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Bull Frog Pond, Vol. III, No. 4

Grand Valley State College. Thomas Jefferson College

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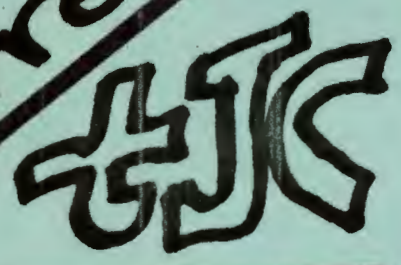
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retreat 2.



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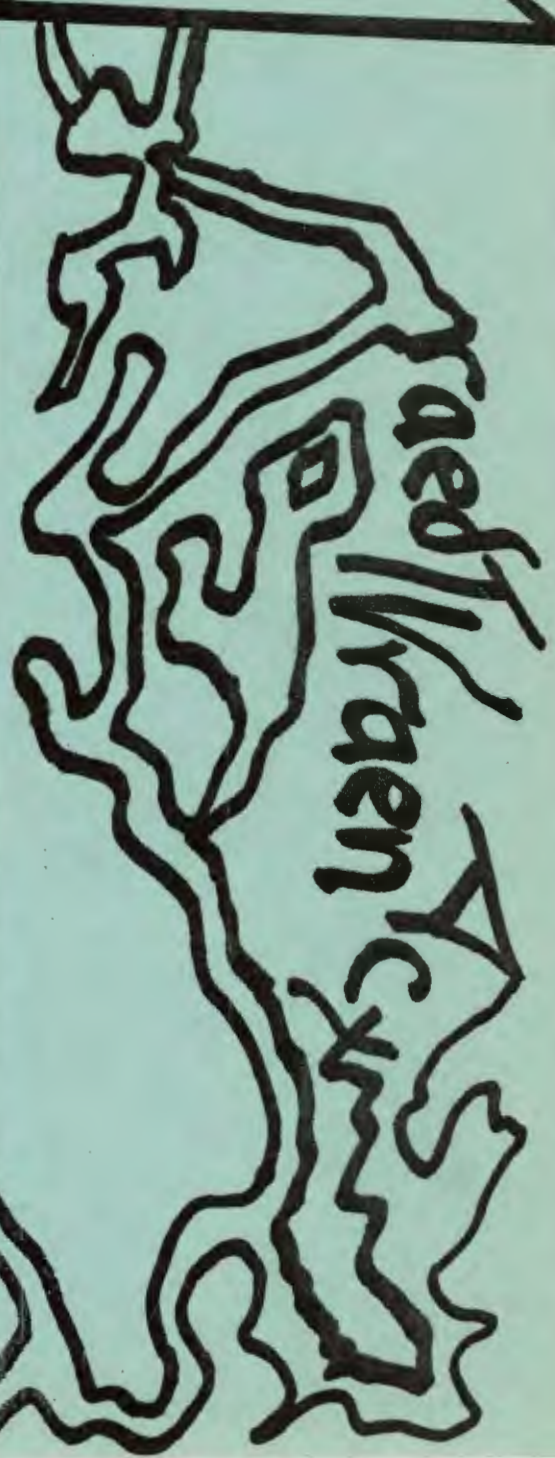


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advance

COMING

input

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CONTENT OF CONTENTS

Cover-----1.
 This here-----2.
 Calander of Events-----3.
 A Contest-----4.
 On the Advance-----5-7.
 Celebrate Life-----7.
 On Summer Registration-----7.
 Education as Life-----8,9.
 From Robert VasDias-----10-12.
 Results of EXCO election-----11.
 Fom Bob Schechtman-----13.
 Academic Affai's Comm. Min.-----13.
 Admissions Comm. Min.-----14.
 Cuviculum Comm. Min.-----15.
 On a TJC Forum-----15.
 Modes of Study at TJC-----16.
 Faculty Comm. Min.-----17-19.
 On a TJC Forum-----19.
 On Women's Teach-In-----20.

**DISCOVER THE
 PLEASURES
 OF MANKIND**

input

COMING

may

<p>16 Sunday</p> <p>Open House 2:00 to 5:00 pm Seidman Lobby</p>	<p>17 Monday</p>	<p>18 Tuesday</p> <p>"Bandarray", featuring Buddy Morrow 8pm field house</p> <p>Laural and Hardy ff. 8pm, 114 LMH</p>	<p>19 Wednesday</p> <p>Celebrate Life</p> <p>TJC Forum; <u>Titticut</u> 3pm, 132 <u>Follies</u> LHH</p> <p>Laural and Hardy ff. 8pm, 114 LMH</p> <p>G.V. Gay Alliance forum, Seidman pit 10 to 11:30 & 2 to 4.</p>
<p>20 Thursday</p> <p>"Tragedy of the Commons", 132 LHH 2pm, TJC forum</p> <p>Transcendental Med- itation, 1pm, 114LMH</p> <p>Laural and Hardy ff. 8pm., 114 LMH</p>	<p>21 Friday</p> <p>Women's Teach-In Yeats Festival, 8pm 132 LHH</p> <p>Canned Heat in Conct. 8pm. field house</p> <p>Afro-American Concert noon, commons</p>	<p>22 Saturday</p> <p>Yeats Concert, 8 pm. 132 LHH</p>	<p>23 Sunday</p> <p>Open House, 2 to 5 Seidman Lobby</p> <p>Afro-American Concert 8pm, GT Room</p>
<p>24 Monday</p> <p>East of Eden & Dial M for Murder & live entertainment, 132LHH 6pm-continuous</p>	<p>25 Tuesday</p>	<p>26 Wednesday</p>	<p>27 Thursday</p> <p>Student Film Group; "The Man Who Had His Hair Cut Short" & "The Book" 132 LHH, 2pm.</p>
<p>28 Friday</p>	<p>29 Saturday</p>	<p>30 Sunday</p>	<p>31 Monday</p> <p>Memorial Day Recess</p>

BUT SERIOUSLY, FOLKS:

We have here a Contest for the best contest.....

1st Prize: Dan Gilmore will masturbate your ego.

2nd Prize: Three strokings of Joe Louis' head.

3rd Prize: You will masturbate Dan Gilmore's ego.

Contests must be submitted with a form (it doesn't matter what form you use, just so long as you use a form) to 165 LHM by Tuesday, May 25. Results will be published in the June 1 BFP and prizes will be awarded whenever you get around to prizing them. An award also will be given for the best form submitted with your contest.

If you want to get rid of a colony of rats, catch one alive and paint him with phosphorescent paint and let him go.

Ernie Scheidler

There is nothing new. One REserches and DIScovers.

Jim

Cam's Office is Ecologically Unsound.

