Communication from Asian Regional Representative of I.Z.E.

On page 9 you will find a letter from the organiser of the 15th International Conference of IZE which takes place this year in Mexico, a country with much in common with many Asian countries.

Although it is very difficult for us in this part of the world to coordinate the many factors which would allow us to attend such meetings, I would like to encourage those of you who have a chance, to try and attend.

I am stepping down as Regional Representative for Asia this year. This is not "resignation" but simply declining to stand for re-election. As some of you know I am an American working in India and I agreed to be the first Asian Regional Representative when those regions were added, only to get the region off to a good start. I think it is essential now for a native Asian to take over and go from there.

Asian Members of IZE are eligible to stand for election for this post, as well as other offices.

I am not unhappy with our progress -- we have nearly 150 members in 17 Asian countries. With its postal problems, bouncy emails, language and cultural differences and wide variation in size and quality of zoos, communication in Asia is not the easiest. The number of members who send notes and news to this little newsletter is astounding. This should continue to grow.

I will help the next representative in all possible if he/she wants help. It is a pleasure to work with you all.

Sally Walker

NEW ARNIZE MEMBERS SINCE OCTOBER '99

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IZE Council Decisions

Summary of IZE Board Meetings during the 54th, Annual Meeting of the World Zoo Organization
Pretoria October 17-23, 1999

IZE executive committee members were invited by Dr. Willie Labuschagne to attend the 54th annual meeting of the world zoo organisation in Pretoria from 17th till 23rd October, 1999. IZE president Pegi Harvey, Secretary Gabi Schwammer, Regional Representatives Chris Peters, Sally Walker, Peter Michieli and Encoco Marcel were able to attend.

In that context Pegi Harvey, president of IZE, gave a report to WZO about the IZE activities during the last time. During the WZO conference the IZE Executive Committee had two intensive meetings to work out the agenda of their own IZE organisation — these are summarised below. IZE attendees also met in two workshops with zoo directors as part of the Working Group on Education.

The results of the education working group were presented at the plenary session by Lars Lunding Anderson. Items were:

- An AZOREN Training Conference will be held in Pretoria in May 2000. Funding has already been committed from: San Diego Zoo US 1,000, Copenhagen Zoo US 1,000, Vienna Zoo US 1,000, IZE Association US 1,000. White Oak Foundation has agreed to sponsor the participation of Marcel Encoco of Epulu and Bristol Zoo has agreed to sponsor the participation of a zoo or reserve educator from Cameroon. $5000 has been requested from World Zoo Organisation for this conference.

- A Coordinating Team consisting of Peter Michieli, IZE Regional Rep. for Africa, Chair. With support from IZE member Marcel Encoco (Epulu), and Willem Labuschagne, Cherylene Odenza, and Rita Ross of Pretoria Zoo, and Chris Peters, IZE Regional Rep. for Europe and the Middle East was announced.

- It was noted that Sally Walker, IZE Regional Representative for Asia had scheduled two educator-training courses in South and South East Asia (Kachinland and Singapore) and will also seek funding from World Zoo Organisation. IZE also committed $1000 to these courses.

- Zoolinking education with in-situ conservation efforts. Uli Seifert or a member of the CBGZ staff will be invited to conduct a workshop on CBGZ tools and processes either prior to or after the Guadalalana IZE meeting.

IZE will contact the director of SSC with an offer to provide qualified IZE members to assist the taxon-based specialist groups in various ways. For example, with writing the education section of Taxon Plans, providing examples of model species based education programs throughout the world; and assisting in other ways with linking in-situ and ex-situ conservation education.

- Updating the WZCS education chapter. IZE will rewrite the WZCS education chapter by June 30, 2000. The WZCS education chair and co-chair will draft a rewrite of this chapter to strengthen the conservation component, especially dealing with in-situ conservation. International education guidelines will also be addressed in this chapter.

Conference fees
Conference fees for non-member of IZE attending IZE conferences will pay a higher conference fee but IZE leaves the decision as to the amount of the difference up to the Regional host and Regional Rep.

Corporate Members
IZE Corporate membership fees were increased from US $ 30.00 to US $ 100.00.

Sponsored Members:
IZE will entertain sponsored memberships by IZE under the following procedure:
1. The completed application should be sent to the Regional Representative of the applicant.
2. The Regional Rep approves or disapproves the sponsorship.
3. If approved, the Regional Rep forwards the application to the treasurer for a two-year membership.
4. If not approved the Regional Rep writes a letter to the membership applicant stating the reasons.
5. The treasurer sends a report at the end of the year to the president and the Regional Rep. Listing the sponsored members by region.
6. The Regional Rep follows up with the sponsored member to make sure that he fulfills his obligation to write an article for the newsletter.

IZE publications
The IZE Council thanks and recognizes our regional editors and editor Bob Mindick for the excellent publications and for keeping to the publication schedule. New members may request copies of the Copenhagen proceedings, which have now been published. The Taipei proceedings are expected to be published by April 2000.

Training
Europe
IZE Eastern European Zoo Educators - 4 weeks training in the Netherlands. Training prepared and given by educators in Dutch 2000. Copenhagen, Edinburgh and Budapest. European Regional Representative is trying to find funding for the year 2000 for zoo educators in other regions (80,000 Euros).

Asia
Asian Regional Representative has scheduled two training courses for Asia and announced a third which was being developed independently. She gave an overview about these courses and was asked to contribute an article in the upcoming newsletter about this.

US
AAZ offers an annual conservation education training program. They have recently announced that International Conservation Training Awards are available to employees of any zoo or aquarium outside the US and Canada.

IZE Logo
Chris volunteered to recruit a graphic artist to develop an IZE logo for 2000 which would reflect all regions.

Council Members - emails

"HARVEY Peggy" <PHarvey@sandiegozoo.org>
"Gabi Schwammer" <gschwammer@zoovienna.at>
"MARTINEZ Marta E." <104614.3717@compuserve.com>
"BRADSHAW Louise" <bradshaw@stzoo.org>
"ULLY Tony" <tony@perthzoo.wa.gov.au>
"KEOWN Stephen" <smkeown@netcomuk.co.uk>
"WALKER Sally" <sazoo@iol.isparty.nl.in>.net>
"MATAMOROS Yolanda" < fundazoo@iol.racs.co.cr>
"MICHELINI Peter" <gmichei@imaginet.com>
"BERKOVITS Annette" <berkovitis@wcs.org>
"WILSON Jim" <jwilson@zoo.org.au>
"PETERS Chris" <rob.belerman@inter.nl.net>
"HANSEN Gerda Vest" <IZE-GVH@post.cybercity.dk>
"MINDICK Robert" <bob.mindick@anheuser-busch.com>
Asian Zoo Education
Ideas and News
... Asia is a world in itself

PAKISTAN

Nadeem A. Siddiqui, Consultant/Biologist, Karachi Zoological Garden, Pakistan Educational Project(s) done recently or planned for the future at Karachi Zoo:
- for regular visitors and for school children especially our Zoo Director, Deputy Director, Veterinary Doctors and Zoologist have arranged programmes in which they give a brief about the zoo.
- a booklet is ready to publish about the Zoos of Pakistan. We are searching now a days for sponsors for this purpose.
- an "audio-visual center plan in the zoo or the Safari Park are in the pipe line and feasibility report is awaiting funding. It will be a great attraction for visitors especially for students.

MALAYSIA

Musnarnul Abd. Manap, Education Officer, Taiping Zoo, Malaysia.
I'm new in this field (started in October '99). I've started my educational activities with primary school children because I am so new in educating people about the role of the Zoo. We also handle school groups, tourists and other groups by guiding them around as needed, sometimes giving them some lecture regarding the Zoo and the animals exhibits.

