

important contributions to our understanding of resource exploitation. Instead, where they occur in this book, justifications for the continuing harvests are based on narrow, disciplinary enthusiasms. For the free-marketeters, the harvests should continue because to do otherwise distorts economic markets. In tune with the fashion here in the United States, anything smacking of socialism or governmental regulation is suspect. For others, the harvests are integral parts of traditional, indigenous patterns of resource management, which have intrinsic value in their own right. For social activists, wildlife harvests provide a mechanism to empower local communities to control their own resources. For those who identify with rural Africans, the continuing trade in elephant ivory is a repudiation of the centuries-old exploitation of Africans by European societies. For still others, supporting the harvest of elephants and whales is almost a knee-jerk response against the excesses of the animal rights movement. Constructing a coherent argument for wildlife harvests on such shaky foundations is difficult, and the editors, perhaps wisely, do not even try.

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EarthKind: A Teachers' Handbook on Humane Education

David Selby (1995). Trentham Books Ltd: Stoke-on-Trent. 424pp. Paperback. Obtainable from the publishers, Westview House, 734 London Road, Oakhill, Stoke-on-Trent ST4 5NP, UK (ISBN 0 948080 88 4). Price £17.95.

This large format paperback, which is in excess of 400 pages, does not live up to its claim to be a handbook – it is hardly a concise treatise or guidebook. Rather it is a vast rambling sort of book, containing a large number of classroom activities and within which it is not always easy to locate useful information.

It is made up of 20 Chapters divided into five sections. The sections are entitled EarthKind Education, The Earthkind Classroom, The EarthKind Curriculum, The EarthKind Teacher and The EarthKind School. The three chapters in the first section have the titles: The Humane Education Family, Humane Learning, and Aims and Objectives. This last chapter lays out the aims of 'humane' education as perceived by the author and proceeds to specific listings of objectives. It is difficult to quibble with many of these wide-ranging aims or objectives; it is important to recognize that the majority of the items mentioned are built somewhere into the curriculum in schools in the UK, in Personal, Social and Health Education, together with biology and geography. Perhaps the best way to make use of this list would be to subject it to curriculum mapping. Near the end of the book is a school checklist which reflects these objectives and shortly before that a lengthy profile of 'the humane teacher'. Similar checklists appear under the banner of 'environmental' education. Indeed there is much in this book that resonates with publications from that particular interest group, despite the qualifications put forward by Patty Finch, quoted in this book, that environmental educators concern themselves with 'the oceans but not the aquarium-bound whale' etc, etc.

Some of its contents and similar activities would be found in books directed at Personal, Social and Health Education and coming from the Green Teacher movement, but in this book the strong implicit and explicit subtext is associated with animal rights in a broad sense.

The other sections and chapters usually start with a discursive introduction and then descriptions of all sorts of classroom activities, drawn for the most part from schools and teachers in Europe and North America. Each activity includes information about the age range of children for whom it is suitable, time needed to carry it out, resources needed, the procedure to be adopted, a comment on the potential usefulness of the activity, a suggestion for possible extensions to the activity and finally mention of the source. A number of these activities include copyright-free photocopiable materials, marked as such. They are not placed in order of age range, so that it is necessary to work through the entire book to identify those suitable, for example, for children in primary school. Chapter 17 redresses the balance somewhat, giving useful exemplars of how particular activities might be used with years 1, 3 and 4 in primary schools and year 9 and 11 in secondary schools.

After the main sections is a four-part reference and sources section, including an *Activities Index*. A hard-pressed teacher in mainstream education is unlikely to think much of a publication that in its suggestion on *Using This Book* refers to the *Activities Index*, which 'enables the reader to quickly locate a particular activity', as being on pp□-□□! It is in fact on pp 409-410. Since this index is only a listing of titles, some obscure, and makes little attempt to classify the activities according to general content or suitability for particular age ranges, it is again next to useless to a hard-pressed teacher. There are other similar instances in which there is evidence of poor editing (p 125 includes 'see pxxx!') or poor original research. In the list of animal rights and welfare organizations there are inaccuracies in the postcode, telephone and fax number listings and mention of out-of-print items. And why not include a list of organizations arguing for or supporting at least some experimentation on animals for medical purposes in the sources section at the back? For some reason they are not included here, although this is done on page 272.

