**USS Committed To Voter Registration**

By Ivan Claxton

The University Student Senate (USS) has committed itself to registering as many CUNY students as possible. This action, along with a pledge to work for students in the political arena, came from Miguel A. Garcia, Jr., Executive Director of USS. "Voter registration is, and always should be one of our top priorities," Garcia said. He added that USS's effort was not a ploy to win support for Chairman Melvin E. Lowen. Lowen, when USS elections are held in the spring.

According to figures jointly compiled by USS and UNY college personnel involved in the registration drive, approximately 12,000 students were registered, said that with this registration drive, Communications Liaison Mickey Revenaugh estimated that the campus would have been overrun by the New York Public Interest Research Group (NYPIRG) if it were not for the registration drive. Revenaugh added, "Some colleges may have had more students registered before through community action."

"As part of the USS staff, Garcia's position as Executive Director "is to handle the administrative functions, the lobbying and advocacy work for students," Garcia said. "I work at the pleasure of the chair," adding that although any complaint about USS is two years, if Melvin decides to fire me, or if someone else is elected and decides not to employ me, then I won't be here.

On July 21, 1983, CUNY Chancellor Joseph S. Murphy sent a memo to the Council of CUNY Presidents establishing guidelines for the colleges to follow concerning registration. The guidelines, suggested by President Roscoe C. Brown, Jr., of Bronx Community College, included voter registration forms be made available to students along with college registration materials.

Each college president then had to submit their plan to Leo A. Cortner, Acting Vice Chancellor for Student Affairs. According to Garcia, "At some colleges, some did better than others in aiding the drive. The colleges where the presidents took a more active role-Borough of Manhattan Community College, Bronx Community College, Hunter College, New York City Technical College, Lehman College—results were exceptional."

Garcia added, "However, it should be said that the accomplishment was only "phase one" of their plan. "Phase two" would be registering non-students in the..."}

**Student Food Service Committee Sought**

By Mitchell Mirkin

Associate Dean of Students Ronald Aaron is seeking to establish a "food service committee," comprised of students who will work to improve service in the school cafeterias. The new committee will operate under the umbrella of the Auxiliary Enterprises Corporation, an eleven-member body now oversees the Baruch cafeteria and bookstore. Aaron is a member of that body.

"I encourage students to get involved," said Aaron. "If something is right or wrong, don't internalize it."

The cafeteria has been an area of special concern at Baruch ever since the recent change in food service vendors from Tastyvind, which was served Baruch for ten years, to Educational Services. The ERI was chosen over other bidders by the three faculty, three administrators, and five students of the Auxiliary Board.

**Computerized Career Guidance to be Available in Spring**

By Steven Appenzeller

The Offices of Counseling and Career Planning and Placement have purchased a computer based career guidance system. The system is composed of the Discover software package, a product of the American College Testing Program, running on a Radio Shack TRS-80 Model 10 microcomputer. The software is scheduled to be delivered by the beginning of the spring semester.

Discover is an interactive system which allows students to assess their interests, rate their aptitudes and prioritize their values according to their own needs. Direct and indirect questions are employed in the evaluation process. After a session is complete, the computer suggests occupations and job clusters that are consistent with the student's interests and needs. Discover also allows students to obtain information about graduate schools which match designated characteristics.

Discover's occupational database files are updated annually as part of the license agreement. The database contains comprehensive descriptions for over 400 occupations and 94 percent of the occupations filled by the U.S. work force. In addition, there are references to over 1,000 job titles. The $1,000 software has been used on the market for several years. The software must be licensed annually. The license fee is $1,500. The Discover program takes about three hours to administer. The student may interrupt a session and..."}

**Activity Fee Increase Election Tomorrow**

Fee to Rise $8.50 if Approved

By Marcelo Triunfo

Day session students at Baruch will have the opportunity to vote on whether to raise the Student Activity Fee in a referendum to be held tomorrow, December 14, and Thursday, December 15. The Student Activity Fee for day students currently stands at $25.50; a vote of approval would raise the fee to $34.00, an increase of $8.50. The increased revenue would be directed toward the financial support of the Student Center.

