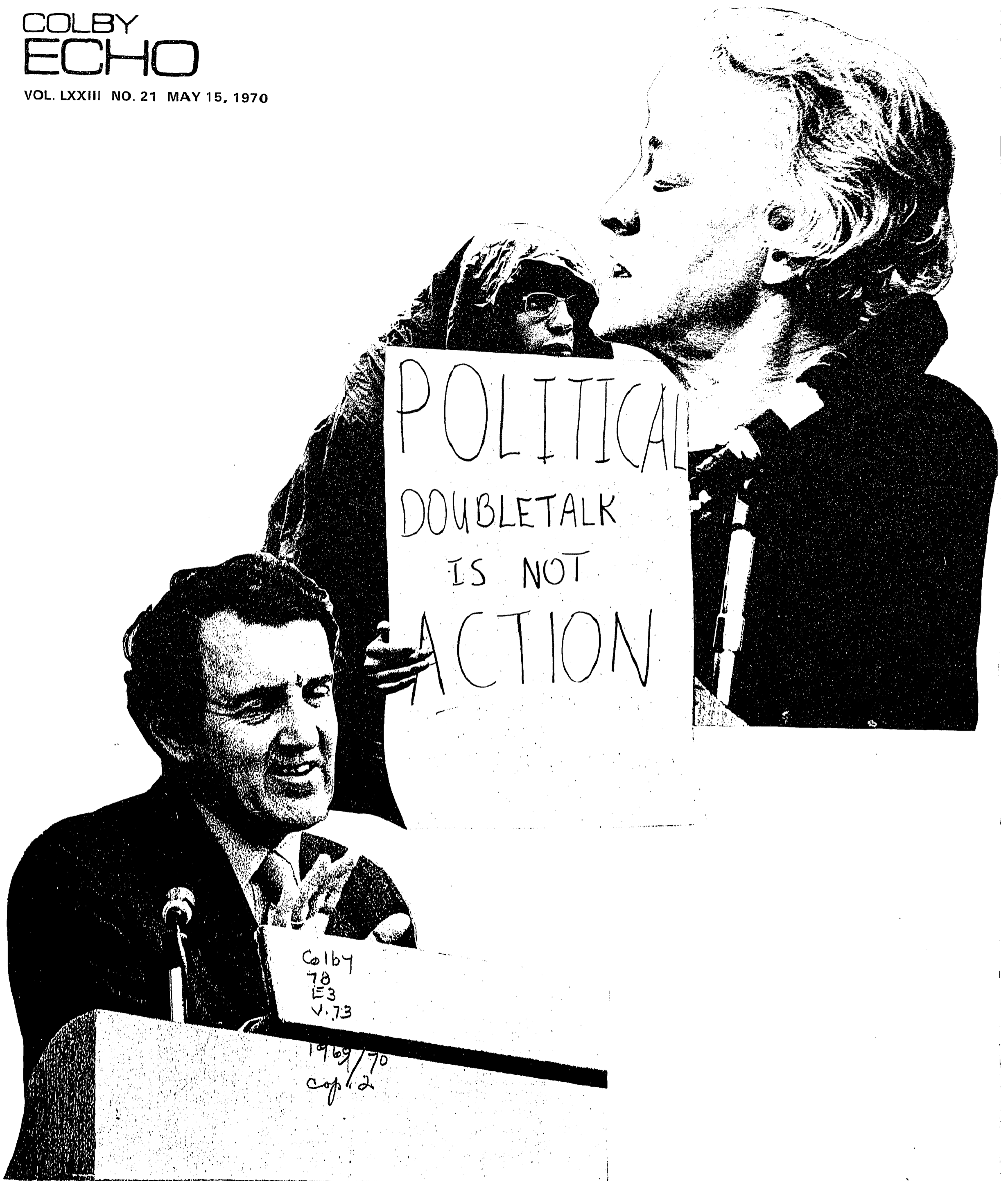


COLBY
ECHO

VOL. LXXIII NO. 21 MAY 15, 1970



letters to the editor

Last Sunday night the faculty voted to end the strike and resume classes as of Monday morning. This was extremely unfortunate in that it was a grievous setback to the student protest against President Nixon's policies in Southeast Asia and at home and in that it has undercut and effectively killed the sense of community that existed for only a few short days.

The motion to resume classes obviously found its origin with President Strider and the Academic Council. In addition to this, there seemed to be a decided attempt on their part to railroad the motion through the faculty meeting. For the second time in two meetings the faculty had to overrule the chair, this time to allow further debate on the motion including a new amendment; debate had been cut off while at least three hands were raised. The general attitude in a number of areas of the administration and the high-ranking faculty seemed to be reflected by one faculty member who, commenting on a proposed amendment, said the walls of the college would not fall down which ever way the vote went. He was probably right about the walls of the college and chances are that the fund raising drives for new buildings will go on apace, but the opportunity to create a real community at Colby and to further meaningful education has once again been squelched. Members of the faculty seemed hesitant to admit that education could take place outside the classroom, or perhaps this was a reaction to that realization.

The immediate reaction on the part of some students was to think that the whole thing was a faculty plot; this notion should be dispelled. Although the inequities of the decision that did come out of the faculty meeting have been felt by a number of students, the amendments to the original motion, which mentioned only the resumption of classes, were made in order to support the strike and make it possible for the students to participate. Perhaps one of the most discouraging parts of the faculty's action, however, was the students' reaction to it. The quibbling on the part of students about taking passes equivalent to C's when they had A's or even B's calls into question just how deeply their convictions and desires to work for the peace movement really run.

In any event, the central issues have been somewhat obscured by recent events. Now it is important to remember that the real issues are not the faculty's decision to resume classes, but rather the war in Southeast Asia and the suppression of dissent at home.

Students learned the administration neither interferes with nor seeks to control faculty decisions.

Having both Maine senators at Colby for a single weekend was an extraordinary opportunity for Maine students to make their concerns known to the state's leading representatives. In many ways, it was also a disturbing experience.

On Saturday, Mrs. Smith tried to answer some very pointed questions concerning contemporary problems. She failed woefully. Two black students questioned her on her position on the Black Panthers, especially in light of recent reports from Chicago confirming the suspicion that police had murdered Fred Hampton last Dec. 4. She answered, "I don't like the Black Panthers, the Weathermen, all of them." When a student asked why the American people should trust President Nixon who so often contradicts himself, Mrs. Smith responded, "Well, I have to believe in someone." Such ignorance and naivete are inexcusable when coming from a United States Senator.

