

# THE CAMPUS

undergraduate newspaper of the city college since 1907

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389

Friday, March 10, 1972

## Simon shuffles scheduled campus elections

### Declared ineligible; Senate field narrows

Former Observation Post editor Steve Simon was officially disqualified from this semester's Student Senate race in which he was seeking the body's top spot. Paula Lewis the Chairman of the Election Committee said the decision was made on grounds that Simon is not enrolled at the College this semester.

Two more candidates for the presidency, including incumbent Bill Robinson, entered the race this week.

Upon learning of his disqualification, Simon said that he would reconsider his strategy. "I haven't lost hope yet," he said yesterday.

At this moment, the presidential post is open to three candidates. Walter Castle, a 26 year old SEEK student who is presently on President Marshak's Master Plan Committee, will run against Robinson and Tony Spencer the current University Affairs Vice President who also declared for the post last week.

In addition, Bob Grant, who is seeking reelection as Student Ombudsman, faces opposition from Richie Dickens, the current Student Senate Educational Affairs Vice President.

This is the first election to be held in the spring since the Senate's inception three years ago.

As President of the Students for an Active Campus, Castle would like to unite students in a fight to save free tuition and open admissions and open up all committees of the Student Senate to any student who wants to participate." He also advocates full student representation on departmental committees.

Castle says that he is partly responsible for the creation of an independent

election committee. "This was set up to protect the rights of students which have constantly been dumped on in the past," according to Castle.

Robinson's slate, the New Front, which he organized with members of the SEEK Student Government, Louis Rivera, Associate Editor of The Paper and Wilma Nunez from the Puerto Rican Student Union, would "enhance student participation in campus politics" and restructure the Senate so that every student get, "a basic understanding of how politics work, and what the Senate does," according to Rivera.

Grant is running for reelection to work on unfinished business while his opponent favors a turnover. "There should be a turnover," says Dickens, "because if the ombudsman really does his job, he will make a lot of enemies."

Grant said that "it takes time to get into a position like this and deal with it effectively." He noted that the three year term to which the faculty ombudsman is elected is an "advantage in fulfilling his role."

"A job like this requires 24 hours," stated Grant who claims he has "been here more than other ombudsmans."

Last semester Grant conducted an investigation of WCCR, the College's radio station, in which he "brought (things) to the attention of the members and they solved their own problems."

Concerning WCCR, Dickens said he would have held open hearings instead. "It's the job of the ombudsman to keep things like (the investigation) from happening." He added that at times it was doubtful as to who was heading the investigation.



Steve Simon

Dickens was a senator when he ran with former Student Senate presidents James Landy and James Small. He says he knows "enough people in the administration" to interact with them and the students.

"With my experience in the senate I can function as a student ombudsman with an open mind. I think I can talk to various factions on campus and sit down and discuss matters with them," said Dickens.

Running with Castle are Mike Tracy (Executive Vice President), Ron Schoenberg (Treasurer), Aileen McCauley (Educational Affairs Vice President) and Paul Girello (Campus Affairs Vice President).

Elections will be held from March 20-25 from 10 to 3 daily. Paper ballots will be available outside Finley 152 and Shepard 100 and in the lobbies of Cohen Library and Curry Garage.

### Collaborates on new governance proposal

A radical new governance proposal — which would merge the Student and Faculty Senates — was made public this week by three veteran editors.

The plan — submitted too late for inclusion on the ballot in the current governance election — was drawn up by Steve Simon, Louis J. Lumenick and Louis Rivera, former editors-in-chief of Observation Post, The Campus and The Paper.

The three have called for students to check off the option on the ballot rejecting the two proposals given — writing in that they prefer their unlisted alternate.

Copies of the plan appear in this week's issues of the three papers so that those who desire can clip them out and return them with the mail governance ballot. Extra copies are available in the papers' offices in 336, 337 and 338 Finley.

Lumenick, speaking for the three, said that he and his colleagues were moved to draw up the plan because of the "utter bankruptcy" of the two proposals on the ballot, which "do nothing but preserve the status quo."

The two plans on the ballot essentially duplicate the College's current governance structure. The only major departure is a Student Senate proposal for increased student involvement in hiring and firing.

Lumenick recalled that the governance plan now in effect was enacted in a referendum in Spring 1969, when he was editor-in-chief.

"If nothing else, the last three years

(Continued on page 4)

## College puts the lug on unwary parking violators

*Scenario: Professor A arrives at 8:15 A.M., allowing enough time to park his car and walk to his 8:30 class. Finding his assigned parking space filled, he drives around and finally finds an empty one. Professor B arrives at 8:20, finds Professor A's car in his spot, so he drives around and finally finds an empty one and arrives in his class late and angry. This domino effect continues with the potential of affecting dozens or even hundreds of faculty.*

—From a college memorandum

John Jay Canavan, vice president for Administrative Affairs appears to have had more luck with the domino theory than Lyndon Johnson did — to the chagrin of some faculty members.

A massive campaign against illegal parking by staff and faculty members, begun Wednesday, seems to have scared most of the violators off campus yesterday.

Wackenhut guards placed lugs on the wheels of 11 faculty vehicles Wednesday, but could find only one violator yesterday, according to Canavan.

Eight of the illegal parkers—who either left their cars in spots not assigned to them or in no parking areas—had to pay \$15 to the bursar before the guards would remove the lugs. The other

three, Canavan said, were spared because it was determined that they were victims of the aforementioned "domino effect."

The crackdown was proclaimed in a memo circulated to "all members of the faculty, staff and student body" last week, in which Canavan vowed to "eliminate illegal parking" through the efforts of the Wackenhuts and local police.

