quiet, sincere, yet active are all adjectives descriptive of the demonstration staged by Regina Hall women last week. On Thursday, Nov. 20, at 1:50 p.m., one hundred girls marched silently from Regina to the office of the President. They wanted one thing—no hours.

Sarah Williams, spokesman for the group, explained to Dr. Hruby, "We aren't protesting anything. We simply want to show that we aren't apathetic—we really care."

Dr. Hruby's calm reply was that he appreciated the lawful and peaceable manner in which the en mass expression of concern had been conducted.

He went on to explain that the matter had been more or less taken care of weeks ago. But due to a 'snag' a delay had resulted. The 'snag' referred to, he later indicated, was due to a raised party two weeks ago, which involved a number of Aquinas students.

Details of the demonstration followed exactly the procedures outlined in the 1969-70 Student Handbook. Regina women, according to personnel dean, Miss Betty Jennings, obtained a chance to enter the Administration building.

A number of girls carried signs reading such things as "Give Me No Hours or Give Me Death." Flyers had been circulated the night before, reminding all demonstrators to "act like ladies" and not to wear "grubbies."

The situation of no hours was to be conducted as part of an experiment in the Self-Study now in progress. Thus it seemed inevitable that they would be at least temporarily abolished.

Under the direction of Task Force leaders, Terry Grywalski, Ann Cooney, and Tom Kirby, students, real feelings and opinions will be looked into. This is to be done through open forums, dialogues and personal contacts. Just about anything can be discussed at the forums, pet peeves, concerns about raided parties, in loco parentis rules etc.

It may sound at first reading like Operation Vanguard will be after the same answers as the Self-Study questionnaire. The intention is to implement the Self-Study with more meaningful views. Jack Hebert, coordinator of Vanguard, explained, "The purpose of this operation is to give some direction to a self-study which seems to many of the students to have lost its direction. There is a definite need for a comprehensive statement of student opinion."

But gathering opinions is only the beginning. Step two involves collecting information from other colleges of comparable size in an effort to find out what students are getting, and what they really want.

After careful study of Aquinas student opinion, and information from other colleges, written reports will be made. These are to be presented in written statements to the administration. Tentative date for this step has been set at Feb. 1.

That is when the real action will begin. Changes should be evidenced immediately. For the student who has been under the assumption recently made by a faculty member that "Youth is mischievous", there are times when it is necessary to speak out in opposition to, and mostly wrong in what they are proposing."

This reason interested students have joined forces to initiate change. They are opposing certain aspects of campus life because they believe they are right in so doing.

"The survival of Aquinas College depends upon the ability of the Aquinas student to accept and make change."

Those are pretty strong words in modern usage, but that's the way Lee Jacobs, Deputy Director of the Aquinas Self-Study office, explains the college's situation.

Jacokes is the middle-man in the operation which began February. Prior to his SS appointment he taught full-time in the school's psychology department, but now only a few classes dot his busy schedule, which includes coordinating the Self-Study office as an effective service unit for the various study groups. He goes on to explain that all he should achieve it's goals. Jacobs is convinced of the merits of a student viewpoint and wants to see it as an autocratic affirmation of new changes.

The self-Study, according to Jacobs, is now in its second of three phases. Phase I, which occupied the time of the study groups last year, involved identifying the problems of Aquinas college. This task included consolidating the thousands of questions posed to the Self-Study into a few broad, representative and encompassing questions on which the Self-Study is based.

Phase II of the Self-Study has involved identifying the present reality of Aquinas College. The five Self-Study groups have attempted to determine every aspect of Aquinas life, from curriculum to social habits, in hopes of painting a very real picture of Aquinas. Only after this picture is painted can the college fix up the bad spots with something new. This is the first sub-phase of Phase II and for most groups it is just about completed, although some groups are still tuning in.

Lee Jacobs, "the Governance group is a little further behind on this identification than other groups, as they have been spending time on the departmental structure as well as the administrative structure itself.

