

# Draft Registration—ROTC Explains Procedures

The following is presented for the benefit of all Behrend College students who will need all the information presently available about draft registration. If there are any questions about draft registration, come to the ROTC office. If you have any complaints about the system, contact your congressman.

**EMERGENCY MILITARY MANPOWER PROCUREMENT SYSTEM (EMMPS)**  
The new standby Selective Service System has five key components which together constitute EMMPS. When fully implemented, this new system will provide an immediate manpower resource to supplement the all-volunteer force during times of military crisis. The components are:

1. A registration process that is reliable and efficient.
2. An Automated Data Processing (ADP) system that can handle Selective Service's pre- and post-mobilization requirements.
3. A system for the promulgation and distribution of orders for induction.
4. A claims process that can quickly insure that all registrants' rights to due process are protected.
5. A field structure that can support the claims process.

**PROCEDURE**

1. After funding by Congress and upon public notification by

the President later in 1980, all males who were born in 1960 and 1961 will be required to go to their local post office and complete a form that will ask for name, current and permanent address, birth date and Social Security number. The form will be checked at the postal window to be certain it is legible and complete. The post office will then mail the form to the Selective Service System. Citizens of other countries who have been admitted to the United States as a lawful permanent resident (with a "green card") have the same obligation for registration as a U.S. citizen.

2. The Selective Service System will then enter the data from the registration forms into their computer and send an acknowledgement to the registrant asking him to verify the data they have entered and return the acknowledgement with any corrections. **NO REGISTRATION CARDS WILL BE ISSUED.**

3. The Armed Forces set the standards of acceptability for military service and conduct the medical and aptitude examinations. The Selective Service System does not decide who is physically, mentally and morally acceptable for military service.

4. The Military Selective Service Act requires that the Selective Service System be

capable of immediate operation in the event of a national emergency. The penalty for violating the law by not registering is a fine of not more than \$10,000, imprisonment for not more than 5 years, or both. The Department of Justice has the responsibility for investigation and prosecuting draft violators.

5. Should mobilization be required, the President would have to return to Congress for additional authority before anyone in the pool of registrants could be inducted into the military. The Selective Service System will conduct a lottery drawing based on dates of birth, and those with low lottery numbers would be inducted first. Should it become necessary to resume induction, 20 year olds would be the ones most likely to be drafted first. At that time, all inductees will report to their local draft boards for classification and medical examination processing.

**POSTPONEMENTS-EXEMPTIONS:**

1. **Conscientious Objectors.** Individuals opposed to participation in war because of religious, moral or ethical beliefs, may petition their local draft board for classification as a conscientious objector and then serve a period of national civilian service instead of military service.

2. **Students.** High School students will be permitted to finish high school (up to age 20). College students who receive an induction notice may request a delay in their induction date until the end of their current school semester. College seniors will be able to complete their final year.

3. **Ministers.** Regular or duly ordained ministers of religion shall be exempt from military training and service, but not from registration. The term "regular or duly-ordained minister of religion" does not include a person who irregularly or incidentally preaches and teaches the principles of religion of a church, religious sect, or organization and does not include any person who may have been duly ordained a minister in accordance with the ceremonial, rite, or discipline of a church, religious sect or organization, but who does not regularly, as a bona fide vocation, teach and preach the principles of religion and administer the ordinances of public worship, as embodied in the creed or principles of his church, sect, or organization.

4. **Only Son.** There is no automatic deferment for an only son. The law does contain an exemption from service for those whose fathers, brothers or sisters were killed in action while serving in the armed

forces, but the exemption does not apply in wartime.

5. **Fathers.** There is no automatic deferment for fathers. However, there is a "hardship" classification for those whose induction would result in severe financial hardship to their dependents. Each case will be individually decided by the local draft board after petition by the registrant.

6. **Occupational Deferments.** Deferments from military service because of a person's occupation have been abolished.