In my planning to educate children, I'm trying to work out a programme which includes children’s theatre based on animals. I'd like some material of education programmes or activities that can be used as references.

In order to educate the public, we also entertain requests from groups which would like to visit the zoo at night. We guide them to show which were the animals that are active at night and most of them were very interested. Furthermore, many questions are asked and we have helped them get a clearer picture and also, many misconceptions are cleared.

We have produced a brochure and some related fact sheets to give visitors some general information about our Zoo. In the future, we're looking forward to producing more fact sheets to educate the public.

A few weeks ago I was invited to a secondary school in the district to give a speech regarding nature conservation at their "Natures at Best" campaign. I have stressed on wildlife conservation and how to encounter snake attack and got lots of questions from students.

In the zoo, here, we are putting up more signages for the public to read and understand. I had planned some education programmes towards the Y2K such as seminars, forums including speeches and games to make the education more interesting. Our new seminar building may be fully operational by the middle of the year so that I can plan and organise week long and monthly education programmes. In my guided tour to school groups I always take this opportunity to stress why we're conserving wildlife.

Taiping Zoo is run by Taiping Municipal Council and we received our budget for all purposes from the Council and also from the Ministry of Science, Technology and environment. For the time being, we haven't received any specific budget for our education programme. In this zoo, our human strength is only 40 persons. Our zoo is the "open and naturalistic" style and most of the visitors were fascinated with what we have done. We also introduced to the public an adoption scheme which helps us to get sponsorship while giving us more opportunities to educate the public.

Thank you for your effort to build up interest in communication and sharing as well as in professionalism for Zoo Educators and I'm very happy to be in touch with ARNIZE. I hope you and others zoo educator will advise me on how to make education a great way of learning because I'm very-very green in this field. Best wishes to you and ARNIZE members.

CHINA

Wuhan, Shanghai Zoo, Shanghai, China
Shanghai Zoo named as the National Juvenile Sci-Tech Educational Base.
On Dec. 14, 1999, the National Popular Science Meeting was held in Beijing, during which 100 National Juvenile Sci-Tech Educational Bases were named jointly, and 200 National Scientific Educational Bases were named. Shanghai Zoo was honoured as a National Juvenile Science & Technology Educational Base and National Scientific Educational Base for its contribution in propagating the knowledge of wildlife and awareness about protecting wildlife. Shanghai Zoo considers this achievement as a starting point for further progress in popularizing knowledge about preserving wildlife.

New Publication of Wildlife:
"Wildlife's Home—Pictures of Protective Beasts in China", edited by Shi Xingquan has been published by Shanghai Art Publishing House. This book mainly talked about the basic knowledge of protected animals in China, illustrated by many pictures.

A Young Giraffe was named QianXi.
On September 26, 1999, a celebration was held for a baby Giraffe, named QianXi on his 100-day birthday. The name means happy millennium. 1673 ballots out of 18000 from more than 20 native provinces and 7 countries chose the name. This activity was coordinated by Shanghai Zoo, Zhujou Shopping Centre, "Window of Shanghai", Changing Times and Early Youth Newspaper. Meanwhile, Students from the Primary School attached to East China Normal University adopted the Giraffe, QianXi.

Autumn Activities in the Shanghai Zoo
From September 25 to November 28, 1999, a series of activities were held at the Shanghai Zoo. More than 400 thousand posted flowers were used to decorate the zoo with assorted designs, including Oriental Awake Lion, Celebration of the National Day, etc. The minority song and dance troupe was invited from the Dal and Yi nationality to give a performance. To enrich the tourists' experience, other excellent programs were also introduced such as a Puppet Play, Light Music and Modern Song and dance, Youngster's Arts Work Show, etc. All the activities brought tourists happiness and enjoyment.

Asia -- Newsletter of Asian Regional Network of I.Z.E. Volume 3, Issue 1, April 2000
VIETNAM

Do Thanh Hoa, Biologist, Hanoi Zoo, Vietnam

Hanoi Zoo has not established an Education Department. We only implement some education activity such as publication of a guide book and leaflets and the provision of signs and guided tours. When Hanoi Zoo establishes an Education Department, I will let you know and send you news.

Vu Dinh Son, Education Officer, Saigon Zoo, Vietnam

The Saigon Zoo Masterplan for Conservation, developed with the help of the Conservation Breeding Specialist Group, contains a key recommendation for the establishment of a Zoo Education Department. It should be managed by an education coordinator who understands the education systems of the city and conservation education potential of the Saigon Zoo. This programme is now getting underway headed by this writer who was formerly Curator of Mammals. The zoo has undertaken educational activities since 1997 such as the Cooperative Programme between Saigon Zoo and Ho Chi Minh City's Children's Organisation to help them understand nature, the environment and the zoo through contests. The programme includes lectures, video presentations, guided tours and knowledge contests covering environment, wildlife and history of the zoo and various educational activities. A report of these activities was included in the Master Plan.

In 1999 activities were conducted in Saigon Zoo to support the Thanhhoa Summer Vacation Camp. The programme included 8 zoo tours, each one for about 350 students. This included a guided tour of the zoo and a video presentation on wildlife. The animal curators handled this programme, for the most part.

Saigon Zoo also conducted activities outside the zoo in collaboration with a radio broadcasting station and selected schools of Saigon. Students were essays on the theme of environmental protection and the consequences of environmental pollution. Some students even described "future zoos" and included drafts of future zoo maps.

Future development: the conservation programmes so far developed and implemented have been very successful and attracted much interest within Vietnam and outside. The programmes demonstrated a strong desire of Saigon city school students to learn more about the natural environment and wildlife conservation. The activities helped to increase awareness of the zoo which will be of both short and long-term benefit as the zoo continues Masterplan. The programmes have also formed the basis of the Zoo's newly created Department of Conservation Education which is being developed now with support from Melbourne Zoo and other partners.

This item was taken from a presentation by the writer given at the 8th SEAZA Conference held in Saigon in November 1999.

NEPAL

Ang Phuri Sherpa, Education Officer, Central Zoo, Kathmandu

Endangered Animal Fact File Project: An international Endangered Animal Fact File Exchange Program jointly initiated by Central Zoo, Nepal and Hendon School of United Kingdom in 1999 has now been completed. The program was aimed at sharing information on Endangered Animals of the respective countries through a Fact File exchange program and bringing wildlife conservation awareness among the students. Students of Hendon School, London and students of 16 Friends of the Zoo members schools of Kathmandu Valley have participated in this program. All the students have creatively designed and prepared Informative fact files packages. As part of the program four outstanding students and two teachers from Hendon school are arriving in Nepal on April 17th 2000 for a week's educational visit. A similar visit program to United Kingdom is being planned for Nepali peers.

Vermi-Composting Training Held at Central Zoo and Umsal Adhar Kendra (CeProN) have jointly organized a one-day training program on Vermi-Composting (natural method of producing compost from degradable wastes through Earthworms) on 20th February 2000 with an aim to help manage school waste and produce compost manure. In this training 27 Friends of the Zoo Eco-Club (FOZEC) Executive Members and nine coordinating teachers have participated. All the participants have shown keen interest to initiate the vermi-composting program as a school project. Similar training on waste management techniques is being planned for the FOZEC members.

Plastic Bag Dispose Campaign kicked off during the last few years a number of animal casualties occurred at the Central Zoo due to swallowing of plastic bags brought by visitors. Therefore, on 4th March 2000 a plastic bag dispose campaign was initiated with the help of a group of leading Nepali journalists with a dual motive of preventing animal casualties and keeping the Zoo premises clean and green.

During the campaign the Zoo visitors were well informed about the incidents and their plastic bags (which takes 500 years to degrade) were replaced by paper bags (takes 1 month to degrade). The Zoo management is thankful to journalist group and has also decided to continue the campaign officially.
Three day-camps are planned with WWF, Tamil Nadu Office for schools only. This will include how students can be involved in wildlife monitoring based on data collection. 2 camps per month will be also trained as zoo guides and keepers hands-on.

