

conservation displayed in Europe, North America, Australia and New Zealand as there is in the less fortunate areas of the planet.

The Captive Breeding Specialist Group, however, should, I believe, confine itself to a large extent trying to educate only in those fields of captive breeding where it can do most good.

In discussing various areas of education, it is possible to divide them into sections:

- 1) General public.
- 2) Education of local school children
- 3) Education of university students (foreign and home-grown).
- 4) Education of foreign nationals.
- 5) Education of Councils, Boards or other Government Bodies.
- 6) Education of zoo directors
- 7) Education of zoological park or sanctuary staff.

Not all these categories fall within the area that I think should be the concern of the Captive Breeding Specialist Group. However, I will if I may make a few comments on each category.

1) Public education

Many zoos have - and all should have - education departments dealing with adult education, planning guide books, lectures, and designing the labelling of the enclosures, and so on. In a number of zoos these areas are very well covered but in far too many the paucity of information on the cage labels and in the guide are deplorable. There are some zoos that ignore this whole area and are content to be mere spectacles. There are others, who concentrate purely on the appealing, fluffy animal, or the spectacular one, almost to the exclusion of everything else. This attitude is generally dictated by revenue and thus is understandable, but to be deplored. It is quite possible for the probably less attractive but possibly biologically more important animal to be treated in the same way as a "box office animal", if its attributes are given the same razmataz.

2. Local schools

This is a very important area of education since it is obvious a zoological collection can be used as an invaluable teaching tool that can not only instruct children to appreciate the world about them and the need for conservation, but can also be used to assist in the teaching of diverse subjects ranging from mathematics, to geography and the ages of the pupils can vary from 6 to 18.

3. Education of university students

(This could really be said to be an extension of 2). It is essential that zoos should allow both local and foreign university students (biological or veterinary) access to exotic collections of animals, to conduct research, providing this is in no way detrimental to

the animals. This is particularly important when dealing with a rare or endangered species.

4. Foreign Nationals

There are many places all over the world where captive breeding groups should be set up but in those countries there is generally a complete lack of trained personnel. Therefore, built into every zoo's education programme should be the adequate provision for a student or students to come for training in animal husbandry with the animal species of his or her country; with the proviso, of course, that the Government of the country concerned has agreed to set up an adequately funded captive breeding project, or that the student will return to a post in a zoo or game department or sanctuary.

5. Education of Councils, Boards or similar Government Bodies

This may sound dangerously like lese-majesty but in my experience I have seen many intelligent, far-sighted and progressive zoo directors whose hands are tied by a Board or Council who have only the vaguest idea about animal life but a deep concern with and reverence for revenue. While we all know that money is an important lubrication for the successful running of a zoo, some governing bodies insist on treating their animals (to quote a zoo director) as warm-blooded one-armed bandits. I think the C.B.S.G. should consider assisting all such progressive zoo directors who want to start or expand existing captive breeding programmes of endangered species, by backing them up and, by gentle persuasion, try to get recalcitrant governing bodies to see how important such action would be in terms of publicity and as an aid to conservation. If a zoo director could quote such a recommendation from the Captive Breeding Specialist Group, which is after all unbiased, it might help immeasurably.

6. Education of zoo directors

Again, this sounds an arrogant statement but, in my experience, there are more zoo directors who share the attitude of their Boards, as outlined above, and are only interested in captive breeding if the animal is "box office". In many instances they are strangely ignorant of the basic biology of the creatures in their charge, and this in turn leads to bad husbandry and cage design and, in consequence, bad breeding results. I think it will be worthwhile for the C.B.S.G. to think up tactful ways of combatting this. Perhaps an in house report by various members of the Committee on all zoos and similar establishments in their area (or other areas if the member visits them) which have rare and endangered species in their collections. If the report was detrimental and proved that the animals were inadequately housed or maintained, then the Committee could perhaps find a tactful formula for dealing with this. I am aware that this is an area in which one would have to move with extreme caution but, at the same time, I think that the animals are of paramount

importance and not the feelings of the human beings involved.

7. Education of zoo, sanctuary or safari park staff

Not only should all staff have the opportunity of participation in lecture courses and workshops with visiting experts, but an exchange of staff between organisations is a sure palliative to parochialism. You, in fact, win both ways for your staff either return saying that your particular organisation is the better one, or else they return having learnt that your organisation does not know it all. Whenever possible staff should, in my opinion, be allowed time to do field studies and collecting trips which would give them a wider knowledge and appreciation of the species' needs in captivity.

