Congressional Roundtable.</td>
<td>$23,000</td>
<td></td>
</tr>
<tr>
<td>University of Texas - Pan American Gilbert Maldonado Tel: (956) 381-3361 ext. 5307</td>
<td>Maldonado, Gilbert</td>
<td>Hispanic Engineering Science &amp; Technology (HESTEC) Week</td>
<td>In September 2005, University of Texas-Pan American will hold its annual Hispanic Engineering Science &amp; Technology (HESTEC) Week for teachers, K-16 students, and community members from South Texas. With the 2005 event, HESTEC aims to broaden the scope of the week to include geography's real-world connections to math, science, and technology. This would be achieved through teacher training (HESTEC Leaders in Geographic Education), a middle-school day (HESTEC Student Geography Summit), and a geography booth during the community day (HESTEC Expo). In addition, National Geographic Society Chairman Gilbert Grosvenor will be invited to present outcomes of geography content growth in math, science, and technology applications before members of the U.S. Congressional Hispanic Caucus, the National Association of Latino Elected Officials, and the National Hispanic Caucus of State Legislators, as part of the HESTEC Congressional Roundtable.</td>
<td>$75,000</td>
<td></td>
</tr>
<tr>
<td>Yosemite National Institutes Dan Flanagan Tel: (415) 332-5776</td>
<td>Flanagan, Dan</td>
<td>National Geographic Education Foundation</td>
<td>YNI seeks to continue providing scholarships for underserved populations to participate in up to five days of environmental education in wilderness environments. These scholarships enable students and teachers from low-income, ethnically diverse communities to participate in YNI's field</td>
<td>$150,000</td>
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</table>
Scholarships: Providing Geographic Educational Experiences for Underserved Youth

Science, professional development, and teen leadership programs that focus on the natural world beyond the classroom. Areas of study relate to various environments and include study of general ecology, forest ecology, plant and animal communities, and watersheds. The science process skills utilized in this environmental learning advance the geographic skills outlined in the National Geography Standards.

Extending the first year of its "International Network" program, Youth Radio trains young, inner-city kids in geographic literacy and reporting skills to develop radio features on international issues, such as education, youth culture, and environment. These kid-created radio spots are aired on both commercial outlets, such as KCBS, and national outlets, including Pacifica Network News, National Public Radio properties such as "From Day to Day" and "Weekend Edition," and Public Radio International programs such as "Marketplace." Special emphasis will be placed on developing an Environmental Desk and producing a one-hour special on international issues for distribution through Public Radio International.

| Total Discretionary Venture Fund Grants | $758,000 |
### Grants From Endowed Funds
#### Year 2004

<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>
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<tbody>
<tr>
<td>Poudre School District</td>
<td>Kinnick, Jacque</td>
<td>236</td>
<td>Teachers as Researchers: Finding Alternative Methods and Materials to Teach Geography</td>
<td>Poudre School District will implement an alternative adoption process for 6th- and 7th-grade geography education materials. The district will engage teachers as researchers, providing them with the tools and support to discover alternative methods and materials to make geography come alive for students.</td>
<td>$1,000</td>
</tr>
<tr>
<td>Denver Museum of Nature &amp; Science</td>
<td>Unkart, Sharon</td>
<td>1054</td>
<td>Lewis &amp; Clark Teacher Professional Development Program</td>
<td>The Denver Museum of Nature &amp; Science (DMNS) will develop a teacher professional-development workshop for &quot;Lewis &amp; Clark: The National Bicentennial Exhibition.&quot; The workshop will support approximately 100 teachers in their efforts to meet district and state standards requirements. Geography experts will participate in the program.</td>
<td>$6,100</td>
</tr>
<tr>
<td>Jefferson County Public Schools</td>
<td>Stout, Cynthia</td>
<td>1009</td>
<td>Empowering Teachers as Assessors of Students' Geographic Knowledge and as Teacher Trainers</td>
<td>This project seeks to enhance the geographic content knowledge of fifth- and sixth-grade teachers while developing a cadre of professionals trained to train their colleagues in the use of more effective geographic instruction. The intended outcome is the increased learning and achievement of students in geography.</td>
<td>$19,800</td>
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<tr>
<td>Organization</td>
<td>Contact Person</td>
<td>Contact Information</td>
<td>Project Title</td>
<td>Description</td>
<td>Funding</td>
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<tr>
<td>Boulder Valley School District</td>
<td>Barbara Conroy</td>
<td>Tel: (303) 447-5088 Fax: (303) 447-5255 <a href="mailto:barbara.conroy@bvsd.k12.co.us">barbara.conroy@bvsd.k12.co.us</a></td>
<td>Geog垗y Assessment Project</td>
<td>Boulder Valley School District will implement middle and high school assessment over the next two years. The funds requested here support Year One. The primary goal of this project is to support secondary teachers in the development and implementation of a high-quality standards-based assessment model in geography. By the end of the project, a collection of piloted district geography assessments will be developed and could be made available for use across the state.</td>
<td>$18,920</td>
</tr>
<tr>
<td>Boys &amp; Girls Club of Central Mississippi</td>
<td>Anna Walker</td>
<td>Crump Tel: (601) 969-7088 Fax: (601) 969-7089 <a href="mailto:acrump@bgccm.net">acrump@bgccm.net</a></td>
<td>Geography Program--A Supplement to School Activities</td>
<td>We will expand the supplementary Geography Program we piloted last year to more Boys &amp; Girls Club members at the Canton Unit and include members from our other six units. The visual arts will be integrated in this year's program via a field trip to a major exhibition, &quot;The Glory of Baroque Dresden.&quot;</td>
<td>$20,000</td>
</tr>
<tr>
<td>Boys &amp; Girls Club of Sequoyah County</td>
<td>J. Heath</td>
<td>Wilkinson Tel: (918) 775-4659 Fax: (918) 775-5043</td>
<td>GEO-Masters</td>
<td>GGO-Masters will improve educational programming already in place by broadening the subject base to include historical geographical importance, basic map-reading skills, environmental awareness and concern, and overall social studies appreciation. It will be incorporated into after-school and summer programs.</td>
<td>$2,600</td>
</tr>
<tr>
<td>Briggs School</td>
<td>Alicia O'Donnell</td>
<td>O'Donnell Tel: (918) 456-4221 Fax: (918) 456-3228</td>
<td>GEO HIPE</td>
<td>GEO HIPE is a project that will incorporate teacher training, supplemental teaching materials, hands-on experiences, and an opportunity for students to share their knowledge with other students, staff, and the community. The major goal of the project is to stimulate current geography education and result in increased performance. Physical geography will be studied, and a cultural fair will be held.</td>
<td>$8,500</td>
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<tr>
<td>Organization</td>
<td>Contact Person 1</td>
<td>Contact Person 2</td>
<td>Contact Information</td>
<td>Project Title</td>
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<tr>
<td>Byrd Middle School</td>
<td>Michele Lasker</td>
<td></td>
<td>Lasker, Michele</td>
<td>East Asia Confluence Project</td>
<td>Byrd students will visit confluence points in Shanghai, Beijing, and Xian China. The students will map GIS data, photograph the experience, and transmit the information to the degree confluence project online for students around the world to share and research. This program, which is already under way, will be a three-year project.</td>
</tr>
<tr>
<td>Centennial Middle School</td>
<td>Beverly A. Webb</td>
<td></td>
<td>Webb, Beverly A.</td>
<td>The Illumination of Earth</td>
<td>This project will use NASA satellite photography to acquire, process, and analyze information about our Earth from a spatial perspective. Students will compare space photos with different types of geographical tools including maps, atlases, globes, and National Geographic photographs.</td>
</tr>
<tr>
<td>Colorado Geographic Alliance</td>
<td>Mark A. Montgomery</td>
<td></td>
<td>Montgomery, Mark A.</td>
<td>The Colorado Transect</td>
<td>The Colorado Transect is an experiential education program targeted primarily at elementary educators in Colorado. Participants will travel the length of the state by bus. Along the route, local experts, academic geographers, and master teachers will join the group to introduce participants to various aspects of the area: geology, wildlife, cultures, climates, and history. We conceive the trip as an experiential learning opportunity for teachers to absorb an understanding of Colorado through their five senses. Once established, the program will be modified and expanded to suit other constituencies, thus providing a sustainable income stream to support geography education in Colorado.</td>
</tr>
<tr>
<td>Colorado Geographic Alliance</td>
<td>Mark A. Montgomery</td>
<td></td>
<td>Montgomery, Mark A.</td>
<td>State Alliance Support in Colorado</td>
<td>The Colorado Geographic Alliance (COGA) seeks funds to administer the annual operations of the organization and to support a variety of activities to sustain geography educators in the state.</td>
</tr>
<tr>
<td>Croft Institute for International</td>
<td>Michael F. Metcalf</td>
<td></td>
<td>Metcalf, Michael F.</td>
<td>Using Geography in Teaching</td>
<td>World Geography in Teaching About Latin America is a professional-development workshop for Mississippi teachers of geography, social studies, and Spanish to be conducted over six days (June 6-11, 2004) on the campus of</td>
</tr>
<tr>
<td>Organization</td>
<td>Contact Person</td>
<td>Phone</td>
<td>Fax</td>
<td>Program Details</td>
<td></td>
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<td></td>
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<tr>
<td>Metcalf Tel: (662) 915-1500 Fax: (662) 915-1504</td>
<td>About Latin America</td>
<td>The University of Mississippi. The proposed workshop will be the second offering of its type and content to be given by the Croft Institute with support from the Fund.</td>
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</tr>
<tr>
<td>District of Columbia Geographic Alliance Gwendolyn H. Faulkner</td>
<td>Faulkner, Gwendolyn H.</td>
<td>2004/2005 Program Plan for the District of Columbia Geography Education Fund</td>
<td>The District of Columbia Geographic Alliance (DCGA) is an organization of more than 100 educators committed to the enhancement of geographic education in District of Columbia schools. Our overarching goal is the support of teachers as they strive to improve academic achievement while “Leaving No Child Behind.” Our plan outlines the four major areas of focus, which address this goal. They are: 1) professional development opportunities for teachers; 2) experiential learning opportunities for children; 3) curriculum development; and 4) create partnerships with outside groups or agencies that share our same goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Gibson Public Schools Carlos Knight</td>
<td>Knight, Carlos</td>
<td>2004/2005 Program Plan for the Oklahoma P.A.S.S. (Priority Academic Student Skills) Standards. Through the 6th Infantry program, it will assist, strengthen, and expand the living history and peer-tutoring program for students ages 16-21 and enable formal participation in the Oklahoma Centennial celebration, in 2007.</td>
<td></td>
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</tr>
<tr>
<td>Geographic Alliance of Iowa Kay E. Weller</td>
<td>Weller, Kay E.</td>
<td>2004/2005 Program Plan for the Henry Wallace/NGS Endowment for Geography Education in Iowa</td>
<td>The plan provides for publication of 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). Salary for the administrative assistant is included as well as basic operating expenses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographic Educators of Nebraska Chuck R. Gildersleeve</td>
<td>Gildersleeve, Chuck R.</td>
<td>2004/2005 Program Plan for the Nebraska Geographic Education Program</td>
<td>The program is focused on four initiatives developed by the Steering Committee and the Endowment Executive Committee: an institute focused on the Middle East to engage teachers with standards and assessments; Geography Action!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gildersleeve Tel: (402) 554-4803 Fax: (402) 554-3518 <a href="mailto:charles_gildersleeve@mail.unomaha.edu">charles_gildersleeve@mail.unomaha.edu</a></td>
<td>Nebraska Geography Education Fund</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. Each year, therefore, $100,000 would go to develop an Indiana Geography Education Fund even as the alliance continued to receive a total of $100,000 in annual operating grants.</td>
<td>$100,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography Educators' Network of Indiana Kathleen Lamb Kozenski Tel: (317) 274-8879 Fax: (317) 274-2347 <a href="mailto:geni@iupui.edu">geni@iupui.edu</a></td>
<td>Kozenski, Kathleen Lamb</td>
<td>2004/2005 Geography Education Program Plan</td>
<td></td>
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</tr>
<tr>
<td>Texas State University - San Marcos Richard G. Boehm Tel: (512) 245-3615 Fax: (512) 245-1653 <a href="mailto:rb03@txstate.edu">rb03@txstate.edu</a></td>
<td>Boehm, Richard G.</td>
<td>2004/2005 Program Year</td>
<td>The 2004/2005 program year is the launch year for the Grosvenor Scholar Program. The program is designed to provide a one-year residency at National Geographic Society headquarters, in Washington, D.C., for a Ph.D. student in geographic education from Texas State University - San Marcos, for the purpose of carrying out research in various aspects of the geographic education mission of the Society.</td>
<td>$54,153</td>
<td></td>
</tr>
<tr>
<td>Hawaii Geographic Alliance Mary Frances Higuchi Tel: (808) 956-7698 Fax: (808) 956-3512 <a href="mailto:mfhiguch@hawaii.edu">mfhiguch@hawaii.edu</a></td>
<td>Higuchi, Mary Frances</td>
<td>2004/2005 Program Plan for the Hawaii Geography Education Fund</td>
<td>The project includes funding for teacher education: 1) workshops on Geography Action! 2004: Cultures; 2) geography unit planning, integrating geography with reading and writing; and 3) conference attendance. The alliance will also supplement the Hawaii Geographic Bee and GIS Day.</td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>Illinois Geographic Alliance Darrell P. Kruger Tel: (309) 438-8760 Fax: (309) 438-8659 <a href="mailto:dpkruge@ilstu.edu">dpkruge@ilstu.edu</a></td>
<td>24</td>
<td>2004/2005 Program Plan for the Illinois Geography Education 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 leveraging 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.</td>
<td>$49,137</td>
<td></td>
</tr>
<tr>
<td>Illinois Geographic Alliance Darrell P. Kruger Tel: (309) 438-8760 Fax: (309) 438-8659 <a href="mailto:dpkruge@ilstu.edu">dpkruge@ilstu.edu</a></td>
<td>24</td>
<td>2004/2005 Program Plan for the Chicago Geography Education Fund</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.</td>
<td>$29,994</td>
<td></td>
</tr>
<tr>
<td>Kansas Geographic Alliance John F. Heinrichs Tel: (785) 628-4536 Fax: (785) 628-4096 <a href="mailto:jheinric@fhsu.edu">jheinric@fhsu.edu</a></td>
<td>50</td>
<td>2004/2005 Program Plan for the Kansas Geography Education Fund</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.</td>
<td>$24,462</td>
<td></td>
</tr>
<tr>
<td>Kenneth Cooper Middle School Patricia George Tel: (405) 720-9887 Fax: (405) 728-5632</td>
<td>1739</td>
<td>&quot;At-Las' I Understand&quot;</td>
<td>The &quot;At-Las' I Understand&quot; project is centered around increasing student understanding of geographical concepts and terms through hands-on activities, concluding in students creating their own &quot;country&quot; using the skills acquired under the outlined program.</td>
<td>$2,157</td>
<td></td>
</tr>
<tr>
<td>McAuliffe Elementary School Michele Spencer Tel: (918) 461-4022 Fax: (918) 461-</td>
<td>1750</td>
<td>A Journey Back in Time</td>
<td>A Journey Back in Time is a hands-on approach to teaching social studies. The objective is to explain how people are influenced by, adapt to, and alter their environment. The program includes other subject areas and incorporates student activities such as building a sod house and setting up tepees.</td>
<td>$1,745</td>
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<tr>
<td>Project Name</td>
<td>Contact</td>
<td>Code</td>
<td>Project Title</td>
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<tr>
<td>Mesa County Valley Geo-Teach</td>
<td>Zanol, Susan</td>
<td>1774</td>
<td>Geo-Teach</td>
<td>Geo-Teach will be a collaborative project between school districts 51, 50, and R-1, with Mesa State College to support the instruction and evaluation of student learning of the Colorado Model Geography Content Standards. Teams of mentors and mentees from the districts, along with the team from Mesa State College, will focus on content, instructional strategies, resources, and assessments.</td>
<td>$20,000</td>
</tr>
<tr>
<td>Michigan Geographic Alliance</td>
<td>Libbee, Michael J.</td>
<td>22</td>
<td>2004/2005 Program Plan for the Connie Binsfeld Geography Education Fund for Michigan</td>
<td>The Connie Binsfeld endowment (Michigan Fund) payout for 2004-2005 will support alliance activities in four key areas. It will 1) maintain the central office and support training and communication with teacher-consultants; 2) support in-service workshops; 3) help begin the Michigan World project; and 4) provide matching support for the Clean Michigan Environmental Education initiative.</td>
<td>$51,121</td>
</tr>
<tr>
<td>Minco Geography Quest</td>
<td>Horn, Chet</td>
<td>1744</td>
<td>Minco Geography Quest</td>
<td>Minco Geography Quest will provide stimulating and useful geography tools to advance geography education, improve teacher competency in teaching geography, and raise students' performance standards in geography. The project will include staff development for teachers and new equipment, materials, and software for students and teachers. Field trips and assemblies will be provided.</td>
<td>$6,840</td>
</tr>
<tr>
<td>Minnesota Alliance for Geographic Education</td>
<td>Lanegran, David A.</td>
<td>28</td>
<td>2004/2005 Program Plan for the Minnesota Geography Education Fund</td>
<td>After nearly two decades of work, the Minnesota Alliance for Geographic Education (MAGE) reports that a yearlong high school geography course is now being required for graduation from public schools in Minnesota. The plan contains a series of professional-development experiences for K-12 teachers, programs for student enrichment, and the ongoing development of a new standards-based curriculum tied to the new above-mentioned geography course.</td>
<td>$48,723</td>
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<tr>
<td>Organization</td>
<td>Contact Person</td>
<td>Address</td>
<td>Program Title</td>
<td>Description</td>
<td>Cost</td>
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<tr>
<td>Mississippi College</td>
<td>Martha Hutson</td>
<td>(601) 925-7080</td>
<td>Preservice Education Conference</td>
<td>This preservice education conference will introduce education majors to basic geographical concepts and how they may be applied in the classroom. Approximately 130 students and their university sponsors will be impacted by this program.</td>
<td>$17,025</td>
</tr>
<tr>
<td>Mississippi Geographic Alliance</td>
<td>Bobbie Richardson</td>
<td>(662) 837-3571</td>
<td>State Alliance Support in Mississippi</td>
<td>The alliance seeks funds to support its administrative and operational expenses.</td>
<td>$29,500</td>
</tr>
<tr>
<td>Mississippi Geographic Alliance</td>
<td>Bobbie Richardson</td>
<td>(662) 837-3571</td>
<td>Mississippi Studies Summer Institute</td>
<td>The Mississippi Studies Summer Institute will be a 10-day learning experience. Participants will travel around the state learning firsthand from professors, teacher-consultants, and other educators about the history and geography of the locations being visited.</td>
<td>$33,050</td>
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<tr>
<td>Mississippi Soil and Water Conservation Project</td>
<td>Susan Thompson</td>
<td>(601) 354-7645</td>
<td>Project: Food, Land, and People</td>
<td>Funding will support 10 teacher workshops, each 6 hours long, across the state of Mississippi. Each workshop includes lessons from the &quot;Project: Food Land, and People&quot; curriculum, which emphasizes the National Geography Standards. Many geography materials will be handed out in the workshop.</td>
<td>$20,000</td>
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<tr>
<td>North Dakota Geographic Alliance</td>
<td>Eric N. Clausen</td>
<td>(701)</td>
<td>2004/2005 Program Plan for the North</td>
<td>The alliance is requesting endowment funding to cover costs related to core activities including alliance infrastructure, the Dakota Alliance Newsletter, the North Dakota Geographic Alliance Magazine, and the annual meeting. Endowment funding will be leveraged using funds generated by program.</td>
<td>$32,000</td>
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</tbody>
</table>
### National Geographic Society