Your Zoo Ed Book is really welcome. This book should be used in all zoos and even in National Parks, Sanctuaries and Schools. We will start using it from next month when our programme with WWF starts.

Dr. M.A. Salam, Asst. Director, Jawaharlal Nehru Biological Park, Bokaro Educational Projects at JNB Park are Animal Welfare fortnight celebrated at J.N.B. Park. Different competitions and awareness programme have been organized for the school student during this fortnight, which are as follows: Sit & draw, Quiz, Spotting contest, Essay writing, Caption contest, Wildlife Video film watching.

Awareness competition for the Park Attendant organized. World Environment day celebrated. Annual Report published. We are planning to celebrate Wildlife Week from 2nd October. With the joint effort of World Wide fund for Nature.

Debate, Group discussion, Ecological demonstration, Caption Contest, Quiz, and Sit & draw competition and lectures on Wildlife and ecological importance as described above will be conducted during these occasions also.

The Zoo Ed Book is of excellent educational value and is packed with a wealth of information for enhancing the educational potential of a zoo. It also guides in up-grading the signages/display boards, making them more informative and eye catching. It is a very comprehensive presentation, each chapter is well balanced, the materials and the data have been up-dated and there is added informations on implementation tricks and techniques. We will use it as a guide for the education and interpretation purpose in our Biological Park.

Kindly send materials and literatures on different captive animals’ role in maintaining ecological balance. We would also like to include materials on ecological importance of animals for signages and display boards and for up-grading/improvement of our Interpretation Centre.

J.K. Tiwari, Asst. Manager, Wildlife Environment, Nature Conservation Centre Sangthiuram, Kutch, Gujarat Educational Projects done recently or planned for the future are:
3. 150 Saplings of tree species planted by K.R. Sanghi Public School students

The ZOO Ed book is very useful publication for school students and others. School kids were taught the idea of not-taking zoo-animals or wildlife in their natural abode. Thanks for sending the literature and Zoo Ed kit in the past. I had explained about each educational materials to our school kids. They are making use of your creative efforts.

Dr. L.A.K. Singh, Mugger Conservation Project, Simlipal Tiger Reserve, Orissa Educational Projects done recently are:
1. "Tracking Tigers" Guidelines for enumeration of tigers and leopards from pugmarks published by WWF-India. Planned (draft sent to WWF-India).
2. Handbook on pugmark-tracking illustrated booklet for forest guards and foresters.
3. Crocodile conservation research at Ramamirtha.

Kazveen Umrigar, Deputy Garden Superintendent (Zoo), Peshwe Park, Pune Every month 50 to 100 children from different municipal schools are called and taken around the Zoo and given information on the animals housed in the zoo. During wildlife week, an exhibition of animals products (antlers, feathers, etc) is organised and visitors are educated on various aspects like conservation, ecology, poaching, trading etc. Also a painting competition for children is organised during that period.

Future activities include the appointment of a Zoo Education Officer and a new interpretation centre for the new zoo coming up at Katraj. We would like innovative methods of sensitiing children to environmental issues and wildlife matters.

N. Krishnakumar, Director & N. Basker, Education Officer, Arignar Anna Zoo, Chennai Educational Projects done recently or planned for the future were:
1. Teacher’s programme, Zoo Outreach Programme
2. Conducted drawing, Eloction Competition on Wildlife Week celebration for school students on October 2nd 1999.

From the ZOO ED BOOK we prepared an evaluation form for teaching and approached education department of Tamil Nadu to link zoo education on one of their excursion tours.

We would like to receive resource materials for teachers and school students especially on animals behaviour notes, chart etc., zoo management, wild life trade and economic importance of wild life.

Dr. M.G. Maradia, Zoo Superintendent Rajkot Zoo, Rajkot I have gone through the Zoo Ed book and find that many ideas and matter are very much useful. Ours is small developing zoo but as we are expanding our zoo in a large area, the Zoo Ed book has immense use for us. We decided to use few of the ideas and learned how to draw attention of visitors towards common animals/birds.

To prepare best signage where to put & how to introduce education program in zoo to create best of education officers to celebrate special events of zoo & how it creates an impact on visitors.

To pass the message for nature conservation and animal welfare.

Zoo Ed Book Part I is an extremely welcome and resourceful book. It will definitely help us to enhance our attempt to educate our zoo visitors. For every zoo this book is a "must". I have started implementing ideas mentioned in the book.

Dr. D.B. Sawarkar, Maharaj Bagh Zoo Nagpur An Action-Research entitled "The use of Zoo, as a new Educational Tool" formulated around the syllabus of XI and XII standard was initiated. In this research students of XI and XII were taught topics like cholate classification, evolution and ecological crisis, making use of the zoo. The same topics were taught earlier in class rooms. Separate questionnaires were given and data received and analysed.

The ZOO ED BOOK is informative as well as educative. I think members of ARNIZE should communicate with each other independently to share ideas. More literature should be made available.

Radha Krishna Lai, Director Satasang Zoo for Children’s Education The ZOO ED BOOK has helped the educators teach children to learn how to behave with birds and beasts with the help of photo and technical directions. Training the children to love for birds and beasts with plant kingdom is the objective of our zoo.

