

Albany Leadership Struggle Threatens Tuition Mandate

By Jane Salodof

Passage of the free tuition mandate is being threatened by the leadership struggle in the State Legislature, according to Student Government Executive Vice-President Joel Cooper '65.

Cooper fears that the political battle in Albany will prevent the Legislature from considering the bill before March 1. All bills passed by the Legislature and presented to the Governor at this time are subject to a ten day waiting period.

If the Governor neither signs nor vetoes the bill, it becomes law automatically. Although Governor Rockefeller has opposed free tuition in the past, SG officials hope that the Governor will let the bill be enacted without putting his signature to it.

Cooper explained that if the mandate is considered after the ten day period, the Governor could kill the bill by merely withholding action.

Because the situation in Albany is so unsettled, SG plans for the tuition campaign are mostly tentative.

Warning that if it is necessary, Cooper said that SG leaders "haven't ruled out the possibility of a hunger strike" in order to win passage of the free tuition mandate.

At present, however, they are starting an intensive letter writing campaign, enlisting the support of labor unions, Parents Teachers Associations, and various congressmen.

When the bill is brought up to a vote, there will be a convention of student leaders in Albany, similar to the one held last year.

If the bill is brought up during
(Continued on Page 2)

CU Building Plans Include New Units For Law, Medicine

Dr. Gustave Rosenberg, chairman of the Board of Higher Education, indicated last week that plans "are in the discussion stage" for the City University to establish tuition-free medical, dental and law schools.

Making his remarks during a television interview on Sunday, January 17, Dr. Rosenberg indicated that the proposed additions to the CU "would require tremendous sums of money," but that there was "no question" that the expansion would someday be effected.

According to Dr. Rosenberg, several hospitals have already been consulted, and one has already offered to support the Board's proposal. Contacted last week at the BHE, Dr. Rosenberg declined to reveal the specific nature of the Board's plans and would not name the institutions he has contacted for support.

Dr. Rosenberg also noted during the television talk that the BHE has requested \$1 million to accommodate 1,100 more students in the CU next year.

SG Will Urge Students To Shun Science Series

Faculty Stand Criticized

By Frank Van Riper

Today's boycott represents the most militant step in Student Government's fight for a more powerful voice in determining College policy.

Student Government leaders are dissatisfied with the advisory role that has traditionally been delegated the students. In fact, SG

President John Zippert '65 wants a "community government" established at the College, "where both students and faculty participate as equals" in determining academic policy.

Militancy seems the only answer left Zippert because both faculty and administrators have drawn the line at granting students anything more than an observer's role in such matters as curriculum revision.

Dean of Liberal Arts and Science Reuben Frodin is especially critical of any move towards more active student participation in what he terms "faculty affairs."

"I don't think we'd be able to carry out the complicated committee business effectively," under any type of community government, Dean Frodin says. The Dean is supported in his criticism by Prof. William Finkel (Chairman, Speech), chairman of the College's Committee on Curriculum and Teaching.

Professor Finkel emphasizes that students lack both "the authority and responsibility" to vote on policy decisions.

The conflict over the students' role in determining College policy has reached its zenith in the area of curricular revision.

Educational Affairs Vice-Presi-



DEAN REUBEN FRODIN said that students should not have a vote in making College policies.

dent Howie Simon '66 believes that students should be allowed to act on College matters "in proportion to how they are affected by them."

Therefore, he argues, since curricular revision affects students directly, student representatives should be allowed to vote on proposals coming before Professor Finkel's committee.

Simon's fight for the vote on the faculty's curriculum committee seems doomed to fail because Dean Frodin and Professor Finkel both vehemently oppose the suggestion.

Dean Frodin especially appears to be at opposite poles to Simon's thinking. At the Dean's prompting, students were not allowed to even sit in with the faculty committee, a right they had until the Dean's arrival at the College this year.

Dean Frodin claims that it was only "as a matter of courtesy" that students were allowed to attend and address meetings of the curriculum committee. He maintains that it is "inappropriate to think of this procedure as a matter of right."

He adds that "there is a relationship that exists between the
(Continued on Page 4)

New Course Is Offered

By Jean Patman

Student Government executives will campaign today for the boycotting of the science sequence. They will ask students to register instead for a non-credit philosophy of science course series established by SG as an alternative to the "inadequate present courses."

However, SG leaders stressed that the boycott, which will last through the five-day registration period, emphasizes enrollment in the new course rather than abstention from the present science sequence.

"We are not as interested in how many people we can prevent from registering in the present course, but in how many people we can get to join the new course," SG President John Zippert '66 said yesterday.

To achieve this end, SG representatives will hand out leaflets at registration describing the new course.

The course will trace the general development of modern science through lectures by distinguished professors.

Four teachers, according to SG, have already agreed to instruct the course: Prof. K. D. Irani (Philosophy), Prof. Edward Rosen (His-
(Continued on Page 3)

2 Professors Study Students' Success In Deprived Areas

By Joe Berger

Amid all the activity to provide improved educational opportunities for children of deprived backgrounds, two professors here are now attempting to discover why some products of this environment do succeed in school.

Financed by a federal grant of \$92,000, the project hopes to determine what factors account for the high achievement records of some children in slum area schools.

This data could then be applied towards the elevation of achievement levels of all pupils living in poor social and economic environments.

The first stage of the program, the screening of subjects for the experiment, began last September and has now been completed. Chosen were 140 fifth grade Negro children with average or above average academic records from ten Harlem schools balanced by an equal sampling of children whose work is below average grade.

Backed by a staff of eight assistants, the two members of the College's School of Education, Prof.
(Continued on Page 2)



JOEL COOPER, SG Vice-President cited hunger strike as possible tactic in anti-tuition drive.

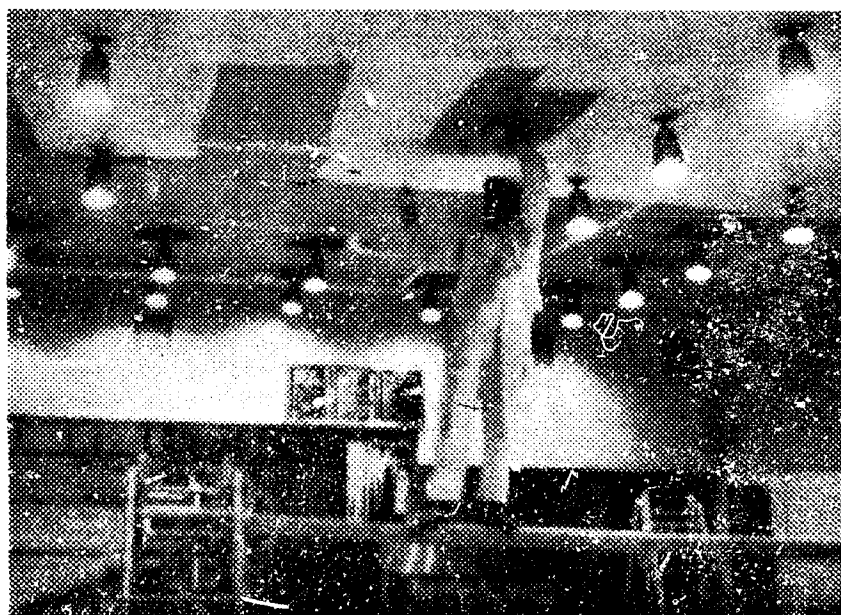
Alumni Gift Creates Student Loan Fund

The College has received \$237,500 from the estate of the late Max Richter, a manufacturer philanthropist who, in 1889, was forced to discontinue his studies here because of financial difficulties.

His gift, which includes an identical legacy for Hunter College, will be used to provide needy students with grants and interest-free loans from the newly-established Max and Reba Richter funds, named after Mr. Richter and his late wife.

