

Ecological Literacy Education And The Transition To A Postmodern World

To prepare today's students to meet growing global environmental challenges, colleges and universities must make environmental literacy a core learning goal for all students, in all disciplines. But what should an environmentally literate citizen know? What teaching and learning strategies are most effective in helping students think critically about human-environment interactions and sustainability, and integrate what they have learned in diverse settings? Educators from the natural and social sciences and the humanities discuss the critical content, skills, and affective qualities essential to environmental literacy. This volume is an invaluable resource for developing integrated, campus-wide programs to prepare students to think critically about, and to work to create, a sustainable society.

Eco-Literate Music Pedagogy examines the capacity of musicmaking to cultivate ecological literacy, approaching eco-literate music pedagogy through philosophical and autoethnographical lenses. Building on the principle that music contributes uniquely to human ecological thinking, this volume tracks the course of eco-literate music pedagogy while guiding the discussion forward: What does it mean to embrace the impulse to teach music for ecological literacy? What is it like to theorize eco-literate music pedagogy? What is learned through enacting this pedagogy? How do the impulsion, the theorizing, and the enacting relate to one another? Music education for ecological consciousness is experienced in local places, and this study explores the theory underlying eco-literate music pedagogy in juxtaposition with the author's personal experiences. The work arrives at a new philosophy for music education: a spiritual praxis rooted in soil communities, one informed by ecology's intrinsic value for non-human being and musicking. Eco-Literate Music Pedagogy adds to the emerging body of music education literature considering ecological and environmental issues.

For more than three decades, David Orr has been one of the leading voices of the environmental movement, championing the cause of ecological literacy in higher education, helping to establish and shape the field of ecological design, and working tirelessly to raise awareness of the threats to future generations posed by humanity's current unsustainable trajectory. *Hope Is an Imperative* brings together in a single volume Professor Orr's most important works, including classics such as "What Is Education For?," "The Campus and the Biosphere," and "Loving Children: A Design Problem." The book offers a complete introduction to the writings of David Orr for readers new to the field, and represents a welcome compendium of key essays for long-time fans. It is a must-have volume for every environmentalist's bookshelf.

Design, Ecology, Politics links social and ecological theory to design theory and practice, critiquing the ways in which the design industry perpetuates unsustainable development. Boehnert argues that when design does engage with issues of sustainability, this engagement remains shallow, due to the narrow basis of analysis in design education and theory. The situation is made more severe by design cultures which claim to be apolitical. Where design education fails to recognise the historical roots of unsustainable practice, it reproduces old errors. New ecologically informed design methods and tools hold promise only when incorporated into a larger project of political change. *Design, Ecology, Politics* describes how ecological literacy challenges many central assumptions in design theory and practice. By bringing design, ecology and socio-political theory together, Boehnert describes how power is constructed, reproduced and obfuscated by design in ways which often cause environmental harms. She uses case studies to illustrate how communication design functions to either conceal or reveal the ecological and social impacts of current modes of production. The transformative potential of design is dependent on deep-reaching analysis of the problems design attempts to address. Ecologically literate and critically engaged design is a practice primed to facilitate the creation of viable, sustainable and just futures. With this approach, designers can make sustainability not only possible, but attractive. *Literacy and Education* continues to be an accessible guide to current theory on literacy with practical applications in the classroom. This new edition has a new focus on the ecologies of literacy and on participatory and visual ways of researching literacy. The new edition examines - new literacy studies - material culture and literacy - digital literacies - the ecological, place-based approaches to literacy education - timescales and identities, and - ways in which research has moved on to inform literacy education. Classroom teachers, teacher trainers and students of literacy will find this a user-friendly guide to new theory in literacy education, clearly demonstrating how to implement this theory in the classroom in a way that is inclusive and listens to the students of today.