Senator Muskie was altogether different. He was by no means ill-informed. He was a smooth polished performer who knew how to reach a crowd, if not excite them. The weakness of his presentation came from his hesitation to answer questions directly. When asked why he opposed the "Peace Plank" at the 1968 Democratic Convention in favor of a plank endorsing President Johnson's war policy, Muskie said that he wanted to provide the Convention with the opportunity to discuss both positions. However, the Convention would have discussed the alternative proposal regardless of Muskie's vote, and his support of the "Peace

Con't on pg. 5

The President
United States of America
The White House
Washington, D.C.

Dear Sir:

The times are grave; and as a foreign student, I presume I have no business to meddle with the issue. But one issue concerns us all, humans alike, irrespective of our national, racial or tribal background. That is the problem of war.

Chancing to be in this country at a time when an internecine strife engulfs the length and breadth of a nation which represents at present the ultimate in human civilization, I must say it is ironical and perhaps paradoxical that we are unable to do much in the present conflict.

However, if we may review not the American aspect of the war but rather the humane or international view of this issue, it is apparent that it is not an American war with Americans dead alone. It is also the problem of the Vietnamese and Cambodians alike. It is a greater problem for people who do not understand and cannot differentiate between the complex ideologies of democracy and communism; for people whose values are more spiritual than material. It is a problem of humans whose land is being defoliated; whose soil is being decimated by defoliants; of a people whose most urgent needs and wants are food, but to whom multi-million dollar assistance is now construed to mean napalm bombs and defoliants.

Many have expressed appropriate views. Get out of Vietnam and Cambodia. But will not the issues remain after withdrawal?

Some fifty years ago, it was supposedly our last war; and the League of Nations was created. Then twenty-five years ago, it was the war to end all wars, and the United Nations was created to "prevent future generations from the scourge of war which twice in our life time"....thrice in Korea, then it was Vietnam; and now Cambodia, not to mention contemporary wars in Poland, the Nigerian-Biafran conflict and the Arab-Israeli wars.

Can't we forge ahead as civilized nations without resorting to armed conflict? Or are we just civilized barbarians doomed to a life in which war is inevitable?

There is the short term solution to this problem, and it is my sincere hope and prayer that the present strike and national demonstrations on U. S. college

campuses will make you realize that the youths of today look up to you for trusted leadership. Mr. President, Sir, if President Lincoln and your predecessors in office had not held the nation together, you would not have stood on the platform of the forum on Capitol Hill and promised to uphold the Constitution of the United States and to the best of your ability preserve, protect and defend the Constitution, so help you God. A constitution that bases its premises on John Locke's treatise that "governments are instituted, deriving their just powers from the consent of the governed."

As you mentioned in your recent speech, "This action puts the leaders of North Vietnam on notice that we will be patient in working for peace, we will be conciliatory at the conference table, but we will not be humiliated. We will not be defeated...I would rather be a one-term President than...see this nation accept the first defeat in its proud one hundred and ninety year history."

No doubt there were elements of pride in your speech, and I do not condemn this nation or any other nation for showing national pride. A nation, like an individual, must be proud. And this nation has reasons to be proud of her achievements in the sciences, space, the humanities, and the arts. But pride and conceit or disdain are similar but different attributes.

I do not intend to 'sock it to' the American people and their President, as I think international diplomacy or protocol may entail. I'm not a diplomat, but a fellow human who inhabits the firmament below the blue skies. I often wonder what would happen if it had been Cambodia or Nigeria that was in the same position as the United States. Would we not do the same things that the Americans are doing now? The problem, therefore, is more of human problem.

This is a time for us, nations and individuals, alike, to realize that pride is pitifully a part of our character; and the sooner we learn to subjugate the conceit and disdain of pride in times of strife like this, the better for the human race...and the fewer wars we'll have.

If you get the American troops out of Vietnam and Cambodia today, it will not be a defeat for the American nation; it will be a victory for mankind. True, you may ask "What about the domino theory?" It is my belief that if any race or group of people threaten the free world, the free world would rise up, present allies and foes together, to annihilate that tyrannical race, as was done to Nazi Germany.

Or you may say "What about American pride?"

Con't on pg.

Colby Alumnus,

COLBY ECHO

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by William Madden

Senators Margaret Chase Smith and Edmund S. Muskie talked at Colby last weekend. Each senator entertained questions from students and answered them in varying degrees of completeness. Senator Smith drew an estimated 2,000 listeners at 4:00 p.m. Saturday, Senator Muskie around 2,300 at 2:45, Sunday. Senator Smith, Republican, supported President Nixon's Asian policy, saying she had to trust somebody, while Senator Muskie attacked Nixon's widening of the war into Cambodia and presented a resolution which he introduced in the Senate the following day, Monday, that called for an immediate ceasefire in Indo-China and withdrawal of all U. S. troops within eighteen months. Muskie presented his resolution at the close of a twenty-minute opening speech before a forty-five minute question-and-answer session. Senator Smith gave no prepared speech.

Senator Smith's entire message could be summed up as supporting President Nixon's policy. There were several questions made to her to which she did not respond. When asked whether the youth of the nation had been consulted on the Tonkin Resolution; she referred the questioner to President Johnson, saying that it was he who should be asked that question. One student asked how she felt that American youth could place its faith in President Nixon who has lied to the people about such things as our military involvement in Laos. When she replied that she did not believe the Nixon administration had lied at all about our military involvement in Indo-China, a Bowdoin student rose and stepped to the microphone. The student explained that he was a former Marine Corps lieutenant who had been wounded in combat in Laos in 1968 and that he had returned to the United States to find President Nixon denying the existence of any American forces within Laos. Senator Smith said that she was unaware that such lying had gone on. When further questioned as to how or why students should trust President Nixon or his administration, she replied, "I must trust somebody."



MAINE SENATORS RETURN



When asked how she felt about the systematic oppression of the Black Panthers, she replied that she did not like the Black Panthers, the Weathermen, or any similar organizations. Charles Terrell, a Black Colby student, responded, "I don't like you or Nixon or any of you, but I have to deal with you because you are the establishment." He was cheered enthusiastically by students.

Students were almost universally dissatisfied with Senator Smith's party-line support of the Nixon strategy. Senator Muskie met with better, if limited, success with students. His basic position was that only history will be able to judge the motives of American involvement in Viet Nam which he attributed to an American desire to "buy time" for the South Vietnamese to build a country. He stated that he felt that we had bought enough time at too great a price and that the time had come to withdraw.

