Baruch Loses Key Administrator
A Director Only In Title

by Freddie Ellis
For a year now, George J. Manning has held the position of "Director of Security" in Baruch College. As Director, he has held the responsibility of administering the security department, 50 security officers, 50 part-time student safety officers, and he has also held the responsibility for fire safety. But come the end of this term, Mr. Manning will be resigning and the reason for his early resignation is because of negative feelings towards his job and the attitudes of his superior.

College Money Spent Extravagantly

Manning's main point of criticism is directed toward the Director of Campus Planning Professor M. Mikulsky. "I'm resigning because I'm not allowed to do the job," he said. "I was discouraged from doing the job that I thought was my responsibility. I think the University administration was wrong when someone tried to do their job and they encountered so many problems." Manning believes that Professor Mikulsky is not concerned about security problems. Mr. Manning went on to prove his thesis by telling how the Director of Campus Planning extravagantly spent the College's money to hire an outside consultant to install a closed-circuit TV system to monitor the College library, and to repair the security radio base system. It is Manning's belief that the hiring of the outside consultant was an extreme waste of money, especially when Baruch has its own audio-visual personnel and electricians. He also stated that the closed-circuit TV systems are useless because "during his tenure as Director of Security there have been no reported thefts that the cameras have detected, and also the security radio base system has still not been repaired. Manning has reported the ineptitude to his superior but either he was greatly criticized for his complaints, ignored, or his message never received."

Unguarded College Area

Many times areas around the college were in need of security protection. Manning was never notified. He was then subjected to grief criticism for not posting a guard in that area. There was a case where a student was robbed and molested in the gym during final exams. Mr. Manning stated that he had no idea that a guard was needed for those times.

According to these rules, 780 deadline until April 24, 1979, there was some question as to the legality of this matter, to which Walter Barandiaran, Chairman of the Senate Election Committee, replied, "The Constitution established that the elections shall be held during the first week of May, and the ballots will be mailed on May 8th."

The Senate Election Committee believed this certainly constitutes compliance with the Constitutional provision. The Constitution also calls for Declaration of Candidacies to be submitted not later than 3 weeks before elections are to take place. 3. After petition by 10% of the Day Session Student Body, the referendum shall be put on the ballot and shall be considered passed if three-fourths of the student vote cast shall favor it.

According to these rules, 780 signatures with Social Security numbers were required to have a referendum placed on the ballot. The deadline was set for April 11, 1979, but was extended until April 24, 1979. There was some question as to the legality of this matter, to which Walter Barandiaran, Chairman of the Senate Election Committee, replied, "The Constitution established that the elections shall be held during the first week of May, and the ballots will be mailed on May 8th."

The Senate Election Committee believed this certainly constitutes compliance with the Constitutional provision. The Constitution also calls for Declaration of Candidacies to be submitted not later than 3 weeks before elections are held. If a strict interpretation was adhered to the Declaration of Candidacies would have had to have been submitted during the Spring recess. The Senate Election Committee's opinion was that the spirit of the Constitution would not be violated by extending the deadline until April 24, 1979, which was the day after classes resumed.

In all, 5 referendums were circulated, and submitted to the S.E.C. for approval to be placed on the ballot. Only one of the five referendums was placed on the ballot. According to Walter Barandiaran, "All Declaration of Candidacies and referendum submitted are subject to appeal."

The NYPIRG referendum will be placed on the ballot, as it is presented 1600 proper signatures to the S.E.C. The referendum itself read:

"We, the undersigned, resolve that a chapter of New York Public Interest Research Group, Inc. (NYPIRG) should be established as a students organization at Baruch College. NYPIRG researches public policy issues of special interest to the student membership and works with students to bring about needed changes. The Baruch College chapter will be part of a full-time, statewide organization staffed all year round by professionals—lawyers, scientists, researchers, among others. Issue areas include higher education, anti-poverty efforts, energy policy, environment, and public health."

by P. Leonard

Final Exam Schedules
President Segall Responds to Sentry
Disco--A Closer Look
Intramural Program Suffers

Mr. W. Barandiaran, Chairman S.E.C.
Dressing For The Executive Look

by Elaine Kavros

Picture this—you are walking down Wall Street and you see two male business executives, one is wearing a beige trench coat and the other a navy blue. Of these two men, who do you think is looked upon with more prestige? On Thursday, April 5th, the Management Society held a seminar on "Dressing for the Executive Look" for men and women, sponsored by the Custom Shop. Representatives of the Custom Shop stress the importance of proper attire in the business world as a vital means for a good first impression.

In answering the opening question, it would be the man wearing the beige coat, who is looked upon with more prestige. This is not to say any executive wearing a beige trench coat is successful in the business world because of this color. To succeed you must first be knowledgeable about your particular field. This especially holds true in the business world.

The seminar consisted of a slide show with an accompanied speaker. The slides showed some of the basic rules for proper dress for men and women in business. It stressed the point that these rules had nothing to do with the constant changing styles in the fashion industry, but provided basic guidelines to becoming a well dressed business executive.

The presentation started off with some basic rules for men in business. First, men should wear two pants but only one pattern. American men unlike their European counterparts like to mix patterns, which is oftenmixingicecreamandpickles—

that's okay if you're pregnant!

noted one of the Custom Shop representatives. "If you mix a pattern shirt, tie and suit, the pattern of all three end up fighting." The second rule is wear of base color with an accent color. "Your suit is always the base, the shirt and/or tie provide the accent color!" added the representative. Finally, (a little harder to understand without visual aids) fit your shirt collar to all four dimensions of your neck: back height, from height, collar—fitted to the quarter inch, and collar style. For this rule the Custom Shop suggests that men should buy shirts custom made, which often cost nothing extra.

