

THE CAMPUS

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2200 enter under open admissions

By Michele Ingrassia

A freshman class of 2200 entered the college this week as the first term of open admissions begins, translating into reality all the negotiations, promises and compromises of the past month.

The greatest obstacle facing the College is the lack of classroom space for the 2,200 entering freshmen. According to George Papolous, director of open admissions, the College is actually "four classrooms smaller than last year, because we didn't get the 24 additional rooms we had expected." The College had been negotiating for a renovated building at 3328 Broadway, which has a seating capacity of 600 students; but hopes of having it available for this term faded during the summer when landlord was unable to get renovation plans approved by the New York City Buildings Department.

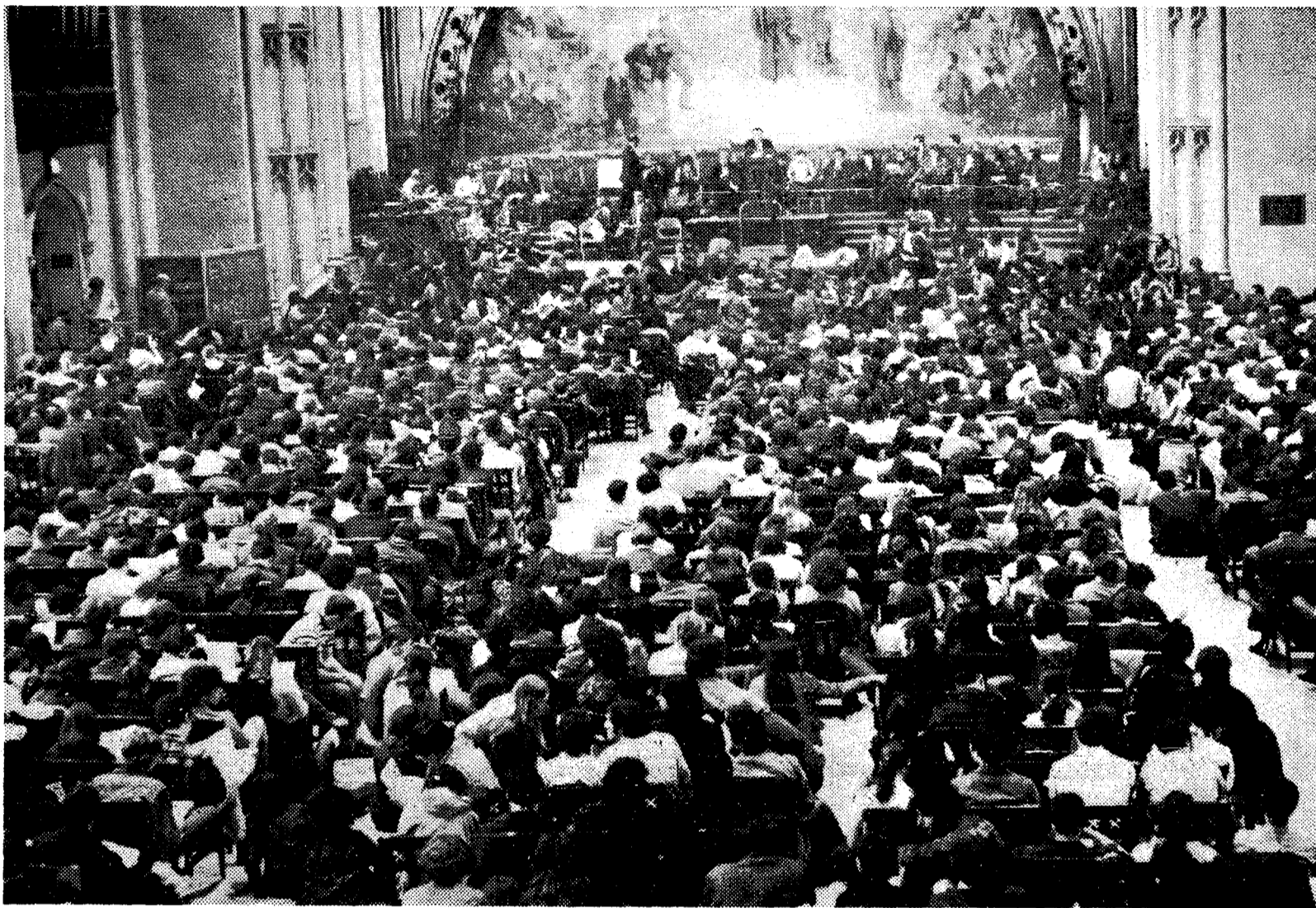
Papolous explained that the premium on space would "put a squeeze on the department to schedule more classes at eight in the morning and at four or five in the afternoon."