The guards' jurisdiction is limited to the South Campus and a few spots near the Administration building. The local police, Canavan said, would "intensify" their efforts to ticket illegal parkers on streets around the campus.

But there seemed to be little extra activity by the 26th precinct the last two days, so that only faculty have so far fallen prey to the drive.

In the memo, Canavan declared that "the parking situation at the College is extremely difficult and there is not enough space to satisfy legitimate needs. We have only 355 assignable parking spots and although most of these have multiple assigned users, the total is still inadequate for a faculty and staff of 2500 and a student body of over 20,000."

Canavan added in an interview later that the drive was only an acceleration of usual college

(Continued on page 4)

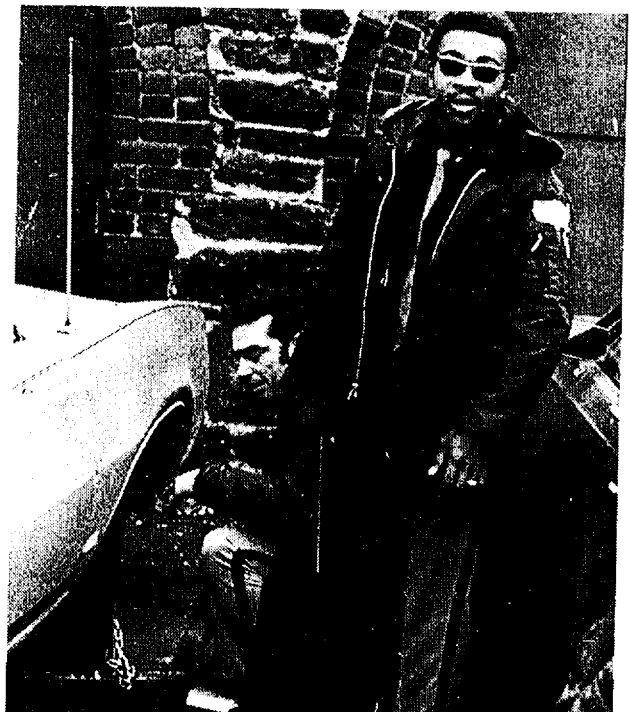


Photo by Mike Orskes

Two Wackenhut Guards installing a lug to an illegally parked car on South Campus yesterday. They noticed THE CAMPUS photographer and ordered, "Don't take any pictures! You want your camera busted?"

# THE CAMPUS

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## Editorials:

### Alternate plan

Last month *The Campus* endorsed the Governance Proposal set forth by the Policy Council. In view of the alternative that was proposed by Steve Simon, the editors of *The Campus* now feel that the policy of *The Campus* should be changed to support the Alternative Proposal.

Weaknesses in uni-cameral governments have long been apparent. Yet, in the upcoming Governance proposal vote that is just what the students must vote for.

The fact that the alternate proposal guarantees a senate of only one body is its underlying strength. In a university where the students try to get as much power as they can, and the faculty tries to keep as much as it can, a uni-cameral senate is the only way to make sure neither group gains inordinate power.

The powers that exist at the College show little realization of the needs of students and untenured faculty members.

In fact they don't need to. They hold jobs from which they cannot be fired and can rest on their laurels and pay lip service to innovations in college life.

In fact there may be a real fear of change. Seniority is being questioned all over the country. Members of the United States Senate have attempted recently to repeal the rules pertaining to seniority. It is time other groups followed their example.

At the same time, the existing Student Senate has built up a reputation for itself, marked by its misuse of power, its dismal attendance record at meetings, and its fiscal irresponsibility.

The proposal which appears on page four devised by Steve Simon, Louis J. Lumenick and Louis Rivera, former editors of *Observation Post*, *The Campus* and *The Paper* respectively, has merits built around these issues. It puts students and younger faculty members in the Senate, and thus presumably gives them the opportunity to air their views without fear of reprisals for a change.

The proposal covers almost every aspect of College life. The ones it leaves out, it makes provisions for. It is comprehensive, and promises equitable appropriation of power among various groups, while both other plans, the Policy Council's and the Faculty Senate's leave the existing structure almost totally intact.

It is better than proposals which put two separate Senates in power, then give more power to the Faculty Senate, which is promptly taken over by the same professors who run the departments, thus assuring a uniformity of views from their own and the Senate's sides.

With the balanced power structure, an argument can be advanced that the Senate will always be quagmired in arguments and tie votes. But isn't that what is happening now?

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## Letters to the editor

### A faculty View

To the Editor:

Your article, "Gadol Quits in History Row," which appeared in the last issue of *The Campus*, is both unfair to Professor Joan Gadol and inadequate. As the only faculty member of the History Department whose name has been cited as reference, I feel compelled to reply.

Professor Gadol was the subject of your interview with me. However, what you have unveiled is the panorama of a battlefield in the History Department, while completely ignoring Professor Gadol's qualities as teacher, scholar and colleague which make this remarkable woman a most valuable member of the City College community. Let me tell you what I think about Joan Gadol by quoting the petition addressed to President Marshak on her behalf.

"We, the undersigned members of the faculty of City College, urge you to make every effort to induce Professor Joan Gadol to remain at City College. An accomplished scholar, a superb and dedicated teacher, and a splendid human being who has unsparingly given of her time and energy not only to students but to committee work from the departmental to the university level, Joan Gadol is the living expression of the best traditions of the College. In a period of rapid change, when the question of the future excellence of the College is being decided, the continued presence of Joan Gadol on this campus is a matter of supreme importance. To permit this outstanding woman to depart from our midst at this time would be to vitiate much of the promise of the coming years. We again urge you, President Marshak, to do all in your power to induce Professor Joan Gadol to remain at City College."