One way of assisting in these rather sensitive areas of 5. and 6. would be for this Committee to issue a series of booklets covering broadly and simply some important areas. Already one on in-breeding and demography has been suggested, and several more could be worked out;

- (1) the importance and method of keeping good records and stud-books for all animals in a collection but especially for those with endangered species in their care;
- (2) the importance of A.I;
- (3) the necessity for belonging to a computer system such as ISIS.

I would envisage these being brought out in the name of the C.B.S.G., thus de-personalising them so that there was no danger of people taking exception to them. They need not be very expensive and could be advertised in the International Zoo Year Book and similar publications.

I think it is important that this Committee acts in an advisory capacity in only those areas of education which concern captive breeding of endangered species though, of course, if asked their views in other areas, they should be prepared to give them.

I append here a description of the methods currently employed at the Jersey Wildlife Preservation Trust. It is not suggested that these are perfect but I think we are working our way towards something which should be contemplated by every major zoo, and some of the minor ones as well. Our methods and the area we cover can, of course, be tailored by other organisations to suit their own needs and in no way is this intended to be a dogmatic assertion of how other organisations should behave.

General Education at the Jersey Wildlife Preservation Trust

We are here concerned with general education that can be broken down into the following categories: school children, the general public as casual zoo visitors and membership of the J.W.P.T.

1. School children

The J.W.P.T. is extremely fortunate in having the full support of the States of Jersey Education Committee who have generously provided the Trust with educational facilities in the form of an education officer and a classroom and the funding for both. This enables additional resource material to be produced in the shape of tape, slides, video and radio programmes, and animal artefacts.

There are 41 schools in Jersey and all of them at one time or another make use of our facilities. On average, we have 5000/pupils each year coming through us and doing projects, using the animal collection as an invaluable teaching tool, for by using the animals one can embrace almost any subject, from geography to mathematics. We also have a small collection of tame creatures that the children can handle, as physical contact between the animal and child is of great importance.

2. Education of the General Public

At the very entrance of the Trust's animal collection there is a large pottery Dodo, with a descriptive plaque, explaining the aims and objectives of the Trust and using the Dodo as an example of extinction. This theme is carried on in labels all round the collection. In addition, there are large informative boards explaining why the different endangered species are in fact in their present plight and there are "talking posts" which convey the same message in both English and French. The whole theme of captive breeding as an important conservation tool is stressed everywhere the visitor goes, so that we make many converts of people who hitherto had considered zoological collections of this sort to be of no importance and, in fact, cruel.

3. Trust Membership

The Trust has a membership of 11,000 adults and 3,000 children. The adult membership is catered for by two newsletters a year, an annual report and, as an optional addition, the scientific journal of the Trust, The Dodo. The children have their own junior membership called the Dodo Club, which came into being in January 1981 and was a reorganisation of "The Ark Club" run for us by the Wildlife Youth Service (W.W.F.-U.K.) in London. Being especially aware of our responsibilities to children, we decided that the Dodo Club should be self-financing if possible, but otherwise non-profit making - clearly establishing it as an educational responsibility.

The Dodo Club has an international membership currently 3,000 strong and requires a subscription of £3.00 per annum. This entitles each member to a pin-on badge, a membership card (with spaces for each year's 'Dodo Stamp') and wallet, 3 'Dodo Dispatch' newsletters per annum and long service medals. The membership card incorporates a 'Dodo Code' and motto which are fundamental to the philosophy of the Club.

The Dodo Dispatch provides a link between Gerald Durrell and the member. It also builds a relationship between the child and the Jersey Zoo, animals and staff, for we give considerable attention to their letters, poems, stories etc. Each Dispatch includes a full colour poster of an endangered species, which is used as a project subject to encourage participation from the membership.

There is also a Group Membership category which we are currently trying to expand between schools all over the world. At a cost of 50p per member, it is perhaps the most efficient method of getting our message spread to children everywhere. We are encouraging a Group Sponsorship Scheme, the idea being for each child to pay 50p for himself and 50p for a child in another class in another country who, for one reason or another, cannot send the 50p subscription. Prototype sponsor schemes are on trial between schools in Jersey and schools in Zambia and Russia.