He added that this might help spread out the concentration of classes, which is usually heaviest between eleven in the morning and three in the afternoon.

Additional evening session classes are to be added during the fall term to accommodate the overflow of Day Session students. Papolous said, though, that he felt most students will be able to complete their programs during day.

Another measure to be employed to deal with overcrowding will be the scheduling of remedial English classes in Great Hall. Six classes an hour, consisting of 18 students each, will be held simultaneously from eight in the morning till five in the afternoon in the partitioned auditorium. Of the 70 sections of remedial English, all but 25 are scheduled for Great Hall.

Professor Mina Shaughnessy (English), director of the remedial program, was not too pessimistic about the need to utilize Great Hall. She explained that, while it is



The Great Hall will be used for remedial classes this fall.

not an ideal setting, "neither is a classroom, especially some of the classrooms we had to work with in the SEEK program." But she did fear the possible confusion that might arise in partitioning Great Hall in the single weekend between registration and the first day of classes. "It is very unfortunate to start something as delicate as open admissions with any sort of confusion," she noted.

The entering class of 2,200 students is
(Cont. on page 2)

Asia scholar from Rochester to head Liberal Arts school

Dr. Oscar Chavarria-Aguilar, a Sanskrit scholar who has helped develop remedial English programs for ghetto high school students, has been appointed Dean of the College of Liberal Arts and Sciences.

Dr. Chavarria-Aguilar is Chairman of the Department of Languages and Linguistics at the University of Rochester, where he was associated with President Marsak, on that College's the faculty senate.

The new dean will not assume his position here until February 1, in order to finish up his duties at the University of Rochester. Dr. Sherbourne Barber will continue in the post until February.

Dr. Marsak said he suggested Chavarria-Aguilar to the faculty search committee, and was glad that he has been appointed. "He was very active in supporting the causes I thought would help in furthering communication between fac-

ulty, students and administration," Dr. Marshak asserted.

"I think he's the sort of person who will be sympathetic to the needs of students who have problems because their secondary education was inadequate," he added.

The new dean was born in Costa Rica, and came to the United States in 1944. He graduated Phi Phi Beta Kappa from the University of California at Berkeley in 1949, and received his doctorate from the University of Pennsylvania in 1952.

Dr. Chavarria-Aguilar, a noted Sanskrit scholar is presently Director of the U. of Rochester's South Asia Language and Area Center along with being chairman of the Language and Linguistics Department.

He has conducted research on ancient Indian grammatical theory. Among the books he has written are "Traditional
(Cont. on page 2)

Marshak indicates that Schwartz will assume administrative burden

Newly-appointed Provost Abraham Schwartz will take responsibility for the major portion of the College's administrative tasks, President Marshak indicated this week.

(Transcript of interview on page 3.)

The new president, who took office Tuesday, said he "would concentrate a

little more on new activities such as trying to develop new programs and external contacts."

He noted that Dr. Schwartz, who stepped down as Dean of the School of General Studies last Spring, "knows his way around City College."

However, he told a Campus interviewer Monday, that "I don't want to mislead you into thinking that I'm not planning to take a very active interest and participate in what I call the normal operations" of the College.

"I really do plan," he said, however, "to be involved in every facet of the administration of the College."

Dr. Schwartz, the College's first Provost, will become the first academic vice president in the City University system. The position was created in 1968 but never filled.

The committee which chose Dr. Schwartz for the position, consisting of four faculty members and two students, will also seek to fill two associate provost posts.

The Associate Provost for Community Affairs and Special Student Programs will review these areas, assist the deans in creating new programs. He will be aided by two Directors of Community Affairs and Director of Special Student Programs.