For the women in business, the representatives made a special reference to the difficulty the business woman has in establishing a proper wardrobe. The majority of persons in the business world are men, whose dress is conservative. Women coworkers/associates cannot wear outrageous outfits to the office as they would be too loud.

At the same time, the female in Business cannot dress like her male counterpart, thus losing her femininity. A women's dress in business should be simple yet sophisticated. Her wardrobe should consist of: 3 skirts, 2 jumpers, 3 vest, 12 blouses, and a lot of accessories. These components will help her to create about 40 different outfits, which simultaneously are economical. Also women should wear a base color with an accent color. The shirt, jumper or suit is always the base color; the accent color comes from the blouse or vest, and accessories can be used to pick up the accent or the base color. In addition, wardrobes should be planned before purchased.

It should be noted that dressing is a part of your body language and what you wear can reveal much about you as an individual. So next time you see a man in a beige trench coat you will understand that the reason he is given more prestige as opposed to the man wearing the navy coat is that it is assumed he can afford the dry cleaning bills.

Analysis of Referendum

Cont. from p. 1

education, consumer protection, government accountability, environmental health and safety, political reform, energy alternatives, and neighborhood preservation.

The NYPIRG chapter will be financed by an increase in the Student Activity fee of two dollars ($2.00) per student per semester. This additional fee would increase the student activity fee for part-time students to $13.50 per semester. A FULL REFUND of the TWO DOLLARS will be returned to any student who chooses not to support NYPIRG and requests a refund during the first three weeks of each semester. If in any semester more than fifty percent (50%) of the students request refunds, the Baruch College chapter of NYPIRG will cease at the end of that semester. Therefore, as of April 20th, undergraduate students registered at Baruch College or the City University of New York, we hereby petition the Board of Higher Education (BHE) to authorize the formation of a NYPIRG chapter in accordance with BHE Bylaw 10.10.

Referendum #3 dealt with the redistribution of the Student Activity Fee. It provided a mechanism to fund Clubs, Media, and the Baruch Internship Program. There were 907 signatures submitted, of which 140 were good. Reasons cited were Evening Students, and Graduate Students had signed the petition, which is illegal since only Day Students can participate in the elections. There were also signatures of students who did not exist on any roster.

A new Constitution was drawn up and circulated for signatures. Like the present Constitution this document does not provide a mechanism for the funding of Clubs or Media. Baruch College has a higher standard for G.P.A than set by the Board of Higher Education. The new Constitution would lower it back down to 2.0 instead of its current 2.5. Otherwise this document is similar to the present Constitution. Only 600 signatures were submitted to the S.E.C., therefore they did not even check the validity of these signatures since they were nowhere close to the requirement.

An Athletic Fee Referendum was also circulated. For some unknown reason there were at least 2 different versions of this referendum being circulated, which right away negates one or the other. The addition on either referendum was incorrect as they both omitted the mandatory 50c United States Senate fee. Day Session Students activity fee for Evening session students can not be combined, such as Full-time Students fees and Part-time Students fees also can not be combined, as such a fee is divided separately by its own government.

A Major Revised Fee Referendum was also being circulated at the time these students were being circulated. This is basically another Constitution like the present one, and the other proposed Constitution since they are the funding of Clubs. Only one school newspaper is mandated, completely erasing Sentsy from the funding of Clubs. It also changes the amendment procedures, making it almost impossible to amend this document if it were passed. The mechanism for the S.E.C. was freshly typed, and not xeroxed, which led the S.E.C. to believe the document was not circulated. Since all documents must be attached and shown while gathering signatures this constitutes fraud and negates all signatures.

Of these five referendum submitted to the S.E.C. only one will be on the ballots you will receive by the middle of May. The NYPIRG referendum will be placed on the ballot and read, "Do you favor increasing the student activity fee by $2.00 per semester to fund a chapter of the New York Public Interest Research Group, Inc. (NYPIRG) at Baruch College?" Then you the student must check the appropriate box Yes or No. Read the referendum and do what is required of you by law, vote.
Student-Teacher Evaluations A Question of Effectiveness

by Rebecca Herman

It's that time of year again. You, the student, have as much chance as you ever will to help or hinder your teachers' careers. Student-teacher evaluations are being distributed among classes and collected by the offices of the deans of the three schools. The coordinator of the entire program is the Provost and Vice President for Academic Affairs.

According to a Board of Higher Education ruling, a teacher's evaluation must be referred so when he or she is being considered for promotion, tenure or reappointment. There are different steps involved in these three methods of teachers advancing in their profession. The Executive Committee of a teacher's department is first to consider him or her for advancement. The process continues to the Personnel and Budget Committee of the individual school and the college, ending in the office of the president. At each step, the instructor's achievements in scholarship, teaching effectiveness and school involvement are examined.

Scholarship is determined by the number of works an instructor has published, school involvement by the participation a teacher has had on different committees in his department or school, and teaching effectiveness by the student-teacher evaluations.

But does this measuring of "teaching effectiveness" really affect a teacher's standing? According to Professor David Szalda of the Chemistry department, "It has an effect. The material is definitely present at every meeting where tenure and reappointment are involved." Prof. Szalda, who is finishing his first year at Baruch, supports the use of the evaluations because "we may be thinking we're doing a good job but if the students don't, it's time to change."