When questioned on his own reversal of opinion on Viet Nam in 1968, he stated that his change of mind had not come about because of political expediency, but because of a genuine belief that the United States was following a mistaken policy in continuing its military involvement within Southeast Asia. Like Senator Smith, he was unable to justify American support to the right-wing regime in South Viet Nam, but stated that he was against continuing to support any regime longer than we had already done in Viet Nam in hopes of it becoming stable. He spoke in favor of the Geneva Accords of 1954 regarding free elections in Viet Nam, saying that the United States had goofed badly in 1956 by condoning the Diem regime's refusal to allow such free elections and that the accords should still be lived up to.

Neither Senator said anything not in line with the policy of their respective party. Of the two, Senator Muskie's policy was the more palatable to the students. Many students have since expressed the belief that until Washington officials recognize and address themselves to such issues as American imperialism, the legality of our military and intelligence operations in other countries, and that much spoken of but little changed military-industrial complex, far-reaching and needed changes in our foreign and domestic policies will remain waiting in the wings.

END
BLACK
OPPRESSION



ROTC

PROTEST



by Dorothy Donovan

The paradoxical nature of the presence of ROTC on campus in the face of an institutional strike condemning the war was mentioned at the original Strike Meeting of May 5 in Foss Dining Hall (way back when...). The issue was at that time submerged in a deluge of dialogue regarding the efficacy of protest, of striking as protest, of picketing as protest, etc.

The apparently lost cause became a matter of paramount concern to about 100 students who met in Rose Chapel on Tuesday night. The specific concern of those present at the meeting was the dissipation of energy and loss of commitment that seemed almost inevitable at the conclusion of the short-range, if highly charged, activities of Tuesday. Consensus was that the best way to maintain and increase enthusiasm surrounding the Strike was to take action against the most immediate and pressing issue for Colby students, the presence of ROTC on this campus. This action was to be taken in conjunction with the development of programs designed to involve as many students as possible in long-range strike activities.

The meeting broke up about midnight, when approximately fifty students had pledged to work for the abolition of ROTC by occupying its offices on campus. The purpose of this action was twofold: 1) to bring attention to this long-ignored issue; and 2) by focussing attention in this way, to dramatize the arguments against ROTC. The anti-ROTC group hoped in this way to persuade other students and faculty of the direct connection between the annual ROTC output of 15 officers, and the Vietnam war effort. This would illuminate the inherent hypocrisy of a position which condemns the war and condones ROTC.

Early Wednesday morning the group met to reconsider

when (specifically, before or after the faculty meeting scheduled for that day), how, and even whether the move on ROTC should occur. After an hour-long discussion, it was

Open Letter
To The Colby Community
From the Participants
In The ROTC Office Sit-In
Friday, May 3, 1970

We the students who sat-in at the ROTC office are issuing this statement to explain why we are voluntarily ending this specific action. We are still fiercely opposed to the expanding and continuing war in South East Asia and the existence of ROTC at Colby. The sit-in was effective in bringing this issue to the surface. We hoped that this would create a broad base of support so that we could eliminate ROTC. However, we recognize that this particular tactic of the sit-in did not elicit the support of most Colby students. We have not succumbed to administrative pressure. The determination to continue the movement was our chief concern in deciding to leave the offices at this time. Opposition to ROTC is growing on the nation's campuses and at Colby. We hope that the action we now take will strengthen and broaden the student movement to abolish AFROTC at Colby College.

decided to enter the ROTC offices at about 10:45, while one of the group was reading a statement of purpose to the ongoing all-campus meeting in Runnals. Due to an oversight on the part

of those leading the meeting, the statement unfortunately was not read. The student body was only notified of the sit-in by Jon Glynn, who, as the meeting had just been disbanded, invited people to join or visit the students in ROTC.

MEANWHILE BACK AT THE OFFICE - About 40 students had filtered into the office and had been greeted with offers of coffee from the ROTC staff, and a welcome from Col. Harris: "We've been expecting you." Students mingled with he staff and a relaxed atmosphere prevailed. Finally a meeting was called and a motion to request that the ROTC staff leave was passed. Col. Harris replied that he would act only on orders from the college administration.

The ROTC offices, through the afternoon, became a center for political discussion and dissemination of information about ROTC. Many students came to visit and discuss issues; some decided to stay. A list of those committed against ROTC, "to each other and to non-violence," finally included well over 80 names.

Dean Johnson put in an appearance late in the afternoon, and stayed for more than an hour to rephrase students' comments and questions for well over an hour. During that hour, the sit-in group became an increasingly restless captive audience. The Dean indicated that he would convey the students' position to President Strider.

That night, the same faculty meeting that passed the original strike resolution defeated a motion by Mr. Spiegelberg to abolish ROTC. The sit-in continued with renewed vigor throughout the night.

On Thursday at 3:00 p.m. President Strider appeared in person to do his thing, which was essentially predictable administrative rhetoric, punctuated by thinly veiled warnings of punitive action forthcoming. Immediately after his departure, a quick vote reaffirmed intentions to stay "until we are removed, or ROTC is removed." Strider's statements in ROTC, and some remarks made in private to members of the sit-in group, gave reason to believe that policemen might appear in Lovejoy before Thursday night was over. Group loyalties and strength of commitment grew deeper in the face of this menace, but most anticlimactically, the police didn't come.

On Friday, fewer students from outside the group came to talk, largely because other strike activities were beginning to

May 7, 1970

Statement from Anti-ROTC group

The recent escalation of the Southeast Asian War into Cambodia and the deaths of several students at Kent State University have emphasized the issue of the war, as well as the issue of universities' involvement in it. The students at Kent State were killed as a result of a protest against ROTC on their campus.

Why are people concerned about the ROTC presence on the University, be it at Kent State or at Colby? An institution consists of its component parts. One of these parts at Colby is Air Force ROTC. What does this say about the nature of Colby as an institution? The answer to these questions involves an examination of the nature of the Reserve Officer Training Corps, its operations at Colby and elsewhere, and its function in the war machine.

ROTC cadets trained at Colby enter the Air Force as second lieutenants. As a glance at the Colby Alumnus shows, their service to the US Air Force frequently consists of flying or providing ground support for bombing missions over Vietnam and Laos, or now Cambodia. Well over half of the junior officers in Southeast Asia are ROTC trained. Of what use is a "liberal arts" education in following a command to bomb a village?

Many people concerned with the role of the US Air Force overseas are unaware of the function of ROTC at Colby and why students oppose it. While ROTC may have some courses of academic merit, their value as such is peripheral to the main purpose of ROTC courses, which is to prepare officers for the United States Air Force.

Upon entering the ROTC offices Wednesday morning, it was made clear to the personnel here that the sit-in was not an attack on them as individuals, but rather on the institution of ROTC at Colby and its functioning in the world. At the Faculty meeting Wednesday night, one professor suggested that the action was intimidating. ROTC personnel were politely requested to leave, a stipulation which was considered reasonable under the circumstances by Dean Johnson. Over seventy students have also stressed their commitment to a non-violent protest. People are not in these offices to burn them

down or destroy files or physically harm people. Rather, as individuals pledged to one another and to an action, we feel the sit-in is a demonstration of a sincere commitment to the immediate severance of Colby's support of the Air Force ROTC program.