Washington, DC

EIN #53-0193519

2004 Return - Form 990

| 858-3587 Fax: (701) 858-3165 eric.clausen@minot stateu.edu | Dakota Geography Education Fund | activities and may be supplemented with contributions and grants. Further, funds are requested to search for and/or begin implementation of a sustainable core program/partnership to replace North Dakota History Day. |
| Canadian Council for Geographic Education Louise Maffett Tel: (613) 745-4629 ext. 138 Fax: (613) 744-0947 maffett@rcgs.org | Standards-Based Lesson Plans Related to Canada's Oceans Coastlines | The Canadian Council for Geographic Education (CCGE) will collaborate with the Canadian Meteorological and Oceanographic Society (CMOS) to focus attention on Canada's ocean coastlines. CMOS is a national society of individuals and organizations dedicated to advancing atmospheric and oceanic sciences and related environmental disciplines in Canada. Together with CCGE, CMOS is interested in providing more information about Canada's oceans to educators. Classroom lesson plans based on the subject of oceans will be created to demonstrate the application of the Canadian National Standards for Geography at the elementary, middle and secondary school levels in all 13 educational jurisdictions in Canada. The lesson plans will be posted in both English and French on the CCGE and CMOS web sites during the 2004-05 school year. |
| Canadian Council for Geographic Education Louise Maffett Tel: (613) 745-4629 ext. 138 Fax: (613) 744-0947 maffett@rcgs.org | Canadian Geographic Literacy Award 2004 | Support for the Canadian Council for Geographic Education (CCGE) annual Canadian Geographic Literacy Award, 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. |
| Royal Canadian Geographical Society Louise Maffett Tel: (613) 745-4629 ext. 138 Fax: (613) 744-0947 maffett@rcgs.org | 2004/2005 Programs of the Canadian Council for Geographic Education | The grant supports the core programs of the Canadian Council for Geographic Education (CCGE), the Canadian Geographic Alliance, and the Research Grants program of the Royal Canadian Geographical Society (RCGS). CCGE programs include the Great Canadian Geography Challenge, a national student competition (Canada's Geographic Bee), professional-development opportunities for its 2,000 members, and distribution of teaching resources to all members each fall. The Research Grants program awards up to $3,000 to undergraduate university students for geographic research projects, which are |

<table>
<thead>
<tr>
<th><strong>Amount</strong></th>
<th><strong>Description</strong></th>
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<tbody>
<tr>
<td>$30,000</td>
<td>Standards-Based Lesson Plans Related to Canada's Oceans Coastlines</td>
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<td>$5,000</td>
<td>Canadian Geographic Literacy Award 2004</td>
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<td>$43,268</td>
<td>2004/2005 Programs of the Canadian Council for Geographic Education</td>
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<td>Institution</td>
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<tr>
<td>Sam Noble Oklahoma Museum of Natural History</td>
<td>Wendy Gram</td>
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<td><a href="mailto:wgram@ou.edu">wgram@ou.edu</a></td>
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<tr>
<td>Schulter Public Schools</td>
<td>Gwyneth Ayres</td>
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<td><a href="mailto:gcayres@schulter.k12.ok.us">gcayres@schulter.k12.ok.us</a></td>
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<tr>
<td>St. Norbert College</td>
<td>Mark Bockenhauer</td>
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<td><a href="mailto:mbockenhauer@sbcglobal.net">mbockenhauer@sbcglobal.net</a></td>
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<td>Sullivan Village Elementary School</td>
<td>McKenzie, Teresa</td>
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<td>Tennessee Geographic Alliance</td>
<td>Kurt L. Butefish</td>
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<td>Institution</td>
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<tr>
<td>University of Connecticut--Office for Sponsored Programs</td>
<td>Thomas R. Lewis</td>
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<tr>
<td>University of Maryland Foundation, The Sari J. Bennett</td>
<td>Bennett, Sari J.</td>
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<tr>
<td>Virginia Geographic Alliance</td>
<td>Enedy, Joseph</td>
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<tr>
<td>VisionWorkshops Kirsten Elstner</td>
<td>Elstner, Kirsten</td>
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</table>
unique opportunity to view their city through the camera lens. The program includes intensive four-day sessions focused on helping students express themselves visually through photographic exploration of a specific neighborhood within their community. Mentors introduce students to the tools of photojournalism, guiding them through the production of a ZipUSA piece similar to those in NATIONAL GEOGRAPHIC magazine. Each session includes lectures, slide shows, and demonstrations by professional photographers from the National Geographic Society and a host newspaper in each city. In 2005 Photo Camps will be conducted in New York City, San Francisco, Miami, St. Paul, and Washington, D.C.

| Wyoming Geographic Alliance | William J. Gribb Tel: (307) 766-3311 Fax: (307) 766-3294 planning@uwyo.edu | 2004/2005 Program Plan for the Wyoming Geography Education Fund | The major emphasis of our program will be on professional development and curriculum enhancement. Not only will we have a summer institute concentrating on human landscapes but also a series of mini-workshops on GIS/GPS, and geography with foreign language. The curriculum development will focus on three areas: fourth- and eighth-grade curriculum centered on community-based learning and a program integrating geography and foreign language for K-3 teachers. We will also focus on outreach agendas and outside funding sources. | $42,835 |
| Yosemite National Institutes | Dan Flanagan Tel: (415) 332-5776 dflanagan@yni.org | 2005 Program Support | The inaugural payout from the Yosemite National Institute Geography Education restricted fund will support geographic education and environmental learning opportunities for underserved low-income communities. | $71,309 |
## 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>
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<tbody>
<tr>
<td>Brookwood High School</td>
<td>Buckbee, Denise</td>
<td>2080</td>
<td>Cultural Awareness and Our Rural Experience (CARE)</td>
<td>CARE will provide an opportunity for 6 teachers and 330 students in grades K-12 to explore their cultural and geographic heritage by conducting oral histories, creating written and visual reports, and orally presenting these reports to community members and government bodies. All project participants will also contribute to the development of a traveling mural depicting immigration patterns.</td>
<td>$490</td>
</tr>
<tr>
<td>Central Heights Elementary School</td>
<td>Duchesneau, Rose</td>
<td>2079</td>
<td>Geography Action! Cultures: The Sound of Place</td>
<td>Two sixth-grade classes (approximately 50 students) will archive the local culture as a participant in &quot;The Sound of Place&quot; project sponsored by NGS. They will create an audio time capsule of the community's culture, dialogue with another region of the United States, feature an interactive U.S. map, and archive the time capsule in the Library of Congress.</td>
<td>$500</td>
</tr>
<tr>
<td>Heminway Park School</td>
<td>Kelly, Melita</td>
<td>2077</td>
<td>The Oral History of Watertown</td>
<td>Approximately 35 sixth-grade students will collect data from townspeople relating to the history of their town, compile it, and present it to the community through the Watertown Historic Society. The information will be available permanently on CD at the Historic Society.</td>
<td>$500</td>
</tr>
<tr>
<td>Soddy-Daisy</td>
<td>Mimbs,</td>
<td>2076</td>
<td>We Are The</td>
<td>The project will provide a world cultures curriculum to promote understanding of cultures.</td>
<td>$482</td>
</tr>
<tr>
<td>High School</td>
<td>Judith Mimbs</td>
<td>Judith</td>
<td>World</td>
<td>of students' and of others'--broaden perspectives, and help students in a rural, non-diverse setting appreciate how they are connected to the larger world as global citizens. This project will encourage understanding of cultural differences and similarities, tolerance, and a globally interdependent view of the world.</td>
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<tr>
<td>Maine Historical Society</td>
<td>Soni Biehl</td>
<td>Soni Biehl</td>
<td>Sounds of Place</td>
<td>Soni Biehl, a participant in the National Geographic Geography Action! workshop--&quot;Cultures: The Sound of Place&quot;--will write a week-long series of five articles for the Bangor Daily News Newspaper in Education (NIE) program on the sounds of Maine cultures. She will upload the sounds of five cultures for a two-fold purpose: for readers to listen to and to encourage readers to participate in Geography Awareness Week 2004. $500</td>
<td></td>
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<tr>
<td>Palmyra Jr./Sr. High School</td>
<td>Rebecca Gill</td>
<td>Gill, Rebecca</td>
<td>Creating Cultural Art</td>
<td>All of the middle-school students (approximately 80 each year) will immerse themselves in the roles of famous Latin Americans, as well as create art detailing the culture of Spanish-speaking countries as part of their required Spanish course. $500</td>
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</tr>
<tr>
<td>Princeville Grade School</td>
<td>Tracey Strebel</td>
<td>Strebel, Tracey</td>
<td>Big World, Little Kids</td>
<td>The project will provide each first-grade student at Princeville (approximately 50 students) exposure to four elements of the culture of three different countries. The four elements are geography, food, daily activities and art. Activities include having speakers in the classroom; using new reference books; cooking; making art projects, undertaking hobbies and corresponding with first graders from the three countries being studied; and going on field trips. $495</td>
<td></td>
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</tbody>
</table>

