by Freddie Ellis

For two years it has not been hard for Baruch's students to notice that the college's auditorium on 23rd street is under construction. About one million dollars in federal money has been spent on new seats, lights, and audio and visual effects. It has been estimated that by July the auditorium will be completed and ready for operation. The main users of the auditorium have always been the clubs. Over the years they have used the auditorium to present plays, cultural events, concerts, and famous speakers. When the new renovated auditorium is fully completed and open for use, there's the possibility that the college's clubs will have to pay for rental of the auditorium if they wish to use it.

Amrit Govil is the founder and president of the Baruch Indian Cultural Club. The club has been inspired by a desire to provide a place, an auditorium, for the students of Baruch and also the outside communities. During the early part of March, the club had planned to present a special program at the end of April designed for Baruch students and outside guests. They were expecting over 500 people to attend. The only problem that they were having was finding a place to hold the event. At that time they were informed that the auditorium would probably be finished by the end of March. So they set out to get permission to use the auditorium for the event in April.

The club went through the procedure of asking the President of Student Government, Charles Stuto, to put in their request for permission. President Charlie Stuto said "I don't know." Amit Chin who is Treasurer of the D.S.S.G. was not on the committee, and was not informed of the trip until after the Spring recess. The committee finally decided on a $5.00 charge for Baruch students and a $7.00 charge for non-students. In turn Student Government would subsidize $12.75 for each Baruch student, and $10.75 for every non-student. The subsidy monies would go to provide food, transportation, insurance, and other expenses incurred. In total Government was spending $14,119.75 for the trip and receiving only approximately $4,000 in returns from ticket sales.

Professor Mikulsky has come up with the idea of training students to operate the auditorium's sophisticated audio and visual affects. The students would be paid wages. The problem is that the college doesn't have the funds to pay the students, so the rental payments from the clubs would be used to pay the students as well as the electrician and custodians. The whole policy is still in its infancy and Professor Mikulsky stated that she isn't sure if the new rental policy will be necessary come the fall term.

Student Government President Charles Stuto partly agrees with Professor Mikulsky's rental policy. "It's important for clubs to hold events because they bring good p.r. (public relations) to Baruch," he said. "Due to the current economic position that the college is in, I understand why the clubs should be charged." He went on to state that he isn't optimistic about the new rental policy ever really being ratified, but in the event that it is, he feels that the Student Government should help the "responsible" clubs pay for the rental of the auditorium.

The question to ask is: "Will the new rental policy become a standard procedure and will it work for the best?" The answer to the question will come in the future.

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**GREaT ADVENTURE TRIP:**

**FUN WITH CONTROVERSY**

by Sandy Jacobow

On Sunday May 20th, a combination of 800 Baruch Students, guests, and personnel went to Great Adventure in New Jersey. The trip was sponsored and subsidized by the Day Session Student Government.

There was much confusion surrounding the whole trip, due to a great deal of controversy on the sale of tickets. It was not until Thurs., May 15, that the last 300 tickets went on sale.

The original idea for a Great Adventure trip was brought up during an assembly meeting, where they agreed to form an Ad Hoc Committee. This Committee was formed with volunteer students who were to discuss procedures, and make all the necessary preparations for the trip.

The Ad Hoc Committee also had the job of setting the price for tickets. When asked who on this Committee decided the price, President Charlie Stuto said "I don’t know." Daloo Chin who is Treasurer of the D.S.S.G. was not on the committee, and was not informed of the trip until after the Spring recess.

The committee finally decided on a $5.00 charge for Baruch students and a $7.00 charge for non-students. In turn Student Government would subsidize $12.75 for each Baruch student, and $10.75 for every non-student. The subsidy monies would go to provide food, transportation, insurance, and other expenses incurred. In total Government was spending $14,119.75 for the trip and receiving only approximately $4,000 in returns from ticket sales.

To allow more students to partake of the trip Daloo Chin had suggested "to kill the food, and raise prices a little, but Charlie is a man of no compromise." He also added the fiscal plan "was a joke."

In order for Student Government to subsidize the whole allotment of tickets, their unallocated reserves had to be tapped of $5,000. This required the approval of the College Association. President Stuto submitted the following budget:

- Tickets-$7,668.00
- Buses-$4,800.00
- Food-$2,400.00
- Insurance-$125.00
- Printing Tickets-$34.75
- Total Cost $14,119.75

Return on Ticket Sales $4,000.00, making the total cost to Student Government $10,119.75.

The College Association agreed to release the funds on two conditions: 1) The D.S.S.G. Assembly meets and approves the allocation and 2) a sub-committee of the Association review the fiscal policies.

On Tuesday May 1, 1979 the Assembly met and only five members of the 27 member board were in attendance, President Stuto then asked enough members on an at-
A Distinguished Professor
At Baruch — Dr. Bauer

by Brian Watman

Sitting relaxed in his office, Dr. John Bauer, chairman of the Psychology Department, recently spoke on his views on the present state of education and society. Dr. Bauer who is considered a maverick by some, describes himself as a pro students and pro social action.

Dr. Bauer, who has been teaching at Baruch since 1951, points out that today's student body is distinctly different in quality than it was in the mid sixties. "Today I see little responsiveness between the student body. And for many students reading and writing is a chore which many cannot do. Also students have learned to merely endure teachers. Education however requires discipline and therefore is an activist action. But our students rather live for the present and not work hard at their education. The result is that I see 'corpses' walking into the classroom.'

He feels that students are not interested in questioning and challenging the so called truths which are drummed into our heads as children. "Most of us don't know the truth. We are puppets in terms of select information funnelled to us." In his remaining years, Dr. Bauer would like to leave students with the desire to view the "real world" rather than the "reality" as portrayed to us by the media and corporations.

Dr. Bauer explains that it is a student's responsibility to try to correctly perceive and develop his role within society. Although disappointed in today's student body he seems fascinated and intrigued by the potential of young people. Dr. Bauer adds that what he doesn't want to see is students replicating each other and falling into patterned responses which the establishment would like to see. He feels people must not let themselves be used and abused by the select few in control.

Reminiscing about the 1960's, Dr. Bauer recalls, "In the sixties there was a hope; there was social action and it was a time of life."

The next generation (our generation) has learned that these students taking part in these so called radical actions were a minority and therefore most chose to ignore the struggle. Rather, they chose to settle back and join the older masses' ways of thinking. This is revealed by looking at Baruch students. "We have the most conservative student body of all the senior CUNY colleges." Concerning education, "young people are career oriented." Dr. Bauer feels this is good but a diploma should mean much more rather than just a "stepping stone to a better job."

Dr. Bauer explains that a college diploma mostly shows him that the student has a "hemorrhoidal tenacity" and a desire to sit and absorb for four years. Learning and teaching is a sitting death. "What I would like to see is students developing conceptualization and analysis abilities."

"Students are burnt out from high school by the time they get here," Dr. Bauer emphasizes that the school is a "factory." "All of education is a kind of quasi fascistic phenomena in which of yester year we knew enough about your tomorrow to pass on knowledge which may have no relevance for your tomorrow. We make sure you won't question, make trouble and you'll adopt our views so that the status quo remains. Our education system doesn't make for many revolutionary ideologies. Students are passive, they don't want to rock the boat . . . I was a gambler when I was younger in the sense that I tried out my views and my thoughts, and I suppose I was penalized."

He feels that education should be more than just attending classes and memorizing notes. He feels it is essential to analyze and question that which exists, especially those areas of our lives which are influenced not by nature but by other human beings. These areas include government and societal conditions. He questions whether society is as it should be.

With a sigh, Dr. Bauer states, "There's a kind of humdrumness in this type of teaching methodology. We go from the four walls of the classroom to within another four walls of student meetings and back home to their neighborhoods where their values and prejudices are reinforced. There's no change when students submarine themselves back to where they're from."

"There's a kind of porcupine quilling in this school. We all keep our safe distances and it makes life rather unexciting. Many students are not here because they want to be and at best many students can just tolerate the school." He sees any possible reversal at this moment of students' attitudes towards Baruch since we don't have a curriculum. "Because of financial obligations some full time students are here with part time minds. Some students cut class too much to benefit from it. It's a combination of these factors. The kind of students, the unattractive of the campus and the part time working is why I feel this way. It's sad."

"Today's students are concerned with more concrete issues," Dr. Bauer encourages students to experiment and try new approaches and attitudes to everyday events and tasks. "But keep our safe distances and it makes life rather unexciting. Many students are not here because they want to be and at best many students can just tolerate the school."

"I haven't seen any students at administration meetings."

Several years ago Dr. Bauer fought hard to allow students to sit in on meetings and express their opinions but now students

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Psychology Department Chairman—Dr. John Bauer

An Indian Cultural Club Presentation
'India In New York'

by Miles Hinsten

There is a feeling of apathy among many students toward the various clubs and student organizations that proliferate on the Baruch Campus. Certainly, many feel that the clubs are all a waste of time and in the realities of Baruch life, that they are functionless.

An event held a few weeks ago, however, challengingly defies such criticisms, the event being the Baruch College Indian Cultural Club presentation entitled, "India In New York" at the Washington Irving High School. As the club's president, Amit Govil, remarked, "The program was a complete success and the attendance of about 650 people certainly is an indication of the support we received in launching our first ever major presentation."