The Associate Provost for Institutional Development and Special Research Programs, will review and monitor the building programs of the College, regular interdisciplinary research programs and aid the president in developing new programs and finding new sources of funds.



DR. ABRAHAM SCHWARTZ

Your first day at the College - a course in survival

Registration at City College is often compared to shopping in a supermarket. The popular courses are the "advertised specials" on sale, and students will use every conceivable method from line braking to forging teachers' notes in attempts to secure their desired classes. Unfortunately, freshman are stuck with "cleaning out the fruit bin."

Only by keeping a clear head and following a careful plan of action can you hope to get a reasonably good program. Know the schedule of classes and be able to find courses rapidly once you begin to register. A general rule to follow is that any two courses that share the same section letter (hist. 1 D) will conflict with one another and therefore both cannot be taken. This does not mean, however, that they are always given at precisely the exact time. One D section may be given 3 times a week, and another four. One may be given for two hours at a time and another for only one.

Upon entering the Great Hall, quickly go to the most important subject you wish to take. If you are planning on taking a science course with a lab, go there first, if there are no labs at all available, ask if they are going to create a new section as is frequently the case. Try to limit yourself to the core requirement courses. Any elective that is still open by the time entering freshman are registering has got to be pretty bad.

Make sure to check the blackboards in front of each subject area for new sections that have been created since the schedule was printed. Often a course that is listed as closed, really has some spaces left, and they are staggering the openings to accommodate those who register, and during the

course of the day it might open up again. Unfortunately this procedure is not strictly adhered to, especially as far as freshman are concerned.

If a certain course is vital to your program, you can look up the instructor in advance and ask him for a note admitting you to his section. Many instructors don't care how many people are in their classes, and remember, **SUCH A NOTE WILL ALWAYS GET YOU INTO A SECTION, KNOW MATTER HOW FILLED UP IT IS.**

Make a list of the buildings on North Campus and those on South Campus (they are found in the front of the schedule of classes). You can go from one campus to the other in the allotted time if you hurry but if at all possible, you should avoid it. Don't attempt to take more than three consecutive hours of classes.

A standing rule is that freshman must have a term of gym on their schedule, but it is not uniformly enforced. You will need two terms of gym before you graduate and you can take any two in the bulletin. It pays to wait a couple of terms till you can get the ones that please you.

Another insidious rule is that freshman must have freshman orientation on their program. The course carries no credit (which is what it deserves), and is given once a week. Attendance is not mandatory and most freshman stop attending after the first meeting. If when you get to the table you find that none of the open sections fit in your program don't worry about. You can take a card for whatever is open (even if it conflicts with your program) and show up for another section the first week. Should you decide that you wish to attend it every week, they will be glad to ac-

commodate you.

After you've registered for a full program, stick around for another half hour. Wander around and see if a particular course you wanted has opened up again. Then sit down in a corner and check to make sure that you've got the correct card for each course. Write out your program again checking the hours in the schedule to avoid errors.

If when you get home you find your program unsatisfactory, you can go to late registration for a program change. To do this, you go to the administration building after the normal registration period has lapsed. It costs five dollars, is crowded, the lines are long, but there are usually more open courses than there are in the final days of registration. It is open for the first few weeks after classes and should be used to drop a course that you don't think you'll be able to make it through. Avoid having to apply for the grade J. Though there is no penalty on your transcript it tends to connote failure and if you exceed over 16 credits in J's, you lose your matriculation.

When buying books always try to get used ones, there is no difference in the resale value at the end of the term. New editions usually come out every two or three years, and if that happens the resale of an old one is nil. If there is a long list of books don't buy them all. Sometimes a teacher will only want a chapter or two from a ten dollar book, so it pays to get it from the library. A safe bet is to buy those that are in the "basic book section." There is little if any difference in prices between the Beaver and College Book Stores. After going through all this you will know what Darwin meant when he wrote, "Survival of the fittest."