National assessments have led many to conclude that the level of ecological literacy among the general population in the United States is too low to enable effective social responses to current environmental challenges. However, the actual meaning of ecological literacy varies considerably between academic fields and has been a topic of intensive deliberation for several decades. Within the field of ecology in particular, a driving purpose behind this ongoing discussion has been to advance a complete, pedagogy-guiding, and broadly applicable framework for ecological literacy, allowing for the establishment of guidelines and tools for assessing educational achievement; yet, a widely accepted framework does not currently exist. What is ecological literacy and how can it be achieved? Through an extensive review of the literature, I traced the evolution of the related concepts of environmental literacy, ecological literacy, and ecoliteracy, and compared and contrasted the numerous proposed frameworks across multiple dimensions of affect, knowledge, skills, and behavior. In addition to characterizing the overall discourse, this analysis facilitated close examination of where we have been, where we are, and where we might be headed with respect to these vital conversations. To explore current perspectives on the topic, I analyzed the open-ended responses of more than 1,000 ecologists and other environmental scientists on the nature of ecological literacy and how it may be achieved. Factor analysis revealed the presence of six common dimensions underlying respondents' views of ecological literacy (cycles and webs, ecosystem services, negative human impacts, critical thinking/application, nature of ecological science, and biogeography) and five common dimensions for how to achieve it (education by mass media, formal/traditional education, financial incentive, participatory/interactive education, and communication/outreach by scientists). Based on these results, I proposed a framework for ecological literacy that, ideally, will provide guidance for the development of updated ecology curricula and assessment tools, a foundation for discussion of alignment between K-12 and higher education, and a mechanism for creating greater synergy between formal and informal learning environments. Further, to assess the impacts of innovative graduate programs designed to train ecologists in promoting ecological literacy, I analyzed pre- and post-fellowship surveys completed by participants in an ecologically focused K-12 outreach program at The University of Montana, as well as the broader impacts of a set of similar programs across the country. These highly beneficial programs are urgently needed to ensure that future leaders of the scientific enterprise are well-equipped with the tools to effectively communicate their science with diverse audiences well beyond their

scientific peers. Indeed, ecologists and other natural and social scientists who study the environment have multiple roles to play in promoting a modern vision of ecological literacy in society today.

The environment and contested notions of sustainability are increasingly topics of public interest, political debate, and legislation across the world. Environmental education journals now publish research from a wide variety of methodological traditions that show linkages between the environment, health, development, and education. The growth in scholarship makes this an opportune time to review and synthesize the knowledge base of the environmental education (EE) field. The purpose of this 51-chapter handbook is not only to illuminate the most important concepts, findings and theories that have been developed by EE research, but also to critically examine the historical progression of the field, its current debates and controversies, what is still missing from the EE research agenda, and where that agenda might be headed. Published for the American Educational Research Association (AERA).

This book offers a focused and practical guide to integrating the relationship between media and the environment—ecomedia—into media education. It enables media teachers to "green" their pedagogy by providing essential tools and approaches that can be applied in the classroom. Media are essential features of our planetary ecosystem emergency, contributing to both the problem of and solution to climate chaos, biodiversity loss, ocean acidification, deforestation, water contamination, and so on. Offering a clear theoretical framework and suggested curriculum guide, the book provides key resources that will enable media educators to apply ecomedia concepts to their curricula. By reconceptualizing media education, this book connects ecology, environmental communication, ecomedia studies, environmental humanities, and ecoliteracy to bridge media literacy and education for sustainability. Ecomedia Literacy is an essential read for educators and scholars in the areas of media literacy, media and communication, media and cultural studies, environmental humanities, and environmental studies.

Interest is growing in sustainable agriculture, which involves the use of productive and profitable farming practices that take advantage of natural biological processes to conserve resources, reduce inputs, protect the environment, and enhance public health. Continuing research is helping to demonstrate the ways that many factors--economics, biology, policy, and tradition--interact in sustainable agriculture systems. This book contains the proceedings of a workshop on the findings of a broad range of research projects funded by the U.S. Department of Agriculture. The areas of study, such as integrated pest management, alternative cropping and tillage systems, and comparisons with more conventional approaches, are essential to developing and adopting profitable and sustainable farming systems.

The most important discoveries of the 20th century exist not in the realm of science, medicine, or technology, but rather in the dawning awareness of the earth's limits and how those limits will affect human evolution. Humanity has reached a crossroad where various ecological catastrophes meet what some call sustainable development. While a great deal of attention has been given to what governments, corporations, utilities, international agencies, and private citizens can do to help in the transition to sustainability, little thought has been given to what schools, colleges, and universities can do. Ecological Literacy asks how the discovery of finiteness affects the content and substance of education. Given the limits of the earth, what should people know and how should they learn it?