John Cusick, an Upper Sophomore, however, does not "have faith in the evaluations because I read an evaluation I didn't agree with—I found the teacher to be excellent." The evaluation didn't.

On the other hand, Ronald Feldman, a Lower Junior, disregarded the last results of the evaluations when they were published in time for Spring '79 registration. "I saw the paper with the results but I didn't even look at it because I didn't feel it would help since I was registering late."

Another student, Charles Bardeis, Upper Sophomore, also thinks it is not worthwhile to take the evaluations into consideration when compiling a schedule. "Looking at the evaluations makes it twice as hard because it is hard enough to make up a schedule that has good time slots without worrying about the teachers."

The evaluations serve students and aid them in registering, but they "are vital for teachers and students alike," according to Professor Roslyn Bernstein of the English department. And, she believes, "the one at Baruch is a teacher has had on different characteristics of a teacher to be excellent."

The evaluations serve students and aid them in registering, but they "are vital for teachers and students alike," according to Professor Roslyn Bernstein of the English department. And, she believes, "the one at Baruch is fairly effective." That is, the questions force the student to examine characteristics of a teacher that are important in determining his or her success as an instructor.

For example: Does the instructor come to class prepared for the course? Does the instructor generate enthusiasm for the subject matter? Does the instructor encourage the students to ask questions, disagree and express ideas?

According to a senior member of the English department, the evaluations that the students give a teacher cannot always be "very objective because students with grades they didn't think they deserved, take it out on the instructor." But in such a case, it is still the instructor's prerogative to have the results published or not.

Even if the results are published it is only for Spring registration because the evaluations are compiled after the proceeding Spring semester only. And even then it is too late for most upper classmen, who register early during the registration period, to take advantage of them.

NYPIRG is working for you to:

Fight the tuition increase
Keep nuclear waste out of our state.
Train students to fight for their rights
Lower your electric and gas bills.
Reduce government waste to free more money for higher education
Prevent neighborhood deterioration
Prevent fire and auto insurance discrimination against students
Reduce educational testing abuses

The New York Public Interest Research Group, Inc. (NYPIRG), the organization funded and directed by students, is giving students a real education. Students on more than 15 campuses across the state including 6 CUNY schools are applying classroom skills to real life problems, working with professionals to solve those problems and getting results.

The NYPIRG chapter at Baruch will be financed by an increase in the Student Activity fee of two dollars ($2.00) per student per semester. A FULL REFUND OF THE TWO DOLLARS will be returned to any student who chooses not to support NYPIRG and requests a refund during the first three weeks of each semester. If in any semester more than fifty percent (50%) of the students request refunds, the Baruch College chapter of NYPIRG will close at the end of that semester.

VOTE YES FOR NYPIRG
If you agree this work is worth the cost of less than half a record album a semester
PUT YOUR BALLOT IN THE MAIL BY MAY 18
Finals anxiety: how to study for exams

Campus Digest News

This, indeed, is an unpleasant time of year for most students.

Final exams are approaching. Most students are trying to get caught up with their work. Most students are concerned about how well they are doing, and many are developing anxiety, some are feeling extreme pressure.

Experts say you better get your approach for the exams organized now. It's the time to discover what you know and don't know about your classes. It's time to prepare for your studying for each test and schedule in diversions so you don't drive yourself crazy cramming for the exams.

Preparing for tests

"Obviously the most important thing to do is to have set up a regular study schedule during the semester. That is probably the best way to reduce test anxiety," says Bob Ragatz, who has led stress management groups.

"Get a reasonable amount of time for each subject" on your study schedule, he advises, "and stick to it.

Rich Gross, an assistant director of a university testing center, said a student should "come up with, a list of the kinds of things you have to do to study for each class."

Ragatz says a student must honestly evaluate what he needs knows about each subject, and what he needs to know for the final exam.

When preparing for the final exams, experts say students should schedule ample relaxation time in order to get the most out of studying and to reduce the anticipation, pressure that can develop. Students should experience between exams.

By allowing yourself a self-relaxation time, getting a good night's sleep, it will help the studying that you have already done," Ragatz says. "For me, it would be something physical like jogging.

Students tend to put to much pressure on themselves before a test, making it more difficult to relax. One way to do this is to eliminate an ordeal as it should be, "Students make themselves more anxious by saying 'I've just got to pass this test.' When you do that, you go beyond being anxious to be productive," Ragatz says.

A student, he says, should tell himself that the test is rational and constructive such as "I know this test is important and I want to do well." However, Ragatz says if a student can constructively challenge himself, "You've got to do well on an exam, it can help him.

"If you are the type of person who can respond to this type of challenge without being inefficient in studying and without becoming anxious, then it is okay," he says. "I think it is neat for people to challenge themselves."

Gross said students should not forget problems they have had earlier, while preparing for the final exam. "Don't cry over spilled milk, over the fact that you didn't do it during the semester," he says.

"That isn't going to help you now. It may help you later, but it won't be true," Gross says worrying about the problem of using information of useful studying for the exam.

Gross indicated that most students can group study skills with their study skills and their approach to exams. They go through that same time to college are somewhat deficient in study skills. That is no fault of their own," he says.

"They were at the top of their class in high school. High school is easy for them. Since it came so easy to them, they didn't study much.

"If you find the college, it was a different baggage," he says.

Some students come to college, see the problems the new environment creates, and try to adjust their study habits to meet it. Some students never correct their study skills problems. Others adjust, some students come to college, see the problems the new environment creates, and try to adjust their study habits to meet it. Some students never correct their study skills problems. Others adjust easily to college studies.

