Kahn-Tineta Horn, a Mohawk Indian, was the first guest speaker to appear under Montana Tech's Louis V. Bender Lecture Series.

Miss Horn on March 24 spoke on "Genocide of the American Indian to a audience of about 75, in the auditorium of the Library-Museum Building C. A movie was run, of the American Indian, after which Miss Horn gave her speech and took a question and answer period.

A Mohawk of the Six Nations Iroquois Confederacy, Miss Horn attended St. George's School in Montreal where she majored in economics. She also studied under a scholarship for one year in Paris.

Bender Lecture Series
Off to a Good Start

Kahn-Tineta Horn

After college she traveled through Canada, the United States and Mexico studying Indian culture and living conditions. Miss Horn began to write articles about Indians and was invited to speak on radio and television and made appearances in several Canadian films. Since then she has lectured extensively in Europe, Canada, and the United States.

Miss Horn's program for helping her fellow Indians includes persuading the young ones to stay in school long enough to obtain responsible jobs, campaigning for University scholarships for Indians, bringing about an understanding of the Indian to help overcome what she calls his feeling of inferiority. She also feels that the tribes too develop an assimilated middle class of professional and cultural groups to encourage the Indian’s creativity so it can become of value to the white society. "Until all this takes place," says Miss Horn, "the Indian will remain.

Miss Horn has visited England to meet the Queen and the Prime Minister to discuss ancient land treaties that were illegally nullified.

Most recently Miss Horn was involved with the American Indian movement in obtaining rights to use San Quintin and Ellis Island as an Indian cultural center.

Miss Horn was the opening lecturer in the Bender Series, which was initiated with an encouragement form Evelyn Clinton and Mrs. Grace C. Thompson.

With this money, the women indicated they wished to establish a lecture series in the name of their uncle, the late Louis V. Bender, Montana Tech's first graduate and the only graduate of the class of 1903.

Bender received a degree of engineer in mining that year from what was then Montana School of Mines. In 1933 he was awarded a professional degree in metallurgical engineering.

In 1938 Bender retired as a general superintendent of the Anaconda Reduction Works in Anaconda.

**ASMT Sponsors Turtle Race**

April 24th marks the day of the tradition for glory. The Associated Students of Montana Tech are sponsoring a turtle race, and the Associated Students of Montana Tech are sponsoring a turtle race, and would like to invite any club, organization, or individual to participate.

Turtles can be obtained from Dr. Glenn for a minimum price of 50. Any additional money will be appreciated since this is a charity event. All profits will be donated to the National Cerebral Palsy Foundation and Free Clinic in Washington, D.C.

The winner of the Tech Turtle Race will go with its trainer, and the distinguished congressmen, Dick Shoup, to the Turtle International Race in Washington, D.C.

In order to have an adequate supply of turtles, entrance in the contest should be made as soon as possible. Rules for the race will be distributed when the turtle is purchased.

**SEG Staging Lecture Series**

The Student Society of Exploration Geophysicists recently went to Billings to learn about the Large Apperature Sismic Array. They were guests of the Montana Geological and Geophysical Society, who treated them to lunch. A forth-coming trip to Salt Lake City to attend the Utah Geophysical annual meeting is planned.

On campus, the Society is last week of lectures, Professor Jacobson recently spoke on harnessing hydrothermal deposits in Java. No date has been set for other lectures.

Each Tuesday afternoon the society meets at Shafir's for discussion. New members are welcome.

A chapter of the American Association of University Professors (AAUP) was formed an initiated at Montana Tech. The present members of the AAUP—Professors Albertson, Cooper, McGreevy, Parrish, One studying—have taken the initial steps to form a chapter and have circulated AAUP brochures among membership forms to the other members of the faculty, inviting them to join. In their reply they noted that Carroll College, the College of Great Falls, and even Flathead Community College, as well as all of the six units of the Montana University System and CEPT for Montana Tech, have organized AAUP chapters.

Founded in 1915, the history and function of the AAUP is that it is a special interest to college professors and to those interested in protecting and improving the quality of higher education. As a result of it is constitution, the purpose of the AAUP is to "to further a more effective cooperation among teachers and research scholars and to increase the usefulness and advance the standards, ideals, and welfare of the profession." Its concerns are for high academic standards, faculty welfare, and the advancement of knowledge and the general welfare of the profession.

Probably the AAUP is best known for its protection of the Faculty Work and the faculty welfare, the AAUP, is the largest teacher's union in the country.

