

Bulletin

of the Eastern Section of the National Association of Geoscience Teachers

Volume 76, Issue 2: Summer 2026

Geoheritage is where you find it

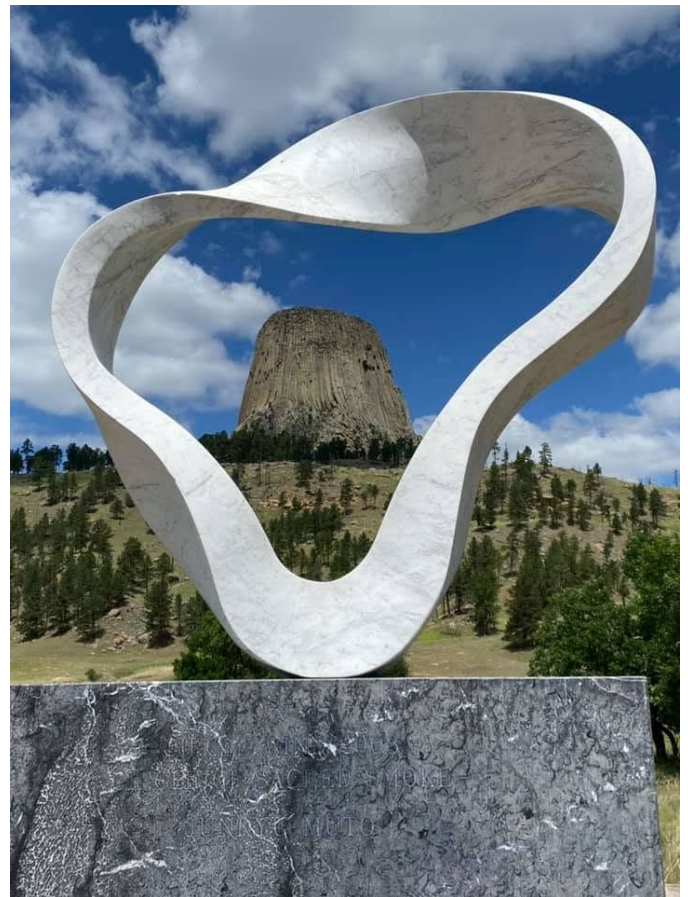
by Steven Schimrich

SUNY Ulster County Community College

The term “Geoheritage” is increasingly seen in the geoscience community. The Geological Society of America (GSA) defines geoheritage as “a generic but descriptive term applied to sites or areas of geologic features with significant scientific, educational, cultural, and/or aesthetic value” (<https://www.geosociety.org/GSA/gsa/positions/position20.aspx>). In 2025, GSA even changed the name of the *History and Philosophy of Geology Division* to the *History, Philosophy, and Geoheritage (HPG) Division* recognizing the significance of this concept.

A clear example of a classic geoheritage site might be Devils Tower National Monument – a striking butte of columnar-jointed igneous rock rising dramatically from the plains of eastern Wyoming which also has a deep sacred connection to the local Native American tribes of the area as *Mato Tipila* or Bear Lodge. One can obviously approach a study of this locale from several different perspectives.

Those of us in the Northeast are not located near such classic geoheritage sites as Devils Tower, the Grand Canyon, or Yellowstone. But I would argue that many of us do have excellent geoheritage sites in our own backyards that can, and should be, appreciated as such by us and our students.



Devils Tower framed in the Circle of Sacred Smoke sculpture by Japanese artist Junkyu Muto – a piece representing the sacred smoke from the ceremonial pipe White Buffalo Calf Woman gifted to the Lakota Sioux.

I have been a professor at a small, rural community college in the Mid-Hudson Valley Region of New York for over 25 years now. Most of the students in my geology classes are not planning on becoming geologists. Many are environmental studies majors and others span all of the other degree programs on campus and are simply taking my course for their natural science general education credits.

That said, I started my own journey in life by taking a physical geology course at a local community college and finding it fascinating (and enjoying the required field trips). I was also the type of person who is interested in all manner of things in the natural world as I'm sure most of you are as well. I loved reading essays from old-time naturalists like John Burroughs (the building I teach in is named after Burroughs) and John Muir who was so instrumental in preserving Yosemite Valley.

On field trips, the outcrops, rocks, minerals, and fossils were certainly worth seeing, but I was also curious about different flora and fauna (especially when I made it out west), the history of the stone ruins or mines seen in the area, or some odd features visible in the landscape. During my many years of schooling, however, I often had geology professors who were only focused on the outcrops and knew or shared little about anything else in the area. To be fair, they were geology field trips and I was a geology major so the focus was understandable.

As a community college professor with students across the majors, I do feel that I'm a bit of a generalist so somewhat justified in talking about more than simply the geology when visiting classic geology field trip sites in my area. Here's where geoheritage appears. I feel fortunate that where I teach is within reasonable driving distance of an interesting variety of geoheritage field trip locations that I've shared with my students over the years. I'll provide a few examples from the Hudson Valley but I'm sure you have your own nearby.

Stark's Knob, located in Schuylerville, NY near the banks of the Hudson River, is a prominent hill formed from Ordovician pillow basalts which erupted from flexural cracks in the seafloor during Taconic Orogeny subduction. It's a neat location for geology students in the Hudson Valley as we typically don't see volcanic rocks in the area.