Born in Germany in 1859, Mr. Richter came to the United States at the age of ten. He enrolled at the College in 1889, attended classes for three days, and then was forced to discontinue his studies because of financial reasons. Subsequently, Mr. Richter became a successful hosiery manufacturer.

Coziness Swapped for French Fries



Devotees of the hot pastrami sandwich and french fries will soon no longer have to venture out of the College grounds to have their appetites satisfied. The newly renovated snack bar will feature these and other new dishes when it opens for business Monday, February 1.

Some students have decried the renovation (see cut) on the grounds that the removal of the familiar booths also removed much of the area's "coziness". At least now, students who feel this way will be able to drown their troubles in the ubiquitous "side of french." And if that doesn't work, there's always the reliable egg cream.

CU Dropout Rate Seen As Comparatively Low

By Alice Kottek

A recent Board of Higher Education report indicates that the dropout rate from City University senior colleges is substantially lower than that reported by other public universities across the country.

The report, "College Dropouts—A Broader Base for Inquiry," showed that "the dropout rate does seem to bear direct relationship to the admissions requirements. A great many of the public institutions must accept all high school graduates whereas that isn't so at the senior colleges of the City University."

The report pointed out that of the CU colleges, City College Uptown and Brooklyn College required the highest composite score, 162, during the course of the study. These colleges, exemplifying the relationship between admission standards and dropout rates, had the highest percentage of graduates in the University.

The report also noted that a much smaller percentage of women in the City University drop out because of marriage than elsewhere since CU women "live at home, marry young men in the metropolitan area, and can continue their education at the same institution."

In addition, "many students in the New York area come from Jewish families where motivation for education is high and where there is less of a tendency toward early marriage and early child-bearing."

Of the students who did drop out of the CU, most said poor scholarship was the reason they left college. Financial, health, marriage and maternity and personal reasons were also cited.

Mrs. Pearl Max, BHE administrator and author of the report, noted that these reasons "refer to the student and his problems. They do not include institutional factors which may have led to the student's problems and to his withdrawal."

Such institutional problems, her report said, include "dissatisfaction with the college, its faculty and its practices, lack of guidance, poor teaching, and the increasing impersonalization of college life."

Mrs. Max's findings also included evidence that many students who do drop out of college because of maternity and marriage return to the CU later to complete their work towards a degree. She also found that part-time programs help a student to achieve his degree.

Her study concluded that more research into college retention will be needed to include transfer students between colleges and to study the fact that "the largest number and percentage of students leave college during the freshman year."

"We would like to conduct research into this regularly; every few years," Mrs. Max said.

Tuition Delay

(Continued from Page 1)

the ten day waiting period, SG will ask students to participate in a three day "study vigil" around Governor Rockefeller's New York office.

SG officials are still confident that the deadlock will break in time but they are growing more pessimistic as it continues. "I believe by February 1, there will be leadership in Albany and they'll get the show on the road" predicted SG President John Zippert '66, adding "I think they'll have time to pass the bill." Cooper noted, "The longer it drags, the worst shape we are in. Our big hope for free tuition is that they promised to bring it up during this period."

Assemblyman Melville Abrams (Dem-Bx), who is co-sponsoring the bill has remained "optimistic." He forecast yesterday, that "the deadlock will probably be resolved this week."

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Secrets of Success Sought

(Continued from Page 1)

Helen H. Davidson and Mrs. Judith W. Greenberg will now begin interviewing and testing the children to measure a broad range of qualities.

According to Mrs. Greenberg, the project is specifically aimed at four subjects which the two teachers believe have the greatest influence on a child's educational capability: self-concept, motivation, need for achievement, and attitudes towards authority.

Negro children were particularly chosen for the experiment, Mrs. Greenberg said, because Negroes

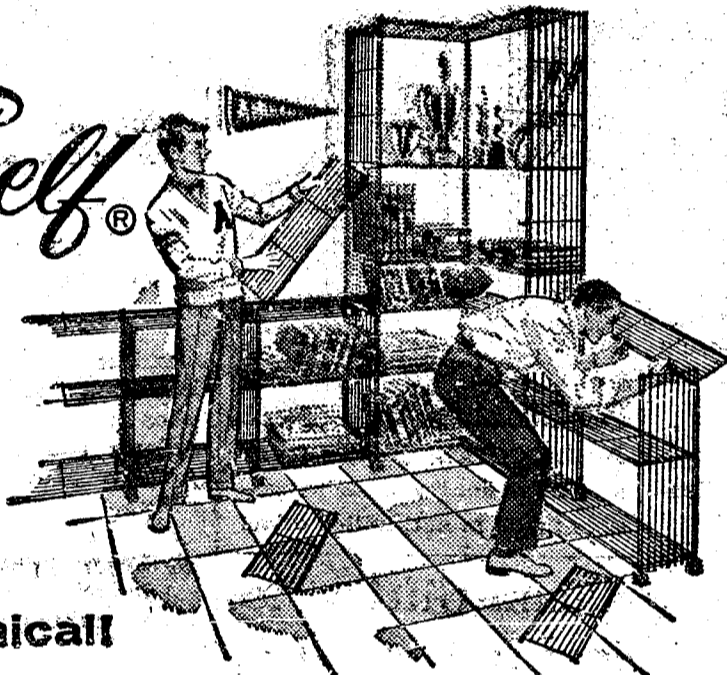
constitute a majority of those living in areas in New York. She added that the limitation of color would reduce the number of variations in background that could affect the test's findings.

Dr. Davidson emphasized the significance of the project by noting that "while factors in high academic achievement have been widely studied in middle-class groups of the high school and college students, the characteristics of young, lower-class Negro children who achieve successfully in school have received little or no attention."

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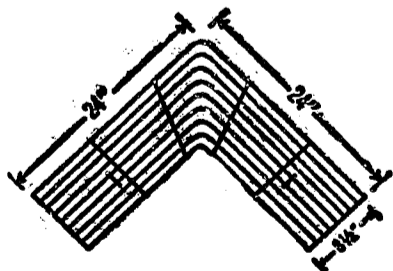
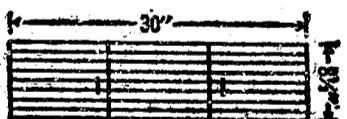
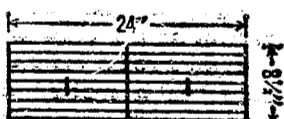
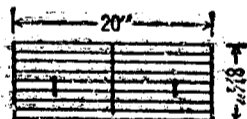
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Students Here Form Cult With Soupy Sales As God



By Jane Salodof

Soupy Sales, the host of a children's show, is not often understood by children, sometimes protested by parents, but adored by many students at the College.

For, as one ardent fan of Soupy's, Larry Schiffman '66, said, Soupy Sales is God. He is great. He brings happiness to our afternoons. Everyday he gives us something to talk about."

However, when Schiffman turned on his TV set during finals week, Soupy was not there to sing his favorite song about the whisper Turkey or make the stagehands laugh.

WNEW had suspended him for a week because of a prank he pulled on New Year's Day. Soupy had told the children in his audience to search the pockets of their parents while they were asleep, remove the pieces of green paper with the Presidents' pictures on it and mail them to him.

"Soupy often made innocent little remarks like the one that got him in trouble but some idiotic station took offense at this particular one," commented Jeff Silber '66, another Soupy fan.

One emphatic follower stretched reality a bit in his protest of the suspension. "I lied in my letter because I wanted it to seem powerful. I said I was a CCNY professor who watched the show with his seven year old son and in the study lounge with his students; that I enjoy the show, my son enjoys the show, my students enjoy the show and they should put it back on the air and send me a picture of Soupy," he explained.

These letters, with thousands of others from high school and college students, convinced WNEW that Soupy's hour was not a children's show. Therefore the station moved his show to later in the evening at 6:30.

The strong support Schiffman showed Soupy ended in an ironic twist: he will not be able to watch Soupy make the stagehands laugh anymore because his god now interferes with dinner hour.

