

Pew Lecture

Possony Asserts Success Proposes Ways to Win War

By Mary Fitzpatrick, Dome Staff Writer

Dr. Stephan G. Possony, in conjunction with the John G. Pew, Jr., Memorial Lecture Series in Political Science, delivered a lecture entitled, "Vietnam: Are We Winning?" Possony spoke in the Red Lounge on Thursday, January 11.

His answer is, "yes, we are winning." This was the first major conclusion of the Doctor. We occupy a global battlefield and all the situations are to a certain extent interrelated.

Our main caution should be, he warned, that we do not allow the National Liberation Front (NFL), political arm of the Viet Cong, to use negotiation as a weapon at the peace table. Negotiation does not necessarily mean stagnation of military activity.

We are in Vietnam because it is "the geometric point where two parties of conflict meet." As far back as 1941, the Japanese were expanding and infiltrating into French Indochina.

President Franklin D. Roosevelt, since he felt this area to be of such importance, imposed a blockade on the Japanese. From that time, we have been, to a large degree, interested in the activities of and within southeast Asia.

French Defeated

The U. S. government considered direct intervention in Vietnam when the French fell at Dien Bien Phu, but decided against it. Rather in 1955, we made it clear at the Geneva Agreements that if any threat of aggression materialized we would help.

President Dwight D. Eisenhower informed incoming President Kennedy of the increasing dangers in this area, and there was much correspondence between him and then Premier Diem.

Our operations in Vietnam are patterned after those used in the Greek conflict following World War II. The local army was poorly trained and the U. S. army was greatly involved in becoming accustomed to the environment and building up of communication lines and structures. Under these circumstances the enemy initially won some important battles, both military and psychological. The enemy's plan was to use guerilla tactics in the countryside and to employ conventional military maneuvers in the capture of Saigon.

During 1963, the V.C. developed a very effective method of psychological warfare, that of burning Buddhist monks. This combined with the assassination of Diem excited great interest in the Vietnam conflict.

Then came the incident of the Gulf of Tonkin, which involved the shelling of American ships and the subsequent passage of a Congressional Resolution patterned after the Formosa Straits Resolution. It allowed the President free rein in conducting military affairs in Vietnam. At this time there were approximately 22,000 American personnel in the country, 10,000 of which were military advisors. We did not consider ourselves in a state of military conflict.

Doctor Possony illustrated the validity of the Domino Theory originated by Dulles. The Communist timetable called for the completion of the Vietnam affair in 1965 with the beginning of a Peoples' War of Liberation in Cambodia.

At the same time there was to be a war between Indonesia and Malaysia. If Indonesia had fallen the repercussion would have been great and Japan and the Philippines would have been in great danger. If all this had come

to fruition the Communists would have been in control of Southeast Asia—however, the sending of troops into Vietnam during 1965 prevented this fall.

Core Areas

The SEATO Military Advisors have divided Vietnam into four core areas and come to the conclusion that our initial drawback was the necessity of having to build up a supply structure and systems of communication. Our combat battalions in Vietnam are smaller in number than those of the Vietnamese when based on population percentages.

Concerning the bombing of North Vietnam, its main objective has been to stop the flow of supplies into the South. The doctor felt that this could never be 100% effective but has effected a certain amount of blockade. Supplies are tied up in Haiphong harbor for up to 20 days at a time. Besides this, from estimates, 50% of their war supporting industries have been destroyed. However, Dr. Possony does not advocate escalation of the bombing.

According to Dr. Possony, the U. S. has two courses of action it can

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Poll Shows Apathy, Conflict in Colleges

By Kathy Klee
Dome Staff Writer

The results of the poll on Vietnam, sponsored by the Political Science Club, indicate that there is much apathy in PMC Colleges toward this serious conflict.

Only 32.7% of the 542 cadets, 35.8% of the 918 male civilians, and 51% of the 50 coeds participated in the poll.

The poll was held Wednesday, November 29 in Kirkbride Hall and Friday December 1 in MacMorland Center.

Those taking the poll were asked if they advocated a military settlement, a negotiated settlement, or with drawal. Under each of these were listed several questions pertaining to the three choices. Those favoring a military settlement were asked if they would prefer use of tactical nuclear weapons, more rapid escalation, or maintaining our present policy.

Under "negotiated settlement" were listed direct negotiation with the Viet Cong only, direct negotiation with Hanoi only, direct negotiation with both the Viet Cong and Hanoi only, negotiation through the United Nations, or reconvening of the Geneva Convention.

Under withdrawal were listed enclave (holding of strategic points only), gradual withdrawal, or immediate withdrawal.

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Dilworth Says Cities Need Federal Financial Grants

By Brian Kates, Managing Editor

At a Symposium last Thursday in PMC's MacMorland Center, Richardson Dilworth, president of the Philadelphia Board of Education, spoke on the challenge of change in urban education.

The problems of urban education, Dilworth maintains, can be solved only through integration. According to him we live in a multi-racial civilization threatened by racial tensions.

The necessity for quality integrated education to meet the demands of rising unemployment and criminality cannot be overemphasized, he stated.

Cities, the recipient of increasingly large groups of racially disadvantaged and rural poor, have greater need for improved educational opportunities than more affluent suburban areas, Dilworth noted. Suburban schools spend roughly \$1,000 per pupil per year for straight education. City schools must accomplish the task with about \$560.

However, because of lack of state and Federal appropriations to city schools, educational improvement in urban areas remain well below those in the suburbs.

"No big city within itself," Dilworth stated, "has the financial resources to cope with the problems that confront urban society."

by the time he reaches age six, he noted, and the importance of lifting the child from his ghetto environment at an earlier age becomes obvious.

Young people, he stated, must be stimulated to desire knowledge, to want to learn for advancement.

But, he added, it is important to realize that what stimulates the average middle class white child cannot necessarily be applied to all children.