Total Grants From Endowed Funds $1,365,237
Schedule II: Expeditions Council Grants

**Alipio, Arthur Joseph Paul D.**
Asian Council for Peoples Culture  
*Philippine central Cordillera traverse*  
$5,000.00

**Bauer, Brian S.**
University of Illinois at Chicago  
*The Royal Inca Mummy Project*  
$23,000.00

**Beckwith, Carol**  
*African Ceremonies*  
$41,150.00

**Beckwith, Carol**
*African Ceremonies*  
$150,000.00

**Bednarik, Robert G.**
International Federation of Rock Art Organisations (IFRAO)  
*Indonesian raft adventure*  
$15,000.00

**Blinman, Eric**  
*Yucca climbing rope test*  
$500.00

**Daltry, Jenny C.**
Fauna & Flora International: Cambodia  
*The first surveys and telemetry study of Siamese crocodiles in unexplored rivers in the Cardamom Mountains*  
$20,000.00

**Demarest, Arthur A.**
Vanderbilt University  
*Researching the reign of Taj Chan Ahk: Emergency excavation and monument recovery*  
$20,000.00

**Ehrlich, Gretel**  
*Future of Ice - Greenland*  
$11,646.00
Fay, J. Michael
*Africa Overflight II*
$25,000.00

Fitzsimmons, James L.
Dumbarton Oaks
*The Classic Maya kingdom of Hixwitz rediscovered*
$10,000.00

Gerritsen, Margot G.
Stanford University
*African ornithocheirid pterosaur replication project*
$100,000.00

Goold, James A.
Covington & Burling
*Historic-archaeological investigation of Battle of Trafalgar*
$125,000.00

Hatcher, Bill P.
*In search of the pygmy sloth*
$6,000.00

Hentschel, Faith C. D.
Central Connecticut State University
*2004 Ancient shipwreck survey in Turkey*
$28,000.00

Hiebert, Fredrik T.
University of Pennsylvania
*Bronze Age Silk Road Oases Project*
*supplement with ECMM-03 and EO113-01*
$35,000.00

Isaacson, Rupert H.
*Dawid's Dream*
$10,000.00

Jacobsen, Maria
Friends of the Hunley
*Sedimentary analysis and microfossil assessment*
$35,000.00

Kelso, William M.
Association for the Preservation of Virginia Antiquities
*Jamestown/Shelley England Gosnold DNA Project*
$26,400.00
Klimchouk, Alexander B.
National Academy of Sciences of Ukraine
"The Call of the Abyss": Toward a -2000m depth mark in caves. Deep cave explorations in the Arabika massif (Western Caucasus, Georgia) and Aladaglar massif (Eastern Taurus, Turkey)
$35,000.00

Klimchouk, Alexander B.
National Academy of Sciences of Ukraine
"The Call of the Abyss": Toward a -2000m depth mark in caves. Deep cave explorations in the Arabika massif (Western Caucasus, Georgia) and Aladaglar massif (Eastern Taurus, Turkey)
$3,000.00

Kristof, Emory
Banda Sea Project
$50,000.00

McMullen, Drew
Sultana Projects, Inc.
Captain John Smith 400 Project
$20,000.00

McRae, Michael J.
Operation "Gustave"
$20,000.00

Middleton, Susan M.
Northwestern Hawaiian Islands project
$75,000.00

Morgan, David B.
Wildlife Conservation Society
Goualougo Triangle chimpanzee conservation and research project
$20,000.00

Oonk, Jeffry
Photography of wild bonobos at Kokolopori study site (DR Congo)
$7,360.00

Potess, L. Fernando
People, Resources, and Conservation Foundation
Conservation of the False Gharial
$3,500.00

Salak, Kira I.
Libyan Sands: On the trail of Clapperton and the lost oases of Zerzura
$21,800.00
Samaras, Timothy M.
Applied Research Associates
Photogrammetric analysis of tornado cores
$30,000.00

Schaller, George B.
Wildlife Conservation Society
Expedition to the Wakhan Corridor, Afghanistan: In search of the Marco Polo Sheep and other wildlife
$24,000.00

Sidebotham, Steven E.
University of Delaware
Fury Shoal: Underwater excavation of a Roman shipwreck in the Red Sea
$10,000.00

Soter, Steven
American Museum of Natural History
Exploration of ancient Helike: Excavation and geophysical survey of the Early Bronze Age and classical sites, Gulf of Corinth, Greece
$30,110.00

Takahashi, Daisuke
300th anniversary expedition of Robinson Crusoe
$20,000.00

Wurman, Joshua M.
Center for Severe Weather Research
High resolution mobile radar study of landfalling hurricanes
$18,000.00

Reinhard, Johan
High altitude archaeology
$5,000.00

Grants Returned/Cancelled $ (80,000)

Total Expedition Council Grants $ 999,466
Schedule III: Conservation Grants

Agosti, Donat
California Institute of Technology
Conservation of the Qattara Depression (NW-Egypt): Producing a habitat map to support and strengthen ongoing conservation planning and implementation
$19,480.00

Brown, Christopher L.
Florida International University
Amazon ornamental fish trade
$20,000.00

Byers, Alton C.
The Mountain Institute
Community-based conservation and restoration of the Mt. Everest alpine zone, Sagarmatha National Park, Nepal
$19,650.00

Cannon, Charles H., Jr.
Texas Tech University
DNA fingerprinting of tropical timbers
$33,890.00

Craig, Catherine L.
Harvard University
Indigenous silk moth farming for communities surrounding Ranomafana National Park: a feasibility study
$25,000.00

Curio, Eberhard
Ruhr-Universitaet Bochum
Wildlife conservation education campaign in NW central Panay
$17,228.00

Fay, J. Michael
National Geographic African Adventure Atlas giveaway
$15,000.00

Frank, Laurence G.
University of California, Berkeley
Kilimanjaro lion conservation project
$55,000.00
Gehring, Thomas M.  
Central Michigan University  
*Integrating non-lethal control of predators into agricultural systems*  
$5,000.00

Harrison, Ian J.  
American Museum of Natural History  
*AMNH Symposium on New Currents in Conserving Freshwater Systems*  
$3,000.00

Hogan, Zeb S.  
University of Wisconsin - Madison  
*Conservation of giant fish in the world's most threatened freshwater ecosystems*  
$25,000.00

Jack, Katharine M.  
Tulane University  
*Conservation status of Cebus albifrons aequatorialis in coastal Ecuador*  
$15,500.00

Kingston, Tigga  
Boston University  
*Extinction risk assessments in a palaeotropical bat community*  
$10,000.00

Knott, Cheryl D.  
Harvard University  
*Gunung Palung Orangutan Conservation Program*  
$40,000.00

Ogada, Darcy L.  
National Museums of Kenya  
*Land-use practices, rural culture and the ecology of Mackinder's eagle owls in Kenya*  
$20,000.00

Padua, Claudio V.  
Wildlife Trust Alliance  
*Black lion tamarin conservation: A model of 'metapopulation management' of an endangered species*  
$25,000.00
Pregracke, Chad
Living Lands & Waters
*Conserving America's big river systems*
$25,000.00

Sanjayan, M.
The Nature Conservancy
*Travel of scientists from developing countries to the conference "Beyond Extinction Rates: Measuring Wild Nature for 2010 Targets"*
$5,000.00

Smith, Brian D.
Wildlife Conservation Society
*Development and promotion of a science-based strategy for conserving Irrawaddy dolphins in the Ayeyawady River, Myanmar*
$19,500.00

Suckling, Kieran
Center for Biological Diversity
*Candidate species listing campaign*
$25,000.00

Western, David
African Conservation Centre
*Maasai attitudes towards wildlife: applying traditional knowledge to conservation*
$25,000.00

Yu, Fuqiang
Chinese Academy of Sciences
*Biodiversity and conservation of wild commercial mushroom under Pinus yunnanensis forests in Yunnan, China*
$9,000.00

TOTAL CONSERVATION TRUST GRANTS
$457,248
Schedule IV: Research Grants

- **7746-04**
  - **Ali, Abu M. Shajaat**
  - University of Texas at Tyler
  - *Floods in southwestern Bangladesh: a study of its nature, cause, and people's perception and adjustments to a new hazard*
  - $3,000.00

- **7628-04**
  - **Anderson, Gregory J.**
  - University of Connecticut
  - *The evolution and natural history of sexual systems in rare nightshades of Western Australia*
  - $7,000.00

- **7770-04**
  - **Arengo, Felicity**
  - Wildlife Conservation Society
  - *The flight of the Andean Flamingo*
  - $20,925.00

- **7705-04**
  - **Austin, James A.**
  - University of Texas at Austin
  - *Lago Fagnano, Tierra del Fuego: Climate and tectonics of the "uttermost part of the Earth"*
  - $16,200.00

- **7577-04**
  - **Averyanov, Leonid V.**
  - Russian Academy of Sciences
  - *Exploration of rocky limestone flora and vegetation in Bac Kan province, northern Vietnam*
  - $16,520.00

- **7738-04**
  - **Bedford, Stuart H.**
  - University of Auckland
  - *The timing and nature of human colonization of Vanuatu*
  - $20,000.00

- **7732-04**
  - **Bedigian, Dorothea**
  - Washington University and Missouri Botanical Garden
  - *Drought resistance and genetic resources of Sesamum and its relatives (Pedaliaceae)*
  - $25,000.00

- **7697-04**
  - **Belousov, Alexander B.**
  - Russian Academy of Sciences
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<td>Lemur ontogeny: Solving some life history mysteries</td>
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<td>Grant, Richard J.</td>
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<td>Grine, Frederick E.</td>
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<td>Royal Ontario Museum</td>
<td>The palaces of Meroe</td>
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7717-04  **Guilderson, Thomas P.**  
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$23,182.00

7575-04  Sharer, Robert J.
University of Pennsylvania
*Archaeological application of airborne synthetic aperture radar technology in southern Mexico and Central America*
$20,000.00

7668-04  Shimada, Izumi
Dumbarton Oaks
*Pachacamac project, 2004: Excavations at Pilgrims' Plaza*
$25,000.00

7724-04  Shimada, Izumi
Dumbarton Oaks
*Pachacamac project, 2005: Excavations at Pilgrims' Plaza*
$13,713.00

7586-04  Short, John R.
University of Maryland, Baltimore County
*Measuring the urban impacts of hosting the Summer Olympic Games*
$18,500.00

7665-04  Shubin, Neil H.
University of Chicago
*Late Devonian vertebrates of Ellesmere Island*
$30,000.00
7692-04  Simons, Elwyn L.
Duke University
*Giant lemurs and faunal extinction in Madagascar*
$24,660.00

7582-04  Sinervo, Barry R.
University of California, Santa Cruz
*The evolution and diversification of reproductive morphs in lizards*
$20,060.00

7728-04  Smith, Joshua B.
Washington University
*The Upper Cretaceous vertebrates of the Bahariya Oasis, Egypt*
$25,000.00

7752-04  Smith, Stuart Tyson
University of California, Santa Barbara
*The UCSB Dongola Reach Expedition*
$20,000.00

7711-04  Sonké, Bonaventure
University of Yaoundé I
*Distribution, ecology and biology of African Rubiaceae*
$10,000.00

7592-04  Sprajc, Ivan
Slovenian Academy of Sciences and Arts
*Archaeological reconnaissance in southern Campeche, Mexico*
$20,000.00

7683-04  Sprajc, Ivan
Slovenian Academy of Sciences and Arts
*Archaeological reconnaissance in southern Campeche, Mexico*
$5,000.00

7756-04  Sprajc, Ivan
Slovenian Academy of Sciences and Arts
*Archaeological reconnaissance in southern Campeche, Mexico: 2005 field season*
$22,900.00

7684-04  Srygley, Robert B.
Smithsonian Tropical Research Institute
*Optimal migration in butterflies: Quantifying the aerodynamic power curves for flight*
$5,912.00
7596-04  Stanford, Craig B.  
University of Southern California  
*Behavioral ecology of sympatric mountain gorillas and chimpanzees*  
$19,980.00

7655-04  Steyer, J. Sebastien  
Muséum National d'Histoire Naturelle, CNRS  
*Evolution and biogeography of Upper Permian tetrapods of Laos*  
$15,000.00

7622-04  Stilwell, Jeffrey D.  
Monash University  
*Life and death on the edge of an ancient austral volcano: the Cretaceous-Tertiary (K-T) boundary Takatika Grit, Chatham Islands, Southwest Pacific*  
$18,965.00

7656-04  Strier, Karen B.  
University of Wisconsin  
*Age and fertility in female northern muriqui monkeys*  
$24,700.00

7707-04  Stronach, David B.  
University of California, Berkeley  
*Excavations and digital documentation at Shahr-i Qumis in eastern Iran*  
$18,000.00

7747-04  Sugiyama, Saburo  
Aichi Prefectural University  
*Moon Pyramid at Teotihuacan, Mexico*  
$15,000.00

7658-04  Summers, Kyle  
East Carolina University  
*Reproductive strategies in Peruvian poison frogs*  
$21,650.00

7670-04  Summerville, Keith S.  
Drake University  
*Using landscape context, patch area, and habitat quality to predict restoration success: A test using prairie moth communities*  
$15,000.00

7659-04  Tacon, Paul S. C.  
Griffith University  
*The rock-art heritage of Wollemi National Park, NSW, Australia*  
$17,500.00
7715-04  Tarzi, Zemaryalai  
Association for the Protection of Afghan Archaeology  
*Bamiyan Excavation 2004*  
$15,200.00

