

Audiovisual Reviews

YANOMAMO: A MULTI-DISCIPLINARY STUDY. 1971. Documentary Educational Resources, (24 Dane Street, Somerville, Massachusetts, 02143). 16 mm color-sound film. 45 minutes. Rental \$40, purchase \$204.25.

Although originally designed for college use in anthropology, medicine and genetics courses, the film has been widely accepted for use in high school social science and biology classes. The film portrays field research activities conducted by a multidisciplinary team as they study biological and social structure of the primitive Yanomamo people in northern Brazil and southern Venezuela.

Most emphasis is on how such field studies are conducted with some emphasis on the Yanomamo people themselves. Less emphasis is placed on the results of the study.

Attractively presented, this film demonstrates actual techniques used for data collection in epidemiology, linguistics, dentistry, population dynamics, and population genetics. Comments on the Yanomamo culture by field anthropologist, Napoleon Chagnon, focus on characteristics of the social structure both within a village and compared to other villages. Topics discussed include food base, maintenance of good relationships among villages, warfare, use of hallucinogens and spiritual cures. I was impressed by the trust the Yanomamo people had with the research team and the creativity in the children. These two aspects greatly outweighed the fierceness reported in the narrative.

I would have preferred more information on the influence of the environment on their lifestyle (with accompanying research techniques) and more research on the frequency of so-called diseases of civilization (as diabetes, cardiovascular disease and cancer). These two criticisms do not, however, greatly detract from the usefulness of this 1964 study.

I recommend this film for teachers interested in relating the sciences of sociology and biology to the interacting world. Comparing the stability of our society with the demonstrated longevity of the Yanomamo society would be a stimulating, multi-faceted classroom activity.

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HUMAN ISSUES IN SCIENCE, UNIT 1: OURSELVES. 1975. Scholastic Magazines, Inc., (50 West 44th Street, New York 10036). 4 color-sound filmstrips with records or cassettes. Unit 1: Ourselves; Unit 2: Energy; Unit 3: Our changing earth; Unit 4: Hunger. Purchase all four \$249.50; each \$69.50.

Human Issues in Science, Unit 1, consists of four well-organized, full-color filmstrips on the interdisciplinary problems of experimentation and application of scientific knowledge outside the scientific community. The purpose of the filmstrips is to examine the effects of scientific progress on the societal mores of our species. The unit stresses the human side of the sciences by introducing the thoughts of scientists, economists, conservationists, politicians, and just plain people. The presentation takes science out of the ivory tower and relates it to human activities.

Although the filmstrips are in the language and style of secondary school students, they are also appropriate for the adult learner. The questions posed both during and at the end of each filmstrip are excellent, enabling students and teachers to enter into discussions with little or no effort. So pertinent are the issues dealt with that there is certainly no "generation-gap" between the instructor and class members at any time.

The dichotomy of science and society is treated with good balance and concern for the viewer's attention span. In so doing, the producers have been successful in preparing materials that can help young people learn to cope with the world they will soon inherit. Because informed cynicism and healthy skepticism are valuable tools of science, these filmstrips teach an important lesson for the future.

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HUMAN ISSUES IN SCIENCE, UNIT 2: ENERGY. 1975. Scholastic Magazines, Inc., (50 West 44th Street, New York 10036). 4 color-sound filmstrips with records or cassettes. Unit 1: Ourselves; Unit 2: Energy; Unit 3: Our changing earth; Unit 4: Hunger. Purchase all four \$249.50; each \$69.50.

This unit consists of four filmstrips, accompanying audio cassettes or records, and a teacher's guide. The filmstrips within the series are: 1. "Energy and the Land", 2. "Energy and the Sea," 3. "Using Energy," 4. "The Future of Energy."

Filmstrip 1, "Energy and the Land," begins with an analysis of the effects of strip mining for coal upon the environment as exemplified by the bursting of a dam created by overburden from a mine. It continues with an examination of the problems involved with underground coal mining (blacklung) and hydroelectric dams (earthquakes).

"Energy and the Sea" begins with vivid scenes of the Terrey Canyon oil spill, continues with the Santa Barbara oil slick, and presents the problems inherent in both drilling for oil at sea and in transporting oil via supertankers.

"Using Energy" concentrates upon fossil fuels as the major source of energy in the U.S. Estimates of our consumption rate of these fuels and the time remaining before our available sources will be depleted are presented. This filmstrip describes the pollution resulting from our dependence upon fossil fuels and emphasizes that the major cause of pollution is our dependence upon the many and varied goods and services that require fossil fuels for their production.

The last filmstrip "The Future of Energy" explores various energy sources alternative to fossil fuels: nuclear fission and fusion, solar, wind, and geothermal. The advantages, disadvantages, and feasibility of each are portrayed.

The photography in the unit is brilliant and well selected; the accompanying narration is clear, concise, and appropriate. The teacher's guide gives valuable hints on how to use the unit, background information, additional class activities, and a bibliography.

This unit does an excellent job of presenting a thoughtful and balanced look at the energy problem; it is not simply a recital of the hackneyed "big scare." Many factual and disturbing consequences of the energy problem are indeed presented, but in a pragmatic manner, without any deliberate attempt to moralize or affix blame on a specific segment of society. Rather, the viewer is deeply impressed by the complexity of the problem and by the multitude of factors that must be considered before satisfactory solutions can be found. For