Main items for the evening were music (both vocal and instrumental), cultural dances, and comedy. The audience was also addressed by the Indian Cultural Club presentation. "India In New York" that Baruch student organizations.

"The efforts put into this show were very demanding as many nights we had to attend practice sessions after classes and still honor our other commitments at work and college," remarked Ann Mustafa, the club's director of activities, who along with Secretary Sushila Premi, were the driving forces behind the fashion show.

"Now, after this initial success, we have many more plans ahead," says Deepak Puri, Vice-president of the club, who feels: "We are achieving quite a lot and hope to continue to attract large numbers of Baruchians of all ethnic and cultural backgrounds and to expose them to the vastness of the depth of Indian culture."

Certainly, it seems that the club need have no apprehensions about its achievements, for as one pretty blonde-eyed blonde told me: "the show was fantastic and it really cleared up a lot of misconceptions I had about India and the Baruch Indians Cultural Club."

She continued, "I look forward to the club's next event and will be bringing a few friends with me."
FRESHMAN ENROLLMENT INCREASES FOR FALL TERM

by Mary Cunningham

Next September approximately 2,200 incoming freshmen are expected to register for classes here at Baruch. This group is from some 3000 students who applied to and were accepted at Baruch. Why such a large number accepted to an already overcrowded school? Baruch is the only business school in City University, and is by far the most popular in the number of applications it receives. In an era when inflation and the unemployment rate is on the upswing, there are more job options for the business student than those open to nursing or education graduates. People want to be assured of a job once they’ve suffered the grueling four years of college study, and a business degree offers that assurance. Because Baruch is the only business school in the City University of New York, the Department of Education would not permit the Office of Admissions here at school to accept any fewer than what they believe could be accepted. It would not be fair to turn down people who are equally qualified for acceptence due to lack of space.

The number of incoming freshmen has been on the incline the last few years. In 1977 1570 students entered and the amount of students registered in 1978 was 1937.

A second incentive for applying to Baruch for high school seniors is a scholarship offered by the college. One thousand dollars is offered to the applicant who lists Baruch as his first choice when applying to City University and who has an outstanding high school record or did extremely well on his Scholary Aptitude Test. This scholarship was first offered in 1978 and the number of students registering that Fall was up 300 from the year before.

The Office of Admissions, directed by Ms. Pappy, uses what they call a show rate to determine just how many students they will be able to admit the following semester, and they send this number into the Board of Education. Their office in turn does the paperwork involved in selecting those applicants acceptable and sends out notices of acceptance to those qualified. Baruch’s show rate is approximately 58%, meaning about 58% of those prospective students that were accepted actually show up for registration. This number has been fairly consistent the last few years and seems to work in determining how many freshmen will actually attend Baruch.

Like the other schools that are part of the City University Baruch is suffering from overcrowding and too few spots for too many people. Lack of funding seems really to be the primary reason, the City University can spare no more money now to allow a move to a larger campus. Talk of moving to a Brooklyn campus seems to be just that—talk. Hopefully the condition will change during the years we are here—but four or five years is too short a time to really expect major changes.

STUDENTS RALLY AGAINST TUITION HIKE

by April Dusley

On Second Avenue at the corner of 22nd Street—at Baruch’s back door—stands the Margaret Sanger Center. The Center is one of four family-planning clinics in New York City run by Planned Parenthood of New York City, Inc. It is a model for clinics all over the world. I recently visited the Center with Rosita Arrastia, one of the members of the Executive Board of Planned Parenthood.

The Center is located on the fourth floor of 380 Second Avenue. The clinic operates Tuesday through Saturday, sometimes with evening sessions. Frankly, the Center is beautiful. There are private rooms for counseling, comfortable waiting areas, along with a pleasant atmosphere and a professional staff. They have facilities for internal examinations, first trimester abortions, vasectomies, pregnancy detection, and instruction in use of various birth control methods. Fees for the services provided are on a sliding scale based on one’s income (i.e. one pays what she can afford), regardless of age, race or sex. Information is free and anyone can get an appointment.

The Center is staffed by physicians, nurses, counselors and nurse-practitioners. Nurse-practitioners are registered nurses who’ve had additional training in birth control and family planning. Every person who uses the services of the clinic goes through counseling. For instance, if a woman comes into the Center wanting to obtain birth control, she would first fill out a complete medical history. She would discuss with counselors what the different methods are and make her decision without pressure. After her decision, she will be examined, given a Pap test and breast examination, and tested for gonorrhea if she wishes. She will be instructed on how to use the birth control system correctly. All her questions will be answered or she can call the Center for further information. Also, many of the staff members on staff are bilingual; whenever a woman is being examined, there is someone in the room that speaks her native language.

All the birth control systems

by Sandy Jacobow

On March 9th, a disappointing small turnout of only 700 CUNY students gathered at City Hall to protest the recent $100 tuition increase.

The rally was set to start at 12:00 sharp, but didn’t materialize in full scale until about 1:15. By 12:30 a group of approximately 100 students marched through City Hall Park to Murray Street. The crowd was fairly quiet until it blocked traffic in the intersection of Murray Street and Broadway for about five minutes, until police persuaded them to move elsewhere. At the size of the crowd swelled so did the amount of police arriving at the scene. Only 20 policemen were present at the start, with at least an additional 25 officers arriving at the height of the rally, including a dozen mounted policemen.

As time progressed different representatives from most CUNY school joined the increasing number of protesters. The majority of students seemed to be from York and Medgar Evans colleges. Unfortunately, few, if any Baruch students were in attendance. In an era partially be attributed to the fact that only a few scattered posters was the whole advertising campaign.

At approximately 1:15 the rally was at its peak, as only 700-750 CUNY students marched through all around City Hall Park. The crowd remained in considerable order throughout the entire event, chanting such slogans as “Stop Tuition Hiike. Free Tuition For All,” “Education is Our Right, Stop Tuition Join Our Fight,” and a few running choruses of “Down With Koch.”

Even when the number of protesters was at its height there were no police problems. In fact for for few bullhorns the voice of the crowd was usually low. Although a podium with loudspeakers was set up it went totally unused as the
Vietnam Veterans Week Festivities Planned

by Don Laub

"This Nation's moral debt to Vietnam Era veterans still remains outstanding. The Congress and I feel strongly about this matter. They served their country during a painful time in a bitter war." So said President Jimmy Carter recently, as he declared May 28 to June 3, 1979 Vietnam Veterans Week.

Others added their comments about Vietnam veterans. Max Cleland, head of the Veterans Administration said, "The unique thing about Vietnam was—and is—its aftermath. It was a hard war to come home from and an even harder one to look back on." Dr. Dennis R. Wyant, a Deputy Assistant Secretary of Labor, thinks this week will provide a good opportunity to examine the status of Vietnam veterans today. He feels that one of the major problems facing veterans is unemployment. "The unemployment rate for many younger and minority veterans remains unacceptably high," he added.

New York City has plans to celebrate Vietnam Veterans Week. Bob Georgia, Veterans Coordinator at Baruch, said, "About three weeks ago myself and four other coordinators met at City Hall with four people. We returned about five days later, and there were 20 people there. We broke up into four committees." Mr. Georgia continued, saying that over "twenty agencies—city, state, and non-governmental—are now involved."

Mayor Koch plans to start off the week on Monday, May 28 with the dedication of a plaque at City Hall honoring Vietnam veterans.

Studio 54—yes, the Studio 54—will be open (during the day only!) for a Veterans outreach program on Thursday, May 31. Called Vietnam Veterans I.O.U. Day, (Information, Opportunity, and Understanding) veterans will be able to find under one roof information concerning education, employment, discharge upgrading and other benefits.

The Veterans Theater Company will present a series of plays, poetry readings and artistic endeavors on Friday evening, June 1. (Time and place to be announced) This show, presented by Vietnam veterans, will also include slide shows and audio-pictorial essays. A number of veterans will talk of the positive aspects of their service, and their readjustment problems upon re-entry to civilian life. An attempt will be made to bring forth successful Vietnam veterans, so as to provide positive role models to those veterans who are still working toward the resolution of their Vietnam experience.

Other activities for the week are planned. Check for the latest info at the VAO, Room 1701, 360 Park Ave. South. With this upcoming Vietnam Veterans Week in mind, a group of veterans, representing four schools in the CUNY system, including Baruch College, travelled to Albany on May 9 to lobby their legislators. Jim Hebron, Assistant Veterans Coordinator at the College of Staten Island, was instrumental in organizing the lobbying activity. "With Vietnam Veterans Week coming up, we wanted to plant some ideas in their minds," he said. Mr. Hebron viewed the trip as "a consciousness raising effort," adding that "Vietnam vets have been neglected for too damn long." Issues that the group pushed for included a call for the reinstatement of the Regents War Service Scholarship, which would help those veteran who attend colleges with high tuition. Assemblyman John Behan, himself a Vietnam vet, promised that he would introduce this proposal to the Assembly.

Other issues lobbied for were: a call for a New York State Veterans Outreach Program; request for a joint resolution by the New York State Legislature recognizing Vietnam Veterans Week; legislative hearings to address the problems of Vietnam Era veterans; and lastly, a call for free tuition within the CUNY-SUNY system for all veterans who served in the Indo-China theater of operations.