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Good Luck!

SG Boycott

(Continued from Page 1)

tory), Prof. Israel Drabkin (Classical Languages), and Prof. H. Standish Thayer (Philosophy).

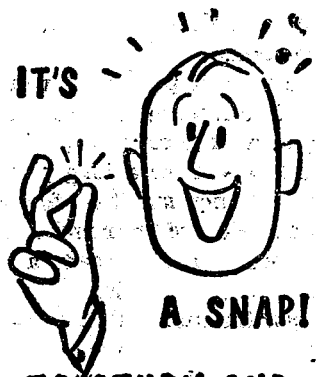
The course will be held on Wednesdays from 4 to 6.

In asking for student support, SG hopes to prove to the administration the necessity of establishing a similar accredited course stressing "a broad over-view of science," according to Educational Affairs Vice-President Howie Simon '65.

Dean Reuben Frodin (Liberal Arts and Science) said that the boycott "is not the most felicitous method" to express the dissatisfaction of "probably only a few students."

SG Executive Vice-President Joel Cooper '65 expressed doubt as to the success of the SG boycott. "Are we going to show once and for all that we are a totally ineffective club by falling flat on our faces?" he said.

Cooper was one of thirteen SG members appointed by Council to determine whether a registration boycott should be held.



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Editorial Policy is Determined by a Majority Vote of the Managing Board.

Coexistence

It is indeed an unfortunate situation when students in an institution devoted to the free exchange of ideas must resort to militant tactics in order to make themselves heard. Such is the case at the College.

The Dean of the College of Liberal Arts and Sciences has plainly stated that students have no right to be heard; that they should consider it a privilege to even be allowed to listen in on or read the minutes of meetings where curriculum policy is formulated.

It is all well to throw the dog an unappetizing bone; but hungry dogs will eventually howl.

Student Government, in asking students to boycott the science sequence, is reacting in just this way. Furthermore, boycotting a course which is felt by many to be inadequate or too complex for a liberal arts education and establishing a non-credit substitute which will offer a broader, more valuable understanding of science is the only way students can exercise their voice. The present practice of issuing a piece of paper with meeting minutes on it and considering this as the connection between the students and the curriculum should be proof in itself that somewhere there's a missing link.

Hopefully, there are indications that that link might soon be found. The idea of a new course is a sound one; and it is apparent from the responses of highly respected faculty members who are willing to give of their time to teach the non-credit course that the faculty is not wholly opposed to the idea and that the course will therefore be worthwhile. It is through student support of the course that the voice of the student body will ultimately resound in the administrative ear.

For, as one SG member said, "Let's not agree with the administration that students are too immature to determine their own interests. Let them [the students] unleash their power and make known their wishes."

However, there is an imminent danger in SG's proposal. If the new course is successful, SG is planning to flaunt its success before the administration and then demand the abolition of the science sequence. The means is valid, but the end is not justified. Both B.A. and B.S. students might still want to take vastly improved science sequence courses. Pending the success of the boycott, a system should be set up whereby the philosophy of science course is given as an alternative to the science sequence.

Again, we must stress the principle that is at the heart of this week's "selective boycott." Students must have a greater voice in determining college policy. Two weeks ago, we called on Student Government to prove the existence of an administration or faculty bottleneck to student participation in curriculum policy. The Dean's remarks and those of several other faculty members have convinced us that such resistance does exist. The boycott this week, we hope, will make student reaction to this resistance completely evident.

Maybe, Virginia

There might very well be an enrollment crisis, Virginia, but it all depends on whom you speak to. Registrar Taylor has told us that the enrollment crisis, in terms of class room space is over. His argument is supported by the recent restoration of "underutilized" late afternoon classes to the Evening Session. The Registrar adds, however, "It all depends on how you look at it. If you consider the over all facilities such as the crowded offices, there is a crisis."

President Gallagher, on the other hand, has described the College as working at 137 percent over-capacity, and he has never limited his description of overcrowded conditions to facilities. In fact, in his \$50 million construction program, announced last November, he cited the need for additional classrooms.

We are just as confused as you, Virginia. According to the Registrar, there seems to be only half an enrollment crisis here, with more promised for the future. However, in our struggle to obtain a compact and full program at registration, perhaps we can judge for ourselves just how great the enrollment crisis "really" is.

Letters

Marital Discord

To The Editor:

There were two major errors in last week's article dealing with some of my current research interests.

First, the crib I have designed does not operate on the "pop-up" principle. The image I got from reading the article was of an electric toaster, and this is far from accurate. The purpose of the modified crib is simply to provide to the infant in the institution a substitute for the stimulation he would ordinarily receive by being picked up in the more usual family setting. The entire crib, with the baby lying comfortably inside, will be gently raised and lowered at controlled rates of speed. The reason this method will be used, instead of the obvious alternative of having the babies picked up by human assistants, is that it is desirable to isolate the effects of skin contact from the effects of being raised and lowered.

Second, the statement is made in the article that I advocate a marriage-free society. A more accurate way of putting it would be that I advocate serious study, within a rigorous experimental context, and over a long period of time, of non-marital forms of male-female relationships. It is quite possible that such a study would provide evidence favoring the continuation of our present emphasis on marriage. The point is that at the moment no such evidence exists.

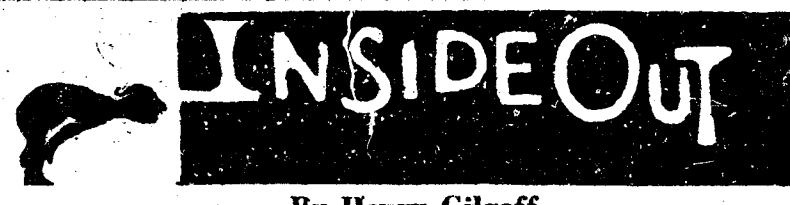
Assistant Professor (Psychology)
Lawrence Casler, Ph.D.

Red Spades

To The Editor:

As everyone knows, except for the name, there are many Communist groups on Campus: Progressive Labor, Youth Against War and Fascism, W.E.B. DuBois Club and others. The college newspapers, however, call them by different names such as "Peace Organizations." I'm not saying they don't have a right to exist but I do think its about time you called a spade a spade, and used the name Communist because that is what these groups are.

[Please withhold name because I know people in these organizations.]



By Henry Gilgott

Now, of course, I recognize that you students have a voice. Everybody knows, everybody has a voice, but the question is how you use it. Maybe Sergeant Edwin Conroy, of the 26th precinct, had a point when he said, "We appreciate the fact that they [the students] latch on to a cause, and we don't want to limit their right to speak, but if you join an organization, don't use the school as an excuse for trouble. The students would really be better off if they confined themselves to yelling at basketball games, and left the government alone."

I do not want to limit your right to speak either, but why do you find the sergeant's words so distasteful? I remember back in the old days when we all went to basketball games. Great fun. You students should all go to these games and yell; purge yourself of all that excess energy. I can understand how, that excess builds up—tests, frustration, so many things that sometimes you feel you have to open your mouth and howl.

I have no objection whatsoever to howling. In fact, I will fight to put aside one hour every week in which you students can gather and howl, but you have to promise me that you will use that hour for a designated purpose. After Howl Hour, I expect that you will solemnly march to class, ready and eager to recite to your professor the dates marking the rise and fall of the various Egyptian Kingdoms.

Unfortunately, even after just a few months at the College, I can foresee that this suggestion is going to fall by the wayside just as Sergeant Conroy's did. You students will continue to pay attention to what is going on in the world, no matter what the consequences. If you want to get in trouble with the police, however, that is your problem and not mine. In fact, if you dislike yelling at basketball games or howling on the College's time, I will be willing to establish a huge open-end type of program on South Campus lawn in which we can talk politics.