H. S. juniors enter college in new program

By BILL APPLE

"Well, my high school was against it. It was pretty hard to find out about it; the principal was pretty standoffish. They said it was a ploy to get the brighter students who now wouldn't ordinarily apply to the College because of the lower standards of Open Admissions," Mary Lefave said.

Last Spring Mary was completing her junior year at St. Agnes Academic H.S. in Queens. She will be a freshman at the College this term — one of 54 students admitted under the College's new Special Admissions Program for High School Juniors.

The program, Acting President Joseph Copeland said, "seemed to be a worthwhile experiment. We're winning to try it out. I think it will be successful." He high school juniors and "they looked like added that he had met with most of the a pretty good bunch. They've done excellent work, have serious degree objectives and are ready to push."

Students selected for the program were judged on academic averages, college school teachers and personal interviews board scores, recommendations from high with members of the College's faculty. Eventually, after completing a certain number of credits, all will receive high school diplomas.

When asked to contrast the special admissions program with Open Admissions, Acting President Copeland said, "I think it will go very well with Open Admissions," stating that, "we will have great diversity in our students next year. We've always had. That's good."

"In any group of students there is a continuous range from the brilliant to the failures," Dr. Copeland said. He noted that by granting college admission after only three years of high school work, the new program would act as "one of the mechanisms" by which the College could continue to "encourage the best students to come here."

It is uncertain how many of the students accepted under the special program would have seriously considered the College under normal circumstances.



Join the Campus

The Campus needs people to write articles, take pictures, cover sports events, and do all the myriad tasks that are involved in putting out a newspaper. You don't have to be the world's greatest writer and you certainly don't have to have any experience to join. So if you have any interest in journalism, or if you just want to be "where the action is, then come to 338 Finley anytime during the next few weeks and sign up.

2200 admitted to college

(Cont. from page 1)

an increase of four to five hundred over last year's class period. Of these students, approximately 37 per cent had high school averages less than 80 per cent, and would not have entered the College under the old standards.

In speaking of the remedial plans for the incoming students, provost Abraham Schwartz explained that the College was "taking advantage of the experienced gained from the SEEK program." In most cases, there will be no distinction between the SEEK and non-SEEK courses, except for a few sections of English from the SEEK students transferring here from the Alamac, where their courses

were slightly different in content.

Dr. Schwartz did note, though, that in many cases there were different funds "for the same academic needs of SEEK and non-SEEK students, with SEEK often getting the better financial appropriations."

Also being offered to the open admission students will be courses in remedial mathematics. The 27 sections, accommodating 15 students each, are not sufficient to handle everyone. But Popoulas gave assurances that students hoping to major in math or the sciences will be able to take the necessary remedial courses this term, while some liberal arts students might have to put it off until spring.

Asia scholar named Dean

(Cont. from page 1)

India," "Pashto Basic Course with Instructors' Handbook," and "A Short Introduction to the Writing System of Pashto."

In 1968, Dr. Chavarria-Aguilar became Assistant Curricular Co-ordinator of the College Admissions Preparatory Program at the University of Rochester, which had been started by the school's faculty to increase the number of black high school students who graduated high school and attended college.

In the program, Dr. Chavarria-Aguilar used his linguistic experience in working with inner-city high school teachers, to find ways to teach students who speak non-standard English how to write standard English.

The program, though presently limited in scope, has been described as being highly successful. This year, of fifteen students who graduated the program, 12 were accepted into college. Seven of these, will attend the University of Rochester, which has very high admissions standards.

Dr. Chavarria-Aguilar has been described as short and stocky, with a spirited, animated "Latin American" temperament. Dr. Chavarria-Aguilar answers to the nickname of "Chevy."

Acting President Copeland also announced the appointment of Prof. Charles Baskerville (Geology) as Dean of the School of General Studies.

A 1953 graduate of the College, Professor Baskerville earned his master's and doctoral degrees from New York University in 1958 and 1965. A member of the College's faculty for ten years, Professor Baskerville also has taught at Queens College and New York University and has served as an engineering geology consultant for private industry.

Professor Baskerville is replacing Dr. Abraham Schwartz, who becomes the college's provost.

