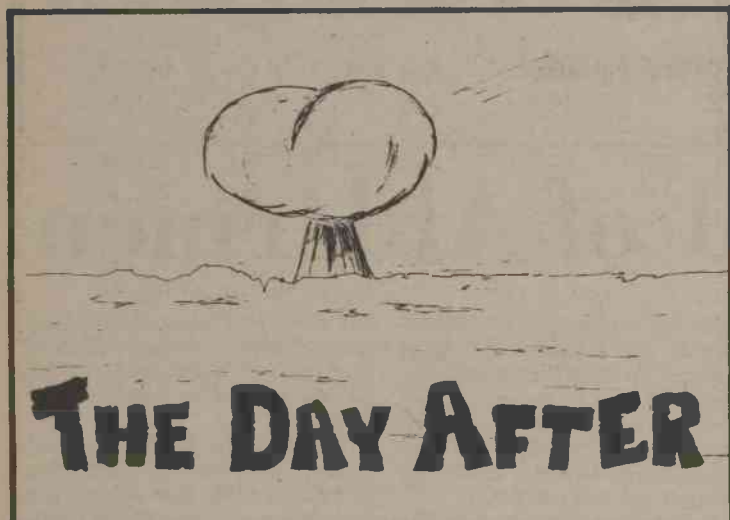


Editorials



Scholarships can hurt financial aid stature

Many of Elon's students are involved in the school's work-study program — tutors, admissions assistants, teachers' assistants and lab proctors, to name a few. This program not only serves as a financial aid means for these students but it is also an invaluable learning experience. Yet many of these students find their working positions at school in jeopardy when they are awarded an academic scholarship.

Academic scholarships are given to students who have excelled in the classroom and in extra-curricular activities, and these funds are essentially rewards for such achievements. Yet this money is accounted for in the overall financial aid plan for each student just as if it were work-study profit, a loan or grant, or any other form of financial aid. As a result, many students lose their work-study rights because of the scholarship.

However, these students often find themselves still in need of financial support above a scholarship because the amount of the scholarship is often less than the amount of work-study funds that they would have otherwise received. In essence, there are many cases where it would prove more beneficial financially to continue working instead of accepting a scholarship. This seems to be more of an injustice to high-achieving students than a reward for their excellence.

This also defeats the whole purpose behind Elon's work-study program. The benefits are not solely based on financial earnings, but are focused more on learning skills and time management. However, scholarship students may be excluded from this,

For example, an academic tutor is a high-achieving student because he must attain a high GPA just to be a tutor. These students are often scholarship recipients. When such a reward affects their financial aid stature, they must sometimes forfeit positions as tutors on the work-study program. What kind of academic standing can we expect our tutors to maintain when this situation is an affector? Certainly work-study participation is a consideration in the awarding of a scholarship. Such participation proves leadership and responsibility, both of which are specified and stated in scholarship award standards.

Students, such as lab proctors, artists and assistants possess specialized skills that cannot be replaced so conveniently. By losing working privileges, the student is not the only one who is adversely affected. Professors, staff members and other students who benefit from such skills and services of the students can also be affected by the loss of a talented student on the school's work program.

A scholarship is "an award," granted to excellent students. A scholarship should be a financial aid in itself. With the incredible cost of an education, a grant is a welcomed and well-deserved addition to a student's budget. It should not replace loans, state grants or work-study earnings. A student should not be given an "ultimatum" as to whether to keep his school job or accept a scholarship grant. If this happens to be the choice, then the meaning of a scholarship is lost completely, and a student has lost a valuable chance at learning.

'The Day After' stimulates interest, promotes nuclear arms discussions

The Day After, a television film aired on Nov. 20, opened and closed with the hymn "How Firm A Foundation," but how firm can a foundation be that is weighted down with nuclear warheads?

The effects of a nuclear holocaust portrayed in *The Day After* are less severe than those of an actual nuclear attack. According to astronomer Carl Sagan, even a small nuclear war would reduce temperatures to sub-zero degrees, wipe out agriculture and on a larger scale, wipe out humanity.

The film was followed by a panel discussion presided over by newsman Ted Kopel. The panel included Henry Kissinger, Carl Sagan, Robert McNamara, William F. Buckley, Elie Wiesel and Brent Scowcroft. Secretary of State George Shultz was interviewed before the panel discussion began.

All of the panelists presented different views of the movie. Kissinger contended that the movie is simple-minded because it "translates into pictures statistics that have been known for several years. Are we to make policy by scaring ourselves to death?"

He said that the film depicts how devastating nuclear war would be, but he recommended that instead of discussing how awful nuclear war is, people should discuss how to avoid it.

Kissinger's description of *The Day After* as picture-translation of statistics may be true, but he is not justified in labeling the film simple-minded for this reason. People do need to think about the possibility — and consequences — of nuclear war and discuss ways to avoid it. Something needed to be done to renew interest in this issue, and *The Day After* has stimulated this interest.

As Kissinger said, statistics of the effects of a nuclear holocaust have been available for several years, but the general public has not become involved in the issue to the extent it should be. If it takes a movie which realistically shows people dying from nuclear attacks and survivors of the attacks with flesh rotting from

radiation burns to renew interest in nuclear disarmament and our future, then the film is certainly worthwhile.

Kopel compared *The Day After* with Charles Dickens' *A Christmas Carol*. He said that *The Day After* is the nuclear version of Dickens' tale and wondered whether the movie is a vision of the future as it will be or as it could be.

Secretary of the State Shultz said that the movie is only a dramatic portrayal that nuclear war is unacceptable. "We (the United States) do not accept nuclear war and we've been successful in preventing it," Shultz said.

To say that the United States has been successful in preventing nuclear war seems to be admitting that the threat of a nuclear holocaust does exist, no matter how "unacceptable" the idea may be.

"We tend to think the existence of nuclear weapons means that nuclear war can't exist," Scowcroft said. Scowcroft referred to the United States' nuclear supply as a means of checking other countries' aggression with nuclear arms, but the very existence of these weapons proves that nuclear war could occur.

If nuclear attacks were launched, in order to prevent the total destruction of humanity, the number of existing nuclear warheads would have to be "well below 1,000," Sagan said.

Yet, between the United States and Russia, McNamara said 40,000 nuclear warheads exist. It would take 10 to 15 years to reduce this number to half, McNamara said.

These weapons have one million times greater the destruction power of the bomb dropped in Hiroshima, McNamara said. Although destruction in *The Day After* is less than what it would be in reality, the movie has provoked discussion of nuclear arms and generated new interest in nuclear arms reduction and disarmament. Hopefully, this renewed interest will stimulate discussion between the Soviet Union and the United States and encourage nuclear disarmament.

Letters to the editor

Efforts appreciated

To the Editor:

Permit me to say a word of appreciation to all of you who were so interested and helpful to little Josh Brooks. As you know, his life ended early Saturday morning. His body rejected the new liver and medical science was unable to cope with the problems which were presented by this development.

Many of you contributed to the Josh Brooks Liver Fund. The Zetas with their dance-a-thon and other efforts raised considerable money. The Brooks want you to know that they deeply appreciated this involvement by persons here at

Elon where both June and Rick graduated.

Josh Brooks was a very special person. His life and the heroic efforts by so many to make it possible for him to continue to live have impacted many of us and left us with indelible memories. June and Rick Brooks are Elon graduates of whom we can be very proud. They are handling this tragedy with courage and strength and an unshakeable faith. On their behalf, and for those of us here who are their friends, a special thank you to all of you.

J. Earl Danieleley
Professor of Chemistry

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