Colby is not an ivory tower. The "free flow" of ideas is important; how does ROTC affect the "free flow" of ideas, say in Vietnam? Many people feel that those students who want to join ROTC should be allowed to do so. Unfortunately most ROTC enrollment here is not the result of free choice. Many young men are influenced by the coercion of the draft and parental pressure to join ROTC. Sugar-coating this not so subtle coercion (you've got to go anyhow) are the lures of \$50 per month stipends, the ROTC scholarships, and commissions (being saluted rather than saluting). Should President Nixon's reform draft bill be enacted, the 2S will be abolished, exposing all male students to the draft except ROTC cadets, for whom a special deferment will be maintained. Thus, a new academic prerequisite in addition to a 2.0 average will be required for Colby men to remain in school-enrollment in ROTC. In the present situation and the all too possible future, it is a curious "freedom of choice" Colby sanctions by supporting a ROTC program.

The actions in which the United States Air Force is presently involved do not serve Colby students, the working people of this country, or the people of the Third World countries under attack. The people who suffer from the bombs and those who fight the war, whether they be ghetto Blacks compelled by economic necessity and/or the draft or Colby ROTC trained officers who might not see all the "dirty work", are not benefiting from military action conducted in the interests of ideological and economic imperialism. We are all victimized by the draft, inflation, economic exploitation and racism.

We do not consider that by abolishing ROTC at Colby we will have put an end to war and oppression. But we do consider it a step in that direction. The least people at Colby can do to effectively combat the war and bring the issues of Kent State and Cambodia home to us all is to work for the abolition of the most blatant military presence here at Colby, the Air Force ROTC.

To the Editor:

The Aerospace Studies Department wishes to sincerely thank the students for using great restraint during the sit-in at the AFROTC. Only through the efforts of numerous participants was the affair kept calm and a pleasant atmosphere preserved. We particularly appreciate the clean and orderly state the offices were in when the students departed.

Aerospace Studies Dept.

take shape. Brief polls and some discussion with students outside made it evident that, in one respect at least, the sit-in was not working as had been hoped. A number of students who were beginning to agree that ROTC has no place in a liberal arts community were still offended by the tactic of "sitting-in". In view of this, it was voted to leave the ROTC offices in order to more efficiently conduct efforts for the abolition of ROTC.

The anti-ROTC group is still together and active. Footnote to the saga of its formative Days of Rage (more accurately, days of restraint): as anyone who was around ROTC between last Wednesday and Friday may have noticed, there were some new faces in the crowd besides Colby's "old radicals", besides the veterans of the various sieges at the Chapel. Some were people who have participated, in the past, only most tangentially in any political, much less "Radical" political activity at Colby. This fact seems to be an indication of a leftward movement which is the natural consequence of the awakening of the social consciences of many students, here and elsewhere, since May 4 and 5.

FACULTY MEETING

by Robert Parry

Sunday night, the Colby student body, meeting at the Wadsworth Gymnasium, voted to continue the Strike to protest the Southeast Asian war. The student proposal also provided for a re-opening of classes for those students wishing to concentrate on academics rather than strike activity. The vote was 1041 in favor to 134 opposed with 30 abstaining.

After the student assembly, the faculty met to determine their recommendations on how to handle class work and grades in the context of the emergency situation. The motion that emerged from the meeting called for a return to classes and provided a limited time for students involved in the Strike to obtain "passes" in their courses. Most students were dissatisfied with the arrangements, feeling that the faculty had dodged the paramount issue of whether or not to continue the Strike and had seriously impaired the strike movement.

However, to accuse the faculty of avoiding a clear-cut decision is not completely fair. Because of parliamentary maneuvering on the part of those who desired a return to classes, the faculty never had the opportunity to vote on the student ballot. Indeed, the direction of the meeting and the general thrust of the faculty motion were determined within the first two minutes of the two hour meeting. Prof. Pullen, apparently by pre-arrangement with the chair, presented the first motion of the evening. Mr. Pullen moved to end the Strike and restart classes Monday morning.

The faculty members in favor of the strike were immediately faced with a tactical problem. They could allow the Pullen motion to come up for a vote and try to defeat it outright, or try to modify its meaning by tacking on amendments. Since the Pullen motion was diametrically opposed to the student strike ballot, the Strike's proponents could not insert a substitute motion, a tactic which has worked with great effectiveness at the preceding faculty meeting.

Prof. Taffe, feeling that the Pullen motion might carry and realizing that such an occurrence would cause a serious rift between faculty and students, proposed an amendment which permitted students to secure "Pass" grades so they could continue the Strike. This amendment brought forth the bulk of the meeting's debate; it was passed by a decisive margin.

By this time, the faculty was eager for a final vote on the motion (they prematurely terminated debate), but Dean Johnson rose to introduce a prefatory amendment which read "recognizing the continuation of the Colby Community Strike." Johnson's amendment further softened the original motion and made the motion acceptable to many faculty members who favored the Strike's progress. Steve Orlov announced that if the amendment passed, he would consider the faculty and students in basic agreement. The Johnson amendment passed, as did the motion in amended form, by large majorities.

Although similar in many ways, the student and faculty motions have significant differences. Whereas the student ballot put the responsibility for returning to classes upon those students who wanted to continue their academic work, the faculty vote required the students who wanted to continue working on political and social action to make hurried arrangements for their courses and grades. Although the difference is largely one of emphasis, it caused Strike work to stall briefly on Monday.

Vote passed by
Student Assembly
at Colby College
May 10, 1970

We the members of the Colby College Community vote to continue our strike in accordance with the growing national movement. We call for the extension of the strike to display our shock and disapproval of the further expansion of the war in SE Asia into Cambodia and to bring a reaffirmation by our government of the freedoms enunciated in the Declaration of Independence, the Constitution, the Bills of Rights, in light of recent suppression of freedom of student expression.

We also call for the continuation of the strike in order that we may continue to work to find constructive solutions to this national crisis and the problems that are encompassed by it. We recommend to the faculty that normal end-of-the-term procedures be modified. Arrangements will be worked out between students and faculty members to insure the freedom of choice regarding academic responsibility in light of the national crisis.