Lee Jacobs refers to the second sub-phase of Phase II as the 'Model Phase.' The Grand Rapids Foundation has funded $13,700 for this sub-phase and that money will allow study groups to take an on-spot look at how other schools adapt to educational problem forms. The goal of the groups will be to analyze models in other colleges and then to determine for themselves if those models are applicable to Aquinas, and if not what changes could be made in the programs to suit our own environment.

"The creativity of the study groups will be tested by their ability to assimilate what they encounter in their visits to other colleges into the Aquinas situation." This travel and observation phase is being entered right now and can prove to be a key aspect in the Self-Study plan.

However, the real key to success may lie in sub-phase three of Phase II and the self-study which calls for the study groups to put together recommendations for the various study groups last year, involved identifying the problems of Aquinas college. This task included consolidating the thousands of questions posed to the Self-Study into a few broad, representative and encompassing questions on which the Self-Study is based. The chairman asked that the members of the committee reprove the student body and that the list of committee members be submitted before Thanksgiving.

Much of the meeting's discussion centered on the work of another committee chaired by Wolford, the junior Judicial Commissioner from Youngs-

SC Forms Committee

Mike Polzin, chairman of the Student Commission, has appointed Bob Wolford as chairman of a committee to investigate possible changes in the newly ratified constitution. The appointment was made at the November 19 meeting of the Student Commission.

Polzin instructed Wolford to appoint a 10 member committee to assist him in the investigation. The chairman asked that the members of the committee represent various and all facets of the student body and that the list of committee members be submitted before Thanksgiving.

Much of the meeting's discussion centered on the work of another committee chaired by Wolford, the junior Judicial Commissioner from Youngs-

POLISH CHEFS—Nothing pleases a chef more than satisfied people and Mr. Bremm, Mike Jennings and a host of polish helpers were especially happy at "Pulish Night," when 150plus students enjoyed polish sausages Glumpkis and all the polish fixings. The evening, which was sponsored by the new Personnel Dean's Advisory Board, also featured the best in Polish entertainment,
This school year is quickly drawing the curtain on its first half and the time for this year has definitely set. The last three months have been months where brushfire disturbances of the typical school and indeed lethargic campus have been frequent. Several times serenity is briefly given a good boot where it needs it the most, and the Aquinas Calendar somehow manages something related to excitement and comes over time. Then, the brushfire is quelled for one reason or another, the excited people draw back into their hallowed caves of self-interest and the campus returns to its beautiful lethargic self.

The instances of this sickening routine are countless but a few examples are “the art piece uproar,” the cries for better understanding of Jewish novelists for the past eleven months. It was clearly disguised as a Jiffy Pop Sales Convention, but they were cleverly disguised as a Jiffy Pop Sales Convention. It was never announced, and I am taking our beloved dean’s place. The “people with a mission” is suddenly wearing more and more school colors and the New Earth Day Symbol!!!

To this impostor I must say: I am honestly sorry that I have spent this time so far in being the most mysterious secret, but the students of Aquinas have a need to know. Yet, maybe that’s not what this editor wants to say. He’s probably rapping the really solid minds at Aquinas who are vegetating. Those minds who have very definite views, views that may even win some good old-fashioned enemies, and yet they hide in their little worlds and keep quiet.

Of course, they don’t completely shut up. They mumble and murmur a lot and brag that they could do better. They find a lot of fault and know exactly who should get the blame. They have every­body completely analyzed for political motivations and if someone’s motivations, social or political, are different than there’s all over for the opportunity.

It’s a curious situation, but it’s one which exists. It may be more prevalent in the freshman class than any other place but that’s only because that class has a fantastic percentage of go-getting minds. Yet that right is the bug in the system. The minds are inquiring all right, but go-getters they are not, and anyone who thinks it’s a situation that’s going to change in another half year is truly a little bit mad.

When there are minds that are politically and socially upswept in such an abundance as are present at Aquinas, an intellectual crisis is being faced.

Think about it. If you’ve got it upstairs, no matter how different your views are, shake off the taboos and get them out in the open. A Caryn is a Caryn at least out of these halls with those brilliant ideas or shut up and go home without complaining.

By the way, Mr. Delano, the chair for the humanities department, has been running Aquinas’ Personnel Department...

