

Audiovisual Reviews

TEENAGE SEXUALITY

1980. Barr Films, (P.O. Box 5667, Pasadena, California 91107). Four filmstrip set with cassettes and teachers' guide. Purchase \$98.00.

The emphasis of this series is on socialization and personal interaction. The presentations are frank enough to mention such controversial topics as abortion, while wisely leaving such issues unresolved. Unfortunately, however, the first filmstrip seems to fall into the very trap it warns against, as some will see in it the exploitation of women. The societal consequences of teenage sexuality are only lightly touched. Instead, the focus is on personal decisions: "To do or not to do?" seems the major question. There are moments of insightful analysis, giving the credible impression that these are real teenagers facing real teenage problems. Although the filmstrips can be used individually, together they relate a coherent story that attempts to place teenage sexuality in a decision making context by following two couples—one whose relationship is non-sexual, the other sexual and resulting in pregnancy.

The series is designed, perhaps rightly, to indicate that the student's major source of information and role models is the peer group. Experts such as counselors and clinical personnel are also involved, but at no time do the filmstrips show or even imply any relationship between teenagers and their parents. The protagonists could as well be orphans.

Although the teacher's guide poses questions and suggests activities, the series is designed as a passive viewing experience, with discussion only after a rather long exposure to a great deal of information. (Background in reproductive anatomy and physiology is assumed.) The teacher can stop for discussion at any point, but such a strategy is neither explicit nor implied in the flow of materials. Only once does the narration pose a direct question to the viewer, and that, at the end of the fourth strip, where the boy, who has just heard he is to be a father, asks "What would you do?"

At the junior high or high school level, and in the hands of a competent social studies teacher or one capable of handling sensitive questions, the series could prove exceptionally helpful to pre-teens

and teens in dealing with personal interactions and emerging sexual awareness.

William V. Mayer

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BORN DRUNK: THE FETAL ALCOHOL SYNDROME

1979. ABC Wide World of Learning, Inc., (1330 Avenue of the Americas, New York, New York 10019). 16 mm color-sound film. 10 minutes. Purchase \$160.00; rental \$20.00.

This film, originally prepared for ABC's TV news magazine, *20/20*, uses several case studies to depict the effects of drinking during pregnancy on the unborn child. Fetal alcohol syndrome is characterized by retarded physical and mental growth, wide-set eyes, a tiny nose, cleft palate, and impaired speech. An interview with a medical expert points out that the threshold level of alcohol consumption necessary for these effects to occur has not been established, although it may be as low as two drinks per day. An interview with the mother of an affected child indicates that the expectant mother is often not advised by her doctor of the possible effects of alcohol on her developing fetus. Prenatal counseling being offered in some clinics is depicted. Finally, in a comparison between the long-range effects of prenatal alcohol and prenatal heroin addiction, the conclusion is reached that, though the effects of heroin wear off about two weeks after birth, the teratogenic damage done by alcohol is irreversible.

Except for short segments in which the people being interviewed speak indistinctly and are hard to understand, the

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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film is well made. No user's guide accompanies the film; but because it is so short, this is no real drawback. Suitable for junior high through adult age groups, this film would seem especially appropriate when discussing chemically induced birth defects in child development, biology, health, and drug education classes.

Robert G. Futrell, Jr.

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TEENAGE PREGNANCY AND PREVENTION

1980. IBIS Media, (175 Tompkins Avenue, Pleasantville, New York 10570). Color slides and cassette, teacher guide. 36 minutes. Purchase \$175.00.

In the hands of a competent family living or sex educator this three-part program could be a valuable supplement to other course materials and activities. The first part, "The Problem," defines the scope of teenage pregnancy in the United States today. It gives some of the reasons a million teenagers become pregnant each year including the pervasiveness of sexual stimuli, ignorance of the human reproductive process, failure to use birth control, and early maturation of girls. This section also treats the physical, social, and emotional problems encountered by teenage mothers and the difficulties faced by teenage fathers.

The second part presents the choices available once a teenager becomes pregnant. The viewer is asked to step into the role of a pregnant adolescent, consider the options, and choose among them. The choices explored are single parenthood, marriage, private maternity, adoption, foster care, and abortion. Considerations and problems related to each choice are given.

Part three deals with possible solutions. Following a section on the emergence and expression of sexuality, the program discusses methods of preventing pregnancy. The relative merits and drawbacks of abstinence, the pill, diaphragm, I.U.D., condom, and spermicidal foams, creams, and jellies are presented.