During the Revolutionary War, the pivotal Battles of Saratoga in 1777 took place just north of this hill and British General John Burgoyne's escape was cut off by the American forces here when American General John Stark crossed the Hudson River from the east and "corked the bottle" between the hill later named for him and the river, thus trapping the British troops and leading to their surrender.

The landscape along the Hudson River in this area, and the American troop's intimate knowledge of it contributed greatly to the success of these battles, and ultimately the Revolutionary War. These battles are studied today as they embody the military mnemonic of OCOKA representing **O**bservation and fields of fire, **C**over and concealment, **O**bstacles, **K**ey terrain, and **A**venues of approach. The bedrock geology and geomorphology of this area clearly played an important role in our fight for independence.

One can also discuss land use and preservation here as the hill was donated in 1916 to the State of New York to protect the basalt from being completely mined for use as road construction material.



Outcrop of Ordovician pillow basalts at Stark's Knob near Schuylerville, New York.

Another example in the Hudson Valley is the geology of the Bear Mountain area in Harriman State Park south of Newburgh, NY. This is the Hudson Highlands and is represented by a variety of igneous and metamorphic rocks formed during the Proterozoic Grenville Orogeny. Also scattered throughout the park are small-scale magnetite (Fe_3O_4) iron mines now buried deep in the forest.

From the drivable peak of Bear Mountain, one can view the narrowing of the Hudson River as it flows through the Highlands and its twists and turns. The bedrock geology here has affected the course of the Hudson and is why it became so strategically important during the Revolutionary War when the British attempted to control the river to divide the Colonies. This is why Fort Clinton, Fort Montgomery, and the military academy at West Point are located on the river near this strategic location.

Iron mined from Hudson and New Jersey Highlands magnetite forged the great chains that once attempted to block the British Navy from sailing upriver and provided armaments and ammunition for the war effort. One can also discuss the economics of mining as it left New York in the mid-1800s to move up to the Adirondacks and then the Mesabi Iron Range of northern Minnesota.



Students at the Pine Swamp Mine in Harriman State Park in the Hudson Highlands region of NY. This magnetite iron mine was operational circa 1830 – 1880.

North-South Lake is a NY State Department of Environmental Conservation (DEC) campground and day-use area along the Catskill Escarpment, historically known as the Great Wall of Manitou, just west of the town of Catskill in the central Hudson Valley. It's a wonderfully scenic area with many hiking trails and a long history.

The hiking trails and surrounding area reveal many details of the terrestrial and fluvial deposition of sediments and plant fossils from the Devonian Catskill Delta system along with numerous examples of glacial geomorphology features.

Atop the Catskill Escarpment was the site of the Catskill Mountain House, operating between 1824 and 1941, and hosting the rich and powerful of that era who traveled by steamboat up the Hudson from New York City. It was also the epicenter of the Hudson River School of Art and featured in paintings by the likes of Thomas Cole, Asher Durand, and Frederic Church (who built the estate Olana on the east bank of the Hudson which provides striking views of the Catskills).

One can hike to locations where one can view the same scenes once painted by these artists and have discussions on how these artists interpreted the landscape and how we learn to “see” it through the lens of geology.

Finally, the Rosendale natural cement industry had its eponymous epicenter two miles from my campus. Natural cement was discovered in this area around 1825 as they were building the Delaware and Hudson (D&H) Canal to bring anthracite from the coal fields of Pennsylvania to the Hudson River near Kingston in the mid-Hudson Valley of New York. For the next 100 years or so, Rosendale natural cement was mined throughout a narrow belt only 20 kilometers or so in length from mostly underground mines in the Late Silurian Rondout Formation and then shipped on the D&H Canal to the Hudson, New York City, and beyond.



A View of the Two Lakes and Mountain House, Catskill Mountains, Morning (1844) by Hudson River School artist Thomas Cole, the same view over 150 years later from Sunset Rock on the Escarpment Trail at North-South Lake Day Use Area, & how some years, it doesn't work out as planned!

By the late 1800s, over half of the cement mined in the U.S. was from the Rosendale district with 29 cement plants, over 5,000 employed men, and almost 3,000,000 barrels of cement shipped each year. Iconic structures like the Brooklyn Bridge, the base of the Statue of Liberty, and many other structures and buildings of the time were constructed with Rosendale cement. A few abandoned mines, kilns, and old cement plant ruins are still visible today leading to interesting field trips.

The Rondout formation (alternating dolostone cement layers with limestone in between) and overlying Early Devonian Helderberg Group limestones have numerous marine invertebrate fossils and are highly deformed as part of the Hudson Valley fold-thrust belt leading to some interesting geology with mines of all different orientations as they followed the folded strata.

Students who grew up in the area often speak of the “caves” in the area not realizing they are in fact mines from this once-thriving industry known far and wide. The mines, and the history of the industry, goes hand-in-hand with discussion on the stratigraphy, structure, and paleontology of the area.

While I risk preaching to the choir of readers of this newsletter, what are the benefits of incorporating geoheritage into our teaching?