Women Honored

On April 22nd, Sunday afternoon, from 2:00 to 5:00 p.m., A.W.S. of Montana Tech will honor their mothers, student wives, faculty and faculty wives.

This program of honoring those outstanding female students was instituted three years ago by then President of A.W.S. Carol Trythall. Those students honored by awards, scholarships, etc., will be publicly acclaimed. This year a new offering in the program is an outstanding Freshman of the Year, who will be chosen by the public, based mainly on their school spirit and character.

Nominations for Woman of the Year are now being accepted by the selection committee. Nominations blanks can be obtained from Mrs. Albertson; the person nominated must have three co-ed references and nominations are to be in as soon as possible.

**Geochemical Survey Results Released**

The Montana Bureau of Mines and Geology has released to open the analytical results of two geochemical surveys in Beaverhead County, one covering an area of approximately a square mile in the Heceda mining district west of Melrose, and the other covering an area of approximately a square mile in the Heceda mining district west of Melrose.

All soil samples were analyzed for copper, lead, zinc, and silver. Selected samples were also analyzed for tungsten and molybdenum. Results are tabulated by sample number and position, township and range. Maps show the locations of the sample sites in each of the two areas.

The maps and data sheets can be examined in the office of the Montana Bureau of Mines and Geology, 203-B Main Building.

**Harmonize with the Sound of TMTM**

by Mary Ann

For those of us who have not on our laurels the need for our people to appear under Montana Tech's Bender Lecture Series.

Miss Horn on March 24 spoke on "Genocide of the American Indian to a audience of about 75, in the auditorium of the Library-Museum Building C. A movie was run, of the American Indian, after which Miss Horn gave her speech and took a question and answer period.

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Granted, the Amplifier is not as good a paper as it could be, but the blame for that cannot be placed entirely upon me. If the Amplifier is not what you want it to be, is because you haven't cared enough to become involved with it.

Are you one of the handful of people who are involved and who try to make our paper a better paper? Or are you among the group which always has a lot to say but becomes deathly silent when asked to do anything? Which are you?

In our country, there are many sub-cultures. The first of these to come to mind is the hippie sub-culture. Hippies can almost always be identified solely by their looks and assurance can be made when one talks with a hippie. Here at Tech, there is also a sub-culture. And its number is increasing at an alarming rate. This sub-culture is just that: the "Sub-Culture." This term refers to that large group of students who spend every waking hour, not spent in class, in the Sub.

Their dress and manner really are irrelevant to the fact that they are "subbies." One could not point a subbie out on the street because of his appearance or manner.

They come from all types of families, rich and poor alike, for a subbie believes that anyone, rich or poor, who believes, is welcome. Those who have a higher financial status, and are endowed with ample quarters to supply the rest with their families will find themselves much in favor.

One thing all subbies have in common is their ability to sit for long hours doing nothing. In fact, recently, one was known to sit in the fireplace behind the juche box for eight hours, exchanging hellos and watching an occasional piece of gossip. The only time this subbie was known to leave, was for an infrequent trip to the rest room.

The true subby knows every thing that has, is or is about to take place. A subby is a jogger, party, orgy, or all, or the real subby knows None fear the communicable diseases that we may catch, such as mono from plastic Pepsi cups, or deafness, a result of sitting too close to the juke box. These hours, though, seem unfounded.

Not all subbies are heads or drunkies. Practically every subby has partaken of the pleasure of juicy-fruits, usually pushed by an addicted cheddar.

In summing up, I would say that the one thing all subbies share is their apathy toward the classroom situation, and their reluctance to face reality. The reality that Tech is a college, and not a Teen Center.

Sub Culture

Someone Gets Gyped

This truck does not have a campus parking decal: it has not been moved since September. In addition, the college is negligent because little children are allowed to play on the lawn, which appears unstable.

The school condition this school (city, state, nation, world) is in. Since it is obvious that these student really care about something other than grades, is it too much to ask for them to take a minute or two and dash off an article (or a letter) for the Amplifier? Students are generally much too involved with other matters to take a few minutes to show others that they care. Unfortunately, the number of students who do take the few minutes to show people that they care is limited to only a handful of people on campus. Thanks to these people, and to Mr. Taylor, the Amplifier has been able to come out on a fairly regular basis.

I've got him trained! Everyday I press this button, he gives me a piece of cheese.

All letters to the Editor, on any subject, are welcome. Letters may be printed using an assumed name, however, the name of the author must be known to the Editor.

I got him trained! Everyday I press this button, he gives me a piece of cheese.