On the ADVANCE:

We'd like to know what you thought of and how you felt about the Advance at Camp Cohana. Experiences you found to be trying as well as peak; suggestions for the next one; about the wedding; about the people; about the camp; about the time; and most of all, about you. As always the BFP mire is in 165 LHH.

The TJC Advance is a place where you can bring your accumulated hassles and pressures to trade them for sunburn, poison oak, a slight hangover perhaps, and a wonderful outside tiredness--troubles so easily cured with a couple of aspirin, a bottle of calamine lotion, a good shower, and along rest. Then you are left with nice memories and the realization that only by getting out of yourself for awhile can you genuinely appreciate being in again.

--Mary Sonneborn

The Advance was one hellava good experience for me. The rap sessions with Mary & Cam, the meeting of new people, helped me to understand and accept myself much better. I think people at TJC will notice a change in me. Hopefully this change in behavior will continue and be for the good.

-- Greg Cox

The Advance was people, joy, the big lawn, smiles, frost, sunsets, love, Jack & Jeannie's wedding, music, trees, laughing, blueskies, playing, hugs, bees, volleyball, campfires, Boonesfarm, dancing, talking, eating, cooking, frisbees, walks on the beach, Lee's banjo, dogs, (one spider), shaving, Lake Michigan, the moon, and you & me--all as one yet each by itself.

-- Norm

On advances; I enjoyed it; the marvelous scenery, the easier pace, Jack and Jeanni's wedding, which seemed to affirm loving rather than institutionalize it, being with my people. I missed most of all the sense of building a better community, of purposefully gathering apart from distractions to work lovingly toward a better college. I think I feel mostly that it was a damned good party.

--JLK

Impressions

I want to write fragmented statements because that's how my experience was...

Lots of lovely people... people wanting to be "in community" and not quite knowing how...

Desperate LOUD explosions... almost frenzied at moments... everything was always loud...

Usually the same faces in the kitchen... that's where some of my best moments happened... but it upset me that many people never participated in those activities... Was it shyness... laziness... or were people too busy with their own private fantasies...

Three two-year olds... pure... curious... coming together... moving apart... never participating in 'small' talk.. showing each other 'their thing'... like ringing the bell... throwing oversized rocks... running... clashing... loving... Many 'big' people enjoyed the little ones... they were easier for me to interact with... Real...themselves...

The wedding was beautiful... partly because there were unnaturally long pauses...

partly because it seemed unrehearsed and therefore refreshing... People didn't know always how to say what they wanted... some tried... some didn't... but it was O.K. because for that moment, we were all in love... and love is sometimes awkward... and it felt so good...

All in all I don't think we can...as a community..TJC...did what we went to do. We as a community don't know ourselves better...We didn't reach out in self discovery as the children did...but maybe we're more ready now to find out what we're all about... and laugh... and cry... and accept ourselves better...

I'm glad I went... not because it was perfect... but because now I have a reason to go all over again...

--Emily Gilmore

Note From An Advance Journal:

1. Compassion allows, first of all.
2. Compassion has two objects, of which is my own sadness. To "cure" my sadness by changing his behavior dishonors both. Rather: Allow.
3. To want to save someone is the ultimate in disrespect.

--Cam

The Spring Advance: Personally some really nice things happened. Working in the kitchen was great. The physical labor was a total aesthetic experience. There is something exquisitely beautiful in preparing enough french toast to feed a hundred people. The planning, the challenge, working with others in this situation was truly significant and satisfying. I had a good talk with Maggie Saturday night and got some things off my chest which I needed to say. We both felt better after our talk. Sunday morning I had a long backrub in the hot sun, a very alive feeling. Jack and Jeannie's wedding Sunday afternoon was a rich moment of truth for me. I haven't felt so in touch with myself (hence others) in a long time. It felt indescribably great to cry and not know why.

But what is an advance? my daughter, Jennie, said it amply in her being - no fanfare, no words (she can't talk very well) no reliance on routine, but a true "going out". A new space, new people, dancing, being able to open the front door fifty times in a row (a true practice of freedom), drinking all the punch she wanted out of a fantastic vending machine, collecting rocks (throwing some too), smelling flowers, rolling in the grass, hugging people when feelings were mutual, and unself-consciously ignoring people when she was not interested in their thing, playing hard all day, experiencing every minute, then going to bed exhausted but filled with the life she had lived that day and impatient for tomorrow to add another day of pure joy to her life-- this is what the advance meant to her. I wish it had meant that to me, but it didn't.

I physically entered a new and beautiful world, a world where I could learn new ways of relating to it and to others. I had a chance to re-establish contact with myself and others, to touch again my personal identity and my identity as a part of the TJC community. But this did not happen and it was my own damn fault. I relied on my old ways of relating, the old "instant joy" formulas. I didn't work to make contact with my own potential in that new space. I didn't advance; I regressed.

Next fall, I would like to use the advance more to re-establishing contact: Yoga every morning with Jerry Diller, instant theatre workshop with Mike Birtwistle, poetry with VasDias, movement and body awareness with Christine Loizeaux, musical happenings with Bob Schechtman, vegetarian meals, etc. I want to use the advance to perceive a different reality. To experience myself fully as a human being is to advance.

--TDG

Advance Quotes

There is a scientific explanation for everything, but, if there isn't you can make one up. --Chuck Heath

Well, I can't see any way to deny it. --Brad Fay

I don't understand, but if I did, I could always pretend I didn't. --Jo Wilson

Note form an Advance Journal

"I feel that you are hurting inside" is not a statement of my experience but is an assumption about theirs and probably projection. Alors, try out "I feel hurt". If that's not it, the data provided in (my own) reaction will lead to it.

In any case, the phrase "I feel that you ..." is a giveaway of error, and of assumption about the other's experience. Respond instead to his behavior, with behavior congruent to my own experience. In any situation it can be done'. --Cam



celebrate life!

NOON--music all day with:
David Montgomery

Paula Johnson

Ambrosia Blues Band from Buffalo, NY

Frank Salimonia
Jene Jacobs

Carl Dickenson and friends
of Ann Arbor

John Struthers will mc.

AFTERNOON--kite flying contest,,,free popcorn and prizes,,,frisbees,,,a May pole,,,tug-of-war

4 - 5:30 pm.--Outdoor Chicken bar-b-que outside LHH in the field, \$1.75.

