

work in the United States completely, would that induce the "President-for-Life" of Graustarck not to put a few scientific hacks to work to deliberately introduce "genetic material to a recombinant that codes for toxins?" I would rather rely on worldwide individual consciences, weak as such a reliance must unfortunately be, than on an ostrich-like unilateral ban.

It would seem that a great deal more thought needs to be devoted to some of these issues.

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Television Tapes in the Classroom

James A. Brenneman's article, "Television Videotapes in the Biology Classroom," (*ABT* 39(4): 237) contains some excellent ideas. However, one important problem is not discussed: these programs are covered by copyrights. How does Brenneman handle this?

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Brenneman Comments

I was not previously aware that using videotapes strictly for educational purposes was in possible violation of copyright laws. I got the idea of using videotapes in the classroom several years ago at an NSF-sponsored Chautauqua-type course, in which the speaker stated emphatically that the air waves are free. As I recall, no mention was made of copyrights.

Classroom use of videotapes not only greatly facilitates the educational process, but it also serves to encourage the viewing of such programs. However, if the practice is in violation of copyright laws, it should of course not be done.

AIBS Membership

I believe that John A. Behnke's "Letter to the Editor" (*ABT* 39(1):53) deserves a reply. I once had the pleasure of working with John Behnke on a curriculum development project and have the very highest respect for his opinion regarding biological education. But, I cannot agree with his implied assertion that membership in AIBS be considered a requirement for officers and directors of NABT.

In a subtle (however unintentional) manner, Mr. Behnke implies that the NABT members are not qualified to elect their own officers and directors. This hardly seems fair to the hundreds of NABT officers and directors who have worked so hard over the years in helping NABT become the fine organization that it is today. It is even more unfair to imply that fifteen of the officers and directors elected for 1977 lack proper credentials just because they are not members of AIBS.

One could just as well argue that candidates for NABT elective office be urged to subscribe to *Scientific American*, or required to join NSTA, or The American Museum of Natural History, or, for that matter, be involved in some way with the Biological Sciences Curriculum Study (BSCS). The only criterion should be membership in NABT.

The officers and directors of NABT are elected by the NABT members at large. Each member is sent a ballot along with literature about each candidate including his or her professional affiliations. Members of NABT have the knowledge and ability to elect their own officers and directors.

I wish to end my negative reply to Mr. Behnke's letter by urging that he do everything in his power to help increase membership in both NABT and AIBS. If more biology teachers became involved with AIBS there could develop an exchange of ideas between members of NABT and AIBS that could be of great benefit to biology teachers everywhere.

However, the pros and cons of research on recombinant DNA, or a discussion of the international food crisis are not sufficient reasons to join AIBS. I am sure that most conscientious biology teachers are well aware of these topics. I suggest that Mr. Behnke be invited, along with other members of AIBS, to come forth with some really strong reasons why biology teachers should join AIBS.

What concerns me even more, is the great number of science teachers who do not belong to NABT or any other science teachers organization. Let us all get behind an effort to reach these teachers!

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Behnke Comments

I regret that Mr. Abraham interpreted my letter as a slur on NABT officers. I have worked with many of them in the past and have the highest respect for them.

AIBS needs them and all biology teachers in their important efforts in the field of public responsibility in science. The range of material in *BioScience* is far greater than the examples selected.

Conserving Frogs

The article, "Redleg: Cause and Treatment in Laboratory Frogs" by Kevin F. Fitzgerald (*ABT* 39(2): 112), relates a well known (but difficult) prophylactic/curative procedure for dealing with "redleg." In small numbers, frogs can be successfully treated in this manner, and the procedure and antibiotic regimen is well known to those of us in the frog supply industry.

As a more practical procedure and one more attuned to the treatment of large numbers of frogs, I would like to recommend a highly successful means of "redleg" prevention with a high rate of cure.