I realize this is going to come as a shock to a good many people, but this horde of new evidence has become so overwhelming that the secret cannot be kept any longer. Our very own Dean of Men, Mr. Thomas Deschaine, is dead, and has been for the past eleven months.

By investigating past speeches, lectures, photographs and miscellaneous other materials, it can be divulged that on the afternoon of December 14, “The Thomist if the photographic negative of Mr. Herb Martin’s face was presented on his Dicta­phone and was immediately broadcast over loudspeakers in the dining room. He died from shock.

From that time on, an impersonator has romantically been Aquinas’ Per­sonnel Department!

You must be asking yourselves how I happened to arrive at such a bizarre truth. It all began about two weeks ago when I accidentally dropped an old, moldy jar of Dippity-Do, which shattered on last year’s French 5 Textbook. Fortunately I was able to remove the gel with a handleless chafing dish, which had been sprayed to remove the gel. To my amazement the face of Mr. Deschaine disappeared when I pressed a button on the Dictaphone. To continue my clean-up job, I looked for evidence that might contra­diction this terrible coincidence - or was it a coincidence??

I asked last year’s editor of the “people with a mission” if the photographic negative of Mr. Deschaine’s face was a different quality than the others recently troupeographed and no comment. Aha, I thought, they’re trying to con­ceal something from me. I owed it to my fellow students to get to the bottom of this.

Sure enough, as I read old copies of speeches, the truth seeped through. In one, I used the third letter of every seven­teenth word on odd-numbered pages with a “G” in one of the words in the second line. Sure enough, it spelled out “SHJUENTPLFNDIE ZIK NVR GPHILTEPFAHL HAKLO HUBLBOKNEE.

When asked if he thought this was a shock to a good many people, Mr. Deschaine insist that he “won’t be a party to Black Liter­ature for black students only.”

The question of women’s hours is discussed often by the “people with a mission” at Aquinas College. At the same time, freshmen and sophomores have attempted to bring them up to the limelight and eliminate their hours. The basis of college decisions about such matters is difficult to deter­mine.

I do not intend to question the legal bases for making regula­tions regardless of student demands, although there are some arguments based on the “equal protection” clause of the four­teenth amendment. Argument based on this clause is still rather tenuous as long as it’s related to the four­teenth amendment. Argument based on the “contract theory” and the “in loco parentis” control of college decisions, I believe, do not seem to fit in to the academic setting of Aquinas College.

A sincere argument may be presented however, and apply to this college, based on the function of the college. In the case of Goldberg v. Ed. Regent, 248 Cal 2d, 54, 463 (1967), the courts stated, “The function of a University is to invent the knowledge and to advance the boundaries of knowledge . . . the University has the power to formulate and enforce rules of student conduct that are appropriate and necessary to the main­tenance of order and propriety . . . where such rules are reason­able and necessary to further the University’s purpose.

In the 1969-70 Aquinas College hand­book it is stated, “The function of Aquinas aims at the development of a free person. Every aspect of our pro­gram is geared to serve that end.” I hope this is just not some empty phrase inserted in all handbooks and not go any farther.

If you, the administration, can in good faith contend that man­agers at one of the hotels in the City of Honolulu, the Diamond Head Hotel, at the Hana Ha No hotel and Duke Kamahaku’s just before leaving Hawaii she per­formed for service men injured in Viet Nam at the Tripler Hos­pital through the Red Cross pro­gram.

Herald Opinion Page

Opinions appearing in this newspaper are not necessarily those of Aquinas College. They are solely the work of the Editor-in­Chief, Tom Korson. The following are from: TARRYER, BARB MORIN, JACK HEBERT, DAVID F. DEAN, KATHY PLATO, TOM KORSON, MIKE CROSSAN, HELEN BOSSERT, KATHY CAHOON, CATHY M Puller, AND JERRY HOOGTERP.

Editor-in-Chief - TIM S. MCGUIRE
Business Manager - BILL BIGHAM
specific area of study, he is automatically qualified to enter into an occupation in that field. These questions should be considered by all of us at Aquinas College. In no way do I claim to be the man with all the answers. I am still looking for such a man myself. But I think we all should consider these questions and raise and consider many more.

