

Report on Self-Evaluation Set Pending M.S.A. Group Arrival

By Marc Jacobini
Associate Editor

Last week PMC released its *Report on Self-Evaluation*, which was prepared for the planned re-accreditation by the Middle States Association. The report is the culmination of a year's work, the purpose of which was to present to the MSA an objective evaluation of the school as seen through the eyes of the administration, faculty and students.

The report covers in depth all facets of the college, including its character, philosophy, student body, faculty, instruction and curricula, and organization. Part II of the Report, the **Appendices for the Self-Evaluation Report**, contains the statistical evidence for the material in the report proper.

The report was designed to be an objective summation of PMC, containing relevant information about the past, present and future of the school; other data, which was not publicized previously but which will have a dramatic effect on the future, made its debut in the *Report*.

There are many interesting facts to be found in this volume which we will attempt to summarize below.

Character of the College

The first section of the *Report* tells the history of the institution and projects into the future. According to the *Report*, the future plans of PMC are "focused on the belief that the college must be both superior and distinctive." PMC's future role will be to help answer the three pressing problems of our society—preserving national security, improving urban living, and enabling America to continue to advance its own standards of living while simultaneously advancing the standards of the underdeveloped countries. This will mean a greater concentration in development of military studies, international affairs, urbanetics, training ghetto teachers, systems engineering, scientific management techniques, and operations research.

Results of the Educational Program

The *Report* sets forth specific results which are to originate from the present educational program. The cadet program seeks to create the officer of the future, who will be required to possess capacities for leadership, management, technology and diplomacy. The Penn Morton student will be able to conceive values, be aware of the significance of the humanities, be intellectually flexible, and be a responsible individual and citizen.

Listed next are the qualifications and characteristics sought for all students. These are: intellectual curiosity; leadership in social, cultural, and professional life; understanding of the human condition in terms of the past, present, and future; capacity for the articulate in oral and written communication; commitment to learning and education as a lifetime process; and, participation based on the conviction that service to the community is an obligation emerging from opportunity in education.

The Student Body

Future plans include the attraction of increasingly greater numbers of qualified students via the completion of the new campus, the recognition of the engineering program, and the development of other new curricula.

Changes have been noted which affect the character of the student body; some of these changes were wrought through the efforts of last year's student government, and some through administrative channels. All are directed to the elevation of the college's image.

An interesting fact concerning the attainment level at PMC is that the mean verbal score on the SAT's for entering freshmen (1967) was 514, and the mean mathematics score was 564; this has increased from 461 in verbal and 501 in mathematics for the year 1960. (An obvious conclusion that may be drawn from these figures is that admission policy has become more stringent in recent years, and that the general academic standards for the college are on the rise. This seems to be a contradiction to the attitudes contained in the student questionnaire of January, 1967, where "very few students view admission policies as excessively demanding." Also, "over half of the cadets suggest a revision of recruitment policies, with a third of other students sharing this opinion.")

In the same questionnaire, the students would like to have "a more effective system of self government, more and better informal academic counseling, a more effective system of communication between the administration and themselves, a better

college store, and a more lenient policy than the present one for dealing with students who have academic deficiencies. (These are some changes which the students desire, and possibly, if these changes were to come about, the attitude of the student would improve even more than it has in the past few years.)

Faculty

The *Report* candidly observes that ten years ago there were no faculty programs by which certain professors or groups of professors would become more involved with the school.

The remainder of the *Report* is concerned with a description of the divisions, physical plant, and organization of the college.

Since the evaluation of PMC will determine the future value of a PMC diploma, the results of the *Report* will be of great importance to the student. This phase of the evaluation will determine, whether PMC will achieve the high rating which it has been aspiring to, therefore this *Report* is not just another on campus to be taken lightly.

PMC Alumni Minis, Hoopes Elected to Board of Trustees

The election of two alumni to PMC's board of trustees has been announced by board chairman Laurence P. Sharples. They are A. Minis, Jr., '22, president and director of the investment counseling firm of Minis & Co., Inc. and E. Sargent Hoopes, Jr., '27, vice president—steel and tube operations and director of the Timken Roller Bearing Co.

Mr. Minis is a native of Savannah,

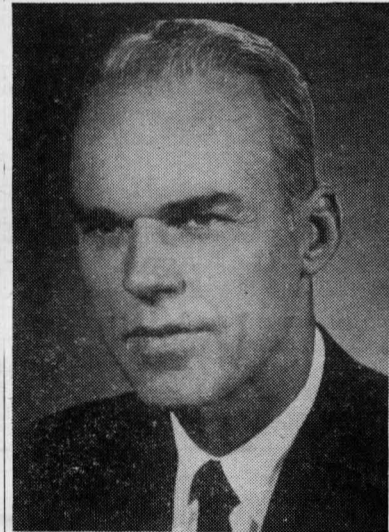
a trustee of both the Savannah Foundation and the Candler-Telfair Endowment Fund, and holds memberships in the New York Society of Security Analysts and the Institute of Chartered Financial Analysts.

Mr. Hoopes was born in Beaver, Pa. His PMC degree was a bachelor of science in economics. He received the master of business administration degree from Harvard in 1929 and



A. MINIS, JR.

Ga. He received the degree of bachelor of science in chemistry from PMC and a similar degree from Harvard University in 1926. He then enrolled in Harvard's Graduate School of Business Administration, earning the master of business administration degree in 1928. For the next two years he was engaged in financial statistical work, initially with the First National Bank of Boston and then with the security brokerage firm of Edward B. Smith & Co. For the past 37 years, Mr. Minis has been a financial counselor in several fields, including investments, financial appraisals, mergers, acquisitions and reorganizations of firms. He is a director of the Savannah Bank and Trust Co., chairman of the board and director of the Carson Chemical Co., chairman of the board of the Hodge Foundation,



E. SARGENT HOOPES, JR.

later studied at Columbia University's graduate school of business and Ohio University. For three years, Mr. Hoopes was an industrial engineer with the Republic Steel Corp. in Beaver Falls, Pa. In 1932, he began his association with the Tiwken organization as an industrial engineer. In 1936 he was assistant to the general manager of steel sales and for the past 32 years his duties have related to the firm's steel and tube operations. Successively, Mr. Hoopes has been assistant general superintendent, general superintendent, general manager and, since 1962, vice president. In 1966 he was elected a director. PMC awarded him an honorary doctor of laws degree in 1964. Mr. Hoopes is a trustee of the Aultman Hospital, Blue Cross, and the Canton, Ohio, Country Day School.

Moll Discusses Food, Store, Cheating With Student Rep.

By Wayne Koch
Executive Editor

On Monday, February 5, President Moll met with a group of student representatives to discuss several problems of importance.

Campus Radio Station Planned by Students

By John Costello
Dome Staff Writer

The first meeting of WPMC, PMC's proposed radio station, was held in the Reading Lounge of MacMorland Center on Thursday, February 8. Over fifty people were there to apply for the various positions as disc jockeys, announcers, news casters, writers, engineers, and other staff positions.

Art Gatehouse, who last year along with Mel Blumberg started the idea, opened the meeting by introducing the four other members of the staff: Dave Hooker, Mike Mittman, Jerry Gross, and the engineer Chuck Meyerduk. Their staff advisor, Mr. Stinitus could not attend the meeting due to a previous appointment.

Gatehouse then started to tell a little about the plans they have drawn up for WPMC. He said that the station at first would have a line carrier system with an approximate strength of 50 watts and its range would be to all the dorms and "might make it to MacDade Blvd."

Gatehouse went on to say that they would require mainly two things, "Cash and equipment." Gatehouse then called on Mike Mittman to read off a list of the minimum equipment they would need: 2 turntables, 2 cartridge machines, 1 tape deck, 3 microphones, 2 speakers, 2 sets of earphones, 2 control panels, amplifiers and other general electrical equipment. Gatehouse said that they would buy some of this equipment and that local radio stations would lend them some.

The operating hours for when they do go on the air were announced:

Mon-Thurs.
4 p.m. till midnight
Friday
4 p.m. till they feel like quitting
Sat. & Sun.
Noon till they feel like quitting

Gatehouse said that the future plans for WPMC would include an additional FM station, coverage of home and away football and basketball games, and hopefully a UPI or AP news teletype.