Each student has his own response to the high level of college, and each individual student has his own approach to studying and test preparation.

Learning the material

Both Ragatz and Gross stress the importance of studying and lecture notes as the key to preparing for an exam.

Certain types of information in textbooks and lecture notes are required. Gross says. In a biology class, a statement about the four functions of the cell is necessary. In a math class, you can benefit from writing general questions about a whole chapter. "You should go through the book chapter at a time, when you read, you can read to answer the questions," he says.

When a student is reading through material for a final exam, he should know what the instructor likes to test on. Gross says you should know by then what the instructor likes if you have had several tests in his class.

"A test is the value of the test. The reader will do the same things that you are doing. Do not cheat on exams given by an instructor. If you are side, it can do the same things that previous tests in a class or a teacher gives."

But, he warns, "most Instructors are not going to ask the same questions year after year."

He advises only limited use of group studying for students who do not like to study in teams. "A limited amount is probably valuable, I think too much would be bad. You can't do too much of that, you will be relying too much on others," he says.

"I would really rely on your own individual studying," he says. A group of students may stress things that are not important to you; a class studying and intuition may have avoided that. He also says a group brought up material that the student hadn't come across.

"Debilitating anxiety may be very damaging on a test," he warns.

Taking the test

"It's important that you allow yourself to relax before a test to relax," says Ragatz. "Find something to do, go for a walk, find something to look at in the Union."

Ragatz says University counselors teach a procedure to students who get too tense just before a test. The students are told to relax all their muscles, take deep breaths, and to forget about the test.

For students who have an hour or two between two exams, he says, "It is alright for students to clear up concerns about the first test by checking answers. If you need to clear your mind from the last test, that's great.

"Taking tests is a skill that isn't taught to people. Some learn to do it, some have more difficulties than others."

"Get to the test early, if possible. Get yourself relaxed, familiar with the room. Collect your thoughts."

Many times a student will look at the test and begin panicking by the sheer number of questions they see. The result can be a blank out, where the student panics and can't remember the class material.

"Blanking on a question is a normal occurrence. It happens to everyone," Gross says.

"Back off from the test, relax. Do you studied the material. Realize that drawing a blank could be an honest reflection that you know. Get the flow of the test," he says.

"There are times that you know tends to relax you," he says.

Gross says if you are blank on a question, as you proceed through the rest of the test you will begin to recall some information that you know."

"If you are blank on a question, as you proceed through the rest of the test you will begin to recall some information that you know."

Gross says there is almost a student answering multiple choice questions. "We have a whole mini-program on that question during the semester," he says.

"There are ways you can answer wrong and be wrong, and be wrong. You can answer wrong, which is always false," says Gross.

He says that on a standard multiple choice test, a student should read each question very carefully, and pay close attention to statements such as "always, sometimes, never.

"What's the way to expect one of the answers to be a total throwaway, one answer to be obviously wrong to a student who attends class, one answer to be obviously wrong to someone who studied, and an answer to be difficult to choose from.

On true and false tests, he says many students mistakingly perceive a pattern of answers. They think that if more than one answer is true, this must be false," says Gross.

Questions are crucial in multiple choice question. "It is very rare that so many answers are true, or always false."

For both multiple choice and true and false questions, he says, "It is important to change a right answer to make it wrong than the other way around."

Middle income families will get a chance for

By RALPH W. DEALELLIS

Campus Digest News Service

Two separate messages out of Washington D.C. signal a possible end to the inequity in the Social Security benefit programs for middle and low income families. The General Accounting Office reported hearings conducted by the House Ways and Means Committees that as many as 100,000 college students were receiving more educational assistance from the government than they needed to pay their expenses. In an effort to solve this problem, the Committee considered eliminating the Social Security benefit programs which disburse an estimated $1.6 billion to 1 million students.

Student who claim the program duplicates other benefits which are available to students. By eliminating the program, they believe aid can be more evenly handed out.

In a further move to straighten out Federal Grant programs to college students, the Senate passed a bill that would allow private-owned bill collection agencies to collect defaulted student loans, which were made by private banks, were backed by federal funds.

The effort, concentrated in the West and South, is aimed at getting loans that are "written off" to pay their educational expenses. The terms of the loans carried for either a low interest rate until after graduation or a lower interest rate at all. The students then have to pay up to ten years to pay off the loan balance.

Many students have declined to pay back the Federal grants. Several substantial attempts have been made by the government to collect. The loans, which total $121 million will be collected at a cost to the taxpayers at up to 44 percent of the recovered funds.

This loan collection program, proposed over a year ago by Senator Joseph W. Mathias, Secretary of Health, Education, and Welfare was designed to concern over the privacy rights of the former students.

Last year the government announced there would be more Federal dollars available for educational assistance to students.

Now middle income families, often caught in a squeeze between the middle and the poor, who need the aid and the poor who received most of the money, will have to decide whether to qualify for the grants. These increased loan programs are expected to increase the Federal headaches of administration and collection. Aid is currently passed out through hodge-podge of patchwork programs: the distribution is difficult, if not impossible, in many instances.
# Student Election Ballot

**Spring 1979**

## Honest Ballot Association

### Official Ballot

**Baruch College**

**Day Session**

**Election For Student Officers and Council**

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**Instructions**

1. Read this ballot carefully before marking.
2. Make a cross [ ] mark in the box at the side of each candidate of your choice.
3. Do not fail to sign your name on the return envelope.
4. You must use the return numbered envelope provided with your ballot to cast a valid vote in the election.
5. All ballots will be tabulated and the count certified by the Honest Ballot Association.