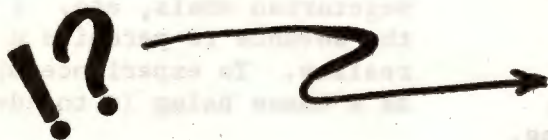
3:00 pm.--Concert: Leo Kottke and "Ormandy" in the field house \$1.75

All this can be had on Wednesday May 19



summer registration

July 28 was mentioned in the Summer Schedule for second session registration. The all-college calender is set up for only one registration fo the entire 10 weeks with allowance made fo late regst. on July 28 with a \$30.00 late penalty fee The same late fee penalty applies to students who wish to add a second 5-week course during the July 28 or29 late regst. period. This means all work during the entire 10 week period must be registered for on June 22. Also, Special Studies must be submitted by June 21.



EDUCATION AS LIFE

At San Francisco State

Students attending summer sessions at San Francisco State College will be able to use credit cards to pay their fees this year for the first time. College officials said credit-card experiments elsewhere resulted in increased enrollments of 15 percent for extension and summer sessions. San Francisco State College usually enrolls more than 8,000 students in the summer.

The administrative council and the board of trustees of Antioch College will vote in separate meetings this coming week on the possibility of the college taking over George Washington University's Urban Law Institute and establishing it as the "Antioch School of Law" in Washington. The Antioch faculty approved a proposal this week that the law school be established in September 1972 subject to agreement with GW on the findings of a feasibility study that would be made first. The university is terminating its sponsorship of the institute July 1. The Office of Economic Opportunity said it would not continue funding the institute without college or university sponsorship.

The student senate at Whittier College, President Nixon's alma mater, voted to rescind an honorary degree given to him in 1959. Students said the award was given on the basis of his record as vice-president and should be revoked because of his Vietnam policies as President. The action would have to be approved by the Whittier faculty and trustees.

Mountain College and Graduate School, formerly Alternate University, opened January 11, 1971. Recently located in California, now in the mountains of Denver, the school has stated that "learning as apprentices, interns or residents will constitute a large portion of the student's requirements for graduation. Apprenticeships will allow students to link learning with use of that knowledge in the world and real life." There is no specific location where the students must be, except for a three-week colloquium in the Colorado mountains for consultation, advice, reflection, evaluation and guidance with faculty members and other students. Tuition is \$1500 for twelve months; part scholarships are available. Entering freshmen will not be judged on high school grades, SAT or ACT scores. Offering BA and MA degrees, Mountain College is "not a free university or a free school." It will give credit. For further information, write to Mountain College and Graduate School, C/o Neil Rosenthal, 2685 S. Lafayette, Denver, Colorado 80210.

San Diego State College was to have offered a bachelor's degree in Chicano studies this fall. At present SDSC has a Chicano studies program of nine courses with roughly 270 students, but the program does not lead to a degree. The program, first in the country to offer a degree in Mexican-American studies, is said to be designed to combat an 80% drop-out rate among Mexican-American college students on the West Coast. Whether Governor Reagan's budget cuts affected SDSC is unknown at this time.



Alternative University in New York is a school free of grades, credit and age restriction which offers a wide range of courses. The terms are thirteen weeks long; courses meet once a week for two hours. Participants are entitled to attend as many courses as they wish for their \$25 fee, which covers the expenses of the Alternate U. Decision making is in the hands of all who participate in the school; maintenance work is also done by those who attend. Contact Alternate University, 530 Sixth Ave. at 14th Street, New York, N. Y. 10011. Call (212) 989-0688 or (212) 691-2955

The Radical College, a group dedicated to organizing radical faculty, has been formed by 70 professors and teaching fellows at the University of Michigan. Not recognized by the University, the group hopes to provide an alternative to the official Senate Assembly. Their first action has been to demand that all job recruiting end and a one-day moratorium be held during which to formulate new policy regarding the university-military-industrial establishment.

Staff members of at least five campus newspapers are facing office lockouts, threats and charges of violating the law for having published abortion referral notices. Campuses include Concordia College, (Minn.), University of Connecticut, University of Bridgeport (Conn.), Western Connecticut State College and the University of Georgia.

The Student Government at State University of New York at Stonybrook has voted a bail fund of \$10,000 into its current budget. Any student who pays his \$63 student fee is eligible to receive \$5,000 if he pledges to return it.

Adapted from.....
LOVE AND UNDERSTANDING
....by..Kenneth L. Patton

What more have we to give to one another than love and understanding?

We shall gather a store of love for our children, and marry love to wisdom, that the needs and thoughts of the child may be known to us.

We shall make a world for the gladness of children, bringing to them the conviction of their worth, and the beauty which their beings crave.

We shall gather a store of love for our youth, troubled in the rising turbulences of life, to guide them into their maturity with less of loneliness and torture.

We shall provide useful tasks for the hands of youth, that they may learn to create with a pure and wholesome joy.

We shall gather a store of love for our parents, for, if the homes of our land are stark and brutal, then, we are, indeed, poor.

We shall make their chief labor the building of homes, and their knowledge will be spent in the making of strong emotional solvency.

We shall gather a store of love for our aged, whose days have been wrung with follies and hurts. Our land will be a large home for the elders, who will be restored in their Children's vigor.

We shall forestall their loneliness through the companionship of their children, who, in their own parenthood, met their parents coming toward them across the years.

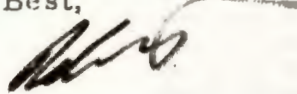
We shall turn our whole persons to the use of love and understanding, for the one without the other is a fumbling hand, and ignorant mercy is a plague of death.

Wisdom must be made the ready implement of love, and love the guide and repairer of knowledge.

Dear Dan,

Don't you think the enclosed article, "Life and Death of a Far-Out College," should be read by all TJC faculty and students? While many of the problems undergone by Old Westbury were indigenous to that institution and its leadership, I think there are general conclusions to be drawn that are of value to experimental colleges as a whole--if nothing else but: "Look, we have something we believe can and should work--let us make sure we don't lose it by committing the same kind of errors."

Best,



HOW
ABOUT
US ?

from

Bob Vas Dias



THE NEW YORK TIMES.

Faculty and Students: Few 'Squaes'

Who were the students, faculty members and administrative leaders at Old Westbury--what were they like?

Harris Wofford, the college's president, described the first 85 students who, in background and attitudes, he said, strongly resembled the second--and last--class of 115 that arrived in 1969:

"A resistance to any required courses or books, and to most of what goes by the name 'academic'; a fascination with the new life-styles of the so-called youth culture; a determination to study only 'relevant' subjects, usually defined as those related to current social issues; a desire for a gentle community of equals with no lines between students, faculty and staff and a commitment to one-man, one-vote participatory democracy as a condition of partnership."

"Let everyone do his own thing (except the president) seemed to be their basic definition of an experimental college," Mr. Wofford recalled.

