Gramm–Rudman only part of educational budget cuts

By Walter Bakes

The Gramm–Rudman–Hollings deficit reduction act’s possible cuts in federal programs are only part of the less-than-rosy financial picture facing Aquinas.

The recently-passed act is designed to reduce the deficit to zero by 1991. In each year, it sets a maximum level for the budget. If the government passes a budget over that level, Gramm–Rudman will automatically cut federal programs across the board.

Gramm–Rudman has already started work here at Aquinas, cutting 4.3 percent of funds for Supplemental Educational Grants, National Direct Student Loans and work-study for the 1986-87 school year.

Despite the 4.3 percent cut, Director of Financial Aid David Steffee says the dollar amount of aid to the College was not reduced.

“We were entitled to 4.3 percent more than we got,” he said, “but we got more than last year.”

Steffee says students won’t be greatly affected by the 1986-87 budget. He does worry about the 1987-88 budget introduced by President Reagan Feb. 5.

“That’s where the big problem will be,” Steffee says.

The proposed 1987-88 budget, before Gramm–Rudman’s possible cuts, will reduce allocations for education by $2.6 billion. This will eliminate 1 million students from all federal aid and end interest-free college loans.

The effect of this cutting on Aquinas will be the loss of $75,000 in SEOG funds and other campus-administered aid and the loss of $165,000 in Pell Grants, Steffee says.

Guaranteed Student Loan recipients are currently charged 8 percent interest, paid by the government while the recipient is in school. Under Reagan’s proposed budget, interest rates will be accrued and compounded in school. For the first three years of repayment, interest will be at Treasury bill rates plus 3 percent thereafter. Students will pay interest while in school.

National Direct Student Loans will also be changed. Now at a 5 percent interest rate, loans will be tied to T-bill rates plus 3 percent, accrued and compounded in school. The amount paid monthly after graduation will depend on the student’s future income.

The Academic Achievement Center, which provides tutoring and counseling for students of all ages, is largely federally funded. It could suffer a budget cut of up to 30 percent under Reagan’s new budget.

Steffee says that Reagan has been cutting financial assistance for some time. In 1980, he estimates students on the average were receiving 60 percent of their aid in grants and the other 40 percent in the form of loans.

Today, the exact opposite is true: students are getting 40 percent in grants, 60 percent in loans. Reagan’s 1987-88 budget doesn’t take into account Gramm–Rudman’s effects. The Supreme Court will debate the act’s constitutionality in July.

It's 2528!

Laray Hardy was the star Thursday, Feb. 13, as he set the Michigan collegiate scoring record, scoring 2528 points in his career. For more on Laray, see the story and photos on Pages 8 and 9.

How you can fight Gramm–Rudman–See p. 2
editorial

OVER THE RIVER AND THROUGH THE WOODS

From the uproar heard recently on campus, we thought that Aquinas had moved the student services offices to a branch campus in Ohio. True, it's not easy for people to readjust their habits. No one likes to hike over to the far side of campus to register, pay bills or get career counseling. The Times staff particularly feels the loss of Campus Safety to the House of Studies, as they let us into Wege many a long night.

However, the House of Studies is a gift to the College in many ways. For starters, we got it for free from a generous benefactor. Also, the space gained in the Administration Building allows for construction of needed classrooms on the first floor. And the added space in the new offices will help them function better, which translates into better service for the students. The move of Admissions will take some traffic away from the central campus, a benefit very few could argue against. Both prospective and new students should find the placement of offices better—they're not spread between different buildings.

The alternatives to moving the offices to the House of Studies were not attractive. If people preferred offices in the Ad Building, would they have liked classrooms in the House of Studies better? The uproar over that move would have been many times louder than the cries heard now. It's not every day that a campus this small can get a new building without spending money for construction or without tearing down trees.

Aquinas is growing. It's not an occasion to be unhappy, it's one to be glad. We will gain more classrooms and possibly more classes. This may help to make us more competitive with Grand Valley, Davenport and others. We still have the same student-faculty ratio as before. Just glad. We will gain more classrooms and possibly more classes. This may help to make us more competitive with Grand Valley, Davenport and others. We still have the same student-faculty ratio as before. Just glad. We will gain more classrooms and possibly more classes. This may help to make us more competitive with Grand Valley, Davenport and others. We still have the same student-faculty ratio as before. Just glad. We will gain more classrooms and possibly more classes. This may help to make us more competitive with Grand Valley, Davenport and others. We still have the same student-faculty ratio as before. Just glad. We will gain more classrooms and possibly more classes. 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Letters

Being a transfer student from a school in Texas, I probably wouldn't be surprised to see a video game called Satan's Hollow. But attending a private "Christian College" amazes me to see a video game with characters such as Lucifer, Beelzebub and Satan on campus. It might be just a "game" to some student, but I find it offending. There are many other video games that the school can spend my money on, besides one that approaches the subject of Satanism as a game.