There is also a pressing need for dedicated teachers, who are ready to take their places in urban schools. Ways and means must be found to attract bright young people who are willing to accept the challenge of change.

However, Dilworth stated, the means to provide adequate financial inducements do not exist.

According to a recent report of the National Education Association, the professional organization of teaching, only three percent of respondents to a poll stated that they would select slum neighborhoods as communities in which they would like to teach. Ten percent stated that they would teach in lower socio-economic areas which were not slums.

There is a desperate need, Dilworth said, for teachers "who honestly believe that we can educate any child . . . that children of any racial, social or economic background can be taught to take their places in society."

Philadelphia has inaugurated teacher-training programs to prepare teachers for the special problems of urban education. Volunteer tutoring programs have also been set up to help combat the problem.

Dilworth favors a system of "educational parks" that will join urban and suburban school districts under a single regional authority.

The plan—met with strong opposition in the suburbs—can be feasible, he maintains, if the federal government makes funds available to regional school authorities, forcing the issue.

As Dilworth stated in a recent interview with *The Christian Science Monitor*, "When you look at the combined city and suburban population and the distribution by race, you see that you have a manageable situation in terms of numbers."

However, to date, the educational park concept has not been tested in any large urban area.

Dilworth has stated on other occasions that he is a pragmatist, and does not intend to eliminate the neighborhood schools in areas where they are successful.

The advantages of the educational park systems, he stated, is that it will create complexes that will take the child out of the ghetto for his education, at the same time providing him with the combined resources of urban and suburban school systems.

Conflict with the home environment makes the task of the school board that much more difficult, Dilworth noted. The school has the child under its influence for only seven hours daily. After school, the child returns to an environment hardly conducive and often downright hostile to productive learning.

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Selective Service Lists Deferment Criteria

A student is deferred when his Selective Service local board determines the national interest would best be served by temporarily continuing him in a civilian status.

There are two types of student deferments: Classes I-S and II-S.

I-S is a statutory deferment intended to permit a student who qualifies to complete high school or an academic year in college.

I-S(H) is the classification given to a high school student who is satisfactorily pursuing a full-time course until he graduates, reaches age 20, or drops out of school.

Class II-S is the classification given to students attending a college, university or similar institution of learning.

To qualify for II-S, a student must be satisfactorily pursuing a full-time course of instruction.

He must request such deferment either on a Selective Service System Form 104 or by letter. In either instance, the request must be in writing and filed with his local board.

To be considered as full-time, a student should have earned 25% of his credits toward a degree during his first academic year, 50% at the end of his second year, 75% at the end of his third year if enrolled in a 4-year course and 20% each year if in a 5-year course.

Eligibility for deferment in II-S expires upon attaining a baccalaureate degree, reaching the age of 24, or ceasing to be a full-time and satisfactory student.

Any registrant who requests and receives a II-S classification after July 1, 1967 will not subsequently be eligible for classification in Class II-A (fatherhood) unless he can prove to the satisfaction of his local board that his induction would create a hardship to his dependents.

Student deferments are temporary and reviewed at least once a year.

A student is classified on the basis of the facts in his individual case. His classification may be changed any

time his circumstances change.

College deferments are also based on reports from the college. It is the responsibility of the individual student to see that his college supplies these reports to his local board by the submission of Selective Service System Form 109 or 109A for undergraduate students and Selective Service System Form 103 or 103A for registrants in graduate school.

Each time a student is classified or reclassified he has the right of appearing personally before his local board and of appealing his classification. If attending college away from home, he may request that his case be reviewed by the Appeal Board having jurisdiction over the area in which his college is located.

A college student not in the ROTC program is classified in Class II-S. A college student in the ROTC program is classified in Class I-D. To retain a I-D classification, the student must satisfactorily participate in the ROTC program.

A full-time college student who is doing satisfactory work and is ordered for induction during his school year, may request and be classified in Class I-S(C) until the end of his academic year or until he ceases to satisfactorily pursue his course if he has not previously been classified in Class I-S(C), has not been classified in Class II-S after June 30, 1967 and received his baccalaureate degree.

Registrants are currently ordered by local boards to meet induction calls from the age group 19 to 26 with the oldest being selected first.

The law authorizes designation of a prime age group or groups but to date no such prime age group has been designated.

A registrant in graduate school may be considered for a student deferment if he is pursuing a course of instruction in the healing arts or a subject which has been identified as being in the national health, safety or interest.

As of this date, such areas of study have not been designated.



Although doors to opportunity are more open than ever before to the culturally deprived, the spread between income in black communities and white communities is increased. Opportunity exists, the former Philadelphia mayor noted, but the difficulty of rising from the ghetto exists more strikingly real.

Dilworth compared the last third of the twentieth century in which we live with the turn of the century. Then, as the industrial revolution reached its full portent, the necessity for increased education became apparent and was coped with. Today, when some 10 percent of industry has existed for no more than twenty years—and many not more than a few years—the need for increased education to train workers is obvious.

If state and Federal government appropriations to the nation's great city school systems are not increased, Dilworth warned, they will continue to deteriorate, leaving a residue of permanent unemployment and criminal class.

Pennsylvania, he stated, is still governed by a primarily rural-oriented Legislature, that has not yet come to recognize the critical problems of urban education.

Outlining some proposals for educational improvement, Dilworth noted the need to start children in school at an earlier age.

Psychologists have shown that a child's personality patterns are formed

EDITORIAL

Watch Out for Blind Dates

It seems to be a catchword around here that PMC Colleges has a date with destiny. That destiny, of course, encompasses an ultramodern campus, complete with library, learning center, field house, dorms, and a few trees here and there to add a collegiate flavor.

But once again Fate rears its ugly head. It is easy to see that, despite all its potential greatness, PMC may be tricked into a blind date.

Like all blind dates, this one will have a great personality. It will have the above mentioned facilities which will make it the pride of Delaware County; it will have a dynamic administration — the one which has initiated the present program of development — to carry the school on to even greater heights; it will have a very competent, highly-paid faculty, one of the best for a small, private institution.