An inspirational and practical exploration of bringing "eco consciousness" to K-12 education. Smart by Nature shows how schools and districts across the country are orienting their activities around environmental responsibility and wisdom: in gardens and cafeterias, on campuses, with nature-based curriculums, and in the communities that surround their schools.

This book describes and documents one school's experiences in achieving their environmental literacy goals through the development of a place-based learning environment. Through this initiative, a longitudinal, descriptive case study began at the Bowen Island Community School to both support and advocate for ecological literacy, while helping the school realize its broad environmental learning goals. Conceptualised as an intensive case study of a learning environment (with an environmental education focus), the program was part of a larger ecological literacy project conducted in association with preservice and graduate education programs at a nearby university and research centre.

Following both (empirical) learning environments and participatory (ethnographic) research methods, the project is described from a variety of perspectives: students, teachers, teacher educators, researchers and administrators. The volume describes a variety of forms of place-based education that teachers devised and implemented at the school while giving evidence of the development of a supportive and positive place-based learning environment. The programs and initiatives described in this volume provide the reader with insights for the development of place-based programming more generally. The final chapter outlines participatory methods and action research efforts used to evaluate the success of the project and recounts the development and validation of a learning environment instrument to assist with this process. The new instrument coupled with qualitative descriptions of the learning environment experienced by many at the school give unique insights into the various ways the study of learning environments (as a methodology) may be explored.

Focusing on the human relationship with plants, the author of *Second Nature* uses botany to explore four basic human desires--sweetness, beauty, intoxication, and control--through portraits of four plants that embody them: the apple, tulip, marijuana, and potato. 100,000 first printing.

With an expanding awareness of the challenges of sustainability, featured more in the daily news than in higher education textbooks, scholars and faculty have been called to connect their syllabi to the 'real world'. This book doesn't just offer the 'why'; it offers the 'how' through presenting the definition and model of the 'sustainability mindset' to help educators frame curricula to facilitate broad and deep systemic learning among current and future leaders. A sustainability mindset is intended to help individuals analyze complex management challenges and generate truly innovative solutions. The sustainability mindset breaks away from traditional management disciplinary silos by integrating management ethics, entrepreneurship, environmental studies, systems thinking, self-awareness and spirituality within the dimensional contexts of thinking (knowledge), being (values) and doing (competency). This book is aimed at professors, faculty members, instructors, teaching assistants, researchers and doctoral students in higher learning management education programs. Chapter contributors are all teaching professionals from programs around the world, who have been doing research and creating curricula, assessments, tools, and more for the students in their classes, and the book will be globally applicable.

Ecological design is an emerging field that aims to recalibrate what humans do in the world according to how the world works as a biophysical system. This work is about starting things: an ecological design revolution that changes how we provide food, shelter and livelihood, and deal with waste.

Environmental literacy and education is not simply a top-down process of disseminating correct attitudes, values and beliefs. Rather, it is one that incorporates and facilitates a dialogue with audiences of different persuasions and at all levels of engagement, to help highlight and co-produce consensual solutions to the major eco-challenges of our time. Exploring the growing power and influence of media formats and outlets like YouTube and gaming, alongside fictional and documentary film, this book considers new modes of environmental literacy to ascertain the effectiveness of digital and filmic stimuli on an audience's perception of environmental issues, and its specific impact on environmental action. Drawing on extensive research across a broad range of media formats, Brereton establishes how environmental narratives and meanings are created and being received by contemporary audiences. This book will be of great interest to students and scholars of environmental communication and

media, eco-criticism and environmental humanities more broadly.

In *Earth in Mind*, noted environmental educator David W. Orr focuses not on problems in education, but on the problem of education. Much of what has gone wrong with the world, he argues, is the result of inadequate and misdirected education that: alienates us from life in the name of human domination; causes students to worry about how to make a living before they know who they are; overemphasizes success and careers; separates feeling from intellect and the practical from the theoretical; deadens the sense of wonder for the created world. The crisis we face, Orr explains, is one of mind, perception, and values. It is, first and foremost, an educational challenge. The author begins by establishing the grounds for a debate about education and knowledge. He describes the problems of education from an ecological perspective, and challenges the "terrible simplifiers" who wish to substitute numbers for values. He follows with a presentation of principles for re-creating education in the broadest way possible, discussing topics such as biophilia, the disciplinary structure of knowledge, the architecture of educational buildings, and the idea of ecological intelligence. Orr concludes by presenting concrete proposals for reorganizing the curriculum to draw out our affinity for life.