Obviously, there are so many things you can use your voice for howling, yelling, talking politics. Why is it, then, when you open your mouth, inevitably some nonsense on curriculum revision pours forth all over me. If you persist in this action, then I can only interpret it to mean that you would rather talk curriculum revision than yell at basketball games, and, if that is true, how much school spirit can you have? If you do not have this school spirit, why should the College establish a football team?

Curriculum revision is an important area of study, and we are now engaged in studying it. None of us, however, would ever think of coming out for the football team which you will have if we give it to you, but still you persist in interfering with curriculum revision. We know you are dissatisfied with the science sequence, and we are well aware that you want your required credits reduced. We know it all.

If we know what you want, what is the purpose in using your voice just to repeat stale news? I understand that you treasure the students' voice, and, as I have already made clear, I am not against students having voices. Now, however, I hear the voices yelling, "Boycott it!" What would your mothers think if they heard you using such language?

They would be shocked, just as I am. "Boycott" is a term you picked up in Ecc. One. You learned it because we decided that such terms as these should be in the curriculum, or perhaps you were reading the newspapers again.

How ever you learned the word, the reason for your using it is obvious. You do not have to be a psychology major to know that organizing boycotts makes you feel like men, gives you a chance to flex your muscles—something you could just as easily on a football team.

The choice is clear. You will have to choose between a football team or a say on curriculum revision. You can not possibly have time for both. If you do not see it my way, then I will have to interpret your decision as a vote of no confidence, and I am forced to announce that I might quit.

SG Seeks a Voice in College Policy

(Continued from Page 1)

learner and the professor, the older and the younger. The faculty has to point out what the student doesn't know by defining what they think he should know."

Once again, Dean Frodin is supported by the powerful chairman of the curriculum committee. Professor Finkel said, "students have the right to make themselves heard," but the "ultimate responsibility" for any changes should and does rest with the faculty, which, he says, has "the responsibility to carry them out."

Curricular plans are "long range," according to the professor. "By the mere fact that faculty members have been around longer, they would be better equipped to discuss meaningful changes," he says.

Professor Finkel just as Dean Frodin believes that "nothing would be gained" by giving the students a vote on curriculum revision.

Dean Frodin explains, "There are a number of things" students

can do if they feel they are not being heard in matters that affect them. They can speak to their instructors, department heads, even to President Gallagher and try to bring their points across, he says.

However, SG leaders maintain that they have tried all this before and have gotten exactly nowhere. According to Zippert, the faculty is "asleep," to be awakened only when students are put on equal footing with them or when SG compels faculty action through more "militant" measures such as the registration boycott.

As it stands now, Simon says, there is no large a "power structure" and such deeply "entrenched power" in upper faculty and administrative levels that "there is disagreement all over."

This factionalism he adds, is the main target of student criticism of the faculty's apparent lack of progress in solving problems in such areas as curriculum and enrollment. More influential student

participation in these matters, he feels, could only help things.

Even the establishment last month of student-faculty committee to discuss student problems did not improve the situation significantly, according to SG leaders. Zippert, when the committee was first formed, said, "It seems that it will be a discussion group with no legislating power."

The committee met for the first time on January 14 and it is still too early to judge its success. No matter what its accomplishments, however, it is not the panacea that Dean Frodin perhaps envisioned.

Student Government leaders will continue to fight for a greater voice in making College policy. "If we have to be militant to get what we want, then that's the way it'll have to be," Zippert said.

It seems, though, that the new militancy of SG is running into a brick wall built and strongly supported by the faculty. Who flinches first remains to be seen.

This Term's Schedule of Teachers

This schedule was prepared by staff of The Campus. Unlisted courses were unavailable at press time. All listings are subject to change.

Biology

- Lect.—J—Wasserman
- Lab.—A—Niederman
- C—Wasserman
- T—Wittman
- X—Wasserman 1/2
- Niederman 2/2
- Lect.—J—Feiner
- Lab.—B—Hoffstein
- D—Wittman
- R—Niederman
- S—Feiner
- W—Fogel
- Lect.—J—Paul
- M—Krupa
- Lab.—A—Paul
- B—Paul
- C—Morlang
- D—Sargent
- R—Krupa
- S—Morlang
- T—G. Cooper
- W—Sargent
- X—Krupa
- Lect.—H—Posner
- J—Treat
- K—Miller
- M—Crockett
- Lab.—A—Fuld
- A2—Salani
- B—Stein
- C—Miller
- C2—Paul 1/2, Cohen 2/2
- C3—Fuld
- D—
- D2—
- D3—Stein
- R—Salani
- R2—Gena
- S—
- S2—Gona
- T—Miller
- T2—Fogel
- T3—Katz
- W—Posner
- W2—Treat 1/2, Morlang 2/2
- W3—
- X—Treat
- X2—Wolk
- X3—Katz
- Y—Wolk
- Lect.—J—Copeland
- Lab.—B—Crockett
- W—Copeland
- Lect.—Copeland
- Lab.—S—Copeland
- Lect.—Crockett
- Lab.—X—Crockett
- B—Shields
- Lect.—Krishna
- Lab.—S—Krishna
- Lect.—J—Schwartz
- Lab.—A—Kallman
- B—Kallman
- C—Schwartz 1/2, Carmody 2/2
- F—Schwartz
- T—Schwartz
- Lect.—J—Sacks
- Lab.—T—Wasserman
- W—Sacks
- Y—Shields
- Lect.—J—D. Cooper
- Lab.—A—Cohen (M,W); FeinSmith (F)
- P—Etkin
- P2—Bressler
- S—Cohen (M); Etkin (F)
- T—Cohen
- W—Sayles (T); Cooper (W)
- Lect.—J—Organ
- Lab.—A—Fredrickson (M,F); Fries (W)
- B—Fredrickson (T); Feiner (Th)
- S—Fries (M); Fredrickson (F)
- T—Organ
- W—Fries
- Lect.—J—Tavolga
- Lab.—A—FeinSmith
- D—Ortman
- T—Ortman
- Y—FeinSmith
- Lect.—J—Goode
- Lab.—S—Goode
- T—Bressler
- W—Bressler
- X—Goode
- Y—Goode 1/2, Bressler 2/2
- Lect.—J—Bailey
- Lab.—T—Bailey
- Lect.—J—Roet
- Lab.—R—Kaiber
- S—Root
- T—Root
- X—G. Cooper
- Y—Saks
- Lect.—J—Bailey

- Lab.—W—Bailey
- 33—Lect.—J—Hamburgh
- Lab.—W—Hamburgh
- Y—Hamburgh
- 34—P—Ortman
- 35—Lect.—J—Bailey
- Lab.—W—G. Cooper
- 41—Lect.—J—Webb
- Lab.—F—Webb
- T—Wurf
- W—Gilardi 1/2, Wurf 2/2
- 42—A—Webb
- 45—Lect.—Gilardi
- Lab.—X—Gilardi
- 51—P—FeinSmith
- 61—Lect.—Posner
- 64—A—Miller
- 76—J—Wecker
- M—Wecker

SCIENCE 3

- Lect.—J—Saks
- Lab.—A—Carmody
- B—Wurf
- C—Carmody
- D—Wurf
- R—Saks
- S—Niederman
- T—Morlang
- X—Morlang
- Y—Niederman

Classical Languages

Greek

- 13.1—Pandiri
- 42A—M. Drabkin
- 44C—Stern

Hebrew

- 12D—Feinstein
- 2W—Michael
- 3Z—Michael
- 4A—Michael
- 52F—Feinstein

Humanities

- 1Z—Hurwitz
- 2G—Feinstein

Latin

- 13.3P—I. Drabkin
- 31A—I. Drabkin
- 51B—M. Drabkin
- E—Stern
- F—Muscarella
- 52B—Pandiri
- C—M. Drabkin
- E—Rosenblum
- F—Heller
- G—Plante
- Z—Pandiri
- 53C—Rosenblum
- D—Stern
- 54A—I. Drabkin
- 51B—Hurwitz