The floor was then opened for questions. One question asked was, "Will the FCC have to license WPMC?" The engineer Chuck Meyerduk answered that they would not have to be licensed by the FCC because of the type system they were going to use and the short range of it. But nevertheless he went on to say that they would be governed by FCC rules covering the use of profanity and subject matter.

Another question asked was, "What will the musical content of the station be?" Gatehouse answered this question and said that a poll will be taken among the students to decide on the most popular music, but it will probably be basically Rock with some Jazz, Folk, and Show tunes.

Gatehouse then closed the meeting with a reminder that if anyone wanted to contact them concerning WPMC that their address was Box 1000 in MacMorland Center.

Dining Costs

Dr. Moll first brought up the fact that, due to the new minimum wage law setting a rate of \$1.40 per hour, costs for dining will increase by \$1.90 per week per student.

Since \$1000 per week goes toward waiter service, Moll presented the alternative of increasing the use of cafeteria-style procedure, which would necessitate a cost increase of only \$.70 per week.

In opposition to this, it was pointed out by members of the Corps that many cadets felt strongly about waiter service in the dining hall. They said that time between formation and classes in the morning wouldn't permit a cafeteria breakfast, which would also tend to create a control problem.

Student-Service

Bart Cranston, one of the Penn Morton representatives, suggested that the whole dining hall be student serviced since many make extra money that way.

Moll commented that it was unknown whether the two messes could be split in conditions for each college. The possibility will be looked into, as well as that of having vending machines installed in Kirkbride Hall.

Book Store

The next problem brought up for discussion was that of the book store. Moll stated that last year the store made \$11,000 profit on gross operation and that books were never sold over list price, though never under either.

The book store, it was pointed out, is not merely a "concession;" all profits go directly to the school. For this reason, Moll conjectured, student attempts to set up a cooperative would be frowned upon by the administration.

Moll said he would rather see larger profit from the store than have to raise tuition.

Thievery

The issue of thievery in the book store was brought up, as well as a suggestion by Cranston that turnstiles with locks be installed, such as are present in the library.

Bill Knaus retorted that any student body that has to be locked in and out of a bookstore doesn't deserve the responsibility that is supposedly given to them. Moll then pointed out that the problem is not only PMC's, but that even Princeton's book store has been stolen blind.

The flagrant cheating that went on last semester was added to the thefts by several students as an indication that, rather than more security, a higher caliber of student is needed at PMC. Knaus called for a general "purge" of students found cheating.

Moll in turn pointed to the higher quality of students being admitted, that 66% of the freshmen come from the upper halves of their high school classes, with freshmen average total college boards of 1089.

"You can't get rid of people unless you identify them," said Moll. If that is the case, Knaus suggested that Pinkertons should be called in to find out who are the guilty parties.

THE NEW DOME
IS COMING

EDITORIAL

The Circle Closes

It is interesting enough that at the recent meeting of student leaders with President Moll, the topic of the Code of Conduct was not brought up.

This is significant not for either of the extreme reasons that the matter is either solved or a "dead horse" which should no longer be kicked. But Bart Cranston himself told a Penn Morton assembly "I don't think it's any big thing. The student body has nothing to worry about."

Agreed.

"The student body has responded to its responsibility . . . The administration need not panic," he said.

While concern for the dress code may turn out to be over — it remains to be seen as this goes to press — concern for responsibility bears closer scrutiny.

Even though the code wasn't brought up at the President's meeting, two other significant issues were. The first was the bookstore; the second was cheating.

One reason why the bookstore seems to be in such dire straits is the problem of thievery. Cheating during exams may seem a far cry from this, but both problems are related. To be brutally blunt, some students on this campus are dishonest. Understatement? Some students are very dishonest.

The circle closes: dress code, book store and cheating may be three distinct problems, but they all boil down to one crisis: the character of the student body at PMC Colleges.

The idea of an honor code on PMC at this time is absurd. A disarmament treaty between the United States and Red China would be more feasible. An honor code necessitates a student body which will abide by it and take action against those who refuse to abide by it.

Our student body could do neither.

Environment has been blamed: inherent dishonesty spreads to the more sincere student along with the philosophy "if you can't beat 'em, join 'em." Some content that it is impossible to evaluate a potential student's moral fiber before admitting him.

Why then do we seem so unique? Why has a petty problem like what we wear have to dominate the scene? Why do professors have to make up finals at the last moment to be sure they won't be stolen? Why do we need a security system for our bookstore that makes it look like Fort Knox?

The answer is not apathy; too many students take too much care to display their underhandedness, and, more specifically, their irresponsibility.

There is not only a potential academic lag as we indicated in PMC's "Blind Date with Destiny" (THE DOME, Jan. 17); there is a character lag approaching — or present? — as the circle of incidents slowly closes around us. In citing the dropoff in admissions, Cranston remarked that "the problem has not been pinpointed."

That is because the problem is all around us.

Does PMC need a purge? Maybe so, but then the few students remaining could hardly pay the balance of tuition. What is needed is a more careful preliminary purge that will keep the irresponsible from being admitted to PMC Colleges. With this done, perhaps the PMC student body four years from now will not only consist of different students; it will consist of different people, too.

Mini-Poll

There is an Underground at PMC, and everyone belong to it.

It has no newspaper, no music, no special buttons. All it has is a vague question: "What's wrong with PMC?" It's useless to ignore this phenomenon, because everyone on campus complains about something, from food to the cardboard college.

But the various voices of dissatisfaction are never officially heard, nor are their complaints codified.

To remedy this situation, THE DOME is instituting in this issue a new public service. Our "Mini-Poll" is not really an accurate or official indicator. We use no computers, impose no specifications, demand no cooperation.

The question is simply this: "What's Wrong with PMC?" Answer it in twenty-five words, give or take a couple hundred. Say anything. Sign your name if you're proud, don't sign it if you don't want to. We would appreciate your class and college, but, of course, cannot force you to divulge it.

Simply write your opinion in the space below or on a separate sheet if needed. Deposit in Box 1185, slip it under THE DOME office door, or give it to any staff member. ALL SUBMISSIONS WILL BE PRINTED in the next issue of THE DOME, barring the vulgar or blatantly derogatory.

Here's your chance, Underground.

Come up for air.

Letter To The Editor

5 February 1968

Sports Editor
THE DOME
PMC Colleges

Dear Sir:

So often we read letters and articles of complaints and protests that I would like to offer you one of this type — one that I feel is deserving, and that is a letter of appreciation to the student body of PMC Colleges for their support of our basketball teams.

At the home game with Drexel Institute (held on a Saturday night before the start of second semester classes), our gym was nearly filled to its limited capacity. Cadets and civilians crowded the stands and cheered for the freshman and varsity teams against league leading Drexel.

Again on Wednesday night when we challenged another top team, Delaware Valley, the second place team in the northern division and boasting a 6'11" center, our stands were filled with cheering students. We even had our own musical section playing in competition with the "Battle of Bands" scheduled on the campus for the same night.

I believe this evidence of school spirit and team support should not go unnoticed and want to congratulate the student body on this excellent turnout. The team would like to see you at our remaining home games and offers assurance that you will see some fine basketball.

Sincerely,

George A. Hansell
Director of Athletics

Philly Hellenic Club Sets Student Loans

The Hellenic University Club of Philadelphia is pleased to announce that for the academic year 1968-1969 the following sums will be available for the Student Educational Loans:

\$400 Dr. Michael Dorizas Memorial Scholarship Loan Fund

\$400 Christopher Thomas Demetris Memorial Loan Fund

The use of these funds is offered to students of Hellenic parentage or descent about to enter college or attending an accredited university or professional school. Loans are without interest and are expected to be repaid within five years after termination of studies.

Applications should be made on or before April 30, 1968.

All inquiries concerning either of these funds or requests for applications should be addressed to:

Hellenic University Club
Scholarship Committee
Mrs. Lucas S. Loukedis, Chairman
7200 Bradford Road
Upper Darby, Pennsylvania 19082

BURKE'S LAW

Outrage greeted the announcement that classes would be held in the barracks for the second semester. The barracks, at the site of the proposed new library, were originally scheduled for demolition the second semester and classes were not to be held there at all. However, due to certain delays, the barracks may remain standing and/or leaning until perhaps as late as April.