How will we move towards sustainability? By learning through crisis, or by design? In this Briefing, Stephen Sterling points out that: Progress towards a more sustainable future critically depends on learning, yet most education and learning take no account of sustainability; The reorientation of education towards sustainable development since the Agenda 21 agreement of 1992 has been very slow; Education is largely behind other fields in developing new thinking and practice in response to the challenge of sustainability.

Urban Environmental Education Review explores how environmental education can contribute to urban sustainability. Urban environmental education includes any practices that create learning opportunities to foster individual and community well-being and environmental quality in cities. It fosters novel educational approaches and helps debunk common assumptions that cities are ecologically barren and that city people don't care for, or need, urban nature or a healthy environment. Topics in *Urban Environmental Education Review* range from the urban context to theoretical underpinnings, educational settings, participants, and educational approaches in urban environmental education. Chapters integrate research and practice to help aspiring and practicing environmental educators, urban planners, and other environmental leaders achieve their goals in terms of education, youth and community development, and environmental quality in cities. The ten-essay series *Urban EE Essays*, excerpted from *Urban Environmental Education Review*, may be found here: naaee.org/eepr/resources/urban-ee-essays. These essays explore various perspectives on urban environmental education and may be reprinted/reproduced only with permission from Cornell University Press.

This edited volume extends ecological approaches to curriculum theory by recognizing and building on the contributions of the late Chet A. Bowers to curriculum and ecological studies globally. Chapters provide in-depth explanation of Bowers' central contributions to the field, including his identification of the linguistic roots of ecological degradation; the need for school curricula to support sustainability; and the principles of cultural commons, eco-justice, and ecological intelligence. Building on these ideas and emphasizing the links between curriculum studies, social justice, and environmental education, the text illustrates how Bowers' ideas must now inform future approaches to schooling, teacher education, research, and Indigenous communities to guard against the global ecological crises we now face. This text will benefit researchers, academics, and educators with an interest in curriculum studies, sustainability education, and environmental studies in particular. Those interested in the sociology of education, educational change, and school reform will also benefit from the book.

Our efforts to build a sustainable world cannot succeed unless future generations learn how to partner with natural systems to our mutual benefit. In other words, children must become "ecologically literate." The concept of ecological literacy advanced by this book's creators, the Center for Ecoliteracy in Berkeley, California, goes beyond the discipline of environmental education. It aims, says David Orr in his foreword, "toward a deeper transformation of the substance, process, and scope of education at all levels"—familial, geographic, ecological, and political. The reports and essays gathered here reveal the remarkable work being done by the Center's network of partners. In one middle school, for example, culinary icon Alice Waters founded a program that not only gives students healthy meals but teaches them to garden—and thus to study life cycles and energy flows. Other hands-on student projects described here range from stream restoration and watershed exploration to confronting environmental justice issues at the neighborhood level. With contributions from distinguished writers and educators, such as Fritjof Capra, Wendell Berry, and Michael Ableman, *Ecological Literacy* reflects the best thinking about how the world actually works and how learning occurs. Parents and educators everywhere will find it an invaluable resource.

What are the skills people need to survive in the 21st century? Among the skills, attributes and values described in this volume are values reflection, coping with complexity, permaculture design, transition skills, advertising awareness, effortless action and ecological intelligence. A new integration of Goleman's emotional, social, and ecological intelligence. Hopeful, eloquent, and bold, *Ecoliterate* offers inspiring stories, practical guidance, and an exciting new model of education that builds - in vitally important ways - on the success of social and emotional learning by addressing today's most important ecological issues. This book shares stories of pioneering educators, students, and activists engaged in issues related to food, water, oil, and coal in communities from the mountains of Appalachia to a small village in the Arctic; the deserts of New Mexico to the coast of New Orleans; and the streets of Oakland, California to the hills of South Carolina. *Ecoliterate* marks a rich collaboration between Daniel Goleman and the Center for Ecoliteracy, an organization best known for its pioneering work with school gardens, school lunches, and integrating ecological principles and sustainability into school curricula. For nearly twenty years the Center has worked with schools and organizations in more than 400 communities across the United States and numerous other countries. *Ecoliterate* also presents five core practices of emotionally and socially engaged ecoliteracy and a professional development guide.