"Some were more politically activist than others, some more hippie than others, some more alienated than others, but there were no apparent conservatives and almost none who simply wanted a good liberal arts education or were primarily interested in a vocation."

'Exceptional Group'

Mr. Wofford later called the mix of students at the college a "Himalayan miscalculation," but his analysis is sometimes disputed.

Prof. Donald Bluestone, for example, said the students were a very diverse group, as

varied as on many campuses. "It's also true they were an exceptional group of people," he said, "exceptionally creative."

The faculty members, numbering about 25 at their peak, were all sympathetic to experimentation. But the professors, many of whom had traditional academic backgrounds, held widely differing views of the reforms needed and were united chiefly by their disaffection with higher education elsewhere.

"They were all romantics," said Dr. Council Taylor, an anthropologist on the faculty.

Mr. Wofford, a 40-year old lawyer who had served as a civil rights aide to President Kennedy and as associate director of the Peace Corps, blended the action and momentum principles of the New Frontier with a devotion to deliberative, Socratic dialogue and a long attachment to the "Great Books."

"Harris could be a strong executive," said Dr. Lawrence Resnick, a philosophy professor, "Yet on the other hand, if something were decided it could always be brought up again."

"He loved ambiguity," Prof. Michael Novak said of Mr. Wofford.

Many of the administrators had experience in the Peace Corps or the Job Corps or in business.

Dr. Byron L. Youtz, the college's highly regarded academic vice president and the only top official with administrative experience at a college, was "the number one square in the crowd," Dr. Resnick said. "We knew we needed someone sober."



Cont.

Life and Death of a Far-Out College

By M. A. FARBER

The State University College at Old Westbury, L.I., opened three years ago as a much-heralded experiment—an amalgam of libertarianism, action-oriented urban studies and Socratic dialogue about man's great ideas.

Today, after experiences that were often as wrenching and disillusioning as they were brief, the small college that was supposed to "generate waves across the country" is being quietly phased out. It is to be replaced by another college of the same name, still experimental but presumably with stricter controls.

Senior officials of the State University system say the first effort fell apart, riven by incessant feuding and indecision in settling issues of academic policy and administrative authority.

Before deciding to end the experiment, the State University sent a committee of educators to evaluate the institution, one of 13 liberal arts colleges in the 70-campus university.

The committee found the curriculum weak and effective curricular planning almost totally absent. They said the college needed more diversity in its student body, less pressure for "ideological conformity," a governance system with increased "practical influence and involvement" and a clarification of the experimental nature of the institution.

The college had no academic departments, no failing grades, no traditional examinations. The accent was on independent study and field work and seminars. Students were also to have "full partnership in the academic world" and were to be allowed, in large measure, to set their own areas of study and research.

The difficulty of reaching agreement among, or between, the faculty, administration and student body was clear soon after the college opened.

Little more than the framework of the first educational program survived the first year, as professors and students went off in their own directions in humanities and social science seminars.

"We ended up specifying about half the books for seminars, but probably no one followed these prescriptions," explained a professor. "One faculty member met his class under a table so everyone could be on the same level. Another class became a marathon encounter group. All the faculty thought the kids knew much more than we did."

Another element of the program was "independent study," in which students were allowed to pursue almost any project that was "neither illegal nor hazardous."

Variety of Projects

Among selected topics were "Migrant Camps and Workers," "Liberation of the Ghetto Through Economics," "Film Study," "Guitar-Country Blues," "The Craft of Sewing" and "The Plight of the American Indian in the 20th Century."

Some students declined to engage in projects, or didn't complete them. Others, like a student whose project was attendance at a cultural anthropology course at Queens College, chose conventional approaches.

The project of one woman student, for five credits, was called "Poetry of Life." Her project description read as follows:

"Now I hear beautiful music. Then I paint a mind picture. Later I walk in the wood. Reverently I study my wood, know it. Converse with a poet meaningful to me. Make Love."

Another student's project was called "Creative Candle-making"—"learning how to, and making, candles." The professor's role in this five-credit project was "to look at my candles when I make them and receive several as gifts."

Field work, the last major component of the college's program, resulted, in students' spending as much as half the year off-campus. Some worked in mental hospitals or for welfare rights organizations or among the Young Lords in East Harlem; others studied filmmaking at a Paris cinemathèque or lived in Israeli kibbutzim and Arab villages or went to Mexico to learn Spanish.

a bit more yet.

P.S. Ken VenderBush also sent clippings on Johnston College, another of our breed. I decided that due to the length of the coverage and the necessity to read it all to understand what happened there, not to reprint it. If you would like to get ahold of a copy, ask me, Dan Gilmore or Mary Te Pastte.

-- Jim Pongones



RESULTS OF EXCO ELECTION:

Paul Royce-CC Pres.

Dave Bage -CCL V-Pres.

Mary Danials-CCA V-Pres.

Who's in Charge?

A sizable number of students, however, chose not to leave campus—they preferred classes. Some observers say the field work was profitable, on the whole. Others say it "deteriorated considerably" because of student laxity. According to Harris Wofford, former president of the college, the main problem was the faculty's failure to respond to student wishes for more guidance.

Compounding these difficulties was the continuing issue of governance—who was in charge in such areas as administration, hiring and admissions, curriculum and student affairs.

As it became apparent that Mr. Wofford did not intend "full partnership" with students to mean popular democracy, he was assailed for yielding too little power or having already given away too much.

Discussions of governance, often acrimonious, consumed evening after evening, and took their toll not only in time but also in trust. "The politics of education—that's what happened here," said Michael Novak, a humanities professor. "We spent our time trying to decide how to decide what to decide."

The first academic year was scheduled to end with a two-week self-evaluation on campus. Instead, it closed with a sit-in by students who wanted to overturn some previous curricular and personal decisions. Out of the sit-ins came an attempt to write a constitution for the college. It was written and then rejected by students, faculty and administration.

In August, 1969, Mr. Wofford announced that he was resigning, effective August, 1970, to head Bryn Mawr College. He said the "time would be ripe" then for a new president.

Although the second year went more smoothly—Mr. Wofford's announcement quickly raised some fears about the college's future as an experimental institution—the State University ordered a freeze on faculty hiring and student admission for last fall.

During the 1969-70 academic year many of the president's duties were assumed by Dr. Byron L. Youtz, a physicist who was then academic vice president. Mr. Wofford, in the middle of another crisis over his dismissal of a dean, asked in February, 1970, to be officially relieved of his duties, although he remained on campus.

Only during its planning stages in 1967 was the old college actually in Old Westbury, where the new college is now being laid out. After a fire destroyed a main building on its original campus, the old college was moved to a temporary site at the Planting Fields arboretum in Oyster Bay—and there it remained.