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Brian McDonnell Veterans Coordinator at the College of Staten Island, addressed a group of veterans, present from throughout the state of New York, on how the under-utilization of VA benefits hurts the economy of the state. Mr. Hebron summed up the Albany trip as an effort "by dedicated people, people who care." The Baruch College Veterans Association will give its final party of the academic year on May 24, (last day of school) at 5 P.M. A brief awards ceremony is planned, followed by the party in Room 1750, 360 Park Ave. South. All are welcome! Food, drink and music for all! Helpline members will be there to help celebrate the end of another school year.

Notices:
The Fall 1979 registration shall start during the third week of August, 1979.

In order to insure the successful registration of our students, the Senior Class will have appointments scheduled in August. Since faculty advisors may not be available at that time, please be sure to see them before the end of this academic year.

Although it is in the best interest of seniors to register at the appointment time, seniors who are unable to register before Labor Day because of vacation plans, will be eligible to register on Tuesday, September 4, 1979.
Retailing Society's Fashion Show

by Leonard Mancuso

After months of planning and preparation the Retailing Society presented one of their major events of the semester. The Retailing Society, with the cooperation of major clothing manufactur- ers, Bloomingdale's, and local merchants held a fashion show on Friday May 4, 1979, at 6:30 p.m. The show was the result of hard work the members did to coordinate, as well as organizing the show.

Wendy Sadaka and myself visited the manufacturers' showrooms and selected the clothes that fit into the theme. Selecting the models was the next difficult job to do, since there are so many attractive girls at Baruch it was difficult selecting them, finally eighteen models were chosen.

The fashion show was held in the lobby of the Student Center. The lobby, probably was never as packed as it was for this show. The commentary was expertly done by Louise Nelson, the pres- ident of Luxury Promotion. Lou- ise also played an important role in coordinating, as well as pro- viding some of her own designs.

During the show this spring's and summer's fashions were shown to approximately two hun- dred and fifty students that at- tended. The clothes ranged from swimwear and active sportswear to dresses and disco clothes. Some made the show a success was the models, who without experience, did a superb job modeling.

Following the show, a reception was held in the Oak and Marble lounges. Before dancing to the sound of two live DJ's, students were served sandwiches and drinks. Unfortunately the space and time available was not suffi- cient, however, the best was made of the situation.

I would like to thank all of those who were connected with the show, without whose help the show could not have been the hit that it was.

I would appreciate it if anyone who took pictures during the show would send the nega- tives to the Retailing Society Box 381, they will be promptly returned. Thank you.

Data Resources comes to Baruch

by Julie Perrone Geffke

On April 26, more than 55 students of the Finance-DRI Forum greeted Dr. Chris Snyder and Mr. Jeffrey Tannenbaum of Data Resources Inc.

Founded ten years ago by Otto Eckstein, Professor of Economics at Harvard, DRI provides eco- nomic consulting services for approximately 600 clients nation- wide. The firm houses the largest private data base in the world.

Dr. Snyder, a dynamic and forceful man, described the DRI operation. The U.S. economy im- pacts on all businesses. The suc- cessful businessman is the one who is able to anticipate eco- nomic fluctuations and capitalize on them. This is where DRI steps in. Armed with consultants, data and economic models comprised of thousands of equations, the DRI team sets out to help busi- nessmen translate economic events in terms of how these events may impact on their in- dividual businesses. The DRI con- sultant helps his client build a micro-economic relationship be- tween his individual productive lines, for example, and the overall economy.

DRI offers a unique opportunity for BBA students to flex their economic muscles. DRI's client list ranges from such prestigious companies as Citibank to local hog farmers in California (would you believe DRI designed an economic model to predict demand for hog dewormer?)

Students immensely enjoyed the lively discussion and were partic- ularly pleased to learn of the opportunities available with DRI.

Out of the show is called Dr. Snyder and Mr. Tannenbaum for a thoroughly delightful afternoon.

NOTICES

The Middle Income Student Assistance Act of 1979 was signed into law by the Presi- dent in November 1978. This Act provides financial aid to students who were not pre- viously eligible because of family income. The new Act increases eligibility for fami- lies whose income is up to $25,000.

We encourage all students to apply for a Basic Educa- tional Opportunity Grant for next year.

You are Cordially Invited to an Indian Cultural Club—PARTY—

Free Food, Wine, Drinks, Music

Thursday, May 24

Room 747, 26th St. Bldg

Come and Enjoy!

12-2:00

Students who have previ- ously picked up their Financial Aid Applications (CSAF) for next year (1979/80) are re- minded to return them as soon as possible to the Financial Aid Office:

Room 205
155 East 24th Street

Those students who have not as yet picked up their 1979/80 Financial Aid Applications (CSAF, BEOG, TAP) may do so at the Financial Aid Office.
Dance, Dance, Dance

A pretty senorita dances to Salsa

A friendly face in the crowd

The Middle East Club puts on a show

Food, give me food

I guess we drink a lot
STREET FAIR '79

by John Forde

Of course it had to go off well. It was the warmest, sunniest day of the year so far. Summer was serving official notice to the City of New York that it had arrived and would be sticking around for a while. Baruch students must have thought that all the beautiful weather was just for them. People were not afraid to come out in halter and T-shirts and most forgot about schoolwork for at least an hour or two.

It was the annual Street Fair held on Thursday, May 10, and it was quite an event. Baruch students, and probably some from numerous other places, came out in droves for what is probably the best attended school event of the year besides registration.

Of course, they all didn't show up just because they had the chance to play frisbee on a closed street. Entertainment was provided on stage by The Baruch Band, making its debut under the leadership of Richard Viano. There were even magic tricks and other comic relief for the crowd.

The clubs turned out also, Circle K ran hamster races in which everyone was a winner, except possibly for a few very tired hamsters at the end of the day. They also had their annual pig-eating contest with the happy victor receiving a record organizing the fine event.

A tremendous thanks to the Student Activities Office, for the Street Fair, and everything else they have done for the Baruch student.

Probably the most exotic display was put on by the Middle East club who arrived with Sanaa Nadim riding in a sedan chair. The students then proceeded to gather a large crowd by performing dances native to the Middle East, including the sword dance.

The Baruch Helpline was there, ready, willing, and able to give out any information to students in need and also distributing buttons.

If there is one single reason that Baruch students will show up in large numbers anywhere, however, it is probably because there is free food around. The street fair did not let any of these people down.

The wandering student could feast on food from all over the world and wash it down with the free beer and soda provided by the DSSG. There were such culinary delights as "arroz con pollo" (chicken with rice) from the Spanish Club, hot dogs, ice cream, donuts, and numerous delicious treats from the Middle Eastern club.

All in all, everyone concerned would have to agree that it was indeed a fine day for Baruch. Heartiest congratulations to everyone who helped in
Editorial
Larry Jacobs Wins Presidency

With the results of election '79 in, Larry Jacobs has won the Day Session Student Government election for President. The Ticker would like to congratulate Mr. Jacobs on conducting his winning campaign in an intelligent manner.

We would also like to congratulate the USA party for its numerous victories in the council and executive board. The paper feels that USA will be able to supply the additional leadership that government needs.

The Management Society, as a strictly professional and academic organization, wishes to inform the student body of Baruch College that it is not a political organization and as such, has no political affiliation as a group. Consequently, the Management Society does not endorse or support any political candidate.

However, the Management Society wishes to encourage each and every student to take an interest in Campus elections and vote according to his or her prerogation.

The Officers and Members,
The Management Society

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Letters

Dear Mr. Martin McDowell,

On March 29, Reverend Jesse Jackson spoke to an overflow audience here at Baruch about the language of the world of economics. If you will allow me, I would like to address the economics of college education.

With the impending tuition increase hanging over our heads, it looks like the cost of one year at Baruch starting in the Fall will be approximately $1,000.00. As an independent student (not dependent on my parents for shelter or income) my chances for financial aid have been little and none. Last year my income was less than $3,600, the year before, less than $3,800.

According to the Baruch Student Handbook, my expenses for attending Baruch for nine months (tuition, books, and living expenses) was approximately $5,375.00 with the current rate for tuition, almost $2000 dollars more than I earned last year. As a transfer freshman, I could not qualify for SEEK because I was not getting it at my other school. It does not matter that the school I attended did not have a SEEK program, that's just my tough luck. Frankly, I do not know if I will qualify for CSAF, as this is the first time I will be applying, but I seriously doubt it will be very much.

I have discovered what my problems are with the financial aid institutions. (1) I am under 22 and have been independent for more than two years, (2) I am not presently getting any public assistance, (3) I make too much money, and (4) I graduated the top 10% of my high school class. Although economically disadvantaged, I do not qualify for EOP because I am not educationally disadvantaged. According to B.E.O.G., I make too much money. Their income ceiling for independent students was $2500. I would like to issue a public challenge to the Board of Directors, or whatever organization decides the arbitrary figure of income that a single person can live on, to have their daughter live on that much in the New York Metropolitan Area. See where she would have to live, what kind of food she'd have to eat, and pray that she does not get sick, because you sure can't afford a doctor making $3600 a year.