So far, this petition has been signed by more than one hundred most prominent faculty members on this campus. These include six of the seven members of the Executive Committee of the Faculty Senate, thirteen department chairmen, one dean and one director of school.

Your phrase that "Gadol has been up for promotion to full professor twice, but older members of the department have blocked the recommendations," is attributed to me, and implies that all the senior mem-

bers of the Promotions Committee have taken this position. Such an assumption is simply false since there are a number of full professors in the History Department who have the highest professional opinion of Joan Gadol and which, I expect, would support her promotion.

Finally, let me turn to your statement which reads: "There is apparently a deep schism in the history department. Most of the professors interviewed — they declined to identify themselves — agreed . . ." If what you are saying is true — and the fact that all members of my Department whom you have interviewed chose to remain anonymous except for me (an untenured member of the Department at that) lends credence to your statement — then are we in a situation where the very essence and meaning of an academic community in the History Department has been lost. Perhaps you owe the students and the faculty of this College further explanation.

Radmila Milentijevic  
Assistant Professor of History

### Jews and Pigs

In reading your recent article regarding the recent Jewish Defense League incident, I was shocked to see how a member of the *Campus* could write and article to bring across his own political view point in this case, ANTI - JDL feeling, rather than bringing the true facts as they occurred. To bring his own views across, the writer went as far as lying, disregarding facts, taking words out of context, and distorting quotes.

The article stated that extra JDL members were brought in so that the Jewish Defense League could rid itself of all opposition, while in fact these members have gone to many other colleges with Rabbi Meir Kahane. These other

colleges also had hecklers and no fighting took place since no member of the opposition came armed or with the idea of starting a fight with the JDL. But at CCNY the Worker's League and the Young Socialists came armed with pipes and mace to the meeting and JDL fought in self defense, with only those weapons which they collected from the opposition.

When Rabbi Meir Kahane had finished his speech and was walking towards the door of the Ballroom, a member of the Young Socialists pulled out a pipe and began running toward Rabbi Meir Kahane. Members of the Jewish Defense League stood in his way and fought with him only in their own self defense. While this Young Socialist was fighting, other members of his group began to attack other JDL members, to reach Rabbi Meir Kahane who was their main target, but to their surprise JDL members held them off. At this stage, the Wackenhut Guards got into the act and separated both sides and the fighting subsided.

While fighting was going on inside the Ballroom, two JDL members who had wandered outside the Ballroom were overcome by a large number of Young Socialists, and were sprayed with mace, later they were treated for facial burns.

Finally, I would like to straighten out the fact that while I was being interviewed, I was supposedly holding a stick in my hand. This was an outrageous lie. I don't know how the writer thought he would get away with it. The fact was that I was closing the Jewish Defense League office in Finley 410 and I was holding my books and coat in my hands and not a stick.

We don't mind taking credit where credit is due, but not for an act which we had not begun but were able to overcome.

NEVER AGAIN!!!

Jacob Feldman  
Vice President,  
CCNY JDL Chapter

## TRAVELING IN EUROPE? MEETING

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MARCH 14

Bowker Lounge (9-3)

MARCH 15

Grand Ballroom (9-3)

MARCH 16

Bowker Lounge (9-3)

Grand Ballroom (11-4)



Photo by Don Romano  
Robert Kibbee

# CUNY faces accreditation loss due to current budget-freeze

By Michael Oreskes

City University Chancellor Robert Kibbee said Wednesday that five CUNY colleges "face the loss of their academic or professional accreditation as a direct result of inadequate funding." Kibbee refused to disclose the names of the five colleges he claimed were in danger, saying only that two were senior colleges. A loss of accreditation would mean, according to Kibbee, that CUNY students would be unable to gain admission to graduate school and community college graduates would be unable to go to senior colleges.

A spokesman for the middle States as-

sociation of Colleges and Secondary Schools, which acts on accreditation for CUNY, said that he was not aware that any CUNY school faced an immediate loss of accreditation. He added that the University had not been evaluated since 1967 when it was given warning about inadequate facilities.

Kibbee said "that the possible consequences of attempting to meet next year's needs with the state proposed 'freeze' budget of \$382 million could have only and adverse effect upon accreditation."

Officials at the College have just received the projected budget, which does not contain a line by line breakdown,

and were unwilling to comment formally. However one source close to President Marshak called the projection "frightening."

In a related development State Senator Roy Goodman (R-Man.) a member of the Senate's Higher Education committee predicted yesterday that \$17 million would be restored to the CUNY budget. The sum represents an "inadvertent" cut, as Goodman described it, caused when the state froze CUNY's budget at a level which represents an average of the last six months of last year's budget and the first six months of this year's.

A spokesman for CUNY said the additional money would relieve the need for immediate cuts in faculty or administrative staff but that the University will still be requesting an additional \$15 million to pay for the 23,600 new students expected to enroll next fall.

# JDL-YSA brawl over charter suspensions

Fighting broke out yesterday between the Jewish Defense League and the Young Socialist Alliance when the College's JDL chapter attempted to enter a meeting being held by the YSA in Shepard Hall.

The meeting called was to discuss the consequences of the suspension of the privileges of both groups as a result of last week's fighting when Rabbi Meir Kahane was here.

The Young Socialist Alliance, the Young Worker's Liberation League, and the SDS were suspended from the College by Dean of Students Bernard Sohmer on grounds of violating section 5 of the Disciplinary Rules, which prohibits use of language or actions likely to cause trouble; section 7, which prohibits disorderly conduct on College property; and section 8, which prohibits the use of weapons at the College for any purposes.