At Planting Fields, the fledgling institution established classrooms, residences and offices in geodesic domes, vacant horse stables and a Tudor mansion surrounded by azaleas, rhododendrons and dogwood.

From the outset the college had a state pledge of "almost unrestricted opportunity for innovation and creativity." And, though it began with only 85 students in 1968 and never had more than 220, it soon had a national following among educational reformers.

Basic questioning of every aspect of the college's life rarely let up. If it illuminated or resolved some problems, it created others, too.

"We lacked the oil of apathy that keeps most institutions running, yet, short as it was, we had a kind of success in learning what doesn't work," said Mr. Wofford.

"We should have tried things in a way so the whole tent wouldn't collapse," he added in an interview. "I've become skeptical of utopias."

State University leaders hope that greater caution, more discipline, better organization will be manifest at the new Old Westbury that receives its first 500 students next fall, including 100 transfer students from Planting Fields. The new college, rising on the sylvan, 600-acre campus intended for the first institution, has been in the planning stage for a year.

The New College

It has a substantially new faculty and a new president, Dr. John D. McGuire, a blunt, bustling, 39-year-old Protestant theologian and civil rights activist who is trying, with some effort, to keep "a low profile as long as possible." In some respects the new college may be more progressive than the old; in others, less.

One goal of the new institution, which has made a broad analysis of "human justice" its major curricular

Nihilists really have a lot going for them!

theme, is racial and sex "parity" within the faculty and student body: half white, half nonwhite; half male, half female.

In addition to its main academic program, which all new students will take, the new college plans to offer professional skills, or vocational, courses and basic skills programs in reading, writing and computation. As at Planting Fields, conventional lectures will be shunned and field work encouraged.

A Community Voice

An assembly representative of the entire college community will help shape most college policies, Dr. Maguire said, but the president, he noted, will retain and enforce his rights.

Planting Fields, Dr. Maguire said, "was a sort of flower child colony with an antipathy toward rigor, amplified in its hothouse setting. It demonstrated the limits of the radical individualization of education—the 'do your own thing' approach."

"For many of those involved," Dr. Maguire continued, "it was a searing experience. They talk about it now almost like they were coming out of a war."

Despite the troubles at Planting Fields, many students were more than pleased with the quality of the educational program.

"On this campus you were really free to do your own trip and a lot happened if you wanted to stay out of the politics of it and the official rigmarole," said Dennis Trager, who recently returned from California, where he earned credit working with a consciousness expansion group and with R. Buckminster Fuller, the architect.

That assessment was supported by some professors, including Donald Bluestone, historian. "On the teaching-learning level, and that's what counts most," he said, "the college was a total. 100 per cent success."



Harris L. Wofford Jr., former head of college, is now Bryn Mawr president.

The following is a excerpt from a letter sent to T. Dan by Bob Schechtman (music), one of the Tutors who will be teaching at TJC in the fall.

Dear Danny,

I just sent an order to my printer in New York to make up some copies of pages from a recent piece to send to you and Emily. Last week, some friends were here from New Orleans....they're artists. I showed them these pages or sheets. Like lots of others who've seen them, they were interested in them as pure graphics and asked if they could have a set of them. So while I was getting the printer to run off a few sets, I thought that you and Emily might like to have a set.

Of course until they get to you, you'll have no idea what I'm talking about. When I wrote the piece...THREE SONGS FROM THE TIBETAN BOOK OF THE DEAD (for Soprano, Woodwind Quintet, Piano, and Percussionist), I became interested in utilizing improvisation from the players. In the second song or movement, for reasons of dramatic effect and structural plan, I divided the ensemble up....and had the piano, the percussionist, and the clarinetist (who switches to sax) move to the far side of the stage..separating themselves from the rest of the ensemble (flute, oboe, bassoon, and french horn). The piece was done at Town Hall which has a gigantic stage.. which I wanted to utilize in the piece. The soprano becomes a "free agent".. who moves from one ensemble to the other, and sometimes stands in between in the center of the stage. The sheets you're getting is the way that I finally notated the improvisations by the sax piano, percussion, and soprano. The idea was to stimulate their improvisations by visual symbols and to provide some kind of guideline so that they do basically what I had in mind. I've always been interested in the effect of visual symbols on players. Well, anyway, once the piece got printed (the bulk of the score is more standard).. lots of people commented on the attractiveness of the sheets as pure graphics. As a matter of fact, a poetry mag in California is going to publish them this fall... and

they wanted me to do more of the same thing for them....an idea I've been working with... to create visual poetry, to utilize the visual stuff to prompt a reader to hear his own musicalization of the text. I'm now working on football cheers..sets of stuff with graphics... i.e. boola, boola boola....sissssboombah.

Anyway man, all of this is to give you an idea of what the stuff is all about when you get it. What I'm trying to say is that I think they're decorative... and I hope you and Emily will dig them for that. (I have a tape of the Town Hall performance so, you'll get to hear it when I get out there.) Is it warm yet????

Academic Affairs Committee, April 26, 1971

Present: Catherine, Bill Iron, Larry Gulian (Lee Kaufman)

1. A request by Lee Kaufman that the forms for Contract Studies be made more parallel was discussed and generally approved with the understanding that the material on the second page of the Special Study form was too valuable to be discarded.

There was some discussion of criteria for approval of Contract Studies which will be continued at a later meeting.

2. There was a general discussion of the group special study with general acceptance of the Curriculum Committee's recommendations. There was specific concern that once the nature of the group special study has been approved by the Academic Affairs that there be some way of insuring that it not be changed without their approval.

There was a review of the form, submitted by Lee Kaufman, and he was instructed to change the form and resubmit it at a later meeting.

K. G.

To My Wonderful Family at TJC

Wish I could hug all of you in the TJC community to me. You've really made this Mothers Day more meaningful to me than ever before. Your Mothers Day Card which was mailed to me, signed by so many of you, hit me like a bolt from the blue. So much love and affection surged through me! I feel so honored, so proud of you!

Thank you one and all for such a beautiful sentiment.

Mother Mary Te Pastte

There's someone standing on the edge of a ravine. He loses his balance and slowly, very slowly begins to roll down the slope. He grasps at small trees, weeds, flowers anything to break his fall. Everything pulls loose. There's such a strange look on his face- unbelieving- but not surprised as in slow motion he continues to fall. He can't see the bottom, only darkness of night. His body aches. Such a hopeless feeling, no one to help him, nothing to stop his downward motion. Only darkness below, perhaps a welcome sight....oblivion....a quiet place to lick his wounds....perhaps a comforting place to be.. who knows. the insane.

Cathy B.