7737-04  Thorbjarnarson, John B.  
Wildlife Conservation Society  
*Systematic status and ecology of crocodiles in Central Africa*  
$22,000.00

7671-04  Trillmich, Fritz  
University of Bielefeld  
*A genetic study of population structure in Galapagos pinnipeds*  
$15,800.00

7741-04  Valeggia, Claudia R.  
CONICET  
*The Toba and Wichí hunter-gatherers of the Argentinean Gran Chaco: Subsistence ecology and demography*  
$10,000.00

7694-04  Varien, Mark D.  
Crow Canyon Archaeological Center  
*The Albert Porter Pueblo excavation and analysis project: Understanding the Chaco and post-Chaco periods in the Mesa Verde region*  
$20,075.00

7719-04  Vasquez Zarate, Sergio  
Universidad Veracruzana  
*Register of cave paintings in a cave in southern Veracruz, México*  
$6,850.00

7642-04  Watchman, Alan L.  
The Australian National University  
*AMS radiocarbon dating Baja Californian rock art*  
$15,000.00

7580-04  Wegner, Josef W.  
University of Pennsylvania  
*The tomb of pharaoh Senwosret III at Abydos: revealing the conceptual foundations of Egypt's Valley of the Kings*  
$20,000.00
Wei, Yehua Dennis
University of Wisconsin at Milwaukee
*Local capitalism in China: An institutional and network analysis of private enterprises in Wenzhou, Zhejiang Province*
$20,000.00

Wickett, Norman J.
University of Connecticut
*Collection of Cryptothallus hirsutus, a non-photosynthetic liverwort, in Costa Rica*
$5,000.00

Williams, Stephen E.
James Cook University
*Impacts of climate change on rainforest biodiversity*
$21,680.00

Wills, Wirt H.
University of New Mexico
*Reinvestigation of archaeological trenches excavated by the National Geographic Society in Chaco Canyon, New Mexico*
$25,000.00

Wolch, Jennifer R.
University of Southern California
*Conservation communities: A case study of Harmony, Florida*
$20,000.00

Wolfe, Nathan D.
Johns Hopkins University
*The impact of deforestation on the ecology of viral emergence*
$19,000.00

Yates, Adam M.
University of the Witwatersrand
*The origin and early evolution of the dinosaurian titans: New evidence of early sauropod history from South Africa*
$13,230.00

Young, Kyle A.
University of Hull
*Ecological interactions between exotic and endemic rock-dwelling cichlids in Lake Malawi National Park*
$15,000.00
National Geographic Society  
Washington, DC  
EIN #53-0193519  
2004 Return - Form 990

7743-04 Zhang, Xian-chun  
Chinese Academy of Sciences  
Survey of the fern flora of Mt. Wuzhishan, Hainan Island  
$13,205.00

7760-04 Zhou, Zhonghe  
Chinese Academy of Sciences  
Excavation and study of Early Cretaceous birds in Gansu, northwest China  
$15,000.00

7721-03 Shajaat Ali, Abu M.  
$16,300.00

AINA,  
Afghanistan  
Parvaz, “To Fly”, Kids Educational Magazine  
$50,000.00

Returned and cancelled grants  
($171,177)

Total Research Grants  
$3,332,096
Schedule V: Explorer in Residence Grants

Sea Research Foundation: Titanic Project (Bob Ballard) $150,000

The project was to undertake a comparative assessment of archaeological and biological changes that have occurred at the RMS Titanic wreck site between 1985, the year of its discovery, and the present. This updated research will help to better determine the wreck’s rate of degradation, produce the first ever comprehensive map of the entire wreck site, and actively engage the public with live video and communication links via the Internet.

Koobi Fora Research Project Limited (Meave & Louise Leakey) $126,050

The Leakey’s research initiative is planned over the next five years and encompasses two primary components: expanding the field research season to year-round operations, and making necessary upgrades to the facilities and equipment in use at Lake Turkana. As well, they continue to maintain the existing fossil deposits and increase outreach and awareness efforts at Sibiloi National Park, an important natural resource adjacent to the Turkana Basin. The project also includes continuous research and excavation of the Koobi Fora site, coupled with the use of the latest technology in fossil recovery and preservation, which should have a multiplier effect on fossil finds, allowing Meave and Louise to address pressing questions within the field of paleoanthroplogy regarding human origins.

AERA - Giza Plateau Initiative (Zahi Hawass/Mark Lehner) $47,630

The project has three main objectives: creation of a comprehensive geophysical and topographical survey using ground-penetrating radar; creation of comprehensive digital maps of the plateau powered by GIS technology; and development of a centralized database housing all information on the art, architecture, artifacts, and history of the Giza Plateau Pyramid. The resulting electronic catalog of information on the Giza Plateau has numerous anticipated uses - everything from archaeologists creating three-dimensional models of the ancient tombs, to students taking tours of "virtual Giza," traversing the causeways from the Valley Temples to the pyramids, and conservationists using the powerful tool for effective site management.

Polynesian Voyaging Society: Polynesian Wayfinders (Wade Davis/Chris Rainier) $26,687

Hokule'a will depart from the island of Hawaii in Sept. 2004 carrying a crew of navigators in training and Wade Davis and Chris Rainier. At sea, Nainoa Thompson will teach them lessons of the wayfinders - how to recognize steady ocean swells that are clues to direction, to feel the wind and sense subtle changes, to use the star compass to steer at night, to employ the sky as "heads-up" display of information that provides clues to latitude and to sail a memorized seapath. This voyage is a celebration of an age old tradition of passing on seafaring knowledge from master to student. It reveals secret navigational techniques that allowed the Polynesians to populate an island world that spans ten million square miles.
Paul Sereno Special Projects: $250,000

a. Nigersaurus
   i. Skeleton (mounted cast, jaws open)
   ii. Skull (mounted cast);
   iii. flesh head (life size flesh model);
   iv. photographs of CT scans, prototype, bones, skull, skeleton mounting, field photos showing excavation;

b. T-Rex skin impression
   i. Photographs of skeleton;
   ii. drawing of T. Rex with appropriate skin covering;

c. Boar Croc
   i. Skull (mounted cast, jaws open)
   ii. flesh head (life size flesh model)
   iii. photographs of skull, field photos showing excavation;
   iv. drawings of flesh head and

d. Ornithomimid herd
   i. several skeletons (in position as found);
   ii. photographs of skeletons and their excavation

Schedule VI: All Roads Film Project Seed Grants

The aim of the All Roads Film Project is to provide indigenous filmmakers with opportunities to tell their stories in their own voices. The project is an exciting new forum for indigenous and minority-culture storytellers to bring their lives, experiences, and cultures to new audiences.

The All Roads Film Project provides seed grants to help indigenous or minority-culture filmmakers produce a film or video. The 2004 seed grants were awarded to:

**Taika Waititi/Cliff Curtis**—to produce the film, TAMU TU, an unlikely short comedy set in WWII, showing the special bond shared among the soldiers of a Maori battalion. $10,000

**Chris Kientz**—to produce the film, Raven Tales-Pilot, A 1/2 hour animated series about the adventures of Raven; during the mythical time before light in Canadian Indigenous culture. $10,000

**Samuel Obae/Anwary Msechu**—to produce the film, History of the Warangi Tribe & the Kolo Paintings. In the Kolo Caves of Tanzania, ancient paintings from the Warangi tribe spark this short documentary about their preservation and the people they represent. $1,500

**James M. Fortier**—to produce the film, Playing Pastime: American Indians, Softball, and Survival. About 50 years of history of American Indians & fast-pitched softball break preconceptions of their modern-day identity, in this insightful and entertaining documentary. $3,000
Kumare Txicao/Mari Correa—to produce the film, *My First Contact*. Thirty-eight years after the first contact between Indians Txicao and the Villas Boas Brothers (white men), village elders relate the moment with sadness and humor. $10,000

Khalo Matabane—to produce the film, *Conversations on a Sunday Afternoon*. In this feature film, conversations between a poet and a Somalian refugee lead to a unique friendship and a journey, when the poet goes in search the underworld of refugee communities. $3,000

**Schedule VII: Geography Education Teacher Grants**

It's one thing to contemplate the immense power of nature, and another to experience it firsthand. *Forces of Nature*, a new giant-screen film from National Geographic and Graphic Films, brings this power alive, showcasing the awesome spectacles of earthquakes, volcanoes, and severe storms.

National Geographic has produced a package of educational materials to *accompany Forces of Nature*, including lesson plans for the classroom, informal activity guides for homes and museums, and an interactive Web site.

Teams of museum educators and classroom teachers from venues showing *Forces of Nature* participated in a three-day training session at the National Geographic Society headquarters in Washington, D.C., from June 3-5, 2004. Later, 12 of these same teams were provided a $1,000 mini-grant each to present a teacher training workshop back home.

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<tr>
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<tr>
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<td>Chandler, Brie</td>
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<td>Dedominici, Peter</td>
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<td>Motto, Andrea</td>
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<tr>
<td>333 W. Broad St</td>
<td>Turner, Cheri (teacher)</td>
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<tr>
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<td>Discovery Place, Inc.</td>
<td>Emmans, Deb</td>
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<tr>
<td>301 N Tryon St</td>
<td>McSween, Janet (teacher)</td>
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<td>Stephens, Cindy</td>
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<td>Fort Worth Museum of Science and History</td>
<td>Herndon, Anne</td>
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<td>1501 Montgomery Street</td>
<td>Yarbrough, Becky (teacher)</td>
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Schedule VIII: Crittercam Grant

National Geographic Television & Films’ Crittercam features a camera and environmental data sensors attached to an animal—from a shark or turtle to a lion or seal—that capture amazing wild behavior unaffected by humans. Such a simple idea yields fascinating visuals and important research data.

Total Crittercam Grant $310,000
Schedule IX: NGS/Buffet Award

Established through a gift from the Howard G. Buffett Foundation, the award recognizes outstanding work and lifetime contributions that further the understanding and practice of conservation in Africa.

2004 award winners:

Michel Masozera, Rwanda country director for Wildlife Conservation Society since 2002, has worked tirelessly to document and preserve Rwanda's rich biodiversity in the face of daunting socioeconomic challenges. Since 1997 he has led WCS's Nyungwe Forest Conservation Project. $25,000

Aliakber A. Kaka, based in Nairobi, Ali Kaka has been executive director of East African Wildlife Society (EAWLS) since 2001. EAWLS protects endangered and threatened species and habitats in East Africa and is at the forefront of community-based conservation initiatives. $25,000

Schedule X: Explorer in Residence Awards

The National Geographic Society established the Explorer-in-Residence Program to highlight and enhance our long-standing relationships with some of the world's preeminent explorers and scientists. The groundbreaking discoveries of these explorers generate the kind of critical scientific information, conservation-related initiatives, and compelling stories that are the trademark of the Society.

In conjunction with their ongoing research projects, explorers-in-residence work at the Society's Washington, D.C., headquarters for a number of weeks each year, developing programs suited to their special talents. Fieldwork during their term is supported by the Society and conducted under its banner.

2004 Explorers in Residence were:

Robert D. Ballard--Best known for his 1985 discovery of the Titanic, Robert D. Ballard has succeeded in tracking down numerous other significant shipwrecks, including the German battleship Bismarck, the lost fleet of Guadalcanal, the U.S. aircraft carrier Yorktown (sunk in the World War II Battle of Midway), and most recently John F. Kennedy's boat, PT-109. In addition to being a National Geographic Society explorer-in-residence, Ballard is president of the Institute for Exploration in Mystic, Connecticut.

Wade Davis- Wade Davis is an anthropologist, botanical explorer, and best-selling author who received his Ph.D. in ethnobotany from Harvard University. He spent more than three years in the Amazon and Andes as a plant explorer, living among 15 indigenous groups in eight Latin American nations while making some 6,000 botanical collections.
Sylvia Earle—Marine biologist Sylvia Earle—sometimes known as "Her Deepness" or "The Sturgeon General"—has been an explorer-in-residence at the National Geographic Society since 1998. Named Time magazine's first "hero for the planet" in 1998, Earle has pioneered research on marine ecosystems and has led more than 50 expeditions totaling more than 6,000 hours underwater. She holds numerous diving records, including setting the women's depth record for solo diving at a thousand meters (3,300 feet).

Zahi Hawass—Archaeologist Zahi Hawass is Egypt's Secretary General of the Supreme Council of Antiquities and director for the Giza Pyramids. He is credited with major discoveries, such as the unusual double statue of Ramses II at Giza and the tombs of the Giza pyramid builders. His findings have contributed significantly to our knowledge of how the Pyramids were built.

Meave and Louise Leakey—For three generations, the Leakey family has pioneered groundbreaking research on human origins. The legacy began with Louis Leakey's 1931 discoveries of ancient fossils in Tanzania's Olduvai Gorge, raising the speculation that humans originated in Africa millions of years ago. Since then, Leakey family members have collectively received more than one hundred National Geographic Society grants for their human-origins research. Today, the Society is helping the mother-daughter team of Meave and Louise Leakey keep the family legacy alive.

Johan Reinhard—In addition to being a National Geographic Society explorer-in-residence, high-altitude archaeologist Johan Reinhard is a senior research fellow at the Mountain Institute, West Virginia; a research associate of Chicago's Field Museum of Natural History; and an honorary professor at Catholic University in Arequipa, Peru.

Paul Sereno—Paul Sereno is a paleontologist and a professor in the University of Chicago's Department of Organismal Biology and Anatomy. Discoverer of new dinosaur species on several continents, Sereno fuses his mission of scientific research with educational efforts, engaging his students in the process of discovery by taking them to the field to search for fossils. In 1998 Sereno and his wife, Gabrielle Lyon, co-founded Project Exploration, an organization dedicated to bringing dinosaur discoveries and natural science to the public and providing innovative educational opportunities for city youths.

