5-7-1969

The Amplifier - v. 14, no. 10

Associated Students of the Montana College of Mineral Science and Technology

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**Grant awarded**

by Colleen Caron

Dr. William G. Parseau, assistant professor in the mining department, has been awarded a $12,839 scientific research grant from the National Science Foundation.

His subject will be “Experimental Determination of Stress and Velocity Fields During Ore Pass Drawdown.” His responsibilities will include defining research objectives, conducting research and interpreting results.

Parseau says that ore passes are “mine openings that function in gravity operated materials handling systems,” which means that gravity moves the rock and ore. Research will concern big mining pressures on the walls of the openings and flow patterns of materials as they are moved by gravity.

Design of ore passes exemplifies “a large and important class of engineering problems” about which little is known.

Parseau received his doctorate in mineral engineering at the University of Minnesota in 1966. He was engaged in rock mechanics research there for several years and was instrumental in founding a fragmented materials laboratory in the Department of Mineral and Metallurgical Engineering at the University.

**Murphy’s Law**

— If anything can go wrong, it will.

**Big Sky intercollegiate speech tournament**

by Linda Morris

Ten Montana Tech speech students competed at a tournament held at Montana Polytechnic Institute in Missoula. The tournament was held on the U of M campus, thought by many to be the climax of the season and is usually the biggest speaking event of the year.

Although no Tech speakers reached the final contests, they ranked, for the most part, equally with other Montana contestants.

Tech was represented by two debate teams in junior division, Barbara Musgrove and Tim Flynn, who won one of five debates, and Bruce Waldron and Ralph Sorenson. In Oral Interpretation, with rankings of 4, 2, and 4 were Suzie Foote, and Linda Morris with 4, 1, and 3 ranking. Persuasive speakers were Dariel McDonald, ranking 4, 2, 4; Barbara Musgrove, with 1, 2, 4; Margie McNellis, 4, 3, 4; and Suzie Foote, ranking 2, 1, 2 and three rounds.

In Expository Speaking, Janet Martin placed 2, 4, 4; Margie Kavran, 3, 3, 4; and Linda Morris, 3, 4, 2; Tim Flynn, 4, 3, 3; and Ralph Sorenson, 4, 4, 4. Impromptu speakers Margie Kavran and Bruce Waldron placed 3 and 4th.

About thirty colleges from Montana, Idaho, Washington, Oregon, Utah, and Nevada competed in the tourney, including about 250 contestants. The highlight of the contest was a banquet for about 400 guests in the University Lodge, on Friday Night.

**Presidents letter**

Dear Students:

The extensively documented expression of thanks to me and to the faculty for our efforts to obtain other degrees for Montana College of Mineral Science and Technology which was handed to me yesterday by Mr. Duran is appreciated deeply. This expression of student support indicates the enviable spirit of cooperation and unity which exists on this campus in the interest of growth and development of our college.

The 259 students who have signed this document have expressed a very gratifying and heart-warming sentiment which confirms my faith in the students at Montana Tech.

The 259 students who have signed this document have expressed a very gratifying and heart-warming sentiment which confirms my faith in the students at Montana Tech.

Through continued co-operation and mutual support, our efforts in the common interest surely will attain for us the goals we are trying to reach.

Sincerely yours,

Edwin G. Koch

President

**M is for Mayhem**

by Mike Dewey

“M” Day, the single biggest event at Montana Tech is in full swing today. The anxieties and frustrations of the school year, which have been mounting for months have been in the process of being relieved during the last week. Today marks the culmination of the yearly event. The first signs to be noticed every year prior to the holocaust is the appearance of the first dandelion and the melting of the snow on the roads and in more recent years the wall-papering of the entire campus.

If you managed to oversleep today or didn’t hear the boom from having been in a drunken stupor from all of the beer, it is reported that a large quantity of explosives was detonated around 7:00 this morning. Work crews reminiscent of the chain gangs in the deep South were noticed to have appeared at 8:00. These efficient souls are to attempt to find all of the beer cans and litter on campus. There has been an unconfirmed report that a golden beer can in the shape of an Easter Egg is to be found by the diligent students somewhere around the campus. After the crews finish policing the grounds and the “M” has been whitewashed in the manner set down by the forefathers and passed down from student to student, the Copper Guards plan to pass out a free brandy, to revive the shocked and exhausted students.

