

of the terms mentioned above and of the geography of the region prior to viewing the film will provide students with a greater appreciation of the topics.

Steve W. Batson  
West Virginia State College  
Charleston, WV 25112

**Social animals.** 1986. National Geographic Society, Washington, D.C. 3 color/sound filmstrips, 16 min. each. Purchase (set) \$84.95.

The three-filmstrip series: *Insects*, *Birds*, and *Mammals*, though designed for grades 3-8, is certainly suitable for high school biology. Well photographed and systematically presented, the series provides strong examples of social relationships at the three levels. The text is organized and well coordinated. Timely delivery occurs, with few exceptions, throughout. Presentation of vocabulary and concepts are done in conjunction with the frames and are reinforced throughout the series.

In the filmstrip *Insects*, a few paintings are substituted where photos would have been more appropriate. The use of a diagram and photograph combination at one point worked well to better explain an introduced concept.

All three filmstrips used animals that are recognizable to most students and yet the social behavior aspect was presented in a stimulating manner.

The series is most informative, well organized, photographed and systematically presented in a most attractive manner. The series is an excellent supplement to any presentation on social animals.

Though any of the filmstrips, as well as the written guides, could be used separately, the entire package is recommended. The written guide has excellent resource information that is readily accessible. This series would be an excellent addition to any school library.

Tommy A. Rigsby  
Abramson High School  
New Orleans, LA 70127

**Clyde press insect posters—series I.** 1986. Clyde Press, Boise, ID. Set of 4 posters. Postpaid, \$7/1, \$12/2, \$16/3, \$19.50/4.

At last, a new update series of posters that is designed specifically for elementary and middle school students.

These posters, printed by offset lithography, stimulate interest by presenting the colors and shapes of in-

sects in a visually attractive way. First, drawings were made from actual insects, then were cut on plastic film and the accompanying information was rendered in calligraphy. The lettering style of each poster is a version of "humanistic bookhand" developed in Italy more than 500 years ago.

Even though this original set contains only four insects, there is considerable diversity: Coleoptera, Hemiptera, Hymenoptera and Odonata. More specifically, these orders are represented by a locust boring beetle, a stinkbug, the yellowjacket and a skimmer—all insects usually found in "beginning" collections.

An accompanying set of notes for teachers are not intended to be a lesson in entomology, but rather to serve as suggestions to stimulate creative ideas for classroom and individualized activities.

These durable posters are recommended for use as decorative prints in laboratories, classrooms or libraries as well as valuable teaching aids.

Donald R. Winslow  
Indiana University  
Bloomington, IN 47405

**Hidden worlds up close.** 1986. National Geographic Society, Washington, D.C. 2 color/sound filmstrips, 15 min. each. Purchase \$61.95.

Become a better observer. In essence, that is what these two filmstrips encourage their young viewers

to do. The first, *Tiny Worlds*, shows magnified views of life on a milkweed plant, in a rotting log, and from a pond. The second, *Surprises Through a Microscope*, begins with a brief history of the works of some of the famous microbe hunters, discusses some beneficial microbes, and demonstrates the usefulness of the microscope to scientists in many fields.

These programs would be useful for teachers of third through fifth grade students who are either preparing for a field trip or beginning a unit on microbes or protists. The macrophotography provides many unusual views of everyday objects that will provoke the curiosity of the student.

The teacher's guide includes a text of the script, which provides the booklet with some bulk but not much substance. The activities suggested in *Tiny Worlds* are practical if somewhat limited, given the endless possibilities. Two of the three activities in *Surprises Through a Microscope* seem almost boring. The authors do, however, suggest having hands-on experience with a hand lens, stereo microscope and compound microscope. Given the well documented lack of real laboratory experiences at the elementary and secondary levels, these filmstrips plus the better activities could provide a valuable foundation for the student of the biological sciences.

Raymond G. Edwards  
Tamaqua Area High School  
Tamaqua, PA 18252

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COMPRESS	102
Cross Educational Software	126
Gustavus Adolphus College	102
Harcourt Brace Jovanovich	cover 2
Merrill Publishing	cover 3
Mosby Times Mirror	67
Nasco	114
Swift Instruments	73
Whale Museum	124