The charges brought against the JDL, by an unidentified individual, were predicated on section 5 of the rules, which allows freedom of speech without fear of abuse or reprisals, of any sort, but prohibit use of language or actions likely to incite demonstrations.

When the JDL tried to enter the meeting, the YSA asked them to leave. When they refused, there was an attempt to remove them by force.

In the course of the fighting, a chair was thrown by the JDL. The chair was then used by the Young Socialists to push the JDL members out.

Larry Amsel, president of the JDL, said the YSA had tried to get his group

meetings like that, except against the American Nazi Party."

He cited a leaflet distributed by the Young Socialists that said, "The Young Socialists meeting this Thursday will take up the fight against . . . the JDL."

The Young Socialists' leaders were unavailable for comment. They also attempted to bar all reporters from their meeting.

At the meeting, only the JDL was discussed despite the fact that several items were on the agenda.

When Sohmer tried to confirm whether mace had been brought into the convocation by the YSA, one student said "may or may not have."

Sohmer responded by warning the student that if mace was found in the possession by the YSA, one student said that he "may or may not have."

The student answered that Sohmer did

not have the authority to search him.

Meanwhile, the SDS in a statement by its president, Herbert Michael, that the College is using the incident during Rabbi Meir Kahane's appearance, to get SDS off campus before they can protest usage of a certain book by the Sociology department.

They claim the book expresses racist ideas and were about to demonstrate in front of Prof. Robert Martinson's (Chairman, Sociology) office, when Wackenhut guards came to protect it. The demonstration was not held.

In a related development, hearings with the three student organizations will be held by the College, with Prof. Bailey Harvey (Speech and Theatre) arbitrating, Monday and Tuesday.

If the arbitration fails, the case will go to the Student-Faculty Disciplinary Committee.

# Students to work at Cloisters

By Selvin Gootar and Maggie Kleinman

Fifteen students from the College's new Institute of Medieval and Renaissance Studies will begin work this term as research assistants and tour guides at the Cloisters under a joint work-study program with the museum.

The students will also perform administrative duties in the Cloisters' Library and Archives and will receive credits toward their degree. "They will be paid in the coin of the realm," said Dean Oscar Chavarria-Aguilar (Liberal Arts and Science).

"We may have to increase the number of positions since 60 students have already applied," said Prof. Madeleine Cosman (Director, Institute of Medieval and Renaissance Studies).

Under the Scholar-Apprentice program, as Cosman calls it, a student also has the opportunity to co-author a book or prepare a lecture as an alternative to writing a term paper.

Robert Mark, a Civil and Geological Engineering professor from Princeton University, delivered a lecture on the Gothic Cathedral in Steinman Hall Monday. The lecture was the first in the annual Lillian and Louis Perner series held in affiliation with the Cloisters. "People were actually standing in the aisles," said Cosman, who was pleased with the response. Mead wine and medieval foods were served there by students dressed in costumes of the period.

Prof. Robert Brenner of Columbia University is scheduled to speak on the architecture of the cathedral on March 20.

The director, who is also the daughter of the Perners, is enthusiastic about the lectures her parents are sponsoring and says the affiliation with the Cloisters will provide the students with "an invaluable exposure" to actual works of medieval art in their natural setting.

"Hopefully, the Cloisters will benefit from the students' enthusiasm for and knowledge of the Middle Ages, which they should convey to visitors and school groups," said Cosman.

The museum is looking for students gifted in foreign languages, Cosman told students, adding that they could rotate positions if their jobs "got boring."

The Institute is planning a film festival which will hopefully include Shakespearean based movies, according to Rita Bleiberg, a student will also sponsor a bake-in where they will cook leech, a beef and liver dish seasoned with parsley and rosemary.

The Institute of Medieval and Renaissance Studies was established to offer courses on all aspects from late Antiquity (circa 3rd century) to the 17th Century.

Encompassing twelve departments and 99 subjects, it is the largest interdisciplinary program of its kind in the land.

"1,500 students have signed up with us

While politicians and CUNY leaders wrangled over the fate of the University, Leslie Barksdale, a freshman at the College, played the part of "every student" trying to gain admission to college as part of No Tuition Rally Day here yesterday. After being told that Columbia University cost \$4,000 a year and that he was unable to get a loan because he comes from a "high risk" family, Barksdale approached "the City College Registrar" to ask for admission. But he was told that everything is equal now. Attending the College will cost him \$4,000 a year.

The performance, presented by The Coalition to save Free Education was given in several places on campus including Cohen Library and the Finley cafeteria.

In the cafeteria a student who watched the performance called tuition "an evil" but said that "the same thing happens every year and a lot of people are disillusioned."

At Music and Art High School yesterday students seemed more concerned about the possibility of tuition at CUNY than their older counterparts at the College. As part of No Tuition Day Wendy Gelernter, a senior at Music and Art, told an assembly of juniors and seniors at the High School that "if tuition is imposed at CUNY there will be a lot of kids who won't go to college and a lot of them will be us."

Of last year's M&A graduating class 237 out of 420 students went on to the City University.

The high school students are organizing workshops and a letter writing campaign to prevent tuition.

and the faculty now numbers 200," said Cosman.

In May, a medieval fete is scheduled to echo November's inaugural celebration for the Institute which an estimated crowd of 400 students and faculty members attend.

"This time however," smiled Cosman, "there will be a joust."



Photo by Hans Jung  
Dean Bernard Sohmer

out, except for one female member whom they intended to beat up.

The girl, Barbara Haber, was said to have gotten a broken finger in the course of the altercation.

In another meeting with Sohmer, Bob Grant (Student ombudsman), and Tony Spencer (Student Senate University Affairs VP), Amsel said, "individual students are not allowed to bar others from their meetings, only organizations are allowed to do that."