Greg Heuslee

Help save your aid

The National Council of Educational Opportunity Associations has designated Friday, Feb. 28, as a day to dramatize and express concern over the effects of the current proposed cuts in federal spending for education. The NCEOA chose that date because it is the eve of March 1, the date on which the first round of spending reductions triggered by the Gramm-Rudman-Hollings act takes affect. (See related article.)

The following may be appropriate ways to show your concern over the impact that the current federal budget policies will have on higher education. Money that the President has proposed to be cut from higher education funding may be put back in place by the House and Senate in the budget process. Your input in this process can help. You can:

1. WRITE your Congressional Representative

   Rep. Paul Henry
   U.S. House of Representatives
   Cannon HOB 502
   Washington D.C. 20515

   Sen. Carl Levin
   459 Russell Bldg
   Washington D.C. 20510

   Sen. Donald Riegle
   Dirksen Senate Office Bldg
   Washington D.C. 20510

2. WRITE other key Representatives:

   a. Senate Majority Leader:
      Sen. Robert Dole
      U.S. Senate
      Washington D.C. 20510

   b. Chairman of Senate Budget Committee:
      Sen. Pete Domenici
      U.S. Senate
      Washington D.C. 20510

   c. Chairman of House Democratic Caucus:
      Rep. Richard Gephardt
      U.S. House of Representatives
      Longworth HOB 1436
      Washington D.C. 20515

3. WRITE letters to local newspapers protesting the implications of the President's budget and the implications of Gramm-Rudman-Hollings.

4. TAKE TIME TO EDUCATE YOURSELF on the federal budget process and the new Gramm-Rudman-Hollings act. (Information from NCEOA and the Congressional Quarterly is available in the Academic Achievement Center, House of Studies, Room 131.)

AQUINAS TIMES

The Aquinas Times is published every two weeks by the students of Aquinas College, Grand Rapids, Michigan. Subscriptions by mail are $2 per semester and $3 per year. Our office and mailbox are located in the lower level of Wege Student Center (everybody moved but us). Address all correspondence to Aquinas Times, 1607 Robinson Road, S.E., Grand Rapids, MI 49506. Our phone number is (616) 458-5145.

Printed by Grandville Printing
my space
Christine Bichler

FANTASIA PART ONE

Last week, while working as a teacher’s aide, I made the fatal mistake of telling a group of seventh graders that I liked to watch Disney films. My confession was greeted by stares of disbelief. I could almost hear those kids wondering why anyone who had passed the magical age of 18 could possibly want with movies about dear and flying elephants. Obviously I was some sort of weirdo. When I asked them about their own favorite films, they eagerly rattled off titles that ranged from Purple Rain to The Terminator. I didn’t get a chance to ask the kids why they liked these films better than, for example, One Hundred and One Dalmations (a perennial favorite of mine), but I suspect that, had I asked, they would have explained to me that Prince’s life story was “more realistic” than some silly nursery tale about cute puppies and evil dog-nappers.

Adolescents are terribly eager to enter the adult world of matters “realistic,” which they see in terms of R-rated movies and rock albums with lyrics guaranteed to cause parents fits of apoplexy. “Growing up” means giving up “babysish” pastimes like pretending to be a horse or a Martian, and adopting “adult” behaviors. That is why many adolescents so quickly learn to smoke, drink and swear.

We all remember the melodrama of high school, during which we went to great lengths to make our lives dramatic and interesting. We wrote these films better than, for example, films. My confession was greeted by stares of disbelief. I could almost got tossed into the waste basket because we were embarrassed by them. Obviously I was some sort of weirdo. When I asked them about their own such childish “nonsense,” I think I can vouch for the fact that we need not give up our imaginations to be realistic. In my next column, I mean to explore the value of imagination for adults as well as children.

We hung on to our rock and movie heroes, who invigorated our existence by living our fantasies for us—but basically, deprived of its daydreams, life became a drag. Adolescents seem to express boredom more often than anything else, and many of the seventh graders didn’t hesitate to tell me that they found school, and life in general, exceedingly dull. But where, I wonder, do we hang on to our rock and movie heroes, who invigorated our existence by living our fantasies for us—but basically, deprived of its daydreams, life became a drag. Adolescents seem to express boredom more often than anything else, and many of the seventh graders didn’t hesitate to tell me that they found school, and life in general, exceedingly dull. But where, I wonder, do these bored adolescents come from? Very young children are rarely bored, as any parent or babysitter can tell you. Adults, indeed, are hard-pressed to keep up with children’s curiosity about everything around them. But when these same children become adolescents, they are bored by all that used to fascinate them. Somehow they have gotten the message that being an adult means knowing all the answers and therefore, losing your sense of wonder. In such context there is little room for the adolescent to function well is question facts and focus on meanings. Talking about such things as “meaning” is rarely done on campus anymore. It is a squirrely sort of topic. There are no answers to it. There are correct answers at the bottom of a column of debits or credits. There is no way to measure progress in miles or orbits or moon landings. And yet, the questions that the liberal arts deal with never go away.