Linguistics

- 1E—Heller
- 2D—Heller

Comparative Literature

- 21E—Feinstein
- 31B—Wohlberg
- D—Rosenblum
- P—Wohlberg
- W—Hurwitz
- 35A—Hurwitz
- R—Wohlberg
- 39C—Wohlberg
- 43E—Chaves
- 80E—Wright
- R—Yohannan
- 82E—Paolucci
- 83C—Berall
- P—Gellely
- 87X—Thirwall
- 89A—Wagner
- B—Watson
- D—Wright
- P—Magalaner
- W—Hamalian

Economics

- 1—Lec. J—Villard
- O—Villard
- Rec. A—
- D—Foster
- E—Foster
- F—Foster
- F2—Franklin
- G—Foster
- G2—Franklin
- H—Franklin
- N—Franklin
- P—Franklin
- Q—Franklin
- R—D'Antonio
- S—Foster
- S2—D'Antonio
- T—Foster
- T2—D'Antonio
- 1.1B—Einhorn
- D—Einhorn
- A—Leiter
- 5P—Leiter
- 8C—Brody
- 9Q—Silver
- 10D—Melezn
- E—Melezn
- R—Sternberg
- 12W—Isaac
- 15C—Kontjin
- L—Ersteont
- 16C—Wiles
- 19B—Isaac

- 20R—Taffet
- 23W—Klebaner
- 24B—Zupnick
- 29D—Taffet
- 30W—Villard
- 31Q—Friedlander
- 32F—Marty
- 33F—Marty
- 41B—Greenwald
- 101A—Silver
- C—Fabrycy
- D—Fabrycy
- D2—
- E—
- E2—
- F—Cohn
- G—Cohn
- Z—Silver
- 102A—Friedlander
- B—Leiter
- B2—Blom
- C—Leiter
- F—Levenson
- G—Levenson
- H—Levenson
- S—Orion
- T—Orion
- W—Zuprick
- W2—Blom
- Z—Friedlander
- 214C—Firestone
- 22C—Taffet

Education

- Ed. 30C—Everett
- D—
- D2—Shields
- H—Reid
- K—Carter
- L—Reid
- L2—Carter
- P—Beck
- Q—Leinwand
- Q2—Shields
- R—Herring
- Z—Beck
- X—Reid
- Y—Everett

- Ed. 32-33
- C—Miller
- E—Kelley
- F—Lovingier
- G—Brink
- H—
- H2—Lovingier
- K—Brink
- K2—
- L—Elam
- L2—Lovingier
- P—Siegelman
- P2—Feldmann
- R—Brink

- Ed. 36A—Miller
- A2—Ward
- C—Townsend
- C2—Burke
- D—Tulley
- D2—
- E—Tulley
- F—Tobias
- Q—Townsend
- Q2—Burke

- Ed. 38A—Lahey
- C—Shields
- C2—Lahey
- D—Carter
- E—Carter
- F—Haddow
- G—Haddow
- P—Lahey

- Ed. 41.1
- F—Thibodeau
- K—Thibodeau
- L—Roseman
- M—Grossman

- Ed. 41.2
- K—White, Weinberg
- P—White, Woodruff
- R—White, Woodruff

- Ed. 42.1
- G—Brooks, Stent
- G2—Stent, Brooks
- H—Brooks, Stent
- H2—Stent, Brooks

- Ed. 50M—Weinberg-Grossman
- T—Woodruff-Grossman
- W—Roseman-Grossman
- X—Thibodeau-Grossman

- Ed. 61B—Pearman
- C—Jahrling
- C2—Jahrling
- D—Jahrling
- D2—Jahrling

- Ed. 61.8E—Weinberg
- Ed. 62.1X—Poneman
- 62.1S—Jahrling

- Ed. 62.2T—Leinwand
- 62.2S—Leinwand
- Ed. 62.3X—Spielman
- 62.4—Hird
- 62.6—Wohlfort
- 62.7—Shapiro
- 62.9—Mount

English

- 1A—Shmiefsky
- B—Sherwin
- B2—Dickson
- B3—Harty
- D—Malin
- E—Emanuel
- F2—Fisher
- F—Malin

- F2—Emanuel
- F3—
- G—Harty
- H—Leary
- H2—Moews
- H3—Walker
- M—Owsley
- M2—Kaplan
- M3—Morris
- N—Goldman
- N2—Gardiner
- N3—Walker
- P—Leffert
- Q—Owsley
- Q2—Leffert
- R—Wilson
- S—
- T—
- W—
- Z—Danzig

- 2A—Dickson
- B—Berall
- B2—Fisher
- B3—Schor
- B4—Werthman
- C—Gild
- C2—
- C3—Waldhorn
- D—Penn
- D2—
- E—
- E2—Wilson
- E3—
- F—Wasser
- F2—Levtow
- F3—Watson
- F4—Feldman
- G—Parsons
- G2—Kaplan
- G3—Goldstone
- G2—Redden
- H—Payne
- H2—Kaplan
- H3—Wilson
- H4—Goldman
- K—Hutchins
- K2—Schor
- K3—Morris
- K4—Werthman
- K5—Tuten
- K6—Gild
- L—Hutchins
- L2—Yohannan
- L3—Dickson
- L4—Bracy
- M—Penn
- M2—Chernaik
- M3—Feldman
- M4—Gellely
- N—Redden
- N2—Moews
- P—Schlenoff
- P2—Fisher
- P3—Morris
- P4—Walker
- Q—Goldman
- Q2—Redden
- Q3—Schor
- Q4—Gardiner
- R—Schlenoff
- S—Buckley
- V—Moews
- V2—Gardiner
- W—Wagner
- W2—Tuten
- Z—Wagner

- 3A—Dickson
- A2—Harty
- A3—
- B—Berall
- C—Fisher
- D—Gild
- F—Owsley
- F2—Chernaik
- G—Goldman
- G2—Walker
- H—Bender
- H2—Zimbardo
- L—Payne
- P—Feldman
- R—Hutchins
- T—Thirwall
- X—Friend
- X2—Leffert
- Z—Morris

- 4.1B—Hamilton
- B2—Chandler
- D—Hinz
- D2—Paolucci
- T—Gellely
- W—Cohen
- X—Kelvin
- 5G—Thirwall
- B—Gild

- R—Bender
- 11A—Chandler
- A2—Danzig
- K—Shmiefsky
- M—Bracy
- Q—Watson
- 12A—Stark
- F—Buckley
- 13C—Stark
- 15D—Burt
- F—Bender
- G—Burt
- R—Riedel
- 16A—Wagner
- K—Allentuck
- 17G—Emanuel
- 18M—Riedel
- 20R—Cohen
- 23G—Heller (Classics)
- 35T—Payne
- 37F—Parsons
- 38R—Leffert
- 41D—Chandler
- 42F—Malin
- P—Volpe
- 43T—Emanuel
- 44T—Wasser
- 52E—Rosenthal
- F—Rosenthal
- 53T—Levin
- 54Y—Kampel
- 61F—Zimbardo
- 63P—Penn
- T—Goldstone
- 67E—Mack
- R—Kelvin
- X—Zeiger
- 74C—Burt
- E—Levtow
- F—Burt
- R—Bracy
- T—Paolucci
- 75X—Merton
- 76C—Johnson

HUMANITIES

- 1B—Schlenoff
- 2B—Mack
- C—Harty
- G—Zimbardo
- G2—Chernaik
- R—Feldman
- T—Schlenoff
- Soc. Hum. 2.1 G—Mack
- Soc. Stud. 3.1X—Wasser
- Honors I: Waldhorn
- Honors II: Zeiger