- Geoheritage can embody place-based learning utilizing locations already familiar to students. Virtually all of my community college students live locally and often have at least a passing familiarity with the places we visit on field trips. They do seem to genuinely enjoy learning about their home location.
- Teaching geoheritage increases scientific literacy by demonstrating the interdisciplinary nature of geoscience and how we can always relate different aspects of geology to many other areas of knowledge. As the famed naturalist John Muir once said: “When we try to pick out anything by itself, we find it hitched to everything else in the Universe.” (*My First Summer in the Sierra*, 1911).
- Geoheritage provides “hooks” or cognitive anchors for students learning new material. By creating a strong link between prior knowledge and new information, cognitive anchors can facilitate learning by increasing comprehension, retention, and recall, allowing students to build a deeper appreciation of the subject matter. I firmly believe an art major would benefit from seeing Hudson River School painting locales, an American history major would benefit from seeing how topography influenced famous Revolutionary War battles, and an environmental science major would benefit from seeing how acid mine drainage in the Hudson Highlands affects local flora.



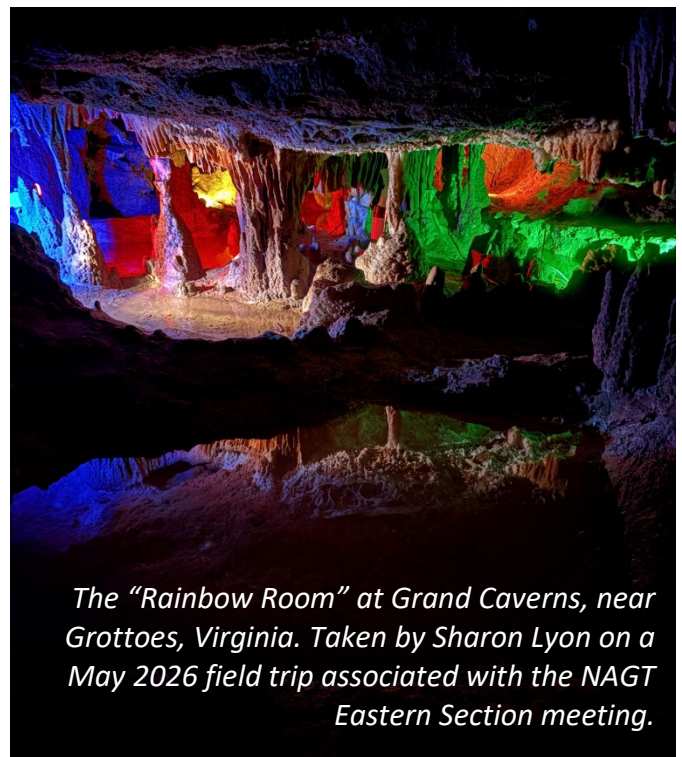
The instructor with his students at the Widow Jane Mine – a natural cement mine active from circa 1825 – 1970 in Rosendale, NY; now under the care of the Century House Historical Society.

- Geoheritage instills a sense of value for other fields of knowledge and contributes to a well-rounded liberal arts education – an increasingly undervalued concept in these challenging times.

As a former mentor of mine used to say, “It’s all good!”



Graptolite fossil observed at Mint Spring, Virginia. Taken by Sharon Lyon on a May 2026 field trip associated with the NAGT Eastern Section meeting.



The “Rainbow Room” at Grand Caverns, near Grottoes, Virginia. Taken by Sharon Lyon on a May 2026 field trip associated with the NAGT Eastern Section meeting.

Meet the 2026 Outstanding Earth Science Teacher Awardees!

Via Awards Chairperson Amy Baer

Courtney Deming

New York and Section OEST Winner
Schalmont Middle School

Courtney Deming is the NY State and Eastern Section OEST Winner. She teaches at Schalmont Middle School and has been immersing herself and her 8th grade earth and space science students in a storyline approach, using anchoring phenomena to drive engagement in the Science and Engineering Practices. Her shift in pedagogy from a more traditional, teacher and content centered approach to a more inquiry and student-centered approach has been a personal and professional journey for her that she has stuck with over the past 5 years.

As a professional geologist-turned-classroom teacher, Courtney brings a depth of science knowledge and understanding that few teachers possess. One of the highlights of Courtney's teaching is engaging her students' interest with an elaborate field trip experience to the Howes Cavehouse Museum of Mining and Geology site, adjacent to a working mine, and 1 mile south of the commercial Howe Caverns. Schalmont was one of the first school districts to partner with HMPGA and bring students to this site for an all-day, immersive field trip, led by local geologists who volunteer to guide students. With Courtney's knowledge of Geology and connections with local geologists, our Earth Science students have participated in this yearly trip and gained valuable experience with authentic science activities like fossil collection and rock identification, local geological history, caving, mining practices, and most importantly the opportunity to interact with real scientists.

Jason Plawa

Pennsylvania OEST Winner
Pennridge High School

Jason creates a student-centered, hands-on Earth science classroom that inspires inquiry, participation, and lasting interest. He believes science should be experienced, so his lessons emphasize real-world relevance, interactive discussions, and practical investigations. A signature lab on water filtration and wastewater management—where students treat a foul-smelling solution and produce clean, odor-free water—turns an unpleasant stimulus into a memorable scientific discovery and demonstrates his skill at making abstract concepts tangible.