We surfaced again a few weeks ago when the shuttle exploded and we saw how fragile this thing we call life is. Part of the shock of that event was the realization that our technological sophistication cannot insulate us from the fundamental realities of life and death.

Sometimes our formidable technical achievements let us forget such underlying realities. Yet, as the Challenger tragedy showed, those facts form the backdrop of all we do. The strength of the liberal arts is their ability to ponder questions that have no easy answers, and when they stop asking them and instead focus on the “facts,” they fail in their mision. Facts are the least important of the liberal arts.

Thus, there is some irony in the fact that one of the first casualties of the thirty-year-old space program was a teacher because teachers are the people who are supposed to be able to hold their heads up high and say, “See, we practice the same rigor and objectivity as the space sciences. We, too, deal in facts.”

Sputnik VS. Shakespeare

When the space shuttle Challenger blew up on Jan. 28 with America’s first teacher-astronaut aboard, my thoughts went back to 1957. In that year, the Soviet Union launched its satellite into space, an event that sent shock waves through America. Sputnik’s impact was especially strong in education, and to “catch up” with the Russians the federal government began dumping huge amounts of money into science education.

It was not science of a pure sort that the government was after, however. They wanted science that would produce results, the quicker the better. The prestige sciences became those that were related to the space race, and the rest of the academic community went begging.

The humanities, which had been the backbone of education for some six or seven hundred years, suddenly began to develop a bad case of what neo-Freudian was called “physics envy.” And even the sciences, that other prong of the liberal arts, felt pressured to prove they were practical by turning out students who were, properly speaking, not scientists but technocrats.

No more was college a time to discuss ideas and concepts or to debate philosophies of life. Colleges became the intellectual training camps for the great Olympics in the sky. Meanwhile, here on Earth, subtle changes took place on campuses in the late ‘50s and early ‘60s. Literature professors began to worry that their students—when weighed in the balance against the derring-do of NASA’s race to the moon—were not, well, very important. After all, what sex appeal did a Spensian sonnet have compared to the fiery liquid oxygen blast of a mighty Titan rocket?

And thus, I think, the stage was set for a radical change in the way the liberal arts and sciences were taught. If my reading of history is correct, we attempted to make the study of art, literature and philosophy more “scientific” by teaching facts about these disciplines about as they teach them as methods of approaching life’s larger questions of meaning.

The humanities wanted to be able to hold their heads up high and say, “See, we practice the same rigor and objectivity as the space sciences. We, too, deal in facts.”

Thus in graduate school I was subjected to a computer analysis of The Old Man and The Sea which scientifically proved that Hemingway meant Santiago to be portrayed as a noble character. A five-year-old could have figured that out without a computer, but now we had to do it as a bona-fide fact backed by numbers. Some people thought it made the whole interpretation business an anachronism.

Never mind that the liberal arts—when they are functioning as they ought to function—are not intended to deal in facts. What they do when they function well is question facts and focus on meanings. Talking about such things as “meaning” is rarely done on campus anymore. It is a squirrely sort of topic. There are no answers to it. There are correct answers at the bottom of a column of debits or credits. There is no way to measure progress in miles or orbits or moon landings. And yet, the questions that the liberal arts deal with never go away.

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Thus, there is some irony in the fact that one of the first casualties of the thirty-year-old space program was a teacher because teachers are the very ones who should raise the questions that the explosion of the shuttle raised in us. Those of us who are left must continue to ask the questions that will not go away.

This is the third installment of a four-part series.

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Involved In Student Activities

An On-Campus Leader

KULeuven
The international exhibition Anne Frank in the World: 1929-1945 is coming to the metropolitan Detroit area from Feb. 23-April 16, 1986.

The exhibit, which opened simultaneously in New York, Amsterdam and Frankfurt on June 12, 1985, the anniversary of Anne Frank’s birthday, will be shown successively at the Jewish Community Center of Metropolitan Detroit, the University of Michigan-Dearborn and the Detroit Historical Museum.

The exhibit reminds us of the precious value of human rights and the dangers posed to an entire society by the denial of those rights to any of its members. It challenges us to answer the question: Could Anne Frank have counted on our help if she had been our neighbor?