M.S. Jain, Director, Tata Steel Zoological Park, Jamshedpur We started our information centre in the Zoological Park by attracting School children and organised groups to the Zoo for Quiz Programme, Debate, Painting competition on subjects connected to Nature. A fancy Dress parade for small children was also organised. Last year we approached another target group living around Jamshedpur in Rural Tribal Areas. This group engaged itself in destruction activities.
of habitat by over-grazing, cutting of firewood, timber etc. from the nearby Forest. The
ladies and children, totalling 1300, were brought to the Zoological Park from 9
different villages and village Schools. Mahita Mandakini, they were given lectures on
conservation of Forests and Wildlife, personal hygiene, sanitation and general cleanliness to
make them aware of the clean environment. They were also shown around the
Zoological Park to familiarize themselves with the
local fauna.
This year in addition to the programmes
mentioned above, we have planned a visit of
urban ladies also to the nearby Wildlife Sanctuary. We felt that this section of society,
though well-educated, remains unaware of the practical field, environment and habitat of wild
animals and exposure to forest environment.
This group will be taken to a sanctuary, given
explanation of various habitats of animals followed by an interactive session between
the group and wildlife experts from the sanctuary.
Apart from these programmes wildlife movies
are shown in our Information Centre every
afternoon. Also a well-equipped library is
made available to the zoo visitors on all
working days.
We find the ZOO ED BOOK very useful, full
of new ideas on Zoo Education. The ideas are
low cost and easy to implement. We shall be
adopting these ideas in our future zoo
education programmes.
We would be interested in getting information
about various activities being taken up by
different Zoo Directors for promoting Zoo
Education in their Zoos, particularly different
kinds of posters, signages, live shows and
Wildlife Films or CDs produced by them for
promoting Zoo Education. Materials (Low
cost) for distribution amongst children are
required.
Meena Nareshwar, Pgm. Officer, Zoo
Interpretation Pgm, CEE, Ahmedabad
For Interpretation in zoos, CEE is developing a
zoo package. The zoo package will consist of
providing standard and quality wayside exhibits and
signages for animal enclosures. In this
regard we will be corresponding with all the
zoos to offer this package. CEE has already
designed, developed and installed a wayside exhibit for the new open enclosure for lions at the
Kamla Nehru Zoological Garden, Ahmedabad. We have also submitted a
proposal to the zoo for developing other
signages.
During the Wildlife Week, resource persons
from CEE took a session for a training programme for zoo keepers organized by the
Ahmedabad Zoo. CEE would also have public
screening of films during the Wildlife Week.
We have gone through the Zoo Education
Book and see the utility of many of the areas
in our future training programme.
We would like information on the various zoos
of Asia and the kind of educational pro-
grammes and materials being developed by
them. CEE would be interested in subscribing
or getting on exchange basis newsletter’s on
Zoo Education and Interpretation. Informa-
tion required on availability of zoo directory/
directories.
R. Rajaratnam, Dy. Director
Chennai Snake Park Trust
The Chennai Snake Park Trust brought out
a poster “Four common dangerously veno-
rous snakes of India” for free distribution
to public with financial assistance from World
Nature Association, U.S.A. This poster
contains about four common venomous snakes
symptoms for its bite, first aid and treatment
in English and Tamil with black and white
photos. Posters were distributed to various
schools in rural areas of Kanchipuram and
Thanjavur districts, Tamil Nadu and visiting
public who are interested in snakes.
The ZOO ED BOOK is very informative and
Resource book for preparation of education
projects.
Manoj Misra, Director, TRAFFIC-India
We have planned a big campaign on the killing of
chiru and sale of shawls and shawls
products such as shawls. We would like to
know and in what manner can be the Zoo
world relate to the Chiru Crisis. Can the Zoo
Community plan on captive breeding initi-
tiatives.
Ajit Kumar Bhowmik, Sr. Forest Ranger
Sepahijala Zoological Park, Tripura
We have been taking up visitors survey in our
Zoo in the phases for adults and children. We
are printing a brochure. The educational
Institutions are being involved by arranging
contact tours under our guidance at an Interval of
15 days where we are taking up massive
awareness programmes. We have taken up
projects to train local unemployed interested
youths to be zoo guides. The 1st phase of
training is completed and will be continued up
to 4 phases and from them Zoo guide will be
selected. Attractive signage is being designed
and displayed. The staff and workers are being
trained for zoo education.
Part I of the ZOO ED BOOK is a very
valuable document which is being considered
for our future planning in highlighting our
own species. The signage and appeals are very
effective. Zoo patrol packets are very effective
for children. A-Z of elephant, tiger and Indian
butterflies are very useful parts to be high-
lighted. We are waiting for Part II of the ZOO
ED BOOK which is supposed to be published.
We need information regarding the present
status of primates of India as we are highlight-
ing primate conservation topmost in our zoo.
C.S. Yalakki, Director of Museum & Zoos
Thiruvananthapuram Zoo, Kerala
We commenced classes on nature education,
zoology education from October 1999 for the
students of various schools and colleges. A
press release was issued in all the local
newspapers for the Information of the schools
and colleges. Students were exposed to basic
knowledge on the importance of forests and
wildlife, role of zoos as ex situ conservation
centres and dos and donts in the zoo etc.
This programme was for one day for each group of
students consisting of about 50 numbers. This
includes two sessions of one hour each class, a
wildlife film show followed by a visit to the
zoos. The following brochures have been
printed for distribution among participant
students: LTM, Tiger, Nilgiri Tahr and Great
Indian Rhino.
Conservation oriented games designed by CEE,
Ahmedabad were purchased and distributed
among school students.
The arrival of the ZOO ED BOOK reminded me
that the wildlife week was nearing and hence
I could prepare for the celebrations. The book is
very informative and useful for planning the zoo education activities as it
provides all essential components in a very
systematic manner.
We would like any publication, brochures or
otherwise on species endemic and endangered
to western ghats. Audio-visual or visuals will
be more useful to reach the larger groups as
well as information on latest development in
the zoo management, research and education.
Ranjani Biswas, Zoo Advisory Board
Member, VJB Udyan, Mumbai
The zoo in Bombay, now called Mumbai, is
moving towards becoming a centre of
learning. Recently our NGO, the Conserva-
tion Trust, initiated a study by volunteers
from SIES College of Mumbai of which
Education was a major component. There
were 20 volunteers who were divided into
work groups according to their Interest and
the requirement of the zoo. The objectives
were to generate awareness in academic
institutions, initiate activities to promote the
zoo subject among
Biological sciences students and Nature club
students and make the Zoo a centre of
education and research with the help of
student volunteers.
The Education and Awareness work group
focused on developing education or teaching
aids, creating concepts for posters, boards,
signage etc. through rough sketches and
undertook visitor surveys. The general view
of the students was that the zoo is an
extraordinary centre of learning which is
currently underutilized as such. A detailed
report is being prepared.
Rotary Club forward Zoo Education in Mysore

N. Rajasekhar

Mysore Zoo has envisaged many programs as part of the Zoo Education involving school students, NGO's and environmentalists, for the past several years.

Presently zoo is imparting information through organisation of Youth Club activities, Zoo Outreach Programmes and Interpretation Centre. General information pertaining to the zoo through literature, sign boards, way side boards, etc., is adequately provided. Computer with Multimedia has been at Children Library for the benefit of the Youth Club students, visitors, students who attend their project work/dissertation and Internship from Veterinary College, Forest Department, Trainees, etc., Audio visual aids can play a good role in educating people about the status of wildlife in free range and role of zoos in the conservation programme.

Though Mysore Zoo has been carrying out these activities, it is for the first time that the Rotary Club has become involved for the mentioned cause and to-gather support for the zoo developmental activities.

The Rotarians actively participated in the interaction with the zoo staff and offered their assistance in enhancing the Children's Library with books and Audio Visual aids.

Mysore Zoo has formed a Children's Library and Eco Club for the benefit of children in the age group of 5-12 years with the following objectives:

1. To bring awareness among the young students with regard to environment and natural resources and their conservation.
2. To help the students understand the fragile eco system and efforts made to maintain them.
3. To help the students understand the importance of conservation of wildlife for posterity.
4. To inculcate the aesthetic values of nature and its resources in the young minds.
5. To make the children worthy citizens of India.

The duration of the course is for 3 months and eligible students in the age group of 5-12 years (studying 1st to 7th standards) with the course fee of Rs.200 can become the members. There is provision for one parent/friend to avail entry along with the member. The participating member to the Club can have the access to VCR/CD's/MULTIMEDIA Slide project/Book on environment and wildlife. Three sessions of lectures from resource persons will be arranged for the participating students. There will be 12 resource persons selected in the panel to participate in the interaction along with the students, and the resource persons assigned on the day, shall interact with the participating students, the students will be taken on study tour to neighbouring National Park / Wildlife Sanctuary, etc., during the course programme.

The Rotary Club has voluntarily agreed to sponsor for the organisation of eco club and to provide the following facilities.

The following support was assured by the Rotarians representing different zones of Mysore city:-

1. Dr. Sharath Kumar, South East Mysore. Agreed to donate CD requirement of Multimedia.
2. Mrs. Chinmaye Ajampur, Rotary Brindavan -- To donate Rs. 10,000 worth books to the Children's Library.

The Children's Library is being enriched with books in the form of gift from the Zoo Outreach Organisation, Rotary Club and also through purchase of new books from Mysore Zoo.

The envisaged project is taking shape and the facilities will be thrown open to the beneficiaries shortly and Mysore Zoo can achieve another milestone in the coming years in the field of imparting Zoo Education.

* Executive Director
Zoo Authority of Karnataka
Sri Chamarajendra Zoological Gardens
Mysore 570 010, Karnataka
Message from Zoologico Guadalajara about IZE Congress 2000

Dear Colleague:

We would like to take this opportunity to inform you, that the Educational Department of the Guadalajara Zoo in Mexico, has been selected to host the 15th Congress of the International Zoo Educators Association, which will be held in the coming year of 2000.

The International Zoological Educators Association (IZE) was formally established in Frankfurt in 1972. It is made up of 350 active members among which are included individual members and institutional Members from more than 30 countries around the world.

