Opposition to Tuition Hike Growing

by Don Laub

The threat of a tuition hike at Baruch College and all CUNY schools intensified this week when City University Chancellor Robert Kibbee said a tuition hike appears likely.

Mayor Koch and Governor Carey both called for increases of at least $100 earlier in the year. This increase will make up for a $5 million slash in the budgets of the city's community colleges.

The Chairman of the Board of Higher Education, Harold M. Jacobs, feels the increase will be approved by the Board. "I'm opposed to it," Jacobs said.

"Many people are opposed to it. But if the mayor takes off $5 million, we'll be forced to raise tuition."

A $100 increase in CUNY tuition will put tuition for juniors and seniors over the $1000 per year mark. One Baruch student said, "barely financial aid would cover it. I have financial problems. I don't have a job now, and I'd have to scramble to find a job."

Another student, Rafael Mendoza, feels people in lower income brackets will receive increased TAP awards. He said it will affect people in the middle income bracket more. However, he added, "It will affect some people in lower income brackets too. Some people have too much pride to take financial aid."

In an effort to head off this tuition hike, over 4500 students converged on Albany last week, in March for a rally and demonstration. Various speakers addressed the crowd, among them Assemblyman Arthur Eve (D-Buffalo), deputy speaker of the Assembly, and a member of the legislative Black and Puerto Rican Caucus.

"Students are going to have to organize politically," Eve said. "You're going to have to participate in the political process, and studies that we've made of the Educational Opportunity Program (EOP) in the State University system show that less than 25 percent of the EOP SEEK are registered to vote."

"Now, the system responds to two forms of power," Eve continued, "economic and political. People understand that, by virtue of our numbers, sufficiently organized, mobilized, and prioritized, that we can make a difference, and that if we do that well, no one would ever consider raising tuition, but lowering it."

Leonard Shue, a CUNY University Student Senate vice president also addressed the crowd. "We are here to prevent the loss of 1500 students from CUNY. The 5000 of you who are here today are representing the thousands more who could not be here today. I'm speaking of the parents of SUNY and CUNY students, the people who will pay a tuition increase."

A study conducted by CUNY indicates that with a $100 increase in tuition, the university will, in fact, lose approximately 1,500 students. The study also says the TAP awards of students with the lowest incomes would be increased.

Charles Stuto, Day Session Student Government President, headed the group of Baruch students at the rally. Stuto said there was much talk in Albany about the rally. "The spirit was definitely there. Everyone was up there." According to Stuto, all the politicians that talked to the students opposed the tuition hike. However, Stuto said they would probably vote "as they see fit" once the large group of students left.

A rally will be held on May 11 at City Hall at 12 noon to protest the tuition hike. The Baruch Student Senate has organized the rally. Stuto urges all Baruch students to participate in this rally. He also urges everyone to 'register to vote, and vote so you let your legislators know you are out there.'

Stokely Carmichael at Baruch

by Edward E. Scott II

On April 26, the former Chairman of the Student Non-violent Coordinating Committee, Stokely Carmichael, spoke to approximately 300 students in room 4 North of the 23rd St. building.

Speaking extemporaneously, Mr. Carmichael outlined what he termed the "backward, reactionary, vicious, barbaric and inevitable doom of the capitalist system." Describing himself as a "conscious man," he stated that his first purpose in speaking at Baruch was "to fulfill (his) responsibility to humanity irrespective of the obstacles placed in (his) path."

As a second reason for his coming to Baruch, Mr. Carmichael stated that he, "wished to collect from among you (the Baruch students) the most conscious African students." Mr. Carmichael then proceeded to explain what he meant by African students.

"When I say African, that is must be understood, truth is independent of each and every one of us. Therefore, an African cannot know that they are African. This however, does not make them any nonetheless African."

He then said that he and his fellow workers, the members of the All Africans People's Revolutionary Party, were here to get "The most conscious African students and those who realize that they have a responsibility to help alleviate the suffering of the masses of their people. (Also), to get those who are not conscious and try to make them . . . more aware of their responsibility to humanity." His final reason for speaking at Baruch was, "To make you think."

Mr. Carmichael explained that making people think in a capitalist system was difficult because the system seeks to exploit the masses of the people. He further stated that in order for a man or woman to be able to think in a capitalist society, "They must every second of their lives be waging a relentless, ruthless, uncompromising struggle against the backward values of the capitalist system." According to Mr. Carmichael, the capitalist system is unjust since it allows one person to own the means of production in any given situation. He also stated that in this unjust system students play an important role. What is the role students play in the capitalist society?

"The capitalist system uses students worse than it uses soldiers because the job of a student within the society is to perpetuate and to justify the values and institutions of the given society. Therefore, the capitalist system will come to have the students justify the backward values of the society unconsciously."

On the issue of economic inequality in the capitalist society, Mr. Carmichael pointed to the rant on p.2 col.1
Stokely Carmichael

cont. from p. 1

principles in the American Constitution:

"The Capitalist system tells us that all of us are created equal, which we are. This one can't deny. But while all of us are created equal in the society, some of us are very, very, very, very, very, rich and the rest of us are very, very, very, very poor."

"Now to explain how some are very rich and some are very poor, what they tell us is that those who are rich, they have 'individual initiative'."

However, Mr. Carmichael explained that this idea was incorrect. He remarked that those who are richer than the rest of us, "have just stolen from us... (Capitalism) is an unjust, vicious system where those who labor do not enjoy the fruits of their labor. It must be overthrown."

He then outlined the three types of struggle he believed that the masses had to wage against the capitalist society. "We do not want you to think that the struggle against the capitalist society is an abstract struggle... the capitalist system is an unjust, vicious system."

"I have a responsibility to humanity... I understand the indivisibility of humanity... that injustice against any other human being. My responsibility doesn't even stop when I make this force that is perpetrating injustice against me stop perpetrating injustice against me. My responsibility to humanity is only fulfilled when I insure that this unjust force is perpetrating injustice against me will never ever again, under any condition, anywhere, anytime, perpetrate injustice against any other human being anywhere in the world. My responsibility is to overthrow the capitalist system so it will never mess with any other human being."

In conclusion, Mr. Carmichael stressed the importance of organization and the part it plays in accomplishing the liberation of the oppressed peoples of the world.

"Our people must be organized. The student has a crucial responsibility in helping organize the masses of our people. We ask that those who are conscious, that is to say, those who recognize that they must discipline themselves to the necessity of struggle and so come how to help build revolutionary mass socialist organizations for the masses of our people."

After extending an invitation to the audience to join the All African People's Party, Mr. Carmichael put forth a final question to the audience, "Are you helping organize your people? They are totally disorganized. They are oppressed because of disorganization. As long as we remain disorganized we will remain oppressed. I will live up to my responsibilities—The decision is up to you."

Mr. Carmichael is a native of Trinidad. He was raised in New York and Washington D.C. Mr. Carmichael is a graduate of Bronx High School of Science and Howard University. He came to national prominence in 1960 as one of the founders of SNCC as well as one of the members of the Lowndes County Freedom Organization, more commonly called the "Black Panther" party. Mr. Carmichael is also responsible for the introduction of the concept of "black power." He has also recently adopted a name, he feels to be more in line with his African heritage.

J.P. Stevens boycott gets campus support

By JEFF GORDON

Campus Digest News Service

At Princeton University a student protest against Stevens resulted in the university discontinuing purchases of its products. The boycotters also convinced administrators at Bates College, Harvard, the University of Pittsburgh, and Temple to cancel orders for Stevens products.

A similar attempt by students at Cornell failed. "We're going to notify all Ivy League Students convinced its administrators to vote a prospective boycott resolution at the J.P. Stevens shareholders meeting with its 3,000 shares of stock."

"The campus boycott is just one element in a much larger overall international boycott effort," reads the "Target Report." "Active campaigns to put pressure on the company come from religious, labor, political, social service, and even corporate constituencies throughout the country," it continues.

Carroll admits that building interest in the issue on a campus takes time. "Initially there are problems. It takes time to build support on a campus."

He feels the boycott is starting to have an effect on the company. "They've cut their prices all over the country," Carroll says. "Sales are up but profits are down."

J.P. Stevens, he says, is "dumping" its products on the market by making low-profit mass sales to institutions.

On one hand, Carroll says, the company claims it is not being hurt by the boycott. But on the other hand they closed a plant, laid off workers and blamed the closing on the boycott.

"The boycott is made difficult by the fact that only 35 percent of the J.P. Stevens are sold retail. They are sold as unfinished products to manufacturers. And the retail goods are sold under a variety of names."

J.P. Stevens retail products include Fine Arts, Tastemaker, Utica and L. Stevens.

THE LAw DEPARTMENT WILL AWARD—

1. THE MORTON WOLLMAN MEDAL IN LAW to the graduating senior of Baruch College who has attained the highest grades in the study of law; and

2. THE ANDREW J. COPPOLA PRIZE to the graduating senior of the Baruch School of Business and Public Administration who has applied for admission to a law school and has demonstrated both an outstanding ability in commercial law and potential for success in law school study.

