Teller defends ABM system, offers views on responsibility

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system. Without elaboration he pro-
posed this as another argument for
ABM development.

Teller began his lecture with his
explanation of student unrest in the
United States. He feels that the basis
most of the student unrest is the
realization that education is not, in-
deed, the world’s salvation. Such issues
as racial strife and the Vietnam war
come after this basic realization, ac-
cording to Teller.

Teller said he would support the
statement that “Education is doable, but
overall...it will not save the world
by itself.”

After a student becomes dis-
illusioned with the presiding educational
philosophy, according to Teller, he
takes definite goals and tends toward
radicalism.

Teller roundly condemned the
Berkeley “free speech” movement on
the grounds that the members of the
movement dealt with the free
speech which they were supposedly
advocating. He praised Clark Kerr for
his work (which antedated the “free
speech” movement) to end the com-
mercial spokesman ban then in force on
the campus.

The scientists’ responsibility to so-
ciety, according to Teller, rests with his
duty to inform the public fully. His
responsibility in a democracy might
go farther, although he should speak as
a private citizen, and not as a scientist.
A scientist’s expertise, according to
Teller, does not necessarily extend to
the field of public policy.

Teller further stated that those
people who seek to be in any one field
should confine their “official” pro-
nouncements to those fields in which
they are experts. If a scientist is called
upon to make public testimony about
policy in a field with which he is not
familiar, he bears full responsibility
for any and all conse-
quences. This responsibility would be
the same as though he were a private
citizen confronted with a decision, for
merly being a scientist does not confer
additional knowledge or responsibility
upon a person.

In addition, Teller felt that it
was the right, but not the duty, of scientists
to organize to promote political views,
but that such movements, as much as the
March 4 movement at MIT, are often
self-defeating. Being dropped into poli-
tics is not what scientists are..."at home"
scientists...the previous session of the
Academic Council.

By Larry Klein

Students at Wellesley College have
gained the right to participate in the
decision-making process of the school’s
Academic Council.

The proposal to admit students to the
Academic Council came about as the
result of the work of the Committee on
the Structural Revision of the College.
This Committee, consisting of three
administration members, and three
students, was organized this summer
and has been meeting since November.
Some of the regrets of the Com-
nittee are that they have already been
admitted to the appropriate departments or
offices in the College. The majority of the
Committee’s proposals, however, will be
submitted to the trustees on April 15 in a major report of the Committee.

Second action so far, in addition to
planning meetings from the Academic
Council for student participation in its
policy-making processes, the Committee
for Structural Revision of the College has also seen the approval of its propo-
sals for the expansion of the power of the
Wellesley Student Court.

Experimental Study Group
proposes radically new college

By Richard W. Mitchell

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Sonatas for Two Pianos and Percussion
KRESGE AUDITORIUM
Monday, February 24, 8:15 PM
Admission free

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