The objective of this non-profit association, is charges of integrating, promoting, and catalysing professional communication and cooperation at an international level of the educational activities of zoos and aquariums.

Every two years the IZE organizes a Congress, in which its members are given the opportunity to make known the advances that have been carried out for the benefit of the conservation of the environment through the educational programs offered in their institutions. These congresses have been held throughout the world, and on this occasion, for the first time, it will be held at a Mexican Zoo.

It is a great opportunity for Latin America to be able to present to colleagues from other continents the programs and activities developed in our institutions for the benefit of the community.

The IZE Congress' 2000 will be held from October 1-6, 2000, in the City of Guadalajara, Jalisco, Mexico, in the Hotel Presidente Intercontinental.

Thank you for your support and we hope to see you in the near future. If you have any doubts, let me know as soon as possible so that we can attend your requests immediately.

Sincerely,

Biel, Maria Eugenia Martinez Arizmendi
Head of Educational Department
Guadalajara Zoo, Mexico
IZE Congress’ 2000 Coordinator

Zoologico Guadalajara
Paseo del Zoologico 600
A.P. 1-1494, C.P. 44100
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World of Finches exhibition

The World of Finches exhibition (5 Nov 99 to 3 March 2000) is one of the highlights for the new millennium. This exhibition brings together a multitude of species of finches from all over Asia, Africa and Australia. There is also a host of hands-on activities for the children to learn and explore. Posters giving information about the habitats and characteristics of these birds were also exhibited.

Aviary

The avairy simulates the sounds, sight and smell of an exotic South American forest. Displaying hummingbirds in a walk-in aviary of this scale is a feat in itself as this has never been attempted before and it requires special management. As hummingbirds are very small birds, feeders are positioned close to the visitors' path so that the birds are more visible.

Hummingbird Gallery

Located beside the huge walk-in aviary is an air-conditioned building, the Hummingbird Gallery, which showcases only hummingbirds in individual aviaries. Both male and female birds are housed in 24 specially designed breeding enclosures. Interpretative graphics in this gallery show some amazing facts on hummingbirds. There is also a video projection and interactive computer terminals for hands-on activities that provide interesting information on these birds.

Hands-on Activity: The children learned that the short, cone-shaped beak of a finch helps it to pick up and crack open tiny seeds easily.

On-the-spot art competition as inspired by our latest attraction, Jungle Jewels.

The art competition was held from 17 May to 12 September 1999. The theme, Hummingbird, was inspired by the new attraction, Jungle Jewels. In this exhibit, visitors will be treated to a beautiful sight of iridescent colours. Visitors have a close encounter with nature's helicopter when they enter the flight aviary. The pictures produced by the children only goes to show that it is a fun and colourful world in Jungle Jewels.

Hummingbird Gallery

Hummingbird Gallery, which showcases only hummingbirds in individual aviaries. Both male and female birds are housed in 24 specially designed breeding enclosures. Interpretative graphics in this gallery show some amazing facts on hummingbirds. There is also a video projection and interactive computer terminals for hands-on activities that provide interesting information on these birds.

Hands-on Activity: The pestle and mortar demonstrates the importance of grit in a bird's digestive system.

Jurong Bird Park's latest attraction, Jungle Jewels.

Our latest attraction in the Park, Jungle Jewels, exhibits birds from Central and South America. This exhibit comprises 2 components, Flight Aviary and Hummingbird gallery.

Flight Aviary

The vast space in this walk-in aviary allows visitors a close encounter with hummingbirds and other colourful species such as Honeycreepers and Tanagers. This

Section A: 1st Prize (13 - 16 years old)

Section B: 1st Prize Section (9 - 12 years old)

Section C: 1st Prize Section (5 - 8 years old)

Posters describe finches, their habitats, courtship, care and food.
SAVE THE TIGER MODEL PUBLIC EDUCATION PROGRAMME

In March 2000 in Bangalore, an Indian city in the state of Karnataka, a very special scroll was unveiled for the public at a huge public ground near the Ulsoor Tank. On it were the signatures of over one million Indian children — all supporters of the tiger. The scroll, dedicated to the tiger, was accepted from the children at a public function, on behalf of Project Tiger, by officials and wildlife researchers from the state of Karnataka.

The event featured Robin Singh, a popular Indian Test Cricket player as special guest, and caught the imagination of thousands who had gathered to witness it. It was widely covered by the press and also by Door Darshan, the Indian national television network. The organisers (Sanctuary Asia and CUB -- Indian wildlife magazines) now have plans to take the scroll to other Indian cities, so that even more children and adults can view it... and add their own affirmation of support for the tiger to that of the first one million pioneers.

The process involved a KIDS FOR TIGERS theme that Sanctuary Asia and Cub have been working with for a couple of years. They sought help from Mr. Sunil Alagh, CEO of the Britannia Biscuit Co. Ltd. (which owns a brand called Tiger biscuits) asking them to join them in reaching the “save the tiger” message to schools in India. Alagh in turn consulted with his team, who agreed that their corporate strength could very easily be added to this noble purpose. They also asked Pankaj Wadhwa of Kidstuff Promotions to organise a massive “Britannia Champs” school contact programme, involving the showing of a 25 minute film about conservation (you save forest to save the tiger and you wind up saving water sources) during school hours.

The event ultimately saw over 1,500 teachers and hundreds of volunteers helping to reach kids between the ages of 6 and 12 in 705 schools in 14 Indian cities. The film was followed by a quiz, based on the film and a signing session that saw entire schools lining up to sign on. The best part of this campaign was that it brought in a completely new set of people. Not an ounce of energy, or money from any existing conservation group was depleted for this initiative.

The Director of Indian Project Tiger said “Children are at the very centre of our purpose. Whether or not the signatures motivate adults, the fact is that those young people who sign are forever imprinted with the idea that they are defenders of the tiger.”

Many Asian countries have tigers and rhinos and other highly threatened species. This unique web-based programme can serve as a model for a zoo to sponsor.

For more information as well as photos, videoclips about this programme contact:
Bittu Sahgal, Editor, Sanctuary Magazine,
602, Maker Chambers V,
Nariman Point,
Mumbai 400 021 INDIA

FAX: +91-22-2874380
EMAIL: <bittusahgal@vsnl.com>
http://www.stigers.org/BittuS/Subscription/subcription.htm

Useful websites for zoo educators

South East Asian Zoos Association
http://www.seaza.org/

BugBios
http://www.insects.org/

Department of Entomology
http://www.ente.lasst.edu/

The Insects
http://insect-world.earthlife.net/main/1stlinks.html

The Amazing World of Birds
http://www.bird-world.earthlife.net/intro.html

Marine Animal Welfare in zoos and aquaria
http://www.geocities.com/marineanimalwelfare/

Bushmeat
http://www.aza.org/dept/csd/
BushmeatPR5699.htm

AZA Bear TAG
http://www.bearden.org

AZA Felid TAG
http://www.csew.com/felidtag/

AZA Canid TAG
http://members.xoom.com/mthor/dogs/

AZA Antelope TAG
http://members.xoom.com/mthor/antelope/

Golden lion tamarin
http://www.s1.edu/glt/

Red panda
http://www.s1.edu/natzo/redpanda/

AZA Avian Interest Grp
http://www.riverbanks.org/alg/index.html

Tigers
http://www.stigers.org

Marine mammals
http://www.zalophus.demon.co.uk

European mink
http://www.zzz.ee/zoo/nar compressed/eng.html

Palm Cockatoo

Cotton-top tamarin

Red Squirrel

Pond Turtle
http://www.tortoise.org/archives/clemmys.html

Fruit Bat husbandry Manual

Asia: -- Newsletter of Asian Regional Network of I.Z.E. Volume 3, Issue 1, April 2000
Museums, Culture and Development:
Report on the First Conference of South Asian Museums

This was the first International meeting of the Museum Community in the new century/millennium. The theme or topic was Museums, Culture and Development. It was organised during 18-22 January 2000 in Bhopal jointly by the IGRMS (Indira Gandhi National Museum of Mankind) and RMNH (Regional Museum of Natural History), Bhopal. About 14 foreign delegates from Australia, Bangladesh, France, Philippines, Sweden, UK, and USA and 35 Indian delegates participated.