He continually updates instruction with thoughtful technology use and fresh strategies. Jason integrates evidence-based digital tools, real-time data analysis, modeling software, and geospatial applications so students gain experience with professional resources. He also uses role play, problem-based learning, and gamification to connect Earth science topics to student interests and to make challenging material accessible.

Jason's deep passion for Earth science and strong rapport with students drive his effectiveness. His enthusiasm engages previously uninterested learners, and he builds long-lasting relationships — remembering students' successes and struggles years later. He maintains high expectations while making learners feel safe, seen, and supported.

Beyond the classroom, Jason coaches, serves on leadership teams, and leads extracurricular experiences —most notably the ski club—where he embeds lessons on geology, weather, and environmental change during trips. As a curriculum developer and mentor, he has helped design

coursework across grade levels and guided colleagues in integrating technology and best practices. His inventive teaching, commitment to students, and influence on school culture exemplify the qualities celebrated by the Outstanding Earth Science Teacher Award and make him a highly deserving recipient.





Start planning for the 38th IGC in Calgary

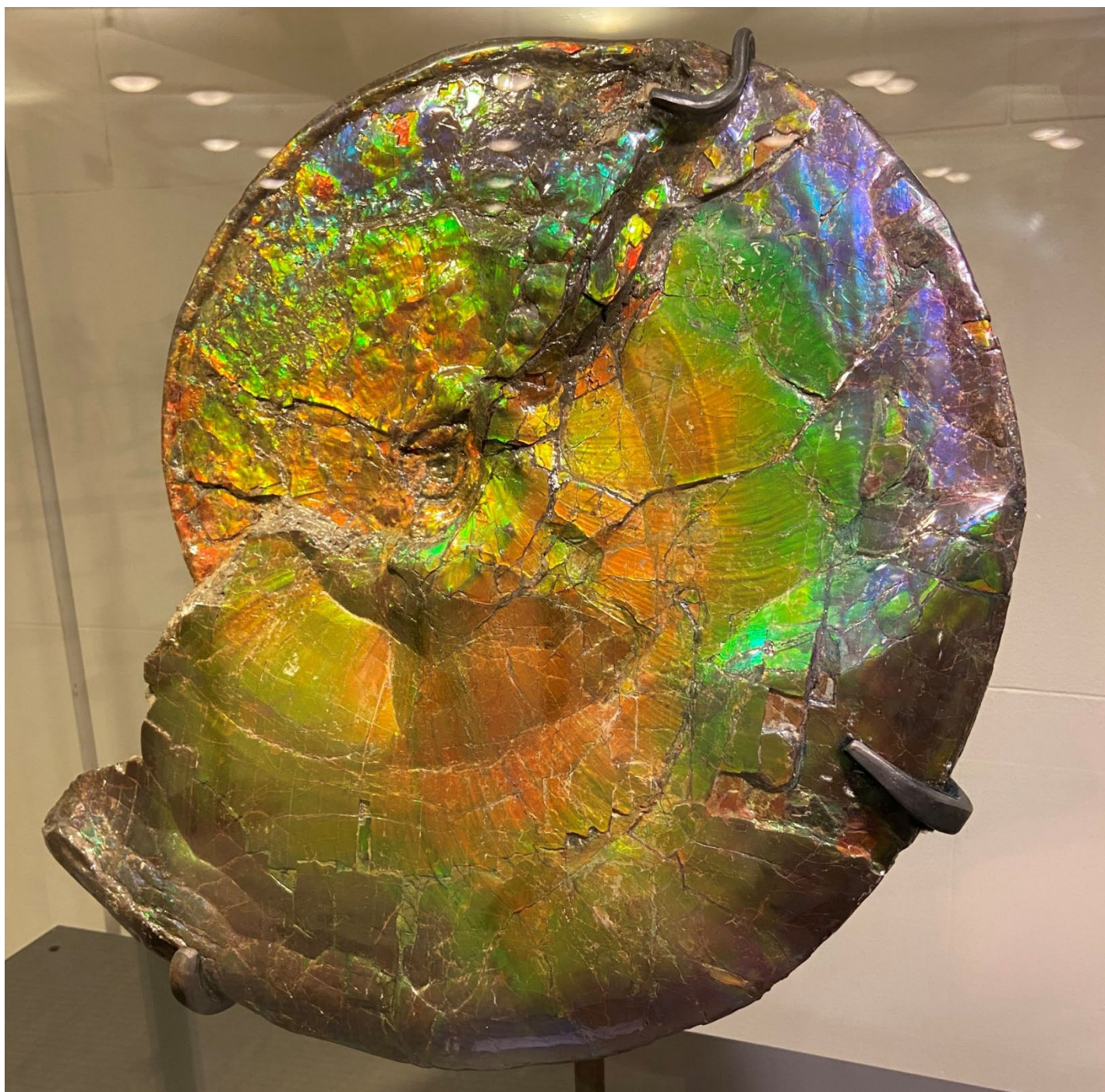
by **Glenn Dolphin**
University of Calgary