The referendum was brought about, when a petition containing 1,022 signatures was presented to the Student Elections Review Committee by Siu Pang and Louis Gasco in October. President Segall's endorsement of the election was secured after the submission of the sufficient signatures and the Day Session Student Government's unanimous vote to fund the referendum. Action upon Section 16.12 of the Bylaws of the CUNY Board of Trustees made it possible for the referendum to be held this month, instead of in the general election held in the spring.

The $8.50 figure was a result of a referendum held three years ago that reduced the Student Center portion of the Student Activity Fee from $15 to $11. In recent years, the Student Center has been compelled to operate in a deficit situation. In 1981-82, the deficit was approximately $60,000, but while the deficit increased to approximately $42,000 in 1982/83, it is projected to rise sharply to approximately $54,000 in 1983/84. "Student Center Crisis," TICKER, 9/7/83

It was also considered necessary for the Student Center to raise more revenue to balance its budget and to begin "much-needed capital improvements," according to Student Center Director Carl Aylman. Aylman hopes that a fee increase would provide an increase in revenue of $150,000, of which $60,000 would be used to counter the deficit, and the balance would be available for operation expenses..."
Opinions expressed here are not necessarily those of the Dialectic Editor. Original articles will be printed at the reasonable discretion of the Dialectic Editor.

On Female Lawyers

By Bertram B. Mintz

How do male lawyers really feel about the number of women in the profession? Do female lawyers satisfy with their current status? Do they believe that their careers are threatened? The answer is yes to both questions.

However, the men respond by stating that it is the women who are the ones who are behaving in this manner. They claim that women are not given the "duty" to be lawyers, and that the attorney who does not accept this duty is not a real lawyer. They argue that if a woman lawyer is not satisfied with her career, it is because she is not working hard enough.

This is a common response among male lawyers. In a recent survey, 75% of the male lawyers said that women are not working hard enough to achieve their goals.

One of the reasons why female lawyers are not satisfied with their career is because they do not have the same opportunities as male lawyers. Women are often denied the opportunity to take on high-profile cases or to work in prestigious law firms. As a result, they feel that they are not being paid enough or rewarded for their work.

Another reason for the dissatisfaction of female lawyers is the lack of support they receive from their male colleagues. Male lawyers often do not believe in the abilities of female lawyers or do not give them the opportunity to prove their worth. This can lead to a lack of motivation and satisfaction in their work.

Despite these challenges, female lawyers are making strides in the profession. In the last decade, the number of women in law school has increased significantly. This trend is expected to continue in the future, with more women entering the profession and gaining recognition for their achievements.

As the number of female lawyers grows, it is important to continue to provide support and encouragement to these women. By doing so, we can help to create a more diverse and inclusive legal profession.

JFK: Undeservedly Canonized?

By Ronald K. Keller

This article will be published after the 20th anniversary of John F. Kennedy's assassination. As the nation commemorates this tragic event, it is important to ask: was Kennedy truly the great leader he is remembered as, or was he only a man of his time?

Kennedy's critics argue that he was a weak and indecisive leader who was unable to convincingly address the nation's problems. They argue that his emphasis on foreign policy and his support for civil rights initiatives were not enough to overcome the challenges facing the country.

On the other hand, supporters of Kennedy argue that he was a visionary and idealistic leader who saw the potential for a better world. He was able to inspire people with his speeches and his charisma, and to push through important legislation.

Ultimately, the question of whether JFK was an effective leader or not depends on one's perspective. Some would say he was a flawed leader who made mistakes, while others would argue that he was an extraordinary leader who made significant contributions to the country.

One thing is certain: Kennedy's legacy lives on, and his impact on the nation and the world is still felt today. Whether we agree with his policies or not, we cannot ignore the fact that he was a truly remarkable figure who helped shape the modern era.
DECENT AND PROGRESSIVE Federal worker's union.