ALL BARUCH COLLEGE GRADUATING SENIORS WHO HAVE COMPLETED AT LEAST THREE UNDERGRADUATE LAW COURSES AT BARUCH COLLEGE PRIOR TO THIS SEMESTER ARE INVITED TO APPLY.

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LAW DEPARTMENT, BARUCH COLLEGE
46 East 26th Street
Room 541, 5th floor

Forstman and Utica blankets.

Although labor unions have been pushing a boycott of J.P. Stevens products for over two years, only recently has the movement spread to college campuses.

Student activists at Princeton, Michigan State, Brandeis, Cornell, Indiana, the University of Pittsburgh, Notre Dame, Georgetown, Temple, Bates College, George Washington University and Harvard have all created a stir in protesting the labor practices of the J.P. Stevens Co.

"We've just finished what you could call our showdown crusade," says Gene Carroll, who is directing campus boycotts of Stevens for the Americanized Clothing and Textile Workers Union.

The reason for the boycott, urged by labor leaders, is the allegedly unfair and illegal practices of the J.P. Stevens Co. in combating union organization of its plants.

According to the "Target Report," written by union researchers, the J.P. Stevens Co. is the worst violator or workers' rights in the United States. The company has practiced blatant racist and sexist hiring, continued to enforce faith and safety regulations, and denied workers' right to unionize.

The report claims "According to most recent available data, the company pays its workers as much as 31 percent less than the average national wage for factory workers. . . . State and federal inspectors have found cotton dust levels in several of Stevens plants to be up to 12 times higher than standards recommended by the Occupational Health and Safety Administration."

J.P. Stevens often sends an official to a campus where a boycott is being organized to deny the charges made by union organizers.

When Carroll visits campuses, he investigates whether or not the university or college is buying products made by the J.P. Stevens Co.

He also talks with student leaders and attempts to stir up political support of the
by Mary Cunningham

At 3:30 p.m. on March 20, a man was found rifling through the desk drawers of the I.D. room, located in the Student Center building.

Luis Guerra, a security guard here at Baruch, was making his rounds of the building and discovered the intruder. I found the guy going through the drawers like he owned the place. When I asked what business he had there, he said he was looking for his I.D. card. I told him to wait for someone in charge to come down and asked him for some identification. The intruder then jumped up and after pushing Mr. Guerra ran out of the room and asked the student security person nearest the exit to the 17 Lexington Ave building if she had seen anyone run by. She replied, "No." He then ran upstairs hoping to find the man mingling with other students. He had no luck there either. He then realized there while the emergency doors are locked from the outside they are left open from the inside, and people can get out through them. Knowing the man was gone, Mr. Guerra called Peter Kiernan, a student who works at the I.D. room, and told him what happened. Mr. Kiernan immediately came down and opening the drawer discovered $90.00 in cash missing. The thief had left $25.00 in checks behind. A report was filed with the Security Office, located on the first floor of the 24 Street building, at 4 p.m.

Two weeks prior to this incident, a student had her purse stolen from her bag by a man who fits the description of the man who is thought to have robbed the I.D. room. He had recognized the man as a student who had been attending Baruch in the fall '78 semester. She believed he had been asked to leave the school because of trouble with other students. She has since seen the man in the building.

Mr. Guerra has two theories about the robber, "That guy, the way he's been operating here I believe he has inside help because he knows where to go, and what time to go at. He knows what to look for." That's a pretty dismal thought, Baruch students helping people rob their own school.

Mr. Guerra's second theory is that someone saw one of the guys working in the I.D. room place money in the drawer, and accidentally mentioned it in front of the wrong person.

Because the security guards do not have police authority, meaning they cannot arrest or detain someone just because they have reason to believe he was doing something illegal, it is difficult for them to charge people unless they commit the act right before the guard's eyes. Mr. Guerra could not know money was in those drawers and since he did not see the man take anything, all he could do was ask for some identification and then withhold the man for trespassing if he were not a Baruch student. Maybe what we need is security to be given more power to act in situations like the above, hopefully preventing more from occurring.

The intruder was described as black male, height 6'6", weight about 165-175 pounds. He has a thin face with long sideburns and a long goatee. He was wearing a black leather coat and sporting a short afro.

Let me make it clear this description is of a man believed to have committed these crimes and is not yet formally accused. No students making civilian arrests please.

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Colleges turn to major advertising campaigns to help attract students

Campus Digest News Service

High school students are traditionally bombarded with advertising by the armed services, technical schools, proprietary schools and a few struggling private colleges. The alternatives presented were not very attractive - unless you liked the Navy or building television sets at home.

But because of the predicted decline in college enrollment over the next thirty years, major public universities are beginning to use the once unheard of method of advertising campaigns as well.

Many colleges find that relying on reputation to attract students isn't good enough anymore.

Declining enrollment is particularly unaffordable in this era of Proposition 13 tax scares. The repercussions to the state coffers are getting tighter. Private colleges are naturally in even more trouble.

In the fear of declining enrollment which led the faculty of the City University of New York to make a major advertising push. According to Advertising Age, the City University of New York recently spent $100,000 on a 20-page ad supplement in the New York Times. The ad being made available virtually all high school upperclassmen in the New York area.

The Congress knows full well that if declines in enrollment continue, many of its members will be visiting the unemployment line. The PSC supplement highlighted efforts of the 18 CUNY campuses, some professors and course offerings. It was the first time the university advertised as a whole.

CUNY has been plagued by a sagging academic reputation as well as by the institution of tuition -- CUNY student age people, the 18-24, have more responsive to the increases in tuition and fees than they used to offer free classes.

Enrollment at CUNY has sunk from 265,000 to 190,000 since 1976.

Other schools which have stepped up advertising in the University of San Francisco, St. Johns University, Marymount College, Hofstra University, Western State College, Duke University, Case Western Reserve University, and New York University.

These schools and others hope that the decline of student age people, the 18-24-year-olds, affects lower level institutions of more traditionally, scholarly academic disciplines taught in the sake.

One group of private colleges seemingly immune to the financial crises is the women's colleges. They show increases in enrollment over the past few years and increases are projected for the future as well.

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**Fin-Eco Forum**

by Alonzo F. Cobb, Jr.

On April 5, 1979, Dr. Larry Chemerine, an economist with the I.B.M. Economic Research Department, spoke on the functions and responsibilities of economic forecasting in an industrial society.

Dr. Chemerine, a native of Brooklyn, is presently the manager of the economic research department at I.B.M. In July of this year, he will take over as the chief economist at Chase Econometrics Associates, Inc., an economic consulting firm.

The functions of the economic research department include making forecasts of the economic environment and its consequences for the firm, assisting and monitoring corporate planning, and refining the economic models used in forecasting.

The responsibilities of the economic research department include the setting of corporate objectives, the assessment of divisional plans with respect to sales volumes, the inflation outlook, industry forecasting, contingency plans, and the impact on the firm of changes in the international economy among others, the tracking of sales relative to the economy and the firm's competition, the tracking of wages to keep the firm competitive in the labor market, and economic analysis for measuring the cost of forecast errors, for manpower planning, and for advisory functions to the firm's various divisions, and supportive economic activities, including the development of demand models, salary models, and growth models.

Economic forecasts are based on econometric models, which are statistical techniques, primarily regression techniques, for predicting future activity. The economic research department runs models for the U.S. economy, major world trade countries, and I.B.M. product demand. The models for the U.S. and major trading nations include short term models—quarterly models—for forecasting two years ahead, long term models—annual models—for forecasting seven years ahead, and input output models for detecting trends in the economy. The product demand models are used for predicting demand for each of I.B.M.'s product lines and for tracking demand trends for the various products.

The reason for having short term and long term models boils down to two major considerations: The present state of the art makes it impossible to forecast accurately beyond two years; however, however, budgetary considerations require accurate forecasting. Some of I.B.M.'s planning, particularly for new products, require lead times of up to seven years; therefore, there is a need to have some idea of what the future holds, even if it isn't completely reliable. The major methods that I.B.M. use to eliminate much of the potential error in its planning are to totally track the forecasts, tracking down and weeding out errors, and to have extremely detailed planning, so that even small errors and incorrect assumptions can be detected immediately.

The major reason for using models is that there is the need for determining forecast accuracy, for evaluating alternative scenarios, for determining internal consistencies (those that are capable of duplication), for incorporating all development considerations, including such things as strikes and tax changes, for tracking down and eliminating errors, and for the speed with which new forecasts can be computed.

With the world's economy becoming more complex and less predictable, there will be a great demand for economists with a solid mathematical background, particularly in statistics and its subdivision econometrics. For those interested in the more theoretical areas of economics, mathematical economics is the route to follow. In any case, a solid mathematical background, beginning with calculus, is a prerequisite.

Those students interested in pursuing a career in finance or economics are welcome at all our FIN-ECO Forum meetings and we look forward to seeing you in the near future.