French

- 1B—Deslover
- 2A—Deslover
- E—Abeel
- F—Hellermann
- G—Faliu
- 3A—Naimark
- B—Naimark
- C—Bucher
- C2—Jacobs
- D—Racovskis
- D2—Jacobs
- D3—Lucas
- E—Racovskis
- F—Lucas
- F2—Stein
- G—Stein
- 4A—Bucher
- B—Bucher
- C—Lucas
- D—Nesselroth
- E—Lidji
- F—Faliu
- Z—Naimark
- 5C—Abeel
- G—Taffel
- Q—Sas
- 6A—Lecuyer
- C—Sweetser
- 51A—Wieser
- F—Racovskis
- G—Hellermann
- Z—Wieser
- 52A—Freda
- B—Freda
- D—Abeel
- E—Stein
- E2—Jacobs
- F—Petrovich
- G—Bogert
- H—Smith
- L—Smith
- 53B—Wieser
- F—Bogert
- G—Petrovich
- 54C—Freda
- D—Petrovich
- F—Nesselroth
- G—Bogert
- H—Petrovich
- Z—Deslover
- 9Q—Lecuyer
- 16C—Lecuyer
- 18D—Gille
- 22S—Lecuyer
- 25G—Nesselroth
- 27F—Lidji
- 31E—Faliu
- 33A—Sweetser
- 48G—Smith

History

- 1B—Katz
- D—Zelachow

(Continued on Page 7)

Students' Petition Leads to a Revision Of Prof's Schedule

By Constance Stone

A student petition has resulted in the rescheduling of an Economics professor's teaching program.

When students in Prof. Mark Z. Fabrycy's 101Q section discovered that he had not been scheduled to teach the second part of the elementary economics course, they circulated a petition in the class.

The petition, dated December 21, asked Prof. Henry Villard (Chairman, Economics) "to preserve continuity and aid us in the study of economics" by allowing Professor Fabrycy to teach a 102 section.

Soon after the petition reached Professor Villard, Professor Fabrycy announced to his class that he would be teaching Eco. 102 this term.

Professor Fabrycy will teach the new section in addition to the 101 classes he was originally programmed to instruct, according to Professor Villard.

The author of the petition, Stella Levine '66, said she was pleased with the department's action.

Miss Levine said she considered it a "departure" from normal procedure for a department to consider student petitions.

Professor Villard, however, maintained last week that his department is always open to students' suggestions. "I get petitions all the time," he said, "particularly for electives."

Parriers Fearsome Threesome

(Continued from Page 8) represent the College in the NCAA Championships.

Alan Darion, a junior who will be back next season, now has a 5-5 record. He attributes the season record of the epee squad to the experience of its members. Like his teammates, his fencing experience began in college. He plans to add to his skills by going to the Fencer's Club in midtown Manhattan. Darion feels that the hard work of his coach is the main factor in his success.

In June the epee squad will suffer the same fate as the sabre team did last year. It will be cut by two thirds. However, fencing as they have, the epeeists seem to be aiming at going out in the same blaze of glory as did the sabre team before them.

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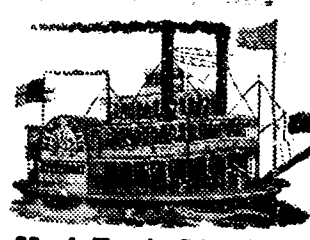
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CORE, Nat'l Sec'y. First SNCC Chairman
NY SNCC Admin. Sec.

John Morsell **Daniel Watts**
NAACP Ass't. Exec. Director Editor, The Liberator

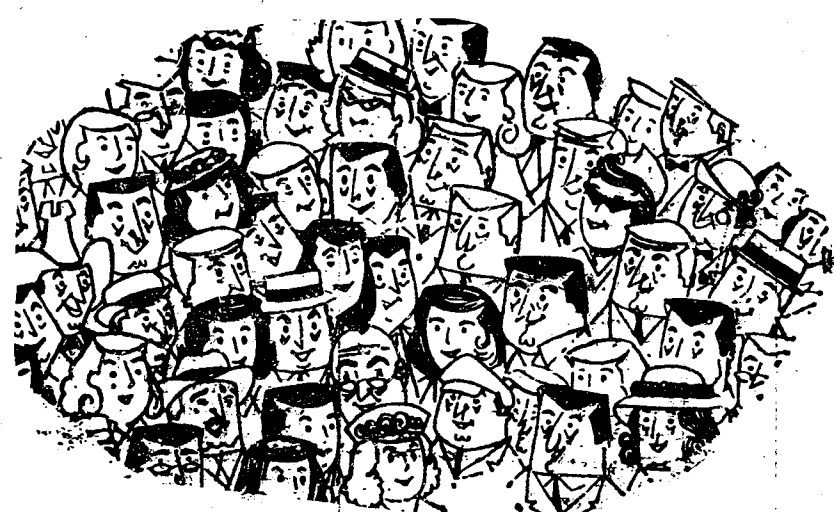
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 M. Sel
 Nettle
 Updik
 Marki
 Updik
 Sacks
 Stegr
 2-Kash

This Term's Schedule of Teachers

Continued from Page 5)

Rosen
Sanderson
Sanderson
Sanderson
Rosen
Tiedemann

Katz
Tiedeman
Struve

Skolnik
Schirokauer
Grande
Silverman
Zelachow
Grande
Noland
Silverman
Noland
Zelachow
Dornton
Polka
Noland
Dornton
Goldstein
Polka
Parmett
Goldstein
Dornton
Schirokauer
Schirokauer
Polka
Dornton
Gaines
Grande
Struve

Struve
Katz
Grande
Schwab
Schwab
Eisen
Polka
Schwab
Gaines
Parrmit
Gaines
Israel
Israel
Goldstein
Parmet
Zelchner
Skolnik
Goldstein
Skolnik
Israel
Mevinsky
Cox
Silverman
Mevinsky
Silverman
Bellush
Bellush
Cox
Rosen
Wisn
Wisn
Snyder

Puzzo
Chill
Janowsky
Stitt
Bellush
Wisn
Pomerantz
Diffie
Cox
Cox
Mevinsky
Ditzion
Schirokauer
Noland
Page

ITALIAN STUDIES

Tanenzapf
Klein
Klein

Struve
Brody

Sternberg

Italian

Milella
Pacifci
Milella
Milella
Pacifci
Pacifci

Mathematics

M. Schwartz
Nettler
Updike
Markis
Updike
Sacks
Stegman
Kasachkoff

B-Gottlieb
E2-Falley
B3-Kasachkoff
C-Gottlieb
D-Siegmán
D-Hinman
D2-M. Schwartz
D3-Jaffe
E-Hausner
E2-Markis
E3-Goldberg
F-Rosenstark
F2-Criezis
F3-Liebstone
G-Goldberg
H-Johnson
H2-Leibstone
H3-Hanisch
Z-Falley
Z2-Neuman
3C-Rosenstark
E-Nettler
F-Lynn
G-Lynn
7A-Mann
F-Updike
8A-Falley
A2-A. Schwartz
B-Barber
B2-Mazur
C-Stoneham
C2-Malin
D-Keston
E-Criezis
E2-H. J. Cohen
F-Goldberg
H-van Goethem

11B-Keston
D-Mazur
E-Onishi
13B-Mann
C-Lieberman
D-Rosenstark
G-L. Cohen
14A-Berkowitz
D-Steinhardt
E-Steinhardt
F-Hausner
15D-H. J. Cohen
F-Onishi
P-Neuman
Z-Sohmer
18G-Douglas
21F-L. Cohen
P-Robinson
R-Blade
22B-Robinson
B2-Blade
26A-Vinograde
E-Keston
G-van Goethem

31C-Supnick
E-Supnick
32A-Malin
E-Jaffe
33C-Hausner
C2-Vinograde
37D-Robinson
42P-Sacks
43E-Robinson
61A-Gottlieb
A2-Mazur
B-Berkowitz
C-Hinman
D-Siegmán
E-Sheinhart
F-Sheinhart
G-Markis
62C-Berkowitz
91A-Bergmann
B-Malin
C-Bergmann
D-Freilich
P-M. Schwartz
G-Leibstone
92A-Stoneham
A2-Lieberman
B-Sacks
B2-Lieberman
D-Onishi
F-Hinman
G-Criezis