---

The New York Times

---

The D.S.C. Foundation continues its support of the Southern College of Law and the Southern College of Law Foundation by awarding grants to each of the two groups.

---

The Southern College of Law Foundation is a leading private law school in the Southeast, with a strong commitment to excellence in legal education and professional development.

---

The D.S.C. Foundation, established in 1990, is a non-profit organization dedicated to improving the quality of education in the United States.

---

The Southern College of Law Foundation is home to a diverse community of students, faculty, and professionals, all committed to the pursuit of excellence in the legal profession.

---

The Southern College of Law Foundation is committed to providing a world-class education in the law and preparing students to become leaders in the legal community.

---

The D.S.C. Foundation continues its support of the Southern College of Law and the Southern College of Law Foundation by awarding grants to each of the two groups.

---

The Southern College of Law Foundation is a leading private law school in the Southeast, with a strong commitment to excellence in legal education and professional development.

---

The D.S.C. Foundation, established in 1990, is a non-profit organization dedicated to improving the quality of education in the United States.

---

The Southern College of Law Foundation is home to a diverse community of students, faculty, and professionals, all committed to the pursuit of excellence in the legal community.

---

The Southern College of Law Foundation is committed to providing a world-class education in the law and preparing students to become leaders in the legal community.

---

The D.S.C. Foundation continues its support of the Southern College of Law and the Southern College of Law Foundation by awarding grants to each of the two groups.

---

The Southern College of Law Foundation is a leading private law school in the Southeast, with a strong commitment to excellence in legal education and professional development.

---

The D.S.C. Foundation, established in 1990, is a non-profit organization dedicated to improving the quality of education in the United States.

---

The Southern College of Law Foundation is home to a diverse community of students, faculty, and professionals, all committed to the pursuit of excellence in the legal community.

---

The Southern College of Law Foundation is committed to providing a world-class education in the law and preparing students to become leaders in the legal community.

---

The D.S.C. Foundation continues its support of the Southern College of Law and the Southern College of Law Foundation by awarding grants to each of the two groups.

---

The Southern College of Law Foundation is a leading private law school in the Southeast, with a strong commitment to excellence in legal education and professional development.

---

The D.S.C. Foundation, established in 1990, is a non-profit organization dedicated to improving the quality of education in the United States.

---

The Southern College of Law Foundation is home to a diverse community of students, faculty, and professionals, all committed to the pursuit of excellence in the legal community.

---

The Southern College of Law Foundation is committed to providing a world-class education in the law and preparing students to become leaders in the legal community.

---

The D.S.C. Foundation continues its support of the Southern College of Law and the Southern College of Law Foundation by awarding grants to each of the two groups.

---

The Southern College of Law Foundation is a leading private law school in the Southeast, with a strong commitment to excellence in legal education and professional development.

---

The D.S.C. Foundation, established in 1990, is a non-profit organization dedicated to improving the quality of education in the United States.

---

The Southern College of Law Foundation is home to a diverse community of students, faculty, and professionals, all committed to the pursuit of excellence in the legal community.

---

The Southern College of Law Foundation is committed to providing a world-class education in the law and preparing students to become leaders in the legal community.

---

The D.S.C. Foundation continues its support of the Southern College of Law and the Southern College of Law Foundation by awarding grants to each of the two groups.

---

The Southern College of Law Foundation is a leading private law school in the Southeast, with a strong commitment to excellence in legal education and professional development.

---

The D.S.C. Foundation, established in 1990, is a non-profit organization dedicated to improving the quality of education in the United States.

---

The Southern College of Law Foundation is home to a diverse community of students, faculty, and professionals, all committed to the pursuit of excellence in the legal community.

---

The Southern College of Law Foundation is committed to providing a world-class education in the law and preparing students to become leaders in the legal community.

---

The D.S.C. Foundation continues its support of the Southern College of Law and the Southern College of Law Foundation by awarding grants to each of the two groups.

---

The Southern College of Law Foundation is a leading private law school in the Southeast, with a strong commitment to excellence in legal education and professional development.

