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Dear Friends,

My recent trip to Kenya fell during school holidays, a valuable time for us to conduct needed repairs to the education center.

In spite of our repair work, we were able to host an international group of university students from Germany, Poland, Holland, Canada and Sweden who were invited by their Kenyan counterparts to visit East Africa. This group is organized on the premise of making 'business' out of good environmental practices. We were delighted that they chose to visit us and exchange ideas on how conservation might be seen from a business point of view. I wish them good luck in the positive impact they can make.

August was a perfect time to begin looking at new projects and revamping the old ones. We are developing new programs for our rural projects that will fit perfectly with the facilities and the community's needs. The two programs are permaculture and composting, and water quality testing as part of the education program. We are also developing a remedial testing program to better extend the effect of visits to the education center as well as to give us a better monitoring of the effectiveness of our curriculum. And, last but certainly not least, is our mobile education unit contained within a small four-wheeled vehicle that will be able to reach outlying areas with no difficulty.

For all of these very much needed innovations we must have funds, therefore, we are in a drive with both solicitations and grant requests in order to meet our fund-raising needs. Hope you can see your way to helping us.

Warmest Regards,

Stefanie Powers

News From Kenya:

The William Holden Wildlife Foundation's Education Center is pleased to welcome our new intern, Miss Jo Lane, from Sydney, Australia. Miss Lane worked as an Education Officer at Oceanworld Aquarium for four years, she then left the aquarium to complete her post-graduate diploma in Environmental Studies. After which she worked at the Coastal Environment Center. The Coastal Environment Center is similar to the William Holden Wildlife Foundation Education Center in that students come to learn about the environment and their programs included wetland walks, rock platform rambles, water testing and tree planting.

Miss Lane came to Africa in April and traveled from South Africa through to Kenya hoping to learn more about the environmental issues in Africa. Since her background includes extensive work with water resources she has submitted the following as a potential program for the foundation.

Water quality monitoring may be taught as an individual unit, or incorporated into other areas of study. Lesson themes may include: fresh water ecosystems, food chains, interdependence, communities; catchment management, agricultural practices, fertilizer use, soil erosion, land clearing; bio-diversity - particularly invertebrates: and, pollution - where does it come from, why does it matter and what can be done?

Scientific tests should include pH, dissolved oxygen, turbidity, phosphates, nitrates, temperature and macro-invertebrate (water bugs) survey.

The Nanyuki River provides the perfect opportunity for students to study a fresh water ecosystem as well as providing valuable ongoing data. This 'hands-on' activity enables students to learn new skills in an interactive manner.

A typical lesson would include: introduction - discussion about water quality and why it is important, and what factors may affect water quality; demonstration and explanation of various tests - what do the readings mean?; divide students into smaller groups to carry out particular tests; call students together to discuss and analyze results; and, conclusion - what can you do to improve water quality in your area?

Equipment needed: ice-cream containers; nets / sieves; magnifying glasses; and water testing kit.

Other useful teaching aids include a topographic map of Nanyuki catchment area and identification chart for water bugs.



RURAL EDUCATION PROGRAM FOR NGENIA SECONDARY SCHOOL

(funded by JL Foundation)

(by Francis Maina and Peter Maina)

Part 1: On Conservation Areas and Poaching

There seems to be a need to explain to the students of Ngenia the exact meanings of terms like national parks and game reserves within the context of wildlife management in Kenya.

A national park is a gazetted piece of land set aside exclusively for wildlife conservation (no human activity allowed) and its management placed under the Kenya Wildlife Service. A game reserve is a gazetted area for wildlife conservation, but whose management is under the local country council of that area. Some human activity, for example season grazing and watering of domestics animals, may be allowed.

Part 2: Natural History of Different Animals

The students might need a comprehensive outlook of the monkey. An article on the patas monkey will be made available in the Ngenia Library.

Part 3: Water Ecosystems (wetlands)

A quick overview of life in the wetlands will be addressed.

The water hyacinth is the name of the weed that is taking over Lake Victoria. This weed is not indigenous to East Africa. It was brought to Kenya in

the 1920's from South America. It has only recently reached the lake where it has found a rich water environment brought about by the use of fertilizers and industrial chemicals from the lake's water catchment region (western Kenya highlands). The water hyacinth grows prolifically and has taken over the shores of the lake. The government has proposed several options for the control of the weed: mechanical, chemical and biological. The mechanical method requires the physical removal of the weed using machinery or manual labor. The chemical method involves the use of pesticides to kill the weed (terrible for the ecosystem). The biological method involves using beetles to eat the water hyacinth.