One source of irritation, according to some students, is the delay in the construction of our new library. I think that this as a complaint is totally unfounded. Our present library is more than adequate for collegiate usage. I myself have read every book it contains and found them both thoroughly enjoyable.

But in further reference to the barracks, I for one will be sorry to see them go. It will be particularly disheartening if they finally collapse when I am attending class there, but in any event, they symbolize all of what PMC stands for.

Attending classes in the "cardboard jungle" exposes the student to things he would never otherwise encounter. Winter is singularly amusing. To this end, the barracks provide a truly unique educational experience.

For example, one January morning the student beside me said, "I've lost the feeling in both my feet."

"Yes," I said, "now your feet are as numb as your skull."

"I never knew how it felt to be frozen before, he added."

"You see there, you just learned something new and class hasn't even started yet."

As it turned out, we didn't learn anything new in class, but that's another story.

A few days later, the temperature sky-rocketed up to about fifty degrees. The maintenance crew in the barracks must have had advanced notice from the weather bureau. They were ready. The heat relentlessly poured out of the ducks and the windows were nailed shut. Once again, the student beside me seemed somewhat displeased.

"I have a terrible headache and I am seeing spots in front of my eyes," he moaned.

"Spotts? Why yes, that's Marty Spotts, the editor of the *Flyer*. I'm with you. Marty Spotts and his *Flyer* give me a headache, too."

Shortly afterward, he passed out. Nothing serious, just a mild case of heat prostration. I popped a few salt tablets into his mouth. I always carry a small supply of such articles in my utility belt whenever attending classes in the barracks. Unfortunately, I had used up the entire contents of my canteen in the previous class, and my nap-sack contained only a peanut-butter and jelly sandwich. Class ended, and those who were able to walk left.

Aside from all of the educational advantages to be found in such a system, there is probably one major advantage many students have overlooked. That advantage is the fact that the cost of maintaining the classrooms are at a bare minimum. This in turn is no doubt an important factor in helping to keep the tuition down. If it were not for such economical measures as using the barracks for classrooms, it would no doubt be necessary to periodically raise tuition.

I would like to offer one suggestion that might be helpful to those students who are afflicted with the condition called "pmcclassconfliction." It has been my experience to have taken notes for two different courses at the same time while in the barracks. If the confliction classes can be arranged so that they are in adjoining classrooms, it is a simple matter to hear both professors. The trick, however, comes in taking notes for both courses at the same time. I have solved this small problem by writing the notes for one with my right hand, and the notes for the other with my left. Just as soon as I have mastered writing with my toes, I shall be ready for any unexpected occurrence.

All of the above stated reasons are in favor of keeping the barracks going as long as possible. It will be a sad day indeed when the barracks are gone. They represent tradition, and tradition is what has made Chester the great town it is today.

MINI-POLL

THE DOME

Published by and for the Students of
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Applications for positions should be addressed to the Executive Editor, *The Dome*, Box 1185, PMC Colleges, Chester, Pa. An applicant should submit his name and address, and a copy of his present class schedule.

Conference on College Life and Social Affairs

Academic Freedom

PMC Colleges sponsored its second annual conference on "College Life and Social Affairs" in the Red Lounge of MacMorland Center on February 9 and 10. Various colleges and universities were invited to discuss a variety of topics pertinent to the life of college students; each one being assigned a different topic to examine. A discussion followed each of the school's presentations.

Bart Cranston, President of the Student Government Association, opened the symposium stating that the focus was to be on the student. The different areas of tension in student life were to be examined for the purpose of evaluating alternatives and discussing ideas.

The first session of the conference, conducted by American University, Washington, D. C., was on Academic Freedom. They divided the question into four different parts; 1) a definition, 2) freedom of the press, 3) rights of the student, and 4) an overview. The four gentlemen who presented this stated that their purpose was not to provide answers but to provoke thought.

What is academic freedom? It is, in the opinion of Edward Goodstein, interaction and student involvement with the life of a university. It must have limitations, but the students do have the wisdom and right to participate in making certain decisions. One example given by Goodstein was a system at American University whereby the students publish a rating of professors and courses for the incoming students. However, it was agreed that there is a big area in which students have no place. Cited as an illustration was the cry of many students who claim their courses of study are irrelevant. They would reject the mandatory courses designed to produce a well-rounded man in a drive for specialization which Goodstein felt was one of the major problems in society. Other questions posed were: Should the university wave the responsibility of 'in loco parentis' and should the university be used as a sanctuary from society? The consensus was that the rights of the students were equivalent to those of a citizen.

Andrew Hahn, former editor of American University's paper, The Eagle, talked about the responsibilities of and reservation on the press. It was agreed that the school paper is in a unique position; it is entirely separate from the major daily papers which have no one to whom they must answer. According to Hahn, the publication can be viewed in five different lights; 1) by the Administrations as an official voice, 2) by the faculty as a means of publicity, 3) by the student government as an organ of their voice, 4) the professors of journalism as a teaching tool, and 5) by the student writers as their own publication. Some of the problems in the maintenance of freedom of the press are the fact that, in most cases, the publications are financed by the Institutions which can be held liable for all material printed. Another source of trouble was the method by which the editors are chosen.

To what extent is a student a citizen of the outside community? This was the question examined by David Duty. Some other areas of consideration were 'To what extent does the university have a moral obligation to the student' and 'How far should it go in sustaining its public image'. Duty gave, as an example of limited in loco parentis, the policy of American University by which it will provide legal protection and advice to all its students detained while peacefully protesting. Yet, another policy of A. U. is that whereby it protects its students from improper disclosure. That is, it will not disclose confidential information in official record transcripts.

Robert Whitman gave a general review and summary of the topic and a discussion period followed.

Extracurricular Activities

The Seminar on Extracurricular Activities held at PMC Colleges and proctored by William Steel, raised a few interesting questions, and attempted to show some of the problems a student confronts in approaching a faculty member or administrator with a need. However, Mr. Steel points out that students sometimes approach a professor in such a manner that their request is refused before they can present a reasonable proposal. Another problem seems to be that the faculty is sometimes too busy, unfortunately, to help the student.

There are many methods that a student could use to approach a professor. The seminar presented a few that should be avoided. A student should not try to be something he is not. He should not try to act in an overly sophisticated manner. Then there is the problem of being too nervous to discuss anything intelligently. A student should try to control himself and not think that the professor is an unapproachable entity. There are also some students who claim to have all the answers. They protest and rave about the problem, but no one listens. It seems that their manner of communicating their discontent is not an effective one. Therefore, a student must recognize the futility of these exaggerated efforts and should effect a method that would receive a favorable response.

The interested student can approach the professor with a committee or as an individual, but the students need should be presented realistically. He should define his problem. He should recommend a solution and follow up by making sure the recommendation is initiated.

Many times a student who participates in extracurricular activities is handicapped by failing grades. This results from channelling his efforts toward these activities in such a way that he is often too tired, mentally and physically, to meet academic demands. This tragic situation can often lead to low grades or even failure.

Mr. Steel said that when a student does present a problem, hard feelings can sometimes result. A problem may exist because someone is not doing his job, and when this is brought to light, unpleasant ramifications result. A student can become frustrated by this; However, it is still his duty to make the problem known.

Mr. Steel asked Mr. Bart Cranston why students should be active in extracurricular activities. Mr. Cranston said that everything cannot be learned in class. Students should respond to the problems of classmates because this will aid them in becoming well rounded individuals. However, there is often a lack of response from the faculty, and little relation between the students and faculty.

A student from American University proposed that a program in social science could be initiated whereby extracurricular activities could include field work in a subject like Sociology. A student could possibly get academic credit, while gaining greater insight in this field.

