

Arrivals, Departures at Tongue Point

	Feb.	Mar.	Apr.	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Ttl.
Arrivals	104	80	160	83	555	79	8	0	46	1	32	2	1150
Transfers	0	0	0	0	7	16	36	14	3	10	0	0	79
Graduates	0	0	0	2	3	5	12	3	5	12	2	2	46
School	0	0	1	2	25	4	3	5	3	1	1	0	45
Joined service	0	0	2	2	4	1	4	8	3	3	0	1	28
Voluntary drop	2	4	22	29	263	59	36	15	8	6	1	0	435
Involuntary drop	3	0	11	7	31	20	11	1	1	2	0	0	87
On board	99	175	299	340	562	535	441	395	418	385	413	412	

Changes at Tongue Point...

(Continued from page 1)

Lynn Wykoff says it didn't work. "Those boys didn't want to leave when it came time to send them to their camps," he says, "so OEO abandoned the idea."

Wykoff said the screening problem is a hard one to solve.

\$80 Per Troublemaker

"State employment agencies are the recruiting agencies for the Job Corps," he explained. "They get \$80 to process each boy they send us. So if they have a troublemaker and they can get \$80 for getting rid of him, they'll do it."

Not only was Tongue Point getting its share of those troublemakers but too many were coming too fast and too soon. Enrollment increased slowly, steadily through the first few months after the first 50 trainees arrived in February. Then in June OEO deluged Tongue Point with 555 new trainees — in two large groups. Enrollment shot up from about 400 to nearly 700.

Tongue Point, where administrators still hadn't quite figured out how to run the brand new program, was in trouble.

Input Cut

Olds put in a frantic plea for Washington to ease up on the input of trainees. OEO complied. Since July only 89 trainees have come here.

With the lull in new arrivals, Olds and his staff began an extensive revamping of the center's programs and began weeding out the boys who didn't fit in. They sent home 66 boys and another 398 have gone home on their own. Total trainees "on board" (a seaman's term the naval station-based center has adopted) has dropped back to 400.

McAbee points to revisions in the recreation program, the "group life" (dormitory) system, and in the staff itself. The only thing that's seen little adjustment is the curriculum, which drew

few trainee complaints in the first place.

Did these changes work?

Apparently. The trainees seem happy. It's hard to find any with complaints about the center. Downtown incidents involving trainees are infrequent now. Only four trainees have been asked to leave since August, none in December. McAbee says there hasn't even been a campus discipline hearing for two months.

Tongue Point officials feel they're ready now to start taking trainees again. But those arrivals won't come in a deluge like last June. Instead OEO will send in about 50 every two weeks, which officials say is about the right number to slowly work into the center's program. The number "on board" will grow steadily now until it reaches about 1,000 some time this summer.

(Next: What they teach at Tongue Point and how they teach it.)

Need to Adjust...

(Continued from page 6)

py" school of college administrators.

Griswold, however, presides over one of the last strongholds of the elite.

The relationship between the law student and the university is vertical. He has no social rules. He is not expected to "develop as a whole man," although he might. Chances are that he has his own apartment and lives independent of university facilities, except those which relate to his study of law. His concern with university decision-making merely reflects the university's unwillingness to make any decisions for him.

No Laissez-Faire

Undergraduate schools do not benefit from such laissez-faire policies.

They boast large programs of extra-curricular activities to develop qualities of citizenship. They strive to uphold the moral standards of those enrolled. They may require that a student live in a college dorm, eat in a college dining hall, and obey a long list of college rules reprinted in a college handbook or tacked on a college wall. They may hire psychologists, special counselors, administrators of extra-curricular activities, even social directors.

By their own admission, classroom education is only one part of their relationship to the student.

When an undergraduate accepts this premise, however, that students' involvement in policy is equally necessary to develop "qualities of citizenship" and that student action in local communities is a desirable adjunct to courses in the social sciences, the same administrators will revert to the elitist argument that "education should be confined to the classroom—you have no business doing any of these things."

If I were a rabid leftist, I would brand such sophistry as a glaring example of establishment hypocrisy. So as not to impugn motives, I would suggest that it represents an unwitting contradiction.

I do not object to a university which seeks to provide extra-curricular as well as classroom programs for its students. Indeed, as higher education is made available to large numbers and as course material replaces vocational training with "broad development," opportunities for action will be necessary for students to test conflicting theories through participation.

But a university cannot confuse development with indoctrination, participation with manipulation, and expect a person trained in critical thought to accept.

The student need only examine Napoleon's system of non-represented governments to evaluate the political position of his student government. A quick intake of Socrates' "Apology" should provide him an incentive for honest expression. And then there's that messy business of civil rights.

Adjustment Necessary

Therefore, the administrator must adjust. If he wants the American campus to become a laboratory for the "leaders of tomorrow," he must create a campus community in which qualities of leadership can be developed—one which guarantees that a student opinion has some chance of implementation and which enables a student politico to work in the "real world" with the university's blessings.

Otherwise, the administrator will discover that the student has learned his lessons too well.

Collegiate Press Service

ROTC Cadets Get New Positions

The appointments to the Cadet Staff for the Air Force Reserve Officers Training Corps were announced last week by Lt. Colonel John W. Krietz, professor of aerospace studies at the University.

Cadet Colonel William Leeper, Salem, will serve as Group Commander for winter term. Leeper took over the Air Force Reserve Officer Training Corps last Thursday during formal change of command. Then he introduced the Cadet Staff which will work with him during the term: Executive Officer, Cadet Lt. Stephen C. Mannell; Administrative Officer, Cadet Major Edward Bullard; Inspector, Cadet Major Blaine Hamilton; Personnel Officer, Cadet Major Jackson W. Muller; Operations Officer, Cadet Major Leo H. Robinson; Supply Officer, Cadet Captain Norman Chun; Accounting and Finance Officer, Cadet Captain Howard Dixon; Information Officer, Cadet 1st Lt. Clayton Kirkland; Information Officer, Cadet 2nd Lt. Wilbur Bishop Jr.

Following introduction of the staff, Leeper introduced the five members of the Little Colonel court to the assembled cadets and announced that a Little Colonel court tea will be held Thursday.

NSA Meet...

(Continued from page 1)

Garvey, secretary general of the International Student Conference; and Henry MacPherson, assistant secretary of state for cultural affairs.

Particular emphasis will be given to the problems of "third area" nations. The split in the Angolan nationalist movement, competing ideologies of Pan Africanism and the posture and influence of Popular, Christian Democratic and Marxist-Leninist movements in Latin America are some of the problems the seminar will study.

Guest speakers from the Washington area will provide background for seminar discussions.

Speakers at previous International Student Relations Seminars have included Douglass Carter, special assistant to President Johnson and State Department officials, Averell Harriman and G. Mennen Williams.

Applicants need not have been NSA officials but should have participated in extra-curricular activities and have shown an interest in international affairs.

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The model United Nations Seminar is a combination class and activity offering one hour of PS or SP credit winter and spring term.

The objective is to represent a chosen country at a mock U.N. meeting, which is being held this year in San Francisco, April 27-30.

The University will be representing the United Arab Republic (UAR), and hopes to send 20 delegates to the session spring term.

This seminar combines a worthwhile activity with valuable information and should be of special interest to anyone interested in the U.N., the U.A.R., and participating in a conference attended by 1,200 delegates from colleges throughout the 11 western states.

For further information contact Wayne Fawbush at 345-1197.

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