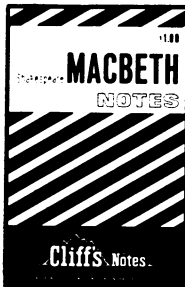




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films OF THE WEEK

APPLES AND ROCKETS. 16mm. color, sound, 4½ min. A nontechnical explanation of rocket fuels and their uses. Audience: grades 6-9. Purchase \$55 or rental \$7.50 from Image Arts Inc., 1058 Main St., Brockton, Mass.

CONSERVING OUR NATURAL RESOURCES. 16mm. color or b&w, sound, 17 min. Man takes from his environment materials which he uses to make his life easier. These are natural resources. Some natural resources, like soil, can be renewed, but they must also be protected. Other natural resources, like oil, are not renewable. Discusses the many problems remaining in solving the conserving of our natural resources. Audience: high school, college. Purchase: color \$190 or b&w \$110 from Film Associates, 11559 Santa Monica Blvd., Los Angeles, Calif. 90025.

EDUCATION UNDER A THATCHED ROOF. 16mm. b&w, sound, 19 min. The preparation and implementation of a unit-team teaching approach at a secondary school in Thailand are shown. The film contrasts these modern procedures with traditional ones. Examples include a unit on food sanitation, taught using audio-visual media, team-teaching, field trips, and materials made by pupils. Audience: teachers, general. Purchase \$130 or rental \$4.90 from Indiana University, Audio-Visual Center, Bloomington, Ind. 47401.

THE ERIE (The Erie Canal). 16mm. color, sound, 17 min. The history of the Erie Canal is traced through photographs, artwork and music of the era. The persistence of De Witt Clinton in convincing the Government that it should be built is captured. The lock system is described, and the present use of the canal, with its modern facilities shown. Audience: upper elementary high school, adult. Purchase \$300 from Bailey Films, 6509 De Longpre Ave., Hollywood, Calif. 90028.

JET PROPELLED. 16mm. b&w, sound, 52 min. The story of the invention of the jet engine is told with footage never before released and with special material filmed in England, Germany and the United States. Tells how Sir Frank Whittle first conceived and later built and flew the world's first jet aircraft which helped to save England from the menace of the buzz bomb late in World War II. Audience: general. Purchase \$250 or rental \$25 from Peter M. Robeck and Co., 230 Park Ave., New York, N.Y. 10017.

LITTLE WHITE CRIMES: A QUESTION OF ETHICS. 16mm. b&w, sound, 28 min. Depicts behavior patterns and situations of ethical conflict which exist in the business world. Focusing on the stress and pressures that lead a young executive to lie or steal, the film provides a vehicle for discussion about ethics in the business world and life in general. The film depicts situations in which the young executive finds himself, the motives underlying his behavior, and leaves open for discussion the alternate choices he might have made. Audience: counseling groups, business courses in high school and college. Purchase \$175 or rental \$8 from McGraw-Hill Films, Dept. DF, 330 W. 42nd St., New York, N.Y. 10036.

THE RED PLANET—MARS. 16mm. color, sound, 17 min. After a brief history of early studies of Mars, presents current information on the planet obtained from the most recent explorations. Telescopic photographs show seasonal changes and the atmosphere, and photographs taken by Mariner IV show the planet's surface in detail. Audience: high school, adult. Purchase color \$325 or b&w \$180 from International Film Bureau, 332 S. Michigan Ave., Chicago, Ill. 60604.

LETTERS

to the editor

A good job

Sir:
Re the story on the temperature and pressure of the atmosphere of Venus (SN 8/24, p. 179).

I think you have done a good job of explaining clearly and concisely the principal aspects of this problem. One small correction: the Jet Propulsion Laboratory is affiliated with the California Institute of Technology.

V. R. Eshleman
Professor and Co-Director
Stanford Center for
Radar Astronomy
Stanford, Calif.

Sen. Dominick reacts

Sir:
The article, "A Body Blow for Headstart" (SN: 8/3, p. 108) is filled with inaccuracies and irresponsible innuendoes. Obviously the author never read the amendment or the Senate debate. A substantially different amendment was offered by me on the floor last year, not in Committee, and lost on the argument that the timing was not yet right. Two years ago I offered an amendment in Committee for discussion.

None of the proposals, including my amendment which passed the Senate this year, remove Headstart programs and place them in local school districts, as this article would have us believe. Operation would continue by community action agencies, private non-profit organizations, and, in some cases, local school districts. Top level supervision, not local operation, is shifted. Nor would Headstart be cut back to purely an educational program. Legislative debate makes clear our intent that the backbone of Headstart, parental and community involvement, will continue. And the statute would require a balanced program to meet the "edu-

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educational, nutritional, health, social and other unique needs of children from impoverished backgrounds." Participation would be limited to children from families meeting specified poverty standards, and Headstart would be within the Department of Health, Education and Welfare, where health and social services are administered.

My amendment writes the Headstart program into law by statute for the first time, instead of making passing reference to it and leaving the rest to the administrative whim of a Federal official in Washington. One result: better funding. Under OEO, money is not specifically set aside for Headstart, and the Administration has fought our attempts to earmark funds for it. The amendment earmarks \$375 million solely for Headstart, in excess of \$45 million more than it receives from the War on Poverty. Moreover, OEO only covers 80 percent of the cost of a project. The Dominick amendment covers 90 percent.

As you know, I serve on the Senate Education Subcommittee and Senate Labor and Public Welfare Committee, so I am thoroughly familiar with both education and poverty legislation. Some citizens contend Headstart should always remain with OEO, but testimony and other legislative history shows the agency was established to develop new programs, and once underway, the programs were to be placed with a permanent agency, not retained. As recently as one month before the Dominick amendment passed the Senate, Acting OEO Director Harding endorsed transfer of another program as "in line with longstanding OEO policy that projects should be shifted to other agencies when they have been fully developed and when the interests of poor people are adequately safeguarded by provisions for the transfer, thereby freeing OEO to innovate new approaches to the elimination of poverty." Sixty Senators (30 Republicans and 30 Democrats) agreed Headstart was developed, and those interests were protected by the language of the amendment.

I have always worked on behalf of Headstart, and only want to strengthen it.

(Senator) Peter H. Dominick
Washington, D.C.

(It is exactly that shift in "top level supervision," mentioned by Senator Dominick, that Headstart supporters fear, as the SCIENCE NEWS story points out. They believe it would turn Headstart into a typical nursery program since control would be placed in the hands of state educational establishments. In recent action, House-Senate negotiators turned down the Dominick amendment. The time is apparently still not right. Ed.)

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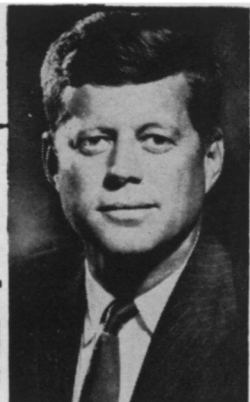
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