Spencer Wells—By collecting blood samples from thousands of men living in isolated tribes around the world and analyzing their DNA, 34-year-old geneticist Spencer Wells and his colleagues discovered that all humans alive today can be traced back to a small tribe of hunter-gatherers who lived in Africa 60,000 years ago. Following this genetic trail, Wells has charted the ancient journey of our ancestors as they populated the planet, continent by continent. The story is told in the 2002 National Geographic documentary The Journey of Man: A Genetic Odyssey and the book of the same name. In 2005, Wells became leader of the Genographic Project, a sweeping five-year endeavor conducted by National Geographic, IBM, the Waitt Family Foundation, and a worldwide team of scientists. The Genographic Project is by far the largest genetic study of human migration ever undertaken.

Total Explorer in Residence Awards $771,457
Schedule XI: Emerging Explorers Awards

Each year National Geographic selects a new class of Emerging Explorers. These dynamic personalities are already making significant contributions to their fields and show potential for true breakthroughs.

2004 Emerging Explorers were:

Zeresenay "Zeray" Alemseged, Paleontologist--Alemseged is currently a researcher at the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany. As leader of the Busidima-Dikika paleoanthropological project, he returns to his native Ethiopia each year, helping to build a bridge between the international scientific community that has dominated the human-origins scene and a new generation of African scientists who may represent the future of African paleoanthropology.

Elizabeth Vinson Lonsdorf, Primatologist--In the 1960s Jane Goodall rocked the scientific world with the discovery that chimpanzees make and use tools—proof of the striking similarity between primates and humans. Now 29-year-old primatologist Elizabeth Vinson Lonsdorf is patiently extending Goodall's research into the next generation. Lonsdorf is delving into the question of how young chimpanzees learn to termite—the practice of fashioning a piece of vegetation into a flexible wand and sticking it into a termite mound to extract a protein-rich meal. Lonsdorf received her doctorate in 2003 and is currently the director of field conservation at the Lincoln Park Zoo in Chicago. There she facilitates the zoo's involvement in animal conservation projects around the world.

Mark Olson, Biologist--Plant biologist Mark Olson is soaring to novel heights for a fresh perspective on the diversity of trees. He conducts field research from a powered paraglider. The aircraft gives Olson a bird's-eye view of the trees, allowing him to study how they present their leaves to the sky. Since plants collect light for photosynthesis from above, the aerial perspective, he says, is biologically more relevant than the more familiar side-view of trees. Olson also teaches classes at the Instituto de Biologia, Universidad Nacional Autonoma de Mexico, in Mexico City.

Jimmy Chin, Climber/Photographer--is a world-class climber and an ace behind the lens—a combination of skills that has propelled the 30-year-old around the world to capture images of the remote and extreme. Chin's portfolio and climbing skill make him a regularly contributor to National Geographic magazine and National Geographic Adventure, the North Face outdoor equipment company, Climbing magazine, Outside magazine, and Men's Journal.

Spencer Wells, Geneticist/Anthropologist--By collecting blood samples from thousands of men living in isolated tribes around the world and analyzing their DNA, 34-year-old geneticist Spencer Wells and his colleagues discovered that all humans alive today can be traced back to a small tribe of hunter-gatherers who lived in Africa 60,000 years ago. Following this genetic trail, Wells has charted the ancient journey of our ancestors as they populated the planet, continent by continent. The story is told in the 2002 National Geographic documentary The Journey of Man: A Genetic Odyssey and the book of the same name. In 2005, Wells became leader of the Genographic Project, a sweeping five-year endeavor conducted by National Geographic, IBM,
the Waitt Family Foundation, and a worldwide team of scientists. The Genographic Project is by far the largest genetic study of human migration ever undertaken.

**Tierney Thys, Marine Biologist/Filmmaker**—Since 2000, Thys and her colleagues have been traveling the world's oceans to study the giant sunfish (mola). Though these fish can grow more than ten feet (three meters) long and weigh over 5,000 pounds (2,270 kilograms), little is known about them. In addition to publishing research and compiling a book on molas, Thys is the science editor at Sea Studios Foundation, a documentary film company based in Monterey, California. She is currently working on a series about Earth system science and global environmental change scheduled to air on U.S. public television in 2005.

**Tyrone Hayes, Biologist/Herpetologist**—scientific breakthroughs don't begin and end in the laboratory. They also come from the field. Which is why, more often than not, you'll find Hayes wet, muddy, and knee-deep in an African swamp at 2:00 in the morning, the time when the frogs come out. Hayes says an interest in frog hormones, specifically those of a tiny reed frog common in Ethiopia and Uganda, sparked his interest in his current fieldwork. "Surprisingly, frog hormones are very similar, and in some cases identical, to human hormones," he says. "So what affects a frog, may also affect humans." Hayes earned an undergraduate degree in organismic and evolutionary biology from Harvard University. He later received a Ph.D. in integrative biology from the University of California, Berkeley, where he currently serves as a professor.

**Zeb Hogan, Aquatic Ecologist/Photographer**—Around the world, freshwater ecosystems support tens of thousands of unique species and hundreds of millions of people. Aquatic ecologist Zeb Hogan travels to the most endangered of these environments, striving to save critically endangered fish and the livelihood of people who share their habitats. In Cambodia, when fishermen catch vulnerable species, Hogan buys the live fish. He studies and tags them, then releases the fish downstream from the fishermen's nets. Hogan and his colleagues also created and distributed to Cambodian children a book about fish conservation. In addition, Hogan is part of a science team working on a new project in an area in Mongolia famed for its giant salmon. With the help of international donors, local residents are establishing a concession system through which an ecotourism company pays to run catch-and-release fly-fishing trips. No fish are harvested, and local people are given an economic incentive for conserving the resource.

**Cheryl Knott, Biological Anthropologist**—Knott's research not only furthers our understanding of orangutans, one of humankind's closest living relatives, but provides clues to our own evolutionary history. "My ultimate goal is to understand how the environment influences orangutan biology, especially how we can use that as a model for looking at human evolution," says Knott, who earned an undergraduate degree in anthropology from the University of California, Davis, and a Ph.D. in anthropology from Harvard University, where she now serves as an associate professor of anthropology. Knott conducts her fieldwork in Borneo's Gunung Palung National Park, home to 2,500 orangutans and her ten-year study. Her far-reaching commitment to protecting the park includes an integrated strategy of supporting rain forest ranger patrols, working with government decision-makers, developing community awareness campaigns, raising local pride in the park, and providing environmental education.

Total Emerging Explorer Awards $95,000
Schedule XII: All Roads Photographer Awards

In connection with the All Roads Film Project, National Geographic has launched the All Roads Photography Program. This program recognizes and supports talented photographic storytellers from around the world who are documenting their changing cultures and communities through photography. The program provides a forum for photographers to showcase their work to a global audience with the opportunity to engage and experience, firsthand, the unique and essential voices of these artists through exhibitions, panel discussions, and workshops. In addition to a $1,000 cash award, winners also receive donated photography equipment.

2004 Awardees were:

*Tenzin Dorjee: Tibetan Exile Community (India)
* Fanie Jason: Living in Denial, AIDS in South Africa (South Africa)
* Ahikam Seri: Bedouin Society Transition (Israel)

Schedule XIII: Photographers in Residence Awards

The National Geographic Society established the Contributing Photographers-in-Residence Program to showcase and support the work of some of the world's preeminent photojournalists.

These individuals have produced extraordinary images during their decades of assignments for the National Geographic Society, images that capture the wonders of our planet, in addition to documenting critical issues that we confront in our daily lives. Their work is representative of the outstanding body of photography that has become the trademark of the National Geographic Society.

The 2004 Photographers-in-Residence:

Sam Abell--- has worked for the National Geographic Society since 1970, photographing more than 20 articles on cultural and wilderness subjects for National Geographic magazine and several books. He has lectured extensively on photography and exhibited his work to audiences throughout the world.

Annie Griffiths Belt--Belt began assignment work for the National Geographic Society in 1978. Since then she has worked on dozens of magazine and book projects for the Society, including National Geographic magazine stories on Lawrence of Arabia, and places such as Baja California, Galilee, Petra, Sydney, Vancouver, the Lake District, and Jerusalem. Belt also creates an annual photographic calendar for Habitat for Humanity.

David Doubilet-- is one of the world's leading underwater photographers. He has shot over 60 stories for National Geographic magazine, his most recent being "Cuba Reefs: A Last Caribbean Refuge," in the February 2002 issue.
Karen Kasmauski—Since 1984, photographer Karen Kasmauski has produced 22 major stories for National Geographic magazine, including a look at the global effects of radiation, a social portrayal of Japanese women, and an examination of Japan’s economic role in Asia. Her photographs of complex social issues, including population and aging, have been finalists for the U.S. National Magazine Awards.

Emory Kristof— is a pioneer of innovative underwater photography using robot cameras and remotely operated vehicles (ROVs). Kristof created the preliminary designs for the electronic camera system for the Argo ROV, which first photographed the wreck of the Titanic. He led photographic surveys of the Confederate warship Alabama off the coast of France in 1992 and the 16th-century wreck of the Spanish galleon San Diego in the Philippines in 1993. In 1995 he led an expedition to recover the bell of the U.S. freighter Edmund Fitzgerald and produced the first high-definition TV footage of the deep sea.

Frans Lanting— one of the world’s great nature photographers, was born in Rotterdam, the Netherlands, in 1951. He earned a master’s degree in economics and then moved to the United States to study environmental planning. Soon after, he began photographing wildlife. His widely published coverage has increased global awareness of endangered ecological treasures in remote places.

Total Photographers in Residence Awards $248,749

Schedule XIV: Contributions/Sponsorships

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<td>Fraternal Order of Police - Simulcast</td>
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<td>DC Firefighter’s Association</td>
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<td>National Multiple Sclerosis Society - NY Chapter</td>
<td>250</td>
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<td>MS Walk - Sponsorship of Libby Stephens</td>
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<tr>
<td>Organization</td>
<td>Contribution/Description</td>
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<tr>
<td>USO World Headquarters</td>
<td>Contribution to the USO Gala</td>
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<tr>
<td>Make a Wish Foundation of the Mid-Atlantic Inc.</td>
<td>Contribution: Triathlon Team (athlete) Children with illnesses</td>
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<td>National Aids Marathon Training Program</td>
<td>Contribution: Run Aids Marathon - for Whitman Walker Clinic</td>
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<td>Save the Redwoods League</td>
<td>2004 Councillor Campaign</td>
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<tr>
<td>The Lab School of Washington</td>
<td>Contribution to the 2004 Gala - Support for school Fund Raiser</td>
</tr>
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<td>D.C. Science Writers Association</td>
<td>Support: Annual meeting for the Advancement of Science</td>
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<td>Washington Area Lawyers for the Arts</td>
<td>Contribution: Wala (volunteers) provides help for Art Groups</td>
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<td>National Parks Conservation Association</td>
<td>2005 Salute to the Parks award dinner</td>
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<tr>
<td>Association of American Geographers</td>
<td>Grant for a Geography Intern Program - 101st annual meeting</td>
</tr>
<tr>
<td>Rahimulla Yrahmat Gula</td>
<td>Support Payment to &quot;Afghan Girl&quot; Sharbat Gula</td>
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<td>Sponsorship of The Banff Centre for Mountain Culture, Banff Mountain Book</td>
<td>Sponsorship: Banff Mountain Book and Film Festivals, the Banff Mountain Photography</td>
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<td>National Geographic Society</td>
<td>UJA Federation</td>
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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 2004 with a report on Italy before the Romans, and a journey through Yosemite National Park. Succeeding months featured timely stories on Saudi Arabia and Medellin, Colombia, and a profile of American architect Frederick Law Olmstead. Spring brought wide-ranging articles on the discovery of a new species of hominid, the diminutive Flores people, the world’s deepest cave, and the newly revealed face of King Tut. Summer issues explored the science behind the stem cell debate, the future of alternative energy, and why we can expect to be hit by more hurricanes. The September issue was devoted entirely to Africa and the challenge that continent faces balancing the needs of people and wildlife. The year wrapped up with stories on the next flu pandemic, the secrets of longevity, and an in-depth report on how the world responds—or doesn’t respond—to natural disasters. 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
Books & Other Related Products

The Society publishes books for adults and children to educate readers about geography and related subjects. Examples of books published in 2004 include: National Geographic Atlas of the World 6th Edition, large-scale maps, country profiles, and special sections on today's global issues, this completely revised state-of-the-art atlas uses the latest digital mapping techniques, most advanced satellite imagery to create a thorough, panoramic picture of planet Earth; Geography of Religion, with a foreword by Desmond Tutu and an epilogue by the Dalai Lama, this timely volume provides readers with a definitive resource for understanding the historic and geographic backgrounds to the five major faiths of the world; Voices of War, in partnership with the Veterans History Project, this moving story of America at war emerges from the diverse memories collected in this stirring tribute; National Geographic Historical Atlas of the United States, an indispensable and unprecedented tool for understanding our nation, filled with facts, human drama, and humor, this reference book brings the nation's past to vivid life as it captures the moments, people, places and events that have shaped our country's history; National Geographic Encyclopedia of Space, a comprehensive and accessible reference work lavishly illustrated and offering clear and concise explanations of virtually every aspect of space; In Motion: The African American Migration Experience, in collaboration with the Schomburg Center for Research in Black Culture, this volume traces the migrations of African Americans throughout the United States and documents how these movements shaped black culture and the country as a whole. The Society also published the second edition of National Geographic Guide to the State Parks of the United States which introduces readers to state parks throughout the country. Our children's publishing program continued to enhance its family reference library with two strong second editions - National Geographic U.S. Atlas for Young Explorers, and Our Fifty States. In our award-winning picture-book biographies for children, we published Thomas Jefferson, introducing young readers to the brilliant yet enigmatic third President of the United States, and George Washington, Spymaster, a fascinating book which takes readers into the secret world behind the Revolutionary War. Swifter, Higher, Stronger, a history of the Summer Olympic Games was published in time for the 2004 games in Greece. In 2004, our children's publishing program also launched a second format of newly-released books as library reinforced binding editions to build our presence in the school and public library markets. More than 250 of our books have been translated into 28
languages and are sold throughout the world. 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.