**Your Ballot Must Reach The Honest Ballot Association, P.O. Box 313, Old Chelsea Station, New York, N.Y. 10010, No Later Than 9 A.M., Tuesday, May 22, 1979.**

Do Not Sign Your Name On This Ballot

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<th>Position</th>
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<th>Every Student's Party (ESP)</th>
<th>United Students For Action (USA)</th>
<th>Concerned Baruch Students (CBS)</th>
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<td>1 [ ] LARRY JACOBS</td>
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In this very quiet election, students will be asked to increase their activity fee by $2.00. This increase will have an indirect affect on the welfare of students. However, the increase will not contribute to student activities at Baruch or to the problems of our sagging activity fee.

The purpose of this increase is to fund the New York Public Interest Group (NYPIRG). An organization, geared towards representing students in the courts and the legislature on various issues.

The organization serves a vital function, but at this time, the Baruch Student body does not need an organization such as NYPIRG, or a referendum which would increase student fees by $2.00. If students are to pay an increase at this time, it should be to revitalize our pitiful sports program and improve our inadequate student programs.

It must be understood that the paper feels NYPIRG will be a valuable asset for students, in the future. Yet, we as students of Baruch, do not need to pay an increase with no direct benefits. We should be more concerned with the inadequacy at Baruch. Therefore, the NYPIRG referendum should not be passed, until an adequate fees program is established to solve our immediate problems without taxing the student further.

The paper is aware of the argument that the fee is refundable. But, the paper is also aware that students have a tendency to be unconcerned over the refunding of two dollars after a short period of time.

This fee increase can only be seen as a second priority fee increase not necessary at this time.

**EDITORIAL**

Contrary to common belief, there is an election taking place at Baruch. Many students may not be aware of it, but the election of Day Session Student Government President and other representatives is in high gear. Why is the student body at Baruch so unaware of such an important event? There are many reasons.

Firstly, the Senate Election Committee has not publicized the election well enough for the students to understand exactly who is running, and what issues the students are voting for.

The second reason is that students are not informed or enthusiastic. Although this reason may sound cliche, student apathy is one of the major reasons why students are uninformed.

One of the issues in the current election which requires students to be informed and concerned is a referendum which would increase Student Activity Fees $2.00. If a student is not informed he or she might think that the increase is good for Baruch students. However, informed students will realize that while the $2.00 increase (which is for the funding of chapter of NYPIRG, an organization which is geared towards representing students in court and legislature on certain issues) is for a beneficial purpose; the increase will not help to solve more immediate problems in the school.

Students must take the initiative in getting information concerning important school issues. They can not rely on others to "spoon feed" them information.

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This fee increase can only be seen as a second priority fee increase not necessary at this time.
Pres. Segall Responds To Senate Issue

by Joel Segall

In my memorandum of March 23, 1979, copy attached, I provided you with an interim response to the questions you raised in your memorandum to me of March 15, 1979. I also indicated that I would investigate the issues further and provide you with a more definitive response. The investigation has been completed and I am not persuaded that the interim response was completely accurate though somewhat incomplete. In addition, your memorandum of March 15, 1979 raised some questions which were not precisely defined or reflected in the set of questions you asked me to answer. What follows is some expansion of my interim response and an attempt to see what I understand to be your major concerns.

For whatever reason, Senate, it appeared, published its first issue without any authorization from the DSSG or the College Association. The second, third and fourth editions may have been published without any authorization. After the first issue was published without any authorization by DSSG but certainly before the Association met to vote on the DSSG resolution, the Board of Directors, to avoid personal liability for the DSSG organization and because they had assumedly acted in good faith, if not legally, with respect to reservations involving charges of Assembly fees and monitoring of bids, decided to investigate the matter.

1. The action taken by the Board of Directors of the Bernard M. Baruch College Association, Inc. and the Board of Directors of the Student Senate, Inc., with the approval of the Student Senate, Inc., was correct. It was correct because both boards are groups of sincere, dedicated people of utmost integrity who have put in many hours fulfilling their obligations and with whom I am proud to serve. Any attempt to impugn that integrity, express or impliedly, is, or was, without warranty or justification.

2. The allegations in Mr. Stuto's letter of March 13, 1979 are incorrect except for his observations on bidding procedure which I shall take up shortly.

3. No student may, by himself, suspend any section of the Day Session Constitution. I am convinced, therefore, that any Student Assembly matters should be initiated by the Assembly (though carried out with substantial assistance from the Student Senate) and that the bids should have been monitored by the Assembly and investigated by the Student Senate.

4. Senator should not follow appropriate bidding procedures. The fiscal guidelines require that bids be reviewed by the Dean of Students; and Senator, I am informed. I infer from your memorandum that you were uncertain as to the identity of the Dean. Senator was not the case especially in light of the Dean's designee. This should not have been the case especially when the Senate's letter was submitted enough in advance of the Board meeting to permit a review and evaluation of the bids. The Senate's letter was submitted enough in advance of the Board meeting to permit a review and evaluation of the bids. Senator's letter was submitted enough in advance of the Board meeting to permit a review and evaluation of the bids.

5. The Day Session Student Senate has not done the right to impound funds. Mr. Stuto, in his letter of March 23, which I am at a loss to explain, has the power to undertake an investigation cannot be denied to anyone.

Finally, the bids should have been held up at the request of the Board and the Senate or to the Assembly and then the Senate or Assembly may have decided to proceed.