Dr. John Lowe (Germanic and Slavic Languages) will serve as Associate Dean of the School. Prof. Alan Fiellin (Political Science) succeeds Dr. Samuel Middlebrook as Associate Dean of the College of Liberal Arts and Sciences.

A Talk With Dr. Marshak

Following are excerpts from the transcript of an interview by a Campus reporter Monday with President Marshak:

How will you and Dr. Schwartz share your duties?

Formally, the Vice President provost will have all the deans reporting to him and will have considerable power to take decisions. In fact I would expect him to take decisions unless he wants to consult with me about them before he's taken the decisions, if they involve the kinds of policy which we'll have to discuss.

In view of the fact I am fortunate enough in having a provost who knows his way around City College, I would concentrate a little more on new activities such as trying to develop new programs and external contacts and so on . . . You've probably heard me talk about the National Center for Urban Problems . . . I'm trying to come up with a proposal dealing with Washington, seeing if there's a possibility of getting major support from agencies like HUD . . . It looks interesting to see if there's a possibility of establishing or trying to establish one experimental college . . . Then there's the big question of the master plan of which we'll all be skeptical until we have the first earth dug and there's an enormous amount of work from there. And so on and so forth . . .

Who will take the responsibility for confrontation-type decisions — calling police in, etc.?

Well, I hope we don't have to discuss the details and subtleties of confrontation just at the moment, but the Dean of Students will be reporting to the Provost as will the other deans, so that to that extent the Provost will have first option (laughs) . . . but I would imagine if it's a decision of that serious nature that you're trying to decide whether to call in the police, I would think the provost would normally want to discuss it with the president.

If the president is not on campus, and there is an emergency, then the provost is the acting president.

From the activities you've outlined that you plan to partake in it seems if you'd be off campus for long periods of time.

No, not really, because I expect to have most of the meetings on campus . . . It is true in the past that I have been travelling quite a bit but I do plan to do very little traveling while I'm president of City College. Of course, it may occasionally require a quick trip, say, to Washington, but not large trips . . . I expect to do most of my national and international contacting back here from the campus . . .

I don't want to mislead you into thinking that I'm not planning to take a very active interest and participate very closely in the what I call the normal operations which involve many appointments and so on because one of the major plans is to try to develop a stronger faculty . . .

You'll be engaged in, among other things, recruiting faculty?

I expect to take an active part in that, yes, and maybe even in recruiting students, if we decide we should be recruiting special types of students. For example, this new program of juniors from high schools looks very interesting.

I really do plan, just so there's no misunderstanding — to be involved in every facet of the administration of the College. But when you ask about sort of first separation or first approximation of responsibility . . .

Will you be teaching?

Well, I'll probably give a few lectures for Physics. They have me down to give some lectures.

Who will deal primarily with the BHE, you or Dr. Schwartz?

I think we'll both be involved. I suppose it will depend to some extent on what the topic is, but I would expect both of us would be. Because you see, City College is the only College that has a provost and I guess they'll have to accept the presence of two representatives of City College because we're both involved in the problems of the College.

How far have you gotten on the master plan?

It was approved by the board of regents but now the governor has to approve it and maybe by tomorrow morning I can answer that question.

Has it been moving slower than you expected?

I guess the honest answer is yes . . . you warned me, of course, that things move slowly . . . I have no reason to be pessimistic as of this moment.

Have you had any more discussions on faculty housing?

I had some discussion just before I left and I know

Dr. Marshak, a frequent international traveller, hopes to be on campus as much as possible while President.



how the people at Columbia University who've been handling that and the types of faculty housing and student housing — this is not just faculty housing, it's also for graduate students — and again this is high on the agenda.

Do you expect a peaceful Fall?

I hope very much that — I'm working very closely with the faculty and students on many activities which are aimed to both improve the educational performance here at City College and plan for the future — that we can remain peaceful because that's the only way we'll have any progress. I also hope that in connection with the political two weeks hiatus that we'll make some plans there to make those two weeks much more constructive for the constructive by trying to arrange seminars and so that the things became a serious operation.