Vote Passed
at a Special Meeting
of the Colby College Faculty
May 10, 1970

Recognizing the continuation of the Colby Community strike, it is moved that:

- (1) The regular academic schedule of the college be resumed tomorrow morning (May 11) at 8 a.m.;
- (2) But that any student who so wishes may end his participation in a course and be given a pass/fail grade based upon his work up to the present. Students who continue in the course will be given letter grades.
- (3) That the student is entitled to learn whether his grade would be pass or fail before making a decision but the decision must be made by noon Friday (May 15).

Strike

In the light of the student vote of May 10 and the faculty decision to recognize the strike, the community strike continues in full effect as it has during the past week.

Student Government Resolution
May 11, 1970

FINANCIAL AID

by David Delong

On Monday afternoon, the Financial Aid Committee by a vote of 6 to 4 eliminated the use of grades as a criteria for financial aid.

The motion read, "Upper-class financial aid packages for the academic year 1970-71 will be adjusted to meet total student financial needs without recourse to a discriminatory policy involving the use of academic performance criteria. The following are implicit in the motion: (1) Students may elect either pass/fail or letter grades for the current semester without jeopardizing their scholarship for 1970-71. (2) There will be no academic minima required for scholarship for the fall semester,

Plank" could have given added impetus to the movement against the war. Many suggest that Senator Muskie was making a deal for the vice-presidential nomination, and in the absence of an explanation from Muskie, it seems a valid charge.

Further, Senator Muskie declined comment on the recent American intervention in a rebellion on the island of Trinidad. He dodged the question first by saying that he had come to speak on Vietnam, not Trinidad (even though the motivations behind both problems seem similar). He then said that he would like to view the Trinidad controversy from retrospect. The student who asked the question interjected that foresight, not retrospect is needed. For a politician being seriously considered as a presidential candidate, foresight is indeed more important than hindsight, and considering Muskie's late entrance as an anti-war spokesman, one wonders exactly how much hindsight the senator requires.

1970. (3) The gift scholarship/self-help ratio will be adjusted to compensate for the additional funds required to support all needy students, irrespective of their academic performances."

Abolishing the use of the grade-point system to determine financial aid was one of the blacks: five demands earlier this spring when they occupied the chapel. At that time, the Financial Aid Committee recommended that the faculty move to abolish the use of grades to determine financial aid. After lengthy debate, the motion was passed by about a two to one vote and sent back to the committee. However, the motion carried with it a rider which said that the new system would not be put into effect until the funds became available.

The student strike brought this issue to a head because when the faculty voted to institute pass/fail for this semester it became impossible to maintain grade requirements for financial aid.

At the present time a student applying for aid is expected to cover his first \$500 of need with a loan. Thirty percent of his remaining need is also expected to be covered by self-help. It is this 30% that will have to be adjusted to meet the needs of the increased number of financial aid recipients. According to Mr. Hickox, the Financial Aid Director, everybody will have to provide a little more self-help. When asked if these cuts would be sizable enough to prevent anyone from returning to college, Mr. Hickox said that they definitely would not.

The elimination of a grade-point requirement for scholarship means that about \$40,000 dollars which is normally recycled will not be available. Mr. Hickox said that he wouldn't know the total determine at this time what the cut would be.

Continues



Con't from pg. 2

award winners of awards

Because of the strike against the Vietnam war which was in progress on May 7, the Recognition Assembly was not held. The awards to be given were as follows:

HUMANITIES

JOHN B. FOSTER PRIZES IN CLASSICS

Sarah E. Vose '70
Alison J. Harvey '70

FRENCH CONSULATE BOOK PRIZES

(envelopes to be given out instead of the books)

Donna S. Mason '70
Martha C. McCall '70
Fran F. Koski '72
Barbara R. Senges '72
Susan J. Pinciario '73
Hope I. Gottlieb '73
Linda K. Wackwitz '72

GERMAN CONSULATE BOOK PRIZES

(envelopes instead of books)

Mary M. Stephens '70
Kathryn C. Hill '70
Barbara G. F. Hoene '72
Seung K. Kim '73
Karen L. Kruskal '73

HARRINGTON PUTNAM PRIZES IN GERMAN

(envelopes)

David M. Gilbert '70
John A. Cuislin '72
Donna M. Chisholm '72
Rebecca M. Talcott '72
Judith Steere '73

RUSSIAN BOOK PRIZES

(envelopes instead of books)

Jane E. Currier '73
Warren K. Oakes '73
Ellen E. Jones '72
Judith A. Schwartz '72
Christine Murphy '72

SPANISH BOOK PRIZES

(envelopes instead of books)

Linda K. Wackwitz '72
Warren K. Oakes '73
Carole J. LaRose '73

CHARLES HOVEY PEPPER PRIZE IN ART

Divided between
Sarah O. Tabor '70
and
Charles A. Lord '70

GEORGE ADAMS DIETRICH AWARD IN ART

Alicia F. Ritts '71

SYMPHONY ORCHESTRA AWARDS

Donna M. Chisholm '72
Matthew S. Zweig '72
Ernest A. Simpson, III '71

COLBY COLLEGE BAND AWARD

Susan R. Costello '70

GLEE CLUB AWARD

David S. Baxter '70

ALMA MORRISSETTE AWARD IN MUSIC

Margaret A. Frizzell '70

SOLOMON GALLERT PRIZE FOR A SHORT STORY

Norma J. Ouellet '72

ELMIRA NELSON JONES ESSAY PRIZE

Anthony M. Maramarco '71

MARY LOW CARVER PRIZES FOR POETRY

For women: 1st prize - Nadine J. MacDonald '70
2nd prize - Jan D. Farnum '71
For men: 1st prize - James L. Martin '70
2nd prize - Barrett A. Hurwitz '70

GEORGE ADAMS DIETRICH AWARD FOR ACHIEVEMENT IN LITERATURE

William P. Shumaker '71

COLBY LIBRARY ASSOCIATES BOOK PRIZE

(envelope instead of book)
Robert E. French '70

THE ANDREW BLODGETT AWARD IN DRAMATICS

(book)

Nancy P. Anthony '70

SOCIAL SCIENCES

PAUL A. FULLAM PRIZE IN HISTORY,

for members of the senior class

This year it is divided
equally between two seniors:
Caryl Ann Callahan
and
Bruce A. Abrams

WILLIAM J. WILKINSON PRIZE IN HISTORY,

for a junior

Margaret F. Wiehl

F. HAROLD DUBORD PRIZE

IN POLITICAL SCIENCE

Barbara I. Hamaluk '70
William P. Hardy '70

STEPHEN COBURN PEPPER PRIZE IN PHILOSOPHY

Robert E. French '70

ERNEST L. PARSONS PRIZES IN BUSINESS ADMINISTRATION,

for members of
the senior class

Brian J. Cooke
Martin T. Kolonel

JAMES J. HARRIS PRIZES

IN BUSINESS ADMINISTRATION,

for members of
the junior class

Douglas E. Rwinhardt
Philip S. Singer, who is presently
our exchange student at Robert
College, Istanbul, Turkey

THE WALL STREET JOURNAL AWARD IN FINANCE

This is a new award made possible by the Dow, Jones Company, publishers of THE WALL STREET JOURNAL, for a senior for excellence in financial theory.