This major exhibition has been made possible through the generous sponsorship of Burroughs Corporation, Comerica, Inc., Jewish Welfare Federation/United Jewish Charities and Michigan Bell.

See ANNE, Page 7
13th Jazz Festival—Things improve with age

By Laura Culbertson

If all the upcoming weekends at Aquinas are looking dull and boring, and if you never seem to have anything different to do, mark your calendar for the first and second of March, and plan on attending an extravaganza that, like all good things, improves with age.

On March 1 and 2 Aquinas College will host its 13th annual Jazz Festival, a weekend filled with a lot of fun, food and jazz. This year should prove as exciting as past years with new changes in initial setup and the program itself.

Bands from various colleges and universities make their presence and talent known on the Fieldhouse stages, spouting forth a never ending stream of jazz. Attending institutions include Central Michigan University, Michigan State University, Western Michigan, Michigan Technological University, Northern Michigan and Ohio State, to name just a few.

Also new to the format will be the Saturday afternoon segment which will feature various ensembles from various colleges and universities. Don Shelton will critique each group, offering suggestions to better performances. Although the festival is not of a competitive nature, awards will be given in several categories, including best rhythm section, best student composer/arranger, best wind section, best section and best vocalist. A panel of judges will determine winners Sunday night.

Vocalist/Instrumentalist Don Shelton, after everyone has performed. Our clinician/performers this year include the versatile vocalist and instrumentalist Don Shelton and a very talented young drummer, Terri-Lyne Carrington.

Don Shelton began his training as a classical clarinetist and majored in instrumental performance at UCLA. He was part of a prominent male jazz quartet, the Hi-Lo’s. Five years later he joined a group known as “The J’s with Jamie.” Shelton currently plays woodwinds with the Ears, a Chicago-based group. His clinic will begin Saturday around 5 p.m., and he will perform Saturday night with the Aquinas Afternoon Jazz Ensemble and the Vocal Jazz Ensemble.

Carrington, a young drummer who writes some of her own music, has a diversity of musical tastes. She has proven herself an excellent and established drummer, not because she is a woman, but rather because she is a drummer both men and women can admire. Carrington will be giving her clinic Sunday afternoon around 5 p.m., and will be performing with the Aquinas Evening Jazz Band approximately 11 p.m. Sunday night.

Prices for the weekend are as follows: $3.50 for each afternoon, $5.00 for each evening, $6.50 for each full day and $12.00 for the weekend. Aquinas students, staff and faculty will be admitted for free with their ID’s, compliments of the Community Senate. The festival should begin around noon, and continue until about midnight.

Once again, if you want to be bored, take no note of this article, but what can it hurt to wander over to the Fieldhouse for an hour or so? If nothing else it gets you away from the homework assignments you’ve been avoiding a little longer, and you could consider it a “cultural experience.”

We still need workers, and those that work the setup on Friday night, or the tear-down on Sunday night will be reimbursed for their help. If you are interested please contact the music department at 459-8281, ext. 436, or call Laura at 454-4333.

New at the intersection in Eastown

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Live rock & roll bands play all your old favorites! Tuesday thru Saturday 9:30 p.m.-2 a.m.

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Drummer Terri-Lyne Carrington

Group seeks college talent

Tina Turner stopped over in Albuquerque, New Mexico, during the “Private Dancer Tour” to perform a fund-raising concert for the American Collegiate Talent Showcase. Monies raised will contribute to the 1986 ACTS program and scholarship fund.

ACTS, a nonprofit organization operated from the New Mexico State University, Las Cruces, is beginning its fifth year as the only nationwide talent competition that encourages, develops and helps prepare talented college students for a career in the entertainment industry. ACTS not only awards cash and scholarship prizes to its contestants, but also provides them with auditions, overseas tours, career direction, showcase opportunities, workshops and cash awards for songwriting and video production.

Last year’s ACTS National Finals were held at the University of Southern California in Los Angeles. First place winner Kiki Elkinson received over $3,000 in cash awards and her school, the California Institute of the Arts, also received a $3,000 unrestricted scholarship. ACTS has also provided Kiki and her band the opportunity to tour the college circuit, as she was selected for the prestigious Mainstage Showcase at the National Association of Campus Activities convention in Washington, D.C., Feb. 15-20, 1986.

In addition, as 1985’s top classical entrant, flutist Joyce Oakes, California Institute of the Arts, showcased at the annual Association of College, University and Community Arts Administrators convention, Dec. 12-21 in New York City.