Colonel Cottee commented on how a student with a problem might approach a faculty member. He said that there was no single formula. Many times the administration does not support a request because the student does not know all the problems that exist in carrying out a workable program. A radio station was mentioned as one of the most recent inquiries. The students must consider money, the equipment necessary, and the backing of someone who will continue the activity. Colonel Cottee further stated that if the students come repeatedly with their request and keep hounding the administration, they should succeed in getting what they want. It seems that the administration tests the enthusiasm of the students in a particular activity, and if it survives the test of time, it is backed by the administration.

Keynote

The uses and advantages of student unions was the subject matter of the lecture given by Mr. Gaves on the ninth at 8:30 p.m.

The lecture can be divided into three main areas: the unions, student controlled or centered institutions, evaluation and grading methods, and learning and student systems.

The idea of the unions was to bring more power to the student body for the purpose of obtaining greater influence in the formation of college or university policy, tuition, etc.

It is hoped that the unions will have more than 50% of the student body so that the union can bargain more effectively for them. Although factionalism has been foreseen a definite system of controls has not been agreed upon.

Another question that was raised was whether the union(s) would be a professional or striking organization. Would those who don't have the most power use strikes to obtain their purpose? Again for these there is no definite answer.

Then, what will the resources of the student unions be besides strikes? The most important resource is legal. Then there is influence in the Administration and faculty. Mr. Gaves feels that the student should have more say in college matters because there are different interests and pressures in the student body than there are in the Administration. The Administration has in many cases a narrower set of values than does the student body who are supposedly knowledgeable of their needs and wants.

Although the student body or their representatives don't have the experience of the administration, Mr. Gaves said, the best way to get it is to make decisions and make mistakes.

Further on in the lecture, he attacked the "myth" of a harmonious community in a college pointing to censorship of student newspapers, restrictions on speeches, etc.

In addition he stated that he wants to see a more student centered institution and closer bonds between faculty and student body with the purpose of achieving his ideal of an educated man, one who generates his own motivation, has a positive "self regard," and the capacity of SOCIALTY — the capacity of living among others in a more-or-less harmonious or friendly atmosphere.

Mr. Gaves also talked about grades and evaluation. Rather than the student being evaluated by the faculty alone he mentioned two methods which he thought better. They were self-evaluation and student-student (-faculty) evaluation. At the most he hoped for evaluation among your peers. Either of those he regards better than the A,B,C,D,F grading system.

Basically the end of the lecture dealt with the learning and study system. Mr. Gaves feels that a learning contract system, a process in which one commits oneself to learn or master a certain field in a certain period of time.

So far as study system is concerned, he feels that a student learns best by working on a problem he considers most pressing.

Study should be on a group basis such as is done in research work in industry.

Classroom

William Knaus of Penn Morton College spoke on "Classroom Learning," its present value and efficiency.

After a humorous introduction, Mr. Knaus pointed out that American colleges, PMC Colleges in particular, are failing in the classroom due to a failure of the professor to communicate his knowledge to the student, and in the fact that students are not receiving a liberal enough education. He emphasized the latter by indicating that the student should be liberally educated so that, as a graduate, he may be able to cope with the modern world. As of today this has not yet occurred. "The caliber of a PMC education leads to no more interest than reading "Snoopy and Peanuts," remarked the former cadet.

The speaker brought out one of his major points in his effort to present a solution to the problem of the poor classroom. He said that today's college student must be taught the art of comparison so that he may see how people of different backgrounds take varied approaches to life and its problems. PMC Colleges, although small, could produce the major change needed in faculty and, of greater importance, the major overhaul needed in school policy.

Knaus stated strongly that the greatest fault of the American college student is arrogance and apathy; arrogance through ignorance; ignorance through the poor classroom. "Most college kids care, but can't handle it (the world) by nature of their education so they are led to apathy and arrogance," stated Knaus vigorously.

In conclusion and as suggestions to ease the problem, Mr. Knaus made the following suggestions:

1. Our administration should put greater emphasis on selection of professors because the professor with a narrow mind has limited the scope of the college graduate.

2. The classroom should be enlarged physically as well as lengthening the undergraduate curriculum to five years, to reduce the arrogance through ignorance factor which plagues the graduate.

An enthusiastic and at times heated discussion followed for more than an hour. A view stated by the representative from the American University is that the goal of education should be toleration. The great deal of arrogance between students of different majors arises because each is ignorant, thus intolerant of the other's field.

The basic solution agreed upon at the discussion was that the traditional structure of courses must be changed, the faculty and administration must be made to realize what the student wants and needs, and they must be forced to make the necessary changes.

Drugs

Saturday's events of PMC Colleges' second annual Conference on College Life and Affairs were highlighted by a lecture and discussion by Richard Hormon on the campus drug problem.

Mr. Hormon, a graduate student in Psychology and an assistant to the Dean of Men's Office at Temple, told the audience that the main point in drug analysis is to find an answer to the question of "Do we find a mechanical means to deal with anxieties or do we deal with them as adults?"

Hormon briefly outlined a drug control program being instituted at Temple. He said they are planning a retreat on drug abuse at Temple's Ambler Campus, where a series of workshops will be held consisting of ten or fifteen minute lectures followed by lengthy discussions. It is hoped that these workshops will convey to the university population its knowledge.

(Continued on Page 8)

— Related Articles on Page 7 —

NOTICES

Chem Movies

The Chemistry Department has arranged to have the following Chem-Study Movies. These programs are highly recommended for Chem. 142 students. Others in the Science Division are welcome to attend.

All showings are in Room 108 Kirkbride.

(Winter 1968)
4:00 1:00
P.M. P.M.
Wed. Thurs.

Reaction Kinetics	Feb. 21	Feb. 22
Catalysts	Feb. 21	Feb. 22
Equilibrium	Feb. 28	Feb. 29
Acid-Base Indicators	Mar. 6	Mar. 7
Chemical Families	Mar. 27	Mar. 28
Bromine	April 17	April 18
Transuranium Elements	May 1	May 2

Art Exhibit

Information concerning Staff & Student Exhibit on March 5th to 19th.

Delivery Information: Deliver to Cultural Affairs Center, 617 E. 15th St. between 9:00 and 5:00 p.m. on March 4th to Sandra Brookin.

Each item must have the following information on the upper left hand corner of the reverse side: Artist's name, picture title, medium, price and/or insurance value of item.

Each artist may submit two items which may include crafts.

Prizes will be awarded as follows: Choice of two prizes to artist selected by the jury. Other prize to artist receiving highest number of popular votes. All staff members, students and friends are welcome to view the show which will be hung in Gallery #1 MacMorland Center between March 6th and 18th.

Jury: Prof. G. Lukas, Dr. S. M. Sophocles and Mrs. C. F. Flood.

The members of the Cultural Affairs Center wish to express their thanks for the cooperation of Mrs. Dignazio of the Town House, Media; Mr. Burke of Media Motor Inn; Miss Mary North, Editor of PMC Digest and the Editors of THE DOME and Flyer for their assistance and generosity in making this show possible.

PMC COLLEGES

presents

A COLLOQUIUM

on

"THE AMERICAN MILITARY PROFESSION"

Saturday, February 24, 1968, at 9:30 A.M.

MacMorland Center (Red Lounge, first floor)

15th and Chestnut Streets
Chester, Pa.

Participants:

Brig. Gen. Theodore C. Maxis, assistant division commander for operations, 82nd Airborne Division, Fort Bragg, North Carolina (moderator)

Dr. Charles H. Coates, assistant professor of sociology, University of Maryland; senior author of "Military Sociology: A Study of American Military Institutions and Military Life"

Dr. Edward B. Glick, associate professor of political science, Temple University; author of "Peaceful Conflict: The Non-Military Use of the Military"

Dr. William R. Kintner, Professor of political science, University of Pennsylvania; deputy director, Foreign Policy Research Institute; author of "Peace and the Strategy Conflict"

Dr. Russell F. Weigley, professor of history, Temple University; currently visiting professor of history, Dartmouth College; author of "History of the United States Army"

Art Class

Due to student inquiries, Mrs. Flood is planning to start another art workshop (non-credit) art class Thursday afternoons from 2:30 to 4:30. Interested students should contact her at Cultural Affairs Center, Ext. 254.

ENTRY BLANK

All staff and students who plan to enter, please fill in and return immediately. Thank you.