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**Backgammon Tournament**

by Steven A. Lis

On Friday, April 6, the Student Center Program Board held its third annual backgammon tournament in the Alley Lounge of the Student Center.

With the loan of backgammon sets from the 212 Community Center, and the sets that other students brought, everyone had a chance to play.

Among the competition were last semester's first and second prize winners: Robert Norman and Jenae Rubin. Robert had lost his title to this semester's third prize winner and Jenae was defeated by Gary Beckerman. Gary, who had lost to Jenae last semester, said that he didn't care if anyone else beat him as long as he beat Jenae.

Second, third, and prize winners this semester were won by David Hopkins, Howard Gold, and George Charlton respectively.

**Street Fair**

Baruch's third annual Street Fair is scheduled for Thursday, May 10, 1979. To make this year's Street Fair a success, we need the help of fellow Baruchians to assist with the following committees:

- **Stage Crew members**
- **Merchant Coordinator**
- **Decorating Committee**
- **Publicity Committee**
- **Food and Beverage Distributors**

Be a member of the team and receive a free T-shirt. Please leave your name and phone number with the secretary of student government, room 409 of Student Center.

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**United Cerebral Palsy's 6th Annual Bike-a-thon**

Sunday, May 6th

10:00 A.M., Central Park (72nd St. & 5th Ave.) and Staten Island (Midland Beach Promenade - Seaside Blvd. & Lincoln Ave.)

For details call: (212) 586-7700

Sponsored by Volkswagen

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**Prospective August Graduates Invited to Take Part in June Commencement Ceremonies**

Professor Norman W. Storer, Chief Marshal for Baruch's Eleventh Commencement, has announced that prospective August graduates will be invited to participate in the ceremonies on June 8th. The College has followed this policy since its first Commencement in 1969.

Those students who will be a few credits short of completing their degrees at the end of the Spring semester must have the required courses completed in time to complete the application to participate. Those who complete their degree requirements (and most of them do) will be formally listed as "Class of 1979" in the following year's program.

Instructions for participants, including details on the rental of caps and gowns and obtaining tickets for guests, will be sent out soon to all those who are eligible to take part in this year's Commencement. Questions regarding eligibility should be directed to the appropriate Office of Curricular Guidance.
Financial and Registration Dates

1979/80 financial aid forms are now available at the Financial Aid Office located at 155 East 24th Street, 2nd floor. Please bring your bursar receipt.

The original calendar had summer registration concluding on June 1st, which would have precluded evening registration. A Friday registration would also have prevented timely delivery of class rosters, etc. Therefore, the summer 1979 registration dates are being changed to:

Tuesday June 12th
Wednesday June 13th
Thursday June 14th

Summer classes will start as originally scheduled on June 18th.

PEPSI-COLA BICYCLE MARATHON

To all Baruch students who are interested in pedaling a bike for Baruch College. We are forming a group to ride on May 26th and May 27th in the bicycle marathon. All who are interested and would like more information, please get in touch with Tony Cortez, Rm. 318, 24th St. Bldg. or call 725-4433. All are invited: Teacher, Student and Baruch Personnel.

DATE: May 26th, 12 noon to May 27th 12 noon.
TIME: 10:00 A.M.
PLACE: 72nd Street off 5th Avenue

ADMISSION: Free
You do not have to ride for 24 hours. The 24 hours are for you to complete the distance you choose. You rest when you want, etc. Baruch's Goal 100 miles (it will not take 24 hours to complete). We are going to arrange a future date to meet before the race. Please get in touch with me as soon as possible. The more the merrier.

Bette Schwartz Personnel
475 5th Ave. • 686-7106
Accounting Clerk, Night, School Students with 9-12 credits
$200–$225

You are invited to an Introductory Program on Siddha Yoga and Meditation in Room 305 (3rd Floor). On Thursday, May 10th between 12-2:00, Swami Paramananda of The New York Ashram will speak and a special videotape will be shown.

Public Notices

Do You Wear GLASSES?

Here's an effective new eye-exercise program that can produce astonishing results in a very short time...

The Bettervision Eye Clinic is now offering a program of eye-exercises that can safely correct most cases of poor eyesight—so that glasses or contact lenses are no longer needed. Originally developed by Dr. William H. Bates of the New York Eye Hospital, this method has been widely used by the Armed Forces, schools, clinics, and thousands of private individuals, for the treatment of:

- nearsightedness
- farsightedness
- astigmatism
- middle-age sight

For many years it was thought that poor eyesight was just bad luck, or something you inherit from your parents. Scientists now know that most eye-sight problems are caused by accumulated stress and tension—which squeeze the eyeball out of shape, and affect the muscles that do the focusing. The result is the eye cannot form a clear image, and the world appears to be blurry. In people over 40, the natural aging process is also an important factor.

No matter what your eyesight problem the Bates Method can help you. It is a health care program, and will benefit everyone who follows it—children, adults, and seniors. It is important to understand that glasses do not cure a visual problem. They are simply a compensating device—like crutches. In fact, glasses usually make the condition worse. Because they make the eyes weak and lazy, a minor problem often develops into a lifetime of wearing glasses.

The Bates Method corrects poor eyesight by strengthening the eye-muscles and relaxing the eyeball. You do simple exercises that increase your focusing power, eliminate strain, and bring your eyesight back to normal. Because the Bates Method deals with the basic cause of your eyesight problem, you can expect to see a definite improvement in as little as 1 or 2 weeks. Even if you have worn glasses all your life—things will become clearer and sharper, and you will have flashes of good vision...as you go through the program, these flashes become longer and more frequent, gradually blending into permanent better vision—at which point the exercises are no longer necessary.

We usually find that people whose eyesight is not too bad can return to 20/20 vision in about a month. Even if your eyesight is really poor, within 2 to 3 months you should be able to put away your glasses, once and for all.

The Bates Method can correct your vision in as little as 1–3 weeks. Recovery can take a little longer, but it is fully guaranteed and there's nothing more to buy.

By following this program, you will soon be able to see clearly without glasses. It's up to you. Ordering the Bates Method can be one of the best decisions you ever made. So don't waste any more time—before you get sidetracked and forget. Fill out the order coupon, attach your check for $9.95 plus $1 for postage and handling, and mail it to us today!

If you have any questions regarding this program, please call us at (415) 783-8699. Our qualified operator will be glad to help you.

The Bates Method can mark a turning point in your life—better eyesight without glasses or contact lenses. The program is guaranteed. Try it for 30 days, and if you're not fully satisfied, return it for an immediate refund.

Betttervision Eye Clinic
Pacific Building
16th & Jefferson, Oakland 94612
Allow 1 to 2 weeks for delivery.
CA residents add 6.5% sales tax.

Aldous Huxley—Nobel Author
"My vision was getting steadily worse, even with greatly strengthened glasses. To my dismay I realized I was going blind. On the advice of my doctor decided to try the Bates Method. There was an immediate improvement. After only 2 months I was able to read clearly without glasses. Better still, the cataract which had covered part of one eye for over 16 years was beginning to clear up."

Rev. Frederick A. Milos, M.S.
"By following the simple exercises given in this program, I have completely recovered my vision. Now I can read for long periods without my glasses."

Ron Moore—Technician
"I originally went to the Clinic to deliver some equipment—and ended up trying their eye-exercise program. I am nearsighted, and have worn glasses for 15 yrs. In just 3 weeks after starting the program, my vision has improved to the point where I can now drive, do business, and watch T.V.—all without my glasses!"

This program has been specially designed for the individual to exercise at home. Written in simple non-technical language, it tells you exactly what you need to do to regain natural healthy vision in just a few minutes a day. Full detailed complete step-by-step instructions, plus special charts and displays to ensure proper understanding. The Bates treatment method is fully guaranteed and there's nothing more to buy.

The Bates Method can mark a turning point in your life—better eyesight without glasses or contact lenses. The program is guaranteed. Try it for 30 days, and if you're not fully satisfied, return it for an immediate refund.

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Allow 1 to 2 weeks for delivery.
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Women’s Voices: Birth Control

by April Danzey

Unlike forty years ago, there are several methods of birth control available to men and women today. There are no longer legal restrictions against women and women under the age of majority from obtaining contraceptives. There are clinics all over the country, many of which offer their services for free or for flexible prices. In this column, I will examine the methods available. In the next issue, I will look at a modern birth control clinic.

There are different kinds of birth control systems. They serve to block one or several of the reproductive processes in various ways. There are about six different ways to prevent impregnation:

1. Avoiding intercourse during those periods when an egg may be fertilized (abstinence).
2. Keeping sperm from entering the vagina entirely (condom).
3. Keeping sperm from entering by means of a chemical or mechanical barrier and uniting with the egg in the uterus (diaphragm).
4. Stopping ovulation (birth control pills).
5. Preventing implantation of the egg in the uterine wall (I.U.D.).
6. Preventing ovulation (birth control tablets).