There are inaccuracies and woolly thinking about basic biology, eg food for plants coming from water (p 90) and 'what is left of the dead fox decays and becomes part of the soil' (p 92), when a large part of the fox goes back into the atmosphere. And for heaven's sake, why on earth play children 'relaxing background music' from New World Cassettes and Terry Oldfield's music when there are some excellent tapes of real rainforest sounds available. I have difficulty with activities in which children are expected to empathize with other people but this difficulty becomes acute when this expectation is extended to other organisms. Research such as that of Marian Stamp Dawkins and Christine Nicol into how animals' minds operate, is in its infancy – invitations to empathize are trivial at best and at worst intellectually dishonest, blurring the boundaries between fact and fiction in the minds of children. On page 101 . . . if you have to be one 'you are a lowly *fungus*', not *fungi*, and in any case what on earth is *lowly* about a fungus.

There is a blurring of the distinction between vivisection, dissection and simply viewing anything from beneath the skin of an animal. It is possible to glory in all living things but recognize that animals die or are killed. It is possible for a (biology) teacher not to purchase animals killed for children to dissect or see dissected, but always be ready to show children the beauty and reality of organs from an abattoir. This can be done without desensitizing them, as some would suggest happens; in fact rather the opposite. In the UK context at least the distressing and offensive scenes involving live frogs and their subsequent dissection shown in the film *ET* could not happen, making the reprinting of Jeff Hecht's ill-informed piece from *New Scientist*, which includes reference to this, at least faintly ridiculous.

The abiding impression is of someone labouring on a vast scale to produce something in which he and others believe strongly. Buried within this book are lots of activities which have value. How much better this publication could have been had David Selby engaged in the careful marshalling of a few concise arguments for his case aimed at those outside his world and world view, and established a more consistent style and layout for the activities, attractive to the eye. Thorough indexing is essential in such a resource, so that the odd one or two activities might be accessed quickly and added to the repertoire of any practising teacher. It is not a book for most teachers to spend £15.95 on for their personal use. It is worth borrowing it from a library and browsing, or maybe getting one school copy and circulating it amongst school curriculum developers as one further set of issues worthy of consideration.

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The Horse

Three out of a series of six books.

Book 1 *General Management* (1993) 150pp (ISBN 0 85131 588 7).

Book 2 *Physiology* (1995) 208pp (ISBN 0 85131 607 7).

Book 3 *The Foot, Shoeing & Lameness* (1995) 146pp (ISBN 0 85131 612 3).

Julie Brega (1993/95). J A Allen: London. Paperback. Obtainable from the publishers, 1 Lower Grosvenor Place, London SW1W 0EL, UK. Price £7.95.

These three books are part of the *Open College of Equestrian Studies Progressive Series* of teaching texts. Their main object is to present the information needed by the equestrian enthusiast in a clear and logical manner. The material is invaluable to everyone interested in horses, whether in a professional capacity as a yard manager, or a student or as a private horse-owner.

Book one: *General Management*

The first book in the series covers the husbandry and behaviour of the horse. Chapter one deals with the construction and siting of stables, particularly with reference to ventilation and planning of stable yards.

Chapter two is an excellent section on the management of the horse at grass. There is an extremely valuable section on weeds and poisonous plants, but the absence of colour illustrations of poisonous plants is an unfortunate omission – perhaps this could be addressed in a future edition. Other useful subjects covered are fencing, and the making and storing of hay. Most usefully this chapter contains an overview of pasture management and pasture improvement – including a calendar for pasture management on a month by month basis.

Chapter three covers the physiology and anatomy of the digestive tract as an introduction to the principles of nutrition, balanced ration formulation and feeding, to be found in chapters four and five. Parasites, their life cycles and methods of control, including both grassland management and routine use of anthelmintics, are admirably addressed.

Finally there is a chapter on equine behaviour: a subject sadly missing from many texts on equine management. There is an explanation of some basic aspects of normal behaviour