Fall Synoptic Lectures
For William James College

1. Oct. 5 Jerome Kagan, Psychology, Harvard
2. Oct. 12
3. Oct. 19 Gardner Murphy, Psychology, George Washington University
4. Oct. 25 David Elpind, Psychology, Rochester
5. Nov. 2 William Charlesworth, Psychology, Minnesota
6. Nov. 9 Robert Bellah, Sociology, University California Berkley
7. Nov. 16 John Smith, Philosophy, Yale

8. Nov. 23 Majorie Grene, Philosophy, University California, Davis
9. Nov. 30 Paul Weiss, Philosophy, Catholic University.

Admissions Committee Minutes, May 3, 1971
Present: Dan, Cathy, Chuck, Earl, John

1.0 Admissions actions:

Summer '71 1 Admit
 1 N.A.
 1 Table Decision

Fall '71 6 Admit
 1 Admit on Guest Status
 2 Re-entries Approved
 2 Table Decision
 1 Admit

Winter '71 1 Admit

A.S. Neill of Summerhill, though not an applicant to TJC, was granted the status of being admitted for any term he might wish to enroll.

- 2.0 An appeal letter from two applicants previously denied admission. Action: schedule personal interviews.
- 3.0 Next meeting scheduled for May 12, at 11:00 a.m.
- 4.0 Some discussion of statistics of admissions for past terms with a view to establish a ceiling on admissions for Fall '71. No firm number was arrived at. Further consideration at the next meeting.

5/7/71

One summer applicant was admitted by circulation of his folder among committee members. This procedure was resorted to as his folder had been misplaced for a month and all possible speed in making a decision was desired.

Curriculum Committee 30 April 71

Klein, Kaufman, Wilson, Cox, Sorensen

I. The Curriculum Committee approved the following seminars for Fall 71.

a) Culturally-oriented

- 1) Yoga - Diller
- 2) Sociology of Everyday Life - Efron
- 3) Folk-dancing - Schuchman

b) Interdisciplinary

- 4) Levi-Strauss & Chomsky
Klein & Heuer
- 5) Relevant Theatre
Birtwhistle
- 6)
Kaufman & Efron
- 7) Orpheus & Dionysius
Klein & Rodin

c) Others

- 8) Dance workshop - Loizeaux
- 9) Acting workshop- Birtwhistle
- 10) Poetry workshop-Vas Dias
- 11) College Students in
America Today
Haggard & Diller
- 12) Mathematics & the Physical
World - Andersen
- 13) Chinese Peoples Republic
Heuer
- 14) Psychology of Wisdom
Gilmore
- 15) Simsoc - Efron
- 16)
Heuer
- 17)
Klein

II. The committee agreed to have current students leading seminars if they

- a) are certified as competent by the curriculum committee
- b) agree to forgo compensation
- c) provide a syllabus and a statement of evaluation procedures & policies to the committee for review & approval.

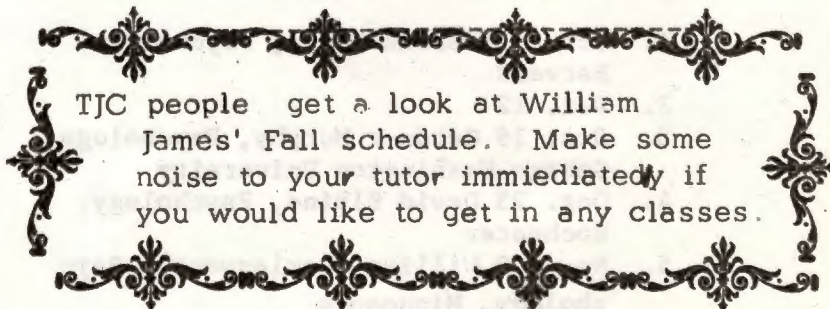
III. The committee determined that the summer and fall seminars are continuations of the Spring Seminar, thus students currently enrolled in the Spring Seminar have priority over entering students.

News Release

ECOLOGIST TO SPEAK ON COMPETITION AND POPULATION REGULATION AT GRAND VALLEY STATE COLLEGE

Dr. Garrett Hardin, Professor of Biology at the University of California, Santa Barbara, will be visiting the Campus of Grand Valley State College on Thursday, May 20, to lecture on population problems. Dr. Hardin will discuss the topic THE TRAGEDY OF THE COMMONS: ANOTHER LOOK at the TJC Forum at 2:00 p.m. in 132 Lake Huron Hall. His evening lecture (7:30 p.m. in 132 Lake Huron Hall) will be devoted to the topic THE ROLE OF COMPETITION IN EVOLUTION. Both lectures are open to the public. There is no admission charge.

Dr. Garrett Hardin, an expert in the field of the social implications of biology, is the author of numerous articles and books including "Nature and Man's Fate" (1958), "Biology: Its Principles and Implications" (1966) and "Population, Evolution and Birth Control: A College of Controversial Ideas" (1969)



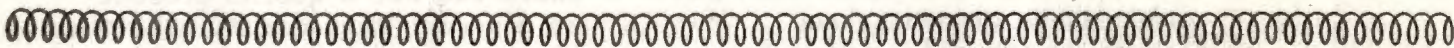
but never got around to?

ALTERNATIVE MODES OF STUDY AT TJC.

How many have you tried?

1. Exams
2. Seminars
3. Special Studies
4. Group Special Studies
5. Personalized General Studies (seasonal seminar)
6. Independant Projects
7. Senior Projects

---see your tutor for further information---



Pit Session on

HOMOSEXUALITY

"Join us on "Celebrate Earth Day"!

Wednesday May 19

10:00 am to 11:30 and
2:00 pm to 4:00 pm

Seidman Pit

GRAND VALLEY GAY ALLIANCE

Faculty Committee Minutes, 4-28-71
161-Huron 3:30 p.m.

PRESENT: Earl Heuer, Chairman, Dan Andersen, Steve Brown (TM Personnel Com. Rep.), T. Dan Gilmore, Bud Haggard, Kaufman, Don Klein, Betty Ryan (TM Faculty Com. Rep.) Mary Te Pastte, Cam Wilson, and several TJC students.

WANTED FOR NEXT YEAR:
A good typist, 15 hrs/wk. for TJC office. See Mary Te Pastte in 165 LHH as soon as possible

21.01 Announcements

EH-1. Don Klein has suggested that we hold faculty meetings at 3 instead of 3:30, since classes now start on the hour. Agreed.

2. EH was asked to appoint a faculty member at the last meeting to serve on the All-College Senate Task Force on Tenure. He appointed Bud Haggard to serve on this task force.