CO-PUBLISHED BY ROUTLEDGE AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH Teaching Climate Change to Adolescents is THE essential resource for middle and high school English language arts teachers to help their students understand and address the urgent issues and challenges facing life on Earth today. Classroom activities written and used by teachers show students posing questions, engaging in argumentative reading and writing and critical analysis, interpreting portrayals of climate change in literature and media, and adopting advocacy stances to promote change. The book illustrates climate change fitting into existing courses using already available materials and gives teachers tools and teaching ideas to support building this into their own classrooms. A variety of teacher and student voices makes for an appealing, fast-paced, and inspiring read. Visit the website for this book for additional information and links. All royalties from the sale of this book are donated to Alliance for Climate Education.

The profound changes that we are experiencing at the political, environmental, economic, social, and cultural levels of our "postmodern" society pose immense challenges to education. In order to empower students to analyze, reflect, and take action for a sustainable world, the

learning and educational process must be experienced in the context of citizenship; that is, it must be designed, planned, and implemented having global sustainability as a framework, thus developing societal awareness, values, and principles. Teaching and Learning Practices That Promote Sustainable Development and Active Citizenship is an essential research book that provides comprehensive research on education as a fundamental factor in empowering citizens to understand and act on the multiple risks and challenges to the sustainability of our society and world. Highlighting a range of critical learning strategies such as global and critical education, development education, and transformational education, among others, this book is ideal for academicians, education professionals, researchers, policymakers, and students.

Merging together the fields of urban ecology, environmental justice, and urban environmental education, *Urban Ecosystem Justice* promotes building fair, accessible, and mutually beneficial relationships between citizens and the soils, water, atmospheres, and biodiversity in their cities. This book provides a framework for re-centering issues of justice and fairness in sustainability discourse while challenging the profound ecological alienation experienced by urban residents. While the urban sustainability movement has had many successes in the past few decades, there remain areas for it to grow. For one, the benefits of sustainability have disproportionately benefited wealthier city residents, with concerns over equity, justice, and social sustainability frequently taking a back seat to economic and environmental considerations. Additionally, many city dwellers remain estranged from and unfamiliar with ecological processes, with urban environments often thought of as existing outside of nature or as hopelessly degraded. Through a citizen-centered lens, the book offers a guide to reconciling these issues by demonstrating how questions of equity, access, and justice apply to the biophysical dimensions of the urban ecosystem: soil, water, air, waste, and biodiversity. Drawing heavily from the fields of urban ecology, environmental justice, and ecological design, this book lays out a science of cities for people: a pedagogical platform that can be used to promote ecological literacy in underrepresented urban communities through affordable and decentralized means. This book provides both a theoretical and practical field guide to students and researchers of urban sustainability, city planners, architects, policymakers, and activists wishing to develop reciprocal relationships with urban ecologies. *Ecological Literacy Education and the Transition to a Postmodern World* SUNY Press

Over the past forty years, media education research has emerged as a historical, epistemological and practical field of study. Shifts in the field—along with radical transformations in media technologies, aesthetic forms, ownership models, and audience participation practices—have driven the application of new concepts and theories across a range of both school and non-school settings. *The Handbook on Media Education Research* is a unique exploration of the complex set of practices, theories, and tools of media research. Featuring contributions from a diverse range of internationally-recognized experts and practitioners, this timely volume discusses recent developments in the field in the context of related scholarship, public policy, formal and non-formal teaching and learning, and DIY and community practice. Offering a truly global perspective, the Handbook focuses on empirical work from Media and Information Literacy (MIL) practitioners from around the world. The book's five parts explore global youth cultures and the media, trans-media learning, media literacy and scientific controversies, varying national approaches to media research, media education policies, and much more. A ground breaking resource on the concepts and theories of media research, this important book: Provides a diversity of views and experiences relevant to media literacy education research Features contributions from experts from a wide-range of countries including South Africa, Finland, India, Italy, Brazil, and many more Examines the history and future of media education in various international contexts Discusses the development and current state of media literacy education institutions and policies Addresses important contemporary issues such as social media use; datafication; digital privacy, rights, and divides; and global cultural practices. *The Handbook of Media Education Research* is an invaluable guide for researchers in the field, undergraduate and graduate students in media studies, policy makers, and MIL practitioners.