The programme included a pre-Seminar workshop for young museologists and students of museology and a post-Seminar visit to a heritage site was arranged at Bhimbetka. There was an interactive session in which the delegates of the Museums Seminar interacted with the practitioners of community museum movement on community strategies on the management of natural resources including protection of sacred groves.

Future Projects for South Asian Museums
- Capacity Building Workshop on Project Making (Proposal by Mr Rajesh Agrawal, Director of National Rail Museum, New Delhi).
- National Commission for Museum Development in India (Proposal by Dr Venugopala). ICOM ASPAC will recommend to UNESCO to request the Govt. of India to constitute a Commission to study the status of museums and to suggest initiatives for the development of museums in the country for the future. The last Commission in this regard was constituted about 42 years back in 1959 (Directory of Museums in India, by C. Sharamanurti, Ministry of Scientific Research and Cultural Affairs). Similar Commissions may be constituted for each of the Countries of the South Asian Region.
- CECA-South Asia (All delegates). Development of CECA in South Asia. CECA activities in India may be extended to other South Asia countries.
- VSIG (Visitor Studies Interest Group). (Proposal by Dr B. Venugopala, CECA Board Member and the South Asia Seminar). A proposal in this regard to launch a VSIG with CECA taking the lead with the help of other international committees of ICOM such as ICOFOM, ICTOP and MPR. MPR board has already agreed to collaborate in this regard. This proposal is the result of a long-felt need to develop a non-American perspective of visitor studies, as there is not much attempts to generate materials on visitors to museums, zoos and other informal learning settings from countries outside the USA.
- International Centre for Excellence in Museum Studies and Training: The idea is to explore the possibilities of establishing a Centre for Excellence to impart professional training to museologists from the region in museum studies, publishing, project development etc. The course is aimed to generate case studies and relevant readers from the region, leading to the development of 'Asian Museology'.

A meeting was arranged in this regard at New Delhi by Mr. S K Saraswat, Secretary of the Indian National Committee of ICOM and Director of the National Museum of Natural History, New Delhi, in which many senior museologists participated.

- IATM South Asia Network. (Suggestion by Mr. Rajesh Agrawal, National Rail Museum, who is also IATM representative for South-East Asia). Networking of the IATM (International Association of Transport & Communications Museums).

Next South Asia Seminar on Museums: Bangladesh National Committee of ICOM, which attended the Seminar, is requested to explore the possibilities with the concerned agencies in Bangladesh to organise the next ICOM ASPAC South Asia Seminar on Museums in Bangladesh.

- South Asia Seminar on Museums & Economics: A proposal of the Sri Lankan National Committee of ICOM to organise a seminar, as suggested by Dr. Gallo, may be followed up by Dr. Gallo with the Sri Lankan National Committee of ICOM as the delegation could not attend the Seminar in India.

- South Asian Workshop on Museum Visitors: A South Asian Workshop on Museum Visitors will be arranged, at the Aligarh Muslim University, India, in collaboration with the CECA-South Asia. Offered by Dr Abdulreheem, Lecturer & Head of the Dept. of Museums, AMU, India. Dr B. Venugopala, CECA Board Member, will direct the workshop.

- Museum Education in North-East India: A proposal by Ms Rongeita from Assam will be followed up with discussions among Rongeita, CECA and NEHU (North Eastern Hill University, Shillong, Assam), in order to develop Museum Movement in the North-Eastern Part of India. This may also help involve participation from nearby countries like, Bangladesh, Nepal, Bhutan, and Burma.

- Museum Camps: A proposal from Dr Gallo to organise Museum Training Camps in different parts of India to induct and train young museologists and students of museology. One such camp was organised as a Pre-Seminar workshop on the 18th January 2000 in Bhopal. To be directed by Dr V. H. Bedekar, Dr Amarnath Galla and Dr B. Venugopala.

Other Initiatives (the name of the person who offered shown in brackets)

- Museum Text & Meaning. Jawaharlal Nehru University (JNU), New Delhi. (Dr Gallo)
- Museums and Schools. (Bhopal. Principal, Regional Institute of Education, Bhopal)
- Museum Education Workshop for UP. Indian Council of Conservation Institutes, & State Museum Lucknow. (Dr O.P. Agrawal, organised by Dr Venugopala on 22 February 2000).
- Museum Education in MP. Dept. of Museums & Archaeology, MP. Dr Mathur. Organised by Dr Venugopala on 25 February 2000
Zoos and Museums -- Zoos as Museums

Defining Museums and Galleries

This is a compilation of key, or particularly interesting or provoking, definitions of museums, originally collected by members of the MA Museum and Gallery Management Course, 1996-97. City University, London, UK. Some of these definitions could apply equally to a very good zoo. Surely many of the implied objectives are the same as those of a good zoo education programme.

(Items not attributed are submitted by Patrick Boylan. We are indebted to Dr. B. Venugopal, Director, National Museum of Natural History, Bhopal for sharing this information -- on email so that we didn't even have to type it!)

United Kingdom Museums Association, from September 1998

AGM

Museums enable people to explore collections for inspiration, learning and enjoyment. They are institutions that collect, safeguard and make accessible artefacts and specimens, which they hold in trust for society.

(Museums Association, 1984-1998, with subsequent minor amendments; also used by Museums and Galleries Commission as basis of Museum Registration Scheme)

A museum is an institution that collects, documents, preserves, exhibits and interprets material evidence and associated information for the public benefit.

Current Standard International Definition - International Council of Museums (ICOM) (ICOM Statutes of 1974, with subsequent minor amendments)

A museum is a permanent non-profit institution in the service of society and its development which collects, conserves, researches, and interprets for purposes of study, education and enjoyment, material evidence of people and their environment. ICOM also recognises as falling within the definition of a museum in respect of their role in relation to the physical heritage a wide range of related institutions including:

- historic monuments
- historic and natural sites and parks
- zoological and botanical gardens
- science centres and planetaria
- archive and conservation laboratories etc.

The earlier evolution of the international definition of the museum through previous International Council of Museums (ICOM) definitions, 1946-1974 1946 (Founding Resolutions of the International Council of Museums, 16-20 November 1946)

The word "museum" includes all collections open to the public, of artistic, technical, scientific, historical or archaeological material, including zoos and botanical garden, but excluding libraries, except in so far as they maintain exhibition rooms.

1951 (new Statutes of ICOM, June 1951 - Article II: Definition) Para. 1.

The word museum here denotes any permanent establishment, administered in the general interest, for the purpose of preserving, studying and enhancing by various means and, in particular,

In this special section on Zoos and Museums for the benefit of Asian zoo educators. Many cities, provinces and towns have museums of varied size, quality and focus. There is usually a natural history section of sorts in every museum, and there are museums which are devoted entirely to the subject of natural history, such as the Field Museum in Chicago, the Natural History Museum in London, the National Museum of Natural History and several regional natural history museums in India, etc.