Meanwhile the pep band will play a gastric note, to aid in the digestion, provided the tuba player isn’t last if it snows. Between the hours of one and three the anarchist will take over the Copper Guards and hold a trial reminiscent of the last days of the First French Republic and the Salem witch trials. The final destructive act will take place from 3:00 to 5:00, between the Greek forces of Theta Tau and Sigma Rho, who will vie for control of the students. Fortunately this group manages to ameliorate themselves and the leaderless students will hold an orgy sponsored by the repressed Copper Guards from 9:00 to 12:00 to the beat of the “Rock Foundations”. At this point it must be noted that the administration announced that a new government has been elected by the discontented students who vote for their favorite candidate of the A.S.M.T., between 8:00 to 12:00 and 3:00 to 5:00.

**Kasperick given summer grant**

A Montana Tech professor has been chosen to participate in the Computer Institute for Professors of Business Administration to be held on the University of Montana campus July 28 to August 22. He is Joseph E. Kasperick, instructor, humanities and social science.

Kasperick’s grant includes a $300 stipend during the four week school.

The first two weeks of the program will involve introduction to the electronic computer and business data processing. Participants also will learn to program the computer using BASIC language.

The final two weeks will be devoted to procedures and problems in using the computer as an instructional tool. Most of the instructors for this period will be from Dartmouth College.

**Cains’ Axiom** — When all else fails, read the instructions.

In Appreciation of the International Club for their Endeavor and a Successful Formal.
**Theta Tau**

Roger Miller - President

Roger is currently the Junior class president and comes to Tech from Lima, Peru, where his father is employed. He is majoring in Mining Engineering and while not maintaining his 3.29 G.P.A., he has served as Justice of the Student Court and as secretary-treasurer of the sophomore class. Don is also active in Theta Tau, A.S.M.T., A.E., and Newman Club. He has played intramural sports and is a member of the M-Club.

Bruce Williams - Secretary

Bruce is a freshman majoring in Petroleum Engineering and hails from Butte. He is active in Newman Club, A.I.M.E., Theta Tau and participates in intramural sports. Bruce has a 3.8 G.P.A. and won the Continental Oil Scholarship last year and has received the Chevron Fee Waiver Scholarship this year.

**Hawaii program**

by Carol Turk

Application forms for the 1969 Summer Session Program at the University of Hawaii are now available. These applications will be accepted until May 1st unless space is filled before then.

University of Hawaii Summer Session is available to both students and teachers on a 43-day program from June 14 to July 26, 1969. Credits earned by students are normally transferable to most Mainland colleges. Teachers, in addition to gaining progress toward salary increases, may usually qualify for tax deductions on this program when their activity is related to professional advancement. Arrangements for late registrations may also be made, for those who find a conflict in dates, by writing directly to the Dean, Summer School, The University of Hawaii.

Special rates for students and teachers for the 43-day program to Honolulu begin as low as $499. Prices include round trip jet air travel from the West Coast, accommodations in deluxe Waikiki Beach hotels, apartments or campus dormitories, plus a full schedule of 22 social and sightseeing activities. Exciting Island trips, tours, cruises, dinner dances and beach parties make up the extra-curricular program available to members.

Complete registration information, including courses available, can be obtained by writing to Dr. Robert E. Crane, Executive Director, the Adler University Study Tour to Hawaii, 355 Stockton Street, San Francisco, California 94108.

**Fellowship awarded**

by Janet Martin

The Donald W. McGlashan Fellowship of $5,500 has been renewed at Montana Tech by the American Metal Climax Foundation.

The fellowship was established in recognition of the numerous contributions by Professor McGlashan to the field of mineral dressing engineering.

The fellowship was presented last week by Dr. William R. Opie, vice president and director of research and development, U.S. Metals Refining Co., a subsidiary of American Metal Climax, Inc.

The money is used for two freshman scholarships of $250 each and to support a graduate student's research activities in mineral dressing engineering.

William Banning of Dillon is the recipient of the fellowship beginning this summer. Banning was graduated from Montana Tech in 1966 with a B.S. degree in mineral dressing. He is a former metallurgist for American Smelting and Refining Co. in Glen, Mont.

The freshmen scholarships will be awarded later this spring.

**Independent**

He is a charter member of Circle K, as is presently serving as president of the same. Jerry is a member of the Anderson-Carlisle Society and has been active in intramural sports.

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Hennepin's
Black students push reforms to liberate whites as well as blacks
by George Rider

The Black Student Association, Student Afro-American Society, and other groups are pushing for educational reforms which will liberate white students as well as black students.

