2. If you were to name each region according to dominant species, what would you name the two regions?
3. Are there layers of producers? If so, what relationships can we find between the producers in different layers?
4. What consumers are probably in the community?
5. How does the community affect the consumers?
6. How do the consumers affect the community?
7. What evidence do we have for predator-prey or parasite-host relationships, or for scavenging, mutualism, commensalism, or any other interspecies relationships?
8. How many niches can you describe?
9. How many species do we have that are definitely hydrophytes? Give the species numbers, and percentage of each.
10. How many species do we have that are definitely xerophytes? Give the species numbers, and percentage of each.
11. How are the hydrophytes or xerophytes adapted for their particular habitat?
12. Why did we find some of the same species in both communities?
13. Would you expect to find the same consumers in both habitats? Why or why not?
14. What environmental factors determine the distribution of plant species in your study area?
15. Compare the two plots and describe the contrasting and similar characteristics of each.
16. Is there evidence of plant succession in your region of study? Explain.

References

Oasting, Henry J., 1956. The study of plant communities. Freeman and Co., San Francisco.

Odum, Eugene P., 1959. Fundamentals of ecology. W. B. Saunders. Philadelphia.

Benton, Allen H. and William E. Werner, Jr., 1961. Manual of field biology and ecology. Burgess Publishing Co., Minneapolis, Minnesota.

BSCS Green version, high school biology, 1963. Rand McNally and Co., Chicago, Illinois.

Letters to the Editor

Dear Editor:

There have been a number of articles recently criticizing the direction that biology is taking these days. Mr. Goldstein (October, 1965) ably points out that biologists have gone from the gross aspects of the organism to the chemistry of life; but then, this has occurred as a normal sequence in the progress of biology; from the known to the unknown, from the study of the structure and function of systems and organs to what "life" is. As a result, the nature of biology has taken on new meaning and significance. The new "science of life" is just that, a study of life; a consideration of that property of matter we call life, be it plant or animal.

Research will continue in this direction until man learns, or concludes that he is unable to learn, all of the secrets of life. The approach we choose to teach in the high schools will not alter this course.

Biology in the high school serves two purposes: (1) as a vehicle in teaching the nature of the scientific process; and (2) as a means of acquainting students with what biology is. Certainly all aspects of biology are important and significant, but in a one year course, biology in its totality cannot be covered. One must choose an approach or an emphasis. Why not emphasize what's going on *now* in biology so that students might understand and appreciate the marvels that biological research is laying bare?

William D. Bauden
West High School
Torrance, California

EDITED BY GEORGE VUKE
AUDIO VISUAL CENTER, INDIANA UNIVERSITY

Film Reviews

REPRODUCTION IN THE SEA URCHIN. 13½ minutes, color or black and white, 1965, Coronet.

This film has outstanding visuals of chemotaxis, structure of the sperm and development of the embryo of the purple sea urchin. The opening scenes briefly show the habitat and anatomy