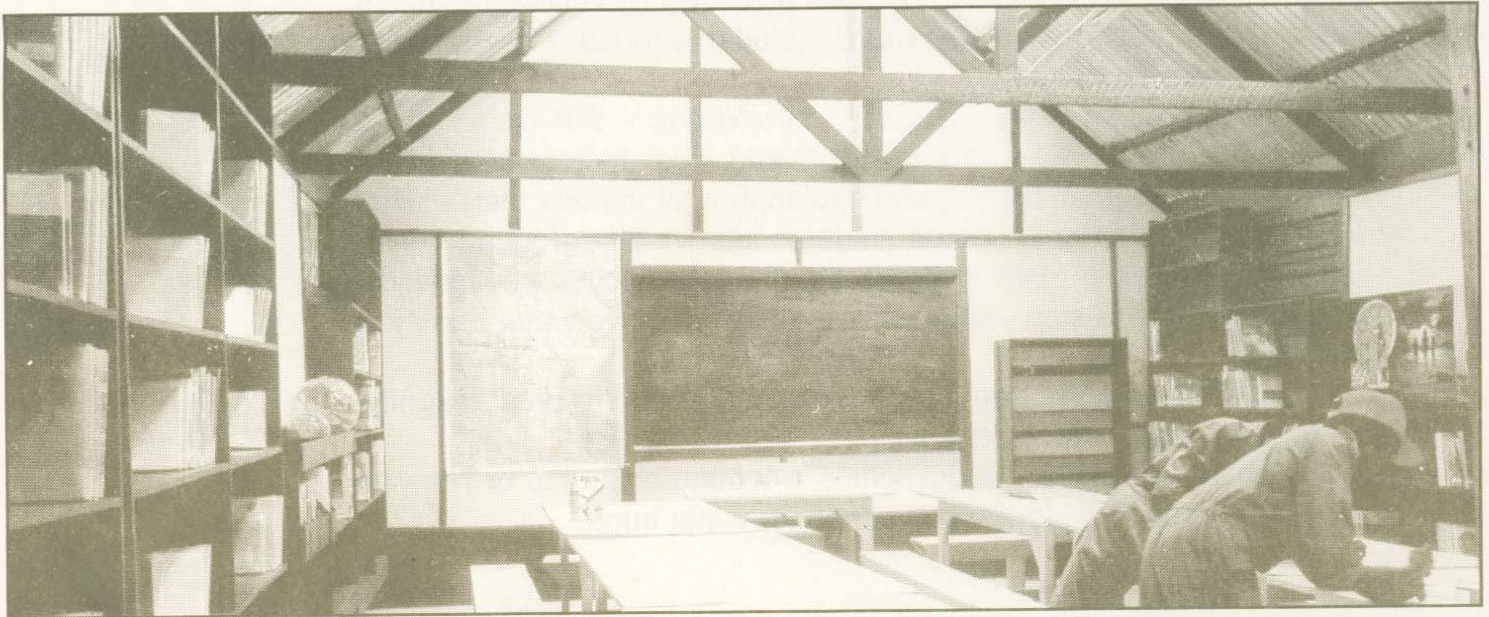
Part 4: Endangered Species

Explain the concept of endangerment and in what circumstances scientists classify a plant or an animal as endangered. Talk of the steps being taken to reverse the trend of pushing life forms to the status of being endangered. Encourage the students to relate with the Endangered Wildlife chart in the Ngenia Library and play the Endangered Wildlife board game.

Part 5: Symbiosis, Commensalism and Biomass

Symbiosis is a mutually helpful relationship that occurs between two organisms. An example is the one between oxpeckers and rhinos. The bird feeds on ticks that are on the rhino's back. This is beneficial to both animals. Different animals play different roles in the environment. These roles are commonly

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referred to as the niche. Different habitats are occupied and different foods eaten, that is the grazing succession.

Other Topics: Tourism

Tourism in Kenya has allowed for the continued existence of our national parks. These parks have been protected because they have shown to be an important source of revenue for the government.

Elsamere Field Study Center in Naivasha 'Community Education on Environment and Development'

The William Holden Wildlife Foundation sponsored our education co-ordinator, Francis Maina, to attend this course aimed at environmental educators from East Africa. Following is Francis' summary.