Black students have proposed four reasons for changes in the curriculum to various school administrators. Among them are these:

1. The study of world history and U.S. history has ignored the history of the black people and presents only the white people's culture.
2. The study of literature has ignored the contributions of the black people or only given them token representation.
3. The study of sociology has concerned itself only with "ghetto" black and then only from a white perspective.
4. Currently, because of recent occurrences in the "black movement," many black students feel that education is not as relevant to them as it could be, and many white students who intend to be teachers feel inadequately prepared to teach in integrated schools because of their ignorance of the black people.

When these reasons were put into practice, they became a starting point for an Afro-American Studies Department offering a degree in the field and consulting with the other departments when the black studies area fits into an interdisciplinary course. The results, as reported by a black student group at a black and white college, should be that a "person with a degree in Afro-American studies would be qualified as a social worker. A government employee in those organizations dealing primarily with Afro-Americans, as a guidance, counselor and as a public relations or personnel officer. A person with a minor in Afro-American studies should be better prepared to accept any position where he has to deal with Afro-Americans."

Such reasoning has led the Black Student Association members into riots and building takeovers, but these have had less to do with student organization than with administration and faculty. A graduate student at Brandeis reported that recent black student demonstrations revealed more about the resistance of faculty members to change than it did about the rest of the school and administration. Faculty members seem to be threatened by educational reform more than administrators. The former group has been jealous of guarding their tenure and the right to pass judgment on their own competence in teaching. Should these be brought into the open, the many mediocres will be exposed. White students who have been pushing for such reforms as the pass-fail grading system, course-teacher evaluation, and participation in the hiring and firing of professors will find it considerably easier to gain their demands once groups like the Black Student Association begin to establish their program, particularly in the course catalog.

Chorus performs at convocation

A choral group from Bonneville High School in Idaho Falls, Idaho, will sing "Porgy and Bess," a series of madrigals, folk songs, and a choral composition by Randall Thompson. The relatively large crowd applauded enthusiastically.

Sigma Rho

Bob is a junior majoring in Engineering Science and a native of Butte. He is currently serving as vice-president of the Sigma Rho, he plays baseball, and enjoys intramural sports.

John Freeman — Delegate

John is a freshman engineering student, as yet undecided about his major. Nominated for the Sigma Rho, he plays baseball and enjoys intramural sports. John has a 3.2 G.P.A.

Joe Anders — Delegate

Joe is from Seeley Lake, Montana and while majoring in engineering he has yet to decide one major. He is a member of Sigma Rho, because he is an intramural enthusiast and plays football, basketball and is presently serving as one of the Managers on the baseball team. Joe is moreover a member of the M-Club.

The relatively large crowd applauded enthusiastically.

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Bob Chebul — Secretary

Bob is the Secretary of Sigma Rho. He serves as one of the Managers on the baseball team and was nominated for the Sigma Rho.
Letter to the Editor

The past school year I have read with interest the Amplifier. I disagree with some of the articles that you allow to be printed. The authors of these articles are immature people who run from responsibility. The people that I am referring to are John McGinley, Lloyd Little and you, Michael Dewey. With our country in the situation that it is we do not need your kind of degradation and delirium. Yes we are to be future leaders of this country, but let us not destroy it by ignorance and immaturity. You call yourselves peace lovers but you are nothing more than instigators of a possible overthrow of the democracy of the United States. I want you to stop and think of the young men that are in Vietnam right now lying in a foxhole or out in a rice paddie, dirty, muddy and scared; some of them are wounded, some are dying and some are dead. Why? Because they believe in what they are doing. They believe that the U.S. is the strongest nation in the world. They are there so you cowards will not have to face war. They are there so you will not have to see the enemy of the U.S. on our soil. I hope you think of these people every night before you go to bed and hope that you will be called a coward, a cheapskate, a parasite, a free-loader. I know that when there is an American flag being flown that I am a part of it and not someone who is trying to disgrace it. Before I close I want you to consider that while you may not be in favor of war — be it in Vietnam or elsewhere — that running away from a responsibility is the worst of all. Calling an end to war — to disturbance even in your own small world never came about by not doing a duty.

Submitted by Michael Crowley

Athletics and appropriations

by Michael Dewey

There is a growing concern on campus over the problem of appropriating funds to the athletic department. The problem results from the fact that the athletic program, and in specific football, requires the expenditure of the majority of the budget allocated to that sport before the academic year was convened. The Amplifier has never held a favorable opinion of the concept of paying players to play, however after a year of budgeting some tangible benefits of the new program, as it is presently being carried out. To assist both the athletic director and the A.S.M.T. we propose that the athletic department be guaranteed 60% of the money's derived from student athletic activities. As applied to last year's budget this percentage would have yielded more than the athletic program received. In addition to the $1,000.00 special allocation made this spring by the A.S.M.T. to cover the over spending of the department, if Tech were to increase to 1,000 students next year and providing that 800 of these were full time students paying the activity fee, then the athletic department would receive $19,400.00. That would be a net increase of $5,000.00 over the past year.