There are no side effects to the barrier methods. But abstinence and the pill require an emotional commitment to their use. A sexually active woman must find another way to protect herself from getting pregnant.

One of the first methods that was available was the prolyphactic, or condom. It is an external control. It is the only one that protects the wearer from venereal disease. Condoms are usually made of very thin, yet strong rubber and fits over the length of an erect penis. Many have a reservoir tip at the end to collect any ejaculated semen and so prevent the condom from bursting. If it does not have this feature, the man must leave some room at the end of the force of the ejaculation can break the condom. Used alone, the condom is about 90 percent effective. It is strongly suggested for use in conjunction with a vaginal suppository, cream, jelly, or foam. These are chemical spermicides that kill any sperm that accidentally escape from the condom. They are cheap, easy to get, and have no chemical side effects. And they’re held in the vagina by an inserted cervical cap or diaphragm.

The disadvantages of using a “rubber” is that the man must use a new one each time he repeats sex act and must put one on before entering the woman.

The diaphragm is a rubber ring that fits over the cervical opening and keeps sperm from entering the uterus and uniting with the egg. The soft rubber dome holds a small amount of spermicidal cream or jelly against the cervix which kills the sperm. The diaphragm is fitted so that any sperm surviving the spermicidal cream cannot get by. Each diaphragm is fitted individually after a pelvic examination. If the diaphragm fits properly, the wearer does not even feel it. And almost every woman can use it. It is approximately 90 percent effective when among women who use it every time they have sex, provided it is used properly. It also is completely hidden, but it is not ideal if a woman does not have sex frequently. It can be inserted as late as four hours in advance of intercourse, if the couple does not want it to interrupt the flow of love-making.

One of the most widely used forms of contraception is the birth control pill. It is a chemical mix of the hormones estrogen and progestin. Through a complicated process, the pill “tricks” a woman’s body into thinking it’s pregnant. This way no eggs are released from the ovary. A woman takes a pill a day for 21 days. After she takes the 21st pill, she stops for seven days and has a menstrual period. Many women find that their flow is lighter and shorter and they do not experience severe cramps. It is 99 percent effective, if they use the pill regularly and do not miss taking their pill for two days or more. The diaphragm and the pill will be effective at all if a woman does not take them properly.

There is controversy raging over the pill and the I.U.D. To date, there is no evidence that proves that a woman got cancer exclusively from taking the pill. If the woman has latent cancer cells already in her body, the pill may activate those cells. Because of this, many doctors and clinics do a complete medical history. If a woman has a history of cancer in her family, her doctor may suggest an alternate form of contraception.

I.U.D.s, or intra-uterine device, come in many shapes and sizes. The I.U.D. is inserted into the uterus, usually during a woman’s period when the cervical opening is enlarged, by a physician or family planning nurse practitioner. They are made of various materials, safely placed, but have been made from steel, copper, and brass wrapped in silk. About 60 percent of all women who have I.U.D.s are dissatisfied with the device. The I.U.D. is the only birth control system that is permanent. It is an ideal if a woman has frequent vaginal infections, is allergic to spermicidal side effects or is common with I.U.D.s. Many women suffer from bleeding, strong cramps, and irregular flow. However, the I.U.D. is 97 percent effective and does not cause cancer in any way. For the 50-75 percent of the women who find the device an effective method of birth control, it can’t be beat. An I.U.D. is inexpensive, a hidden method of birth control, but requires a woman to check for her strings periodically.

Tubal ligation is a surgical process where a section of the Fallopian tube is removed and then the doctor ties the end of the severed tube. This procedure is a permanent method of birth control and may result in about a four day stay in the hospital. A newer method called the laparoscopes is being shortening the time spent in the hospital and the expense of voluntary sterilization. In this technique, two small incisions are made through the tubes which the surgeon cauterizes closed. This technique is even being used on an outpatient basis or only requires a day’s stay at the hospital. This process is permanent and is a major step for a woman. It inures 100 percent effectiveness, but a woman should carefully consider her alternatives before leaving the operation.

Clearly, a woman has many options when considering birth control. Next week, I will discuss where these methods are available and how to get them.

Military Leaders Call Resumption of Draft

By JEFF GORDON
Campus Digest News Service

The Army, Air Force, Navy and Marines are spending a lot of money on slick recruiting campaigns, but they are not finding enough takers to make them happy. Last year, top military leaders were calling for the resumption of the military draft. As the Senate Armed Forces committee took testimony in past weeks concerning the draft, some conflict between opponents and proponents of the selective service has heated up.

College students have offered some of the most fervent opposition to the draft. A coalition of anti-draft organizations called Students for a Libertarian Society has been in Washington D.C. lobbying against the draft. The group numbers from over 100 colleges and high schools. Group chairman is Sam Waxman of The Washington Post that the draft is reminiscent of life in Nazi Germany under Adolf Hitler.

There, Palmer told the Post, the soldier must “go out and serve the state with a rifle, you served it with a shovel.”

Still, some leaders feel the draft is necessary to bolster the military forces. Chief of Staff, Gen. Thomas H. B. Hodge, Jr., the Army Secretary, told the Post “To enact a draft, I believe, would be unnecessary, unfair, and counterproductive to the best interests of the Army.”

Other opponents of the draft include Lew Allen, Jr., the Air Force chief of staff and Thomas B. Hayward, the chief of naval operations.

Chief of Staff Bernard W. Rogers was quoted in The Washington Post that the draft lacks of the draft, proposed a less stringent draft than some of his colleagues.

Rogers calls for the drafting of up 100,000 men a year and giving them six months of active training. The Army would then be placed in the Army’s ready reserve, which has been depleted.

He predicted that an Army draft would encourage men to join the reserves. In the reserves, there is little discipline—so the Armed Services would benefit as a whole.

The Army, in particular, faces serious morale and discipline problems in Europe, where a large percentage of Army troops are stationed. Troops are finding it difficult to live on their salaries.

“Since a journalist cannot work without the intellectual processes, the only way this aspect of the editorial process can be chilled is by a journalist ceasing to work altogether.”

Opinions Matter

Campus Digest News Service

Journalists will have to be careful about their opinions they express while they work on a story—because those opinions may come back to haunt the journalist during a libel case.

In a landmark ruling, the federal court voted 8-3 to force libel defendants to disclose the opinions and how to get them.
Career Forecast's: New Directions

by Gina Pera

When a job market forecast hits the headlines, it tends to seem as black-and-white as the page it's printed on. New lawyers face a long, hard search, the news reports declare. A dozen applicants appear for every job in journalism — and computer science is the sure-fire ticket to secure employment. Meanwhile, teachers haven't got a chance.

In reality, the employment picture isn't quite that simple. Within every field, job growth and job churns exist side by side. If you have a strong yen for a field that looks tight, the solution isn't abandonment in despair for a different career, but rather to locate the key growth area in that field and go for it. Sure, new entries are being wiped out by fast-approaching technical advances, but others will enjoy more growth than ever.

On the other hand, if you're headed for a career that's losing steam, you need to think about future trends. Find out which jobs in the field may not hold steady in the near future. Some computer programs that are now widespread will be phased out by fast-approaching technical advances, while others will enjoy more growth than ever.

Of course, it's impossible to predict exactly what will happen, but teachers, journals and professional associations can offer some indication about future trends. It pays to seek them out and keep yourself thoroughly posted. Moreover, it's a good idea to keep an eye on the headlines and find out what the official job forecasters have to say about specific jobs in your field. The federal Bureau of Labor Statistics produces a number of publications that can be helpful guides. Many are available in your campus placement library. (1)

The following is an overview of the trends, growth areas and industries that forecasters have observed in eight major career fields:

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**SOCIAL SERVICES**

New Market for Lawyers

Relief may be at hand for the current bumper crop of law school graduates. Law school admissions have tripled since 1961, and this year more than 25,000 law graduates will compete for jobs. But two big changes in the legal field are likely to increase demand for lawyers. First, with the growth of automation, more and more lawyers' jobs can function with less human intervention. Second, the public is increasingly demanding a more personal touch from their lawyers. As a result, demand for specialized legal services is expected to grow faster than the general legal market. (1)

**SYSTEMS ANALYST**

$20,000-$25,000 X

Majority work for manufacturing firms, banks, insurance companies, and data processing service organizations in urban areas of the Midwest and Northeast.

**URBAN PLANNER**

$11,000-$14,000 G

Many employed by city, county or regional planning agencies. State and federal departments of housing, transportation, and environmental protection employ a growing number.

**WHOLESALE TRADE**

Jobs are available in every area, but sales workers located in rural areas are few and far between.
Editorial
Eviction Notice to Students

Once again, students have been misled by their peers and administrators through the use of the Student Center Survey. The survey was to a certain extent an accurate account of student wishes concerning the use of the student center space. However, the survey refrained from asking students their opinion on the amount and use of lounge space within the college. This serious omission leaves a questionable aura on the validity of the survey when using it to express student views on lounge space.