Some museums dealing with natural history display a few (usually small) live animals but most of them convey their message through preserved specimens, taxidermy models, dioramas, graphics, etc. Because museums normally do not display many (if any) live animals, which command visitor interest and attention, they have to depend on very innovative graphics, displays and programmes. In point of fact, any museum has much to teach zoo educators about Interpretation, leisure learning, informal education, etc. The International Zoo Educator Association bi-annual conferences always include field visits to various kinds of museums. Zoo Educators get innovative ideas by seeing differing kinds of subject matter highlighted in different ways. In the time I have attended these conferences, a Sports Museum in Toronto and a Viking ships Museum in Sweden stand out as particularly inspirational, yet they clearly had nothing obvious or directly to do with zoos!

According to the International Council of Museums (ICOM) zoos ARE museums. In the United States, some zoos have actually gone through a tedious process of labelling and documenting every plant and animal as required by their National Council of Museums standards and are certified museums. San Diego Zoo in California and the Bronx Zoo in New York are examples.

The purpose of this special section on Museums and Zoos is simply to encourage zoo educators or those in a zoo responsible for zoo education to visit museums as an adjunct to your education as a zoo educator. Some of us in Asia live in remote cities or have tremendous budgetary constraints preventing us from obtaining systematic training. You may learn a great deal about teaching in an informal setting from your local museum.

Included in this section is:

- A list of definitions of museums which give insight into the very close relationship between zoos and museums that led the ICOM to define zoos also as museums.
- An interesting historical note about how a natural history section in an Indian museum conducted what was probably the first visitor's survey in the world and also catalysed one of the very first zoos in India.
- A report on the recent museum conference (February 2000) for South and South East Asia with portions relevant to zoo persons.

We hope Asian zoo educators will profit by this approach to zoo education.
of exhibiting to the public for its delection and instructions groups of objects and specimens of cultural value: artistic, historic, scientific and technological collections, botanic and zoological gardens and aquariaums.


ICOM shall recognize as a museum any permanent institutions which conserves and displays, for purposes of study, education and enjoyment, collections of objects of cultural or scientific significance.

Article 4. Within this definition shall fall:

exhibition galleries maintained by public libraries and collections of archives, historical monuments and parts of historical monuments or their dependencies, such as cathedral treasuries, historical, archaeological and natural sites, which are officially open to the public, botanical and zoological gardens, aquaria, vivaria, and other institutions which display living animals, nature reserves.

American Association of Museums (AAM) Definition

Submitted by Jong-sok Kim, MA Museum and Gallery Management course member

A non-profit permanent, established institution, not existing primarily for the purpose of conducting temporary exhibitions, exempt from federal and state income taxes, open to the public and administered in the public interest, for the purpose of conserving and preserving, studying, interpreting, assembling, and exhibiting to the public for its instruction and enjoyment objects and specimens of educational and cultural value, including artistic, scientific (whether animate or inanimate), historical and technological material.

Museums thus defined shall include botanical gardens, zoological parks, aquaria, planetaria, historical societies, and historic houses and sites which meet the requirements set forth in the preceding sentence.

South Korea - Legal Definitions of "Museum" and "Art Museum" Laid down in the Promotion Law of Museums and Art Museums, 30 November 1991 - submitted by Jong-sok Kim, MA Museum and Gallery Management

A museum is an institution which collects, conserves, and exhibits materials for mankind, history, archaeology, ethnology, arts, animal life, plant life, mineral, science, technology, and industry, thus probes and research these for purposes of being contributive to the development of culture, arts, and studies, and to the social education of the general public.

An art museum is an institution which collects, conserves, and exhibits materials for arts such as paintings, writings, sculptures, crafts, architectures, and photographs, thus probes and researches these for purposes of being contributive to the development of culture and arts, and to the cultural education of the general public.

Tomislav Sola, 1997. Essays on Museums and their Theory (Helsinki: Finish Museums Association) From Seven questions that most often perplex my students, and my attempt to help them with short answers

What is a Museum?

A museum is a non-profit institution which collects, analyses, preserves and presents objects belong to cultural and natural heritage in order to increase the amount and quality of knowledge. A museum should entertain its visitors and help them to relax. Using scientific arguments and modern language, it should assist people to understand the experience of the past. In its mutual relationship with its users, it should find in past experience the wisdom necessary for the present and the future.

Another open definition which can include other institutions of a similar type concerned with heritage might be that the museum is a regular, non-profit, organized activity in the field of heritage. It is concerned either with the past or the present, depending on the special needs and circumstances of the community which its serves by mediating the complex human experience.

It is a cybernetic mechanism meeting the permanent human need for the pleasure of understanding and the widening of experience, as well as a means of reaching or defend a balance within the complex communal identity. The museum is a way to extend human senses and increase the possibilities of understanding of and sensitivity to heritage. Its aim is to promote the wise, harmonious and moderate development of its environment.

Defining the Ecomuseum


An ecomuseum is an instrument conceived, fashioned and operated jointly by a public (e.g., local) authority and its local population. The public authority’s involvement is through the experts (staff), facilities and resources it provides; the local population’s involvement depends on its aspirations, knowledge and individual approach.

It is a mirror for the local population to view itself to discover its own image, and in which it seeks an explanation of the territory to which it is attached and of the populations that have preceded it... It is a mirror that the local population holds up to its visitors to be better understood and so that its identity, customs and identity may command respect.

It is an expression of humankind and nature. It places humanity in its natural environment. It portrays nature both in its wildness and as adapted by traditional and industrial society.


A few simple principles: the objective is the service of humankind and not the reverse; time and space do not imprison themselves behind doors and walls and art is not the sole cultural expression of humanity. The museum professional is a social being, an actor for change, a servant of the community. The visitor is not a docile consumer, regarded as an idiot, but a creator who can and should participate in the building of the future - the museum’s research.

Definition of a children’s museum (The Association of Youth Museums - USA):

For the purposes of the accreditation program of American Association of Museums, a children’s museum is defined as an institution committed to serving the needs and interests of children by providing exhibits and programs that stimulate...
curiosity and motivate learning. Children’s museums are organized and permanent non-profit institutions, essentially educational in purpose, which utilize objects, maintain a professional staff, and are open to the public on some regular schedule.

(The Association of Youth Museums is a professional service organization that endeavours to expand the capacity and further the vision of youth museums. Founded in 1962 as a support group for directors, AYM has broadened its services as an international association. Membership is primarily youth museums, but includes traditional museums with an interest in both child and family audiences. Membership also includes individuals, corporate members and start up youth museums.)

About New Museology - Peter van Mensch

The term ‘new museology’ has been introduced in museological literature at least three different times at three different places. The use of the term is connected with the changing role of museums in education and in society at large. Current museum practices are considered obsolete and the whole attitude of the professional is criticized. The profession is urged to renew itself in the perspective of a new social commitment. As such the term ‘new museology’ was first introduced in the United States in 1958 by Mills and Grove in their contribution to S. De Borghegny’s book ‘The modern museum and the community’. The second time was in 1980 by the French museologist Andre Desvallées in his article on museology for the supplement of the ‘Encyclopaedia Universallis’ (France). Finally, in 1989 the term was used as the title of a book edited by Peter Vergo (United Kingdom).

It is the French concept of ‘museologie nouvelle’ that gradually became recognized as on of the main streams within museology. The term has been monopolized by two related organizations: the Association Museologie Nouvelle et Experimentation Sociale (MNES), founded in 1982 in France, and the Movement Internationale pour la Museologie Nouvelle (MINOM), founded in 1984. MINOM is an international organization affiliated with ICOM. Its aim is more or less as Sandy Kaul has described (24 Sept. 1996).

> From mensch@MUS.AHK.NL Fri Oct 25 16:29:55 1996

on the MUSEUM-L discussion group Dr Peter van Mensch senior lecturer of theoretical museology and museum ethics Reimwardt Academie Dapperstraat 315 1093 Amsterdam The Netherlands

Michael Ware, Curator of the National Motor Museum, Beaulieu, England, 1996. Submitted by Thomas De Wit MA Museum and Gallery Management course member

Museums are about collecting appropriate historic objects, conserving them, and then, where possible, exhibiting and interpreting them in the most appropriate way. I jokingly remark that the museum is a “super garage”.