This program is so nearly on the mark that it was difficult to determine just how it misses. The format is pleasing; the

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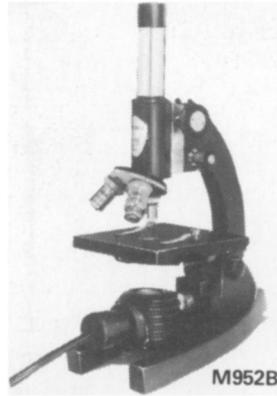
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how your breakfast eggs come to market, read *Poultry Production*. To learn why a sea gull can drink ocean water and survive, while a shipwrecked sailor cannot, read *Salt Glands*.

Ecological Chemistry will tell you why a blue jay rarely attacks a monarch butterfly. *Mimicry in Parasitic Birds* deals with the problems of social parasitism. And, in case you do not already know, *Pesticides and the Reproduction of Birds* will tell you how humans have seriously depleted populations of many predatory birds—inadvertently, of course.

Read a little here and a little there, and you are sure to pick up some gems of knowledge such as these:

Birds live in a world that is always in the present, mostly full of joy, with little memory of the past, and no real anticipation of what is to come." "The ritual nature of many of the visible cues used by birds—the fact that the responses are programmed—makes those birds vulnerable to exploitation by imposters." "... the skeleton of a frigate bird with a seven foot wing span weighed only four ounces, which was less than the weight of the feathers!" "... since T.H. Huxley generations of comparative anatomy students have even been taught to think of birds as 'glorified reptiles!'"

If you like to carry on a few experiments in flight in the privacy of your home, you will find detailed directions for converting a sheet of 8½ x 11 paper into a plane of such endurance flight that you might call it a "mystery glider." Good luck.

Philip Goldstein
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Ft. Lauderdale, Florida

Audiovisuals

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material is forthright, objective, non-judgmental, and sympathetic. Infor-

mation and ideas are presented in an interesting, understanding, and understandable way. Then why my lack of enthusiasm? I have reservations because the underlying assumption seems to be that if teenagers only have the facts they will make appropriate choices. There is no guidance regarding clarification of values, or, more important, the decision-making process. This serious drawback is the reason I must stress again the importance of a competent teacher using this program.

Half of the 50-page teacher's guide is a summary and script of the slide-cassette program. Review questions ask for recall of information from each of the three sections. The discussion questions are good and the suggested activities are excellent because they require exploration of emerging attitudes and values.

The program targets a white, middle-class population with a passing nod to the black middle-class. It is difficult to specify the most appropriate age group because the three parts vary considerably in sophistication. The program would certainly be useful at the high school level.

Betty Risley
University of Illinois
at the Medical Center
Chicago

THE MANY WORLDS OF NATURE: TREE BLOSSOMS

1980. Screenscope, Inc., (Suite 2000, 1022 Wilson Boulevard, Arlington, Virginia 22209). 16 mm color-sound film. 12 minutes. Purchase \$160.00.

This film points out that, while most people seldom think of trees as flowering plants, trees indeed do have flowers if we only take time to look. The film examines numerous trees in their natural habitats. The terms monoecious, dioecious, and perfect flower are defined, and appropriate trees are cited as ex-

amples. Also discussed are the role of flowers in the life cycles of trees, when to find trees in flower, and the life cycle of the pine.

This is a good, basic film with fine photography and clear narration. The film uses little botanical vocabulary, which may or may not be a problem depending on the intended audience.

Michael L. Harshaw
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Westville, New Jersey

A RIVER, ITS FISH AND MAN 1979.
Educational Materials and Equipment Co., (46 Lafayette Avenue, New Rochelle, New York 10801). Sound/slide program. 24 minutes. Purchase \$73.50.

This program is an excellent pictorial essay on the interdependence between humans and the natural environment. From its opening discussion of the hydrologic cycle to the conclusion on how technological advances can be used to enhance previously degraded ecosystems, the developers successfully weave the thread of the continuity of life.

The hydrologic cycle is discussed in plain terms. Photographic and graphic examples illustrate the notion that the sun is the engine of the cycle and that we have a finite water supply. The transition from the physical to the biological cycle of the life history of the Atlantic salmon is flawless. Questions for discussion at the end of Part 1 relate to present-day problems and require some inference on the part of the student.

Part 2 shows the effects of unbridled technology on life systems. Dramatic shots of sources of air and water pollution lead to a discussion of human impacts on the Connecticut River in particular and all ecosystems in general. Citizen concern and participation are fundamental to the explanation of why and

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