The Dodo Club has a mission, to form a bond between children of every nationality with a common concern - an understanding of the needs of animals wild and tame and their conservation.

In addition to this, we have an adoption scheme. Every animal in the collection is listed with a price against its name, to show how much it costs to keep it per annum. We find that many people like this involvement, since their name goes up on a plaque on the cage or enclosure; in addition, we find many people adopt an animal as a birthday or Christmas present for a child and this then closely involves the children in our activities for they are constantly coming up to see "their animal".

Captive breeding training at the Jersey Wildlife Preservation Trust: An Update (circa 1982)

Since its inception in 1978, the whole essence of the Trust's training programme has been to provide talented, but largely unproven, personnel with practical experience in techniques of captive breeding of endangered species. Of course, all trainees receive strong theoretical support concurrent with the practical work, but it is the latter that is so vitally important to pass on, and indeed what makes this training programme unique, and hence in great demand.

The first trainee was a Mauritian national who, in an agreement between the Trust and the Government of Mauritius, was trained at the Trust's expense for him then to return to occupy the specially created post of Conservation Officer. It is presently still top priority for the Trust to train government-sponsored nationals from developing countries where not only are expertise and resources for conservation scant, but where environmental degradation and species extinction are most threatening. These personnel are now what the Trust terms 'Special Category' and

their vital role will be to set up captive breeding centres in their own country, often with species of which the Trust has had long experience and thus can further help, at a distance. The establishment of these captive breeding centres should eliminate all the current bugbears of acclimatisation, mortality in transit, animal trade regulations, etc. The indirect, but potentially enormous, value is in the education of indigenous people about conservation by their own nationals, and in this the Trust feels there is no better substitute. Government sponsorship ensures that a trainee will assume a relevant position once trained and also further involves the particular government in responsibility for wildlife.

The training programme also caters for people from different backgrounds with a 'Staff Category' - commended zoological staff on further training - and a 'Career Category' - individuals who have a significant chance of pursuing a career in captive breeding or similar work. Reasons for training people in these categories are two-fold, the first being straightforward help to increase the breeding successes of zoos in the developed world.

The second reason relates to the fact that the greater proportion of species in most of these zoos originate from developing countries in the tropics where environmental problems are acute. Hence species survival in these countries can be helped in an indirect way by drawing on the greater resources of zoos in the developed world through co-operative breeding programmes and specialised training. In 1981 the generous support of the Leverhulme Trust permitted the appointment of a full-time Training Officer to assume the co-ordination of the existing training programme and to initiate and develop new and promising areas. This support also included provision of funds for scholarships to be allocated to Special Category trainees who otherwise would not have the resources to undertake training.

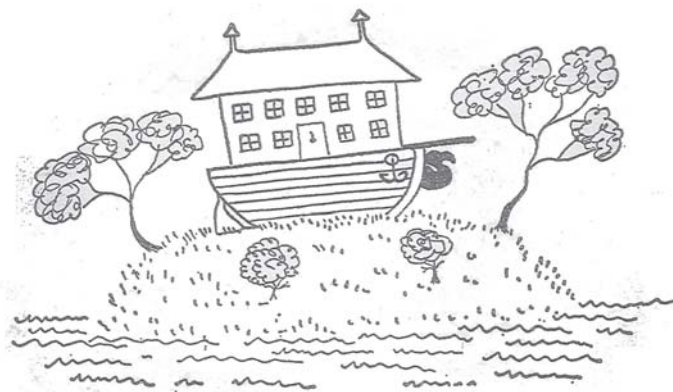
Developments in parallel with the above relate to the accommodation and facilities provided for trainees. Due to generous support from The William Penn Foundation, the J.N. Pew Memorial Trust, Lady Y.P. McNeice and William Collins Sons & Co. Ltd., the Trust has been able to provide a training centre with comfortable residential block, excellent reference library, graphics studios, dark room, museum and audio-visual editing room.

