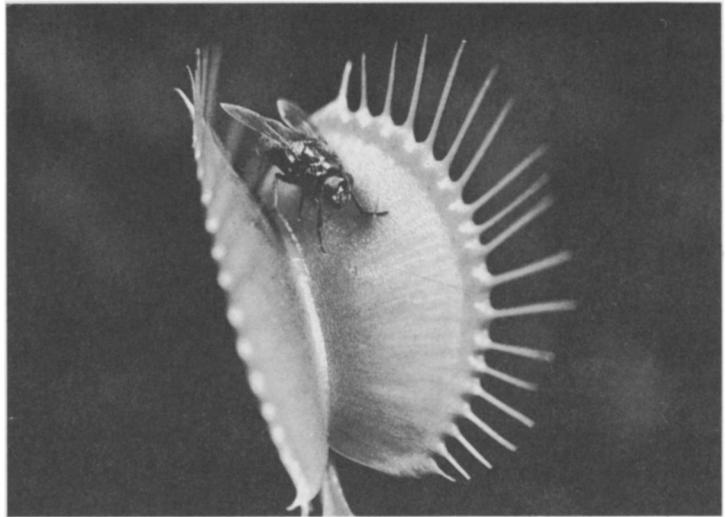


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by-frame script of the photographs and the narration. The guide also provides suggestions for follow-up activities after the filmstrip is shown. The two issues of *National Wildlife* that accompany the filmstrips are in color, well printed, and contain articles written by various authors about animals and birds that have faced or are facing problems in survival. The filmstrip, cassette, teacher's guide, and two color publications come packaged in a sturdy cardboard mailing container which can be reused or used for storage of the material. The bibliography is limited, but adequate.

Gerald O. Kelter
School District 14
Adams City, Colo.

COMMUNITIES OF LIVING THINGS. 1975. Arthur Barr Productions, Inc., P.O. Box 5667, Pasadena, Calif. 91107. 16-mm color-sound film. 15 min. Purchase \$180.

The film concentrates on the six major land biomes of North America: tropical forest, deciduous forest, des-

ert, grassland, coniferous forest, and tundra. Each biome is presented separately, and the physical and biotic features that differentiate it from other biomes are shown. The film emphasizes the differences in climate, shelter, food, and living space that characterize the divergent habitats of land plants and animals. The influence of altitude upon biome communities is stressed.

Although the concept of energy flow is illustrated for each biome, it is not well developed in the film. The impression given early in the film that each biome has a distinct border is corrected only toward the end when a brief mention is given to the blending of adjacent biomes. The film also fails to point out that the same biome types occur in other parts of the world than just North America.

The producer intends the film for use in grades 4 through 12. Abstract concepts such as energy flow, adaptation, and evolution make the film more appropriate for high school biology, perhaps as a review of certain ecological concepts. High school students can discuss, for example, how ecosystem structure relates to energy flow.

The information presented in the film is accurate; the photography is very good and illustrates varieties of organisms from each biome. There are several scenes with only background music that allow students to view the beauty of nature. The film is very similar to other films about the distribution of living things in North America.

Lloyd Barrow
Iowa City (Iowa) Community Schools

ONE SPECIES AMONG MANY. 1975. Centron Educational Films (1621 W. 9 St., Lawrence, Kans. 66044). 16-mm color-sound film. 17 min. Purchase \$275.

The film explores the relationship between body structures and behavior. It looks at ways in which animals interact with the physical environment, with other species, and with members of their own species. The film provides an overview of the body structures of various animals and their behaviors, with the main focus on human beings. Bipedal stance, "free" hands with opposable

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thumbs, stereoscopic color vision, and a large complex brain are all related to the ways humans behave. The ability of humans to function in their environment is then related to the manufacture and use of tools and to the use of language.

The film should be used with primary or intermediate grades. The inquiry orientation of the film makes it an excellent teaching tool. My ninth-grade biology students found the film very interesting, but felt it was a little elementary for them.

The leader's guide is very complete and well done. Social studies or elementary teachers will find it a very helpful aid with vocabulary and recommended procedure.

R. Bill Howard
 Franklin Junior High School
 Valparaiso, Ind.

ECOLOGY: WANTED—ALIVE! Aims Instructional Media Services (P.O. Box 1010, Hollywood, Calif. 90028). 16-mm color-sound film. 10 min. \$155.

Ecology: Wanted—Alive! is filled with fine footage of animals in danger of extinction. The film is short and gives a cursory view of the many reasons why animals are facing extinction; good examples show hunting from planes with high powered rifles, insecticides weakening egg shells, and competition with domestic animals for food and space.

Also given are examples of the American bison and sea otter which have been protected and have again increased their populations. Ironically, the sea otter, once thought to be extinct, is now believed by some people to be competing with man for the tasty abalone.

It is unfortunate that in the first part of the film, which shows some twenty species of animals, the narration fails to name them or to explain where they live or why they are endangered. Photographs of extinct animals are presented, but they are made to disappear into the background through the hurried use of "fade-outs." These sequences are too fast to secure an adequate impression.

The film makes several strong and important statements, "We (animals and man) are all interrelated"; "Human population expansion is the [major] problem"; and "Man's own survival is in question." But again, the narration

fails to give cogent reasons and facts to support these important assertions.

This short film does not presume to tell the whole story of wildlife extinction. However, it is useful as supplementary material containing many good pictures not commonly found in one source. It would be a concise film to present after students have acquired some rudimentary background in man's influence on animal ecology and it could also be used as a summary to a discussion of causal factors of extinction.

Janet Pattee Chu
 Fairview High School
 Boulder, Colo.

WILDLIFE: AN AMERICAN HERITAGE. 1974. West Wind Productions, Inc. P.O. Box 3532, Boulder, Colo. 80303). 16-mm color-sound film. 13½ min. Purchase \$195. Rental \$20.

This film is unique in several ways. It says much about the problems of pollution by effectively focusing on the aesthetics of wildlife and avoiding the usual, scare-tactic, pollution scenes. Unlike some environmentalist presentations that seem to deplore all human outdoor activities, this film points out that hunters, fishermen, and visitors to wildlife areas contribute large sums of money to the maintenance of wildlife environments.

The film is available at a most appropriate time—the bicentennial celebration. Basic historical facts about the effects of our country's development on wildlife provide the framework of the first part of the film. The film emphasizes that the natural resources of North America are in a large part responsible for the prosperity that the United States has enjoyed. One of the most valuable and diverse of these resources is wildlife. The latter part of the film is concerned with introductory premises of wildlife management. Wildlife persists today because we have cared in the past. It will continue to persist only if we continue to care now and in the future.

The film will be most useful to biology teachers, but social studies and English teachers will also find it a valuable teaching instrument. Because this is not the kind of film that is just run off to a class, it is unfortunate that the producers have not developed a teacher's guide. Nevertheless, the film is beautifully photographed, showing a large