That's a great personality, but, like the blind date of record, it will only be an excuse for a deficiency: in this case not beauty, but a student body.

Of course, there will always be a student body at PMC, probably even after the barracks are gone. And

what will be especially noteworthy about PMC's student body of the future is that it will consist almost entirely of sons and daughters of millionaires.

This forecast is admittedly far-fetched, but closer to the truth than we would like to think. Not only will PMC lose many prospective commuters to the Community College and Penn State Chester campus, but many boarders as well, as tuition slowly rises and rises and rises . . .

Students do more than anything else for a college, more than buildings, more than administration, even more than faculty. In an immediate sense, it is the students' tuition that is paying for everything; but in a more meaningful sense, it is the students, as alumni, who will prove that their school has provided them with a valuable education and can do so for others.

The students not only pay for the school, they have to sell it as well.

And so it is the student body that will determine whether PMC's blind date with destiny is a success or failure; to be more exact, the student body of ten years from now is the blind date. And who is setting up this

blind date? It is the office every single student comes in contact with but once, but the one that determines both his and the school's future: the Admissions Department.

As tuition increases and more and more alternate routes are provided to prospective students, it seems frighteningly logical that selectivity in Admissions will slide. Hopefully, this will not be the case. The tuition hike has come as a blow to the present student body; but that is nothing compared to the blow that will come to the bright high school senior because he can't afford to come here and the blow to the school because it can't afford to let him, and hundreds like him, slip through its fingers.

To compensate for these growing pains, Admissions must be even more selective in the future to seek more students whose success will bring PMC the reputation it will deserve. In addition, the administration must not hesitate to provide scholarship aid based on merit to attract those very students. These are the tasks that the raise in tuition has created. If these precautions are not taken, PMC's blind date may turn out to be a permanent, unwanted mate.

Corps Recruitment

The integrity of the Corps of Cadets has on numerous occasions been threatened since the addition of the civilian Penn Morton College. But never before has the threat of the elimination of the Corps been so real. Corps strength, critically below what is necessary if the Corps hopes to support itself, must be bolstered by the addition of at least 250 cadets by next year or the Corps faces some serious problems.

One of them, the loss of Turrell Hall — now a cadet dormitory — to Penn Morton, is perhaps the most immediate. The college cannot afford to maintain an empty dorm, particularly when the expected increase in boarding civilians is rising rapidly enough to fill it.

If this dorm is turned over to civilians, the physical integrity of the all-Corps Howell Hall quadrangle will be broken, creating numerous problems in discipline and morale. It will, no doubt also mean a curtailment

of civilian privileges in order to make the change-over as palatable as possible to the Corps, by reducing civilian activity in the quadrangle.

To combat the situation of declining enlistment in the Corps, a crash recruitment program was launched by the cadets themselves. Under the direction of Cadet Morris, cadets are sent out to interview prospective candidates for the Corps.

However, the program is characterized by lack of administrative decision making and, most serious, lack of enthusiastic response from within the Corps.

Response to questionnaires asking each cadet to list two suitable candidates for enlistment into the corps was negligible, and the number of cadets who work in the field by visiting their former high schools is disappointing.

Recruitment-oriented public relations is disturbingly small, and coverage is by far too local. Despite a large advertisement in the *Army Times*, public relations material to service journals appears too infrequently to be of any real value in carrying the name of Pennsylvania Military College to the foreground in an area of potential high recruitment.

All in all, the program seems to be hampered by a lack of directed energy. The job cannot be successful if it is not supported by the entire Corps. Each cadet — particularly fourth and third classmen who are in greater contact with their high schools than are upperclassmen — must take it upon himself to at least try to increase Corps enrollment by a short visit to his former high school during the mid-year furlough. Only with this sort of support can the Corps save itself from the gradual erosion that leads to extinction.

BURKE'S LAW

By Don Burke

It is still too early to say for sure, but it appears that the administration's policy of announcing an increase in tuition just before everyone leaves for Christmas vacation may be the most skillful move in the history of PMC Colleges.

In the December 14th issue of this high class publication, President Moll announced a \$200 raise in tuition for the school year 1968-69. This raise will up the cost of attending PMC to \$1800 annually. Incidentals such as room, board, books and uniforms added to this modest sum complete the picture.

The real beauty in this whole affair lies in the fact that the effect of the announcement was not really felt until the student was half-way home. It was at this time that the full impact struck him.

Mine is a unique position. Living a mere two blocks off campus, I was perhaps the first to realize exactly what was happening. As I left school on that fateful day, a strange sensation came over me. But I shrugged it off as something I had eaten. Since I had purchased my lunch on campus, there was nothing particularly unusual in that.

But, Wham! I was hit by the tuition hike just one block from school. I had to pause for a minute and sink to one knee and take a count of eight to fully appreciate the significance of the announcement.

Maybe it didn't affect everybody in exactly that way, but I'm sure it produced a reaction of some sort.

Please do not get the impression that I am against the raise in tuition. I am happy about it because I am hopeful that with the additional funds the administration will now provide free transportation for PMC students to bookstores in Philadelphia and other communities that cater to college students. The money we all would save in this maneuver would compensate for the additional tuition cost.

Thus, the administration would get their \$200 a year happily from the students, the students would save money by buying their supplies at other bookstores, and the PMC bookstore would soon go out of business which would make everybody happy.

In all fairness to the administration, and I always try to be completely impartial, I must acknowledge their primary reason for reducing the innocent student body to paupers. According to the

Reviews . . .

The Collective Family: A Handbook for Russian Parents by A. S. Makarenko Anchor Books, Garden City, 1967. \$1.45

Ever since its original publication in 1937, *The Collective Family* by A. S. Makarenko has been a best seller in Russia and has served as a practical guide to child-rearing throughout the Communist World. Bronfenbrenner in his introduction compares the work to a famous Western counterpart, Benjamin Spock's *Baby and Child Care*. . . The important difference stressing that the Russian volume is concerned not with physical health but with the development of character."

