

p. 8), recognised another interconnection that environmental issues cannot be separated from development issues and concerns (Slater, 1995, p.5). They saw that capitalism and ecological crises were intertwined and geography teachers began to realise that notions of sustainability, poverty alleviation, human rights, equity, health and environmental protection are, indeed, all interrelated.

Interconnections are basic to the grand geography project itself, as Joe Powell puts it “the building

of bridges in the great archipelago made by the natural sciences, social sciences and humanities” (1984, p. 175). Interconnections are more readily apparent in the empirical-scientific epistemologies that attempt to develop general explanations of phenomena, such as spatial association, than those that need to be teased out more analytically in the geographies laid bare by critical realism. But such is the task of “daring to be a teacher” (Donnelly, 1983, p. 149) in the late 20th and early 21st centuries.

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