# Preface

Those who are familiar with the Proceedings of the first two ABLE Workshop/Conferences will note the absence of Jon Glase's name from this book's cover, but they will see his influence on every page. Although Jon has relinquished the task of being the first Editor of *Tested Studies for Laboratory Teaching,* he and the two volumes he edited have been my constant guide in preparing the present volume. As in the first two volumes each chapter includes an Introduction and Instructors' Materials which thoroughly explain the objectives and procedures. Where the author has valuable information to the student it is included in Student Materials. Appendices provide more detailed instructions for rearing animals, preparing solutions, or other procedures, and References direct students and instructors to even more sources of information. These experiments are probably the most completely documented teaching exercises available anywhere. More important, they are among the most innovative and rewarding. Credit for their quality goes to the chapter authors, and to Don Fritsch, Don Igelsrud, and Joe Larsen, who selected them for the Third Workshop/Conference at SUNY Stony Brook during the week of 7–12 June 1981. The field of development is especially well represented, but those interested in experiments in behavior, fossils, ecology, enzymes, and molecular genetics will also not be disappointed. Whatever their fields of specialization, readers will find the first two chapters useful. The Webbs show how to use the camera to help students see, and the Tombaughs show how to help even those students who are unable to see or to move normally.

The chapter by the Tombaughs deserves special comment, because it began as an oral presentation, rather than as one of the workshop demonstrations. Many in the audience were clearly moved, inspired, and enlightened by Dorothy Tombaugh's talk, and we believe readers of her chapter will be too. Many teachers wonder what to do about the handicapped student. The Tombaughs show that what we must do is what scientists have always done: use our ingenuity to create devices and alternative procedures to overcome the handicaps which plague us all. Even normal *Homo sapiens* are handicapped by the clumsy and tiring posture that forces us to spend most of our time sitting or lying down, and a visitor from another planet might well regard us as blind because of our inability to see cells with the naked eye. Practical and ingenious devices such as the chair and the microscope are essentially prostheses to overcome these handicaps. As the Tombaughs show, finding ways to aid those who are a little more impaired often requires nothing more than reinventing the chair, or making use of a clever technological creation.

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