Jeffrey A. Parness

DEPARTMENTAL PRIZE IN ECONOMICS, to the highest ranking senior major pursuing graduate work in Economics

Adrienne P. Creanza - in absentia, having completed her undergraduate work in December

NATURAL SCIENCES

WEBSTER CHESTER BIOLOGY PRIZE,

to a senior

Lorraine A. Gill

MARK LEDERMAN PRIZE IN BIOLOGY, to the highest ranking senior who has been accepted at a school of medicine

Laurel E. Maney
(Women's Medical College)

MARK LEDERMAN SCHOLARSHIPS IN BIOLOGY

This is the first year it has been possible to award a scholarship to a sophomore as well as one to a junior.

Sandra J. Smith '71
Patricia A. Thomas '72

SAMUEL R. FELDMAN MEMORIAL AWARD FOR PREMEDICAL STUDIES -

new this year-The award has been established in memory of a member of the Class of 1926, who was a physician in Springfield, Massachusetts. He had been a member of the Alumni Council, and at the time of his death was an alumni representative on the Board of Trustees.

Presented for excellence
in premedical studies.

William B. Ware '70

CHI EPSILON MU PRIZE IN CHEMISTRY, to the highest ranking freshmen in Chemistry

Judy B. Gundel

AMERICAN INSTITUTE OF CHEMISTS MEDAL to a senior

Laurel E. Maney

WILLIAM A. ROGERS PRIZE IN PHYSICS

To the junior majoring in Physics with the highest general scholastic standing

Susan C. Cooper

DEPARTMENTAL PRIZES IN SCIENCE

for academic distinction

Biology: Frank Apantaku '71
M. Macy DeLong '71
Chemistry: Laurel E. Maney '70
Thomas D. Frick '71
Timothy S. Carey '72
Geology: Joseph E. Peters '70
Linda K. Wackwitz '72
Peter M. Garrity '73
Physics: Christine M. Celata '70
Seung K. Kim '73

GENERAL AWARDS

WATERVILLE AREA

ALUMNI ASSOCIATION AWARD

to a senior for scholastic
and personal achievement

Richard I. Hunt, Jr.

COLUMBIA TEACHERS COLLEGE BOOK PRIZE

to a member of the junior class for intellectual interest in educational issues
William M. Simons

JOSEPHINE BODURTHA GAGNON SCHOLARSHIP

given by Alpha Delta Pi sorority, for scholastic achievement and leadership
Paulette L. Archambault '73

PHYLLIS S. FRASER SCHOLARSHIP

given by Sigma Kappa sorority to the son or daughter of a Colby alumnus or alumna
Catherine A. Delano '71

Con't on pg. 8

Letters To The Editor
Con't from pg. 2

But must pride be our password? After all, the Americans are winning the war in Vietnam. More Viet Congs are killed per American dead. Must all Vietnamese be killed before this war stops? But winning the war should not be the main objective of the American pride. How many nations have been to the moon and back? How many nations have the same high standard of education? How many nations can equal the gross national product of this nation? These are things Americans should be proud of.

This is a mighty nation, Mr. President. How much mightier would it be if she could use her resources with more acumen? Not millions for defoliations, but millions for foliation; nor weapons to kill, but instruments to perpetuate life.

There is a lesson to be learned from the war chronology above. And that is what constitutes in my opinion the long term solution, and a solution which my generation--the NOW generation--must be aware of.

Some of the students on campuses in this country twenty-five years ago have today become the leaders of this nation. Will history repeat itself? Should we anticipate another war a quarter of a century hence? We note, but little remember, that the reins of power will in three short decades be passed on to the present generation of students. Have we learned from the present debacle, or are we so construed or engrossed in denouncing the present administration that we have not looked ahead to the years when the decisions will be ours? And if so, should we not begin to ponder the causes of wars? So that when the NOW generation in this and contemporary nations come of age, we will not falter.

To me, the writing on the wall clearly depicts pride, or rather conceit, of individuals and as expressed collectively on a national level as the basis of our human wars. True pride is an essential commodity in modelling the man and his mind, but conceit or disdain is not.

When other people and other nations have to have our (American) ideology, when our way of life is best for them; when their food and their music and their way of life is inferior to ours: something is amiss.

If we shun conceit, then this nation can evolve a national pride symbolic of progress, not vanity; tolerant of other nations, their dreams and their aspirations. If the stronger nations are just, the weaker nations will be secure and the peace preserved.

No amount of dwelling upon the idea of international justice, liberty, honesty, tolerance and constraint will accomplish those lofty ideals except we as individuals illustrate and incorporate those ideals of justice, liberty, honesty, tolerance and constraint into all of our daily lives. And if our problems are man-made, I believe they can be solved by man. And the time to begin is NOW. Mr. President, Sir, you can influence this ideal by your actions and your pronouncements.

I have written so much in the hope that if one more voice begins to cry out, it can add to the deluge. A voice that has no reason to be. A voice that cries, not from within, but from without. I wonder whether I should have written. I stand, and so do most foreign nationals, to gain from your war efforts. Considering the field of education alone, I stand a better chance of getting into a professional school in this country now than at any other time, because your best brains are being inducted into the service. And in the long run, your American pride, built on a long chain of American educational successes, will crumble because there are now, and will be, fewer capable Americans to perpetuate that chain. But I would rather be second place to a better American or human, for he will

probably possess the potential to serve mankind to a fuller extent than I will, than to be first place choice while he gets to run and thrash around in the paddy fields of Vietnam, throwing napalm and annihilating the lives he should be saving, all on the orders of the President of the United States.

Mr. President, I must return to my studies now. I believe you will do all in your power to make us proud of this nation, not as a belligerent nation, but as one that will continue to light, and not extinguish, the path of progress and human civilization for a long time to come.

I hope that my studies will not be in vain; that twenty-five years from now the sun will still be in the skies, the air will still be non-radioactive, and our planet habitable, and that I and other students will be able to put to the service of mankind what we now labor to learn. Or is that dream a forlorn one because war will engulf all mankind in planned or accidental self-destruction?

President Kennedy asked in 1961 if "we can forge against the common enemies of man: tyranny, poverty, disease and war itself," (and if I may add, conceit) "a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind. Will you join in that historic effort?"