A comprehensive review and analysis of environmental literacy within the context of environmental science and sustainable development. Approaching the topic from multiple perspectives, the book explores the development of human understanding of the environment and human-environment interactions in the fields of biology, psychology, sociology, economics and industrial ecology.

Celebrates the work of educators who explore ecological issues in school and non-school settings. Gives examples of ways to impact the thinking of children and adults in order to affirm the values of sufficiency, mutual support, and community.

This collection includes critical, qualitative, creative, and arts-integrated chapters attentive to the ways in which reflexive inquiry supports explorations of teacher identity. The explicit aim of this manuscript is to advance teacher self-study and, through it, the teaching and learning experience.

Through theoretical discussion as well as hands-on participatory learning approaches, Thomashow provides concerned citizens, teachers, and students with the tools needed to become reflective environmentalists. Mitchell Thomashow, a preeminent educator, shows how environmental studies can be taught from different perspective, one that is deeply informed by personal reflection.

Through theoretical discussion as well as hands-on participatory learning approaches, Thomashow provides concerned citizens, teachers, and students with the tools needed to become reflective environmentalists. What do I know about the place where I live? Where do things come from? How do I connect to the earth? What is my purpose as a human being? These are the questions that Thomashow identifies as being at the heart of environmental education. Developing a profound sense of oneself in relationship to natural and social ecosystems is necessary grounding for the difficult work of environmental advocacy. In this book he provides a clear and accessible guide to the learning experiences that accompany the construction of an "ecological identity": using the direct experience of nature as a framework for personal decisions, professional choices, political action, and spiritual inquiry. *Ecological Identity* covers the different types of environmental thought and activism (using John Muir, Henry David Thoreau, and Rachel Carson as environmental archetypes, but branching out into ecofeminism and bioregionalism), issues of personal property and consumption, political identity and citizenship, and integrating ecological identity work into environmental studies programs. Each chapter has accompanying learning activities such as the Sense of Place Map, a Community Network Map, and the Political Genogram, most of which can be carried out on an individual basis. Although people from diverse backgrounds become environmental activists and enroll in environmental studies programs, they are rarely encouraged to examine their own history, motivations, and aspirations. Thomashow's approach is to reveal the depth of personal experience that underlies contemporary environmentalism and to explore, interpret, and nurture the learning spaces made possible when people are moved to contemplate their experience of nature.

"The hope for the future depends on teaching current and future students the analytical and critical thinking skills for dealing with the most critical problems. My own hope is for this book to be read by everyone, even those outside the field of environmental education. Read this book, read it again, share it widely, and do something - anything - to help our needy and wounded planet."-Marc Bekoff, author of *The Animal Manifesto: Six Reasons For Expanding Our Compassion Footprint* "Saylan and Blumstein provide a compelling vision of what can be, and what should be, if we have the courage to open our eyes and the boldness to act."-Peter Saundry, Ph.D., Executive Director of the National Council for Science and the Environment "A clarion call

to incorporate environmental education in all grades K-12, across all academic disciplines, in order to produce future generations of environmental stewards."-Mark Gold, President, Heal The Bay "We need a sea change in the educational system. After all, if we can teach schoolchildren that vandalism is wrong, why can we not teach them that environmental destruction is wrong? This book is a haunting call to action. A beautifully written manifesto that gets it right."-Ron Swaisgood, Director of Applied Animal Ecology, Institute for Conservation Research, San Diego Zoo Global "The greatest threat to the future of all species on the planet is the huge gap between what is understood about global climate change by the scientific community and what is known about climate change by the people who need to know -- the public. The sound prescriptions in this book need to be read now. We are running out of time."-Dr. James Hansen, world-renowned climatologist and author of Storms of My Grandchildren: The Truth About the Coming Climate Catastrophe and Our Last Chance to Save Humanity "Environmental education is a disaster and educating the public on environmental issues is the greatest challenge facing humanity today. This book will help us understand why we are headed toward the collapse of civilization, and more important, how to fix it. Packed with sound science, useful information, and brilliant ideas, it is a book we must read, and give, to our local school boards and principals nationwide. Our children will thank us."-Paul R. Ehrlich, author of The Population Bomb and Humanity on a Tightrope

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