There also arises a reasonable question of what to do if the department overspends. We would suggest that the budget for the year following the over-expenditure be reduced by an amount equal to the sum of the money overspent plus an interest charge in the amount of the going rate bank interest charged on the over spent capital.

This program would allow the athletic department to prepare a tentative budget based on the registrar's records on the incoming students for the following year, and to purchase the necessary equipment legally during the summer. Fortunately the past athletic department head and the business manager of the school were not prosecuted by the A.S.M.T. for having illegally spent unappropriated funds. A program instituted as proposed would help to alleviate this problem.

Cowards or Heroes?

by Michael Dewey

When you boil it all down to a single element the ultimate conclusion is that many of us are cowards. Not in the sense that Mr. Crowley meant to imply but rather because we have bowed to an uncompromising ideology. There are enrolled hundreds of young men serving time because they resisted the draft. These men are the true heroes of the War. They are the true individuals who have sacrificed their lives, because they did not believe in the principle for which the war was being fought. It is unfortunate that many people do not spend the time to realize the punishment these young men will face when they leave the prisons and join the ranks of the untold millions in war society. They will face the agonizing ordeal of being refused job after job and the loneliness that comes from being singled out wherever they go as traitors.

Their existence as citizens of our nation will be limited to their presence as living souls, as the government will not acknowledge them as being alive. These men will suffer for the rest of their lives for refusing to fight in a war to give another people the right to freedom as we supposedly know it, yet the reward for their freedom to think and to voice their opinions not only in words but to live their convictions, will be the denial of the freedom for which they were supposedly told to fight for. This hypocrisy on the part of the government only leads us to realize that we are in the truth no better off than the lowly peasant living under communism as he is guaranteed the right of pursuit of happiness and in his own eyes freedom as we know it as long as he believes those in nautoria and does not overstep his position. It seems that this is the same thing that we have in the United States today, that is so long as we support the government then our lives are not infringed upon but when we protest the will of the government then we are forced of the rights of a citizen and denied the freedom we are used to. One may find it hard to see any difference between the Stalinist government in Russia and those governing in Washington.

There are those of us that are cowards, as we will light if we are told to do so. We do this because we believe that if we have to go and are able to return alive that we will be in a position to raise within the framework of the establishment and to exert positive political and community pressure to see the changes that we need. All of this is needed so that we will be able to enjoy the freedom of expression enjoyed by those blood-thirsty unhumanitarian racist who act in the name of freedom but who desire to see all of the people of the world under the tyrany of American Imperialism. Yes we are cowards and we know that we are right, we know this because...
The evil of cold war
by Lloyd J. Little

Suddenly, thirty-one American fighting men are blasted into nothingness more than forty miles from enemy land in an unarmed aircraft—blasted by Russian-made equipment controlled by North Korean crews.

Hours later, the U.S. calls in Russian (I) ships to search the scene for American casualties (and for remnants of the latest American technological advances for Russian research and development). Days later the United States government issues disclaimers (declaring knowledge, declaring plans for retaliation, disclaiming any pretense of hostility). Then to cap off the fiasco, America grants formal sanction to the atrocity by sitting down to discuss the situation with the murderers.

Thirty-one sacrificial animals fed into the cold war furnace—sacrificial animals made into battle (without guns) and left to be riddled by Soviet made rockets. What makes it possible? What grotesquely apologetic rationalizations are offered? The answer: cold war. "No," we aren't at war, just cold war. We 'can't retaliate, that would be an act of war. So go ahead and spit, boys—spit on the paper tiger which is the United States of America—spit and kill with impunity.

And you wonder why America must draft its armies? There can be only one moral answer to the act of outright, cold-blooded murder of these American men, murder in which the killer boasts openly of his crime—righteous retaliation. Retaliation with the full power of this nation, retaliation with a formal declaration of war on a specific enemy (and diplomatic renunciation of all allies of that enemy).

If America fails to retaliate, and instead continues down a course of compromise with self-declared killers (such as the Soviet Union and its allies), this country is doomed to suicide. The form of this suicide will be the bullet riddled bodies of American soldiers sold out by their own country (to begin with) and international nuclear war (to end with)—nuclear war with treacherous puppet dictators which the United States literally built by acts of national self-sacrifice and bridge-building—nuclear war which the United States could have prevented by sane use of power and statesmanship.