Yet, this survey is the evidence presented by Director of Student Center Operation Carl Aylman, when his proposal for the reallocating of Student Center space and the relocating of student government and the student media offices, to create more open lounges for all students. This is an excellent idea for the student body. The problem is that he does not suggest any solutions as to where the club offices will go after being kicked out. In addition, a college administrator cannot justifiably force the student government and media to leave their office. The obvious defense will be that the proposal was discussed earlier.

In reality, student government and the papers were merely told that during the summer the walls of their office would be knocked down. We were only allowed the opportunity to comment on the proposal but not permitted at any time to have input into the final decision on the proposal.

The question that arises is the justification of the administrators to forcefully vacate the offices of the major student organizations without proper discussions and input from the organizations themselves.

The Student Center Survey never questioned the students whether or not the newspapers and student government should be forced out of their offices. True, the survey did ask the students whether clubs offices should be moved out to make more lounge space, to which the students answered yes. But does that automatically imply that major student body organizations should also be moved out without any student body input? The obvious answer to the question is NO. Administrators should start to truly listen to student ideas and not just give us childish lip service. STUDENTS must pay for the operation of the student center, so our wishes should be heard and accepted.

CORRECTION

To Mr. Fred Johnson, President of The Club New York, I would like to extend an apology. Mr. Johnson was incorrectly identified as Kenny Johnson in an article in the April 10th issue, titled "Club New York Comes to Baruch." Anthony Wells
The Tutorial Dilemma

by Dennis Eddington

The tutorial program at Baruch College was designed to help and to improve the writing skills of students who were inadequately prepared to meet the scholastic requirements on the proficiency test administered by the college in the beginning of the semester. However, these tutorial programs, according to a large number of students, proved to be quite unsuccessful in their attempt to eliminate the writing problems of most Baruch students. There are several reasons for the tutorial dilemma. First, the teachers that are assigned to tutorial classes seem to lack even the basics of English grammar. Secondly, students do not take tutorial classes seriously and they do not attend classes on a regular basis. Thirdly, students feel that they waste valuable time and seek private tutors to alleviate their problems. Last, there is no specific curriculum that tutorial classes follow, they just meet a set from day to day. As long as these problems continue to remain the tutorial program at Baruch College seem altogether dubious.

Most of the teachers that are assigned to tutorial classes are inadequate and are unable to present or teach the English language. They do not know where to start or how. When tutors are confronted with a student’s problem they tend to avoid answering it by the use of rhetoric. Others, try to explain the problem in such a unique manner that they leave the student more confused; and out of this confusion comes box frustration. As a result the students reject the class, ignore the teacher, and insist on never returning.

The tutorial program attempts to make a serious effort to improve a student’s ability to write and communicate his/her ideas the way he/she would want them to be presented. Nevertheless, for this to be accomplished there must be an overall effort made by the teacher to make him/herself available to the students. More often than not, the teacher has to be a serious individual who shows up promptly. As an end result he/she would be in the respect of his/her students and be assured that they will perform at their peak.

Students who are enrolled in the tutorial programs feel as though they have been cheated. Not because they were not given as much as much help as they needed, mainly because they have been the victims of an educational system that leads them to believe that they must be independent of the college to meet college standards. Students find it very difficult to have completed high school without even receiving the basics of English grammar. Despite the previous convictions, students are again faced with this academic mismatch. However, this time it is not the high school but the college. A college requires that a student be able to complete college level work when he/she is admitted to attend college. Nevertheless, if he/she is not performing at a college level, programs are set up to help one understand and acquire added proficiency that is needed.

Yet, like high school, another inadequacy is present, “the teacher.” Thus, the student becomes aware that if progress is to be made to alleviate his/her academic dilemma then the solution must come from outside the school system through some form of private tutoring in his/her major weakness.

The tutorial curriculum at Baruch has not proven to be as successful as many thought. This problem, because tutorial teachers are not looked upon by the department as being highly skilled or professional individuals and therefore do not have a curriculum to follow. They simply wander day to day with little ideas as to what should be done next. In order for the tutorial program at Baruch College to be successful, there must be some sort of modification made between the department and the hired tutorial teachers. Then perhaps the problems that most Baruch students have can be erased from the documentation which imprison them from a class called “tutorial.”

The Tutorial Dilemma

by Miles A. Hintzen

Prostitution is defined in any dictionary as “the business of oneself for sexual intercourse”.

Although this hiring of oneself is as old as history itself and has been seen as an integral part of almost every civilization, modern day societies cannot adopt the same perspectives to fit into the present social phenomenon, as has been the case in past generations.

The social and moral fabric of our present societies has undergone tremendous reforms and revolutions to set standards concerning what may today be accepted as an essential aspect of man’s existence may have been in the past identical with the present and constitute such standards as in those times, prostitution and intercourse were such complete and thorough revamping of ideas and approaches as in the social issues of crime, the family, religion, sex and course, prostitution. Thus, we must first of all, appreciate the fact that our approach to this very controversial and omnipresent problem of society must be made within the context of contemporary values, ideas and attitudes. One of the role of the prostitute in human existence? Is there any useful function which the prostitute performs? One can say that the primary role of the prostitute is to foster satisfaction of sexual desires. Sexual urge is an essential characteristic of human nature and such demands fulfillment by one man or another. But is fulfillment through a prostitute the most desirable and accepted means?

Many argue that it is not only desirable but also essential. After all, they say, without prostitutes to satisfy their sexual desires, many men would resort to raping as an outlet. Then there is also the argument that not all men can afford marriage with its financial and other commitments. Therefore, they cannot seek intercourse through marriage, but through the professional services of the “call-girl.”

Then there are those who feel that it is a crime to indulge in intercourse with the “decent” young ladies who they know and associate with: Rather than destroy and rample the virginity of these young ladies, they prefer to be appeased by the ever-favoring prostitute. It is true that the bar of services do not bring about any emotional trauma or involvement, which may be more evident in a sexual relationship between lovers.

Judging from what was discussed we can see that there are countless arguments in favor of prostitution. There is also the economic justification proposed by those who suggest that this profession is the only one available for many women with poor educational and financial backgrounds who must, like everyone else, earn a living.

Even if it may be justifiable in certain circumstances, it certainly NOT DESIRABLE! I am not to satisfy themselves, they prefer to go about by the ever-favoring prostitute. It is true that the bar of services do not bring about any emotional trauma or involvement, which may be more evident in a sexual relationship between lovers.

Judging from what was discussed we can see that there are countless arguments in favor of prostitution. There is also the economic justification proposed by those who suggest that the profession is the only one available for many women with poor educational and financial backgrounds who must, like everyone else, earn a living.

However, let us return to the earlier—arguments—on the favorable side of the issue at hand. It was mentioned that some believe that the prostitute is a haven for the poor and prostituted, with the ability to afford marriage financially and emotionally and yet are imbued, as it is natural, with fierce sexual desires that need to be sublimated? There must be an outlet in some form. But then the prostitute, as was pointed out, poses the ever-present threat of so many medical and social misdeemors, enough to justify the assumption of a negative attitude to being involved with one. Here we have an alarming paradox—so alarming that prostitution still manage to thrive despite the danger of venereal disease which overhangs their livelihood, and from which some desperate women try to protect themselves.

Prostitution and Modern Society

by Professor James Pillinger

In the issue of March 13, 1979, the Reporter carried an article on page 5 by Winsome R. Henry, entitled “A Question of Funding—Who Will Pay Sentry’s Bills?” I pose as a counterquestion “who authorized Sentry to incur the bills?”

In its issue of March 14, 1979, the Sentry front page had a lead article entitled “Death.” To paraphrase Mark Twain, Sentry’s self-proclamation of its demise is somewhat premature.

I write as a member of the Board of Directors of the Student and M. Baruch College Association, Inc., the guardians of the funds of the students of Baruch College.

We are a not-for-profit corporation organized under the laws of the State of New York for such purpose. Our primary task is to see that such funds are not misappropriated through squandering, fraud and the like. The Board consists of student, faculty and administrative personnel. An obligation of the Board is to pass upon prospective organizational bodies having jurisdiction over the various clubs and other student organizations. At the last meeting of the Board, a budget proposal was submitted by the Day Session Student Government containing an allocation for Sentry of approximately $7,000. However, there was also presented to the Board conflicting information assumedly emanating from Mr. Dalo Chin, Treasurer of DSSG, and Mr. Charles Stuto, its President, containing charges and countercharges, little of which were within the province of the Board, except for those alleging improprieties in the use of funds by Sentry. I for one could not approve the $7,000 allocation until those accusations were investigated and determined.

Apparently, my fellow Board members agreed with my thinking, and the Board, except for those allegations in the use of funds by Sentry. I for one could not approve the $7,000 allocation until those accusations were investigated and determined.

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Cont. in next issue
Allen's "Manhattan" Skys

by Sandy Jacobson

"Manhattan." Woody Allen's latest panoramic view of life uses the classic black and white imagery of Manhattan as its stage, to deal with a few of its troubled inhabitants.