3. The TJC coffee fund is low: Get your money in.

4. Teaching colloquium on effective teaching is all set up for Thursday, April 28, from 9 a.m. to as long as needed, at Seidman House Conference Room.

5. The Advance is a student function conducted by students; and classes during this period may be rescheduled.

6. Personnel Meeting which will be held on Wed. May 12, at 3 p.m. will deal with retention of Don Klein and Bud Haggard.

CW-Asked if there was to be any type of systematized feedback from the students on Bud and Don.

EH-Earl and TDG have prepared a questionnaire for students to fill out for feedback.

TDG-suggested that the questionnaire cover all present TJC faculty to get a fairly representative rating. Agreed.

21.02 Minutes of last meeting (#20.00)

It was brought out that Minute 20.06 had stated incorrectly that there was not a quorum present at a recent Academic Affairs Com. meeting which ruled that all special studies would go through the AAC. It has since been determined that a quorum was present. The decisions of that meeting will thus stand unless challenged. Minutes 20.00 were approved as corrected.

CW-Would like to have an afternoon designated where Cam and Jo could have faculty meet at their house. Sort of an "open house."

[Note: Friday afternoons after 3:00 was chosen.]

21.03 Approval of Task Force Report on Tenure, etc.

The report was discussed and the following revisions were made: On p.2. III Computation of Annual Increments A. Compute adjusted salary change to read:

DA-Announced and circulated an announcement stating that Dr. John Moore would be speaking Friday April 30, at 8 p.m., at Calvin College on RECENT ISSUES ON CREATIONISM IN EDUCATION. All were invited to attend.

This amount shall be base salary plus longevity increase. Compare adjusted salary to current salary exempting that portion based on merit and choose the higher of the two.

On p. 3 IV. Rating Procedure with respect to merit increases, promotion and tenure. Under (3) Academic and intellectual accomplishment. Change first sentence to read:

The Dean, Faculty Personnel Committee members, Student Rep. Com. and random selections of 15-20 students who have taken at least one offering from the rated faculty member during the current or preceding two quarters, on a 0 to 11 point scale on teaching effectiveness

It was moved and carried that the report be accepted as corrected. Implementation-Earl & T. Dan will collect information from questionnaire. This will be done within two weeks. It was decided that no weighting would be done this time and scores would be computed from one each of Faculty, Dean and TM Student Rep.

TDG-Every faculty member will be listed and rated to get an idea how variable the score is. So ordered.

It was stated that this report was to be submitted to the All-College Task Force.

21.04 Approval of Task Force Report on TJC Expansion Plans as Revised.

This report was discussed and the following points were brought out:

1. Betty Ryan suggested a footnote for the section on the TM. This will be incorporated in the revisions that are being done by Norm Peterson, Betty Ryan and Lee Kaufman, as mentioned below.
2. Revise p.5, item 2, as follows: The Faculty Meetings will call Town Meetings that deal with formal policy decisions, unless called by the Dean for resolution of an issue from a committee, or from the Faculty Meeting itself, or for reconsideration of an issue, or by the TM Rep. Com. if such exists. The Faculty

Meeting is obliged to call a formal policy meeting of the Town Meeting upon petition by 1/3 of the membership of the Town Meeting. If this is the case, the Faculty Meeting is obliged to include in the agenda for the meeting the matter which was of concern to the petitioners. The Town Meetings will be called five days in advance agenda at the next formal policy Town Meeting.

It was brought out that the Chairman or designated leader of the TM would serve on the Faculty Committee and since there was no designated authority a token student from the TM Rep. Com. was not authorized to vote. It was agreed that considerable rewriting and re-wording had to be done since as it now stands the TM by cancelling position of TM Chairman had cancelled their vote.

It was also mentioned that the Faculty Meeting, as such, was not defined as to who and what constitutes the Faculty Meeting.

It was decided by consensus that Norm Peterson, Betty Ryan and Lee Kaufman revise this document.

21.05 Minutes of April 7 and April 21 meetings.

Since these meetings called for consideration of task force reports on Tenure and Expansion of TJC, Earl Heuer asked for approval of these minutes as written. Agreed.

21.06 New Business

Admissions - DA stated we were nearing our quota of 315 for the Fall term and expected that we would have to close admissions in about a month. At this time, last year, we had half the number of applicants we have now.

It was estimated there would be approximately 100 new students at TJC next year.

Steve Brown said the rate of growth scheduled for TJC, i.e., doubling (another TJC unit in Fall 1972 was much too fast and would affect the TJC program adversely.

Student Teaching Assistants

DK - When do we decide on using students as Teaching Ass'ts.

TDG- We will have about the same amount of money next year for student help. We will require a typist for 15 hours a week and there will be 5 or 6 positions of 10 hrs. a week, 3 or 4 of these could be used for Teaching Ass'ts.

Several points were brought out in this regard.

1. Perhaps credit rather than pay could be used for this - and it could be used as a teacher-aiding type experience.
2. It would be good to have seniors interacting with other students, and perhaps the seniors have some expertise they can share in an actual classroom experience.
3. Perhaps the tutor could ask a senior with specialized knowledge and know-how to assist in teaching a seminar.
4. Ernie Scheidler felt the emphasis should not be on gains(credits or monies) for this position but on the experience itself of teaching, of interacting with other students.
5. A person could be gaining experience while giving and sharing knowledge in the area of his expertise.

Spring Seminar

CW - Next fall students may like a second unit of this type of personalized seminar. Perhaps there won't be enough openings for new students to enter this seminar, if the present students decide to continue. People have asked about doing this seminar independently and putting a great deal of work into it for the 15 credits involved.

Excellent
&
FREE

Thursday, May 27, 2 pm., 132 LHH.

"THE MAN WHO HAD HIS HAIR CUT SHORT"

Directed by Andre Delvaux. Photographed by Ghislain Cloquet. From the novel by Johan Daisne.

Within a Kafkaesque nightmare where reality and fantasy merge and where nearly all distinctions and assumptions become blurred and imprecise. Andre Delvaux takes us on a psychological trip with a man who is going (or has he gone) mad. In a piercing character study interlaced with themes of dread anxiety, death and dispair we see an obsession grow until, like a cancer, it has taken over the entire life and being of Govert Miereveld.

PLUS

"THE BOOK"

21.07 Adjournment

The meeting adjourned at 5:10 p.m.