What NYPIRG Does

by Dianne Pari

NYPIRG: Six years ago these initials meant nothing. Today, however, tens of thousands of college students and hundreds of government officials recognize these initials as the abbreviation for the New York Public Interest Research Group, Inc. (NYPIRG). NYPIRG is working with professionals—lawyers, scientists, researchers—addressing issues.

In our academic and community environments, whether fighting the tuition increase, defeating pay increases for city and state officials, challenging the standardized testing establishment (producers of the SAT, GMAT, LSAT, etc.), or lobbying against unjust auto insurance and bank lending policies, NYPIRG is working to prove that we as students and citizens can have an impact on the problems that concern us.

On 15 campuses across the state, including 6 CUNY schools, students are getting a real education. By tackling real-life problems, we learn how to work with the right people to solve those problems, and getting results, students are learning the invaluable lesson that you can first take a course in public policy decisions that effect us all, and then follow with a course in public policy programs that help the public.

NYPIRG students and staff have accomplished:

—Cutting the waste from government.
—Banning the interviewing of NYPIRG students and staff have accomplished:

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—Banning the interviewing of

Prostitution Today

Cont. from Last Week

Our approach to prostitution, as I mentioned before must be based on modern society's changing values, ideas and attitudes. In the Victorian era virginity was regarded as a quasireligious vice, a woman seeking marriage. There were no open discussions of sex. The word itself was treated with a blush up!, if women were not expected to enjoy sexual intercourse, but merely to perform the duties of satisfying their husbands' desires and of rearing children. Female orgasm and sexual fulfillment was totally unheard of.

Taking a close look at modern society we see that man's attitudes toward women and sex have certainly evolved. Women are treated with more respect and regard for their sexual satisfaction. There is no longer any discussion of sex. The word itself is treated with a blush up!, if women are not expected to enjoy sexual intercourse, but merely to perform the duties of satisfying their husbands' desires and of rearing children. Female orgasm and sexual fulfillment was totally unheard of.

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# Evening & Graduate Session

## Final Examination Schedule

### Spring 1979

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<th>Tue., May 30</th>
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Note: All times are in 24-hour format.
# Day Session
## Final Examination Schedule
### Spring 1979

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**Notes:**
- All times are in 24-hour format.
- Exam times may vary between different days.
- Please check the official schedule for the most accurate times.
- Some courses may have specific exam dates and times.

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**Additional Details:**
- Exams are typically scheduled at different times for different days.
- Exceptions may apply for specific courses or instructors.
- Always verify the exam schedule with your academic advisor.
by Steve Koenig

Disco records are difficult to review because they are meant to be danced to, not analyzed, but since disco now constitutes 25% of consumer record sales, here we go. We're going to discuss the record's musical value rather than their danceability. Deejays can make their own judgments.

Two of the best recent disco-oriented releases are Gene Chandler's Get Down (Chi-Sound 7578) and Celi Bee's Fly Me On The Wings Of Love (APA 77003). Chandler is a classier singer, and the eight minute title track is a gem. From the bubbly opening of the bass and quirky electric guitar, you know you're in for something special. It just keeps bubbling and building, and although the lyrics are stuck in just for the music, they are light and clever as the instruments, thanks to arranger Tom Tom R. Of special note is the ballad Please Sunrise, where Chandler can really show his stuff. Some of the songs are mediocre, but the sheer quality of Gene Chandler's singing makes every one sparkle. Celi Bee's album Fly Me is a gem. The 13 minute cut uses many of the effects that have made great disco records in the past, not by obvious stealing, but by evoking moods. There are times when the bass is jumping, the horns are blowing, and the synths are stringing that line you off the ground as the Brooklyn-born singer insists "your love—it takes me higher." The epilog, where she whispers "one night if you have your guard down, I don't think I will, I can face tomorrow", is reminiscent of the Lie To Me part of Midnight Love Affair, it's positively chilling!

The second side is as good as the first, starting off with Boomerang, a bit of pop-disco that should be a hit single. About a lover who keeps coming back for more, Boomerang features a wonderful echo that emphasizes the sentiment, and is followed by three well crafted love ballads, great for slow dancing. Could Celi Bee be the Carole Bayer Sager of soul ballads? She sings, writes well, and looks hot. The engineering is excellent and the cover is plastic laminated. That, c'est bon!!

The leading cut, Come and And Do It, is a hot samba number that just won't quit, blantly sexual with a lusty chorus of "Where'd you learn to funk like [this], Celi bee?" doubletracked with "Do it, do it to me, do it." When you hear it, you'll be begging for more, and so will your partner. Guaranteed to put you on top of each other. Ray Gomez' guitar work is sleek and piercing, adding to the excitement.

Theo Vanessa's Bad Boy (Prelude PRL 12165) is very dancable, as is all of Prelude's product, but the cut Sentimentally Yours stands out. It spins out like Sylvester's Mighty Real, but vocally she sounds like a cross between Esther Phillips and one of the Gibb boys. It's a wonderfuely romantic ballad (a very fast ballad) full of elegance and charm.

The more dazzling is one of the best song stylists extant, Sylvester. From his rock and roll albums to his new disco persona; he invests all in everything he's involved. Stars (Fantasy 9579) is a class act through and through. But more than that, Sylvester might just be the ultimate disco experience. Just put on the title track, turn Bohannon's Cut Loose (Mercury SRM 3762) too is a reworking of his last disco hit, Let's Start The Dance. It's a bit slower and a bit longer, but he put some fine organ work into it, even though we miss the shouts of Caroline Crawford this time around. The rest of the album is plodding, so get the 12 inch. The same with T-Connection's At Midnight, (Dash 30030). The title cut is a reworking of Get Off, but the album cut is too short. Get the extended 12 inch. The rest of the sleeve features Latinized 78s. There's nothing as moving as Teng's Song from their first effort.