Indeed, Mr. Makarenko stresses the greatest possible development of the individual throughout his work. The ultimate end in view of this development is the good of the collective. To acquire this end Mr. Makarenko emphasizes formation acquired by the child mostly from Soviet life in all its multiform variety that provides the material for the future.

One of the universal truths which cannot be escaped as pointed out by Mr. Makarenko is that an ill-mannered and disobedient child is not produced in a flash; ". . . the process is a persistent and patient one, beginning from the time when . . ." the child is very young. This means that the child must be given genuine responsibilities,

as early as possible, from which he can learn the meaning of self-respect and respect for others.

The parents of the child must be the guide in the formation of moral values. To help the parents in this endeavor, Mr. Makarenko presents his theories of character education in a series of fictionalized case histories. This approach allows great freedom in application and comparison of the incidents described and those of real life.

Each story makes a point about some familiar topic of family life: children and money, the large family, the parents' role in raising a child, discipline vs. freedom, sex education, the only child, and morality. In translation it seems the particular approach of the author in developing these stories is not quite as clear to the American mind as to the Russian mind.

This as any other book written in the USSR could not be complete without the usual smattering of propaganda. Also, Mr. Makarenko seems to be a bit too idealistic in certain criticisms of parents, especially in regard to sex education. However, this book is definitely worth reading, to the careful it offers greater insight into Soviet Society, and it seems to have something to say to the Western world. As Mr. Bronfenbrenner points out in his introduction: "If the most widely read books in a society provide a key to the character of that society, than this volume should be a major source for understanding the USSR."

— Alex Makatrewicz

very impressive facts and figures released by President Moll, if the tuition is not raised to meet the increased cost caused by inflation, PMC will arrive in the red in 1968-69.

I think the administration is unduly alarmed about operating in the red. The United States government, a slightly larger organization, has been doing it for years and it almost never raises taxes.

S.O.C. Performs Verdi

A brand, new production of Verdi's "La Traviata" will be presented at 8 p.m. Jan. 21 as Suburban Opera Company's third show of the year.

Staged and directed by Maestro Chris Macatsoris, the performance in Alumni Auditorium, will offer stylized sets and costumes designed to enhance the moods of the opera.

Featured as Violetta Valery, the heroine adapted from Dumas' *Camille*, will be Soprano Elena DeAlba of Drexel Hill.

Mezzo-soprano Rita Dreyfus of Cherry Hill, N. J., will sing the role of Flora Bervoix, another courtesan and friend of Violetta.

Tenor Jerome Helton of Cincinnati will sing the role of Violetta's lover, Alfredo Germont and Baritone George Mazmanian of Drexel Hill will do the role of Alfredo's father, Giorgio Germont.

Tickets for "La Traviata" may be obtained at the Colony Hotel, Chester, which becomes an official agency for the opera company for the first time with this production.

THE DOME

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Letters to the Editor

P.O. Box 1181
PMC Colleges
January 11, 1968

EDITOR'S NOTE: *The following letter has been forwarded to THE DOME by Dean Cottee.*

25 Peabody Terrace, Apt. 23
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Dec. 12, 1961

Col. W. L. Cottee
Vice President for Student Affairs
PMC Colleges
Chester, Penna.

Dear Col. Cottee:

Just a short note to keep you informed of my progress here at Harvard Business School.

The pace is quite invigorating. Merely to keep abreast requires constant study and hard work. What I have found here at Harvard is that learning can be exciting. To paraphrase a common refrain; going to college can be fun, but going to college to learn is even more fun.

James Ling of L-T-V was a recent guest of one of my clubs and he said "tradition and precedent are great, but they're a damn poor substitute for brains." I think this can apply to P.M.C. Although I'll always be proud of my cadet background, my experience here at the B School only proves to me that the course that P.M.C. is following, namely that academic excellence takes precedent over tradition, is not only needed but needed urgently. For one who loved the Cadet Corps as much as I did, I find this a very painful realization.

I will be very disappointed if no one from PMC Colleges applies to Harvard Business School. I would be very glad to assist any prospective applicant with his admissions problems.

Please give my regards to President Moll.

Sincerely,

Ray Hastings

* * *

To the Editor:

It is difficult to write this letter, but I feel obliged to do so. It concerns the Faculty's decision last year to allow unlimited cuts to students above the freshman level, based on the assumption that PMC students are mature enough to use this new freedom wisely. I supported the decision, remembering my own student experience at several institutions of higher learning, all of which allowed unlimited cuts. The students in these institutions used this freedom to accommodate their individual needs as they arose—to allow for the preparation of research papers or for personal or health problems, inclement weather, and so forth. The few students who cut class regularly usually flunked out, and this was up to them.

I have been very disturbed at the PMC students' reaction to this freedom which has been extended to them, and from what I have heard in talking to other members of The Faculty, I am not alone in my concern. I have a few students in my classes who show up so rarely, they are strangers to me. Students may think that professors are made of stone, but we do have feelings, and we are hurt that some students do not deem our lectures and observations vital in the learning process. (Of course it may be that these absentees are using their time in scholarly reading, which would atone for their absenteeism; I offer this hopeful suggestion as a remote possibility.)

The feelings of the professors is a minor point compared to what the students are missing.

First is the learning process. There is no substitute for the lecture-class discussion medium. Presuming the students are reading from various primary sources is great; serious informal bull sessions can be an asset; but there must be added the leadership of the professor and the invaluable interaction among students and

professor in a controlled classroom situation which is offered only in the formal milieu of a class session.

Second, in our materialistic society, is money. Simply take the high tuition the student pays and divide it into the number of classes, and the student will find that each 50-minute period missed is the equivalent of a good dinner, and the longer Tuesday-Thursday period period night be the equivalent of a professional football game, a concert, or night club!