..... shall submit
Name of artist or craftsman
..... for the 1968 PMC Colleges Staff and
items
Student exhibition.

GRE's

The Graduate Record Examinations will be administered to all Seniors and Sophomores on Monday and Tuesday, February 19, and 20, 1968.

Please read the following schedule carefully and report at the proper time and place.

MONDAY, FEBRUARY 19, 1968

8:00 A.M. to 12:00 Noon—Area Test

All Seniors and Sophomores (except Engineers) in Armory

All Engineering Seniors and Sophomores in Alumni Auditorium

1:00 P.M. to 4:30 P.M.—

Aptitude Tests

Seniors only—in Armory

TUESDAY, FEBRUARY 20, 1968

8:00 A.M. to 12:00 Noon—

Advanced Tests

Seniors only (except Accounting) in Armory

10:00 A.M. to 12:00 Noon—American Institute of Accounting Tests

Accounting Seniors and Sophomores in Alumni Auditorium

Join a firm that'll give you executive responsibility your first day at work.



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That could be you, too.

But you don't have to be a pilot in the Air Force to move fast. With your college degree you zip into Officer Training School, spin out an officer, speed on your way as an executive, in the forefront of modern science and technology. Right on the ground.

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United States Air Force

Box A, Dept. SCP-82
Randolph Air Force Base, Texas 78148

NAME _____ AGE _____
PLEASE PRINT
COLLEGE _____ GRADUATE DATE _____
MAJOR SUBJECT _____
CAREER INTERESTS _____
HOME ADDRESS _____
CITY _____ STATE _____ ZIP _____

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FEBRUARY 23, 1968

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ZOCK



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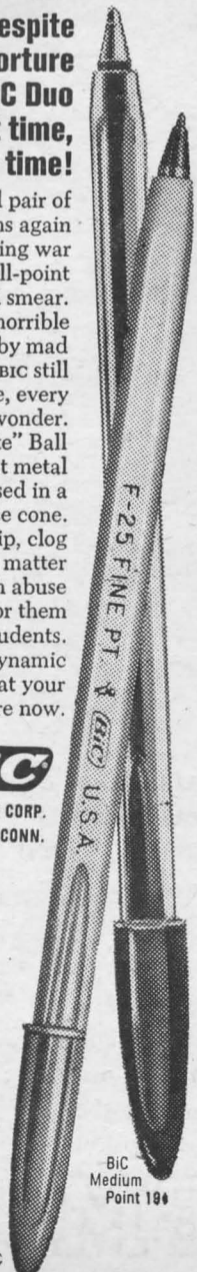
Despite horrible punishment by mad scientists, BIC still writes first time, every time. And no wonder. BIC's "Dyamite" Ball is the hardest metal made, encased in a solid brass nose cone.

Will not skip, clog or smear no matter what devilish abuse is devised for them by sadistic students.

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BIC Medium Point 194

BIC Fine Point 250

23 PMC Students Named to Who's Who

Twenty-three seniors have been named to "Who's Who Among Students In American Universities And Colleges," nine from Pennsylvania Military College and 14 from Penn

Morton College.

Receiving citations at the cadet evening mess on January 31 were Ronald Callentine, Frank DeSole, George Gohde, Denis Grealish, Robert Humphreys, Steven Raho, Robert Schwaner, Stephen Vasak and Kenneth Wofford. Making the presentations were Col. Cleary and Col. Fuller.

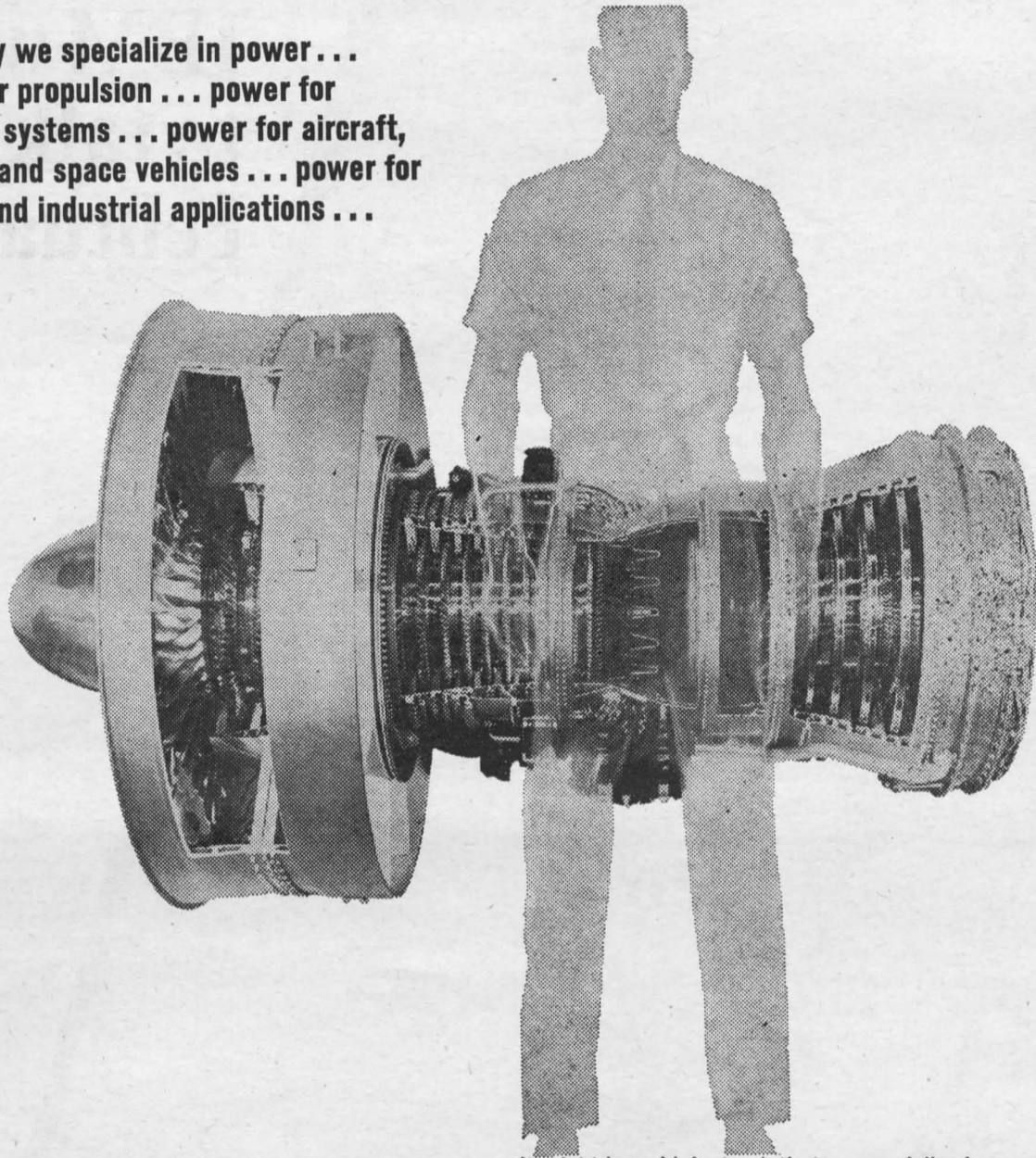
Penn Morton students were hon-

ored at a convocation on February 1. Dean Hughes presented citations to Brian Batstone, Edward Baxter, David Bouse, Robert Ciunci, Dale Dohner, Frederick Farley, William Knaus, Gary Kohlweiler, Thomas Milhous, John Potts, Charles Rowe, Randall Schiller, Paul Tutton and Anthony Trubisz.

The students were selected to "Who's Who" on the basis of recom-

mendations made by a faculty-administrative committee chaired by Mr. Bloom. The criteria for selection were that the student be a senior, have high scholarship, participate and be a leader in both academic and extracurricular activities, exhibit outstanding qualities of citizenship, contribute overall service to PMC, and indicate promise of future usefulness to society.

Some say we specialize in power . . . power for propulsion . . . power for auxiliary systems . . . power for aircraft, missiles and space vehicles . . . power for marine and industrial applications . . .



. . . they're right. And wrong.