Babon's Cut Loose (Mercury SRM 3762) is, of course, the reworking of his last disco hit, Let's Start The Dance. It's a bit slower and a bit longer, but he put some fine organ work into it, even though we miss the shouts of Caroline Crawford this time around. The rest of the album is plodding, so get the 12 inch. The same with T-Connection's At Midnight, (Dash 30030). The title cut is a reworking of Get Off, but the album cut is too short. Get the extended 12 inch. The rest of the sleeve features Latinized 78s. There's nothing as moving as Teng's Song from their first effort.

Madleen Kane's Cheri (Warner BSK 3315) features a sidelong suite beginning and ending with Forbidden Love, that marvelously ominous song as good as her last, Rough Diamond. In the middle comes Cheri, a pop-song with Four Seasons sentiment, returning to Secret Love Affair/Forbidden Love, Side two features Abba-like pop ballads sung in a breathy blonde voice, best of which is Retro, a reminiscence of Peter Allen's: "I want to sing like Dietrich, and act like Garbo..." You and I is slow and sexy like Saint Tropez. Not a bad job, for a woman dressed in an unflattering dress by Evoking moods. There are made great charm. Foxy certainly consists of a bunch of Hot Numbers, as the cover photo will attest. (Dash 33010). The title cut is a reworking of Get Off, but the album cut is too short. Get the extended 12 inch. The rest of the sleeve features Latinized 78s. There's nothing as moving as Teng's Song from their first effort.

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DISCO

Cost from p1 col 5
than Grace Jones'. (Grace Jones fans take heart, I still adore her despite the fact that she can't sing.)

John Ferrara's come up with a disco production of Wuthering Heights, (Midstong MSI 008) complete with synthesized wind and swirling strings, but the lyrics bore even the singers (including Angie Boffili) and although it clocks in at a standard 126 bpm, it just doesn't swing. Strangely, a 3 ½ minute track at the end of side two really sets things rocking.

Love Attack is a hot little number with a haunting, smouldering flute line. It should be released in an extended version.

The best thing about Wild Fantasy's Jungle Drums (Midstong MSI 003) is its hot cover—sex has been used on album covers before, but never so erotically. Unfortunately, the cuts

Africa and Jungle Drums are performed by musicians who sound like they never left Nassau County.

White boys who make good, however, are the Beach Boys, with the Light Album (Cariou JZ 35752). The 11 minute disco rework of their Here Comes The Night is a masterpiece on every level. It's a logical extension of the textures they were experimenting with in the late sixties with Van Dyke Parks, and the harmonies are lush as ever. Last summer some band discoitized Beach Boys oldies and it came out terribly, but with synthesizer help from Bob ("Let Them Dance, Once Upon A Time") Esty, no one can do it better than the Boys themselves. The rest of the album is filled with new material, the best they've done since Surf's Up, although their version of Shortin' Bread is, to put it lightly, embarrassing.

Not so embarrassing is the Eine Kleine Disco Band's Disco Saturday Nacht (Moss Music Group MMG 522). A clever attempt to rework the classical music into disco, the album subtitled The Feverish Sounds of 1830 is fine to hustle to, but it never really cooks. It is interesting, however, to hear Eine Kleine Nachtmusik, Strauss Polkas, and Haydn symphonies discoitized.

Much better is Folkwax's Early Syncopated Dance Music (RBF 37). It's an excellent collection of remastered 78s of cakewalks, two-steps, and glides. There's even a cut giving instructions on how to do the one-step. Even if you can't find someone to show you how to dance the ballroom music of the 1900s and teens, it's a pleasure to listen to and fake it. It comes complete with excellent notes on each track, as in all Folkwax albums. 

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by Josh Palestone

The Baruch College Intramural Program has suffered a severe setback because one of its two coordinators, Bonnie Nagell, will not be hired by the school for next year. The other coordinator, Tom Cracovia, will continue to run the program by himself next year with the help of student aides.

The problem goes back to 1975 when Tom and Bonnie were hired for special projects. Each coordinator was given $2,000 to hire some extra help. Atilles, a sophomore, was cut into the program. The coordinator discovered that the coordinator had to find his own funds to create two new positions for him. The Athletic Department confronted Bruce Tuckman, the Dean of the School of Education, and asked him to create two new college positions for Tom and Bonnie. Dr. Tuckman then went to Dr. Philip Austin, Vice President for Academic Affairs, and discussed the idea of establishing two new positions. Dr. Austin felt that Baruch Tuckman both think very highly of the Intramural Program and would like to expand it, but according to Dr. Tuckman, the universities budget dictates otherwise. Due to a lack of funds only one of the two coordinators could be hired by the school. In fact, funds are so tight that it's not even absolutely definite that one of them will be replaced. An interview with Dr. Tuckman, that he said that it's "almost definite" that Tom would be retained.

Yet, the sense of uncertainty remains over the firing of Ms. Franklin and the rehiring of Cracovia. Dean Tuckman stated that Ms. Oberman had informed him that she knew of other job offers. Ms. Oberman, in response that "I'm saddened that I'll be leaving but I'm looking forward to moving on to something new."