In the four years 1979 to 1982 inclusive, the Trust has trained thirteen Special Category people from Assam, Nagaland, Kashmir, Bahrain, St. Lucia, Colombia, Brazil, Jamaica and Nigeria. Seven of these were on Trust scholarships. Also during this period a total of 68 Staff and Career Category people were trained from Hong Kong, Singapore, Australia, India, Syria, Bahrain, Austria, Switzerland, France, Denmark, Sweden, West Germany, United

Kingdom, United States of America and Brazil. 1983 so far has seen scholarships allocated to trainees from Pakistan, Thailand and Zambia, the former two currently taking the course. Scheduled for late 1983 are two scholarship trainees from Madagascar, chosen for training as part of the recently signed Accord between the Trust and the Government of Madagascar. Other Special Category applications pending at this time are from the Philippines, Mauritius, Malaysia (2), India (2), Bahrain, Israel, Dominican Republic, Trinidad (2) and Colombia.

A good proportion of these applications have resulted from the increased advertising about the training programme through a world-wide mailing of the Trust's new training brochure. Getting this information to the corners of the world where it may be most beneficial is not easy, but the Trust is

constantly trying to improve its network of contacts in order to disperse information about the training programme.



Durrell's artistic concept of "the stationary ark" !

3rd International Congress on Zookeeping & 36th AAZK National Conference

Third and final Call for Papers for the 3rd International Congress on Zoo-Keeping and the 36th American Association of Zoo Keepers National Conference. It will be hosted by The Puget Sound Chapter of AAZK and Woodland Park Zoo. **Follow this link to the ICZ website www.iczoo.org to view the call.**

- This is the first joint conference of ICZ and AAZK.
- Conference dates are September 24th - 29th, 2009, not including conference trips.
- Estimated attendance is 350-400 people from the 30 different countries.
- Ice breaker on the 24th and banquet on the 29th.
- Conference will be at the Red Lion Hotel on 5th Ave, Seattle.

The AAZK's (American Association of Zoo Keepers) purpose is to foster a professional attitude in animal keepers by encouraging them to become active members of the professional teams at today's zoos and aquariums. AAZK supports the promotion and implementation of zoo keeper education and strives to make the general public aware of our concern for all valid and deserving conservation projects and the need for the preservation of our natural resources and animal life.

The ICZ (International Congress of Zookeeping) will build a worldwide network among zookeepers and other professionals in the field of wildlife care and conservation. This exchange of experience and knowledge will improve the professionalism of zookeepers for the benefit of the animals under their care and promote awareness and actions that will contribute to the preservation of wildlife everywhere.

The Puget Sound Chapter of AAZK (PS-AAZK) is a nonprofit volunteer organization made up of professional zoo keepers and other interested persons dedicated to professional animal care and conservation. PS-AAZK Chapter is located within Woodland Park Zoo, Seattle, WA. Kind regards and happiness for 2009 from the ICZ Steering Committee

20th Annual Annual Meeting of African Association of Zoos and Aquaria (PAAZAB)

The African Association of Zoos and Aquaria (PAAZAB) is conducting their **20th Annual Annual General Meeting** this year in Entebbe, Uganda, Africa.

The Meeting is to be 18-22 May 09 (18th is arrival day /icebreaker only - programme is below).

Preliminary programme

- 18 May 09 Exec Comm meeting. Arrival & party.
- 19 May 09 Registration, Conf. & Tech Session, Boat Cruise
- 20 May 09 Conf & Tech Sess, AKA workshop, Tour to Ngamba Island Chimpanzee Sanctuary
- 21 May 09 Conf & Tech sess., Uganda WL Ed Centre (UWEC)
- 22 May 09 PAAZAB AGM and Workshops, Final Dinner and Awards function

Registration form available on request : from paazab2009@uweczoo.org

Fees

(Sharing) \$660; (Single) \$810 includes accommodation, meals, meeting venue and excursions.

Call for papers

This is a call for papers to be presented during the Scientific Sessions of the Conference. The Theme of the Scientific Session is "Towards promoting community conservation and sustainable livelihoods."

Please submit titles of abstracts of intended papers or posters to: Dave Morgan, Executive Director of PAAZAB
Email: davetsp@iafrica.com

PLEASE SUBMIT NO LATER THAN 24th APRIL 2009
ABSTRACTS: Please keep Abstracts short; no longer than 200 to 300 words in length. PAPERS: The time allocation for each paper presentation is 15 MINUTES plus 5 MINUTES for questions. Please forward a copy of the paper via email preceding the conference, failing which it is essential that a copy of the paper be made available on flash or disk at REGISTRATION