This country is obviously morally sick and for all practical purposes insane, if it thinks it can remain powerful by selling its own soldiers down the river. If this nation is "buying time" with strategic retreats in which men's lives were literally being traded for time (time in which to develop power to crush a stronger enemy without danger of enemy retaliation), there might be some justification. It appears instead the United States is consciously buying time with young lives in which to build more bridges to the enemy and thus build a stronger enemy. But in fact, these thirty-one men died for no conscious motive: they died for that purposeless vacuum which is the foreign policy of the most powerful nation on earth, they died for power deprived of mind or courage.

Do you wonder why America must draft its armies? The answer lies in the treason which is America's foreign policy: cold war (the only kind of war which can be waged and disowned at the same time by a powerful nation turned moral coward).

The answer: cold war and altruism are not eliminated as practical means of national diplomacy, this nation will end in flames of self-immolation. Judging by this most recent fiasco and national shame, the United States is still moving toward this ignominious end—a nation of cowards led by cowards—a nation which buys momentary freedom from moral decisions with the lives and property of its own citizens.

Such is the downhill, blundering course of a giant behemoth in the world at large for immunity from moral decisions.

It was General Douglas MacArthur (the most far-sighted military man of this century) who refused to fight "cold" war—at a time when this country could have clearly defeated all enemies of any other kind of war. Besides the national loss of the abilities of this great man at a time when they were most needed, to "cold" war (and its designers) will eventually go the credit for international devastation through nuclear war, when the United States in sheets of flame discovers that the "mellowing Stalinists" have remained nothing but rank power lusters out for world domination—rank power lusters armed largely with American industrial inventions (donated by acts of altruistic "good will") and with the conviction that America is the epitome of moral cowardice.
Three Chosen for teaching awards

Three faculty members at Montana Tech have been selected for recognition for "outstanding teaching performance" during the 1968-69 school year. Dr. E. G. Koch, president of Montana Tech, announced Monday, April 21.

Honored faculty members are Dr. Hugh W. Dresser, associate professor of geology; Dr. Fred N. Earli, head, department of Geology, and Dr. Jack B. Goebel, head, Department of Mathematics.

For their outstanding undergraduate instruction, each will receive a plaque and a $1,000 honorarium. The awards will be presented at Montana Tech's Honors Convocation May 27.

The professors were selected on the basis of a campus-wide student evaluation. The Foundation also made an additional $2,000 available to Montana Tech for general use. Dr. Koch said this money would be used to purchase instructional and research equipment.

Montana Tech is one of two Montana colleges to receive this grant and is one of 33 institutions of higher learning in the United States to be so honored.

Social service minded students hard at work.

Fashion corner

Spring styles for the swinging set come in to focus now. Jacketed culotte jumpers mostly seen in stripes and plaid are big on the fashion scene this spring along with crepe jackets to be worn over pants or skirts. Pinafore dresses are highlighted in flower prints. Safari dresses in military style have won their way into the sports world. The thirties look reappears for more than just a fashion news for the most favored button-down around.

Still gaining popularity, pants are appearing for more than just casual wear. This is the new she-male look. Cuffed pants inn ribbed cotton knits or crepe and jumpsuits come with the now popular bell bottoms and the ever popular liquid fit type. Pants, like dresses are seen in a wide array of colors, fabrics, plaids, stripes and prints.

Accessories zoom in for summer with geometric earrings, ear covers, rope belts, canvas shoulder bags with webbing trim, crescento gloves, ribbed knee highs, plus the new stretch stocking. Calf perforated sandals skip along with patent shoes with getClass.

What would you do if you were a giant with four balls? Walk to first base.

The Amplifier

May 7, 1969

Student ONCE A NIGGER

So you can add sexual repression to the list of causes, along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the mean-time what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, it what's happening in the schools. As the summer months approach, wedding bells will be heard for many a charming couple. Included in this lineup are several Tech students.

Students planning summer weddings

As the summer months approach, wedding bells will be heard for many a charming couple. Included in this lineup are several Tech students. They are: Colleen Ray Caron, a freshman from Butte and Patrick Alton Wiggens of Elko, Nevada; Jennifer Jansky, a sophomore from Fortid, Montana and Curt Dahlstrom from Whitefish, Montana; Sherrie Huddleston of Helena won the Junior Class title.