My problems with T.A.P. are complicated. Because I am 19 (I left home at 16), they don't believe that I am independent. My parents and I had to sign an affidavit reconfirming our statement. I did all this, sent it off to Albany and then never heard from them again. Have you ever tried to call T.A.P. in Albany and find out what happened to your application? My income does not allow me a long distance call that lasts that long. However, I did discover that if I was getting public assistance (such as Food Stamps or Unemployment Insurance), for some reason they will give me assistance little quicker. Don't ask me...

Frankly, I will not be able to afford to attend Baruch in the Fall if I do not get financial aid. It seems that the school and the financial aid institutions are determined that I borrow money. I lived for two years well below the poverty line, never being able to keep up with my bills. I decided to attend college so that I could earn a decent living and get ahead in life. I cannot see starting life in debt! They want you to be in debt that you are starving; so debt that you are starving; so bankrupt. What is a young woman to do? I know what kind of jobs I can get with just a high school diploma and believe me, they don't pay very much. A person can no longer get a scholarship based on just that—scholarship. I'm not saying that people like myself who get financially disadvantaged should not get financial aid, but give us a chance.

I also understand why they make it so difficult to get financial aid. They have been ripped-off so much that they're trying to protect themselves. But those who demonstrate a need such as mine should not have to go through the hassles that I have (and I'm sure there are many others like me). HELP!

Respectfully submitted,
April Dunleavy

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Letters

Dear Editor,

Upon reading the various articles concerning the presidency of Charles Stuto my thoughts were mixed. Knowing the difficult job of any elected official, I read each article attentively. Both his critics and supporters presented valid cases. However the recent events regarding the Great Adventure trip have confirmed the arguments against Stuto. He is, at the very least, an INADEQUATE, IRRESPONSIBLE student president. His incompetence in organization and political rhetoric conjuring up the Duke-Boston days of the '60's is at this time that I do not want to use the word "cronies". And the icing on this disgusting cake is Mr. Stuto's blatant disregard for the students' interests. He knows very well that most students missed the opportunity to go on the trip. When confronted by inquiring students, he simply dips into his bag of political rhetoric conjuring up phrases of deceit and cover-up.

All this does is fuel the anger of the students. It is at this time that he exhibits his inability to hold his office.

The most frustrating thing about the whole mess is Stuto's blatant disregard for the students' interests. He knows very well that most students missed the opportunity to go on the trip. When confronted by inquiring students, he simply dips into his bag of political rhetoric conjuring up phrases of deceit and cover-up.

All this does is fuel the anger of the students. It is at this time that he exhibits his inability to hold his office.

The one positive point in this affair is the need for student input. Stuto's behavior in office should show the students that they must elect responsible students to their government who will represent their interests. Let us hope that another Charlie Stuto never gets the chance to abuse the offices of student government again. And if one does, that the students will remove him immediately.

Anthony Wells
DEAR FELLOW STUDENT:

I am a conscious man—this means that I recognize that everything I say, think and do affects everything else in this world. It also means that I know the Fundamental purpose of life, of living is the perfection of my Spirit. One of the means of doing this work is in service to others. The greatest men were, have been, the servants of the People.

It was stated in class last Wednesday (by the Professor) that the so-called upper classes possess the great social conscience while the so-called lower classes have no social conscience.

Let’s examine that for a moment. To be educated is to be able to think. To think is to be able to analyse and discriminate the kinds of information one receives. In order to do this, the student must observe more than one point of view. Your (teacher?) stated that class structure has nothing to do with morality. That is not so. For instance, under the Industrial Revolution and monopoly capitalism, it has always been those with great fortune and wealth who have taken up the upper classes. It is an indisputable fact that the people with the most money make up the so-called upper classes while the people with the least money make up the so-called lower classes. Unfortunately, we live in a world where the people with the most money gain the financial wealth with human worth.

The history of the European colonizations would teach us that it has been the so-called upper classes, those with wealth and power, who have set up the methods of exploitation, genocide, degradation and dehumanization which has destroyed the lives of hundreds of millions of people throughout the world, in Asia, India, China, Africa, Latin America, South America and the United States. The main reason for this has been the great wealth of these lands and the people. In other words, grow richer.

In the Congo, the so-called upper classes were responsible for the genocide of some 15 million African people! The Belgian and French rulers instituted a work program for the people that literally worked people to death. Torture was institutionalized with women’s breasts and men’s ears and hands being frequently cut off.

The British and American so-called upper classes went to war to force the Chinese to open up to their country. This resulted in the destruction of Chinese culture and people. Profit was the motive. The Opium War, it was called.

In Kenya, the British so-called upper classes practiced an inhuman credit system and degradation of the Kenyan people. They killed 100,000 and put several hundred thousand into detention for the most permanently crippled thousands.

In India, the British so-called upper classes so thoroughly degraded the subjugated people (at that time, 400 million) that no less a leader than Ghandi was necessary to throw them out. The wealth taken out of India was incredible. So was the destruction to the people.

In Uganda, Chad, Ivory Coast, Ghana (Gold Coast) and Egypt, the British so-called upper classes thoroughly brutalized and exploited the land and the people.

The Algerian people fought twenty years to get the French so-called upper classes out. The story of the Algerian Revolution is a classic and a testimonial to the Spirit of Man.

In Zimbabwe (Rhodesia) the colonization process headed by Sir Cecil Rhodes has resulted in the subjugation and exploitation of some six million African people, by some 300,000 Europeans—mostly British.

In Cuba, there are some four million Europeans who form the upper classes in that country (wealth and power) hold 25 million African people in virtual slavery. The only parallel to the situation in Azania today is the system which existed in the South until just recently. The African Slave Trade which lasted some 200 years, took more than 100 million people out of Africa. Of these, 10 million died during the Atlantic crossing. The Middle Passage it was called. The slave trade was initiated and conducted by the so-called upper classes for economic profit. The brutality, exploitation and dehumanization of that which we call human beings is the true value of a human being.

In America today, the so-called upper classes (wealth and power) own the so-called lower classes. This is a dis tally 25 important companies. They own the very basic resources of the nation, like oil, coal, gas, iron ore, etc. They reap tremendous profits while the majority of Americans grow poorer every day. They own the utilities like Con Edison and Metropolitan Edison, which have forced Nuclear Energy on the people. A Nuclear Energy which is patently unsafe and which will poison the Earth almost forever. Further, why should these relatively few people, the so-called upper classes, own the resources so important to the Nations health, and welfare? Further, why should these very few people become very, very, very rich, while most of the people become very poor?

In the U.S.A., the so-called upper classes own the propaganda machine in history is primarily owned by three companies. These three companies are owned and controlled by relatively few people, the so-called upper class (wealth and power). Most Americans get most of their information from television. Yet, most of what is presented to us is full of sex, violence and mediocrity. The decline of the American culture, the American industry. The production of food is being increasingly controlled by a few large companies. They use their influence over the television and our food chain. They reap greater and greater profits, while the price of food skyrockets. These few large companies are owned and controlled by a relatively few people who care little or nothing about the people. Their main concern is profits. These people are the so-called upper classes. The so-called upper classes are responsible for the World Wars I and II and the Vietnam War. Hundreds of millions of lives down the drain— the motivation—economic gain. The Holocaust was created by the so-called upper class. World War III, if it comes can be laid at the door of the upper classes.

Your teacher further stated that the so-called lower classes didn’t have a whiff of social conscience. If you examine world history, you then realize that many of the greatest men and women in history have come from the so-called lower classes. Ghandi, Martin Luther King, Daniel Berrigan, Mary McCloud Bethune, Caesar Chavez, (Malcolm X) El-Hajj Malik Shabazz, Franz Fanon, Jesus the Christ, Martin Luther King, Jr., Stokely Carmichael, the Honorable Marcus Garvey, the prophet Mohammed, to name just a few. It has always been the people of the so-called lower classes who have produced out of their struggle and suffering, those with a heightened social conscience. To say otherwise is an example of incredible ignorance or outright denial. Either one is unacceptable.

This system we live under, fundamentally and expolitative one, gives people just one view of the reality. You must seek to be truly educated because you must help shape a better future. The people who gain the most from the present set up tend to be wealthy and conservative—they are leading the American people into virtual slavery. Only the truth can set us free.

Seek the truth vigilantly. Question everything and learn to desire what is good for all the people. This is a New Age.

PEACE AND LOVE

Cary Barnes

Comments on Tutorial Program

by Professor John Todd
Department of English

The publication of Dennis Eddington’s provocative piece in the Baruch English Department Tutorial Program in the issue of May 2, 1979, gives me a welcome opportunity to comment on the program as well as to make what I consider some necessary qualifications to his generalizations about the Baruch program. I have talked with Mr. Eddington at some length since the article appeared and have no doubt of his good intentions and sincere interest in a program which he himself is currently enrolled.

Our conversation revealed that he originally wrote his remarks at the beginning of the term, in specific response to his tutorial experience last fall, which was admittedly unfortunate. I do not deny that a few of the thirty or so tutors hired on short notice at that time did not work out successfully, and Mr. Eddington’s tutor happened to be among them. Needless to say, those "unsuccessful" tutors were not relieved this spring. What his article did not mention is that he is currently satisfied with his current tutor.

