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—inadvertantly, 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
9470 Poinciana Place
Ft. Lauderdale, Florida

Audiovisuals

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material is forthright, objective, nonjudgmental, and sympathetic. Information 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 examples. 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
West Deptford High School
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 pictoral 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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how the river has been cleaned up and now supports salmon and other important fish species.

An excellent discussion of the fishery biologists, fish hatcheries, and electrical generation facilities conveys the idea that science is important in ameliorating society's dilemmas of growth and energy, but that survival and quality of life ultimately depend on natural systems. Discussion questions also follow Part 2.

The teachers' guide is well thought out and includes background information that is useful in answering students' questions. Included with the teachers' guide is a worksheet that can be used as a test and a filmstrip entitled "Careers in Science: Biology."

I highly recommend this program to anyone teaching high school or junior college science or science and society classes. It is well suited to discussions of appropriate technology, ecosystem function, career education, and other topics.

Robert D. Judy, Jr.
Denver Regional Council of Governments
Denver, Colorado

BOOKS RECEIVED

CALIFORNIA INSECTS, by Jerry A. Powell and Charles L. Hogue. 1980. University of California Press, New York. 398 p. $7.95 paperback; $15.95 cloth.

ENDOCRINOLOGY, by G. J. Goldsworthy, J. Robinson, and W. Mordue. 1980. John Wiley and Sons, Incorporated, Somerset, New Jersey. 183 p. $34.95.

TARANTULAS: THE BIGGEST SPIDERS, by Alexander L. Crosby. 1981. Walker and Company, New York. 62 p. $8.50.

REVOLUTIONARY MEDICINE 1700-1800, by C. Keith Wilbur. 1980. The Globe Pequot Press, Chester, Connecticut. 80 p. $8.95.

DEVELOPMENT AND MANAGEMENT OF RESEARCH GROUPS: A GUIDE FOR UNIVERSITY RESEARCHERS, by Robert V. Smith. 1980. The University of Texas Press, Austin. 91 p. $7.95 paper; $10.95 cloth.

GROVE KARL GILBERT: A GREAT ENGINE OF RESEARCH, by Stephen J. Pyne. 1980. The University of Texas Press, Austin. 305 p. $20.00.

EINSTEIN ANDERSON: SCIENCE SLEUTH, by Seymour Simon. 1980. The Viking Press, New York. 73 p. $5.95.

EINSTEIN ANDERSON SHOCKS HIS FRIENDS, by Seymour Simon. 1980. The Viking Press, New York. 73 p. $5.95.

THE WILD RABBIT, by David Cowan. 1980. Sterling Publishers, Inc., New York. 41 p. $6.95.

ALBUM OF WHALES, by Tom McGowen; illustrated by Rod Ruth. 1980. Rand McNally and Company, Chicago, Illinois. 64 p. $6.95.

CAREERS IN THE ANIMAL KINGDOM by Walter Olesky. 1980. Julian Messner, New York. 255 p. $8.29.

CAREER GUIDE TO THE ANIMAL HEALTH FIELD, by M. Leigh Simmons. 1980. Harwal Publishing Company, Media, Pennsylvania. 120 p. Price not given.

HOW ANIMALS CARE FOR THEIR YOUNG, by Jane E. Hartman. 1980. Holiday House, New York, 94 p. $7.95.

THE LIVES OF SPIDERS, by Dorothy Hinshaw Patent. 1980. Holiday House, New York. 128 p. $8.95.

BEHAVIOR AND TAXONOMY OF THE EPICAUTA MACULATA GROUP (Coleoptera: Meloidae); University of California Publications in Entomology, Volume 89, by J.D. Pinto. 1980. University of California Press, Berkeley. 111 p. $12.00.

NESTING BIOLOGY AND ASSOCIATES OF MELITOMA (Hymenoptera, Anthophoridea); University of California Publications in Entomology, Volume 90, by E.G. Linsley, J.W.