Bleeding Brains

How does sex show up in school? First of all, there is the sado-masochistic relationship between teachers and students. That's plenty sexual, although the price of enjoying it is to be unaware of what's happening. In walks the student in his Ivy League equivalent of a motorcycle jacket. In walks the Teacher — a kind of intellectual rough trade — and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding.

In Swinburne's England the whipped schoolboy frequently grew up to be a flagellant. With us the perversion is intellectual but it's no less perverse.

SEX also shows up in the classroom as academic subject matter - sanitized and abstracted, thoroughly divorced from feeling. You get "sex education" now in both high school and college classes: everyone determined not to be embarrassed, to be very up to date, very contempt. These are the classes for which sex, as Peifer puts it, "can be a beautiful thing if properly administered."

And then, of course, there is still another depressing manifestation of sex in the class room: the "off-color" teacher, who keeps his class awake with suggestive sexual allusions, obscene titters and academic innuendo. The sexuality he purveys, it must be admitted, is at least better than none at all.

What's missing from kindergarten to graduate school, is honest recognition of what's really happening — turned on awareness of hairy goodies underneath the petticoats, the chinos and the flannels. It's not that sex needs to be pushed in school; sex is pushed enough. But we should let it be, where it is and like it is. I don't insist lovingly caress their students' genitals (someday, maybe); however, it is reasonable to ask that the ladies don't by example and structure, teach their students to pretend that those organs aren't there. As things stand now, students are physically castrated or sprayed — and for the very same reason that black men are castrated in Georgia; because they're a threat.

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learn how to dance. No grades, no prerequisites, no separate dining rooms; they just turn you on to dancing. That's education. Now look at what happens in college. A friend of mine, Milt, recently finished a folk dance class. For his final he had to learn things like this: "The Irish are known for their wit and imagination, reflected in their dances, which include the jig, the reel and the hornpipe." And then the teacher graded him A, B, C, D, or F, while he danced in front of her. That's not even training. That's an admission on the face of the earth. It's especially ironic because Milt took that dance class trying to get out of the academic rut. He took crafts for the same reason.

Great, right? Get your hands in some clay? Make something. Then the teacher announced that a 20-page term paper would be required — with footnotes.

At my school we even grade people on how they read poetry. That's like grading people on how they cook. We don't let them graduate until they can recite Whitman. It's more often the teachers who get it; in college it's more often the teachers.

Students, like black people, have immense unused power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs and they could put the grading system in a museum. They could raze another set of walls and let education flood the streets. They could turn the classroom into where it's at — a "field of actions," as Peter Matlin describes it. And, believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons — their own reasons.

INTIMATE OR KILL

Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bongo you out of the fold. And they do. Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college it's more often the teacher. Others get tired of fighting and voluntarily leave the system. This may be a mistake.

Rebel students and renegades are known for their wit and imagination, reflected in their dances, which include the jig, the reel and the hornpipe. And then the teacher graded him A, B, C, D, or F, while he danced in front of her. That's not even training. That's an admission on the face of the earth. It's especially ironic because Milt took that dance class trying to get out of the academic rut. He took crafts for the same reason.

Back in 1946, the University of Washington broke a twenty-five year precedent to accept, for a Master of Arts degree, in lieu of the usual research paper, a long narrative poem entitled Of Men and Destroyers (published in 1949 by Exposition Press).

Just as the critical acclaim which greeted Of Men and Destroyers far outspread the author's Northwestern community, his second book, Room in Tacoma and Other Poems, is well on its way to establishing itself as a modern poet compared favorably to Whitman and Sandburg.

Room in Tacoma is in many ways a bitter book. The setting of the title poem, a Tacoma flop house, is truly a nightmare world. Yet, as one reviewer remarks: "True poetic fires seem to burn more brightly in the temple of idealism... This is no funeral song; hope animates it."

Would you believe that unknown to most students the literary giant who has been in our midst for 22 years is Professor William D. Chance?

Would you believe that the following literary reviews were written about the works of a professor right here at Tech?

"A book consists of the long title poem and twenty-eight shorter pieces, all reflecting much the same kind of experience and philosophy. They are philosophical in aim, searching, questioning, striving to find meanings beyond what the senses tell us. They are full of sense of wonder, in spite of the disgust with the concrete evil of the world, optimistic and idealistic... From concrete flesh to global illness, the poet proceeds to spiritual realization and love and hope. Though not in any sense initiatory, the conclusion is almost indistinguishable from Whitman... Quite powerful."

- New York Times Book Review

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