It might be said, instead, that we specialize in *people*, for we believe that people are a most important reason for our company's success. We act on that belief.

We select our engineers and scientists carefully. Motivate them well. Give them the equipment and facilities only a leader can provide. Offer them company-paid, graduate-education opportunities. Encourage them to push into fields that have not been explored before. Keep them reaching for a little bit more responsibility than they can manage. Reward them well when they *do* manage it.

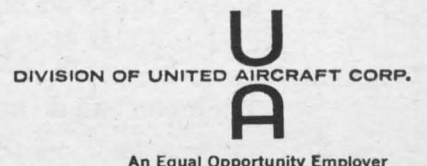
You could be one of the reasons for Pratt & Whitney Aircraft's success . . . if you have a B.S., M.S. or Ph.D. in:
MECHANICAL • AERONAUTICAL • ELECTRICAL • CHEMICAL • CIVIL • MARINE • INDUSTRIAL ENGINEERING • PHYSICS • CHEMISTRY • METALLURGY • CERAMICS • MATHEMATICS • STATISTICS • COMPUTER SCIENCE • ENGINEERING SCIENCE • ENGINEERING MECHANICS.

And we could be the big reason for your success. Consult your college placement officer—or write Mr. William L. Stoner, Engineering Department, Pratt & Whitney Aircraft, East Hartford, Connecticut 06108.

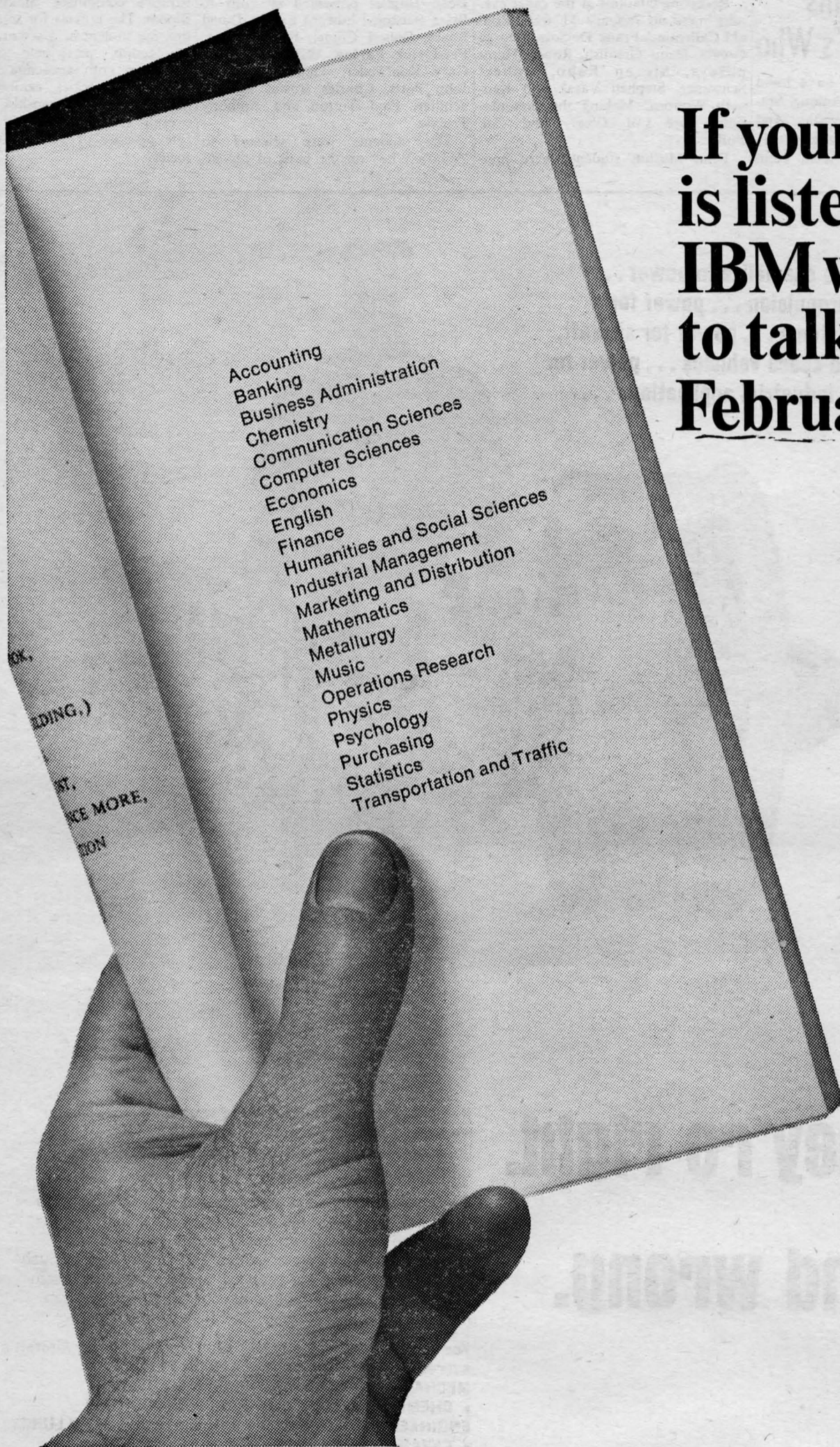


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We'll be on campus to interview for careers in Marketing, Computer Applications, Programming, Research, Design and Development, Manufacturing, and Finance and Administration. If you can't make a campus interview, send an outline of your interests and educational background to P. J. Koslow, IBM Corporation, 425 Park Avenue, New York, New York 10022. We're an equal opportunity employer.



Conference, Cont.

Policy Making

Kirk Roose, president of student government at Swarthmore College, lectured on the student's role in policy-making. He spoke about college policy concerning facilities, budget, administration, academic, and student life.

Of the 1000 students at Swarthmore, about 80 to 90 directly influence college policy. Thirty students work on the faculty committee, which studies academic affairs. About eighteen serve on the student affairs committee. At Swarthmore a close relationship is maintained between the students and faculty.

According to Roose colleges have a right and duty to train students for leadership in society. If colleges do not encourage student participation, apathy or social revolution will result.

In the discussion which followed, Roose said that students should have only the right to suggest changes in college policy. He did not feel that students should vote on proposed changes. More than an advisory role will change the quality of student participation. Roose also said that protests and demonstrations would not strengthen the student's position. However, he stated that students should not be discriminated against academically if they participate in campus demonstrations.

In conclusion he said that the only correct solution to a problem involving students and the college will emerge through joint discussion of the matter.

Curriculum Planning

Jay Walsh, a student from Villanova University spoke at PMC on teacher evaluation, curriculum coordinating, and the "Free University" concept at Villanova.

Walsh first lectured on course and teacher evaluation by the student. In his lecture directed the following question to the audience: "Does the student have the right to evaluate courses and teachers at the college-level?"

Walsh says yes, "Because a student pays money to come to a college — therefore he has the right to demand good courses and teachers.