Interested college students may enter ACTS by submitting an audio or video tape of their performing talent by April 15, 1986. All entry tapes are judged by top entertainment industry professionals. The finalists go on to perform at the live National Finals in Nashville’s Tennessee Performing Arts Center on Sept. 5, where they will compete for additional prizes and the title of “Top Collegiate Entertainer.”

See TALENT, Page 11
Life and times of St. Thomas Aquinas

By Mary Ellen MacDonald

Tuesday, Jan. 27, Aquinas celebrated the feast of St. Thomas Aquinas more visibally than in recent years. To show support for the College's patron saint and to encourage school unity, the students, faculty, staff and administra-tors were asked to wear red and white clothes or a red and white Aquinas emblem. Sister Mary Ann Barrett, director of Campus Ministry, put the request to the College community at Sunday's Mass. She said she planned the celebration "in response to no response."

Saint Thomas Aquinas (c1225-1274), was born in Roccasecca, Italy. His father was count of Aquino; his mother, countess of Theate. He began many years of education at 5 when his parents sent him to Monte Cassino, a Benedictine monastery.

At 19, Aquinas became a Dominican novice, much to the horror of his relatives. On his way to Paris, his brothers "kidnapped" him and spirited him away to San Giovanni, a family fortress. There, his family tried force, persuasion and degradation to turn him away from the Dominicans. One of the few results of this was that his brother became a nun.

After a year, he was released and continued on his way to Paris. There he was taught by St. Albert the Great, for whom Albertus Hall is named. As a student, Aquinas received the nickname "the dumb ox," because he was unusually silent. When Albert moved to Cologne, Aquinas followed.

In 1520, Aquinas became a priest. Several years later, he took a teaching position in Paris, where he began many of his great writings. "The most famous, the Summa Theologica, is the basis of Roman Catholic theology."

The motto of Aquinas College, "Non nisi te, Domine," was a quote of Aquinas'. Aquinas had a vision of Jesus, who praised him for his good works and great writings. When asked what reward Aquinas would like, he replied "Non nisi te, Domine," translated to "no one but you, my Lord."

College now celebrating Black History Month

By Mary Ellen MacDonald

Aquinas is celebrating Black History Month, February, with a week of activities.

Monday, Feb. 17, Mary Edmond, who was a student in Africa, spoke on race relations. Wednesday, Feb. 19, the Bethel Pentecostal Choir will be performing at 8:00 p.m. in the Loutit Room. To finish the week off, Terri Weekly will be speaking on civil rights. Weekly, a former president of the local NAACP, can be heard at 8:00 p.m. on Thursday, Feb. 20, in the Loutit Room. Ella Sims, minority student counselor, is hoping for a good response from the College community. This week was put together entirely by the students in the Minority Student Union.

There are also events going on around Grand Rapids during February to recognize Black History Month. The Grand Rapids Public Museum has a display put up to celebrate Black History Month and Calvin College will be sponsoring a Black History Week from Feb. 22 to 28.

Chris House sponsors Live-in

Christopher House college seminary, located just east of Aquinas College on Robinson Road, will host a "Live-In" Thursday and Friday, Feb. 20-21. The "Live-In" is open to all college-aged men who are interested in exploring the possibility of attending a Catholic seminary and deciding whether or not they have a vocation to the priesthood through a regular prayer life, community living, spiritual direction and apostolic work. Most of the students take their academic courses at Aquinas. During the "Live-In," participants will have an opportunity to experience the seminary community firsthand.

The "Live-In" begins with Mass at 4 p.m. on Thursday and ends around 3 p.m. on Friday. It is offered cost-free.

Anyone interested should contact the seminary at 458-5577 for further information and registration.

Christopher House was established in 1969 by the Diocese of Grand Rapids as a college seminary house of formation with a two-year program. It currently has a community of 13 students.
Aquinas offers both new, traditional Ireland trips

By Walter Bakes

Aquinas in Ireland is more available now than ever before. In addition to the traditional, semester-long program held every two years, a new program will be held for two weeks in summer 1986.

"This will appeal to students not able to go on the semester-long program," says Julie Early, director of the Ireland program. Participants will travel to Dublin, the west and the south of Ireland with tour leaders Dr. Bruce Early, music department chairperson and Dr. Andrew Jefchak, English Department Chair. Because of the leaders' backgrounds, the tour will concentrate on music and literature.

Tour participants will explore Dublin, visiting the Abbey Theater and Joyce's Tower. They will be part of a medieval castle banquet and attend a night at the races. Connemara, the Aran Isles and the Willie Clancy Music Festival are other tour high points.

Information on the tour, which runs from July 1 to July 17, is available from either Early or Jefchak, ext. 238 or 224, respectively.