When Tom and Bonnie were asked to the Physical and Health Education Department, Dr. Albert Nagell, the Chairman, decided that Baruch should continue to operate both recreation and Intramural programs. Until Dr. Nagell decided to do this, Baruch's Recreation and Intramural Programs consisted of free play, basketball during Club Hour. Having two hours of free play a week hardly constitutes an Intramural Program. Dr. Nagell's goal is to open all recreational facilities (pool, tennis, weight rooms, and gym) when they weren't being used by classes or the Intercollegiate teams. As most programs do, the Intramural Program started off slowly, but under the leadership of Tom and Bonnie it has grown tremendously. The Program now at the point where 1,500 students are actively participating, and another 4,500 students, faculty, and staff members come out as spectators.

The highlights of this years Intramural Program have been the Mr. Baruch Contest (600 spectators), Ms. Baruch Contest (700-800 spectators), Disco Dance (500 spectators), Annual Basketball Tournament (200 participants), Men's and Women's Superstar Competition (65 Contestants), Volleyball Tournament (125 competitors), as well as tournaments in Tennis, Track, Swimming, Badminton, Paddleball, Weightlifting, Table Tennis Doubles and Singles, Turkey Trot, 10 mile run. Push-ups, and many more. Last Spring an Evening Recreation Program was inaugurated for the first time. However, the Program had to be curtailed because of inadequate funding. This past Fall a "Women's Weight Room was opened.

When the Intramural Program was first started Tom and Bonnie had no budget with which to work. Even with the tremendous growth in the Program they only received a budget of a thousand dollars for the entire year 1978-79, but still managed to build a program that is original, creative, and extensive. By talking to students it's obvious how much they appreciate the Intramural Program. Freshman Nellie Christopher says that "I think the Program should go on because it helps keep my body in shape, and I made lots of friends." Jose Atilles, a sophomore, says "I think it's a great program because I like to keep in shape, and it occupies my time. If the program was cut it would deprive students of facilities at they're entitled to use." Stanley Rodgers feels that the Intramural Program is a good program because of its emphasis on participation. "It gives the people who participate something to look forward to instead of just going to school." Paul George says "I think the program is very entertaining and worthwhile to students. As I participate and watch some of the activities, it gives me an idea of what the students and today you find that very rare. When I first came to this school, two of the first faculty members I noticed were Tom and Bonnie because of their concern and involvements for the students."

by Josh Palestone

What athlete is one of the most popular in history? He has never played professional sports? The answer is Bruce Jenner, the 1976 gold medal Olympic decathlon winner. His name will live forever in the annals of athletics with many athletes win gold medals, Jenner won the event that he was the true test of an athlete. The decathlon is an athletic contest in which each competitor participates in each of a series of ten track and field events. On May 3, the Intramural Program in their own version of the decathlon, and called it the Superstar Contest.

The Superstar Contest was held for both sexes simultaneously. The men had to choose six out of the following events: 1 mile run, long jump, high jump, throwing, long jump, vertical jump, and pitching (best out of ten throws). The women had to select five out of the following events: 1500 meter run (those 2 time without qualifying), sit-ups, 1 mile around Gramercy Park (4:46), 2000 meter run, 20 pull-ups, and 10 push-ups.

Altogether there were 46 men and 13 women who participated in the contest. The only man to finish the tournament, Jonathan Leon, said, "I feel it's good to get involved in school activities, and although I don't expect to win, I expect to have a lot of fun." Loria Taylor entered the competition because it felt it was a lot of fun and it's good exercise.

One of the great points about this sort of tournament is that a contestant must excel in many events, not just one. It is this that makes trying to predict a winner almost impossible. In the men's contest, John Lanthripp was the convincing winner with 42½ points. He was followed by a distant Anthony Harris with 29 points, Jacob Bonitto with 24 points, and Jose Torres and Al Atston with 22½ points. The scoring is done on 1:1 point system. Whoever comes in first in any event gets 10 points, second-place person 9 points, and so on. Lanthripp then not look like your typical star athlete. He has a lanky build, but this proves that a competitor doesn't have to be a Mr. Universe to win. Lanthripp came in first place in two events, the standing vertical jump (10'11''), and throwing (8 out of 10 throws). Some of the other outstanding performances by men were by Anthony Harris (79 push-ups), Anthony White (56 sit-ups), Vivian Rice with 35 points. Foster came in first place with 48 points. She was trailed by Sui Fong Kwok with 36 points, and Anthony Walker (15 mile run, 2:08.3), and Ed Figgero (40 yd. swim, 28.4). If you'll notice, most of the distance was included in one event didn't finish in the top five in the overall competition.

The womens events were much more dominated, mainly because less contestants entered. Ramona Foster came in first place with 48 points. She was trailed by Sui Fong Kwok with 36 points, and Vivian Rice with 35 points. Foster came in first place in four of the events she entered. They were sit-ups (157), Gramercy Park run (1:02.9), standing long jump (7'3''), and free throw basketball (11 out of 15). Rice won the tennis (46 returns) and the 40 yd. swim, (26.9), while Sui Fong Kwok won the 1 mile around Gramercy Park (4:46). The competition was a lot of fun for everyone who participated. Nobody went home a loser because a Baruch College Superstar t-shirt was given to all who entered. The Intramural Program coordinators, Tom and Bonnie were happy with the way the tournament went, and wish to give special thanks to Doris White, and Debbie Hoseni who donated their time by helping run some of the events. To all of you who think you're super athletes, start training for next year's contest. Remember, it's the contest against who.