The Tutorial Program was established last fall to provide these students from the newly mandated CUNY Writing Assessment Test with additional help in order to give them the best reasonable opportunity to pass the test and thus remain in college. Students failing the test are assigned two hours of tutorial a week until they are able to pass their remedial writing classes, meeting three days a week. Thus, all tutorial students now receive no credit for the time they spend in their English classes, while the classroom teacher supervising the tutorials.

In his article Mr. Eddington makes the statement that the tutors “seem to lack even the basics of English grammar.” I would like to point out that, on the contrary, the tutors are by and large exceedingly well equipped to teach grammar. A knowledge of grammar fundamentals is one of the qualifications I look for in a prospective tutor. Furthermore, in the evaluation of the Tutorial Program conducted impartially last semester by the Baruch Office of Institutional Research, the student respondents felt that their tutors had helped them in grammar fundamentals. A second charge Mr. Eddington levied against the program is that tutors “do not take tutorial classes seriously and do not attend tutorial classes.” A considerable amount of experience has been, however, that most tutors do take their responsibilities very seriously and are punctual. This semester I have yet to hear even one complaint voiced by either a classroom teacher or a student to the contrary.

Mr. Eddington’s third charge is that students feel the tutors waste valuable time. According to the evaluation of the tutorial program, however, 71% of the student respondents felt that their tutors used the 30-minute period well and worked effectively. His final charge is that there is no specific curriculum that tutorial classes follow.” Here he is accurate, though he seems to feel that the specific curriculum for each tutorial is purposely left to be worked out between the tutor and the classroom teacher. In my view, the program has benefitted greatly from the recommendations included in the evaluation and have worked to increase the effectiveness of the program for students this semester.

Finally, on behalf of my colleagues in the English Department, I wish to acknowledge publicly an enormous debt of gratitude to the tutors for their dedication and for the help which they have provided needed help and encouragement to a great number of students in an important area of their academic work.

FRESHMEN LEADERS NEEDED NOW

In anticipation of the unprecedented number of entering freshmen for the Fall 1979 semester, the Division of Freshman Orientation and Special Programs invites all students to consider the role of Fresman Orientation Student Leader. A Practicum in Group Leadership is required. Information in room 1747
by Diane Salvatore

One evening early in April, a small group of musicians arranged themselves in a loft on Eighth Avenue to give a concert to an only slightly larger audience of family and friends. For these musicians, there was nothing unusual about the evening, aside from the fact that it was another of those special times during which they could play publicly.

One exception, however, was that one of the musicians, the clarinetist, was probably better known for his performances in front of a different kind of audience. The clarinetist that night was an English teacher here at Baruch, Professor Bryant Hayes.

For Prof. Hayes, music is as much a part of his life as teaching. "I can't imagine myself without either piece," says Hayes.

In fact, Hayes has played the clarinet for an average of two hours every day for the last twenty-eight years. He has been professional since his high school days.

However, being a teacher and playing the clarinet has been a combination that has proved to be more of a blessing than a hindrance. "One earns me more money, but that's not the way I decide which is more important in my life," Hayes says. And while a teaching schedule has been flexible, he adds, "I do not in any way detract from any work I do at Baruch College."

Hayes' musical roots were grown in a rich garden. His father, Patrick, has been a concert manager for the past forty years, and has held more performing arts events than any living person in the world today. His mother is an active concert pianist. About this, Hayes quipped, "When I was crawling on the floor, my mother was playing Beethoven sonatas."

By the age of eight, Hayes knew he wanted to play an instrument. Very arbitrarily, his grandmother suggested the clarinet, which sparked his life-long affair with the instrument. Looking back, Hayes commented, "I didn't know the clarinet from a metronome .... Next day, it was the clarinet and I liked it."

When Hayes began to take lessons, he had the advantage of studying with two of the worldwide greatest clarinetists of the century.

Cont. on P. 13, Col. 4

Baruch’s Artists

by Minerva Cruz

Baruch's 6th Annual Art Show opened May 3rd in the lobby of the 24th Street building. It represents the culmination of the year's work for Baruch art students. The chairman of the art department, Dick Wegenroth, faculty members Professor Elizabeth Wooly, Professor Virginia Smith, and some of the art students were present when the reception began at 10 A.M. They spoke with the many interested viewers who expressed interest and surprise with the quality of the presentation.

Among those present who commented was Bob Georgia, head of Veteran's Affairs, said, "I'm surprised that there are so many good things by students ranging from traditional to experimental art." Assistant Professor Bill Tinker, who had been away while the exhibit was being set up, said, "I was delighted and proud when I returned to see such an impressive exhibit."

All the senses were aroused at this event. Professor Virginia Smith provided an arrangement of food that was a compliment to the exhibit both by being aesthetically beautiful and pleasing to the palate.

24th St. Main Floor Art Show

Photo by M. Cruz

The show was intended to be representative of the student's work for the year and also representative of the art classes available at Baruch. Professor Wegenroth stated, "I want a visitor to the college to be able to come in and see what we do." The art work on display included photography, sculpture (including soft sculpture), ceramics, painting, drawing, lithographs, fiber and other media.

Some of the art work is made available on loan for use on Baruch's premises, as part of the Circulating Art Gallery. This service, offered every fall, can be arranged by contacting Professor Saule in the Art Department.

Baruch's student and faculty community expressed satisfaction with the objectives and clarity of the concepts. The class projects were labeled with the objective of the art problem posed, and then the viewer was able to see the different ways that this challenge was met by the individual students.

For those who may miss the show, which ends May 24th student art work is exhibited in the art department on the 10th floor of the 26th Street building.

Baruch's minority:

STUDENT MOTHERS

By Susan Cuccinello

Minorities at Baruch: just when you think you've heard all about them, another one comes to attention. Woman at Baruch are classified as a minority. Yet in this minority, as in all minorities, many different categories can be formed.

One such group consists of women who decide to return to college after first raising a family. Marilyn Graubert, a former student at Baruch, is one example. A below-average student in high school some twenty-five years ago, Marilyn decided to marry immediately after graduating and begin raising a family. In her late thirties, she became bored with her daily routine and, at the suggestion of her younger daughter, decided to register at Baruch. She had originally planned a career in special education, but later became interested in the area of social work and family counseling. After graduating Magna from Baruch last June, she went on to Hunter where she is now working towards a Masters Degree in Social Work.

How did her family react to her return to school? "They (the husband and two daughters) were very supportive, although I'm sure there were many times when they wished I would come out of the bedroom and housework. But the longer I went, the more they appreciated my going."

Besides being on the Dean's list throughout her four years at Baruch, Marilyn managed to get involved with various groups, including RESUME, a women's club which helped form the Women's Center and Peer Advising, a group which helps incoming freshmen. Aside from attending school, taking care of her family and running the house, she also held a part-time job. She referred to her four years at Baruch as "marvelously productive," and one can see why.

Not everyone can take on a schedule as heavy as Marilyn's. Another woman, a 32-year old junior who majors in History, admits to having difficulties in allotting time for school, home and social activities. Encouraged by a friend to return to school three years ago, Ms. Dory Burke enrolled in the CUNY Baccalaureate program with Baruch as her home school. She has also received credit for courses taken at York and Hunter colleges. Initially she enrolled in college simply to complete her education, but she is now considering a career in Urban Planning. She plans to attend Graduate School after completing her studies at Baruch.

When they are not in school, her two sons, ages twelve and thirteen, manage to take care of themselves. She admits it is difficult to go to school and raise two children, yet feels they have become accustomed to this lifestyle. If she spends time with her children in the day, she will stay up very late in order to keep up with her studies. It is often that Ms. Burke will find herself functioning on only two or three hours sleep.

Ms. Burke feels there are many demands being placed upon her. "I am constantly making trade-offs; 'I will make sacrifices depending on my need of the moment.'"

Another young mother attending school is Minerva Cruz. Ms. Cruz, 33, is a junior majoring in Art and Journalism. Her reason for returning to college is twofold; it makes her feel self-fulfilled and gratified, and it is helping her to become self-sufficient by bringing her closer to the reality of a career. Ms. Cruz had always planned on going to College, but marriage at 18 and a child two years later deterred her. After separating from her husband, she chose to return to school.

Conf. on P. 13, Col. 4
STUDENT PROFILE:
CANNINGS' COMPANY

by Thomas Gesimondo
James Cannings is a 31 year old student, here at Baruch, with a unique story to tell. While many students work their way through college, very few ever get to attain the position in a company that Mr. Cannings has attained. He is owner of his own recording company.

Q: How did you get to own your own recording company?

J.C.: Necessity. I'm an artist you know, so, as they say, there are two psychological approaches. You either have a negative approach, where you have a lot of defense mechanisms, or you have a positive or constructive approach where you set up something positive. This is the alternative. I always wanted to own my own label, but they have been based on economic circumstances, and had nothing to do with the song. So I decided to do something positive, and I promoted the company.

Q: So you were the first artist on your label?

J.C.: Yeah, yeah. So far the only one. We're signing a new one. It's called "Baron's Blues Band," which is sort of a heavy rock band. In disco, but the things we have to get out in terms of market, and get somewhere where people will accept our product right away. What I have been doing is working with school students. I went to the I.B.S. convention in Washington, and another one in Massachusetts. the way I see it, these are the people who will eventually buy your product, and to keep on top of that, that is a very good starting point.

Q: How did you break into the production end of the business?