That's why I'm rather eager for the student senate to get itself elected so that I can be working with the representatives of the students. Frankly, at this point it's very hard to know what group of students — unless you want to consult with large numbers of students which, of course, makes it very difficult. It's so important to have a representative student body like this so that I know you're dealing with students who have the confidence of the others and so on. It doesn't mean you won't take votes on things. I hope that you will somehow get this into your article that the president hopes that there will be an early election of the Student Senate, so he can work very closely with their executive committee.

How do you view the current role of the American University?

I think that students must understand that the crisis that have that we have in the American Universities is duplicated in most Western countries. When I came in I made the remark that it's not being duplicated in the Soviet Union and, of course, there's a good reason for that. They wouldn't allow it. But there's also a deeper reason and that is something I've learned from scientists there. They regulate sources of information for different levels of people . . . so that this hierarchy of information enables you to maintain control certainly for students . . .

In the West where you have all the information available, of course, you know what's going on all over the world and you can react. What are some of the biggest sources of trouble? One is, of course, the oppression of numbers. In the last ten years the student population has doubled in the United States. Now that's enormous change and now with the open admissions right here — I haven't got the final numbers and, I guess, we won't know the final numbers until Thursday or Friday — you certainly get a big bang of additional students. You're not prepared for them either in terms of physical

planning or in terms of ways to handle them. And then everyone is sore. After all, the time schedule, as I understand it, was originally for 1975. It was pushed to 1970. This, of course, is one of the major sources of trouble in the United States: that the students aren't getting a fair break in terms of the facilities and then the curriculum are not changed to take care of the much broader spectrum of students. Now we're trying to work on both of these as fast as possible; the Master Plan we're going to push extremely hard to get the physical facilities. That by itself won't solve all of the problems. It will also be necessary to develop more interesting types of programs; programs that will involve the students in more field work or experience more genuine research in their undergraduate careers. I mentioned the possibility of trying to see whether we can establish one or two experimental colleges and trying to develop cross-connections among the different disciplines.

Now I think that in connection with curricula I'm all for trying out more if this interdisciplinary type of teaching, but I could not see doing all 15 or 18 credits just that way, because even if you are trying to prepare young people for specific jobs now, say in the urban crisis, to try and help solve the cities' problems which I'm all for. But if you try to develop curricular which are mission-oriented or object-oriented, it would be wrong not to give the students some of the basic knowledge so that he can be flexible as problems change. Now, for instance, if I train you very explicitly to take care of air pollution and teach you just those things that you need for air pollution, well, suppose we solve that problem in 10 years or have made a lot of progress and then you want to turn to another problem and then you don't know the math or the science or so on.

It seems to me that we have to be very careful as we develop interdisciplinary courses that will train students for our new problems and so on that we don't throw away calculus. You won't learn with calculus, you won't build buildings without calculus.

On the political side, to get more directly to your question, because the politics has been partly connected with the fact that the students feel that our universities are not training them properly to serve our society, and I have said before that I don't think that the university as a university can take upon itself a mission to do this, a mission to do that and so on, we have to be the place where we take on student to take on all the different missions. In other words, we guarantee complete freedom of discussion, freedom of teaching, freedom of learning and so on so that all the viewpoints can be represented. And where, as a result of the interests of society, the students will be engaged in different

(Continued on Back Page)

Student Senate

CITY COLLEGE OF NEW YORK

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NEW YORK, N.Y. 10031
212-AU 1-5110

IMPORTANT STUDENT REFERENDUM AT REGISTRATION

The Student Senate is sponsoring an important student referendum at registration. We are holding this vote during registration so that every student can participate in these decisions. The following is the list of questions to be decided and the recommendations of the Student Senate:

QUESTION 1:

Should the Student Activities fee (the \$4 fee that supports all the activities, organizations and clubs at the College) be raised by \$1?