SCHEDULE OF EVENTS FOR WOMEN'S TEACH-IN, Friday, May 21, 1971

This event is being sponsored by the Grand Valley Women's League

- 10:00 am-11:30 am: Carol Shelley, speaker, topic: "Economics of Women's Oppression", 123 Manitou Hall
- 10:00 am-6:00 pm: Film showings: "Abortion", "Makeout", "A Day of Plane Hunting (film on Vietnamese Women)", "Women's History Film", "British Women's Film on Class Conflict", 301 Manitou Hall
- 11:00 am-1:00 pm: Workshops on Control of Your Body (abortion, birth control, etc.), and on Sexist Socialization, 107 Manitou Hall
- 12:00 pm: Women's Guerilla Theatre Group, Commons Patio area
- 1:00 pm-2:00 pm: Panel of Third World Women from Grand Rapids area, 107 Manitou Hall
- 2:00 pm-3:00 pm: Workshop on Sexism and Racism, 210 Mack.
- 2:00 pm-4:00 pm: Gay Women's Workshop, 102 Manitou Hall
- 3:00 pm: Women's Guerilla Theatre Group, Commons Patio area
- 3:00 pm-5:00 pm: Workshop on Sisterhood and Competition, 211 Mack.
- 3:00 pm-5:00 pm: Male Workshop on Chauvenism, 213 Mack.
- 5:00 pm-6:00 pm: National Welfare Rights Panel conducted by Grand Rapids National Welfare Rights personnel, 123 Manitou Hall
- 6:00 pm-7:00 pm: Workshop on Collective Living presented by Grand Rapids area women, 107 Manitou Hall
- All Day: Child Care Center, TJC Commons Room
- 8:00 pm: "Chicago Women's Rock Band", Seidman House Lounge area

All the events are free and open to the public as well as the college community

21

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Nobody Ever Dies of Overpopulation

Those of us who are deeply concerned about population and the environment—"econuts," we're called—are accused of seeing herbicides in trees, pollution in running brooks, radiation in rocks, and overpopulation everywhere. There is merit in the accusation.

I was in Calcutta when the cyclone struck East Bengal in November 1970. Early dispatches spoke of 15,000 dead, but the estimates rapidly escalated to 2,000,000 and then dropped back to 500,000. A nice round number: it will do as well as any, for we will never know. The nameless ones who died, "unimportant" people far beyond the fringes of the social power structure, left no trace of their existence. Pakistani parents repaired the population loss in just 40 days, and the world turned its attention to other matters.

What killed those unfortunate people? The cyclone, newspapers said. But one can just as logically say that overpopulation killed them. The Gangetic delta is barely above sea level. Every year several thousand people are killed in quite ordinary storms. If Pakistan were not overcrowded, no sane man would bring his family to such a place. Ecologically speaking, a delta belongs to the river and the sea; man obtrudes there at his peril.

In the web of life every event has many antecedents. Only by an arbitrary decision can we designate a single antecedent as "cause." Our choice is biased—biased to protect our egos against the onslaught of unwelcome truths. As T. S. Eliot put it in *Burnt Norton*:

Go, go, go, said the bird: human kind
Cannot bear very much reality.

Were we to identify overpopulation as the cause of a half-million deaths, we would threaten ourselves with a question to which we do not know the answer: *How can we control population without recourse to repugnant measures?* Fearfully we close our minds to an inventory of possibilities. Instead, we say that a cyclone caused the deaths, thus relieving ourselves of responsibility for this and future catastrophes. "Fate" is so comforting.

Every year we list tuberculosis, leprosy, enteric diseases, or animal parasites as the "cause of death" of millions of people. It is well known that malnutrition is an important antecedent of death in all these categories; and that malnutrition is connected with overpopulation. But overpopulation is not called the cause of death. We cannot bear the thought.

People are dying now of respiratory diseases in Tokyo, Birmingham, and Gary, because of the "need" for more industry. The "need" for more food justifies overfertilization of the land, leading to eutrophication of the waters, and lessened fish production—which leads to more "need" for food.

What will we say when the power shuts down some fine summer on our eastern seaboard and several thousand people die of heat prostration? Will we blame the weather? Or the power companies for not building enough generators? Or the econuts for insisting on pollution controls?

One thing is certain: we won't blame the deaths on overpopulation. No one ever dies of overpopulation. It is unthinkable.

—GARRETT HARDIN, *University of California, Santa Barbara*

Parenthood: Right or Privilege?

Birth control is not population control. Individual goals, not community needs, motivate individual actions. In every nation women want more children than the community needs.

How can we reduce reproduction? Persuasion must be tried first. Tomorrow's mothers must be educated to seek careers other than multiple motherhood. Community nurseries are needed to free women for careers outside the home. Mild coercion may soon be accepted—for example, tax rewards for reproductive nonproliferation.

But in the long run a purely voluntary system selects for its own failure: noncooperators outbreed cooperators. So what restraints shall we employ? A policeman under every bed? Jail sentences? Compulsory abortion? Infanticide? . . . Memories of Nazi Germany rise and obscure our vision.

We need not titillate our minds with such horrors, for we already have at hand an acceptable technology: sterilization. The taboo on this subject is fast dissolving, thanks to Arthur Godfrey and Paul Ehrlich, who have confessed their sterilizations in public. Fear (mostly unjustified) about the safety of the "pill" has motivated multitudes to follow in their footsteps.

It should be easy to limit a woman's reproduction by sterilizing her at the birth of her n th child. Is this a shocking idea? If so, try this "thought-experiment": let $n = 20$. Since this is not shocking, let n diminish until population control is achievable. The Women's Liberation Movement may not like it, but control must be exerted through females. Divorce and remarriage play havoc with assigning responsibility to couples or to men. Biology makes women responsible.

Many who want no third child would fight resolutely for the freedom to have that which they do not want. But what is freedom? Hegel said that "Freedom is the recognition of necessity." People need to recognize that population control is needed to protect the quality of life for our children.

The "right" to breed implies ownership of children. This concept is no longer tenable. Society pays an ever larger share of the cost of raising and educating children. The idea of ownership is surely affected by the thrust of the saying that "He who pays the piper calls the tune." On a biological level the idea of ownership of children has not been defensible for almost a century, not since August Weismann drew his celebrated diagram of the relationship of germ plasm to somatoplasm.

Biologically, all that I give "my" child is a set of chromosomes. Are they *my* chromosomes? Hardly. Sequestered in the germinal area long before *my* birth, "my" gonadal chromosomes have lived a life of their own, beyond my control. Mutation has altered them. In reproduction, "my" germ plasm is assembled in a new combination and mixed with another assortment with a similar history. "My" child's germ plasm is not *mine*; it is really only part of the community's store. I was merely the temporary custodian of part of it.

If parenthood is a right, population control is impossible. If parenthood is only a privilege, and if parents see themselves as trustees of the germ plasm and guardians of the rights of future generations, then there is hope for mankind.

—GARRETT HARDIN, *University of California, Santa Barbara*