Ike Davis (Woody Allen) is a troubled writer, whose first problem is that he can only write in N.Y. It has lost his job as a script writer. He is now a 17 year old high school student (Marian Hemingway) who, when out on a date at Elaine's, has to go home to do homework.

Ike's best friend, Yale (Michael Murphy), whom he feels has the best marriage in the world, is having an affair with a neurotic, depresssing journalist, Mary Wilkes (Diane Keaton).

While Ike and Tracy are out at the Museum of Art they run into Yale and Mary. This first meeting between Ike and Mary is classic. They are in a complete disagreement about everything, and she continues by putting down many of his idols.

These two total opposites end up attracting each other, as it turns into a promising relationship. Ike now leaves sweet, innocent, Tracy, whose back he never took seriously because of her age.

Ike then deals with the general animosity that most couples have for each other after divorce.

While walking home from a party, Ike talks about losing his second wife to another woman. When Mary replies with a comforting response, Ike is at his peak. Straight faced, he concludes: "I thought I too perfectly well, I tried to run them both over."

Ike describes his first wife as "a kindergarten teacher, who then got into drugs, moved to San Francisco, got into art, became a Mooney, and now works for William Morris Agency."

The relationships change, hand in hand, and forth, like a game of musical chairs. The rationale Allen's characters use to justify these acts are true to life, on the button, and comical.

Allen mixes the smooth comedy of "Annie Hall," as he again co-writes with Marshall Brickman, and the in-depth seriousness of "Interior," to take a brilliant look at the morals and values of today's society.

Above all, Allen's special magic, and his wry sense of humor are close to perfection. His use of a line, expression, gesture, or even silences masterful.

"Manhattan" will surely give one everything one could possibly want in a film: superior acting, witty comedy, a look at life, and most of all, Woody Allen.

Dreamer Better for Sleepers

by Diane Salvatore

Imagine a two hour long Pepsi commercial, complete with red sports cars and silly blond women. Imagine "insightful" scenes of overweight people bowling. Imagine plastic, cliche characters whose dialogue is less meaningful and believable than that of recent day comic strips. Imagine a Saturday Night Live spoof on the "Rocky" story—only set in a bowling alley and imagine that you were supposed to take it seriously. If you can conjure up something as ridiculous as Twentieth Century Fox did, you could have created the movie "Dreamer."

Unfortunately, "Dreamer" is the story of an aging bowler whose life revolves around the rise of a young, striving man who wants to make it big in pro-bowling. Tim Matheson, last seen in "Animal House," plays Dreamer, the ever-suffering namenick for our hero.

The plot supposedly thickens when Dreamer starts his rise through the ranks of the bowling world, cheered on by his ever-complaining, ever-miserable, ever-loving girlfriend, Susan (Blythe Danner) and "insightful," "norms" of life who keep him on his toes-

At one point, when it looks as though Dreamer starts to understand Karen's feelings of neglect, he turns to Harry, who advises—"What are you looking for, sympathy?" This one supposes, is the myth of the male friendship. One can only worry about the writer who thought someone would believe this. (It's not true, is it?)

About one hour into the movie, it's easy to predict what will happen. As Dreamer goes off to more glamorous victories, Karen schmoozes around in remorse, and gets the wrong kind of sympathy—"I'm going with you!" (And I'll be back to my old self by morning.") Susan Blythe's character does everything possible to destroy the work of such characters portrayed by Jane Fonda and Sally Field in "The China Syndrome" and "Norma Rae." The only factor that will keep feminists from worrying is that no one can take one of the one-dimensional, cliche characters seriously, so it's hard to do anything but laugh when Dreamer Says, "Women! Sometimes they don't understand anything!"

What Dreamer means, of course, is that Karen doesn't understand that the real tragedy of life is that she didn't make the movie at all.

This movie was created by and for men. One can only worry about the writer who thought someone would believe this. (It's not true, is it?)

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Goodie and badie ambition at work. Yet, I had to contend with bowers and people in authority who constantly told me what to do. I did not like this, but I was not qualified nor did I have a good education to do otherwise.

For two and a half years, I worked earning a good salary until one day my world fell to pieces. I began questioning what I had experienced outside of school and of my place in society. I knew what the business world was about, but I did not know what I was about. I had learned too much about life from working and experiencing. Now I had to put what I learned into perspective.

I did not know how to go about doing this. There was so much information in my mind that needed unravelling. Then I remembered that institution known as "school," and I asked the same questions I had asked my parents: "What do you want, Dreamer?"

"I'm going with you!" (And I'll be back to my old self by morning.) Susan Blythe's character does not fail us to see that all the characters, including the stereotyped men, were equally and insufferably shallow.

An Experienced Perspective: College or Employment?

by Pat Gandolfo

When I first came to Baruch three years ago, I had attended high school and was straight to college. I had not experienced what life was about or knew what life had to offer. I was very protected by my institution as "school." I had to find out what life was about, so I went out to explore the outside world.

I thus took a leave of absence from the school and obtained a job in a Manhattan business office. I remember my first day going to work. I stepped onto the train to find the train inhibited by people whose faces were covered by the Daily News or The New York Times. I did not have any reading material on me, so I left an awkward. I sensed the people knew I was new to the working world.

I soon became familiar with my working environment. I was not a participant of the working world. Working a weekly salary, I showed ambition at work. Yet, I had to contend with bowers and people in authority who constantly told me what to do. I did not like this, but I was not qualified nor did I have a good education to do otherwise.

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"I'm going with you!" (And I'll be back to my old self by morning.) Susan Blythe's character does not succeed.
"A Little Romance"; A Lot of Charm

by S. Jacobow

"A Little Romance," which is playing at the Sutton, is a bright, charming look at the innocence of young love. There is a certain sentimental magic as the two stars reach through their youthful exuberance.

Daniel (Thelonious Bernard), a 13-year-old French boy, lives his life for American movies. He often imitates such stars as Burt Reynolds and John Wayne.

During a class trip, Daniel sneaks into the filming of a Bodeck Crawford movie. In the back of the room is Lauren (Diane Lane), who was dragged there by her mother (Sally Kellerman) who's having an affair with her director (David Dukes). Their eyes meet, and when Lauren introduces herself, Daniel replies with "Call me Bogie." After a puzzled look from Lauren he explains with, "They were made for each other, like Bogart and Bacall."

While strolling through the park, Daniel kicks a stray ball, which falls a stately looking gentleman, Julius (Laurence Olivier). To everyone's shock, Julius takes the two out for hot chocolate. Lauren is fascinated by him, while Daniel is slightly jealous of her show of attention.

As in all romances, tragedy occurs. Lauren's father (Arthur Hill), decides to move back to the states for Lauren's own good, and to stop his flirtatious wife's affair.

Lauren, heartbroken and not wanting to lose Daniel, remembered a legend Julius had told them... "If two people kiss at sunset, under the bridge of size, in Venice, their love will be sealed forever."

The two devise a plan to run away, despite their parents and time. Realizing the fact that they are under age, they call upon Julius to help, Julius, who unknown to the children is a comman and pickpocket, agrees to help. The children want to parlay their money at the horses, since paper Daniel has won 800,000 bets. Using a computer they calculate the race, and are winning until a horse gets scratched and they lose it all.

Julius saves the day, but the truth.

When Diane's parents go to the police, Julius' picture appears in the paper for kidnapping. When the children find out everything Julius said was a lie, they have given up. But he convinces them not to give up on their dream, to make it real, which seems to be the message of this picture.

Diane Lane and Thelonious Bernard are both truly enjoyable.

The level of energy they maintain is surprising, as they almost steal the film away from the well established stars.

Laurence Olivier is splendid. He puts on a marvelous theatrical.

"A Little Romance" has a touch of gold to it as the unique smooth sound. The sound is fantastic and varied. The sound is made up of big pop hits and to stop his

Quick Cuts

Earth, Wind, & Fire-Both Of Vol. 1-Col.
FCS3647-One of the best groups of the 70's has finally released a greatest hits collection. Maurice White's arrangements are impeccable. Their fright, funky sound just won two Grammies. The super version of Go To Get You Into My Life, and September, their new hit, are included.

Southside Johnny & The Asbury Jukes-Heart Of Stone-Epic-JE 35488-Heart Of Stone has a touch of gold to it as the Jukes sound exceptionally stron. Talk To Me and I Played The Fool are both standouts, and include spine tingling horn solos.

"This Time For Real, the title of an earlier Jukes album is appropriate to describe the strength and potential of this album.

Paul Davis-Singer Of Songs, Teller Of Tales-Bang
BLP410-Paul Davis has unfortunately not received anywhere near the attention he deserves. Three top 40 hits are included on this excellent album. Davis has wonderful, along as a writer as

Monty Python Madness

by Donna Terruso

I felt as though I had just announced I had terminal cancer and only six months to live; all I said was I couldn't understand what was so funny.