I and my colleagues will, if you sound the alarm. But the alarm cannot be sounded with defoliation and escalation of war in Vietnam and Cambodia. The burden of that command is yours, Mr. President; and I hope history, if ever one will be written, will not say of the present era that we let our pride get the better of us. Do give us, your children and the children of today, a chance to live the lives of tomorrow and see the light of a new dawn...and that government of the people, by the people, for the people shall not perish from the face of this and other nations.

Goodnight.
Frank Olusegun Apantaku
Colby College '71
Waterville, Maine

May 10, 1970

To: Colby Students

The content and context of your thought this week has been very impressive. You have carried on dialogues, discussion, writings, meetings and the like with an intensity, flexibility, conviction, and penetration that is truly rare in most sizeable groups. You have moved a little toward proof that we could almost act like a community, if we tried, and if we dared to feel the sturdy pains of such activity. You have lived, so many of you, with an exhilaration that makes

men and women come, even dangerously, close together. You have exhibited reasoning horror of some matters connected with the war in Vietnam. You have lengthily discussed and considered matters of power, of policy, of majoritarian leadership, of minority rights, of parliamentary decision, of direct action in opposition to what offends or bothers or concerns you. The intensity of your numberless meetings and acts; your placarding, your polling, your reading has certainly been out of the ordinary.

To my sorrow and profound regret it may be that a third of your number has partaken very little, if at all. To my deepest embarrassment well over half the faculty has taken little, if any, direct part in your effort. In any case, there is much more to be done for weeks and months, before sufficient majorities taste the ambrosia and nectar of 'community'. A few of us lack the slightest

notion of what that elusive stuff consists of. To put it negatively, it excludes nearly all illustrations of manipulation, and most of extreme coercion. To put it approvingly, it requires heaps of something approximately termed 'manageable equality'. That sort of equality rests in the region of beautiful fair play, with notable absence of power-plays.

I like so much your second strike vote. Since it was premised on lengthy consideration of alternatives; since it included divers pledges and offerings of a flexible schedule in the next several weeks; since it roundly promised all manner of academic work in closest cooperation with the regular faculty; since in almost every particular it was presented with the modesty, restraint, forthrightness, and probity your large numbers have evinced all week.

I do commend this judicious second strike vote. It leagues your kind with my kind in pursuit of careful attention to our domestic and parish troubles, as well as foreign perils. It makes complementary the most careful consideration of one major national dilemma and our local exasperation with sometimes extreme inequality in power. Young America

is rather upset by hundreds of things. With prudence we can aim to abate exasperation and spiritual torment about a few, most evident matters. For better national and local sanity, and for trying out our mutual confidences, we can gather together again as for the special week just ending. It is a happy matter that you have willed this in your constituency.

David Bridgman

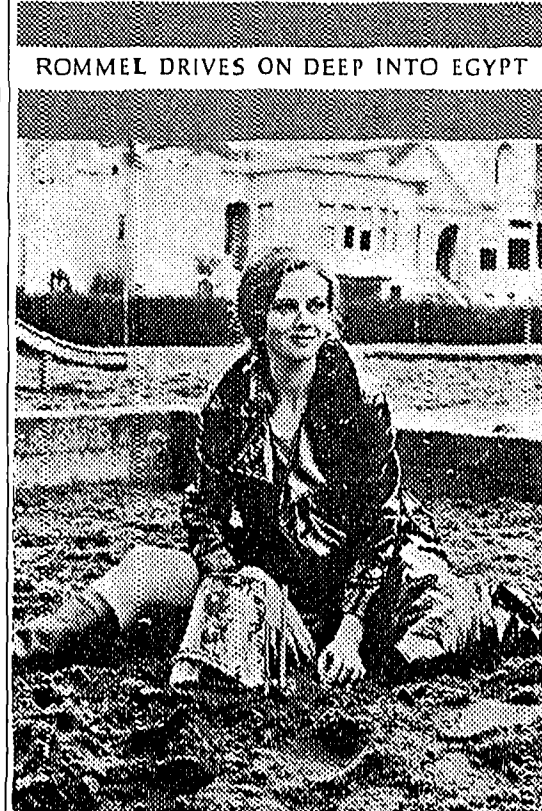
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"Man walks the earth,
leaving little clods
of dirt
to grow and ston the flow."
RSVP

Richard Brautigan's



Here are two poems
from the book:

Jules Verne Zucchini

Men are walking on the moon today,
planting their footsteps as if they were
zucchini on a dead world
while over 3,000,000 people starve to death
every year on a living one.

Earth
July 20, 1969

Critical Can Opener

There is something wrong
with this poem. Can you
find it?

Hardcover edition \$4.95; Delta paperback, \$1.95

Booklet photo, Edmund Shea

Richard Brautigan's three previous bestsellers



Trout Fishing in
America

The Pill versus the
Springhill Mine
Disaster

In Watermelon
Sugar

Delta paperbacks, \$1.95 each.

Also available together in

one hardcover volume, \$6.95

SEYMOUR LAWRENCE BOOKS

delacorte press

DELL PUBLISHING CO., INC.

Booklet photos by: Erik Weber, Edmund Shea, Edmund Shea

NEWS BRIEFS

ROOM KEY RETURN AND DEPOSIT REFUND

Room Keys are to be returned to the Eustis Building for the \$1.00 deposit refund. During the following hours, the key return and refund can be effected:

Treasurer's Office

Monday - Friday 5/25/70 - 5/29/70

8:30 a.m. - 12:00 noon

1:00 p.m. - 5:00 p.m.

GET IT TOGETHER

FROM THE DEAN'S OFFICE:

It is increasingly difficult for the college to store student personal belongings during the summer months, and we are going to eliminate this service as completely as possible.

We recognize that such pieces as floor lamps and bookcases are not easily transportable, and in such instances Buildings and Grounds will consider making exceptions to the general policy. Articles left must be properly tagged with the student's name and the dormitory to which it is to be delivered. Buildings and Grounds will furnish tags to dormitory counselors.

Skiis, trunks, clothing, etc. should be removed from the college over the summer months.

Please plan to take everything home, or make storage arrangements elsewhere.

Treasurer's Office or Information Desk

Saturday 5/30/70

8:30 a.m. - 12:00 noon

1:00 p.m. - 5:00 p.m.

No refunds on Sunday 5/31/70

Treasurer's Office

Monday - Friday 6/1/70 - 6/5/70

8:30 a.m. - 12:00 noon

1:00 p.m. - 5:00 p.m.

Treasurer's Office or Information Desk

Saturday & Sunday 6/6/70 & 6/7/70

8:30 a.m. - 12:00 noon

1:00 p.m. - 5:00 p.m.