93A-Blade
B-Stoneham
C-Blade
F-Steinhardt
F2-Nettler
216P-Sohmer

Philosophy

1D-Cohen
E-Magid
F-Hutcheon
F2-Thayer
G-Thayer
H-Hutcheon
Q-Edel
R-Elias
T-Irani
W-Cohen
2.1-E-Cohen
3G-Thayer
4G-Hutcheon
12A-Tanenzapf
C-Tarter
D-Magid
G-Jeffrey
X-Bronstein
X2-Irani
13R-Bronstein
14A-Tarter
17C-Edel
18R-Weiner

20C-Tanenzapf
41H-Jeffrey
42V-Elias
44U-Irani

Political Science

1A-Bornfriend
A2-McKenna
B-Levinson
C-Ballard
C2-McKenna
D-Silberdick
D2-Goldsmith
E-Levinson
E2-Goldsmith
F-Lazar
F2-Goldsmith
G-Fiellin
H-Lazar
F2-Fiellin
F3-De Candido
L-De Candido
P-Bishop
T-Weems
X-Weems
Z-Boonfriend
22-McKenna
1.1B-Hendel
C-Hendel
X-Feingold
5F-Fiellin
7F-Ballard
Q-Ballard
9B-Feingold
P-Feingold
10Q-Bornfriend
12A-Bishop
S-Karis
13C-Bishop
15C-Davis
16D-Levinson
T-Levinson
21G-Lazar
R-Feingold
32X-Hendel
34E-Silberdick
35T-Duchacek
36Q-Chaves
39A-Davis
41L-Duchacek
T-Herz
X-Duchacek
42B-Blaisdell
E-Blaisdell
43R-Herz
44D-Blaisdell
47R-Weems
51B-

Psychology

1B-Friedman
D-Lucas
H-Resnikoff
J-Zeigler
J2-Mosak
K3-Mosak
J4-Gottlieb
J5-Gottlieb
J6-Shaham
J7-Shaham
J8-E. Drucker
J9-E. Drucker
K-Zawadski
L-Zawadski
M-G. M. Smith
P-G. M. Smith
P2-Huddleby
Q-Garis
S-Seltiz
S2-Garis
U-Weinstein
U2-Weinstein
U3-Weinstein
W-Sullivan
W2-Sullivan
W3-Casler
W4-Casler
W5-Aronson
W6-Aronson
W7-Elman
W8-Elman
X-Resnikoff
Z-Thayer
Z2-Thayer
12K-Schiff
K2-Schiff
R-Paul
T-Beatman
15A-Greenberg
22-Greenberg
A3-Antrobus
C-Feldstein
C2-Feldstein
M-Huddleby
P-Friedman
51Q-Gampel
S-Gampel
T-D. Mintz
W-A. Mintz
X-D. Mintz
Y-Sullivan
52S-Dohrenwend
T-Moreau
W-Schiff
X-Dohrenwend
53G-Woodruff
K-Huddleby
54E-Woodruff
55D-Rabin
F-Weinstein
G-Staal
K-G. M. Smith
K2-Lucas

Q-Wilensky
Q2-G. M. Smith
56Q-Seltiz
T-E. Hartley
58M-Thayer
T-Thayer
59B-Sacks
E-Casler
G-Casler
60M-Zawadski
P-Zawadski
61D-Schmeidler
D2-Schmeidler
65K-K. Clark
L-Hertzman
M-K. Clark
66L-Plotkin
67A-Lucas
D-Lucas
F-Reanikoff
H-Nyman
Q-Lucas
R-Fensterheim
T-Fensterheim
X-Nymaa

Sociology and Anthropology

5B-Lippman
B2-Ben Ami
E-Somers
F-Barron
G-Barron
G2-Gafney
H-Weinstock
L-Weinstock
L2-Endelman
R-Ben Ami
T-Gafney
T2-Endelman
W-Ben Ami
W2-Gafney
10B-O'Neill
D-O'Neill
R-O'Neill
X-O'Neill
11T-Aginsky
12F-Aginsky
15P-O'Neill
18E-Aginsky
20A-Lippman
W-Lippman
X-Lippman
21E-Korn
G-Korn
22-Barron
31A-Hawton
H-Endelman
40D-Gabriel
41A-Gabriel
52R-Gafney
55G-Weinstock
F-Ben Ami
58D-Somers
X-Somers
63C-Komerovsky
81.4C-Tomars

Spanish

2D-de la Campa
H-Suaid
Z-de la Nuez
3B-de la Nuez
B2-Colford
D-Suaid
E-de la Campa
G-Suaid
4A-de la Nuez
B-de Zulueta
C-de la Zulueta
D-Chaves
D2-Colford
E-Gonzalez
G-de la Campa
5C-Dellepiane
F-Gonzalez
12A-Dellepiane
17E-Levy
22T-Colford
25F-Oliver-Bertrand
27G-Gonzalez
31D-de Zuleta
33Q-Dellepiane
37C-Chaves
51B-Ginzo
E-Rodriguez
H-Rodriguez
52D-Rodriguez
G-Sacoto
H-Sacoto
Z-Ginzo
53A-Ramirez
C-Ramirez
L-Sacoto
54A-Ginzo
B-Ramirez
D-Ramirez

Speech

1A-Mount
A2-
B-
B2-
C-Harvey
C2-White
C3-
D-
D2-Stark
D3-
E-Shaber
E2-Wesman
F-Papper

G-Papper
G2-Wesman
H-Silbur
H2-Wesman
L-Kurz
P-Parker
F2-
R-
R2-
T-
W-Jonaitis
X-Gondon
X2-Pennington
X3-Hanson
J-Jonaitis
2A-Halbert
A2-Jonaitis
A3-
A4-
B-
B2-
C-
C2-
C3-
C4-Hulbert
C5-
D-
D2-Wesman
D3-
D4-Wesman
D5-Hanson
E-Stark
E2-Hanson
E3-Abbott
F-Silber
F2-
F3-
G-
G2-Johnson
G3-Saaber
G4-
G5-
H-Johnson
L-Johnson
P-Nicholas
P2-Jonaitis
R-Redisch
R2-Nicholas
R3-Kerstenbaum
R4-
R5-
F-Hanson
T2-Shaber
W-Puricer
X-Nicholas
X2-Kurz
X3-Kerstenbaum
X4-Shaber
Z-Mount

2.1E-
X-Young
2.2R-Ridisch
2.5A-
A2-Young
A3-
E-Harvey
B2-Abbott
B3-
C-
F-Young
F2-Kurz
G-Young
L-Young
L2-Harvey
S-Johnson
W-Johnson
W2-Parker
Z-
4A-
A2-
B-
C-
C2-
C3-Pennington
D-Gondin
F-Keistenbaum
F2-Nicholas
F3-Gondin
H-Kurz
K-Redish
L-Keistenbaum
L2-Nicholas
M-
M2-Keretenbaum
R-Silber
S-Gondin
S2-Kurz
S3-Keistenbaum
T-Kurz
T2-Johnson
5A-
B-
E-
K-Parker
K2-
L-
R-
9A-Weintraub
B-
C-Weintraub
D-
E-
F-Harvey
L-Weintraub
11-W
12C-
21E-Weintraub
22W-Weintraub
23S-Weintraub
27W-Rosenberg
28F-Weintraub
32I-Redisch

Cagers, After 4-Week Layoff, To Play Hunter, Upsala Fives

By Bob Diskin

The College's basketball team will put its three game winning streak on the line next Tuesday night when they play host to Scott Greer's Hunter five in Wingate Gym. This contest marks the beginning of a home stand which will see the Beavers play three games in five days with Upsala and Fairleigh Dickinson following the Hawks into Wingate.