Freedom must be used wisely or it is no longer freedom, but rather tyranny induced by anarchy. Freedom demands maturity—and frankly, this experiment on campus thus far seems to point to the regrettable conclusion that many PMC students are not mature enough to use their freedom for their own benefit. I believe strongly in the self-reliance of the individual—but this demands self-discipline. If PMC students do not have this—then inevitably they must be treated accordingly, and we must return to the grade-school level and restore the cut system.

This letter may be presumptuous, for of course I cannot speak for other members of The Faculty, let alone the Administration. I do feel very strongly on this issue, for I believe in democracy and self-reliance, including the freedom to cut class when students deem it necessary, the freedom to dress as they deem appropriate, and to express themselves freely. Are the PMC students mature enough to accept such freedoms—and the responsibilities that go with them?

The College is attempting to project a new image for itself—that of a first-rate institution of higher learning. These attempts are presently dramatized by new buildings, particularly the new library, as well as in revised curricula and a variety of specialized programs. But all of this is for naught if the students cannot stand up to the high standards which are demanded. And I firmly believe that the old fashioned virtue of self-reliance is the key.

By this letter, I would invite comments and suggestions regarding the policy of unlimited cuts. Are we ready for it, or should we return to the old grade-school level, and require roll-calls? A public forum on this might be appropriate.

William M. Rolofson
Asst. Professor
Political Science

Yearbook To Sponsor Contest for New Name \$50 Prize to Winner

A contest to determine a name for the PMC Colleges' Yearbook has been established, with a cash prize of \$50. given to the student who submits the name finally selected. The contest is open to all full-time students.

Students should base their choice on a name which gives the connotation applicable to PMC's coordinate colleges—Pennsylvania Military and Penn Morton.

A ballot is published on this page and is to be deposited in a box located at the Control Desk in MacMorland Center. Additional ballots can be obtained at the Control Desk. Only one ballot for each student is permitted. Please be sure to fill in the reason for your choice.

The contest begins on January 15 and closes on February 15. The yearbook's name will be selected by a committee of five, consisting of two student leaders from Pennsylvania Military and Penn Morton, and a member of the faculty, alumni association and board of trustees. The winning name will be announced by March 1.

Engineers:

Meet Boeing

Campus Interviews

Wednesday, January 31

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Ballot

YEARBOOK NAME CONTEST

(Only one ballot per student. Please print all information.)

MY CHOICE FOR THE NAME OF THE YEARBOOK IS:

THE REASON FOR MY CHOICE IS:

MY NAME:

MY CLASS:

(Please deposit this ballot in the box located on the desk at the Control Center in MacMorland Center. The contest closes on February 15. The winning name will be selected by March 1 and announced in the March 13 issue of THE DOME.)

Dear Mr. Moll:

I am writing this letter as a result of my meeting with Dean Hughes on November 15, 1967. At that time I approached him with plans for a "warmth-house" on campus. In general terms, this is my proposal:

Our campus is splintered into groups that do not mix well. The groups themselves are not well integrated. The coeds and male students do not mix well (note the articles in the Flyer on our school mixers); the cadets do not mix well with the civilians; the Engineers, History majors, PS majors and all others do not mix well. The whole atmosphere on the campus tends toward separation and *anomie*.

Modern, functional buildings are sterile and cold. After spending the night sleeping in a sterile dorm, eating in a large and friendless cafeteria, and attending classes in cold, functional classrooms, students want to sit and relax and talk with friends or faculty members but there is no place to go. In an atmosphere like this, with so little beauty or pleasure, people don't seem warm and friendly. Something is needed; that something is WARMTH.

A "warm-house"—a loft, attic, shed, floor of a house, or any other suitable location on campus—can act as the office and headquarters for the movement. The possibilities of such a movement are unlimited. The following are some examples of "warmth-group" activities on other campuses:

1. Making the campus livable—operating bicycle rental stalls, outdoor cafes, discount ice-cream parlors, cook-it-yourself restaurants, and evening coffee-houses.
2. Making the campus lovable—kite flying, non-verbal communications sessions (finger painting, bubble-gum sculpture, etc.), alienation booths for the "bugged" to sit in, punching bags for the hostile to slug, student ombudsmen for the aggrieved, collections of games for mind-weary intellectuals, collective farms for frustrated farmers and gardeners.
3. Making life more meaningful—"Sweep-ins" to clean up parks and lots in the surrounding city to make them green and safe for children to play in, "love offerings" (barrels of clothing or household items collected from students, faculty members, and friends are traded to needy families for things like bright, shiny apples or balls of yarn), and other community-oriented activities.

This type of activity has been characterized as "institutionalized purposelessness;" perhaps that is as good a name as can be found. It is a healthy student reaction to a dried-up, sterile world with little or no adventure. It is an attempt to combat banality by creating warmth and love in small ways which can make life a little less forbidding.

"Warmth" has worked on other campuses and it can work on ours. There is support from the students, but we need the backing of the college in the form of a suitable meeting place and, perhaps, a small subsidy (backing at other colleges is usually about \$300 per school year; the organizations are largely self-supporting).

I feel that this suggestion is worthy of serious consideration. I am more than willing to discuss this subject more fully at any time.

Sincerely,

Wayne S. Cluck

Editor-in-Chief, Drummer
Co-chairman, English Club

War Poll

(Continued from Page 1)

Penn Military Result

In Pennsylvania Military College 128 voted for a military settlement, 41 for a negotiated settlement, and 15 for withdrawal. Seventeen urged the use of nuclear weapons, 97 more rapid escalation, and 14 for maintaining our present policy.

Twenty-two advocated negotiations with both the Viet Cong and Hanoi only, 17 negotiation through the United Nations, and 2 reconvening the Geneva Convention. Three favoring the holding of strategic points only, 5 gradual withdrawal, and 7 immediate withdrawal.