TRAVELER Magazine

*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. In 2004, Traveler sent writer Mel White on a 7,000 mile journey from Fairbanks, Alaska to Miami, Florida. In “The Long Run,” White discovers America—its geography, culture, and people—through travel via the road. In Traveler’s 20th Anniversary Issue (October 2004), the magazine takes its readers on “The New Grand Tour”—a trip around the world in 80 destinations. Tracking Zambezi lions in Zambia, scouring the art scene in Latvia, and shucking oysters in Tasmania, Traveler visits locations where visitors may experience, not just see a destination. The magazine continues to showcase award-winning photography; to publish the works of foreign journalists in an effort to reveal local color (Chile, South Korea, and Singapore most recently); and to conduct 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. Traveler also partners with organizations such as Conservation International to raise awareness of sustainable tourism and conservation issues through its special “Destinations Rated” issues, World Legacy Awards, and Travel Watch column. In 2004, the Society continued to reach more audiences in their own languages. Traveler has Spanish, Dutch, German, Chinese, Hebrew, and most recently, Thai editions. Additionally, Traveler has run photographic workshops here and abroad to help attendees better capture the world through photography.

2004 Average Worldwide Circulation: 831,505

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 show readers how 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 the challenges of contemporary wilderness and outdoor travel issues, while providing the knowledge and resources to experience the world safely and responsibly.

In 2004, Adventure presented a wide range of geographic, geopolitical, environmental, and cultural topics through the eyes of intrepid reporters and explorers in the field. Most notably, Contributing Editor Paul Kvinta reported from the maelstrom of India’s northern state of Assam to cover a lethal battle for habitat between man and beast: 5,000 Asian elephants that flourish in the area and the local villagers fighting for their homes and livelihoods. It’s a moving and powerful article addressing the dramatic contest between what’s left of true wilderness and the advancement of human progress.

In another battle for self- and cultural preservation, writer Peter Lane Taylor uncovered the astonishing and largely forgotten history of the Stermer family, who escaped the
Nazis during the Holocaust by hiding for years in one of the world's largest cave systems in the Ukraine. Like many adventure stories, it's one of remarkable courage in a desperate hour. But its particulars are anything but predictable and its themes of loss, hope, skill and survival harbor a unique perspective into the historical event. In addition, on the ultimate exploratory road trip, Contributing Editor Matthew Power takes readers along with him on a vintage Enfield motorcycle touring the highest highway in the world in the recently opened war zone of the Kashmir valley. The travel log is replete with vivid descriptions of high mountain valleys, floating Victorian hotels, and endless rice paddies that Power brings to life.

A new destination service package for the magazine, Adventures of Your Life, launched in 2004, details in a life-long primer how to experience new parts of the world throughout the phases of life. The magazine's front of the book has expanded coverage of exotic areas and how to explore them. Treatment of locales such as the Sahara, Galápagos, and Tibet's Mount Kailas include in-depth cultural and geographical resources, as well as developments and trends in volunteerism and sustainable tourism. This past year, Adventure was honored with two National Magazine Award nominations and won five Lowell Thomas Awards including gold for best travel magazine.

2004 Average Worldwide Circulation: 438,100

**KIDS Magazine**

*National Geographic Kids* 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, pets, adventures, special kids, and geography. For its work in 2004, *NG Kids* won Periodical of the year and two Distinguished Achievement Awards from the Association of Educational Publishers.

Examples of *NG Kids* activities in 2004 include a Special Issue on Endangered Cultures and the Animals in Their Lives; publication of several collector's card sets about awesome animals; feature stories on endangered animals such as sea turtles and tigers; and "Inside Scoop," a three-page geographic current events department. Additionally, in 2004, there were 11 international editions of *NG Kids*.

2004 Average Worldwide Circulation: 1,511,175

**School Publishing**

Our School Publishing division is dedicated to fulfill the Society's mission of providing geographic knowledge to a younger and more diverse range of members. National Geographic School Publishing provides 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.

The Society publishes nonfiction literacy books designed to teach reading using social studies and science content, making National Geographic School Publishing a leader in the production of content-area nonfiction materials for use in classrooms throughout
North America.

School Publishing’s many programs include *Windows on Literacy*, nonfiction readers for grades Pre-K-3, *Reading Expeditions*, a collection of science and social studies titles for grades 3-8, and a series of books on World Regions and Cultures. In 2003-2004 School Publishing continued to add top quality materials to their collection – the new additions include – *Nonfiction Reading and Writing Workshops*, a program that teaches essential strategies students need to comprehend and write nonfiction, *Theme Sets*, a breakthrough new product for differentiated instruction, *Math in the Content Area*, and *Math Behind the Science*, two new series using social studies and science content to teach Math. School Publishing also continues to add new titles to *Windows on Literacy* and *Reading Expeditions* – including a series of Spanish books for English Language Learners, and a series on World History.

School Publishing also offers a variety of materials to support teachers’ science, social studies, and geography curricula: *Geo Kits*, 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.

A goal of National Geographic is to build awareness about key issues in education today. The School Publishing division hosts an annual Literacy Summit for top educators, school district superintendents, and curriculum directors from around the country to have a forum with leading literacy experts to discuss the latest research findings and best instructional practices for developing nonfiction reading and writing skills.

In the December 2004 Board of Trustees meeting, the board voted to approve $13 million to invest into expanding School Publishing’s English Language Learner program.

School Publishing also publishes *National Geographic Explorer!* , a classroom curriculum magazine. The Pioneer version is for grades 2-3, and the Pathfinder version is for grades 4-6, and the two editions are perfect for differentiated instruction in the classrooms. This publication is supported by grants from International Paper Company Foundation and the National Geographic Society Education Foundation. *National Geographic Explorer!* was used in more than 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.

The School Publishing division also donates books to worthwhile organizations that support and help children and to schools and school districts that may not be able to afford the materials we publish. In 2004, we donated more than 100,000 copies of *National Geographic Explorer!* estimated to have a market value of $50,000. For 2005, we have announced to schools in the Gulf of Mexico region that were affected by Hurricane Katrina that we will replace, free of charge, all books purchased by those...
schools within the last twenty-four months of the hurricane. This donation has an estimated market value of $200,000.

### Education & Children’s Programs

#### Education Foundation

The Society’s Education Foundation was established to commemorate National Geographic’s centennial in 1988 and is today worth more than $100 million, annually awarding 5.25% of its asset value in grants to promote improved teacher quality and greater geographic literacy of young people. Proposals are solicited from universities and other nonprofits for innovative projects at the classroom, district, state, and regional/national levels through several grant categories: Teacher Grants, Grosvenor Grants, Venture Grants, and Discretionary Grants. In addition, the Education Foundation supports state-wide grassroots networks for teacher training and curricular support—called “Geographic Alliances”—through dedicated, state-specific endowments. While the Foundation emphasizes schooling improvement in the United States in particular, select work is conducted in Canada as well and grants have been made to provide girls with access to K - 12 education opportunities in post-Taliban Afghanistan.

In 2004, the Foundation awarded 130 grants totaling $3,821,376. A few examples include:

- Classroom students in Alaska and New York will co-investigate the geography of their areas and share mapping projects online (Teacher Grant, $4,352);
- The Arizona Geographic Alliance will incorporate geography into literacy instruction and evaluation of the impact of cross-disciplinary instruction on student performance (Grosvenor Grant, $173,378);
- The Chesapeake Bay Foundation will offer place-based field trips and classroom teacher support to integrate geography and environmental education in schools in the Chesapeake Bay watershed (Venture Grant, $132,000);
- The Canadian Council for Geographic Education will collaborate with the Canadian Meteorological and Oceanographic Society to provide information about ocean to educators (Endowment/International Grant, $30,000);
- Four-day “Photo Camps” will be offered to inner-city youth to encourage photojournalism of geographic issues (Endowment, $50,000).

The mission of the Education Foundation is to “enable each new generation to become geographically literate.” The Foundation’s staff encourages programs and projects that prove the value of geography education to student achievement on state and national standards and demonstrate the essential role of geography as a national educational priority and a core component of academic curriculum.

#### Education Outreach

In addition to making grants to nonprofit educational institutions, The Society conducted a number of outreach programs in 2004 through its Outreach division.

During the 2004-2005 school year, National Geographic conducted its annual signature
Geography Action! Program. The 2004-05 Geography Action! theme was *Cultures: The Sound of Place.* This annual program engaged students, educators, and communities in learning about and taking action to protect the Earth and its people. Forty educators from across the nation and Mexico participated in our annual summer institute. These Geography Action! coordinators distributed National Geographic resources and promoted the program in schools and communities, both locally and statewide, reaching nearly 200,000 students nationwide. On the program Web site coordinators posted project ideas, lesson plans, and “audio portraits”—sounds that students recorded of their community. The recordings are a key component of the Society’s new interactive “sense of place” map, available on National Geographic’s Online Student Atlas.

Nationwide, local media—TV, radio, the Internet, newspapers—covered the program, including a New York radio station that staged an on-air “sounds of place” contest and a feature on NPR’s Weekend Edition, which reaches nearly three million listeners.

The National Geographic Photo Camp program completed its second year of workshops in 2004. Fifty high school juniors and seniors, including six educators, participated. The series consisted of three workshops, held in New York, San Francisco, and Washington, D.C. In each city, Photo Camp students worked for four days with National Geographic Contributing Photographers-in-Residence and editors, and with photographers and editors from local newspapers. Partners included *The New York Times, The San Francisco Chronicle,* The International Center of Photography, Nikon, and Kodak.

Disappearing wetlands was the focus of the 2004 JASON Project marking the sixteenth year of this expedition-based learning program founded by explorer-in-residence Bob Ballard. An expedition team of scientists, teachers and students explored the Mississippi delta region, 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, twenty-four high school students and teachers participated in the Grays Reef Field Study. Students and teachers from Colorado, Washington, Texas, Michigan, Illinois, Minnesota, Virginia, Oregon and Florida met on Skidaway Island, Georgia, for a 5-day expedition filled with activities that explored the local watershed, listened to experts, scientists and local residents and captured their experience in over 1900 photographs.

The National Geographic (NG) Education Foundation partnered with NG School Publishing to conduct a special literacy event in the summer of 2004. Twenty-five key education decision-makers, such as district superintendents and curriculum coordinators, and 25 classroom teachers from selected school districts, participated in an exciting two-day conference highlighting the latest research and thoughts about teaching content through literacy. Special emphasis was placed on the particular challenges of urban education environments. After the two-day summit, the classroom teachers stayed on
for a three-day educator workshop that focused on how to teach geography content through the integration of nonfiction reading materials into their reading programs.

Education Network (EdNet) -- an online discussion and collaboration hub for K-12 teachers, professors, geographers, and lifelong learners of all kinds -- was developed and offers members National Geographic and partner resources, teaching strategies in a community environment, professional-development opportunities, and much more. Thanks to a partnership with the Freeman Foundation, the Explore Asia Community provides educators with superior, up-to-date materials on all aspects of Asian culture, history, and geography.

Geography Competitions

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 15,000 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 seventh World Championship, held in 2005 in Budapest, Hungary comprised teams from eighteen countries: Argentina, Australia, Bulgaria, Canada, Chinese Taipei, Costa Rica, France, Germany, Hungary, India, Mexico, Poland, Romania, Russia, Singapore, Spain, 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 Grant Allocations

The Committee for Research and Exploration has awarded more than 7500 grants since 1890, totaling more than 105 million dollars. The Committee supported extraordinary research in areas from archaeology to zoology, awarding 199 grants in 2004. These projects include: Estrada-Belli’s discovery of a massive face mask of a sun god carved on the wall of the main temple pyramid in the Mayan City of Cival -- the mask—5 meters (16.5 feet) wide and 3 meters (10 feet) tall—was stunning. But what made it truly remarkable was its age, dating back to around 200 to 150 B.C., a millennium before what is considered the height of Maya civilization; Philip Gingerich’s successful excavation of an unusually complete and well preserved skeleton of the 40 million-year-old fossil whale Basilosaurus isis (this fossil species was discovered in 1905 but no full skeleton was known until now); Peter Klimey’s research project tagging hammerhead sharks with a variety of electronic tags to get a clearer picture of the animals' movements to determine if Hammerheads follow magnetic highways in migration, the findings could be crucial to the establishment of effective protective zones for hammerheads and other species. 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 60 grants since its inception in 2001, totaling more than 1 million dollars. The Trust awarded 22 grants in 2004. These projects included: Zeb Hogan’s conservation of giant fish in the world’s most threatened freshwater ecosystems; David Western’s study of Maasai attitudes towards a range of large to determine how the absolute abundance of wildlife, and relative abundance of species varies with culture, attitude and lifestyle. The results of this study will be applied to traditional knowledge and practices as well as modern conservation methods to community-based conservation initiatives.

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 159 grants totaling more than 7.5 million, and has funded projects that span the entire spectrum of exploration and adventure. These projects include: Susan Middleton’s photographs of Hawaii’s photographs of the endangered plants and animals in this ecosystem. Susan has so far portrayed sea birds, corals, algae, fishes, snails, lobsters, shrimps, clams, crabs, oysters, sea urchins, sea anemones, jelly fish, marine worms, sponges, seastars, marine mammals, sea turtles, and terrestrial plants. Not only have a number of these life forms never been photographed before, but their uniqueness, complex structures and intense coloration make for aesthetic portraiture that would not be lost on the curator of any fine arts museum. Kira Salak’s Hugh Clapperton trek, crossing the Libyan Sahara in 1822. Libya remains one of the world’s last undocumented frontiers; Kira’s findings will offer a real glimpse of a country that has been largely closed to the West for centuries.

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

Explorers Hall
The National Geographic Museum at Explorers Hall welcomed 207,627 visitors in 2004, 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.
museum is the primary location at headquarters where the public can obtain a 3-D first-hand educational experience.

In 2004, the museum presented the 14 exhibits listed below:

**Cosmic Questions**  October 2, 2003 through January 4, 2004
A look at the universe and beyond. This exhibition tour was managed by the Association of Science-Technology Centers.

**Impressions of Angkor Wat: the Art of Jörg Schmeisser**  October 8, 2003-January 25, 2004
Visitors could reflect on the beauty and allure of Angkor Wat through etchings, drawings, and other media by German artist Jörg Schmeisser.

**Pilgrimage: Photography by Steve McCurry**  October 15, 2003-February 1, 2004
The exhibition offered visitors the opportunity to "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.