---

The D.S.C. Foundation, established in 1990, is a non-profit organization dedicated to improving the quality of education in the United States.

---

The Southern College of Law Foundation is home to a diverse community of students, faculty, and professionals, all committed to the pursuit of excellence in the legal community.

---

The Southern College of Law Foundation is committed to providing a world-class education in the law and preparing students to become leaders in the legal community.

---

The D.S.C. Foundation continues its support of the Southern College of Law and the Southern College of Law Foundation by awarding grants to each of the two groups.

---

The Southern College of Law Foundation is a leading private law school in the Southeast, with a strong commitment to excellence in legal education and professional development.

---

The D.S.C. Foundation, established in 1990, is a non-profit organization dedicated to improving the quality of education in the United States.

---

The Southern College of Law Foundation is home to a diverse community of students, faculty, and professionals, all committed to the pursuit of excellence in the legal community.

---

The Southern College of Law Foundation is committed to providing a world-class education in the law and preparing students to become leaders in the legal community.

---

The D.S.C. Foundation continues its support of the Southern College of Law and the Southern College of Law Foundation by awarding grants to each of the two groups.

---

The Southern College of Law Foundation is a leading private law school in the Southeast, with a strong commitment to excellence in legal education and professional development.

---

The D.S.C. Foundation, established in 1990, is a non-profit organization dedicated to improving the quality of education in the United States.

---

The Southern College of Law Foundation is home to a diverse community of students, faculty, and professionals, all committed to the pursuit of excellence in the legal community.

---

The Southern College of Law Foundation is committed to providing a world-class education in the law and preparing students to become leaders in the legal community.

---

The D.S.C. Foundation continues its support of the Southern College of Law and the Southern College of Law Foundation by awarding grants to each of the two groups.

---

The Southern College of Law Foundation is a leading private law school in the Southeast, with a strong commitment to excellence in legal education and professional development.

---

The D.S.C. Foundation, established in 1990, is a non-profit organization dedicated to improving the quality of education in the United States.

---

The Southern College of Law Foundation is home to a diverse community of students, faculty, and professionals, all committed to the pursuit of excellence in the legal community.

---

The Southern College of Law Foundation is committed to providing a world-class education in the law and preparing students to become leaders in the legal community.
“The CIA is not now nor has it ever been a central intelligence agency. It is the covert action arm of the President’s foreign policy advisors.”
-Ralph McGehee

Baruch college is now working on converting the Alley Lounge of the Student Center into the “Off Gramercy Park Gallery.” All students interested in helping out are asked to call Rich at 725-7620 or 725-3377.

ATTENTION FRESHMEN

FRESHMEN WITH S&PERF
ACADEMIC RECORDS
INTENDING TO MAJOR IN:

- Statistics
- Accounting
- Computer Information Systems
- Operations Research
- Finance
- Economics

May Qualify for an Accelerated Program to Earn Both the BBA and MS Degrees in Four and One-Half Years.

The Department of Statistics and Computer Information Systems is Holding an Open House for Those Interested in the Program

Thursday, December 15, 3:00 - 6:00 PM
Rooms 450-452 26th Street Bldg
All are Welcome

CLASSIFIEDS

DONORS WANTED

$100.00 a line
Send to Box 377 or Call 725-7620

UGS

Continued from Page 1

the money of the budget. The budget is
the place where students can get together and enjoy their campus life.” The DSGC voted, without opposition, to form the referendum, allowing students to vote on the issue.

A student surveying students questioned as to the referendum issue saw that only 6 people did not care. Five students agreed, “I think that there’s no use to even think about the referendum.” Others said they voted because it was needed to raise the Student Activity Fee, but itself did not take advantage of the benefits that they provide.” Another student said, “I think there’s no use to even pay the student fees because I believe that, right now, the Financial Aid Office is not giving enough money for students that will represent a problem for all students who can’t afford their education.”

“半导体

“Come see us — your well being is our concern!”