This year is the 14th for the full-semester program in Ireland. Students for the traditional program stay in thatched-roof cottages in Tully Cross, County Galway, a rural location in the west.

The program will accommodate about 30 students and is led by Associate Professor-in-the-College Dr. Michael Williams and his wife, Mary Alice.

The semester program, held during the second semester of 1986-87, offers a full curriculum, with a focus on history and literature.

Opportunities for group and individual travel are built into the class schedule. Travel is also available during the two-week midterm break.

Early says the program is a great opportunity. Past participants have said its "the best thing I ever did, flat out," she said. "Especially alumni say its the best thing I ever did in college."

"It's absolutely beautiful," Early said of Ireland. "It's such an entirely different way of life...I missed it tremendously coming back."

A session to discuss details of the full-semester trip will be held Feb. 27 in Wege Lounge at 7 p.m. A guest speaker on Ireland will be present, and class offerings and price will be announced.

Early has a last piece of good news for students. "I'm trying very hard to keep it the same price as last year."
Hardy makes 2528; Destroys old state mark

By Michael Dean

Laray Hardy, Aquinas College's all-time scoring leader, became the State of Michigan scoring leader when he scored 31 points to lead the Saints to their third straight win, 85-76, against Grand Rapids Baptist.

The 5-9 senior from Muskegon broke the old record of 2,502 held by Jerry Neigh of Spring Arbor College when he scored on a short jumper in traffic in the lane with 9:05 left in the first half. The game was then stopped for a brief ceremony in which Hardy was presented a plaque from the College athletic department commemorating the milestone to a standing ovation from the packed bleachers on the east side. Hardy now has 2,528 points with three games remaining in the regular season.

In the game, the Comets led for most of the first half until a basket by Cory Branch with about 7:30 left gave Aquinas a lead they would never relinquish.

Baptist, down 38-31 at the half, scored the first four points of the second half to cut the lead to three. The Saints then opened up the lead to nine, but couldn't shake the guests. When center Joe Van Rosmalen fouled out with 6:11 to go and the Saints were charged with a technical foul for failing to replace him in the required 30 seconds, the Comets used that opportunity to cut the lead to 64-60. But that was as close as they were to get in the game, as Hardy scored the next five points to give Aquinas a 69-60 lead, and the Saints maintained that lead the rest of the way.

Four other players scored in double figures as Aquinas raised its record to 17-10. Darryl Martin scored 14, Van Rosmalen tallied 12 and Greg Moody and Branch added 10 each. Jim Eppink led Baptist (13-15) with 21 points despite battling the flu and Aquinas' front line before fouling out with 4:41 left. Scott O'Day scored 20, Bob Herich added 12 and Mike Angus had 10 points and...
11 rebounds.

The following is a list of records set by Hardy in the past two seasons:

1984-85

Most points: 882
Most field goals made: 342
Most field goals attempted: 601
Highest point average: 29.4 (882 points, 30 games)
Best field goal percentage: .569 (342 FG, 601 FGA)
Most free throws made: 192
Most free throws attempted: 232
Best free throw percentage: .853 (192 of 232)
Named to All-District 23 team
Honorable Mention NAIA All-American

Single-game records:
Best field goal percentage: .850 (17 of 20 at Alma, 12/1/84)
Most field goals made: 21 (at Michigan-Dearborn, 2/9/85, 27 FGA)
Most free throws made: 17 (at Olivet, 1/23/85, 18 FGA)
Career high of 48 points at Michigan-Dearborn 2/9/85

1985-86

Scored 2000th point against Albion at the Silverdome 12/11/85
Second highest game: 44 at Pontiac Silverdome against Albion 12/11/85 (set Silverdome record for most points in a college game)
Passed Denny Alexandre for men's scoring record and Kathy Grzegor­ski for all-time scoring record at home against Olivet 12/13/85
Recorded 400th assist at Michigan-Dearborn 2/7/86
Set single season assist record at Michigan-Dearborn 2/7/86; old record was 127 set by Kevin Johnson in 1984-85
Scored 2,500th point at home against GR Baptist 2/13/86
Broke Jerry Neigh's state career scoring record against GR Baptist 2/13/86
Scored 1000th career field goal against GR Baptist 2/13/86.

Above, right: Hardy drives past Baptist on his way to the Mich­igan collegiate scoring record.

Right: Laray shares a moment with his mother after the game while a photographer stalks the pair.
The Aquinas Saints men's basketball team saw its winning streak snapped at home, but went back on the road, started another streak and raised their record to 16-10.