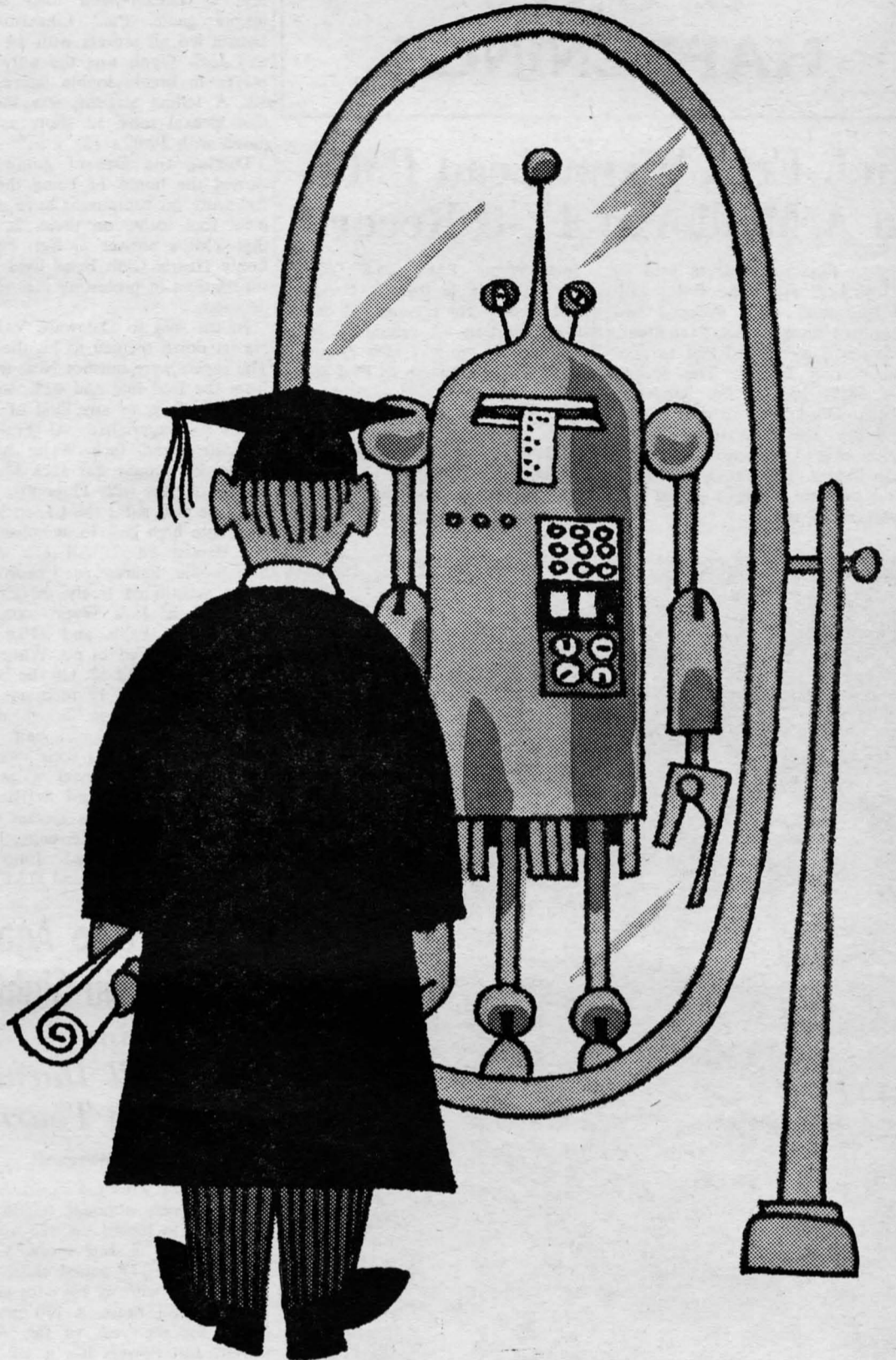
One argument was brought out by saying that the administration could counter this by saying, "You're still young. How can you evaluate a man of much more experience than yourself?" Walsh answered by saying that the student alone knows if he has a good teacher or not.

Walsh concluded this segment of the meeting by stating that the student has the right to evaluate courses and teachers because he pays large sums of money for education and the student alone can tell if his teacher is any good through his lectures and his use of the assigned text books.

Curriculum Coordination

Concerning student rights toward curriculum planning Walsh believes that the students have no right in this area of university planning.

What Mr. Walsh means to convey here is that the student may not be aware of all the factors involved in the selection of certain courses for the student. In this field there is no substitute for experience. Also most courses selected must fit into the regulating rules governing them by the accrediting agency. Walsh contends that the only right the student might have in this area would be to suggest new ideas to the administration.



**If you don't agree that
business destroys individuality,
maybe it's because you're an
individual.**

There's certain campus talk that claims individuality is dead in the business world. That big business is a big brother destroying initiative.

But freedom of thought and action, when backed with reason and conviction's courage, will keep and nurture individuality whatever the scene: in the arts, the sciences, and in business.

Scoffers to the contrary, the red corpuscles of individuality pay off. No mistake.

Encouraging individuality rather than suppressing it is policy in a business like Western Electric—where we make and pro-

vide things Bell telephone companies need. Because communications are changing fast, these needs are great and diverse.

Being involved with a system that helps keep people in touch, lets doctors send cardiograms across country for quick analysis, helps transmit news instantly, is demanding. Demanding of individuals.

If your ambition is strong and your abilities commensurate, you'll never be truly happy with the status quo. You'll seek ways to change it and—wonderful feeling!—some of them will work.

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For On-Campus Interviews On

TUESDAY, FEBRUARY 20, 1968

If Interview Is Inconvenient, Or If You Desire Information On
Opportunities In Public Health Engineering Or With
Other City Agencies, Send Resume To

College Relations Officer
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SPORTS HAPPENINGS

Stud, Fral, Wynn Lead PMC To A Mediocre 11-8 Record

In their mad scramble to gain an MAC play-off spot, the PMC Colleges basketball team dropped two key contests since the semester break. The first was a 70-56 defeat to conference-leading Drexel. The second was a 68-54 loss at the hands of Northern Division contender Delaware Valley. The losses overshadowed victories over Glassboro State and Eastern Baptist. The Cadets now head into the final three weeks of the season with a 9-6 record.

Jack Wynn, PMC's 6'8" center, made his debut in the 72-54 victory at Glossboro. He notched 13 points while collecting 13 rebounds. Mike Studzinski led the way with 19 points and 18 rebounds, while Al Fral added 11.

The Drexel game was which the players had been pointing towards. It proved to be a disappointment. The Dragons were definitely up for the game cause their coach was had and had to miss the game; this coupled

with the eradication of a home court advantage by inferior officiating proved to be an unbeatable combination as Drexel won their seventh league game. Paul Linderman of Drexel led all scorers with 14 points and Jack Wynn was the only other player to break double figures with 12. A telling statistic was the fact that Drexel took 32 shots as compared with PMC's 12.

During the Drexel game TKE earned the honor of being the only fraternity on campus to have a technical foul called on them. It seems that PMC's answer to Sgt. Pepper's Lonely Hearts Club Band used illegal superlatives in protesting the referee's decision.

In the loss to Delaware Valley, a big let down seemed to hit the team. The cagers were outshot 78% to 50% from the foul line and 42% to 32% from the floor as any kind of attack failed to materialize. Al Fral fired 14 points and Jack Wynn had 12 points. Ex-Bonner star Jack McEntee led the Aggies with 17 points.

In the next game the Cadets shifted back into high gear to demolish Eastern Baptist 88-57. All five starters hit double figures as Coach Alan Rowe substituted freely. Al Fral led with 18 and Jack Wynn scored 16. Sophs Steve Pahls and Mike Studzinski both scored 14 pts. While Mike La Flamme added 12. On the boards, Wynn gathered in 17 rebounds while "Stud" had 13 even though neither played little more than a half.

The Frosh boosted their record to 9-3 with victories over Glassboro, Delaware Valley and Williamson Trade while losing to Drexel. Their high powered offense is being led by Tim King (17.7 avg.), John Zyla (13.5) and Travis Nieland (12.2).