GARFUNKEL OF THE OASIS

Film Direction is sponsoring SIMON OF THE DESERT by Louis Bunuel and MENILMONTANT by Dmitri Kursanoff Thursday, May 21. The films will be shown in Given Auditorium at 7:30. Admission is 75c.

TALK IS NOT ACTION

The Conference and Review Board met for the first time last week and elected its chairmen and Executive Committee. The CRB is composed of 16 students and 16 faculty members and a co-chairman from each constituency. Dr. Perey and Charlie Hogan were elected co-chairmen of C.R.B. Students Rich McGill, Walt Efron, and John Philson and faculty members Donaldson Koons, Jan Hogendorn and Edward Kenney were elected to the Executive Committee. The Executive Committee will be chaired by the co-chairmen of the Conference. The Executive Committee, determines the agenda for considerations and will convene meetings of the Conference when it determines action is necessary. Presently before the Executive committee is the question of ROTC existence on campus.

VIVA WACKWITZ

At the annual contest for spoken Spanish for high school and college students from Maine, sponsored by the Garcia Lorea Chapter of the American Association of Teachers of Spanish, several Colby students were among the winners.

In the college intermediate level competition, first prize went to Linda Wackwitz. In the College advanced section, first tie went to Susan Baird and William Marshall; placing second was Craig Johnson. In the competition for native speakers, second prize went to Norma Rivero.

POLITICAL ACTION?

Elections for class officers will be held Wednesday, May 20th. Petitions must be submitted by 5:00 Friday, May 15 in the Dean's Office. Also two amendments to the Student Government Constitution will be included in this election for student body approval. The amendments concern more stringent regulations on absenteeism to Stu-G meetings and reorganization of the Stu-G Appropriations Committee.

WHAT NUMBER WAS THIS?

Sub-Frosh Week for disadvantaged blacks and whites is being held this weekend. Colby Students are serving as hosts for these high school seniors who have declared their commitment in coming to Colby.

Con't from pg. 6

PHILIP W. TIRABASSI MEMORIAL AWARD to a junior man who was "willingly assisted his classmates, promoted the best interests of the college and maintained a superior academic average."

Ronald W. Lupton

LT. JOHN PARKER HOLDEN, II, AWARD to a student who exemplifies the ideals of citizenship, responsibility, integrity, and loyalty which were guiding principles to Lieutenant Holden.

Gary R. Pitts '73

KIM MILLER SCHOLARSHIP AND TROPHY given by alumni and active chapter of Lambda Chi Alpha to a junior man who exemplifies the qualities of friendship, individualism, and leadership, personified by Kim Miller, a graduate of the Class of 1966

Ronald W. Lupton

NORMAN R. WHITE AWARD for leadership and sportsmanship in athletics (a book)

Andrew M. Hayashi '70

DONALD P. LAKE TROPHY to a senior for athletic ability and leadership, and for academic achievement

Peter C. Bogle

LELIS M. FORSTER PRIZES

to the man and woman of the freshman class who have shown the character and ideals most likely to benefit society

Cindy M. Canoll

Charles J. Hogan

**SCOTT PAPER COMPANY
FOUNDATION AWARD
FOR LEADERSHIP**

to a sophomore man who has best demonstrated outstanding scholarship and leadership and participation in extracurricular activities

Swift Tarbell, III

HONORS CERTIFICATES

are presented by the Colby Chapter of Phi Beta Kappa to those juniors and sophomores who, during their last two semester, have won honors in general scholarship.

HONORS WITH DISTINCTION

in General Scholarship

Fran F. Koski1972

Wayne H. McGuire1972

HIGH HONORS

in General Scholarship

Sally J. Cole1971

Susan C. Cooper1971

(Nancy Henning-transferred)1971

Judith S. Kenoyer1971

William P. Shumaker1971

Timothy S. Carey1972

Deirdere M. Fitz-Gerald1972

Mitchell H. Kaplan1972

Laureen M. Ramonas1972

Judith A. Schwartz1972

Rebecca M. Taleott1972

Jane E. Thayer1972

Frederick W. Valone1972

HONORS

in General Scholarship

Leslie J. Anderson1971

Jeffrey T. Edward1971

Thomas E. Gallant1971

Jane A. Hight1971

Barbara J. Koertge1971

Eleanor S. Leo1971

Karen S. Mrozek1971

Alicia F. Ritts1971

Gail L. Robinson1971

Kathryn J. Severson1971

Margaret E. Shehan1971

Roger Shell1971

Susan L. Trippet (Mrs.)1971

Elaine C. Week1971

Margaret F. Wichl1971

Cemal Yalinpala1971

Mary Jo Alburger1972

Sandra A. Bialobrazeski1972

Donna M. Chisholm1972

Charles W. Earnshaw1972

Armanda R. Eggert1972

(Marianne Gocker-transferred)1972

Patricia A. Godfrey1972

John A. Guislin1972

Ellen E. Jones1972

Christine A. Legere1972

Craig G. Lorimer1972

Judith O. Moreland1972

Christine Murphy1972

Marianne O. Perry1972

Carolyn W. Poinier1972

George Roundy1972

Debra E. Salisbury1972

Johna L. Sencabaugh1972

Barbara R. Senges1972

Patrick A. Sibony1972

Swift Tarbell, III1972

Rosamond E. Teto1972

Patricia A. Thomas1972

Richard J. Valond1972

Matthew S. Zweig1972

PHI BETA KAPPA

The following students have been elected to membership in the Colby Chapter of Phi Beta Kappa:

Class of 1970

Frank O. Apantaku

Major:

Biology and Chemistry

Martha E. Belden

Elizabeth B. Borchers

Elizabeth C. Brown

Caryl A. Callahan

Christine M. Celata

Susan R. Costells

Adrienne P. Creanza

Deborah A. Fitton

Robert E. French

Terry Ann Halbert

Barbara I. Hamaluk

Laurel E. Maney

Martha C. McCall

Judith A. McLeish

Jeffrey A. Parness

Leslie A. Seaman

Leslee Cheryl Scherer

Maureen A. Vaughan

Sarah E. Vose

Class of 1971

Susan C. Cooper

William P. Shumaker

One member of the Class of 1970 was

elected as a junior:

Carol Lewis

Announce the Senior Marshal

(Highest ranking student

in senior class)

Carol Lewis

Announce the Senior Scholars

for the year 1970-71

Karen S. Mrozek

L. Fleming Fallon, Jr.

David Washington

Nancy H. Gaston

Thomas E. Gallant

Richard A. Abramson

CONDON MEDAL

Presentation to be made by Professor

Frank Foster.