

of other films on population have been reviewed by Heuther (1974).

**Strategy for Population Education.** Although many approaches to population education have been developed (additional references are included below), there is considerable concern among educators about the strategy involved.

There are at least three alternatives for introducing the subject into existing curricula. It can be taught as a complete course, which is advantageous for developing a specific area of concern; but the difficulties of adding an additional course to an already crowded curriculum can create problems. The unit approach may also present problems for teachers who are presently struggling to complete the existing content of courses. The infusion method, in which population concepts are introduced into curricula at various appropriate points, has proved most effective for countries which are responding to their own significant national population growth; but careful study of existing curricula should be undertaken before attempting infusion.

Although population education should be value-free, Viederman (1973) points out that many textbooks are biased toward stereotypical sex roles for both parents and children and contain pronatalist overtones. He also notes that much supposedly scientific material about population problems is presented in the context of a crisis approach. Materials are often developed in response to a perceived problem, when the dimensions of the problem are not fully understood.

The excellent study by Simmons (1970) analyzes the various approaches to population education, and Viederman (1971) provides a useful review of population education programs. The most comprehensive study of population education in the U.S. is probably the President's Commission (1972) report. The report calls for the enactment of a population education act, the improvement of teacher training, and the development of resource materials for teaching about population.

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## CORRECTION

Because one line was omitted from the table accompanying "Individualized Instruction in Advanced Placement Biology," by Dorothy C. Van Horn (*ABT* 37[4]:235), the table is presented again, in its correct form.

**Results of AP biology exam administered before and after individualized instruction was initiated.**

Year	Number enrolled in AP biology	Number taking the exam	Number of grades of <sup>a</sup>					% Passing
			1	2	3	4	5	
1970-71	16	10 ( 64%)	0	1	6	2	1	90
1970-72	12	11 ( 92%)	2	2	4	1	2	64
1972-73 <sup>b</sup>	12	12 (100%)	0	0	6	3	3	100
1973-74	13	13 (100%)	0	0	6	4	3	100

<sup>a</sup>The results of the AP exam are converted by the chief readers to the program's five-point college-level scale: 1—no recommendation; 2—possibly qualified; 3—qualified; 4—well qualified; and 5—extremely well qualified.

<sup>b</sup>Individualized instruction initiated.