Coed Results

Eight coeds favored a military settlement, one urging the use of nuclear

weapons and seven more rapid escalation. Seventeen advocated a negotiated settlement, seven through the United Nations, and one through the Geneva Convention. One favored partial withdrawal with the holding of only strategic points.

Penn Morton Results

In Penn Morton College the majority advocated a negotiated settle-

ment either directly with the Viet Cong and Hanoi or through the United Nations. Most freshman favored a military settlement, but each succeeding class favored either negotiations or gradual withdrawal.

David Guyer, president of the Political Science Club, made remarks concerning the poll. The fact that most of the cadets favor a military

settlement "will result in a good professional army and well-trained officers because of their adherence to principles and goals."

Commenting on the fact that most civilians favor a negotiated settlement, he said, "As the individual civilian goes through college, he drops his tendency to look at things narrowly and gradually learns to look for var-

ious aspects of problems."

According to Guyer, the club members are not united in their views on Vietnam. They conducted the poll to determine how the students of PMC Colleges feel the war in Vietnam should be conducted.

The club will conduct another poll in the spring, dealing with possible Presidential candidates.

PMC Colleges
Chester, Pa.
FINAL REGISTRATION
KIRKBRIDE HALL
FRIDAY, JANUARY 26, 1968
Open For Registration
8:00 AM - 12 Noon
Closed
12 Noon - 1:00 PM - Lunch
Open For Registration
1:00 PM - 4:00 PM

I. Permits to register

1. Pick up permits to register in the Office of the Registrar after January 8, 1968.
2. Students will be admitted to registration only on the hour indicated on the permit.

II. Financial Clearance

1. If you have your financial clearance stub, go to the 16th Street entrance of Kirkbride Hall and proceed through registration.
2. If you do not have your financial clearance, go to Alumni Auditorium.

III. Registration

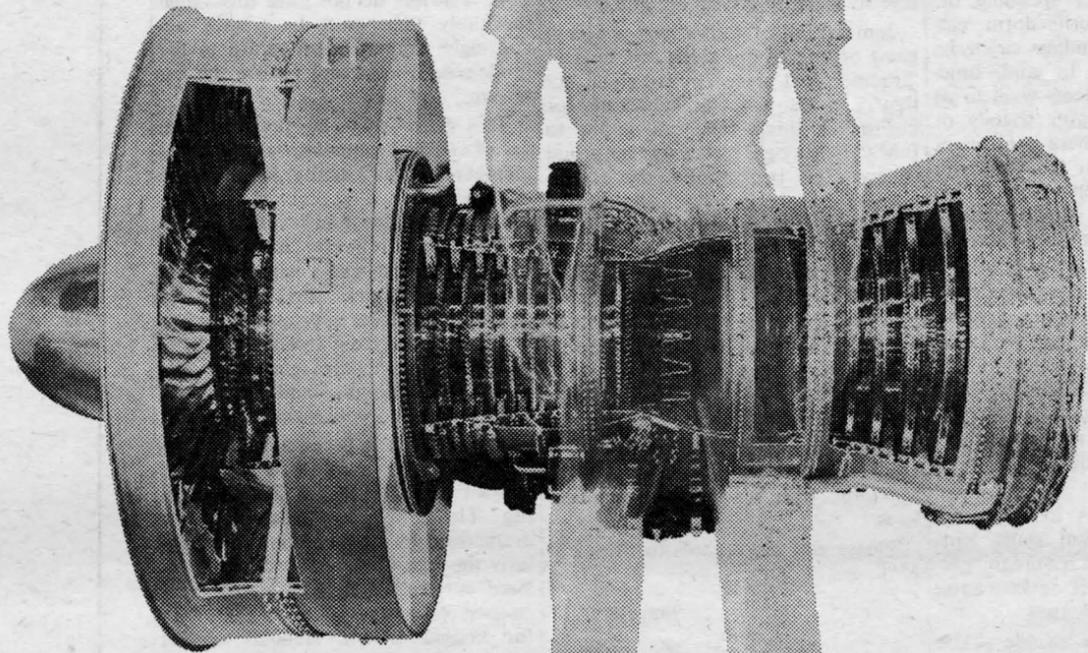
1. All students must present a permit to register and student identification card.
2. Students with any change in address, personal or parental status complete personal data form at desk inside 16th Street entrance.
3. Class admission cards and schedules available alphabetically at issuing stations.
4. Students in academic difficulty, report to advisor and return to Room 209 with signed drop and add form.
5. All other students to MAIN LOBBY.
6. All other "drop and adds" to Registrar's Office, Old Main, Monday, January 29th to Friday, February 9th.
7. All late registrations will be assessed \$5.00.

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Dilworth

(Continued from Page 1)

Classes in adult education are doing something to lift the attitude toward learning among parents, but, again, lack of sufficient funds hinders the implementation of a truly productive program.

Dilworth is currently under fire in Philadelphia after a debate at Princeton University where he stated that he would oppose having an all Negro majority on the board of education because they might register "bloc votes" regardless of the issues.

At PMC, Dilworth preferred not to comment at length on his remarks at Princeton, stating only that he felt he could be frank at Princeton because

he was not aware that there were members of the press present. "Apparently there were some 'stringers' from local newspapers present," he stated "who disclosed the information to local news media."

Also at Princeton, Dilworth is noted as saying that "twenty-five percent of the nonwhite children entering first grade have a vocabulary of only 200 words — and half of those are obscene."

Negro school board member George Hutt said that Dilworth's information was "supplied by bigots, and was insulting to Philadelphia's entire black community." Hutt stated that Dilworth should retract his statement.

At a luncheon at PMC prior to the symposium, Dilworth commented that he did not know how he would an-

swer Hutt, but that he felt that what he said was true, and that many Negro leaders are being "unrealistic" concerning some of the major issues in the problems confronting education in urban areas.