"Since they had their privileges revoked, they could no longer hold closed meetings," he continued.

Amsel said, "the purpose of the meeting was to smash JDL. We don't hold



The Cloisters

Photo by Paul Karno



## Open admissions students:

# College skills helps them through their college daze

By Sal Arena

A great many of the students who enter the College under the open enrollment program have various academic deficiencies in the areas of mathematics and reading. The following report is the first of a two part study of the remedial programs at the College. This installment concerns the College Skills program, which attempts to remedy the students' problems in reading.

Somewhere between New York City and Albany, somewhere between the educators and politicians, somewhere in the budget battle to save open admissions, somewhere amid the rhetoric, name calling and the threats that constitute a major part of the game plan of political football in New York State, somewhere in all of this are the open admissions students.

Students are categorized by the registrar according to their high school averages. Of the 2,400 freshmen admitted to the College under regular procedures (excluding special programs such as SEEK) in September of 1970, 1,025 had high school averages of 79.9 per cent or below, thereby falling into the open admissions category. One year later, it was found that of those original 1,025, 704 had re-registered for the fall 1971 session.

Why weren't 321 of the students back for another year? Even more importantly, why are the remaining 704 still here? Exactly what are their problems?

The last few students walk slowly through the door into Room 112 Shepard. The instructor, Robert Krych, settles into his seat and immediately begins to take the role. The class is College Skills 1.8, part of the lower level of courses in the College Skills program.

Krych turns to the blackboard, writes the words "preview, overview, and survey" and then, turning back to the students, attempts to initiate a class discussion of the terms. At first the dialogue is forced and unnatural. The students are slow to respond and appear unsure of themselves and their ability to answer the questions correctly. Krych is patient, but at one point, when no answers are forthcoming, he puts several students on the spot by questioning them directly.

"By the definitions we gave these terms at our last class," Krych says, "how do they apply to the development of your reading and study habits?"

Silence prevails. Finally one student ventures an opinion. Several moments later another disagrees.

"What about writing up a list of things of importance from your readings? Why is that necessary?" Krych asks.



Photo by Don Romano

Tutor assists student during session at the College Skills lab.

"It helps us to understand the reading better," ventures one girl.

"Yes, what else?" Krych asks as he writes her answer on the board.

"It makes it easier to remember," another student says, this time without any more prodding from the teacher.

This dialogue may be typical of the kind that can be heard in many of the College Skills classes at the College. Sometimes, there is a barrier between students and teachers that must be broken down before any real work can be accomplished. Often this barrier can be overcome by the approach the teacher uses to coax the students into class participation, as evidenced in the classroom scene above.

The College Skills program offers students an opportunity to improve their reading, with regard to speed and comprehension and to develop good study skills such as listening ability, note taking, and writing summaries and outlines.

Originally, credit was not given for the College Skills courses. A number of students expressed the feeling that they were being denied an opportunity to take a course that was credit bearing, regardless of whether they felt they needed the course or not. The students reaffirmed this opinion in a questionnaire administered by the department. As a result, they now receive one or two credits, depending on the course, upon successfully completing all requirements.

Students are assigned to various levels of the pro-

gram according to the results of their placement examination, which is administered to all entering freshmen by the College.

Those who score 28 or below (out of a total raw score of 65) read at levels ranging from the ninth grade down to the fifth grade. These students are placed in College Skills I. Students scoring between 29-38 are placed in the more advanced remedial groups, which are College Skills II and III. College Skills IV, the final course in the series, is a seminar.

During the semester, lecturers from the Biology, Psychology, and Political Science departments speak to the classes. This allows the students to practice and compare their note taking. The seminar also includes tutoring in the development of term papers.

Sixty per cent of the 1800 students who registered for the program in September 1971 were placed in the advanced levels and the remaining forty percent went into level I.

However, not all the students are in the program as a result of their placement exam. At least one student, and there may be many others, registered for College Skills despite the fact that he had been exempt.

"I took it (College Skills) because I felt the high school does not prepare students adequately for a college education," the student said. "In high school we always screwed around. No one did homework and besides, it was never checked. Everyone developed a lax attitude toward school."

According to George McDonald, administrative head of the program, students entering College Skills are weak in several basic areas: decoding sentences, analyzing paragraphs, vocabulary, and good study skills. Their tendency is to read passively without grasping ideas and remembering them, as an active reader does.

"If a student is a passive reader," Robert Krych said after his class had ended, "it is certainly not his fault. It is usually because of poor vocabulary and comprehension foundation he was given on the secondary and primary school level."

Statistics compiled thus far show that 90 per cent of the students who enter the program at the primary level, remain in some aspect of the program for at least two semesters. Of the 720 students who took College Skills I this past fall, 200 are currently repeating the same course, and of the 1070 students who were placed in the secondary level course, 175 had to take the course again. The reason for repeating courses is that in a diagnostic test, given at the completion of the courses, these students showed little or no improvement compared to their initial test results. These facts contradict statements made by some open admissions critics that students are being "passed along."

(Continued on Page 7)

## I can't believe I saw the whole thing

By Howard Schoenholtz

It looked like a meeting of the National Association of Jewish Mothers and Relatives, which might explain the thunderous applause for the Musical Comedy Society's somewhat less than professional version of Cabaret, the Broadway play which has now become a hit movie.

To be sure, one must take into account time and budget limitations, but still in all, there were some sore points that took away from my enjoyment of the show.