J.C.: It's a matter of friendship sometimes, I mean you're a musician and you hang out with musicians. And some person will say, "I've got a product or song, and they would ask you to accompany them and give it some structure. And from that, it's a building relationship. They'll say "Thanks man. Listen, I'm going to the studio, you wanna come?" And when you end up in the studio and then he'll ask you to coordinate, and things like that, and sooner or later you're actually producing.

Q: Why Baruch?

J.C.: Well, I'd like to get a strong business background. To hear, music is shared in business, and I know the musical side of it, to a certain extent. Enough to get by, but not for the business side of it, and Baruch College is basically doing that.

Q: We read about Paul McCartney-are you going to sign him?

J.C.: No, it's a matter of friendship. I actually heard one lady say to one of the larger record companies, "Well, how much advertising are you going to buy?" If it's a small company, you have trouble competing for airtime with big companies. And there's another thing—generally, you have to be careful. What I do is I pick out a test record stores don't really lose the price competitive, and the people who buy your product. And then the record stores don't really lose anything in buying your product. If you're paying for more money and going on with it.

Q: How much money do you have to be careful? What I do is I pick out a test record stores don't really lose anything in buying your product. If you're paying for more money and going on with it.

J.C.: We're signing a new one. In the summer, I'm going to sign a new one. In the fall, we're going to sign a new one. And then in the spring, we're going to sign a new one. And then in the summer, we're going to sign a new one. And then in the fall, we're going to sign a new one. And then in the spring, we're going to sign a new one.

Q: How much money do you have to be careful? What I do is I pick out a test record stores don't really lose anything in buying your product.

J.C.: Yes, there are things to be found out in the real world that one can not pick up in school. Each situation is different, but this situation has been beneficial to me, and it helps prepare the student for what the business world is really like.

James Cannings

MUSIC AT BARUCH

by Donna Terreno
You could hear them during club hours; their music flooded down from the twelfth floor music department. If you happened to stop up at the twelfth floor of the Lexington Avenue building, you'd see students wandering in and out of the practice studios (small sound-proof cubicles containing a piano and chairs), with instruments, music or just to see what's going on. Baruch's music department has become "headquarters" for a lot of students. After the interest in music has increased enormously here. The Baruch College Concert Band and the B.C. Stage Band are two living examples of the cultivating interest in music.

Mr. Richard Viano, organizer, conductor, and life force of both bands generates an extremely high energy level and has worked closely with these students. Most members of the band are in introductory music theory classes, music workshop, or just came by with a friend and stayed. At their first concert, last Christmas, Mr. Viano recalls the nervousness of the performers, "I realized many of them had never played before an audience! I'd hear them today you would never believe they are to be true. They have developed concert sense—relaxing and enjoying their performance, and having an effect on their audience rather than having their audience affect them.

The band has had some problems to deal with. Like all growing bands, they have experienced a shortage of instruments, chairs and space. But put primarily a business school, does not have the expensive music department it needs to meet its growing needs. Unaware that the bands are equal to any other college bands in the city in size, talent, and ability are the administration and faculty.

Whatever price you want to charge, you can.

Q: Since record companies always have cash on hand to pay back on returned albums, does this prevent you from taking a gamble on new artists?

J.C.: No, no. Most record companies can still take a gamble. It's the small record companies that have to be careful. What I do is I use a strategy. I pick out a test record, and if it doesn't work, then there's no sense spending more money and going on with it.

Q: You've been coming to Baruch for quite a while, while also owning your recording company. Is it worth it?

J.C.: Yes, I think it is. It allows me the opportunity to fuse the two worlds together. I can go into my business courses looking for something specific, and come out with an answer which I can apply.

Q: What are your long term goals, for you and your company?

J.C.: To be a very strong record company, in the industry. It's where I'd like to be, really. It's my heart's desire. It's basically fusing my hobby with my objectives or goals. I find a lot of satisfaction in that.

Q: Would you suggest this type of arrangement for other Baruch students?

J.C.: Yes, there are things to be learned in the real world that one can not pick up in school. Each situation is different, but this situation has been beneficial to me, and it helps prepare the student for what the business world is really like.
**Entertainment/Ars**

**DisCource: GLOBAL VILLAGE MUSIC**

by Steve Koening

Folk music encompasses many styles, although we usually only think of the troubadour. Cilla Fisher and Arrie Tresie are Scottish singers whose album For Foul Day and Fair (Folk-Legacy FC 69) contains the traditional Scottish songs and new ones in a traditional form. It's an excellent introduction to Scottish music, with a descriptive booklet containing lyrics.

Richard and Linda Thompson are the cream of the British folkies, using traditional and music hall styles for Richard's brilliant sardonic lyrics. First Light (Chrysalis CHR 1177) is their newest, with more of a rock bent. Don't Let A Thief Steal Your Heart features a modified disco beat, and Layde (put Clapton's) is a hard-driving rock'n'roll. This one should gain them a much wider audience, although long-time fans might feel let down.

A delight for all is Sally Oldfield's Waterbearer (Chrysalis 1211) Mike's sister has come up with a hypnotic amalgam of ancient rhythms and instrumentation recalling Stonehenge, using the passion and power of science-fantasy. In fact, the first side sets Tolkien's lyrics to music, magically and effectively. It must be heard to be believed; simply, it must be heard.

Not to be believed is Judy Collins' Hard Times for Lovers. No one at Elektra seems to have noticed that she's singing off-key throughout. Or maybe they have, why else would they have the manager (or producer) padding her ass on the album jacket?

Possibly off-key, but thoroughly delightful is Rosches (Warner's 3298). These three sisters sing brilliant harmonies, in their cleverly ironic songs, such as The Married Men. "One of 'em got a little baby / other one he's got two / one of 'em wife is one week overdue." They're special, already one of the year's best.

Steve "City of New Orleans" Goodman has a new album High and Outside (Asylumb 174) is a charming album of new songs which will appeal to those who like love songs and clever lyrics. He's what Harry Chapin could be if Chapin wasn't so bombastic. Best song is Men Who Love Women Who Love Men, about the infinite variety of sexual couplings.

Which bring us to Peter Allen. I Could Have Been a Sailor (A&M MOMMA'S BOY, a song ridiculeing the idea that one should not love your mother: "She hates war and misery / she likes flowers and songs about art and so do I." Lesbian Seagull is a beautiful love-song about a recent headline. One A.M. is a sadly hilarious recreation of the all-too-standard bar rap: "I hate bars. Yeah, me too." The album is excellent.

David Friesen and John Stowell's Through the Listening Glass (inner City IC 1061) is the music of the inner jungles, tropical and sensual. Instruments include shakuhachi flute, belltree, kalimba, and African drum log, and these two have a rapport that will bring tears to your eyes. If you buy one jazz album this year, make it this one.

Jon Hassell's Earthquake Island (Tomato 7019) is much closer to earth. Featuring Miroslav Vitous and Brazilian percussionist Nana Vasconcelos, this might be the ultimate jazz/fusion music. It's already been described as "global village music," taking the best of primitive music and adding arpa and moogis in purely musical ways. Another highly recommended album.

Gilberto Gil's Nightingale Con't on pg. 13, col. 1

**G.R. POINT**

by Sandy Jacobow

The recent onslaught of material relating the atrocities of the Vietnam War has presented the American public with a spectrum of views on what actually occurred. The casualties dealt with in "Coming Home" and the "Deer Hunter" differ radically from those seen in David Berry's "G.R. Point." Although the complete reality of the events taking place have been questioned, one is still faced with a powerful, dramatic, and emotionally charged play.

The title, "G.R. Point" translates to Graves Registration Point. This wait has the SP 4739) contains a batch of excellent new and Allen collaborations, unfortunately drowned in the soppy production of Mike Post and Marvin "Hack" Hamlish. One of his best songs, Don't Wish Too Hard, so well done on Carole Bayer Sager's first, was totally destroyed by inept musicians attempting disco. Point A21 at 21 is excellent, despite the production. Also included is the studio version of Two Boys, Allen's first openly gay song, mediocre as it is.

Tom Wilson's Gay Name Game is the first release from Aboveground Records (AR 101) a new gay label based in Philadelphia. Wilson's songs have a Broadway-cabaret style, appropriate for his voice, which is strained at times. Included are songs, a mostly gay male collective. The songs are sixty-five protest songs, the best of those are by Blackerri, Better yet, get Michael Coburn's two Folkways albums, since his excellent first album is out of print.

Coming out of left field is the most accessible album by those enfants terribles of creative Black music, The Art Ensemble of Chicago, aptly titled Nice Guy (ECM 1126)-it even comes with a poster! It opens with Lester Bowie's Ju, a reggae-jazz tune with a fine sense of humor, which has always been the Ensemble's glory. Don Moye's Polkus has a searing brass tempered by tinkling percussion and snake-like rables, and an altogether human feel.

Guesomesome, almost dehumanizing task of identifying the dead bodies of American soldiers and preparing them for the morgue in Saigon. This horrendous task is often done by Tito (Lazaro Perez), and Straw (Michael Jeter). Straw must wear a cloche on his nose to avoid the repulsive odor. He also uses a hideous laugh of a woman, on tape, as a distraction from his tedious job.