Possony

(Continued from Page 1)

follow: continuation of the war at its present speed or acceleration. If we continue at the present pace, he feels the situation will be alleviated in 5 years at the cost of 30 billion dollars a year, with a loss of \$2 billion each year in gold.

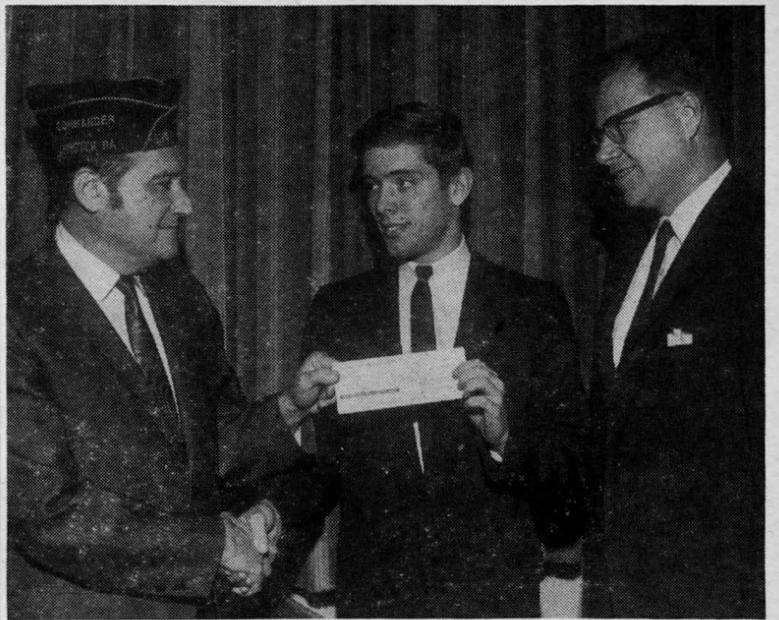
If accelerated, there are three courses of action: one, blockage of Haiphong harbor. This would greatly affect their economy as 40% of their G.N.P. is in the form of goods shipped to them by Russia.

The second alternative is to increase amphibious operations which would cause troops to withdraw from the South in order to protect their own lands.

Thirdly, we could contaminate their food supply. This Dr. Possony admitted was a drastic measure, and if this course were to be pursued, we should make our motives clear.

If an offer of negotiations were forthcoming, we would immediately replace the food in order to prevent famine.

Dr. Possony is presently director of the International Studies Program of the Hoover Institution on War, Revolution and Peace which is associated with Stanford University. Several of his recent publications are "The Legality of U. S. Action in Vietnam," "Lenin the Compulsive Revolutionary," and "The Geography of Intellect."



Aaron Sapovitz, commander of Chester Post 134 of the Jewish War Veterans, is shown presenting a check to Christie B. Johnson, a sophomore student at the Penn Morton College of PMC Colleges as Dr. Arthur T. Murphy, dean of the school of engineering looks on. The award is presented annually to a student who has demonstrated outstanding academic ability in engineering during his freshman year. Johnson is a 1966 graduate of Swarthmore High

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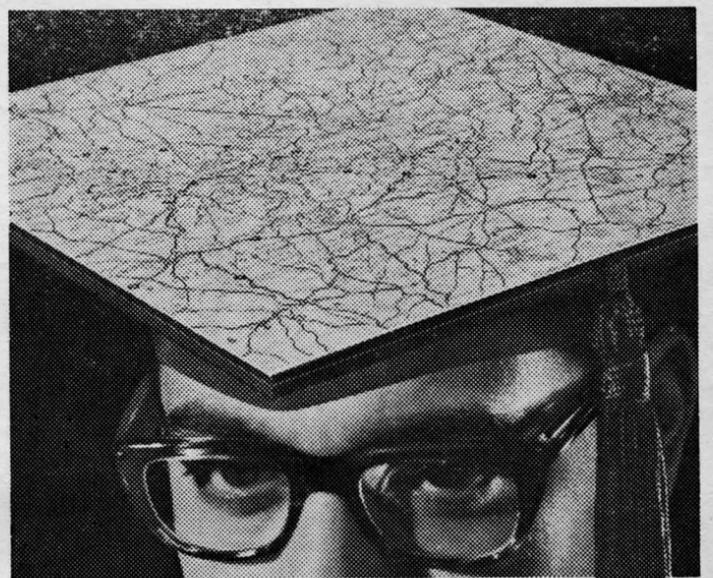
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Hustle and Second Effort Pace Cadets to Six-Three Record

By Charles Melvin

Before a capacity crowd at the Armory, PMC Colleges basketball team suffered a tough 72-66 defeat at the hands of the Blue Jay's of Elizabethtown. The visitors boasted two starters at 6-9 and two reserves at 6-7 and 6-6. But height did not tell the story.

The Cadets got off to a terrible start. They fell behind by 10 pts. in the early minutes of play. But soph Steve Pahls came into the lineup to spark a comeback late in the first half. A 3-point play by Mike Studzinski put the cagers ahead 26-24 and the half ended with PMC ahead 30-28.

As in the first half, PMC continued to contain E'town's big men but Gil Jackson the Blue Jay's quick guard

pumped in 16 pts. in the second half to lead his team to the 6 point victory. Jackson finished with 18 while "Stud" with 20 led the Cadets.

On the bright side, the large crowd kept Pres. Moll from getting in the door, which may be a step to a new fieldhouse.

PMC Lands 3rd Place In Holiday Tournament

The PMC Colleges basketball team copped third place in the St. Edmund's Academy Christmas tournament over the holidays. In the tournament staged at Archmere Academy in Claymont, Del., the Cadets were stopped by Wilkes College in the first round by a 63-50 margin, then rallied to defeat Kutztown 63-58 in the consolation game. Drexel topped Wilkes in the championship by a 69-68 count in overtime. The Dragons had gained a berth in the finals by dropping Kutztown 65-58 in overtime.