**Mars 2K4**  January 22-April 25, 2004
The audience experienced Mars in a whole new way from early observations of what appeared to be man-made canals on the surface to the latest satellite imagery and information gathered by the probes. Speculations about life there and the way that topic continues to capture our imagination and the exhibit included a full-size scale model of the rovers sent to explore Mars.

**Impact**  February 19- June 1, 2004
An exhibition of 50 of Karen Kasmauski’s photographs on health issues from around the world, based on the Society’s publication of the same name.

**Contemporary Egyptian Art**  March 1- April 15, 2004
Display of 25 original paintings by Farouk Hosny.

**Dogs: Wolf, Myth, Hero & Friend**  May 20–September 6, 2004
A comprehensive look at dogs from the Museum of Natural History of Los Angeles County.

**UNHCR Poster Contest**  June 11 –August 1, 2004
An exhibition of 16 posters made by children on this year’s theme: Coming Home.

**Afghanistan: Return and Hope**  June 11- July 5, 2004
An exhibition of 42 photographs by Zalmai, showed life in Afghanistan.
Tornado: Twist of Fate July 15-October 11, 2004
Visitors could get close to the fury of nature’s most powerful events with one of America’s leading storm chasers. The exhibition presented amazing photographs and video of tornadoes, the scientific instruments used to study them, and even touch a miniature version in our tornado simulator.

Rain Or Shine: From The Archives August 12- October 11, 2004
The National Geographic archive contains over 10 million images and with this vast inventory just about any subject you can think of is represented. These 27 photographs reflected human fascination with weather and its much discussed effect on our everyday lives.

The exhibition highlighting mapping through the ages, included globes, artifacts, and a large 8Ft inflatable globe. The exhibit was held in conjunction with the publication of the Society’s 8th Edition Atlas of the World.

Passages: October 6, 2004- January 9, 2005
Photographs in Africa by Carol Beckwith and Angela Fisher
Carol Beckwith and Angela Fisher’s photographs of African rites of passage accompanied by artifacts. NGS added a larger selection of artifacts to increase the educational value of this exhibition.

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 tours 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 2004, total audience for the traveling exhibits was 666,565.

In 2004, Another Vietnam traveled to The Auckland War Memorial, Auckland, New Zealand and to New Mexico for “Vietnam: Voice and Visions Unfiltered.” Impact: From the Front Lines of Global Health was displayed at the Dept. of Health and Human
Services. *Pilgrimage* was exhibited in Mallorca, Spain. *Women Photographers* was exhibited in advertising client’s offices in New York City and Boston and at the NG Book Sales in Seattle. *Last Stand* was shown in advertising offices in Detroit and at a special NG Advertising event. *Wild at Heart* was displayed at a museum in Coruna, Spain. *Jubilee* was sent to the Schomburg Center at the New York Public Library for permanent retention. *Lives in Transition: Expressions of Refugee Youth* was displayed at the United Nations. An exhibition of photographs from the Society is on long term display at the Grand Canyon Destination Cinema Theater in Arizona. A permanent exhibition on the Amazon continues in Peru.

**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, the National Maritime Museum in Greenwich, UK, and to the Grand Canyon Destination Cinema Theater. In 2004, we provided cameras used on National Geographic expeditions to NG Advertising to support their display which went to Circuit City Inc. stores around the country and to NGT for display in the Television Studio. We also loaned a full-sized Mars Rover to the Houston Museum of Natural Science. In 2004, more than 1,000,000 visitors saw Society artifacts loaned to institutions.

**Volunteer Program**

Museum staff manages the Society’s docent and volunteer program. Within this program, 162 people volunteered their time in various capacities in 27 Society divisions such as Books, *NG Kids, Traveler*, the museum, Geography Competitions, National Geographic Museum, Communications, Lectures, Licensing, Committee for Research and Exploration, and medical. We also offer “VIP behind the scenes” tours of the Washington, DC headquarters and the US Channel television studio. In 2004, volunteers logged over 10,012 hours which equates to approximately $175,710 of budget relief.

**Professional Activities**

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

The Museum Director gave the keynote address at the Texas Association of Museums (TAM) annual conference in Waco, Texas in May 2004. TAM is the oldest and largest state museum association in the United States. The Museum Director is a member of the Advisory Planning Committee for the to-be-built National Children’s Museum in Washington, DC.
Other Activities
In 2004, the museum helped develop and hosted:

- World Refugee Day 2004 in conjunction with the United Nations High Commissioner for Refugees. This included a benefit screening “I Am David,” press event launch, all day festival in addition to the exhibit mentioned above. Attendance: 4,000. Secretary of State, Condoleezza Rice and UNHCR Goodwill Ambassador Angelina Joliet participated and the events received a great deal of media coverage.

- Pacific Night brought together 700 people from Pacific Rim countries, Congress, and the Administration to celebrate Pacific Island Culture.

- International Women in Media Foundation Courage in Journalism Awards included reception and program for 300. This award honors women journalists who have shown great courage in covering hard subjects.

Information & Public Services
The National Geographic libraries, which are open to members and the public by appointment, house nearly 50,000 books and more than 250 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 2004, 515 members, teachers, and others, including academics, students, filmmakers, writers and members. We assisted them with historical legacy of Doc Harold Edgerton, the History of wildlife filmmaking, including George Shiras, Underwater exploration plus Peter Bianchi, World War II maps, Lindbergh relations and a symposium.

The libraries maintained an index on nationalgeographic.com to assist members and others locate books, magazines, maps, videos, and educational products created by the Society - which is free for all to use and receives more than half a million hits a year. The Libraries also produce a print index to our magazines for a nominal charge, to provide access to our content.

In addition, the libraries participate in OCLC, an international network of libraries that shares cataloging and materials. We also link our catalog on nationalgeographic.com for all to use. In 2004, we lent more than 100 items to 22 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 mentored a Leap Intern from the DC Schools over the summer as well as more than 20 MLS students from Catholic and Maryland library schools during the year. The Libraries toured and shared best practices with library school students and visiting librarians from the North Carolina and New Hampshire, District of Columbia, Fedlink (federal librarians) and others. The Vice President of Libraries & Information Services
spoke to the Army Library Conference, the Air Force-Navy Conference, Special Libraries Association, and served on the Mayor’s Blue Ribbon Panel for the District of Columbia Libraries. The Archives Manager was a judge on National History Day for the DC Schools and co-chaired a regional science conference.

The Research Correspondence division responds to editorial mail, e-mail, faxes, and telephone calls received from National Geographic members and the public. In 2004, 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, in 2004 Research Correspondence handled nearly 20,000 comments and suggestions about National Geographic magazine and other Society publications, products, and programs.

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 experts and suggested pre-tour reading materials, and are designed to encourage further study of the geographic areas visited.

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 2004 the Society presented 137 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; Santa Fe, New Mexico; Council Bluffs, Iowa; Phoenix, Arizona; Miami, Florida; Tampa, Florida; Edwardsville, Illinois; Pittsburgh, Pennsylvania; Rochester, New York; Calgary, AB, Canada; and New Zealand. Attended by over 46,900 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 2004, 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 2004, 221 teachers and 5,586 students participated
2004 Lectures and Public programs Attendance: 52,595

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.
Page 6, Part VII, Line 93(a)

| Program Service Revenue:                                                                                                                                                                                                 |
|                                                                                                                                                                                                                           |
| (See Exhibit C for detail)                                                                                                                                                                                                |
| (e) Related Exempt Function Income                                                                                                                                                                                        |
| NATIONAL GEOGRAPHIC MAGAZINE (Non-membership revenue)                                                                                                          |
| Books and Other Related Products                                                                                                                                |
| School Publishing                                                                                                                                                                                                       |
| National Geographic Kids Magazine                                                                                                                              |
| TRAVELER Magazine                                                                                                                                                                                                       |
| ADVENTURE Magazine                                                                                                                                                                                                      |
| Geography Bee                                                                                                                                                                                                            |
| National Geographic Expeditions                                                                                                                                                                                         |
| Image Sales                                                                                                                                                                                                             |
| LECTURES                                                                                                                                                                                                                 |
| Other Geographic Education & Misc. Receipts                                                                                                                           |
| Total Line 93(a)                                                                                                                                                                                                          |

|                                                                 |                                                                 |
| $25,202,571                                                                                                    |
| 60,722,046                                                                                                    |
| 30,064,749                                                                                                    |
| 21,934,762                                                                                                    |
| 11,978,151                                                                                                    |
| 5,961,405                                                                                                     |
| 761,460                                                                                                       |
| 3,008,661                                                                                                    |
| 4,714,140                                                                                                    |
| 619,753                                                                                                       |
| 12,052                                                                                                        |
| $164,979,750                                                                                                  |
### Land, Buildings & Equipment and Related Depreciation

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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. Is 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
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
CHARTER FOR THE AUDIT COMMITTEE
OF THE BOARD OF TRUSTEES

I. Purpose

The Audit Committee shall assist the Board of Trustees in fulfilling its oversight responsibilities relating to the quality and integrity of the Society's financial reporting processes and accounting practices; the adequacy and effectiveness of its systems of internal controls regarding finance, accounting and legal and regulatory compliance; and the performance, qualifications and independence of the Society's external auditors.

In discharging its oversight role, the Committee has the authority to investigate any matter brought to its attention, with full access to all books, records, facilities and personnel of the Society and the power to retain outside counsel, auditors or other experts as it deems appropriate.

The Committee will fulfill its responsibilities primarily by carrying out the activities described in Section IV below.

II. Composition

The Committee shall be comprised of five independent trustees appointed annually by the Board, none of whom shall be, or be a family member\(^1\) of, an officer or employee of the Society, or shall receive any consulting, advisory or other compensation from the Society except in the capacity as a trustee or member of a Board committee. Each member shall be free from any relationship that, in the opinion of the Board, would interfere with the exercise of his or her independent judgment as a member of the Committee. The Board of Trustees shall designate the Chair of the Committee. In the absence of the Chair, the members of the Committee may designate a Chair by majority vote. The Committee must include at least one member who has an understanding of financial statements, generally acceptable accounting principles, internal controls and procedures for financial reporting and has experience in preparing, auditing or evaluating financial statements.

III. Meetings

The Committee shall meet three times annually or more frequently as circumstances dictate, including at the request of any member of the Committee who may call a special meeting of the Committee at any time. The Committee shall meet at least once annually or more frequently as circumstances dictate in separate executive sessions with management, the Society's external auditors, and the director of the Society's internal audit function.

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\(^1\) For this purpose, the term family member includes parents, children, siblings, parents-in-law, children-in-law and siblings-in-law.
IV. Specific Duties

In carrying out its oversight responsibilities, the Committee shall:

- Review and reassess the adequacy of this Charter at least annually, and make recommendations to the Board, as circumstances dictate, to update this Charter.

- Provide an open avenue of communication between the external auditors, the internal auditors, management, and the Board of Trustees by requiring each set of auditors to bring critical issues to the Committee’s attention and by regularly meeting with each set of auditors, management and the Board about a variety of matters, including, but not limited to, significant audit findings, the status of prior audit recommendations, and the adequacy and effectiveness of internal controls.

- Review with management and the external auditors the Society’s annual financial statements and other material written communication between the external auditors and management, including the management letter. Review any disagreements among management and the external auditors in connection with the annual audit.

- Conduct a separate post-audit review with the external auditors and management to discuss the audit, including any difficulties encountered during the course of the audit and any restrictions on the scope of work or access to required information.

- Appoint, retain, review the compensation of, and oversee the work of the Society’s external auditors.

- Review and evaluate the independence and performance of the Society’s external auditors.

- Review and approve in advance the provision by the Society’s external auditors of all audit and any non-audit services.\(^2\)

- Review and evaluate the performance of the Society’s internal audit function, including the annual audit plan and audit results; establish a direct avenue of communication between the Committee and the director of the Society’s internal audit function.

\(^2\) The following non-audit services may not be provided to the Society by the Society’s external auditors: (i) bookkeeping or other services related to the accounting records or financial statements of the Society; (ii) financial information systems design and implementation; (iii) appraisal or valuation services, fairness opinions or contribution-in-kind reports; (iv) actuarial services; (v) internal audit outsourcing services; (vi) management functions or human resources; (vii) broker or dealer, investment adviser or investment banking services; (viii) legal services and expert services unrelated to the audit; and (ix) any other service that the Board or the Committee determines to be impermissible.
- Review and concur in the appointment, dismissal, and compensation of the director of the internal audit function.

- Review and evaluate the quality and integrity of the Society's financial reporting processes and internal controls regarding finance, accounting, and legal and regulatory compliance. Review the Society's significant risk exposures and the steps management has taken to monitor, report and control such exposures.

- Establish, review and periodically update a Code of Ethics for the Society, and determine that management has established a system to monitor compliance with the Code and is enforcing such Code.

- Establish procedures for the approval of any related-party transactions involving officers and trustees.

- Review with the Society's counsel any litigation or other legal matters that could have a significant impact on the Society's financial statements, its compliance policies or its status as an organization described in Section 501(c)(3) of the Internal Revenue Code.

- Review corporate policies and procedures relating to compliance with laws and regulations, ethics and conflicts of interest.

- Establish procedures for the receipt, retention and treatment of complaints received by the Society from third parties and, on a confidential and anonymous basis, from employees regarding accounting, internal controls, auditing, legal or regulatory compliance matters, or any other matter which would impact the integrity or reputation of the Society.

- Establish a procedure for the pre-filing review of the Society's IRS Forms 990 and 990-T by the Chair of the Committee, and for the post-filing presentation of such Forms to the Committee.

- Maintain minutes of meetings and report to the Board of Trustees the results of Committee meetings.

- Perform an annual self-assessment.
NATIONAL GEOGRAPHIC SOCIETY

CHARTER FOR THE COMPENSATION COMMITTEE
OF THE BOARD OF TRUSTEES

I. Purpose

The Compensation Committee shall carry out the responsibilities of Board of Trustees relating to the Society's compensation policies and practices, including establishment and implementation of policies and practices relating to attracting and retaining employees 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; establishment and oversight of executive and other employee incentive plans; establishment and oversight of goals and performance criteria and measurements in the context of the Society's mission and economic stability and performance; establishment and oversight of the Society's qualified and nonqualified employee retirement programs; review reasonableness of other Society benefit programs (including life, health and other welfare benefits); and review of Trustee compensation.