Micha (Michael Moriarty), an Amherst graduate, reared in Maine, is assigned to the G.R. unit. He joins this group of streetwise blacks and hillbillies, and runs into instant conflict due to his self-righteous and proper ways.

During an enemy attack, Micha has a sexual reaction. He becomes withdrawn and distraught, torn apart by the mental anguish inflicted by the incident. He calls himself "flitty," adding that, "I stink like shit." He responds to the feeling by inflicting his grief upon everyone, especially his best friend Zan (Mark Jenkins), who is trying to help him more than anyone else. He also sends explicit letters and pictures of his bloody surroundings home to his mother.

When death and cold and hard, Micha receives a whole different outlook on life, as "people come and go so quickly." Deacon (Howard E. Rollins Jr.), who has best learned how to survive in their surroundings, summed it up...
**MORE GLOBAL MUSIC**

**The Roaches**

Con't from pg. 10

(Elektra 167) is a disappointment. At his recent Columbia University concert, Gil and his band had the whole audience dancing to the powerful samba rhythms of his native country, laying down heavy politicos alongside the music. Producer Sergio Mendes dilutes Gil's music horrendously, leaving the listener little idea of what the man really can do. Please Elektra—let the master his stuff—he'll make us scream for more as he did that night at Columbia.

Loi Creme and Kevin Golley lash out at England and the record biz in "L." (Polydor 6177). The former 10cc members are back in good shape defining the outer edges of art rock. Hortlips has returned in hard rocking form with The Man Who Built America (DJM 20). The Irish band has stepped trying to be Jethro Tull and they've in the right direction, forging a new sound for themselves.

You've already heard Tonight and Loneliness on FM. New Wave and Elvis Costello fans should get Joe Jackson's Look Sharp. It's an exciting, timeless rock album that will sound fresh but familiar. Is She Really Going Out With Him? is a delightfully nasty as the title sounds; it's also Elvis-like.

Jerry Lee Lewis (Elektra 66-184) is back with a fine album produced by Bones Howe, but even better is Richard Trythall's Omaggio a Jerry Lee Lewis, a tape extension and restructuring of Jerry Lee's music on Players and Tape, Composers Recordings (CRI SD382). It sounds like an electronic composition with rhythm, but it's all cut and edited from Jerry Lee Lewis.

For those of you delighted with the current disco obsession of blips and bloopers, Allan Bryant's Space Guitars (CRI 366) is for you. On newly created non-electronic string instruments, Bryant blips and twangs strange rhythms filling two sides.

Jean-Michel Jarre's Equinoxe (Polydor PD 6175) is a composition using synthesizers to create peripherally flowing sections of sheer beauty, very unlike Tonita's whistles and whines. It's an excellent intro to this type of music for those captivated by Donna's Once Upon A Time.

LISTEN to everything and decide for yourself.

**HAYES' MUSIC**

Con't from pg. 10

Hayes explains, "It's like saying you studied with Moses and Jesus." From these teachers, Hayes learned about the joy and discipline of music, the balance of these seem responsible for his having mastered the clarinet's special techniques.

Hayes, however, avoided music as a career because it often leads to a restrictive lifestyle. About teaching English, he adds, "I've never regretted it at any point in my life."

Presently, Hayes takes advantage of his free time to play concerts such as the one on early April, the music for which was composed by Fred Tompkins. Although classically trained, Hayes also plays jazz, or works of a jazz nature, such as Tompkins' work.

"Anybody I meet could be a concert," Hayes says. "You handle. You keep your ears open."

Yet Hayes' playing is somewhat unique in that he has mastered certain technical skills uncommon to the majority of clarinettists.

One of these techniques, which is exclusive to him, but still is not traditional, is multiphonics. This is the playing of more than one note at a time and creates what Hayes calls "sprays of sound" that allows the clarinet a new voice in music.

Slightly more unique is the technique of singing or humming the same note, or even a different note and rhythm than the note being simultaneously played on the clarinet. It took Hayes six weeks to master this technology, which achieves a "very intense and curious" sound.

"My body didn't believe it and didn't want to," Hayes laughed. "I kept thinking, 'We shouldn't be doing this.'" Because it involved changing the shape of his mouth, Hayes added that, "I had to relearn what nature and I had agreed we could forget about... so it was very challenging."

But the truly special technique of Hayes' playing is a process called circular breathing, which is something only a few clarinettists in the world have mastered. It involved a very physically taxing procedure of storing air in the mouth and having to use that air to breathe and play. In this way, he is not restricted by one exhale, achieving the effect of continuous sound (which Hayes has been able to sustain for twenty-two minutes straight).

Again this process also involves a relearning of approach.

Hayes says, "It runs against the grain of what you think you can do as a human being and a musician—you can't breathe in while you breathe out."

While watching Hayes play the clarinet, his face hard and crimson with discipline, or eyebrows shooting up in surprise or crushed under an anguished wrinkled forehead, it is difficult to decide where the man ends and the instrument begins. In fact, Hayes agrees, "I don't feel any separation when I play... it is not a tool. It is just making music."

If being an English professor and a professional clarinettist has felt uncomfortable in any way, Hayes does not show evidence of it. In fact, that seems to be very much part of what makes him happy. In Prof. Hayes' words, "It has been beneficial to be an odd ball."

**STUDENT MOTHERS**

Con't from pg. 10

Ms. Cruz makes it a point to spend as much time as possible with her two children: a daughter, 14 and a son, 13. "I try to be home when they get home from school in the afternoons. There is no conflict when our hours are the same." This semester, however, Ms. Cruz carried 24 credits, with special permission, and this meant long hours in school—and less time at home. "But I'm not going to do that again," she decided, "because then school becomes less pleasurable."

She believes her children realize that college is important to her and they are glad she is going. "Sometimes, they are resentful when I am overwhelmed with my work, but for the most part they respect me and are proud of what I am doing."

Ms. Cruz had this to say about returning to college: "Going back at my age is more rewarding; I know I want to do it, and I am making the most of it... I am doing it for myself. It is a richer experience. Every class is meaningful and enjoyable for me."

**BARUCH'S BAND**

Con't from pg. 11

A.M., the "fruits of their labors" could be heard by all (not just drifting through the corridors) in the Spring Concert Series 1979, given by the Department of Music. Performing as solo bands, to which most members belong simultaneously with variations due to the nature of the group itself.

The Baruch College Concert Band, a larger group, performed contemporary songs as well as classical. Not only did all selections enjoy the appreciating audience.

The Baruch College—Stage Band, consisting of brass, saxes, percussion, and bass, also chose pieces everyone would enjoy. At their concert on Wednesday one number performed, "Summer-time" by G.ershwin, was arranged by a very talented musician, William Jimenez. The results of his work and efforts were rewarding as the piece was a great success. William said he could not believe how well the song worked out and he was very pleased with the performance.

Mr. Viano had two surprises in store for him Wednesday. One was the playing of the theme from the "Flintstones" which the band was originally going to perform but scrapped in the beginning of the sessions. The band learned and practiced the piece on their own, without the knowledge of Mr. Viano.

The other surprise was a beautiful plaque to honor Mr. Richard J. Viano on which was inscribed "Your devoted '79 Band." Presentation of the plaque was truly a touching moment to all—one could sense the love and admiration each individual shared for the man who brought them together and taught them so much.
Update on 315

by Anthony Wells

In the midst of budget cuts and financial crisis, there is the question of classroom space for Baruch college. In particular, the question centers around the space leased by the college at 315 Park Ave. South. There have been rumors that Baruch would lose the three floors it rents in the building. However, according to Prof. Marilyn Mikulsky, Director of Campus Planning, there are "no substantiated facts" to the rumor. In fact, she says, one lease has already been renewed, and the others are expected to follow suit. The reason why only one floor's lease has been renewed while the others have not is because the floors were "acquired at different times, so the leases come up for renewal at different times," explains Prof. Mikulsky.

Presently, Baruch rents space in 360 Park Ave. South, the 26th St. building and the 315 building. In total, they represent 273,000 square feet of space and account for approximately one-third of the Baruch campus. The other two-thirds of campus space are contained in the 23rd St. 24th St. and Student Center buildings, which the college owns.

Prof. Mikulsky offered some light as to how the rumor began. She points to new policy decision implemented by the city. To her knowledge, the city is moving toward "limiting the amount of lease space." Since the city leases the spaces rented by the college, Baruch's loss was affected by the policy. She notes that the city was "questioning every lease renewal." Thus, the new policy and increased bureaucracy share blame in the rumors that Baruch is losing space.

Intercollegiate Sports
Cont. from p. 16

The athletic department has done all it can with the money their given. The only item they have 600 to provide inspiration and boost morale, but with the current Intercollegiate Program it will not take more than them. Even if the cheerleading squad was cut, the $600 would hardly make a difference in the program.

A strong Intercollegiate Program can do wonders for a school. Not only will a winning program boost school morale, but it will also give a school recognition. Baruch can use improvement in both areas. Now you know why the Baruch Intercollegiate Program is a dud, and it's up to you to change it.

Great Adventure

Cont. from p. 1

tendance requirement, allowing the five present to constitute a quorum, which then voted and approved the allocation.

The Association failed to recognize this as a proper approval and adhered to its conditions. There was another discrepancy concerning the tickets, President Stutro wanted to have 50 tickets put aside for the Great Adventure Committee, which in actuality consisted of only 15-20 members.