We were watching "Monty Python and the Holy Grail" only a few months ago, one Sunday night (for lack of anything better to do) and I realized why I'd never seen the movie: I was not really interested in Monty Python. I had heard a lot about "The Holy Grail" from quite a few people but somehow my curiosity was never aroused. It didn't sound funny—not to me anyway. But a lot of people found the group of British comedians hilarious and loved the movie. They have formed somewhat of a cult here in America, and the number of Monty Python's followers has grown large. What is it that has attracted so many people to their type of humor? And what is so funny about them?

Actually, I have a good sense of humor and like to laugh at myself from time to time. I realized, after seeing through a few episodes of Monty Python presented by the Public Broadcasting System, channel 13-Sunday nights at 10:30, that this is exactly what they laugh at themselves and human nature.

A real-life situation is taken and handled as a spoof. The presentation is on the absurd side and over-exaggerated, to help us see there is a humorous (even if ridiculous) side to every situation. One skit depicts a courtroom scene in which a prosecutor says a phrase which reminds him of his favorite song. He then proceeds to stand up and sing the song, and eventually has the whole courtroom join in. While everyone was singing, an old man zip into the room on rollerskates! Even though this is not exactly a everyday, commonplace occurrence, we are seeing human nature and impulses acted out before us. How many times have you heard a phrase or something to remind you of a song, or which made you feel like singing? Even if it was on the subway, or in this situation, in a courtroom? Surely rollerskating into a serious situation is ridiculous—and funny.

And there are those situations which we shrugg off or ignore—those that do not have any humor to them. In one skit, two bums were walking down a street begging from passers-by, only to receive nothing. As a result, they began to dig in the garbage and ate whatever they could find... While the scene gets the laughs when presented on paper, the actions on the screen are exaggerated with just enough skill to convince the audience that the situation is actually funny. We know it is.

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**The Importance of Being Earnest**

by April Dunne

The Eugene O'Neill Theatre is a cozy theater located in the first floor of an apartment building on 103rd Street off Riverside Drive. It is the home of a delightful company that presented Oscar Wilde's "The Importance of Being Earnest," April 5-22, which was a pretty delightful performance.

Gerard Varncke was fabulous as the aristo-youth Algernon Earnest, with great comic timing, and more than a suggestion of Mr. Darcy. He is an attractive young gentleman who is very much in need of a young, pretty, and proper companion. But in the process of meeting Miss Gwendolen Fairfax, Algernon discovers that she is married. The audience gasped.

When Algernon proposes to Gwendolen, her mother Lady Bracknell, objecting to the match, because of John's questionable lineage. Lady Bracknell plays the part, and the two dream." It is the same reason behind their decision to Monty Python. Others appreciate the satirical quality of Python's skits. And then there are those who like Monty Python simply because they are idiocies and do the opposite. Unimaginable, far-fetched stunts we all have the urge to do at one time or another.

The Python Crowd

**More Python Madness**

Con't from pg 11

really not. Another example of this would be an opening number in which soldiers are charging up a hill to the sound of a symphony orchestra, wearing ballet shoes. There is nothing funny about soldiers charging up a hill ready to battle, but with a few added props, and music, the atmosphere of absurdity is created and we laugh. For some, Monty Python's presentation of human nature and situations people get themselves into is the reason behind their devotion to Monty Python. Others appreciate the satirical quality of Python's skits. And then there are those who like Monty Python simply because they are idiocies and do the opposite. Unimaginable, far-fetched stunts we all have the urge to do at one time or another.

**Mayor's Trophy Game**

The Mets threatened in the top of the sixth, the umpires held up play and ordered the ground's crew to cover the rain-soaked infield. Fourteen minutes later, the 17th annual Mayor's Trophy game was history.

The overall record for the series now stands at 9-7-1 in favor of the Yankees.

**Bad "Dreams"**

to bowl long into the night, only to dic of a heart attack just as Karen is rushing back for a very "feminine" apology—for having offended. There is one delicious scene, one of the most memorable of the show, when a very young girl is caught in the act of peeing behind a bush.

The audience was made up of mostly women and men who work behind the scenes and are not often seen on stage.

Another theme of the show is the desire to see our own mortality through the eyes of someone else. The last twenty minutes are tense, and yes, even exciting. Someone in the audience screamed with delight at one point. Also, the shots of the helpless back-home crew smiling, and looking hard added a warm glow.

If anyone wants to sit through this comic strip for the final twenty minutes of fun, go see "Dreamer." But if you are in any way serious, sensitive, and above the third-grade comprehension level, avoid this one. My advice is: Have a bar and a warm glow.
Baruch Sports

Con't from p 16

C'mon, why don't they give us a break? All those dollars floating around and we, allegedly the pride of the CUNY system, have to start on measly appropriations that are grossly inadequate. How much downshirts and shorts for a track team cost? Of course facilities can not be erected in the present congested location, but surely somewhere, easily accessable from the school, the Baruch athlete can enjoy satisfactory surroundings to practice his/her art. Baruch has a notorius image for "not having". We don't have an adequate student center, we don't have any real campus to speak of, and we don't even have the money to operate to our full capacity. By our location, we're sometimes ignored. We don't even have a subway sign for identification! Not even the NYCTA respects us! Don't you think a school that has made the contribution Baruch has deserves better?

Obviously, the CUNY system doesn't.
Yanks to Repeat in Tight A.L. East

by Josh Palestine

The American League East is without doubt the most competitive division in baseball. Last year the N.Y. Yankees, Boston Red Sox, Milwaukee Brewers, Baltimore Orioles, and Detroit Tigers all had winning records. No other division had as many teams with winning records. This year’s race should be very exciting.

The Yankees are going for their fourth first place finish in a row, and the rest of the division will give them all a run. If the Yankees don’t stay on their toes, look for a new first place team at the end of the season.

1. THE NEW YORK YANKEES-Mgr., Bob Lemon. If the New York Yankees are trying to build a dynasty, they’re off to a terrific start. They’ve won two World Series in a row, and buy free agents like there’s no tomorrow. With the addition of Tommy John and Louis Tiant, the Yankees have the strongest pitching staff in baseball. The other starters are Ron Guidry, Catfish Hunter, and Ed Fick. The starters are so deep in pitching that Don Gullet will be put on the disabled list, and World Series star Jim Bouton will be cut after a mediocre season. The Yankees need a good left handed relief pitcher since they traded Sparky Lyle. Rich Gossage can’t do it all by himself. The Yankee batting lineup is also strong. The middle of the lineup is awesome with Thurman Munson, Reggie Jackson, Chris Chambliss, and Craig Nettles. As long as the other hitting, especially Mickey Rivers, carry their load, the Yankees will score a lot of runs. The problem they have is a weak outfield. Neither Lou Piniella, Mickey Rivers, or Reggie Jackson is a great fielder, but the Yankees shouldn’t be able to overcome this handicap.

2. MILWAUKEE BREWERS-Mgr., George Bamberger. The Brewers were the surprise team of the Eastern division last year. With the strong pitching of Mike Caldwell and Larry Sorenson, the Brewers ought to be able to give the Yankees a good race. The youngsters Paul Molitor and Robin Yount provide strong support in the middle of the infield, while Sal Bando and Cecil Cooper handle the corners. The Brewers were the best hitting team in baseball last year, and also led the league in home runs thanks to Gorman Thomas, Larry Hisle, Ben Ogilvie and Sal Bando. The Brewers main problem is that they don’t have a good bullpen. If they can pick up a relief ace, they definitely could take the division. The Brewers must also get strong support from their other starters and their bench.

3. BOSTON RED SOX-Manager, Don Zimmer. The Boston Red Sox appear to be declining after last year’s great season. The Red Sox don’t have enough established pitching to take the division, and many of their key players are suffering from assorted injuries. Catcher Carlton Fisk and third baseman Butch Hobson have bad elbows while relief ace Bill Campbell has a bad shoulder. The only good starting pitchers Boston has are Dennis Eckersley and Mike Torrez. They have to get at least one more good starter either from the minor leagues or through a trade. Boston has a solid starting team that includes Jim Rice, Fred Lynn, Carl Yastrzemski, Dwight Evans, Rick Burleson, and Jerry Remy. Bostons bench is good, but not good enough for all the injuries this team has.

4. BALTIMORE ORIOLES-Mgr., Earl Weaver. Baltimore is lacking in too many areas to be considered serious contenders. The trademark of the Orioles over the years has been they’re great pitching. This year they have an excellent pitching staff, but not good enough to carry the team. The teams only good hitters are Eddie Murray, Ken Singleton, and Doug DeCinces. In order for the Orioles to do really well they must get much more production out of the other hitters. The one thing the Orioles do have going for them is the fact that they’re one of the best fielding teams in baseball.