Elsamere was for many years the home of the late Joy and George Adamson. George Adamson was most famous for his work in the rehabilitation of lions at Kora National Park. Joy Adamson for her paintings of flowers and peoples of Kenya, but perhaps most for relationship with a lioness names Elsa. The basis of which her books and films, BORN FREE and LIVING FREE, were made. Elsamere is now maintained as a conservation field study center as well as a museum in memory of Joy's work.

The tone of the course was the recognition that problems have arisen due to the inadequate information given to the population at community levels where sustenance revolves around interaction with the natural environment.

While traditional systems were environmentally sustainable, development has led to a multiplicity of problems, such as: waste, pollution, cash crops that have replaced food crops, soil erosion and degradation. Population explosion has made problems worse in that forests have been cleared and wetlands drained, irrigation introduced, drinking water has been infested with disease causing organisms and toxic agrochemicals, while erosion has continued to degrade the soil.

With these in mind, the objectives of the two week course were: to increase the participants ability to determine the ecological and socio-economic importance and problems of education in natural resource management; to introduce and improve relevant communication skills; and, to create appreciation and knowledge of participatory approach to awareness creation training.

Field trips included visiting the Kakamega Forest in Western Kenya to study the only tropical rain forest in Kenya, Eldoret to look at the farmers efforts at agroforestry, and the Hells Gate and Nairobi National Parks.

We learned that Environment Impact Assessment allows the understanding of development, environment and the society and linkages between poverty inequality and environment degradation.

We discussed the purposes of communicating environment conservation, which includes creating responsibility, appreciation, awareness and enriching life. We focused on the transfer process and ways of converting stumbling blocks into values. Hostility into sympathy, prejudice into acceptance, apathy into interest, and ignorance into knowledge. We discussed how to gauge communication success through interviews, questionnaires and focus groups.

Participatory Rural Appraisal (PRA) is a group of approaches or methods that enables rural people to share, present and analyze their way of life and conditions so as to share plan and act on them. It helps to manage development and social changes by enhancing grassroots planning, implementation and evaluation.

While at Naivasha we got a chance to visit some of the environmentally sensitive projects, such as the Olkaria Geothermal Power Station.

I brought back over a hundred and ten pages of printed notes, books and brochures from the course which are going to be extremely resourceful during our lessons at the education center as well as for our rural outreach programs.



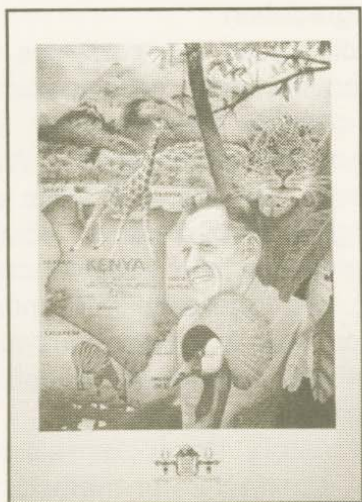
Have A
Wildly Wonderful
Holiday
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WHWF HOLIDAY GREETING CARD OFFER

Once again, the William Holden Wildlife Foundation is pleased to announce that we are making available directly to our members, our line of holiday greeting cards. Each pack contains 10 holiday cards and envelopes, and is available for \$12.00 per pack. Postage and handling for United States members is \$2.00 for the first pack and \$1.00 thereafter per pack. For all international members, postage and handling is \$4.00 for the first pack, and \$2.00 thereafter per pack. Holiday cards are available now from our Los Angeles office and will be throughout the coming holiday season.



Wishing you the
best of the
holiday season.
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Posters are \$18.00 each (\$15.00 plus \$3.00 postage.)
Please send check or money order to:

WILLIAM HOLDEN WILDLIFE FOUNDATION
Post Office Box 67981, Los Angeles, CA 90067

Please send _____ poster(s) to:

Name _____

Address _____

City: _____

State _____ Zip Code _____

Just a reminder that the Foundation has WHWF t-shirts!

T-shirts are \$12.00 each (\$10.00 plus \$2.00 postage).
Please send your check or money order to:

WILLIAM HOLDEN WILDLIFE FOUNDATION
Post Office Box 67981, Los Angeles, CA 90067

Please indicate size/color and quantity below:

White or Powder Blue

Safari Green or Black

Small _____

Medium _____

Large _____

Extra Large _____

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