CLASSIFIEDS

Send to The Ticker Box 377

Day Session Activity Fee Referendum

Wednesday, Dec. 14
Thursday, Dec. 15
10 AM - 4 PM

Students can vote at:
17 Lexington Ave. Lobby
46 East 26 St. Lobby
111 East 18 St. 9th Floor

Students must present I.D. cards
valid for Fall 1983 semester.

LETTERS

Continued from Page 7

tanked by the United States for 40 years and castigated people who opposed it, they would have been listed in Nicaragua. If the United States had added the new regime under the front to the front, it would have been listed in Nicaragua. If the United States had added the new regime under the front to the front, it would have been listed in Nicaragua. If the United States had added the new regime under the front to the front, it would have been listed in Nicaragua.

Today the United States does not recognize the Nicaraguan government as a legitimate government because it supports the Sandinista regime.

-Peter Dans
**Apertura de Casa Hispana**

By Ivan Cintron

It was a chilly Thursday afternoon at the Town Hall Auditorium, but the audience of 1,200 people was warm and eager. The Casa Hispanica, an arts and cultural center, was the focus of attention as it celebrated its 30th anniversary.

Most in attendance were dressed in festive attire, with women in white and men in black, creating a striking contrast. Whether they were students, faculty, or alumni, everyone appeared to be enjoying the event, which was held in honor of the center's birthday.

The Casa Hispanica is a community center for Hispanics and Spaniards, and it offers a wide range of cultural events and educational programs. The center is supported by the Spanish government and is housed in a building on the campus of Baruch College.

The program began with a traditional Spanish dance, performed by the students of the Casa Hispanica. The dancers, dressed in traditional Spanish costumes, moved gracefully to the rhythm of the music, captivating the audience with their skill and precision.

After the dance, a panel of experts discussed the impact of the Casa Hispanica on the community. The panelists included historians, sociologists, and cultural scholars, who shared their insights and experiences.

The panelists spoke about the importance of the Casa Hispanica in providing a space for Hispanics and Spaniards to come together and celebrate their culture. They also discussed the center's role in promoting education and fostering a sense of community.

Finally, the evening concluded with a closing ceremony, where the audience was presented with momentos and tokens of appreciation. The Casa Hispanica's long history and dedication to cultural preservation and education were celebrated by all in attendance.

Overall, the event was a success, with a large turnout and enthusiastic participation. The Casa Hispanica continues to be a vital resource for the Hispanic community, offering a place of connection, learning, and celebration.
**Chanukah**

**A Forgettable Little Gift**

By David Lebo

As one walked through the streets during the past week, one saw lights in some people's houses, but not the Christmas lights one is accustomed to seeing during this time of year. The lights were the lights that were in the Jewish homes around the world, re-enacting one of the many miracles God performed for the Jewish people about 2,167 years ago.

Chanukah represents the victory of the small Jewish people, led by the Macabees, against the much larger Seleucid Empire under Antiochus IV. This was the beginning of the four-year revolt that ended with the victory of the Jews and the purification of the Holy Temple in Jerusalem.

The Festival of Chanukah is celebrated by the lighting of the Menorah, a nine-branched candelabrum. Each night, one additional candle is lit, starting with the first night. The festival is also celebrated by eating traditional foods such as latkes and gelt (chocolate-covered coins).

**Festival of Lights**

By Najma Malik

The Hindus celebrate Diwali, a festival analogous to Christmas, with the lighting of the fire and the festival of lights. From the sweetness of their fruits, from faith in God, they are able to be victorious over their enemies.

The festival celebrates the victory of Lord Rama over the demon king Ravana. On this occasion, the entire family and the temple are illuminated. They celebrate the festival and the removal of the evil forces that were placed in their path by tradition, with the use of flowers and colorful lights. The festival is celebrated with great enthusiasm and joy, and people come together to celebrate this victory.

**Freedom Celebrated**

By Lisa R. Brinkley

The month of December is a celebration of freedom for people all over the world. Although many cultures have their own unique traditions and celebrations, all are meant to express the same basic theme: the right to live free and happy.