7. **Army ROTC.** In the event that Selective Service registration is imposed, all students enrolled in the Senior ROTC program will be classified ID and granted exemption from military induction. Any student who drops out of the college ROTC program prior to commissioning will lose his ID classification and will then only be eligible for a deferment to finish that semester, if he is a freshman, sophomore or junior, or finish that school year and graduate if he is a senior. This policy will allow ROTC members the opportunity to finish their college education and enter active duty as commissioned officers. Remember, all eligible males will be required to register.

Cpl. Schneider  
ROTC Department

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PSU. Each called for a serious re-inspection of the current hiring and tenure policies.

Dr. Scott does not dislike PS-23, he called it "a fine document"; he does feel, however, that because of economic circumstances it may well be that tenure will disappear." He claims that even within the "last year or two" very few teaching faculty members have been granted tenure. Because the process is "shrouded in secrecy" some teaching faculty members may have been denied tenure or chose to resign "presumably because they're not going to get tenure."

Jim Greenman, a 10th term Political Science major, was more outspoken about PS-23 and

the denial of tenure to Dr. Phil Iobst. In the September 4, 1979 issue of the Behrend Collegian, he authored a letter to the Editor attacking PS-23's publication requirements and de-emphasizing that Iobst was "a dedicated and devoted man and teacher - exactly the kind of professor a place like Behrend ought to keep."

"Tenure is used by Main Campus to keep the teachers that give Penn State a good name," he began, "So if they have a teacher who's great in research but has trouble communicating his knowledge to students they stick him in a branch campus like Behrend."

On the issue of the relationship of research to teaching performance he cited the case of Phil Iobst. "He always kept up on

contemporary topics and he brought it into the classroom every day."

Greenman strongly urged that if professors continue to be required to publish they will be "saying things that aren't even worth saying." He claimed that professors needed "motivation" in order to offer new ideas. "If you don't have anything to say," he charged, "don't say anything." He recalled many occasions when he was unable to meet with his professors because they were working on articles or preparing for seminars.

Further, he felt that Behrend was creating a tradition of, "more conservative teachers and having teachers who are more concerned with research and publications than they are with their students." He also contended that Behrend has lost numerous excellent teachers." He called PSU's goal that all teaching faculty members meet each of the four standards as "something that can't exist." He felt that those faculty members who feel publishing is of more importance than teaching were "sacrificing the minds of tomorrow."

PS-23, he said, disregarded students' concerns and is really a vehicle for "Penn State's prestige, Penn State's economic interests and Penn State's growth; it doesn't give a damn about the student or the teacher."

Sandra DeLillis, a twelfth term English major at Behrend, was at first surprised when she heard

about Dr. Small's denial of tenure. After reflection, however, she felt that it made "sense" since so many "fine" professors before him had been denied tenure.

Her main reaction to PS-23 was that as a student she felt "frustrated" because, for example, the student evaluations don't "count for as much as they should." She felt that the influence of these tests should have more of a "definite" influence upon the tenure decision. And also that tenure in her words was a "weeding" out process that created an intense competitive atmosphere between "top notch" teaching professionals.

She sees colleges and universities slowly becoming more business-like in their dealings with students and teachers. She realizes that the changed attitudes is "the only way they'll survive."

Small colleges, like Behrend are "ideal" for that "one to one" classroom experience that she prefers. She believes that a small campus invites the more important closer student-teacher relationships.

"Tenure can be comfortably abolished" she claimed citing examples of some professors who "slack off" after being granted tenure; and that tenure because of changing enrollment may be

rendered impotent against the needs of financial exigency.

It seems that after a careful inspection of these viewpoints a great disparity exists on the issue of tenure between the administration, teaching faculty members and students. Some of these opposing viewpoints have arisen from a serious lack of communication between factions. The best the Collegian can suggest at this point, is that first students and teaching faculty members must begin to communicate. If there are going to be any grievances heard or changes instituted, then this first step must be overcome, before a tenure policy is found that is agreeable to students and education.

By Gene Grygo

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