Right now, I am only raising questions and seeking reactions. Ultimate answers to these and other questions will not come immediately. But let us start thinking about them now.

Mike Polzin

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Dear Editor,

O.K. people let's step out of our little worlds and ask ourselves why Aquinas is in the sad shape it is. In just a moment realize why we have a college such as this to contend with. Many rules of this college are trivial, pointless, and insignificant. Everyone will agree that Aquinas needs a change, a revol.ution: a sort of: we will never have relevant worthwhile change at this institution unless we stop playing by its rules. In the past the students have tried to change old policies and procedures by using the rules and games of an organization living centuries in the past. The democratic process used by the Student Commission committees and parliamentary procedure, used by the Self-Study Program; all are methods that are not effective in the human person. Unfortunately, I am not of the opinion that Aquinas College is offering anything to its students a true liberal arts education.

Aquinas College offers an outstanding education in some departments, a good education in others, and an adequate education in others. But, for those who wish to specialize in liberal arts, rather than in Biology, English, or Math, to name a few, Aquinas College is sadly lacking.

There are some students at this institution, who are not going to college in order to "get a good or better job," or because a degree is necessary in today's world. They are not even seeking a training in an academic area so that they can show the transcript to a prospective employer or graduate school admission's officer. There are some students for whom these are not important at all.

These students are, by attending Aquinas College, seeking to become more "human" persons - nothing more and nothing less. But they are being milled in their attempts by professors who demand that these students be ready for graduate school, or for a job in that area, by the time four or five years at Aquinas College are over.

I wish to point out that I am not criticizing those individuals who are going to college in order to seek training in their field of interest. That is fine. But, I would like to ask, why is it that those individuals whose interest are rather broad and general, rather than specific, are hindered from pursuing their general interest? Why is it so essential that, upon completion of four years of college, a student trained in one major area of study, as a result of which, he would not be able to partake in activities in some of his other areas of interest? And why is it assumed that because he has completed thirty semester hours of credit in one
An improved athletic program is one new goal at Aquinas and to attain that goal Athletic Director Phil Kahler has instituted a recreational program that he feels the Physical Education Building is open to virtually every member of the Aquinas community at some time during the wondrous problems of the small college and direct the solution of these problems.

Then comes the real trick—implementation. The soundest scheme, the most idealistic educational concepts, the really daring changes, are nothing if they are not properly introduced and function according to the needs of the college.

The worst thing that can happen to a governance committee is considered to be too crucial by Jacobsen, since no changes can be made until the new form of governance is adopted and introduced. Once the governing agency of the college is defined and operative, be it new or unchanged, the recommendations of other study groups can be effected at the discretion of the administration. Jacobsen feels that the interesting thing about the recommendations on governance is that they will have to be accepted by all of the governing units which would be affected, that is the board of trustees, faculty and students.

"Dispatch with reasoned change but not with impatience," is how the SS deputy director describes the implementation of recommended programs after the governing unit is established. Jacobsen, while confident that the Self-Study is the best way to determine the course of change which he feels is urgently needed, is not so ready to pronounce the Aquinas Self-Study as a success. He says, "in order for this study to be successful, every member of the college community must change their presuppositions and make themselves complete to possible new approaches."

The psychology instructor is convinced that changes will come soon. He says, without change we would survive, but for how long? Year after year educational twins of Aquinas are falling by the wayside and without adequate and proper adaptation to what's happening now, we will probably fail too. He elaborates, one of the essentials in meeting modern educational needs is increased student voice in the affairs of the campus. If our study will bring about changes in the student role of governance, I do not know.

Jacobsen candidly comments on what he refers to as a "very prominent myth," He says, "many persons in the college community sincerely believe that there is already a master plan for change in the mind of Dr. Hruby, and that plan will be pulled out of the desk drawer upon completion of the study and implemented. That is in no way true. If a Self-Study group presents no program of change, there will be no change. It's as simple as that." The deputy director talks with a big stick but he's talking of the college's future.