Audiovisual Reviews

LONG CANYON

1979. Green Mountain Post Films, (P.O. Box 177, Montague, Massachusetts 01351). 16 mm color-sound film. 59 minutes. Purchase $750; rental $40-90.

Long Canyon is yet another film concerned with the issue of whether to develop (read, "rape the land by lumbering") a pristine wilderness or to conserve the integrity of the land for all time. The players remain the same: the Sierra Club representative, the thoughtful lumberman, the Washington bureaucrat. The plot remains the same: begin with pictures of bleak clearcut land; cut to pictures of picturesque cedar-hemlock forests being enjoyed by backpackers; cut to scenes of the controversy: RARE II environmental assessment meetings; picketers protesting lumbering activities; locals talking about changes they want and don't want; business and lumbering representatives predicting economic doom if the land is kept as a wilderness. Only the place has been changed in this film: this story revolves around the forests of the Selkirk Range in Northern Idaho, part of the Panhandle Forests there and, in particular, the 20,000 acres of Long Canyon.

Lest readers think that I did not like the film, it must be emphasized that there are many good things about *Long Canyon*. First and foremost, it is an objective presentation of the issue at hand—as objective as a conservationist can be. The film also has some beautiful footage: streams, forests, wildlife. Although most of the personalities may be familiar to you, some of the characters are different and interesting, including a political hermit fighting for his forest, and horse loggers, throwbacks to the past and the possible forerunners of the future. The film clearly outlines the debate between those who would leave the forest and mountains untouched, and those who want to increase the uses of the area (the multiple-use approach) which includes lumbering.

There are several *minor* problems with the film. It is long—59 minutes—and therefore could not be used in a regularly scheduled 50-minute class. However, there are many places where the film could be stopped and a discussion held, thus filling two class periods. For instance, this would be most appropriate early in the showing of the film when the film's players are introduced and when they begin to present their points of view. Sometimes their arguments are lost because of the rapidity of the presentation. This problem could be easily eliminated by a short discussion. The film drags in the middle, where people with points of view similar to those previously introduced are given a chance to express themselves. Factual errors, such as calling epiphytic lichens parasites of the forest trees, are rare.

An epilogue illustrates the frustrating indecision that still remains: even after all the hassling, the Long Canyon area has been designated an area for further study with no immediate Forest Service recommendation for future use or for wilderness classification. Indecision *is* a major problem in this and many other cases.

On the whole, *Long Canyon* is good and I recommend it for use by civic groups, natural history clubs, and for classes of high school or college students, especially if discussion is encouraged.

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Faith Hickman, Audiovisuals Editor, selects materials and coordinates the review process for this feature. Cathrine Monson is her assistant. Their continuing contribution to the journal is deeply appreciated.

Readers interested in becoming audiovisual reviewers are invited to write to Ms. Hickman. General inquiries on this feature should also be addressed directly to her at:

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LABORATORY SAFETY: PROTECTING YOURSELF AND OTHERS

1980. Science and Mankind, (Communications Park, Box 2000, Mt. Kisco, New York 10549). 35 mm color-sound slide presentation; carousel trays, cassettes, and Lp records. Purchase $139.50.

In this excellent slide/sound introduction to laboratory safety, emphasis is placed on avoiding accidents by developing "laboratory consciousness." The program is designed to prepare students to work in a laboratory through a well-designed preliminary exposure to the laboratory environment. The philosophy permeating this program is that laboratory accidents can be avoided if students are thoroughly informed of potential dangers and preventive techniques.

Part I explores the safe and proper use of glassware and instruments commonly used in science laboratories at junior, senior, and college levels. Various types of beakers, flasks, cylinders, burettes, thermometers and dissecting tools, as well as their use, are attractively illustrated. The proper use of instruments and equipment such as pH meters, aspirators, centrifuges, balances, autoclaves, incubators, bunsen burners, hot plates, and microscopes is effectively demonstrated. Specific rules for storage and handling of chemicals are also discussed. The importance of properly labeled and stoppered bottles, correct procedure for transferring chemicals, and safe disposal of used materials are well explained and illustrated. Minor shortcomings that call for further emphasis on the part of the instructor include what to do in case of a chemical spill and the use of protective goggles when using dangerous chemicals. Caution with spilled mercury is not adequately presented in terms of first aid and proper handling.

Part II explores safety in working with laboratory plants and animals. The importance of learning about specific nutritional and environmental needs of various species of plants and animals, including proper care of diseased organisms, is emphasized. Detailed explanations and illustrations are provided showing proper methods for studying bacteria; viewing and sorting *Drosophila*; dissection and disposal of preserved specimens; handling rodents, reptiles and amphibians; and maintaining aquaria and terraria. The program concludes with a discussion of the use of human subjects to test blood types, physiological capacities and responses, and to examine epithelial (cheek) cells.

A recurring theme is that laboratory safety is every user's responsibility. A detailed and well-constructed teacher's

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author has added information about the agricultural and medical importance of certain insect groups to help readers understand the diversity among them.

Although the book is written as a text for a one-semester course in the care of plants, it can be enjoyed by a layperson. Excellent photographs and drawings accompany most of the descriptive material. Diagrams of the life cycles of many of the pathogenes illustrate the need to study timing when planning to attack for removal, or conquering, or interfering with life patterns of the plant enemy. The author's prose is clear, concise, and friendly. Reminders are present for emphasis: read all labels on pesticides, understand them, and follow the directions; control of any pathological condition that is successful for one pest may not be for the next pest or for the same pest in a new environment.

The book contains all the various kinds of information that will be helpful. Trade names for materials are placed side by side with the chemical terms. Care, selection, and application of equipment is presented. Effects of pests whether arthropod, nematode, bacteria, or virus are included. The recent development of pheromones and production of sterile males to upset the activity of insect pests is explained.

End of chapter tests, a glossary, an addendum on pesticides with trade and common names and a listing of selected references make this Pyenson's book valuable for class or library.

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guide accompanies the unit. Objectives are given in the teacher's guide. These objectives are constructed in such a way that they can be typed and copies provided to the students as a guideline to learning expectations. A printed narration, frame by frame, is provided. In addition, there are useful supplementary notes providing information related to but not included in the script. These supplementary notes provide excellent reinforcement and closure ideas for the instructor's use.

To enhance the effectiveness of this program and to help students be even more aware of the consequences of carelessness in the science laboratory, six demonstrations are suggested in Part I for the instructor to carry out in the laboratory. Directions for preparing the demonstrations as well as an appropriate objective accompanying each demonstration are included. Four recommended activities are included in Part II.

On a scale of 1 to 10, I would give *Laboratory Safety: Protecting Yourself and Others* a 9 for overall effectiveness. It emphasizes succinctly the recommended safety procedures included in the recent NSTA publication, *Safety in the Secondary Science Classroom* (1978, NSTA, 1742 Connecticut Avenue, N.W., Washington, DC 20009, Stock No. 471-14752 $4.00). Science teachers at both secondary and college levels will discover this presentation to be an effective tool for teaching about safety in the laboratory.

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