Trading In Your Car

How often should you trade in your car? According to Consumer's Union, unless your car is a psychological prop, you can consider driving your about ten years. The main reason is that depreciation is the chief cost of owning a car. A new car costing $3185 depreciates $955 in first year, $558 the second, $458 the third and less each following year. A person who trades cars every year pays about $9550 in ten years for depreciation alone. If he trades every second year, depreciation costs $7550.

According to a governor recommendation, even cost of maintenance and repair to older car does not equal the cost of depreciation. Roughly, the man who keeps his car ten years pays about $300 less in years than the man who trades every second year.

The inquest will proceed forward: No one is to be left standing. And the question will never be resolved; An endless question they are inquiring.

A SHORT SUMMER

by Farris Hayman

On the rough road To my vineyard,
I spent my life,
I learned my lessons and taught my heart how to love
On the rough road To my vineyard,
The willow stood
Eagerly to receive,
me every morning, with the dawn
And under my immortal tree.
I wrote my poetry,
I drank my wine
And washed in the stream of the willow's tears.
It was a sad time
In a short summer
It was short.
As short as the Days of your love
On the rough road
To my vineyard.
Being a student means being poor.

Unless you’re not poor. In which case, you’re not a student.

The student poverty level is interesting, boring, depressing, fun, challenging and creative. From the first day of college orientation, the student quickly learns to Live Without. Without food, without nice clothes, without the basic comforts of home (a car, an electric toothbrush, two-ply toilet paper).

So he walks, hitchhikes, rides, or bike." The opening night, Monday, March 29, featured two plays by Peter Shaffer; Black Comedy and The Private Ear. The MTR was sponsored by the ASMT, the CIC and the faculty.

The Private Ear tells the story of a shy young man who is married to a widow. The MTR is in mid-England, gives viewers the opportunity to see what goes on at a party after the lights go out. The Private Ear and The Three Sisters was well received by both the students at Tech and the people of Butte.

The Three Sisters was performed the second evening. It is the story of three women seeking personal happiness in a provincial Russian town at the turn of the century. This has been called Chekhov’s finest play because of its simplicity and honesty.

Student poverty is unique because it is creative and, most important because it is temporary. It has become an anti-glamorous game, a chosen way of life for some students who will end at graduation when the student can throw away these cans of rancid grease, roll back the wooden spoons, put the doors back in their frames, and return to a former world of fancy clothes and two-ply toilet paper.

(Next: Eating the poverty way)
Angles on a Pin

Some time ago, I received a call from a concerned parent who asked if I would be the referee on the grading of an examination question. He was about to give a student a zero for his answer to a physics question, while the student claimed he should receive a perfect score, as the system was not set up against the student. The instructor and the student agreed to an impartial arbiter, and I was selected.

I went to my colleague’s office and read the examination question: “Show how it is possible to determine the height of a tall building with the aid of a barometer.”

The student had answered: “Take the barometer to the top of the building, attach a long rope to it, lower the barometer to the street, and then bring it up, measuring the length of the rope. The length of the rope is the height of the building.”

I pointed out that the student really had a strong case for full credit since he had answered the question completely and, therefore, had not committed a technical error. If full credit were given, it would contribute to a high grade for the student. Of course, a high grade is supposed to certify competence in physics, but the answer did not confirm this. I suggested that the student have another try at answering the question, as I was not surprised that my colleague agreed, but I was somewhat surprised that the student did.

I gave the student six minutes to answer the question, with the warning that his answer should show some knowledge of physics. At the end of five minutes, he had not written anything. I asked if he wished to give up, but he said no. I had many answers on this test, but he was just thinking of the best one. I excused myself for interrupting him and asked him to please go on. In the next three minutes, he dashed off his answer, which read,

“Take the barometer to the top of the building, and lean over the edge of the roof. Drop the barometer, timing its fall with a stopwatch. Then using the formula $s = \frac{1}{2}gt^2$, calculate the height of the building.”

At this point, I asked my colleague if he would give up. He conceded, and I gave the student almost full credit.

In leaving my colleague’s office, I recalled that the student had said he had other answers. After all, I thought, so I asked him what they were. “Oh, yes,” he said, “there is one more way of getting the height of a tall building with the aid of a barometer. For example, you could take the barometer out on a sunny day and measure the height of the barometer, the length of its shadow, and the length of the shadow of the building, and by the use of simple proportion, determine the height of the building.”

“Fine,” I said, “and what are the others?”

“Of course,” said the student, “there is a very basic measurement method that you will like. In this method, you take the barometer and begin to walk up the stairs. As you climb the stairs, you mark off the length of the barometer along the wall. You then count the number of steps you took, and this will give you the height of the building in barometer units. A very direct method.

