

1969

Rock and Mineral Exchange Service

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ward the development of socially significant knowledge, society must equally honor his freedom openly to express a concern with social goals. Those whom we serve should see in our zeal for this freedom not the selfish exercise of privilege, but a response to these solemn obligations.

The academic world is now emerging from a long period of silence, a silence that has obscured the true purpose of the university and has weakened its service to society. We now hear many new voices in the universities. Some speak in the traditional well-modulated language of the scholar, some in the sharper tones of dissent, and some in a new language that is less concerned with transmitting ideas than feelings. But behind nearly all the voices is a mutual concern with the quality of life.

Among our students this concern is often reduced to its most elementary level—a demand for the right to life itself. And this is natural, for our students represent the first generation of human beings who have grown to adulthood under the constant threat of instant annihilation.

Our own generation is often criticized because we have, with our own minds and hands, created the weapon of total human destruction; we invented the first atomic bomb. But an even greater sin is that our generation has become numb to the frightful meaning of what we have done.

The newer generation has a different way of sensing things. If nuclear death threatens our generation with an earlier end to a life already in part fulfilled, it threatens our students with the total loss of a life yet

to be fulfilled. They, far better than we, can sense the total inhumanity of the civilization that we share.

If they fail to suggest a reasonable way out, the more thoughtful of them have at least defined what it is that we must try to escape. We need the sharpness of their definition of the issue; they need from us the competence and steady purpose that is the gift of experience. Together we can, I believe, secure for all of us what is so gravely threatened by the dual crisis in science and in society—a technology that serves the life of man and a society that cherishes the right to life.

Rock and Mineral Exchange Service

Elementary and Secondary school science teachers interested in swapping rocks, minerals, and other earth science materials are hereby notified that a clearinghouse for earth science materials exchange has been established in Arlington Heights, Illinois.

To take advantage of this free, volunteer service, send a list (with quantities) of minerals, rocks, fossils, or earth science curriculum materials *you want*, and a list of materials (with quantities) *you can swap*, to Mr. Charles A. Wall, Science Department, South Junior High School, 301 West South Street, Arlington Heights, Illinois 60005. Be sure to enclose a stamped, self-addressed envelope with your request.

You will be supplied with the names and addresses of people who can supply your needs on a swap basis.