Chief bone of contention was the acoustics in the auditorium of the Fashion Institute of Technology. Apparently, the four microphones that dangled from the ceiling, were there for atmosphere, since they did nothing to improve the carrying power of people's voices. It was unfortunate that neither Wilma Rodriguez, who plays Sally Bowles, nor Barbara Rosenblat, who plays Fraulein Schneider, has the ability to project her voice past the first row. This was especially trying in the case of Miss Rodriguez, whose lyrical quality and sincerity rendered her otherwise perfect for the role of the misfit showgirl.

While I'm on the subject of things-I-didn't-care-for, I might as well mention the numerous chorus numbers. Normally, I wouldn't pay much attention to the chorus line, but in Cabaret, it's important. The chorus girls tried hard, but there was something lacking, actually, two somethings—the ability to sing and the ability to dance together. Their timing was way off, and one or two sang in different keys.

The final sore point was one inherent in most dialect plays—the ability to continue speak-

ing with the accent you started out with. Wilma Rodriguez and Steve Sterner (Herr Schultz) managed to maintain their respective English and German accents with a degree of skill, but the same cannot be said for the other members of the cast.

In technical terms, the play was far from perfect. There seemed to be too much off-stage commotion for what was supposedly a well rehearsed production. There were also some problems with the props and scenery. At several points, it seemed as though one of the major floor props was on the verge of either collapsing, or moving across the stage in accordance with the action-reaction law, whenever anyone stepped on it.

There were, however, some shining examples of theatrical art in the production.

Barnet Schindlman as the Emcee was flawless, delivering his lines, songs, and production numbers with a truly professional grace. Barbara Rosenblat, and Steve Sterner, as the Swastika-crossed lovers, were equally adept at the tasks set to them, with Sterner rendering a memorable version of "Meeskite". Ken Stirbl, as Cliff Bradshaw, the dashing, naive American, was adequate, though somewhat wooden at times.

Bobby Hoffman's portrayal of the Nazi organizer, Ernst Ludwig, was properly suave with just the hint of something sinister and mysterious below the surface. And of course, Wilma Rodriguez, as Sally Bowles, did a commendable job, aside from the previously mentioned singing problem.

All in all, Cabaret was a fairly pleasant evening at the amateur theatre. As our waiter at Jahn's said later, "Cabaret that's a great musical, I don't think anyone could ruin it."



Photos by Paul Karina

Emcee (Barnet Shindlman) and Cabaret Girls: Would you believe 'sitting pretty'?

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# College skills helps them through their college daze

(Continued from Page 5)

"At first, you think it's going to be easy," remarked one student, "but when you get into it deeper, it gets harder. In the beginning, I thought that I'd be wasting my time, but I was wrong. I really needed the course."

One of the major problems which hinders much of the progress that could be made in the classroom is the large class size. One student noted that "the teacher had so many things to cover that she jumped from topic to topic too quickly. Everyone had his own individual deficiencies, whether it was vocabulary or reading comprehension. In the teacher's attempt to cover everything, no one really got enough help with his particular problem."

For so called remedial groups, the College Skills classes last semester were extremely large. The average class size of open enrollment students was 26, which is about 8 to 10 students more than the size of classes in other remedial programs.

The large number of students entering the College in need of remedial aid has left many of the programs' teachers overburdened. Normally, instructors teach three courses a semester, which amounts to nine hours of classroom work and eleven hours in private conference with students. However, last semester sixteen out of the twenty-two instructors were asked to teach four classes. This resulted in the cut down of private conferences because these teachers were each made responsible for about one hundred students. McDonald noted that this was "quite a load, and might account for the lack of individual attention given to the students."

In an attempt to remedy that situation, a College Skills Laboratory program, with facilities located in Knittle Lounge, opposite the cafeteria in Shepard, has been instituted this semester. Lab attendance has been made mandatory for all students taking College Skills I and all other students are encouraged to make use of it.

"The laboratory is designed primarily," McDonald said, "to offer students individual instruction and to attack their problems with a three prong approach."

"First, they will be involved in actual classroom instruction," he said. "Secondly, they will spend anywhere from one to four hours a week, for between ten and fifteen weeks in a one-to-one situation, assisted by our staff and graduate and undergraduate tutors. There they will be able to work on their specific problems. Finally, they will continue to work in some individual

way with their instructors in conference."

The development of a slight inferiority complex by students who are assigned to remedial work is not uncommon. Very often, the way in which an advisor explains the reasons for the student's assignment to the program, or the method the instructor uses to present the course, can make a difference in the amount of cooperation a student will give.

"It's sort of an ego breaker when you're told that you have to take a remedial course," remarked one student. "When someone asks you what courses you're taking and you tell them College Skills, they look at you like you're an idiot."

"It made me feel very low," said a pretty co-ed who spoke with a slight Italian accent, and I just wanted to finish the course as fast as I could."

Resentment on the part of some students may be a deterrent not only to class progress, but also to individual progress.

"A lot of kids were negative about the whole situation," recalled Linda, an 18 year-old freshman who took College Skills this past fall. "They didn't give of themselves to the class. No one thought they belonged in a remedial course, and for the course to be effective you have to resolve within yourself the fact that you need help."

"The students directed a lot of their resentment at the teacher," she continued. "Not because of what she represented. We were all in the same boat and everyone sort of united against her. She really went out of her way for us and many of us took advantage of her. We were always asking her how the course was going to help us, but her answers never satisfied us because we never had faith in them."

One instructor remembered a particular student he had, who felt she should not have been placed in any College Skills course, openly saying that she "was not like the rest."

"She had a great deal of natural ability," said the teacher, "but also had a very negative attitude toward the course. She attended sporadically and always seemed to be fighting someone or something. As a result her final examination showed no improvement."