The 38th International Geological Congress, [IGC 2028 Calgary](https://www.igc2028canada.org/igc-2028-circulars), will bring the global geoscience community to Calgary, Canada, from August 12–20, 2028, under the theme *Geosciences for Humanity*. As one of the world’s premier Earth science gatherings, IGC 2028 is expected to welcome thousands of researchers, educators, students, industry professionals, and policy leaders from around the world for an interdisciplinary program exploring topics ranging from climate change and natural hazards to critical minerals, energy transition, water resources, and geoscience education. The organizing committee warmly invites proposals for scientific sessions, workshops, short courses, and field excursions that will help

shape this landmark congress and showcase innovative research, emerging ideas, and collaborative perspectives from across the geosciences. Download our first circular here: <https://www.igc2028canada.org/igc-2028-circulars>

Unlike most geological conferences, the 38th International Geological Congress brings together the full global spectrum of the geosciences in a single event, combining cutting-edge research with international collaboration, education, policy discussions, and public engagement. Held only once every four years and often described as the “Olympics of the Geosciences,” the Congress attracts participants from academia, industry, government, and education communities across more than 100 countries. The 2028 meeting in Calgary is especially significant because it will showcase Canada’s extraordinary geological diversity—from the Rocky Mountains and Arctic regions to energy, mineral, and water-resource systems—while emphasizing the role of geoscience in addressing global challenges such as climate change, sustainability, natural hazards, and the energy transition. 





Got minerals?

by **Renee Aubry**
Port Chester High School

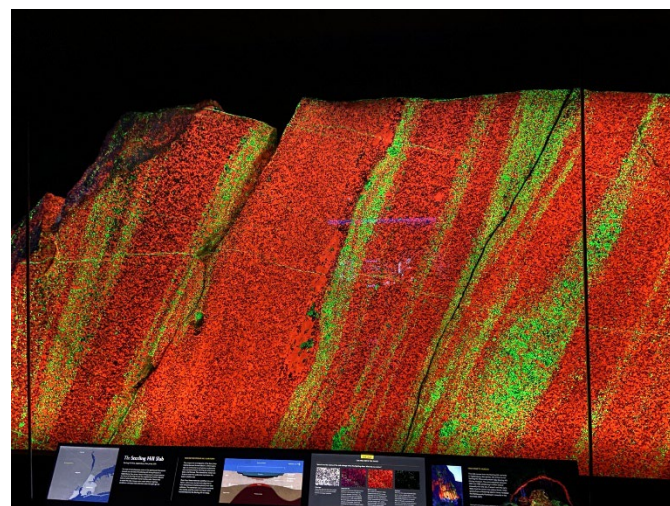
June of 2021 saw the opening of the new Mignone Hall of Gems and Minerals at the American Museum of Natural History in New York City. The old exhibit, while among my favorites at the museum, was definitely tired and in need of a

facelift. The new hall does not disappoint! Spectacular geodes of amethyst from Uruguay greet you at the entrance to the hall. The wall displays are still organized by chemistry, something we science geeks can appreciate. Some of the old favorites are still there, but the hall has been completely renovated and expanded. There are now approximately 5500 specimens, including some huge crystals of tourmaline (Brazil), pyrite (Peru), stibnite (China), and others. New are displays explaining the geology of the minerals, such as



In the Hall of Gems, a display I do not remember from the previous hall, is a great exhibition of cut gemstones together with their corresponding rough crystals. The 563.4 carat Star of India from Sri Lanka (star sapphire) shines as bright as ever. Also in the hall is the “Butterfly of Peace,” a stunning array of colored diamonds arranged in the shape of a butterfly. When I visited, there was a temporary exhibit of jewelry, each piece of which was modeled after the animal world. It was spectacular!

As you are on your way out, do not miss the giant slab of fluorescent minerals from Franklin, NJ, that was cut specifically for the new hall. It is unbelievable. And finally at the exit is a phenomenal cut of 35 million year old petrified wood from Oregon. And while you are there, but sure to find the huge ammonite that has been opalized. You’ll find it near the 79th Street entrance. It is one of my personal favorite items in the museum.



I have chosen just a few items to highlight. There are so many amazing specimens in this hall, that I hope you have a chance to visit soon. It is well worth the trip.

See a short video here:

<https://www.youtube.com/watch?v=NoKfwM1XsDk>





News and Notes from the President

by **Steve Lindberg**

University of Pittsburgh at Johnstown

For this summer edition of *The Bulletin* I've decided to do away with my regular contributions (Archives, Outcrops, etc.) and replace it with a written summary that provides an overview of the eastern section activities since our last newsletter.

The eastern section was represented at the 61st Annual Meeting of the Geological Society of America Northeastern Section held March 21–24, 2026 at the Connecticut Convention Center in Hartford, Connecticut. Together with the northeastern section of NAGT, we sponsored a non-profit exhibit booth to promote our organization by providing NAGT member benefit brochures along with NAGT items, and conversation to encourage membership. Over the four-day conference, we connected with numerous members of both the

eastern and northeastern sections and encouraged participation in our sectional meetings. We also held an NAGT luncheon that was attended by a total of 13 eastern and northeastern section members along with representatives of both GSA and national NAGT. We hope to continue our eastern section presence at future GSA meetings!