“Of course, if you want a more sophisticated method, you can tie the barometer to the end of a string, swing it as a pendulum, and determine the value of $g$ at the street level and at the top of the building. From the difference between the two values of $g$, the height of the building can, in principle, be calculated.”

LOGICAL ENGLISH

I said, “This horse, sir, will you shoe?”
And the student was shocked. I said, “This deed, sir, will you allow?”
And the deed was dod!

At once the stick he broke. I said, “This coat, sir, will you mend?”

And so the coat he made!

Finally, he concluded, “There are many other ways of solving the problem. Probably the best,” he said, “is to take the barometer to the basement and knock on the superintendent’s door. When the superintendent answers, you speak to him as follows: ‘Mr. Superintendent, here I have a fine door. You will never see me knock the height of this building. I will give you this barometer.’”

At this point, I asked the student if he really did not know the conventional answer to this question. He admitted that he did, but said that he was fed up with high school and college instructors trying to teach him how to think, to use the “scientific method,” and to see the deep inner logic of the subject in a pedantic way, as is often done in the new mathematics, rather than teaching him the structure of the subject. With this in mind, he decided to revive scholasticism as an academic lark to challenge the Spuyten-damned classroom of America.
Drug Workshop Held

Drugs in Butte. Drugs in general, was the main concern of Frank Hull's drug education workshop. Applying a new knowledge of the American drug scene to Butte was the purpose. Frank Hull and Joe Boyd, heading the thirty hour workshop, learned the ins and outs of the drug scene during a one month intensive training period in San Francisco. Mr. Hull is an English teacher in Dillon and Mr. Boyd is a former alcoholic (he knows what being strung out means).

Beware of scare tactics as far as drug education is concerned. The purposes for the workshop were: (1) to avoid scare tactics, (2) to help the people of Butte analyze the problem, (3) to start an education program, and (4) to change attitudes based on facts.

Women's Lib Begins in College

One theory explaining the current dis-ease among women says that male professors may be at fault. Instead of acting like ordinary predatory males--such as giving girls consistently lower grades and half credit and dismissing their recitations with comments like "dumb broad"--male professors usually take girls seriously, grading them on the basis of their recitations, comments, etc.

Before God, a good intention is the deed--Talmudic proverb

Scholarship Program
For American Indians

For the fifth year the University of New Mexico School of Law will offer a Special Scholarship Program in Law for American Indians. The program, designed to encourage American Indians to attend law school and to assist them during their law school career, has been continued by the University of New Mexico School of Law.

MINING WAGES ARE HIGH

Mining provided average earnings per employee of $5,474 in Montana in 1970. That was $2,526 above the state industrial average, the Montana Employment Security Commission reports. Mining is always at or near the top in wage payments in the Treasure State. Last year it was just $17 below the construction industry average.

It's also interesting to note that the five counties where The Anaconda Company has major operations ranked among the top seven in annual average wage payments. But it's easy to understand in light of Anaconda's payment of $96 million in wages, salaries and benefits in Montana last year.

THE ANACONDA COMPANY
New Student?

Those who were in Main Hall on Wednesday, March 31 were confronted with an unusual sight: a pigeon strutting about the halls, classrooms and offices.

It was said that the bird indicated the type of students Tech would have if its budget was cut any further.

Others said that they always thought that the students here were birdbrains, but now they knew for sure!

Joke Played On Tech

A belated April Fool's Day joke was played on the students, faculty and other officials when a bomb threat was made, Friday, April 2.

The caller informed Mr. Dunstan that a bomb was set to explode in Main Hall at 10 o'clock. The police, and sheriff's departments were on hand to search the building, the fire department was also called.

At approximately 10:20 the police announced that they couldn't find no bomb. Students and faculty were then allowed to enter the building.

Criticisms of Business

by Robin Brooks

In 1969-70, some segments of the New Left began to direct student protest against business, a General Electric survey in May 1970 interviewed some students on some of the more radical criticisms of business. These were ten main charges revealed by a content analysis of SDS literature. The survey was conducted in May of 1970 in the week following Cambodia and Kent State and the feelings of resentment were at an emotional peak on the campuses. The respondents were 1368 college students and a comparison group of 1273 adults. Of the 1368 students 218, 101 and 1090 were from other campuses.

