behaviors." One of the important advances in psychology and ethology is that so much evidence is now taken seriously which shows that a great variety of learning abilities and learning failures are due to genetically determined "constraints" (and, I might add, "special potentials" as well) (*4*).

At the present juncture I claim neither more, nor less, with regard to autism in its various forms, its nature, its origins, and the most desirable treatments, than that we are still trying hard to see both the woods and the trees and are all still groping our way; and that an approach of the type that I have tried to outline deserves to be followed up. Our experience in the 1½ years since my Nobel address was written seems to us to justify the "glimmer of hope" of which I spoke in Stockholm. A more comprehensive treatment of our views will have to wait until more long-term results of various therapies become available.

The Alexander technique. In the criticisms of my views on autism I sense the promise of a more fruitful collaboration in the future, for they are very reminiscent of the development of such collaboration between American behaviorists and ethologists which started, some 30 years ago, with equally sharp reciprocal criticism. But I must admit that I see no such promise in Maisel's comments on the Alexander technique and my recommendation of it. He seems to agree with Adrian and Dale that the technique is "dangerous quackery." But it puzzles me why Maisel publishes at the same time a selection of "the essential writings of F. Matthias Alexander," with a lengthy introduction which (to join him in his game of quoting out of context) ends with the sentence: "For many today, living in cities, working indoors mostly at sedentary, small-muscle jobs, continually exposed to polluted air, and hampered in opportunities for any large recreation—for many of this latest brood of monsters, it could just turn the trick" (*5*, p. l). Trying to figure out exactly what Maisel is after, I find myself saying time and again, with Alice in Wonderland, "curiouser and curiouser." In the meantime, having continued my "watching and wondering" and having seen quite a number of people benefit, I can only repeat: Alexandering may be good for you—why not give it a try?"

NIKOLAAS TINBERGEN
Animal Behaviour Research Group, Department of Zoology, Oxford University, Oxford, England

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University Reform

The article by F. Reif (3 May 1974, p. 537) presents a reasonable response to the problem universities face if they are to reform instructional practices. To that discussion I would like to add two points which are important elements in the planning for this kind of change.

First, there should be an explicit recognition of the kinds of educational reform going on outside the university. It would be a mistake to focus solely on the internal resources that are available and neglect the school systems, the state departments, the National Institute of Education, the research and development laboratories, and so forth. We are past the era of self-contained institutions that have little impact on or interaction with the larger community.

Second, the conceptions and plans for reform should be viewed through the eyes of the potential beneficiaries (the students), the reform designers, and the administrators of the university. With the acknowledged financial tightening at many universities, an intellectually honest and well-intentioned innovation could result in a sterile instructional process. It is conceivable that there is a way to provide for both quality education and financial realities, but unless all affected parties vigorously question and analyze propositions, in terms of both implementation and consequences, the exigencies of the moment may exert a stronger force than is ultimately desirable.

SYLVIA AUTON
National Advisory Council on Education Professions Development, Room 308, 1111 20th Street, NW, Washington, D.C. 20036

Methysergide Dosage

In the report by Zemlan, Ward, Crowley, and Margules (9 Mar. 1973, p. 1010), the systemic dosage level of methysergide maleate was erroneously reported as 3 milligrams per kilogram. The actual dosage used was 3 milligrams per animal.

INGEBORG L. WARD
Department of Psychology, Villanova University, Villanova, Pennsylvania 19085
WILLIAM R. CROWLEY
Institute of Animal Behavior, Rutgers University, Newark, New Jersey 07102

Erratum: The table accompanying Alan J. Grobecker's letter (28 Mar., p. 1145) was incorrectly printed. The correct table appears below.—ED.

Table 1. Estimated percentage of ozone reduction per 100 aircraft. [Adapted from table 1 in (*2*)*]

Aircraft type	Fuel burned per year† (kg/year)	Altitude (km)	NO_x emission index (EI) without controls (g/kg fuel)	Percentage of ozone reduction in Northern Hemisphere		
				Without controls	EI controls	
					1/6 today	1/60 today
Subsonic‡						
707/DC-8	1×10^9	11	6	0.0034	0.00070	0.000070
DC-10/L-1011	1.5×10^9	11	15	0.010	0.0020	0.00020
747	2.0×10^9	11	15	0.014	0.0025	0.00025
747-SP	2.0×10^9	13.5	15	0.079	0.014	0.0014
Supersonic						
Concorde/TU-144	4×10^8	13.5	18	0.39	0.068	0.0068
	3×10^9	16.5				
Advanced SST	3×10^8	16.5	18	1.74	0.32	0.032
	6×10^9	19.5				

* Reference 2 in the original letter was A. J. Grobecker, S. C. Ceroniti, R. H. Cannon, Jr., *The Effects of Stratospheric Pollution by Aircraft, Report of Findings. Executive Summary* (National Technical Information Service, Springfield, Va., 1974); p. xvi † Subsonics assumed to operate at high altitude, 5.4 hours per day, 365 days per year. Supersonics assumed to operate at high altitude, 4.4 hours per day, 365 days per year. ‡ The present subsonic fleet consists of 1,217 707/DC-8's, 232 DC-10/L-1011's and 232 747's flying at a mean altitude of 11 km and is estimated to cause a 0.1 percent ozone reduction.