Our spring 2026 eastern section meeting was held the weekend of May 7-9 at the Piedmont Virginia Community College in Charlottesville, Virginia. Meeting host Callan Bentley provided an engaging weekend of presentations, workshops, field trips, and opportunities for social interaction with other NAGT members and students from PVCC. As usual, the Friday evening geo-auction provided both comic relief and income for the section; earning over \$800 that assists in paying for the meeting expenses. Outstanding field trips across the beautiful region of Charlottesville, fellowship with other eastern section members, the section business meeting, and section awards dinner resulted in another successful eastern section meeting. Once again, a well-deserved Thank you to Callan Bentley and Piedmont Virginia Community College; “Reunite Rodinia!” If you have not attended an eastern section meeting, then consider making a commitment to join us at the spring, 2027 meeting scheduled to be held in Lock Haven, Pennsylvania in early May 2027!





position involves setting up and presenting hands-on exhibits at the Carnegie for their “Dinosaur Days”, as well as similar Carnegie Museum sponsored paleontology and dinosaur related activities at other locations outside the Carnegie. These include presentations at local schools and libraries that include the Altoona School District Taylor is a regular guest speaker at the Altoona Area High School where his slideshow presentations on paleontology and dinosaurs are enhanced by the additional of actual fossil examples along with accurate reproductions. Taylor has also appeared at the Ohio County, Ohio public library through the “Peoples University Program” to make presentations on paleontology, which included the evolution of birds and flight.

In addition to this, Taylor’s continued presentations and public displays on paleontology have included appearances at Trough Creek and Little Buffalo State parks, The Tyrone public library, Clyde Peeling’s Reptile Land, numerous scout groups, as well as the Pennsylvania State Science Olympiad.

All of these activities have been on a non-paying, volunteer basis. In the true spirit of the Eastern Section Digman Award; Taylor McCoy is most certainly a person who is involved in geoscience education that deserves this recognition. Taylor has succeeded in making an outstanding contribution to geoscience education for the general public.



2026 Eastern Section Digman Award for Outstanding Contributions to Geoscience Education

Nominator: **Stephen Lindberg**, NAGT Eastern

Taylor McCoy is not a professional educator; but his activities involving geoscience, paleontology, and specifically dinosaurs have resulted in a large variety of outreach programs and presentations that bring the topic of dinosaurs, as well as paleontology, to a wide variety of public audiences.

Taylor has worked as a “Paleo-Volunteer” for the Carnegie Museum of Natural History in Pittsburgh, Pennsylvania since 2021. Under the direction of Matt Lamanna (Curator of vertebrate paleontology and senior dinosaur researcher), this volunteer





2026 Eastern Section Moss Award for Outstanding College Level Teaching

Nominator: **Stephen Lindberg**, NAGT Eastern

Dr. Ryan Kerrigan joined the faculty at University of Pittsburgh at Johnstown In the Fall of 2014 and in 2020 became an Associate Professor of Geology and serving as the Departmental Coordinator for the former Energy and Earth Resources Department; now the Department of Geosciences and the Environment. Since joining the faculty at Pitt-Johnstown, Dr. Kerrigan has become one of the most proactive and visible members of the Geosciences and Environment department. His involvement and work with students, faculty, and the general public in both the classroom and fields of research are unmatched; and his continued efforts have ushered in a new era of revitalization for our geosciences department.

Dr. Ryan Kerrigan is a graduate of Bridgewater State University with a B.S. in Geology and B.A. in Chemistry; and then attending the University of Minnesota for his M.S. in mineralogy/petrology. He earned his Ph.D at the University of Maryland in experimental petrology. After his Ph.D., Dr. Kerrigan earned his Professional Geologist's license while working in the private sector completing environmental site assessments and remediation projects.

Here at Pitt-Johnstown Dr. Kerrigan has taught Physical Geology, Historical Geology, Structural Geology, Fossil Fuels, Mineralogy, Igneous and

Metamorphic petrology, Geodynamics, Geochemistry, Geology of the National Parks, Geology & Cinema, and Report Writing.

In 2019-2020 Dr. Kerrigan was awarded the Pitt-Johnstown Natural Sciences Division Dr. Edward A. Vizzini Teacher of the Year Award.

Dr. Kerrigan describes himself this way:

"I am an educator and petrologist and my interests include field geology, mineralogy, economic geology, igneous and metamorphic petrology, tectonics, and structural geology. My main research interests are, but are not limited to the hydrothermal alteration of ultramafic rocks, the geologic history and provenance of ultramafic bodies, Appalachian geology - petrology, structure, and tectonics, the thermodynamics and kinetics of water/rock interactions during hydrothermal alteration, the conditions for the development of various mineral habits and rock textures, relating lab-based thermodynamic and kinetic experiments with field observations, the thermodynamics and kinetics of reactions of CO₂-rich fluids with mafic minerals with application to carbon sequestration, the pedagogy of effectively training scientists and exposing non-geologists to the wonders of our Earth."



In addition to all this, Dr. Kerrigan serves as the faculty advisor for the Pitt-Johnstown Geology Club. One of the main goals of the club is to learn about the natural world and to pass along that knowledge to others. Each year the Geology Club takes a trip over spring break to see locations that are geologically interesting. Students choose the location and Dr. Kerrigan organizes it. Previous trips have included Guatemala, Scotland, Hawaii, Portugal, Ecuador, Iceland, and most recently Morocco in March 2026.