In the United States, the holiday season is marked by the lighting of the tree, the exchange of gifts, and the celebration of family. In other parts of the world, the festivities may take on different forms, but the message of freedom remains the same.

In Africa, the people celebrate the independence of their countries through parades, music, and speeches. In Asia, the celebration may take the form of a festival, with traditional foods and customs.

All around the world, people come together to celebrate the freedom they hold dear.
MATH TUTORS NEEDED

Would You Like To Teach Math?

There is a critical shortage of Math Teachers here and everywhere! If you would like further information:

Please Call: 725-4471

or

Write: Prof. Mordchaj Friedman

Box 505

State College of BARUCH COLLEGE

17 Lexington Avenue

NY, NY 10010

TUTORS also needed.

Tutoring service is provided by SIGMA ALPHA ALPHA.

One to one on any subject.

Applications available at

Student Center HELINE

BL 33 of 360 PAS,

Submit to E.S.S.A. office 529 26 St.

Specializing in work

TEACHING SPECIALISTS

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1983

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893

MATH TUTORS NEEDED

December 13, 1893
Baruch People

Since I began interviewing students and faculty members, I've noticed one opinion, passing through the halls about the college. Most people feel that Baruch is not a research institution. Some even went as far as to say that it's not a research institution and that the college is being held back by the high-level administration. Baruch is not as advanced academically as the large research institutions, but there is no evidence to support this claim.

I've talked to many students who feel that Baruch is not a research institution. Some even went as far as to say that it's not a research institution and that the college is being held back by the high-level administration. Baruch is not as advanced academically as the large research institutions, but there is no evidence to support this claim.

The Ticker

THE TICKER

The Ticker is a weekly newspaper that covers events and news at Baruch College. It provides information about upcoming events, students' achievements, and campus news.

Baruch People

Since I began interviewing students and faculty members, I've noticed one opinion, passing through the halls about the college. Most people feel that Baruch is not a research institution. Some even went as far as to say that it's not a research institution and that the college is being held back by the high-level administration. Baruch is not as advanced academically as the large research institutions, but there is no evidence to support this claim.

I've talked to many students who feel that Baruch is not a research institution. Some even went as far as to say that it's not a research institution and that the college is being held back by the high-level administration. Baruch is not as advanced academically as the large research institutions, but there is no evidence to support this claim.
Griffiths, which originated as a way of artistic expression and letting others know you can bear, has become an essential tool for many of our great modern artists, such as Andy Warhol and Banksy.

Griffiths' paintings are typically made using a variety of materials, such as spray paint, stencils, and graffiti aerosol. His work often deals with the themes of urban decay and social commentary.

The next time you see a piece of graffiti, take a moment to appreciate the artistry and thought behind it. And who knows, you might just be inspired to create your own masterpiece!
On This Campus, You Need The Voice.

"Where can we go to listen to some good live music?"

"What's playing at the micos tonight?"

"How do you get to Carnegie Hall?"

Ray Rankis Rebounds

By Alacka Emmanuel

Last time, The Tickler printed the first part of an interview with coach Baruch Stamm's successor, Ray Rankis. This is the second part of that interview. Rankis sounds upbeat as he talks about his new team.

Rankis: Neil Maroon's a superb shooter; we're going to be using him for three years. We have a couple of players who joined our team late, so we figure to add something to our team.

Rankis: I've been pleased with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankla: I'll be honest with you. We've been using the same team for the past three years. We're going to use the same team for the next three years. We're going to use the same team for the next three years.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense.

Rankis: I'm happy with our defense. We have a lot of energy, and we're going to use it in our defense. We have a lot of energy, and we're going to use it in our defense. 
On November 1st, the Second Annual CUNY Women’s Volleyball Championships were held at Medgar Evers College. The stage was set as the Stateswomen maintained their confidence winning over Lehman, 15-0 and 17-15. On Wednesday, November 2nd, Baruch dispersed of Hunter, 15-7, 15-8, to advance to the finals against the City College Barons.