The Saints, which had been making a habit out of cracking the century mark against Michigan-Dearborn, continued the practice with a 133-85 win on the Wolves' home court. The Saints tied the school record for most points in a game (set on Feb. 3, 1971 against Detroit College of Business in double overtime) in making it four wins in four games over U-M-D. Seven players, paced by Hardy's 23 and Darryl Martin's 22, scored in double figures. Sal Romasal led scorer 14. Branch had 14, Mike Wilson and Mike Dunlap 13 and Greg Moody added 10.

The following night at Orchard Lake St. Mary's, Aquinas came back from a 10-point deficit to shoot down the Saints, 103-86. Hardy and Moody made the way with 26 and 20 points respectively. Both players were perfect on eight free throws in that game. In the two games, Hardy was 11 for 11 and Moody was 12 for 12. Three other players scored in double figures in the contest, Wilson with 17, Branch with 13 and Van Rosmalen with 11. Moody took team rebound honors with 10.

WOMEN'S TEAM PASSES GRIELING STRUGGLE

The Saint women survived a grueling five-game stretch that included facing four of the leading women's teams in the NAIA and the NCAA, along with an unchallenged bout with the flu, to raise their record to 14-7.

Monday nights were not very good to Aquinas in this stretch. The Saints began a three-game road trip with a 78-54 loss at district leader Saginaw Valley Feb. 3. Anne Biermacher led Aquinas with 14 points; Alise Keiser added 12. Turnovers were fatal to the cause, as the Saints committed 36 giveaways.


Then the flu started to create havoc among the Saints, as several players were either sidelined or had to play with reduced efficiency. It did not seem to make much difference in the game at Hope Feb. 8, as Aquinas, on the strength of 28 points from Biermacher, trimmed the Dutch 83-61. Chris Pavloski added 16, Cheryl Dozier had 12 and Taylor 11.

Aquinas started a four-game home stand Feb. 10 against nationally-ranked Alma, and nothing will do to put its toll on the Saints, as they ran out of gas in a 61-48 loss to the Scots. Pavloski was the only player to reach double figures with 14.

Against Spring Arbor Feb. 12, which is just behind Aquinas for the second seed in the district, the Saints pulled away from a 30-28 halftime lead to take a 63-52 win and avenge an earlier defeat to the Cougars. Carpenter, who had to miss the Hope game, scored 16 points to lead the Saints. Support was also provided by the backcourt pair of Biermacher (12 points) and Pavloski (13 points).

INDOOR TRACK SEASON UNDERWAY

The 1986 Saint indoor track season began Jan. 31 at Spring Arbor and continued at home in the Tri-State Classic Feb. 8. Aquinas, thin in numbers (at least until the end of basketball season), finished fourth of four teams in both meets.

Neil Reilly has been the bright spot so far in the early going. He took first place in the shot put in both meets, taking the Spring Arbor meet with a throw of 60-5 to lead the conference. Reilly also won the 35-pound weight at home with a throw of 46-7 1/2. Dave Fray took second in the shot put twice and was third in the 35-pound event. Paul Judt took 10 points first place in the 110 high hurdles (46.7) and was third in the Tri-State Classic in 1:19.74.

Correction

We sincerely apologize for the following errors in the Feb. 5, 1986 Aquinas Times:

The Career Development Center was left out of the list of offices that moved from the Administration Building to the House of Studies.
The Senate's most grievous problem is lack of involvement, says Cassidy. He gives no specific solution to this.

Cassidy wants to get more campus organizations involved in event sponsorship, which he hopes will increase program turnout and let Senate better meet students' needs. He also wants to make students better aware of Senate and what it does.

The second candidate for chair is John Zagunis, a Brooklyn, Mich. junior. Zagunis lists his involvement as three years as Senator, membership on the Board of Trustees Student Development Subcommittee and the Academic Assembly Committee on Studies, the presidency of the alcohol awareness group BACCON and chairpersonship of the Senate Special Events Committee.

CANDIDATES FOR CHAIRPERSON

James Cassidy is a junior from St. Clair Shores. Some of the experience he lists are two years as a Senate member, one and a half years as student government treasurer, two years a budget committee member and membership in the Student Development Committee of the Board of Trustees.

He sees Senate as helping to "develop a sense of unity among the college community," and cites TGIS fest and student representation on college committees as examples.

Zagunis sees evidence that Senate has grown as a medium for sending and receiving information and from the Aquinas community, and wants to capitalize on this.

"I see the following year as a time in which active student opinion will gain enough force to change or implement new programs to benefit the entire college community," he says. "Members of the Senate should be seen as the messengers of this voice."

Changes Zagunis says he'd work on if elected include changing Senate's image by involving more students in planning. He also wants to better spread information on events and get more student input.

Zagunis sums up his reasons for running by saying, "I want to see our students enthusiastic about their school, about the future and about the active role they play in creating the future."