The Eastern Section Moss Award for Outstanding College Level Teaching is most certainly a well deserved recognition. It has been both a pleasure and rewarding experience to be associated with Dr. Ryan Kerrigan here at Pitt-Johnstown.



Who should be the next Moss Awardee?
 ...The next Digman winner?
 Please nominate your peers for recognition – see the last page of this newsletter for nomination information!



Interference Figure Projections for Corundum, Quartz, and Muscovite Mica

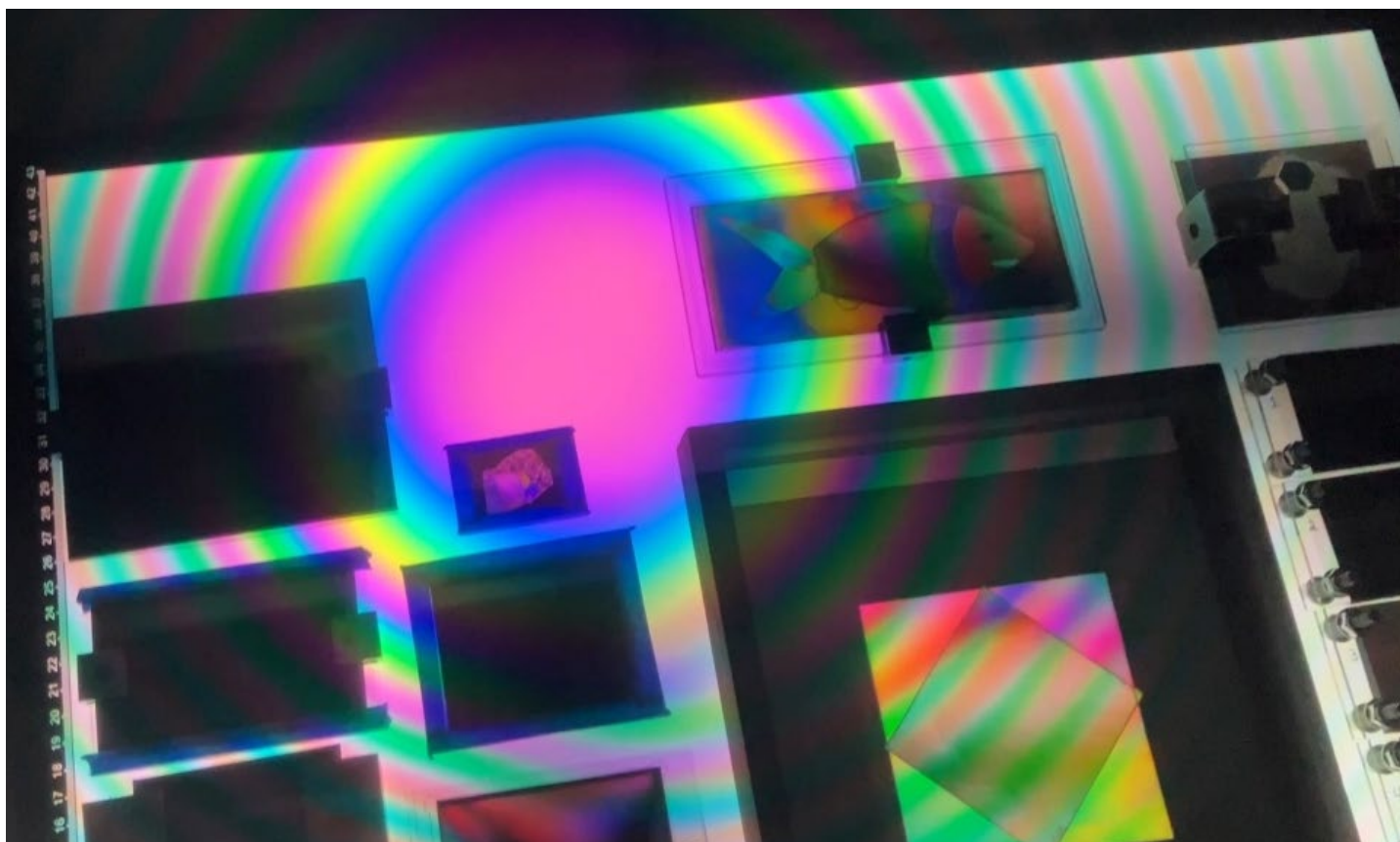
Beyond the Petrographic Microscope: Highlighting Optical Mineralogy

by Kyle Trostle
Snellius Minerals LLC

One of the most difficult aspects of a mineralogy class is optical mineralogy, where students synthesize a variety of 3-dimensional concepts together to understand how crystal structure, symmetry and optics all interact. Usually this is achieved using a petrographic microscope and oriented mineral thin sections along with grain mounts. Unfortunately, this makes optical mineralogy an expensive and time-consuming component of a mineralogy class. As such the teaching of optical mineralogy has been in decline as additional analytical techniques (XRD, microprobe) have become more important. However optical mineralogy is a great way to get students to understand one of the most important ideas in all of mineralogy, gemology, and materials science: **anisotropy of physical properties due to crystalline structure and symmetry!**

I have been trying to develop a different approach to optical mineralogy as the business “Snellius Minerals LLC” to illustrate how crystal structure, symmetry and optics all interact. This technique uses polariscopes and oriented macroscopic crystal cubes, slices, and spheres to explore the optical properties of minerals. With the proliferation of modern technology, the linear polarizers and light sources necessary to craft a polariscope are cheap and abundant, something the father of optical mineralogy, Sir David Brewster, could only dream of! Building your own polariscope can be done for as little as \$20, and some of the oriented macroscopic mineral samples cost less than \$10. These polariscopes can also be custom-built around fine mineral specimens in a collection, providing an additional way to appreciate fine minerals and understand the relationships between symmetry, structure and optics.