Ten SDS criticisms listed in order of student agreement are:

1) "Industry will not willingly spend money to clean up the environment and will have to be forced to." The response was as follows. The students from disturbed campuses: 12 per cent said all, 39 per cent said most, 37 per cent said some, 10 per cent said none, and 2 per cent said they didn't know. Other students: 11 per cent said all, 36 per cent said most, 41 per cent said some, 11 per cent said none, and 1 per cent said they didn't know. Of the adults: 10 per cent said all, 25 per cent said most, 42 per cent said some, 19 per cent said none, and 2 per cent said they didn't know.

2) "Business will not do anything in the public interest if it reduces their profits." Students from disturbed campuses: 7 per cent said all, 33 per cent said most, 49 per cent said some, 11 per cent said none, and 1 per cent said they didn't know. Students from other campuses: 5 per cent said all, 29 per cent said most, 42 per cent said some, 19 per cent said none, and 2 per cent said they didn't know. Of the adults: 7 per cent said all, 13 per cent said most, 23 per cent said some, 30 per cent said none, and 8 per cent said they didn't know.

3) "Big companies exploit consumers by distributing inferior products and raising prices. Students from disturbed campuses 9 per cent said all, 31 per cent said most, 43 per cent said some, 15 per cent said none, and 3 per cent said they didn't know. Other students: 10 per cent said all, 24 per cent said most, 49 per cent said some, 16 per cent said none, and 2 per cent said they didn't know. Of the adults: 8 per cent said all, 19 per cent said most, 50 per cent said some, 21 per cent said none, and 3 per cent said they didn't know.

4) "Business prefers to invest in countries controlled by pro-American military dictatorships." Students from disturbed campuses: 8 per cent said all, 25 per cent said most, 28 per cent said some, and 45 per cent said they didn't know. Other students: 9 per cent said all, 20 per cent said most, 26 per cent said some, 33 per cent said none, and 10 per cent said they didn't know. Of the adults: 6 per cent said all, 12 per cent said most, 22 per cent said some, 40 per cent said none, and 11 per cent said they didn't know.

5) "Business makes its overseas investments primarily to exploit foreign labor." Students from disturbed campuses: 42 per cent said all, 16 per cent said most, 36 per cent said some, 20 per cent said none, and 6 per cent said they didn't know. Other students: 6 per cent said all, 14 per cent said most, 14 per cent said some, 38 per cent said none, and 6 per cent said they didn't know. Of the adults: 10 per cent said all, 13 per cent said most, 12 per cent said some, 30 per cent said none, and 8 per cent said they didn't know.

6) "Business only gives lip service to equal treatment of Negroes." Students from disturbed campuses: 3 per cent said all, 12 per cent said most, 33 per cent said some, 19 per cent said none, and 2 per cent said they didn't know. Other students: 3 per cent said all, 26 per cent said most, 26 per cent said some, 30 per cent said none, and 8 per cent said they didn't know. Of the adults: 4 per cent said all, 11 per cent said most, 25 per cent said some, 43 per cent said none, and 6 per cent said they didn't know.

7) "The Defense Department and large companies conspire to keep military budgets unreasonably high and to prolong the Vietnam War." Students from disturbed campuses: 3 per cent said all, 14 per cent said most, 37 per cent said some, 34 per cent said none, and 5 per cent said they didn't know. Other students: 6 per cent said all, 17 per cent said most, 38 per cent said some, 34 per cent said none, and 13 per cent said they didn't know.

8) "Prices are higher because large companies get together with their competitors to fix prices." Students from disturbed campuses: 5 per cent said all, 10 per cent said most, 47 per cent said some, 32 per cent said none and 6 per cent said they didn't know. Other students: 3 per cent said all, 8 per cent said most, 43 per cent said some, 38 per cent said none, and 6 per cent said they didn't know.

9) "Big companies are unfair and untrustworthy when dealing with unions." Students from disturbed campuses: 8 per cent said all, 10 per cent said most, 47 per cent said some, 21 per cent said none and 6 per cent said they didn't know. Other students: 4 per cent said all, 7 per cent said most, 45 per cent said some, 24 per cent said none, and 14 per cent said they didn't know.

10) "The technical progress made by large companies doesn't make people any more well off." Students from disturbed campuses: 4 per cent said all, 8 per cent said most, 29 per cent said some, 6 per cent said none and 4 per cent said they didn't know. Other students: 2 per cent said all, 9 per cent said most, 26 per cent said some, 61 per cent said none, and 6 per cent said they didn't know. Of the adults: 3 per cent said all, 8 per cent said most, 34 per cent said some, 59 per cent said none, and 7 per cent said they didn't know.