In discharging its responsibilities, the Committee has the authority to retain outside counsel, consultants and any other advisors as it deems appropriate.

The Committee will fulfill its responsibilities primarily by carrying out the activities described in Section IV below.

II. Composition

The Committee shall be comprised of six independent Trustees appointed annually by the Board, none of whom shall be, or be a family member\(^{1/}\) of, an officer or employee of the Society, or shall receive (directly or indirectly through another entity) any consulting, advisory or other compensation from the Society except in the capacity as a Trustee or member of a Board committee. Each member shall be free from any relationship that, in the opinion of the Board, would interfere with the exercise of his or her independent judgment as a member of the Committee. The Board of Trustees shall designate the Chair of the Committee. In the absence of the Chair, the members of the Committee may designate a Chair by majority vote. The President and the Secretary of the Society shall provide assistance to the Committee as specifically requested by the Chair of the Committee from time to time.

III. Meetings

The Committee shall meet three times annually or more frequently as circumstances dictate, including at the request of any member of the Committee who may call a special meeting of the Committee at any time. The Committee shall provide adequate opportunity for outside counsel and any consultants to individually meet with the Committee without other members of management present.

\(^{1/}\) For this purpose, the term family member includes spouses, parents, siblings, children and spouses of siblings and children.

Exhibit H
IV. Specific Duties

The Committee shall be responsible for overseeing the compensation and other benefits of officers, employees and Trustees of the Society. In carrying out such responsibilities, the Committee shall:

1. Annually review and assess the adequacy of this Charter and recommend changes to the Board as appropriate.

2. Annually obtain and review market data regarding the compensation and benefits paid by comparable organizations for comparable services.

3. Annually review and approve adjustments to the Society’s salary ranges.

4. Annually review and approve an overall merit pool for the Society’s base salary adjustments.

5. Annually review and approve base salary increases for the Society’s senior executives.

6. Annually review and approve the payout level under the Society’s Employee Incentive Plan (if in effect); review and approve performance targets for the next year.

7. Annually review and approve bonuses to participants in the Society’s Annual Incentive Plan and Long Term Incentive Plan.

8. Annually review and approve performance targets, goals and objectives for senior management, incentive award opportunities and participants in the Society’s Annual Incentive Plan and Long Term Incentive Plan.

9. Periodically review the effectiveness and make changes as appropriate to the Society’s Annual Incentive Plan and Long Term Incentive Plan in the context of the Society’s mission and economic stability and performance.

10. Periodically review the Society’s qualified and nonqualified benefit plans and programs in light of practices in the marketplace and the Society’s economic stability and performance. The Committee shall have and shall exercise all the authority of the Board of Trustees with respect to the administration of such plans, including approving amendments to such plans.

11. Review and approve the compensation of the Chairman of the Board of Trustees.

12. Review and make recommendations to the Board of Trustees regarding other Trustee compensation.

13. Appoint, retain, oversee and evaluate the work of any outside consultants retained to assist the Committee in carrying out its responsibilities.

14. Maintain minutes of meetings; provide thorough and accurate reports to the Board of Trustees regarding the actions taken by the Committee, including the amount of...
compensation authorized for senior executives and the process followed by the Committee in making compensation determinations.

15. Develop criteria for evaluating the performance of the Committee, conduct an annual evaluation and present the results of such evaluation to the Board of Trustees.
National Geographic Society
Code of Ethics for Directors and Trustees

The Society is proud of its professional and congenial work environment, and will take all necessary steps to ensure that the work environment remains productive. All directors and trustees are expected to treat others with professionalism and to act with honesty, integrity and openness in all their dealings as representatives of the Society. Accordingly, the Society has adopted this Code of Ethics, to which all directors, trustees and Standing Committee Chairs and members (i.e., Governors of the Educational Foundation, the Chair and members of the Committee of Research and Exploration, and the Chair and members of the Conservation Trust) of the Society and its wholly owned subsidiaries (collectively “the Society”) are expected to adhere.

As a nonprofit organization, employer, and responsible citizen, the Society performs a variety of important educational and business functions. The Society wishes to meet its obligations in all of these areas in a manner that earns the respect of its members, charitable donors, employees, business associates, and the general public. Two basic principles apply:

* The Society will conduct every aspect of its business in a fair, lawful, and ethical manner.

* The Society will maintain a climate that encourages all of its representatives to be honest and fair in the conduct of their duties.

All who work for or on behalf of the Society are charged with promoting the Society’s mission, in a fair, ethical and professional manner. The responsibility for ethical conduct rests with the trustees and directors who act in the Society’s name.

Compliance with Laws and Regulations

The Society is knowledgeable of and complies with applicable laws and regulations. All directors and trustees must comply with the law, both when acting on behalf of the Society and in their personal conduct. In areas not covered by laws or regulations, the Society expects its representatives to conduct themselves in an ethical and fair manner. For interpretation of legal and regulatory requirements, directors and trustees should consult the Society’s Ethics Officer. The role of the Ethics Officer is to advise on questions of interpretation with respect to ethics concerns and the Conflict of Interest Policy, including how the Conflict of Interest Policy applies to specific circumstances, such as making speeches, receipt of gifts, etc. The designated Ethics Officer is Angela Moore, Vice President and Associate General Counsel in Law, Business and Government Affairs. Directors and trustees may also consult the Society’s Executive Vice President and Secretary.

It is unlawful for any director or trustee to take an action to fraudulently induce, coerce, manipulate, or mislead an auditor engaged in the performance of an audit for the purpose of rendering the financial statements materially misleading.
The Society is committed to preventing unethical conduct and financial impropriety, to promptly investigating complaints and to remedying such conduct.

Conflicts of Interest

Directors and trustees must be sensitive to interests they may have which could conflict with their responsibilities as director or trustee. The fiduciary duty that directors and trustees owe to the Society requires that they exercise their powers in the interest of the Society and not in the interest of themselves or another entity or person. Directors and trustees should avoid even the appearance of a conflict of interest with the Society. A conflict arises whenever a director or trustee has a material personal interest in a proposed transaction to which any part of the Society is a part. The conflict may be direct or indirect.

Directors and trustees are also given access to the Society’s resources in order to conduct their duties. Accordingly, the Society’s resources, including its name, funds, electronic equipment or other resources, are to be used for the purposes of promoting legitimate Society objectives.

Directors and trustees should strive to avoid both actual and potential conflicts of interests in their dealings on behalf of the Society and in their personal relationships with individuals involved with Society business.

Disclosure

Conflicts of interest are not per se prohibited, but if one arises the director or trustee is bound to disclose the conflict to the Board on which they serve. Disclosure should occur regardless of whether the transaction is fair to the Society and should be made before the Board considers the matter. The disclosure should be recorded in the Board minutes. The director or trustee must then recuse him/herself from the deliberations and the vote of the Board on the matter. The minutes should reflect that the director was not in the Board room and did not vote on the matter. If the Board decides to deal with the director or trustee with the conflict of interest, the minutes should reflect the reasons for the Board’s decision. If the Board finds that a conflict of interest existed which was not disclosed, it should immediately reexamine the transaction in light of the conflict.

Reporting of Violations

The Society is committed to maintaining the highest ethical standards in the conduct of its affairs, especially with respect to the adherence to policy, the law and financial propriety. Any potential concerns related to violations of policy, law, or financial impropriety must be reported immediately to the Audit Committee of the Board of Trustees, the Executive Vice President and Secretary, or the President of the Society either in person or anonymously. Concerns may be reported anonymously in writing or by calling extension 7720, if within the headquarters office complex, 202-857-7720, if within the DC metropolitan area, or 1-800-638-6400 (extension 7720) if outside of the DC metropolitan area. Please
note that this dedicated line does not have caller ID. Any complaint relating to a potential violation of the Code of Ethics, law, financial impropriety, or other possible policy violations, as well as its resolution and disposition, as applicable, will be reported on a regular basis to the Chairperson of the Audit Committee of the Board of Trustees of the National Geographic Society.

Accountability

Should a violation of law, policy, or financial impropriety be confirmed, the Society will undertake appropriate disciplinary and/or corrective action designed to rectify the conduct and prevent any recurrence, up to and including termination of the directorship or trusteeship.
National Geographic Society
Code of Ethics for Employees

This Code of Ethics, to which all employees are expected to adhere, summarizes in brief the requirements of several other Society policies already in place. These policies, such as the Conflict of Interest Policy, Professional Conduct Policy and Prohibition Against Discrimination and Harassment, Personal Relationships at Work, and other policies, are detailed more fully in the Society's Policies and Practices Guide. Employees are expected to read the Guide in full and to follow its requirements.

The Society is proud of its professional and congenial work environment, and will take all necessary steps to ensure that the work environment remains productive. All employees are expected to treat others with professionalism and to act with honesty, integrity and openness in all their dealings as representatives of the Society. Accordingly, the Society has adopted this Code of Ethics, to which all employees of the Society and its wholly owned subsidiaries (collectively "the Society") are expected to adhere.

As a nonprofit organization, employer, and responsible citizen, the Society performs a variety of important educational and business functions. The Society wishes to meet its obligations in all of these areas in a manner that earns the respect of its members, charitable donors, employees, business associates, and the general public. Two basic principles apply:

* The Society will conduct every aspect of its business in a fair, lawful, and ethical manner.

* The Society will maintain a climate that encourages all of its representatives to be honest and fair in the conduct of their duties.

Society employees, in the course of performing their jobs, come in contact with a variety of individuals and organizations outside of the Society. To a great degree, the levels of professionalism demonstrated by its employees determine the reputation and image of the Society. Therefore, Society employees are expected to exercise good judgment and ethics in their conduct while representing the Society, regardless of when and where business is conducted.

All who work for or on behalf of the Society are charged with promoting the Society's mission, in a fair, ethical and professional manner. The responsibility for ethical conduct rests with the employees and others who act in the Society's name.

Compliance with Laws and Regulations
The Society is knowledgeable of and complies with applicable laws and regulations. All employees must comply with the law when acting on behalf of the Society. In areas not covered by laws or regulations, the Society expects its representatives to conduct themselves in an ethical and fair manner. For interpretation of legal and regulatory requirements, employees should consult the Society's Ethics Officer. The role of the Ethics Officer is to advise employees and senior management on questions of interpretation with respect to
ethics concerns and the Conflict of Interest Policy, including how the Conflict of Interest Policy applies to specific circumstances, such as making speeches, receipt of gifts, etc. The designated Ethics Officer is Angela Moore, Vice President and Associate General Counsel in Law, Business and Government Affairs. Employees may also consult the Society’s Executive Vice President and Secretary on ethics questions.

It is unlawful for any employee to take an action to fraudulently induce, coerce, manipulate, or mislead an auditor engaged in the performance of an audit for the purpose of rendering the financial statements materially misleading.

The Society is committed to preventing unethical conduct and financial impropriety, to promptly investigating complaints and to remedying such conduct.

Conflicts of Interest
Society employees must be sensitive to interests they may have which could conflict with their responsibilities on behalf of the Society. The fiduciary duty that employees owe to the Society requires that they exercise their duties in the interest of the Society and not in the interest of themselves or another entity or person. Employees should avoid even the appearance of a conflict of interest with the Society. A conflict arises whenever an individual has a material personal, business or financial interest in a proposed transaction to which any part of the Society is a party. The conflict may be direct or indirect. If there is any question as to whether there is a conflict of interest, employees should consult their managers and/or Human Resources.

Employees are also given access to the Society’s resources in order to conduct their duties. Accordingly, the Society’s resources, including its name, funds, electronic equipment or other resources, are to be used solely for the purposes of promoting legitimate Society business. Employees should strive to avoid both actual and potential conflicts of interests in their dealings on behalf of the Society and in their personal relationships with individuals involved with Society business.

Disclosure
Conflicts of interest are not per se prohibited, but if one arises the employee is bound to disclose it to his or her manager or to Human Resources. Disclosure should occur regardless of whether the individual believes the transaction is fair to the Society.

Reporting of Violations
The Society is committed to maintaining the highest ethical standards in the conduct of its affairs, especially with respect to the adherence to policy, the law and financial propriety. Any potential concerns related to violations of policy, law, or financial impropriety must be reported immediately by employees to their managers or Human Resources, the Society’s Ethics Officer, the Executive Vice President and Secretary, or the President of the Society either in person or anonymously. Concerns may be reported anonymously in writing or by calling extension 7720, if within the headquarters office complex, 202-857-7720, if within the DC metropolitan area, or 1-800-638-6400 (extension 7720) if outside of the DC metropolitan area. Please note that this dedicated line does not have caller ID. Any
complaint relating to a potential violation of the Code of Ethics, law, financial impropriety, or other possible policy violations, as well as its resolution and disposition, as applicable, will be reported on a regular basis to the Chairperson of the Audit Committee of the Board of Trustees of the National Geographic Society.

Accountability
Should a violation of law, policy, or financial impropriety be confirmed, the Society will undertake appropriate disciplinary and/or corrective action designed to rectify the conduct and prevent any recurrence, up to and including termination of employment.
If this application is for Form 990-PF, 990-T, 4720, or 6069, 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 8868:

\[ \text{\$} \]

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

\[ \text{\$ N/A} \]

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: [Signature]

Title: CPA

Date: 8/3/05

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 extension of time to file. We are not granting a 10-day grace period.

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

Director: 

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)

Stop: Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8868.

The books are in the care of: 

MICHAEL J. COLE

Telephone No.: 202-775-6150

FAX No.: 202-429-5737

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.

I request an additional 3-month extension of time until: November 15, 2005.

For calendar year 2004, or other tax year beginning and ending

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

State in detail why you need the extension:

Additional time needed to gather information to insure a complete and accurate return

If this application is for Form 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions:

\[ \text{\$} \]

If this application is for Form 990-PF, 990-T, 4720, or 6069, 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 8868:

\[ \text{\$} \]

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

\[ \text{\$ N/A} \]