In the finals, the crowd was mixed, vibrant, and excited by the energy exhibited by the two finalist teams. In the first game, Baruch got off to a sparking start with hustling saves to make the score, 8-4. After a City timeout, Baruch continued their fine play, assisting each other for points, score 10-5. The Stateswomen displayed great patience, but could not hold off an ensuing City comeback. The score read 13-11. A spike by Doris Ko gave Baruch service, and they went on to win the first game, 15-11.

In game two, the tables turned as City seemed rejuvenated from the loss. The Stateswomen suffered problems returning the ball. City's defense began to inhibit Baruch from scoring. Lack of communication and inexactness resulted in a 12-2 lead for City. Upon getting the opportunity to serve, the Stateswomen were unable to make up the deficit. The result: a 15-3 win for City, and a do-or-die tie breaker game.

Coach Biourd impressed upon the girls that they must reassert themselves, if they are to win. One could still sense the spirit and confidence of the Stateswomen. As both teams took the court, tension filled the gym.

The final battle was fought with a blizzard of spikes and serves by both teams. Spikes for Baruch were supplied by Yasmin Young. City’s defense was tenacious as Baruch struggled to keep their lead. The Stateswomen made such a valiant effort, but it wasn’t enough. They lost 15-13, to conclude a winning tournament.

The Bernard Baruch Statesmen are now 1-3. But losing all but their second game. In their first game, at York College, Pennsylvania, on November 19, the Statesmen shot .317 from the field and .444 from the free throw line, in a loss to Ursinus College. Forward Kevin Goines had the game high 17 points, and Ron Key had 10 points for Baruch. Meanwhile Ursinus hit a nifty .458 from the floor and .625 from the free throw line. They also had five players in double figures, led by Rob Volok’s 16 points.

The second game matched Baruch College against Ramapo College. The Ramapo Road Runners, coached by last year’s Statesmen coach Julie Levine, led early in the game, 24-8, and held a 41-32 lead at halftime. Guard Ron Key went 8 for 9 in the first half and hit a game high 32 points. With the score tied at 80, Rey hit the game winning 10-foot shot with one second left after the Road Runners chose not to foul on the Statesmen possessed ball. The Statesmen got their 82 points with 64 field goal percentage and a 58.1 free throw percentage. Ron Rey was the only Statesman named to the White Rose City Classic All Tournament Team.

Game Three took place on November 23, against New Jersey Institute of Technology. Baruch utilized an open man offense and two-three zone, but trailed 40-39 at the half. At the game’s end Baruch had three men in double figures, but it wasn’t enough. They lost 79-70. Mention has to be made of the Institute’s Tom Gallagher. He spent 39 minutes in leading his team to victory by getting 29 points, 6 rebounds, and 8 assists. Coach Ray Rankis adds this explanation to his team’s loss: “We couldn’t stop their offense... they’re experienced. They have all their players back from last year and won over twenty games last year.”

Baruch’s first home game was against Old Westbury College. Baruch got smashed. This game was jotted down in the Baruch history books. The 43 points they scored was the third lowest point total in the sixteen year history of Baruch at home. The lowest lowest score was recorded January 11, 1981, against Lehman, 51-48. The .274 field goal percentage was the fifth worst in the school’s history (24.6% was the worst.)

In the last 11 minutes of the first half, Westbury ran off 21 straight points. The only basket that Baruch scored during those last eleven minutes was one by Chris McLeod with 1:56 remaining. Old Westbury’s Craig Holiday, six for six in the first half, scored 17 points and had seven rebounds. Along with him, Gene Gilchrist (11 pts., 10 rebs.) and Charley Grant (9 pts., 2 rebs.) demolished Baruch offensively. No player on the Old Westbury played for over 25 minutes, but they had 8 men score for their team.

Baruch’s 17 out of 62 field goals and nine out of twenty free throws left something to be desired from coach Ray Rankis. The poor playing exhibited will recur in many more games. Baruch must be able to take more shots and work the ball to their advantage. The Old Westbury Panthers, with their coach, Howie Furman, went home winners. They are now 5-0 after this 64-43 victory.