5. DETROIT TIGERS-Mgr., Len Hauss. The Tigers are a good young team but they don’t have enough to make a real run at first place. They have two excellent young pitchers in Dave Rozema and Kip Young, but until Mark Fidrych comes back they can’t be considered serious contenders. Five of the Tigers starters are pitchers, and Joe Timpa, a freshman, is among the division’s most skilled base stealers.

Sophomore Monte Jimez seems to be the team’s second highest sophomores, one who could take the division. They can pick up a relief ace, but until they can build a dynasty, they’re definitely could take the division. They can pick up a relief ace, but until they can build a dynasty, they’re definitely could take the division.

Baruch Baseball

by Charles Gaeta

The Baruch baseball team, coached by Mr. Eng, is a young team, short on experience, that is enduring a season of development. With 14 of the team’s 21 players being freshmen and sophomores, one cannot expect greatness.

This team, however, is not without its individual stars. Len Donnelly, who 20 at .480 clip which makes him one of the five leading hitters in Baruch’s division. He can run, too. Specky Lyle, the middle finger of his short-lived .

Joe Timpa, a freshman, is among the division’s most skilled base stealers.

Unfortunately the team has only four seniors, one of which is a pitcher.

The Indians pitching is awful. Only Mark Fidrych appears to be from their minor league team which has some promising players for the future.

Yanks, Mets Tie

by Sam Karper

A crowd of 13,719 came to Shea Stadium on April 16 to watch a rain-shortened Mayor’s Trophy Game which ended in a 1-1 tie.

Umpires halted the annual affair between the Yankees and the Mets after five innings. A steady rain, sloppy field conditions, an early flight to Montreal for the Mets, and the fact that this is only an exhibition game, influenced the umpire’s decision after only a four-minute wait.

Mayor Koch seemed to enjoy the afternoon more than anyone else. Before the game, he posed with twenty Miss U.S.A. hopefuls, who were taking the Big Apple and Shea Stadium, and after the playing of the National Anthem, threw out the ceremonial "first ball." The announcing of his name drew an ovation of applause similar to the ones his predecessors have received since the Game’s inception in 1963.

Mike Scott, the Met pitcher making his Shea Stadium debut, lasted only one-third of an inning. Yankee lead-off batter Mickey Rivers lined Scott’s second pitch through the box. Unfortunately for Scott, the middle finger of his pitching hand got in the way. Tim Foli, the Met shortstop, picked up the ball and barely threw it out of the infield, and scored Scott, who wound up with an assist, a ruptured blood vessel in the finger, and an early shower. He threw three pitches to the next batter, Willie Randolph, but could throw no more. Wayne Twitchell came on in relief and retired Randolph. Singles by Roy White and Willie Jackson gave the Yankee runners on first and third, but Twitchell settled down and struck out Chris Chambliss to end the inning.

The Mets went quietly in the bottom of the first inning against 38-year-old Luis Tiant. The only hit for El Tianti was allowed Richie Hebner, who walked with two out.

The Yankees threatened again in the second, but failed to score. A lead-off double by Jerry Narron followed by a Brian Doyle single gave the Bronx Bombers runners on the corners. But Twitchell bore down once again. Fred Stanley struck out, Doyle was thrown out trying to steal second to complete the strikeout double play, and Narron was thrown out at the plate. Tianti struck out swinging, ending the rally.

The Mets broke the ice in their half of the second. With two out, Bruce Boisclair deposited a Taint fastball into the Met bullpen in right field, giving the Amazins a 1-0 lead. The lead, however, was short-lived. Rivers led off the top of the third with a double, moved to third on an infield out, and scored on Jackson’s second hit of the game.

Cont on p. 13 col. 1
by Josh Palestine

On March 24, the Baruch Men's Volleyball Club played in a E.C.V.L. (Eastern Collegiate Volleyball League) tournament with nine other teams at the United Merchant Marine Academy. Besides Baruch, the other teams in the tournament were the U.S. Merchant Mariners, New Palitz, Livingston, Rensselaer Polytechnic Institute, Queens College, Syracuse, Cortland, Columbia, and Queensboro Community. Except for Baruch, Columbia, and Queensboro Community all the other teams were the varsities of their schools.

Considering Baruch doesn't have a men's varsity volleyball team, this club did very well by coming in third place. The starters for the team are head coach Eddy Altine, Alex Baranovsky, Serge Baranovsky, Enrique Garcia, Leo Reynolds and either Ferandano Chavez or Joe Kenyon who are also the two top subsitutes for the team. Debbie Frittetti is the teams faculty adviser. Eddy Altine and Alex Baranovsky both had an outstanding tournament. Altine, who could have played on the United States Olympic 10 years ago, was picked as one of the six best players in the tournament out of 120 players who participated.

Baruch played New Palitz in the first round of the tournament and won both games, 15-11 and 15-10. The next team Baruch played was the United Merchant Marine Academy, and they didn't fare too well against them. Baruch lost.

Both games, 15-11 and 15-6. Baruch played Livingston in the third round and they split the two games. After getting whipped in the first game 15-6, Baruch came back in the second game to win 15-11. In the final round of regular play, Baruch played Rensselaer. Rensselaer won the first game 15-10, but Baruch held on to win the second 15-12. After four rounds of play Baruch had a 4-4 record, and had to beat Livingston in sudden death to qualify for the playoffs. Baruch rose to the occasion by slaughtering Livingston 15-7.

Baruch went on to play Queens College in the playoffs and lost both games, 15-11 and 15-5. Queens then won the tournament, by beating the U.S. Merchant Marine Academy.

Baruch played an excellent tournament, only losing badly against the first and second place teams. The coach of Queens College commended Baruch for their fine play, and recommended that they join the E.C.V.L.

All the players are returning next year and would like nothing better than to form a varsity volleyball team. If these players can play so well against teams that have practiced for years, they could imagine how well they would do if they got the experience of playing against the same caliber of competition.

Baruch lost to Queens and Rensselaer. The Baruch Athletic Program is not what it used to be. Baruch is growing, but the athletic program is not far behind.

Sports at Baruch is dead. Not dying, as in one that will be dead. Occasionally, the intramural department makes a feeble attempt to arouse student participation, but it is shallow. Why doesn't Baruch College have a football team? Because Baruch has no students. The students at Baruch have good reason to have a careless attitude toward sports. Who can get excited about running around a muddy army, or worse out in the street around Gramercy Park.

Who can tolerate the constant travel, varsity competition, fees and money spent to go to a school that will not give them the experience. Attendance by students for the Fencing and Baseball teams has not been very good to say the least. Ron feels that the student body is not interested in sports.

The Baruch Athlete

by Josh Palestine

What would you say if someone asked you about the Baruch Athletic Program? A typical response might be, "What athletic program?" In order to get an understanding of how an athlete feels about the Baruch Athletic Program, sophomore Ron White was interviewed.

White is a member of the Baruch Fencing team and former catcher for the Baseball team.

Ron White said that the quality of the facilities vary for each sport. Although some of the fencing equipment is obsolete, White feels that most of the equipment "is made of good and well maintained." The Fencing team plays their home games on the eleventh floor in the twenty-third street building. As for baseball, the equipment and uniforms are good, but the same can't be said for the teams' practice field which is located at Houston Street and the FDR Drive. White says that the practice field is terrible and looks as if "people were herding goats on it." Because the field is in such awful shape, the players risk injuring themselves by playing on it. The Baseball team plays their "home" games on a field in Queens which is an hour and a half away. White feels that Baruch should have a home field that is much closer to the school like Queens, Brooklyn, and Lehman Colleges do.

As for the coaches, Ron feels that the team would be better off if he and the coaches would focus on the Baruch Athletic Program, Ron White felt that the Baruch Athletic Program was not as "good as the one in College." Professor Peredo's coaching expertise is evident by the fact that the Fencing team had an excellent season. This year's Baseball team has a new coach, Howard Engel. According to White last year's coaching could have been better, but he thinks that the team will shape up under Mr. Engel. Although the team isn't doing well this season, the future remains bright because the team has many young players who will improve once they get the experience.

by Josh Palestine

What does one look for in a good coach? Ron White described his coach, Howard Engel, as a "good coach. He always says thank you." When White got interviewed, he was commended by his coach, Howard Engel. According to White, "Coach Engel is a very talented coach." One of the things that White values about his coach is his patience. White says that his coach is very "caring" and that he "never plays favorites." Ron White said that he likes how his coach "always says thank you."

White feels that his coach is doing a good job. He feels that his coach is "very dedicated" and that he "always pays attention to the players." White says that his coach "always pays attention to the players." He feels that his coach is "very dedicated" and that he "always pays attention to the players." White says that his coach "always pays attention to the players." He feels that his coach is "very dedicated" and that he "always pays attention to the players." White says that his coach "always pays attention to the players." He feels that his coach is "very dedicated" and that he "always pays attention to the players." White says that his coach "always pays attention to the players." He feels that his coach is "very dedicated" and that he "always pays attention to the players." White says that his coach "always pays attention to the players." He feels that his coach is "very dedicated" and that he "always pays attention to the players." 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