"However, there are always students who want to get something out of the course," he continued. "Many times it takes them a while to open up. Students who are two or three years below the normal reading level

take more than one term of remedial work before any real progress is made in their development. The teacher must use this time in building a relationship with the student, and in so doing, give the student confidence in himself. The teacher cannot make deadlines for either the work he plans to cover or for his students. The students have to be allowed to develop at their own pace."

Although McDonald acknowledged the fact that some hard core resentment did exist, he pointed to the aforementioned questionnaire which was given to 538 students who had taken College Skills in the fall of 1970. The results show that a majority of the students responded to the course in a positive way.

Of the students surveyed, 65 per cent answered that the program had been helpful to them in their other courses, 20 per cent said that it had not helped, and the rest ventured no opinion.

Another question asked the students to rate the course in terms of usefulness. Here, an overwhelming 90 per cent said that College Skills has been useful in some way, (ranging from slightly to fairly to extremely useful. Eight per cent said that it had been of no use at all, two per cent did not respond.

The result of a question relating to the amount of time spent in the three subject areas of reading, study skills, and vocabulary was not quite as reassuring however. While in all three cases over 50 per cent of the students felt that ample coverage had been given to all areas, a considerable amount, 30 per cent disagreed, saying that some aspect had been neglected.

McDonald points to several plus factors in regard to College Skills besides the lab program and student opinion. "This spring we had a much smoother placement system with the help of the registrar and we are constantly streamlining our procedures," he said. "There is an appalling dearth of reading examinations for college students throughout the country. We have experimented with a number of them and we feel we are using one now that has some diagnostic potential to it.

"However, we are not completely satisfied with it and we are currently working on our own examination. We hope that it will be a good predictor, one that will allow us to say with a degree of confidence "if you score at this level, we can predict that in college you will work at this level. This is something that is very important to us."

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# A big gain for Benny Friedman

By Larry Schwartz

Benny Friedman remembers Lewisohn Stadium back in 1934, when it was the home of CCNY's football team. It was just as rock-laden then as it is now. But it did have one distinct advantage.

"We would really scare our opponents," Friedman said, "when they walked in and saw no turf."

Friedman, one of the greatest of the college quarterbacks and a standout as a pro with the New York Giants, was reminiscing about his gridiron coaching days here at City. He was among eleven CCNY sports greats inducted into the College's Athletic Hall of Fame at the Alumni Varsity Association's 6th annual dinner held Wednesday night at the Americana.

"I'm glad they're finally tearing the place down," Benny laughed with an undeniable ring of nostalgia in his voice.

The entire night rang out with nostalgia. There was Clifford Anderson, an All-Eastern center on City's 1921-22 basketball squad, talking about 18-15 ball-games and basketballs with rubber tubes and laces. And there was Benny Friedman talking about the days when a subway ride cost only a nickel.

"I felt so much for those kids (on his football team) who used to take more than two subways when some of them only had a quarter," he said. "They'd have only a nickel left over to get something to eat."



Photo by Paul Karna  
Clifford Anderson, a standout player on Nat Holman's 1921-2 CCNY basketball team, recalls some of his experiences at the Alumni Varsity Association's Sixth Annual Hall of Fame dinner Wednesday night.

So Friedman, the innovator of the forward pass as a genuine offensive weapon, did some innovating on behalf of his players.

"I got Bernard Baruch to donate some stock which enabled me to take the kids away for two weeks of pre-season training and then to get them one hot meal a day because they had so little," Friedman said. "But they had that something that so many of us in athletics have, a desire to play and a desire to excel."

When Friedman was growing up in Cleveland, he had that desire. But in those days, Jewish mothers weren't too crazy about having their nice little boy engaged in ruffian activities such as football.

"I'd get clobbered on the field," Benny said, "and when I came home, I'd get clobbered again."

But by the time Benny made his first varsity team, mother had switched to his side. Before each game, she'd put some money into a little tin box they called a pushka and then say a little prayer. And then she and Benny's sister would go to the game.

Every once in a while, somebody would get flattened on the field and Benny's sister would strain to see who it was.

"Gee," she'd say, nudging at her mother, "That looks like Benny."

Mrs. Friedman would just smile and say, "No, it couldn't be. I've taken care of him."

## It's back to Bridgeport for the Big One

By Edward Schimmel

After the hockey club's stunning 4-3 victory over Bridgeport last Friday night, a sweep of their quarter-final round play-off series seemed to be within the Beavers' grasp.

But, in the second game, a questionable Bridgeport goal wiped out a Beaver lead, turned the tide of the match and spurred the Knights to a 5-3 win that evened the series Monday night at Riverdale Rink.

Both clubs were tight going into the second game — the Beavers sensing victory, the Knights fearing elimination. The excitement of playoff competition kept the game interesting despite numerous missed passes and wasted scoring opportunities in the first period.

The Beavers' Ron Ruben finally broke the scoreless tie at 2:42 of the second period. Taking a pass from Nick Tagarelli, Ruben drew Bridgeport goalie Randy Olen out of the net and backhanded the puck home.

The crucial turning point came at 7:17. The Knights' Joe Sereika scored from a scramble in front of Beaver goalie John Sterling just as the net was knocked off its spot. Referee Ron Armstrong originally disallowed the goal, but he changed his mind after consulting with his linesmen.

The Knights capitalized on a two-man advantage to go ahead before Armstrong gave the Beavers a break. He called three successive penalties on Bridgeport within thirty seconds, but the City power play was over-anxious and failed to get a good scoring chance.