The opening round loss was a big disappointment since the Cadets held a 8 point lead with only ten minutes remaining. But an invisible lid on our basket allowed the Colonels to win handily. Part of the story of the defeat was on the foul line where PMC hit for a disappointing 6 of 16. Ex-Chester High star Bo Ryan led Wilkes with 23 pts. — including 11 of 13 from the foul line. Soph Mike Studzinski continued to show promise with 21 pts. and 15 rebounds.

But after a slow start the cagers battled back in the second half of the consolation match to down the Golden Bears. But it wasn't easy as the Cadets fell victim to shoddy officiating (one of the players claimed the ref was a relative of Pete Parsels). Kutztown had 16 free throw attempts in the first half as compared to PMC's 2. Al Fral and Ed Flanagan combined to put on a fine display of outside shooting while scoring 13 and 12 pts. respectively. Skip McCauley bagged

12 pts. including a few brilliant drives on fast breaks.

The team leaves the tourney with a 4-3 season record but a 3-1 M.A.C. record as they vie for a playoff spot in their division. The division of which tournament champs Drexel is a member has four such spots.

The powerful Blue Hens of the University of Delaware proved to be too much for both our Varsity and Freshman basketball teams. Plagued by a cold shooting night, the Varsity cagers went down by a 98-56 count. Seven opponents hit double figures as they substituted freely after running up a 15-2 lead in the early going. Ken Barnett paced Delaware with 16 points and 13 rebounds.

Buzzer Shot Beats Garnet

According to Webster, pandemonium means any place or scene of wild disorder noise or confusion. With that definition in mind, there was only one way to describe the occurrences of

PMC-Swarthmore basketball game played at the Armory: Pandemonium.

The Cadets won a thrilling 57-56 contest on an unbelievable shot by Mike Studzinski that swished through the hoop as the buzzer sounded. The bucket capped a rally which saw the cagers overcome a 4 pt. deficit in the final two minutes.

A steal by Mike LaFlamme had set up a final shot with 8 sec. on the clock and the Garnet up 56-55. A corner jumper failed but "Stud" retrieved the rebound to set up his 15 ft. buzzer bomb.

Mike Studzinski finished with 16 as did Al Fral. Mike La Flamme also hit double figures with 13 pts., while Freshman Dick Beppler led the losers with 16. With Studzinski providing the wild disorder, TKE supplied the noise and confusion. A large cheering section of fraternity brothers provided the team with the kind of backing it deserves and displayed an admirable amount of school spirit.

PMC Downs Haverford Zucco, Rosenholtz Star

By Walt Sarkees

Led by double winner Bill Van Pelt, PMC Colleges swimmers downed a much improved Haverford College swim team 53-42. Al Rosenholtz did an outstanding job in the 100-yard freestyle and John Zucco performed admirably in the 200-yard free-style. Ed Rief placed first in the diving competition. He appears to be the best diver in PMC swimming history.

The meet was held before a crowd of 35 fans, a poor showing for the PMC student body. Coach Dan Horninger commented that he felt the team did a fine job for its first official meet. PMC swim team holds its meets at the Chester Central YMCA. The team would surely appreciate more student support.

Statistics

400 medly relay—Blenk, Stull, Chenaux, Van Pelt, PMC 4.21
200 Ofree style—Zucco PMC, Bricelli H., Heaton H., 2.06
50 free style—Tucker H., Zucco PMC, Rothstein H., 2.05
200 I.M.—Van Pelt PMC, Wilson H., Kouviac H. 2.32
Diving—Reif PMC, Dickinson H., Studwell H.,
200 Fly—Wilson H., Bricelli H., Chenaux PMC, 2.43
100 freestyle—Rosenholtz PMC, Tucker H.
200 back—Blenk PMC, Rothstein H., Kimbell H., 2.32.8
500 free—Van Pelt PMC, Bricelli H., Adkins H., 6.41.2
200 breast—Stull PMC, Kovaric H., Smith H., 2.41
400 free relay—Chenaux, Blenk, Rosenholtz, Zucco, PMC 3.40

Elizabethtown Dunks Cadets

PMC Colleges suffered its first loss of the year to a powerhouse from Elizabethtown College, 59-36.

John Zucco was the only double winner for PMC, sweeping both the 50 yard and the 100 yard free style events. Although Elizabethtown proved to be large in numbers and talent, Coach Dan Horninger is optimistic that a rematch in the M.A.C. Championships will prove to be a different story.

Statistics

400 medley relay—Blenk, Stull, Chenaux, Van Pelt—PMC 4:32.7
200 free—Schaerble E., Rosenholtz PMC, Coble E., 2:03
50 free—Zucco PMC, Gingerich E., Corman E. 23:5
200—I. M. Aumen E., Metzger E., Chenaux PMC. 2:19
Diving—Reif PMC, Prox0 E, Moses E.
200 fly Aumen E, Barr E, Pickette PMC
100 free Zucco PMC, Gingerich E, Rosenholtz PMC. 52:8
200 back—Schaerble E, Blenk PMC, Swain E. 2:16
500 free Metzger E, Coble E, Van Pelt PMC 6:12.5
200 breast—Barr E, Stull PMC, Moloch PMC 2:40.1
400 free relay—Aumen, Gingerich, Metzger, Schaerble E 3:44



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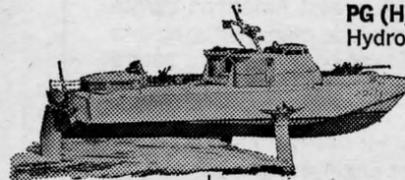
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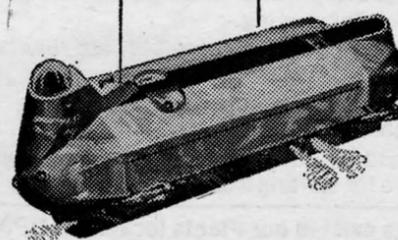
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