Despite the unwillingness of President Stutro to meet the Association demands, the additional tickets were released. According to Dr. Aaron "the committee perceived it as a good deal and one that should not be passed up." Only one condition was put upon the 300 tickets being released, that being they were only sold to Baruch students, and one per person. This to assure that no one, much less any students going as possible.

"Student Government for the most part handled this situation with great ineptitude and inefficiency, as they did not inform the Security Office that officers might be needed to control the crowds. It was not until Debra Bick, of the Student Activities Office called that the Security Office was informed," a former student council member said.

One must also look at the fact that only approximately 700 Baruch Students are allowed to use funds to which over 8,000 contributed to. To whom Dr. Aaron commented, "It is an extremely excessive amount of money to be spent on an off-campus event."

Women's Voices

Cont. from p. 3

don't take advantage of it. Today I can reach one of 30 students I can put myself on the shoulder."

Dr. Bauer feels he has a quite good relationship with the faculty and student bodies. He was considering him a "communist" because of his actions including being an advisor to the Human Rights Society. "My rapport with students was a little better before I became chairman. The word 'chairman' increases the distance. I'm seen more as an administrator now. Although I'm a chairman, I don't consider myself as part of the establishment, yet.".

"The faculty has a very mixed view of me. Some hate my guts from A to Z for both my views and beliefs. Some secretly admire what I do and some are my backers; those are a minority." Since his promotion, he notices that some faculty members treat him different in order to vie for promotions. "I'd rather have a faculty member with whom I could be as am and could be as they are."

Dr. Bauer himself a former student at Baruch College, is a clinical psychologist and maintains a practice on the side. He is currently interested in gender identity problems. Dr. Bauer quotes a recite from a Yale professor which reflects his attitudes, "What needs to be liberated is the woman in every man and the man in every woman."

As a psychologist and teacher Dr. Bauer notes that most people are lonely. "They are yearning and questing for something. I feel society's expectations squashes people's spontaneity." Also, Dr. Bauer feels that most teaching methods put you to sleep. For those views and others, "I've been threatened to be relocated."

Although many members of the Baruch community are fast to criticize Dr. Bauer's opinions and attitudes, what must be considered is why are these criticisms being uttered? Is it a fear of admitting reality?

Running Guide at Baruch

Cont. from p. 16

Gramercy Park (E 21st St. & Lexington Ave.) The park is definitely a step above the Armory as far as beauty is concerned, but it is still a risk to run there. Measured distances are easier to compute at Gramercy Park, where six laps equals one mile. But the main hazard is the student running in the street alongside anyone else who happens to come along. (One positive aspect about the Armory—it's secure.) Dogs, the runner's primary adversary, frequently visit the park with their owners. Now not only do you have a mess, (scraping your foot on the curb removes it) you also have some canine barking and lunging at you each time you run by:

Sandy Jacolow, a member of the Ticker staff, was injured while running around Gramercy park. "The sidewalks are uneven, and with the flow of pedestrian traffic easy to be harr, especially with the metal fences around the trees." Jacolow suffered torn ligaments and tendons in his knee.

When Dr. Eng was asked why the school couldn't find a new running area or update the Armory, he responded with the standard but true Baruch alibi—no funds.
# Day Session

## Final Examination Schedule

### Spring 1979

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<th>FRI. MAY 25</th>
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<th>TUES. MAY 29</th>
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- **ADV**: American Victorian Union
- **ACC**: American College Union
- **BPL**: Business and Professional Women's Union
- **EDU**: Educational Union
- **LAW**: Law Union
- **LTC**: Literature Union
- **MED**: Medical Union
- **MGT**: Management Union
- **MGF**: Music and Fine Arts Union
- **MGH**: Medieval and Gothic Union
- **MSC**: Musical and Scenic Union
- **RET**: Retired Union
- **SPA**: Sports Union
- **STA**: Student Association
- **TEA**: Theological Union
- **XYZ**: Other Unions

**Note**: Times and days vary for different unions. Please refer to the schedule for specific dates and times.
**Basketball: The Forgotten Sport**

by Charles Garcia

I am well aware that most of you don’t really care about basketball right now. The Knicks and Nets have both concluded their seasons and the astonishing Rangers find themselves contesting for the Stanley Cup. But what you’re missing is good, exciting basketball.

The final playoff round matches the Washington Bullets with the San Antonio Spurs in the Eastern Conference, and in the West the Supersonics of Seattle do battle with the Phoenix Suns. As of this writing the Spurs hold a one game edge over the Bullets. The Supersonics and Suns are even.

Washington is a well-organized, balanced team under Coach Dick Mota. Tom Henderson and Larry Wright make the team run; Wes Unseld supplies the awesome power on the boards; and Elvin Hayes and Bobby Jones help put the ball in the hoop. The reserves are the best in the league. The Spurs have the horses to ride to victory. In Walter Davis they have a human scoring machine. Paul Westphal does it all on the court, including left-handed hook shots. Truck Robinson is exactly what his nickname implies. If Alvin Adams comes back from his injury, the Spurs could make the difference in this series.

The winners of the two Conferences go on to the championship series to determine who will wear the NBA crown. Do yourself a favor and watch it. You’ll be glad you did. of shoving, pushing, and stepping on the back of feet."

Loose boards and bannisters are another hazard. There are spots on the track where a loose plank actually jumps up if stepped on. "If they’re not fixed, someone is going to get hurt," remarked Todd Grosin, another Phsy. Ed student. According to Helen Belden, a gym instructor, a mile and a half is 10% laps. Students wishing to run shorter distances—220, 440, or 880 yard lengths—are discouraged because there are no markings to indicate these distances. Any measured distances are unmeasured and not precise. There are no curves on the track, just four sharp 90 degree angles. One has to stop running before he stops the track while navigating these corners. This distraction added 15 to 20 seconds to my time during a 1.5 mile run.

The track, according to Athletic Director Dr. Eng, is maintained by Armory personnel as part of their rental fee. As efforts to improve the track is left in their hands. What will be the stimulus needed to better the condition of the track? A student injury, maybe?

**Why the Intercollegiate Athletic Program Lacks Quality**

by Josh Palestine

Many students in Baruch College often wonder why the school’s Intercollegiate Athletic Program is so inadequate. Let’s face it, there are highschools that have more extensive athletic programs than Baruch. The athletic program in Baruch consists of only 8 varsity teams and the Intramural and Recreational Program.

Whose fault is it that the Intercollegiate Program is a minimal one? Well, believe it or not, the fault lies in the school’s constitution. The constitution makes it mandatory that the athletic program can only receive $2 from each day student, and $1 from each evening student. This money, of course, comes from the student activity fee. This year the athletic program received only $31,850. Although this may seem like a lot of money, it’s peanuts compared to what it takes to run a quality Intercollegiate Program. With this budget the athletic department was only able to support 8 teams.

The current system of allocating money to the athletic program is so poor that the program is doomed for failure. Under this system it’s also impossible that the program will be allocated less money if less students enroll in the school. In fact, this will probably happen next year because of the tuition increase. How can the Intercollegiate Program operate on a budget less that it has now? It’s absurd. The cost of financing an Intercollegiate Program is enormous. As expenses for a team include uniforms, equipment, meals, transportation, insurance, conference and league dues, officials fees, and other miscellaneous costs. The cost of all these items keeps rising and it’s impossible for the athletic department to meet these higher costs unless school enrollment increases. The cost of officials and umpires alone is between $50-$60 a game, and two of them are usually needed. The school must use these officials because they’re required to by the league. Every two years the price of the officials goes up. The most expensive cost for the Baseball team is the cost of umpires. In addition to the regular costs, the Baseball team must pay $500 to the Armory because our gym isn’t good enough. ,

Another problem with the Intercollegiate Program concerns the amount of games each team plays. Because there is so little money, all the teams usually play less games than other teams in their league. One example of this is the Basketball team. In their league they can play a maximum of 27 games, but because funds are so tight they only play 20. Even if the team has had a good season, it’s very difficult for them to get a playoff bid because the directors of these tournaments see Baurch didn’t play too many competitive teams outside the city. This certainly takes away much of the incentive to do well. How can the players motivate themselves when they know that even if they play well there’s no

**THE TICER**

**May 23, 1979**

**SONIICS ARE PROVING THEY CAN**

by Ernest G. Fagan, Jr.

Any student at Baruch wishing to run or jog has two alternatives: the Armory or Gramercy Park. To choose one would be selecting the lesser of two evils. These are two more examples of the neglect shown by the Administration towards the Baruch athlete. Both facilities are inadequate, unsafe, and ill-equipped to accommodate the serious runner.

So here’s a guide to help you choose which track you’d rather get tired and collapse on.

The Armory (E 24th St. & Lexington Ave.) This place is a helter-skelter for a good runner about 30 feet up on a balcony lined with chairs. There is no formal running area; you’re actually running in the aisles of the nearby turns. The seats jut out at dangerous angles, so eyes scans at all times. It is the most hated facility Baruch uses.

Students in Physical Education classes use both the Armory and the park, but in the fall terms the Armory is their own. Tina Taylor, a Phys. Ed student, says she feels the Armory track cannot service the 20 students that use it at once. Miss Taylor added, "It’s not enough room to run. There is a lot