CANDIDATES FOR VICE CHAIRPERSON

Mark Govaere is an Armada sophomore and a two-year Senate member. He has been chairperson of the Rules and Review and Academic Affairs committees.

Senate's purpose, says Govaere, "is to serve as the voice of the students," as well as to provide information on policies of the College. He says that entertaining is part of Senate's goal of "supporting and providing community interaction."

Lack of communication from Senate is a problem Govaere sees, saying that Senate has to "get across to the students specifically what we want to do, and in what direction we're heading."

He wants input as well: "we have to know what the students want and we have to follow through with that input as closely as possible."

Specifically, Govaere says that randomly questioning students on a one-to-one basis may be a way to find out what they want and what Senate's weaknesses are.

Govaere cites filling the needs of commuter students as a major concern. He (Senate) should offer activities better suited to their life styles..."

Govaere says that he's running for vice chairperson, "because I believe that through my past experience on the Senate, that I can make a difference."

Senate, says Angel White, sophomore from Woodridge, Ill., "should not be seen as power hungry, but as a reflection of the power of the students."

White's qualifications include two years as senator, which she says makes her sympathetic to committees' needs and problems. White says that she is "not only aware of the duties...involved with this position," but is "willing to fulfill these duties and give the time needed."

White sees Senate as a perfect route for student to show their creativity and uniqueness. She says TGIS fest is an example of expression and wants more such events, with bigger turnouts.

White wants to improve Senate with increased membership and better student participation at events. Educating students about the Senate is one way she sees of gaining members and support.

"Basically I'm running for vice chair," she says, "because this position deals with issues that concern me. I'd put it briefly, I care, so I get involved."

Talent from Page 5
For more information on how you can be a part of the 1986 ACTS program, call toll free: 1-800-448-ACTS (N.M. residents call 646-4413) or write ACTS, Box 3 ACT, New Mexico State University, Las Cruces, NM 88003.

Aquinas Times photo by ED ROE

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Aquinas Times photo by ED ROE
what we’re here for
Brian Younker

Reviews:
The Residents—The Vic Theatre, Chicago; Feb. 7, 1986

Can you remember the feeling you felt the first time you went to the circus? Or the first time you fell off a bike? Or the first time you were shot in the head with an arrow? You can file The Residents’ performance together with these memorable and character-building experiences.

The show started and ended with The Residents wearing their now-infamous eyeball helmets. The sad tale was told about the fate of the stolen helmet and how it had severely altered the Resident who suffered the loss. His replacement helmet resembled a simian skull crossed with ET.

I was having so much fun that I forgot I was supposed to be reviewing the show. The performance was a mixture of ballet, vaudeville and what struck me as being a mystical Mardi Gras ritual. Visually The Residents created a high degree of intensity with a minimum of props and superbly choreographed dancing. Some of the props included several inflated featureless dogs with elongated necks which the two dancers arranged in a variety of ways on either side of The Residents. Also employed were two see-through illuminated female manikins wearing black negligees. Another baffling element were the wings that resembled air mattresses that one of the dancers whipped around. The stage lights were kept to a dim yellow-white while they were used. Most of the lighting was furnished by a person holding two lights at the foot of the stage.

Many of the selections The Residents played were unfamiliar to this reviewer. Exceptions to this were “Semolina.” “Constantinople” and “Hello Skinny.” Snakefinger added some interesting guitar work (and some uninteresting guitar work, too) throughout the show. The Residents maintained their anonymity which they’ve built up since the early ’70s. On their recent album, The Big Bubble, however, the picture on the front cover is supposedly them. This is disappointing if true.

I highly recommend The Residents albums and The Residents’ 13th Anniversary Tour with Snakefinger. And remember: The Residents are not for everybody; The Residents are everybody. This is good, clean absurdist fun.

Grace Jones—Slave to the Rhythm

This is as good an album as Nightclubbing and after Jones’ last album, Living My Life, which I found to be uninteresting, Slave to the Rhythm comes as a pleasant surprise.

This record could be interpreted as the crowning achievement of the Queen of Narcissism, but that’s not really accurate. She merely takes the Warhol concept of the image being as important as the product to extremes. Slave to the Rhythm is presented as a biography of Grace Jones produced by Trevor Horn (Mr. ZTT Records, Art of Noise and producer of Frankie Goes to Hollywood, etc.) and assisted by S.J. Lipson. Between the songs are interviews with Grace by Paul Morely (seriously) and Paul Cooke (jovially). Trevor Horn’s art/disco production is well suited for Grace Jones—literally, the dancers whirled around in. The stage lights were kept to a dim yellow-white while they were used. Most of the lighting was furnished by a person holding two lights at the foot of the stage.

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