The Beavers, sporting a 5-3 record, appear to be vastly superior to the Hawks on paper, but anything can happen in a game between traditional rivals. Records are usually meaningless going into these encounters. Hunter, despite a 1-8 record would deem their season successful if they could upset the Beavers. The hoopsters, with previous wins over Brooklyn and Queens, would regain the mythical subway championship with a victory over the low-flying Hawks.

Upsala Next Foe

The Hawks, who are members of the newly-formed Knickerbocker Conference, have defeated Brooklyn Poly for their only triumph. The bulk of their attack is centered around 6-1 junior Roy Grossman and senior co-captain Bob Johnson. Last year saw the Beavers easily defeat Hunter, 86-63, in a game that marked the cager's 600th lifetime victory.

The Beavers will take on the Upsala five on Thursday night, February 4. The Vikings are led by their 6-2 forward Bill Zaranka, who is pacing the squad with a

19.3 average. The New Jersey quintet's attack contains three other starters currently sporting averages in double figures including, Tony Cocozza at 13.0 points per game, Shelly Kaplan, the Vikings center, at 10.6 ppg and Wilken Mahlend, a forward scoring at an 11.1 rate. Defensively, the Vikings employ a zone defense.

Upsala, which possesses a 4-6 won-loss record, including a 77-76 win over Wagner, might present a stern test for the Beavers, who lost to the same Seahawks 74-67. Last year, the cagers were on the long end of a 21-67 count in a fight marred contest, but two years ago the Vikings upset the hoopsters in the Beaver's home opener.

Smolev Returns

The intersession break enables us to look at what has happened to the Beavers thus far this season and what the team's prospect are for the future. As Beaver coach Dave Polansky predicted before the beginning of the campaign, Alan Zuckerman is leading the hoopsters in scoring with an average of just under 20 ppg. An interesting sidelight to Zuckerman's record is the fact that most of his high-scoring performances have been on the road.

Polansky has done much juggling with his line-up in order to hit upon his best combination, but he

has still not established a set starting five. The return of last year's second high scorer, Ira Smolev, who was ineligible the first half of the year, to the fold for the Fairleigh Dickinson game will further add to the maneuverability of Polansky.

Prospects Bright

Smolev may be inserted into the starting line-up immediately, most likely in place of co-captain Julie Levine, thus giving the cagers more height in their front line, or Polansky may use him as a substitute, rather than break up a winning combination. The Beaver coach received good performances from reserves Ken Trell and Dave Miller against Brooklyn and Howard and may have greater confidence in his bench now. This fact, the return of Smolev, the continued improvement of 6-6 Barry Eisenmann and the steady play of the rest of the squad combine to make the prospect for a Beaver second half surge very bright.

New Coach

William Killen, an instructor at Orange County Community College, has been appointed soccer coach at the College, replacing retiring coach Harry Karlin. Mr. Killen, who will teach here this term, will assume his coaching duties next September.

Epeeists Shine Bright In Rebuilding Season

By Steve Leiterstein

Although this is supposed to be a season of rebuilding for the College's fencing team, the epee squad, judging by its current record, doesn't seem to have gotten the message.

While the sabre and foil teams have been severely hampered in their effectiveness by unusually heavy graduation losses, including two thirds of the College's championship sabre team, Ray Fields and Bob Kao, the epee team has all three of last year's starters back and has flourished.

In the parriers only win of the season, against Yale, the epeeists accounted for 8 of the 20 Lavender victories, as Richard Weininger swept three bouts, while Stan Lefkowitz and Al Darion collected two wins each. Overall this season, the squad as a whole has won 22 out of a possible 36 bouts.

Lefkowitz, Weininger and Darion are in their second year of fencing as a team, and together they make up a squad which any fencing team would covet.

For a boy whose freshman coach said "he will never be any good at epee," Stan Lefkowitz has progressed quite far. Last year he paced the epee squad in victories, and his current record of seven wins again four losses again leads the epeeists.

Lefkowitz supplements his Lender fencing activity by competing in tournaments sponsored by the Amateur Fencing League of America. He cites his termination to improve as an important factor in his learning fence well. Stan, an electrical engineering major, is in his season as a Beaver.

Richie Weininger, a senior electrical engineering, has been contributing to City College fencing for the last four years. In regard to the prospects of the epee team in the upcoming IFA Championships, Richie is very hopeful. "I think we'll win it," he says flatly.

Never having fenced in high school, Weininger attributes current success to a combination of good coaching and hard practice. He is presently sporting a record in competition which includes some of the best teams the nation.

Last season, after a shaky start in fencing in epee, Weininger tried to make the difficult transition to foil. The experiment proved unsuccessful but his return to epee didn't. He went on to redeem his performance during the first half of the season and was chosen

(Continued on Page 6)

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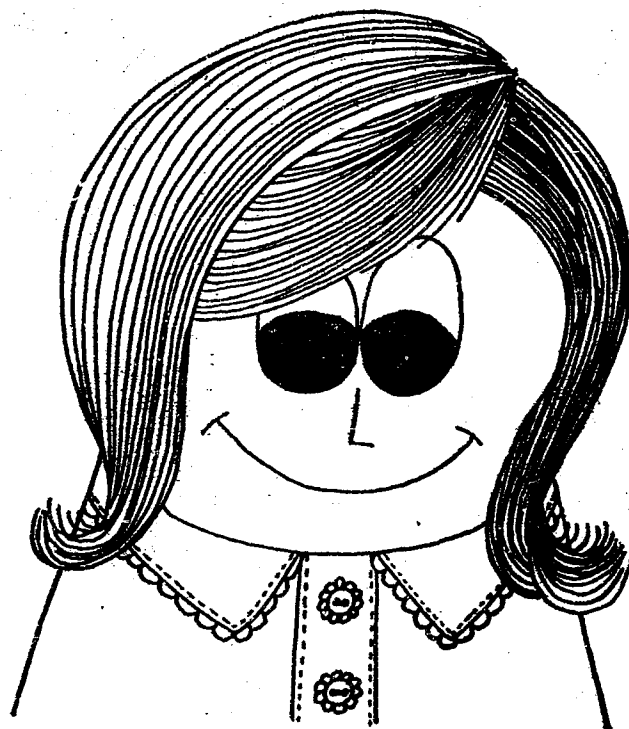
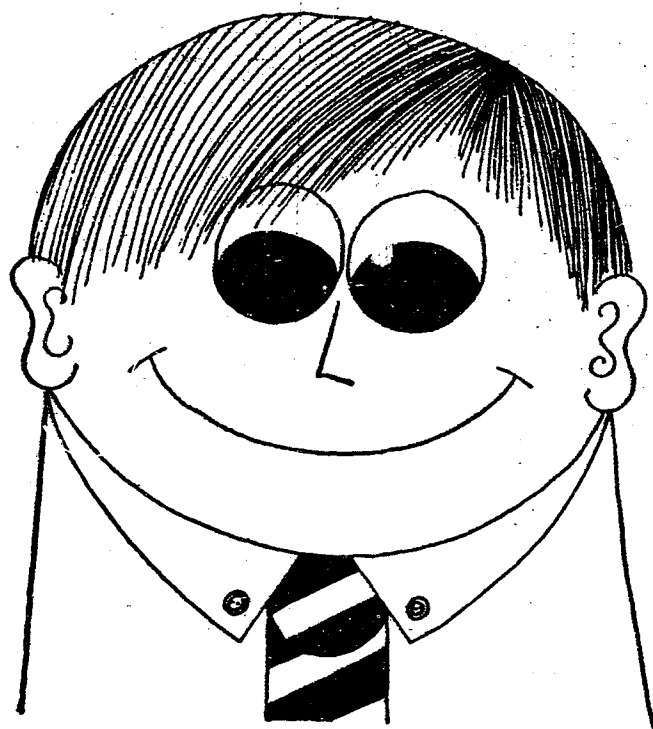
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