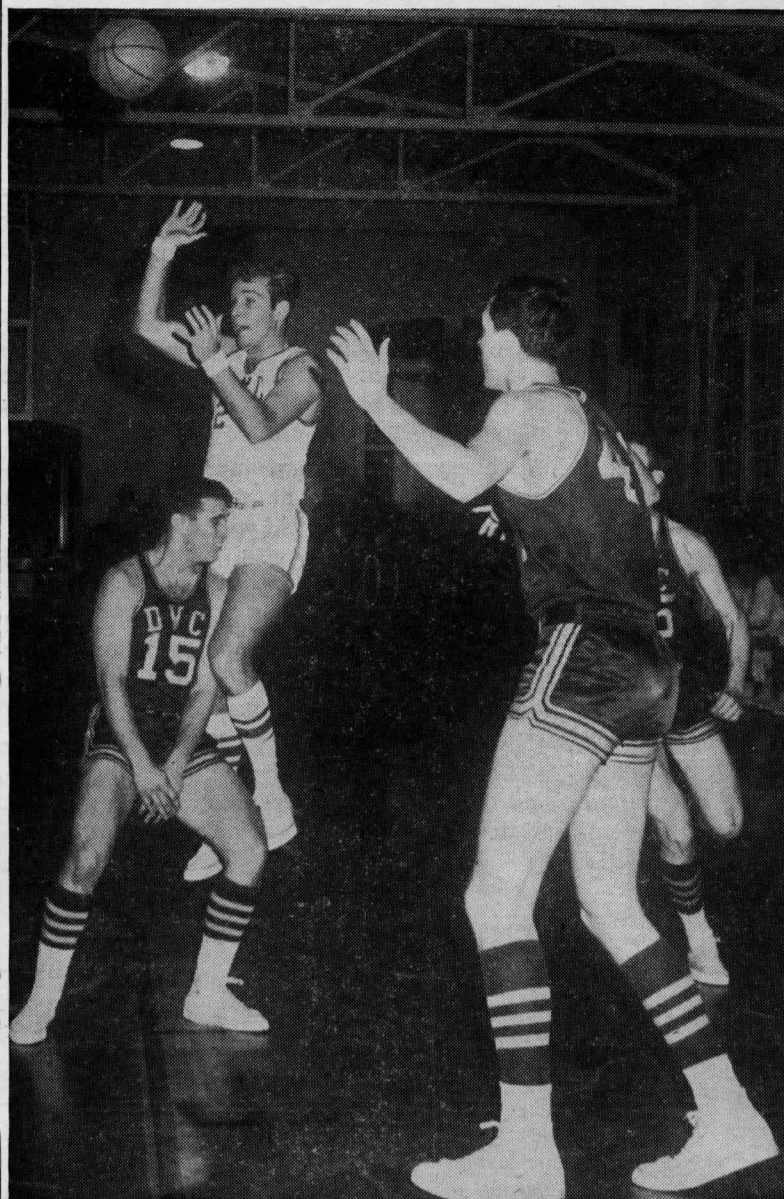
Matmen Lose Again No Relief in Sight or How Will Durney Do at the Tourney

By Neil Weygandt

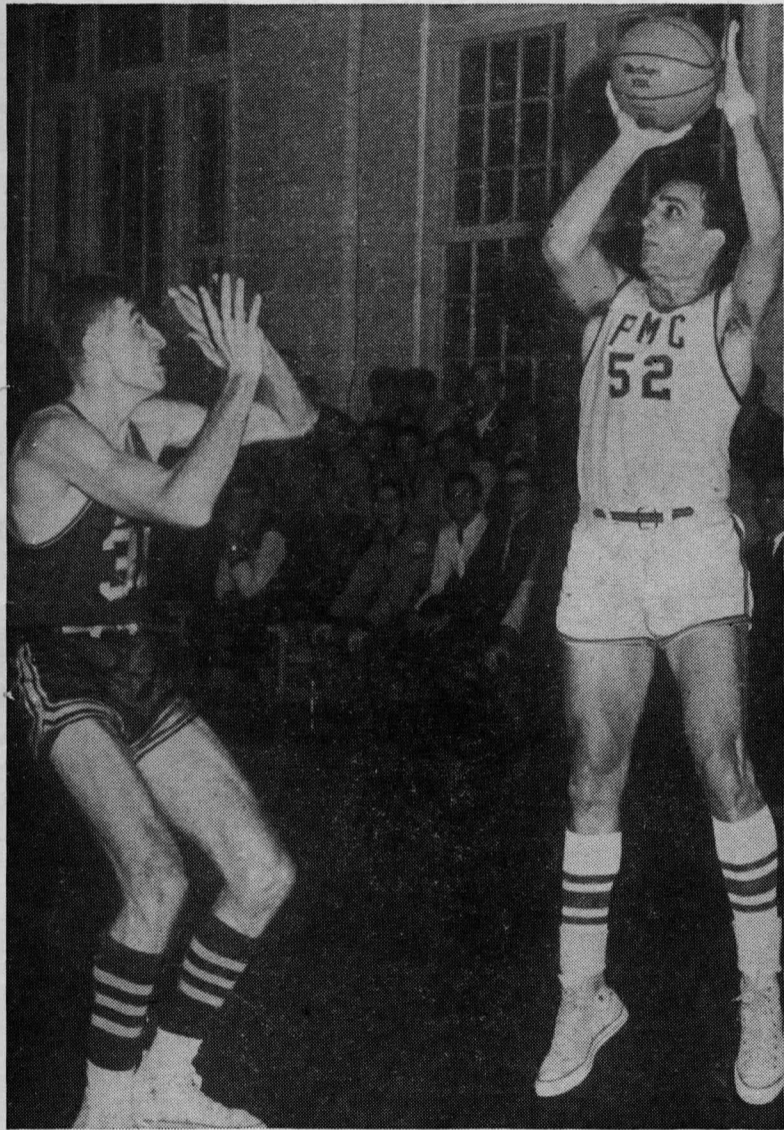
This year's wrestling squad has improved steadily although handicapped by having to forfeit the 123 and 160 pound classes in dual meets. Charlie Claus, in the 177 pound class, has a 5-0-1 record with all his wins coming by pins. Phil Fretz, a 130 pounder, is 4-3 for the year so far. A late starter, Jim Powers has a 1-2-2 record although his losses have come at 145 pounds while his regular class is 137 pounds. A first year man, Jim Barkalow, has done a surprisingly good job.

Last year, with only one representative, PMC beat nine teams in the MAC Championships. Coach Durney plans to take four men this year and the team should make a better showing. The MAC's are at Lebanon Valley, March 1-2.

The freshman team shows promise of a bright future for PMC wrestling. Members include Tim West, 137 pounds, Orville King, 145 pounds, Pete Di Benedetto and Jim Cesaro, 152 pounds, Bob Summer, 148 pounds, Ralph Reitan, 160 pounds, Skip Miller, 177 pounds, and Vic Golat, heavyweight. John Taylor, a Marine veteran, is a welcome addition and should be wrestling at 167 pounds next year.



Three men can't stop Steve Pahls.



Forward Al Fral bags 2 pts.

Record Established As Merman Take Two

PMC College's mermen returned to their winning ways with back to back victories over Haverford College and Brooklyn Poly Tech. Against Haverford the quartet of John Blenk, Bill Stull, Rich Rodabaugh, and John Zucco established a new school record of 4.06 in the 500 Medley Relay.

And despite the long trip to Brooklyn Poly the Cadets won every event and went on to score a 79-25 romp. The next meet will be held on Saturday, Feb. 17 at Drexel.

Today's spot is on co-captain John Zucco. John holds school records in the 50 and 100 free style and is defending M.A.C. champion in both events. John came to PMC by way of Main Township High School in Park Ridge, Illinois.

John started swimming in his freshman year in high school and points out that in his area of the country, swimming is a major sport, and each meet draws a packed house complete with cheerleaders.

John hopes that with the addition of our new swimming pool next year, swimming will take its proper place in PMC's athletic program.

Rising academic standards have placed the school in competition with schools having larger endowments and aid programs, thus making enrollment of top athletes difficult.

— SELF EVALUATING REPORT

Notice on Transfer

Students of PMC Colleges will not be authorized to apply for transfer from a boarding status to a commuting status for the second semester. Any such transfer if authorized would be effective for the fall semester.

A Penn Morton boarding student who lives within the commuting area and wishes to transfer to commuting status must submit to the Vice President of Student Affairs in writing his request two weeks before the end of the final examination period of the second semester.

Any student authorized commuting status must reside at the bona fide address of his parents and will not be permitted to rent a room or apartment off campus. An exception to this policy may be made in cases of students who have been full time students for four academic years at PMC Colleges. Application must be made in the same period as prescribed in paragraph two above.

Drugs

(Continued from Page 1)

edge of drug abuse and, also, to afford them the opportunity of bringing drug abuse programs to the students.

At Temple, the drug user is not "busted" unless he is engaged in selling or giving the drug away. This, however, does not mean that Temple condones the use of drugs. The University recognizes its drug problem and is working with the police to control it. In addition to being subjected to prosecution by state and federal laws, the drug user is also disciplined by severe penalties in the student Code of Conduct.

Following Mr. Hormon's lecture, a discussion was held on the relationship between marijuana and the more potent drugs such as heroine and morphine.

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