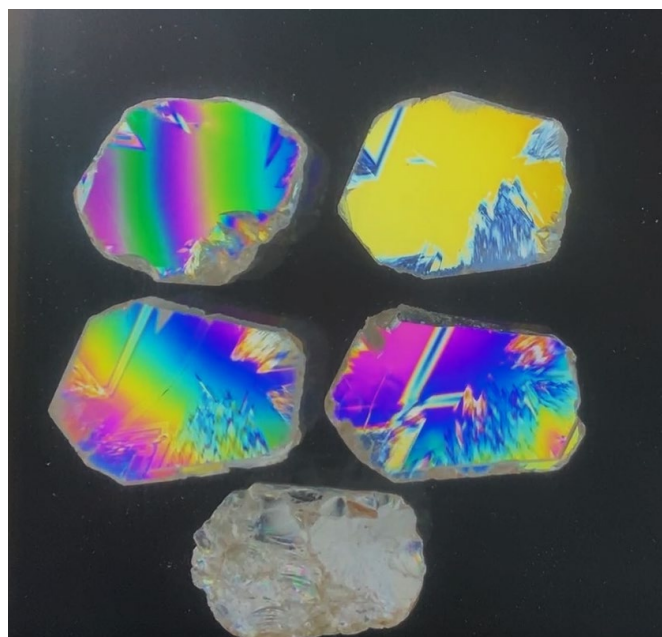
Because of the 3-dimensional nature of the oriented mineral sample teaching aids, video is the preferred method to explore the relationships between the symmetry, structure, and optics of the mineral samples. Educational YouTube videos exist for the teaching aids at the Will Snellius YouTube channel along with general educational videos on optical mineralogy. One of the most visually striking of the videos is the “[Snellius Minerals LLC Interference Figure Projections](#).” Anything you can do with a petrographic microscope, you can do at scale with a



Oriented Quartz Optical Ring Sight Style View

custom polariscope, often generating striking visual effects!

Check out some of the educational YouTube videos and reach out to me via email at snelliusminerals@gmail.com to let me know what you think of the teaching aids. I am interested in feedback on this approach to teaching optical mineralogy concepts. If you have a favorite mineral that you would like to investigate the optics of, or a particular optical mineralogy concept that would make a good educational YouTube video, let me know. I am always amazed at how well the optical mineralogy techniques work at scale. The only limit is finding an appropriate large clean crystal!



*Oriented Quartz Slices in a Large Polariscopes
Displaying Optical Activity and Brazil Law Twinning*

The *Bulletin* is the ~quarterly newsletter of the Eastern Section of the National Association of Geoscience Teachers. We welcome your contributions.

Send them via email to editor Callan Bentley at cbentley@pvcc.edu

Nominate peers!

(Nominate yourself!)

Information about all our Eastern Section awards can be found on our section website. Please note the deadline is being/has been changed to February 1! So start thinking and get those forms filled out now! Completed nomination forms should be sent to Amy Baer at sciencebaer@gmail.com. However, you must place your nomination via the online forms found on the National NAGT web site at <http://nagt.org/nagt/programs/oest.html>

Here is a list of our awards. Perhaps there is one with your (or a colleague's) name on it!

OUTSTANDING EARTH SCIENCE TEACHER

The OEST Awards program was adopted by NAGT in 1971. Its purpose to honor pre-college teachers of earth science, their excellence and commitment to teaching and teaching earth science

DIGMAN AWARD FOR EXCELLENCE IN GEOSCIENCE EDUCATION

The Digman Award is designed to recognize an individual who works to bring geoscience to the general public. We look for individuals who are not teachers, but work in a capacity that educates the general public in areas of the geosciences. Museum directors, curators and assistants, state survey employees, mine and quarry public relations people would all qualify for this award. The nomination information for this award is also on our section website.

JAMES O'CONNOR MEMORIAL FIELD CAMP SCHOLARSHIP

The James O'Connor scholarship is given to a college geology or earth science major who is attending a geologic field camp course (typically over the summer) as part of their college degree program. The \$500 scholarship assists the student in covering the expenses of their field camp. Nominate a student currently enrolled in your geology program. Nomination information appears on the section website.

DISTINGUISHED SERVICE AWARD FOR THE EASTERN SECTION

The Distinguished Service Award is given to a member of the Eastern Section (still actively teaching or retired) who has, over the years, contributed to the growth and activities of the Eastern Section. This person should have a history of continued service to the Eastern Section. Nomination information appears on our website.

JOHN MOSS AWARD FOR OUTSTANDING COLLEGE TEACHING

The John Moss award is reserved for instructors and professors who, at the college level, model and promote outstanding teaching in the geosciences. Nomination information appears on section website.