Museums Journal, November, 1996, p. 27


...any national collection must to a considerable extent function as a reference library, a repository of the forgotten, the neglected, the arcane and the almost utterly negligible...like the rarely opened pages of an encyclopedia.

An eclectic compilation of some definitions or descriptions of museums in literature George Eliot, 1866. Felix Holt, The Radical (Describing the English Midlands historic town of “Trefy” - a thinly disguised Ashby-De-La-Zouch, Leicestershire - at the time of the Great Reform Bill, 1832); its castle, for example, was amongst the most remarkable of English ruins: it had every traditional honour that could belong to an English castle. Plantagenets had held wassail in it; the houses of York and Lancaster had contended for it, and only the dullest mind could remain unthrilled by the probable conjecture that the cruel tyrant Richard the Third had slept in it (doubtless with bad dreams) shortly before the battle of Bosworth Field....

... the fragmentary wall of the keep was fenced up and an arched entrance was furnished with a door whereon it was announced that within, on payment of sixpence to the guardian, might be seen that portion of the castle inhabited by the beautiful and unfortunate Queen of Scots....

Several articles of rusty iron, dug up in the vicinity were deposited in a small pavilion near the pump-room, and with a larger number of mugs, baskets and pin cushions inscribed as “Presents from Trefy” formed a Museum which any one was at liberty to enter at the small price of sixpence.

In short, every Inducement was offered to patients who combined gout with antiquarianism a passion for antiquarian hypothesis, a deblity with a taste for the biography of queens, or a general decay of the vital processes with a tendency to purchase superfluous small wares and make inexpensive presents.


We are obliged to know what o’clock it is, for the safety of our ships, and therefore we pay for an observatory; and allow ourselves, in the person of our Parliament, to be annually tormented into doing something in a slovenly way, for the British Museum; suddenly apprehending that to be a place for keeping stuffed birds in, to amuse our children.

From: Sesame and Lillies, 1871; Lecture I, Sesame - of Kings and Treasuries

...The first function of a museum... is to give examples of perfect order and perfect elegance, in the true sense of the word, to the rude and disorderly populace. Everything in its own place, everything looking its best because there is nothing crowded, nothing unnecessary, nothing puzzling. Therefore, after a room has once been arranged there must be no change in it. For new possessions there must be new rooms...


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The First Visitors' Surveys in the World

The People's Park in Madras was thought to be the first zoo in India for many years. Historical evidence indicates that this is not so, but Madras can boast a "first" that has an association with zoos, e.g., the first systematic visitors' study! Also the origin of the People's Park (the 3rd zoo in India) -- which was the natural history section of the Madras Central Museum -- is a story worth telling.

A talented and sensitive English surgeon, Dr. Edward Balfour, in 1851 founded the Madras Government Central Museum which included a natural history section. In the natural history section, Balfour attempted an "experiment", keeping a couple of live animals, a tiger cub and a leopard for visitors to see. While visitors observed the animals, Balfour observed the visitors, maintaining records of their numbers and even recorded comments about their behavior. "The crowds of Natives throng the Museum to see... and the tumultuous manner in which they express their enjoyment, sufficiently attest the vast importance, in a social point of view, of this act of liberality on the part of the Madras government for the community."

The addition of live animals coincided so precisely with a dramatic rise in visitation to the museum that Balfour concluded that a "living collection" was popular with the public. Before making this deduction, however, he removed the live exhibits and observed that attendance fell. He replaced them and watched attendance increase again. Only then did he record his conclusion in the Annual Report of the Museum, which was probably the first recorded instance of a zoo visitor's study.

Balfour commented on the social class and origin of visitors. Native Indians rather than the Europeans visited the Government Museum in good numbers and with curiosity about the treasures found there. "The greater part of the visitors are the Hindoo and Mohammedan Natives of the country and consist of a great proportion of females -- apparently of the more respectable classes of the community. I notice the number of visitors in each report because it could scarcely have been anticipated that they would evince so much interest in this Museum as they do."

On the basis of these observations, Balfour started a small zoo in a corner of the Museum compound and as political agent for the state prevailed upon the Nawab of the Carnatic, who was very much in debt to the state, to "donate" his entire animal collection to the Museum. This small animal collection was the nucleus of the People's Park which was founded in 1855 (Balfour, 1855; Satyamurti, 1955).

In 1912 S. S. Flower, Superintendent of the Cairo Zoo in Egypt visited all major zoos and museums in India and described in his report the collection of live animals in cages in the hall of the Madras, comprising gerbils, owl, pigeons, jungle fowl, tortoises (Testudo elegans and Testudo travancorica), lizards, snakes, fishes and scorpions. It is interesting that the museum kept so many animals after the founding of the zoo. Perhaps the zoo focus on large animals inspired Curators of the Museum to make sure that the entire animal kingdom was in some way represented to the public of Madras.

Educator Training Courses for South and South East Asia

Plans for Zoo Educator Training Courses for South and South East Asia are moving right along.

The course for South Asia, originally scheduled for sometime in March will be held instead in the first two weeks of August. This course will be held in Kathmandu at the Central Zoo with a theme of Master Planning for Conservation Education.

An issue of the Zoo Outreach Organisation monthly compendium ZOO ZEN has been devoted to the Master Plan for Education adopted by Central Zoo as well as their attractive booklet ZOO TRAIL ??????

The course for South East Asia will be scheduled sometime in summer or early fall of this year. Fundraising is still going on but SEAZA is committed to conducting the course and it is practically a certainty for this year. The theme for this course also is creating a Conservation Education Master Plan for your Zoo.

Keep checking the South East Asian Zoos Association -- SEAZA web site for updates and information on this course. http://www.seaza.org/

Both of the courses will utilise resource persons from their own region who have done something outstanding in zoo or conservation education, or who are associated with an appropriate facility. A detailed report on the courses will be the focus of the next ARNIZE Newsletter to come out in October.
Who drives ARNIZE?

The organisation that currently networks ARNIZE is the Zoo Outreach Organisation or Z.O.O. ZOO is a Positive, Constructive, Practical, Scientific, Sensible and Sensitive Conservation, Education, Research and Animal Welfare Society in India.

Z.O.O. is a communications service to fill the gaps in information and to provide a link between different agencies and institutions that have comparable and compatible interests with Indian zoos, e.g., wildlife agencies, conservation and welfare NGO's, universities, educational institutions. It is like a "Friends of the Zoo" for Indian Zoos. Z.O.O. supplies zoos with up-to-date technical materials which are not so easy to obtain in India due to foreign currency inequities and import obstacles.

Another driver for ARNIZE is the CBSG, India (now South Asia) Zoo Education Special Interest Group (SIG). CBSG, South Asia is a regional network of the Conservation Breeding Specialist Group just like ARNIZE is a regional network of the International Association of Zoo Educators (IZE). CBSG is normally considered more a resource for zoo directors, curators, field biologists, etc. but CBSG, its tool, processes and products are a great source of information for the Zoo Education Department. Ask your Director for Reports of CBSG, PHIVAs, CAMPS, Zoo Master Planning Exercises, etc.

Who sponsors ARNIZE?

The Columbus Zoo Conservation Fund has kindly given a grant to cover the initiation of ARNIZE, initial correspondence for sponsorship, fundraising for future projects, the ARNIZE Newsletter and duplication and circulation of one issue the IZE Newsletter.

Columbus Zoo sponsors practical field conservation in tropical countries all over the world as well as endangered species research in other countries, with a special interest in education.

The ARNIZE Networking project is the only project specifically addressed to zoos in countries of the developing