MEMO-FROM	10: K.S.H.		RC
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JUL 1 1969

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date literature for further reading, is already a formidable one; but this would already make them much more useful for teaching purposes.

To a large extent, however, the assistance I request is to help me in my own education, so that I have a more informed base on which to MXXXXXX engage others in further analysis.

The principal themes of this study are:

In what ways

- 1) NEW is science an autonomous process, that generates a technology unrelated to social needs; how is it actively abused (in terms of the ideals of the pure scientist); are there mechanisms by which it can be guided for social benefit without constraining the creative imagination of research workers -- in short, can Science be creatively managed? What is the present de-facto system of its management?
- 2) NKW Boes scientific progress interfere with individual liberty; and if so what institutional arrangements do we need for our protection.
- 3) Can science help to define social goals, and how can those tanguam be identified which are most amenable to technological antidotesm, or to the most nearly achievable social ones.
- 4) Can we furnish an improvement on present techniques of setting values and priorities on different forms of scientific effort. Are these forms correctly taxonomized for such a purpose? (For example, is it a meaningful question to ask how to decide between mathematics, higher energy physics or molecular biology?)
- 5) Do we have the right institutions (spec. the universities) for the harmonization of scientific research, and teaching, social criticism, and art, other intellectual roles?
- 6) Failing a prompt answer to the metaproblem (3), what are the most urgent human problems to which scientific thinking can be usefully addressed now, and how can the best be implemented.

Joshua Lederberg

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