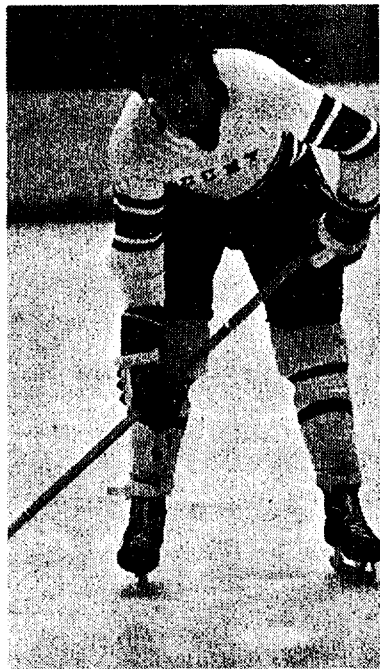
Two more Knight goals just eight seconds apart iced the game, as Dave Fastenberg and Dan Schoenthal scored for the Beavers in a futile attempt to catch up.

The Beavers left the ice dejectedly in marked contrast to the jubilant celebration that followed their first-game victory.

A small and unusually docile crowd braved the ice and snow at Bridgeport last Friday to see the series opener. Trailing 3-1 going into the third period, the Beavers got the breaks and cashed in.

Nikola Rebraca's power play goal started the rally and Nick Tagarelli tied the score just forty-one seconds later after stealing the puck in the Knights' end.

As the fans began to anticipate sudden-death overtime, the Knights made a costly mistake. An offside pass caused a face-off in the Bridgeport end and Beaver Captain Bill Papalitskas controlled the draw, skated in alone and beat Olen for



Newcomer Nikola Rebraca is a key to Beaver playoff hopes. Skaters take on Bridgeport in rubber match of three-game series on Sunday.

the winning goal with just 1:38 remaining.

The win was the first in post-season play for City College in the five year history of the club and several old-time Beavers joined in the horn-blowing, back-slapping, wise-cracking locker room scene. Monday night the team dressed quietly and alone.

The deciding game of the series will be played Sunday night at Bridgeport, with the winner advancing to meet the survivor of the Fairfield-Manhattan series in the semi-finals.

## Wrestlers grab second; Fencers stab at Easterns

By Ronald Block

Albert A. Pedrinan and Richie Murray garnered first place trophies as the Beaver wrestling team ended its season at the first annual CUNY championships. The tournament was staged at Hunter College Saturday, before a standing-room-only crowd. The matmen vied for trophies awarded to the top three finishers in each weight class. Also at stake was the team championship as well as the tournament M.V.P.

Hunter, which had more wrestlers participating in the tournament than the other five competing schools combined, captured the team championship with 162 points. The Hawks' Hector Negron, 118 pounds, captured the tournament M.V.P. The Lavender finished second tallying 61 points. However, City's performance must be termed exceptional. Sending only six matmen to the tournament, they came home with two first and three second place trophies.

Pedrinan, 158 pounds, pinned his first two opponents enroute to the final. He then proceeded to capture the main event by default when his Hunter opponent was injured and unable to continue the match. Murray, 134 pounds, also pinned his two opponents' shoulders to the mat thus entering the finals. He then outpointed a Hawk nemesis 4-3, to capture the event.

Peter Liggett, 150 pounds, Ray Effinger, 177 pounds and Bash Dibra, 190 pounds, copped second place trophies. All three turned in excellent performances enroute to the finals. However, in close decisions they then bowed to their opponents.

Despite being in its initial year, the tournament was handled exceptionally well and should become a notable wrestling event in the future.

One week earlier the Beaver matmen participated in the metropolitan tournament held at Monmouth, New Jersey. City turned in a fine performance as NYU won the 16 team event. Murray, finished an excellent second while Pedrinan, Liggett and Effinger turned in respectable performances.

The Beaver fencing team defeated St. John's in its final regular season meet last Saturday, 17-10. The win brings the Lavender season record to 4-4.

St. John's last year's fifth place finisher provided a good tune-up for the Beavers.

Starring for the Beavers were Jack Lee and Alfred Vega in the epee class and Dave Kiung in sabre. All were undefeated in three bouts.

This weekend the team travels to Annapolis, Md., where it will participate in the Eastern College Athletic Conference Championships. Last year's co-winners NYU and Columbia will be among the thirteen competing colleges.

Next year's ECAC Championships will be held in the new gym here at the College.

The Beaver rifle team suffered its first league defeat Friday, bowing to Newark College of Engineering, 1066-1058.

Dave Getoff led the Lavender marksmen with a score of 267. Pete Lugo shot a 265 followed by Tom Sebik and Mandy Otero at 263.

The loss drops the team's record to 10-3.

Following the footsteps of last year's team, first-place winners in both the All-American Intercollegiate Karate Tournament and the Metropolitan Karate League, this year's Karate squad is presently undefeated.

On Saturday, Kingsborough and Queensborough Community College provided the opposition. In the initial round Kingsborough nipped the Queensites 7-6. The Lavender then proceeded to conquer the Brooklynites 9-4 and Queensborough 9-2 in the second and third rounds respectively.

Otis Cruz, Jimmy Demetri, Joe Tamborino and Reggie Simanca won against Kingsborough. Captain Greg Perry, Virgilio Vargas, Demetri, Tamborino and Simanca came out on the long end of the score against Queensborough.

## Fore!

Tryouts for the men's golf team are being held every Monday and Wednesday at 4:15 in 107 Wingate. Positions are still open. All who play golf are welcome.

March	Sport	Opponent	Place
FRI.	Women's - Fencing	Rutgers - Brooklyn	Home
FRI.	Rifle	Hofstra	Hempstead
F/S. 10, 11	Fencing	IFA	Navy
Sat. 11	Indoor - Track	CTC	Queens
Sun. 12	Hockey - Playoff	Bridgeport	Bridgeport
Wed. 15	Women's - Fencing	NYU	Home