VOTE YES:

Due to inflation in this country the Student Senate, which allocates this Student Activities fee to the over 200 clubs and organizations at the College, is bankrupt. This small \$4 fee is used to fund our 4 college newspapers (CCNY is the only College in New York State with more than one newspaper), the College radio station (WCCR, which is now on AM radio), the Course and Teacher Evaluation Handbook (CCNY is the only college in the nation to distribute this Handbook to every student, free of charge), community service projects, Human Relations programs, the ten College magazines (Vector, Yerba, PUB, etc.), and over 1,000 different activities during the school year. This year the newspapers wanted to print larger and more frequent issues, WCCR wanted to buy a new tape recorder because their old one broke down, the Teacher Evaluation committee wanted to print a bigger and more comprehensive Handbook, the Human Relations committees wanted to run more programs, the City College YMCA wanted to run more community programs, the magazines wanted to publish more and better editions, and almost all the clubs and organizations wanted the Student Senate to subsidize more speakers, more films, more teas, more events, and more activities. Unfortunately, the Student Senate had to say no. Everyone wanted more money for good ideas and better things, but the Senate only had the same amount of money as last year and couldn't fund these worthwhile projects though it wanted to — there was just no extra money.

Last year the Board of Higher Education wanted to raise the registration fee at City College to \$132. The Student Senate fought this and along with others helped save the \$57 fee. We helped save you \$75 this term, and the Student Senate now needs your help to the tune of one dollar to continue.

The Student Senate wants to make City College a better college and a place that you as a student can enjoy. Just one dollar from every student gives the Senate \$16,000 to allocate for these programs. It just takes a little to help a lot, and the person who benefits is you.

QUESTION 2:

Should there be a \$1 fee to be used for a major name concert series at City College?

VOTE YES:

Imagine seeing Jefferson Airplane, The Grateful Dead, Joan Baez, Joni Mitchell, Richie Havens, The Band, Sly and The Family Stone, Three Dog Night, Simon and Garfunkle, Buffy St. Marie, or Janis Joplin for just \$1!! It can happen here at City College for CCNY students! One dollar collected from every student yields \$16,000. Sixteen thousand dollars means that we could have one or more of these great groups perform here at City College and CCNY students would be admitted FREE!! The \$16,000 would pay the groups and Lewisohn Stadium or South Campus lawn is there for our use. You can't beat a deal like this for \$1. Vote for it.

QUESTION 3:

Should the qualifications for executive office in the Student Senate be broadened?

VOTE YES:

The qualifications for the executive officers of the Student Senate are now limited only to those who have served on the Senate. This prevents qualified student leaders from all other segments of the College from bringing in new ideas and more varied viewpoints. In the interest of promoting democracy the Student Senate wishes to open these elected positions to any campus leader who desires to assume the responsibility and hard work of these elective offices. Only through a student referendum can the qualifications for executive office be changed. Leadership is a vital and necessary force for the officers of the Student Senate and we would like to have the best student leaders available to head the student body.

QUESTION 4:

Should there be created a post of Student Senate University Affairs Vice President (at the same level with the other executive positions) to deal with the relations of the students of City College with the students at the other colleges in the City University?

VOTE YES:

As the affairs of the City University become more and more complex, the Student Senate needs an additional officer who is well versed not only in City College affairs but also in the relations with the other colleges in the City University and with the Board of Higher Education. The Student Advisory Council to the Chancellor of the City University (the University Student Senate) is now enacting programs of its own and the Student Senate needs an officer to work full time with the students of the other colleges in planning and directing these programs. Such an executive officer would be a welcome addition to the overburdened Executive Committee of the Student Senate.

• VOTE YES FOR A BETTER CAMPUS AND A BETTER STUDENT SENATE

This list

NTHRC
1 A I
C M
G J
D S
2 E M
10 G C
R S
0.1 T S
100 P M
110 F C
115 H J
129 T S
132 T M
132 T M
140 A M
44.2 H I
160 X M
180 D K
181 M I
210 X S
230 F S
245 T M
280 E S
96.1 B S

ASTRON
1 A S
A2 M
A3 E
A4 Y
A5 A
1 F E
F1 F
F2 E
F3 Y

BIOLOG
1 K V
M C
Q C
A I
A2 E
B F
B2 I
C
C2 S
D2
E
E2 Z
20 Lab
S S
S2 E
T I
T2 C
W C
W2 I
X
X2 E
Y
Y2
1.8 J I
T C
X C
2 M
A I
7 Lab
D I
E I
S I
W Y
Y J
3 J M
A B
C D
F
13 Lab
F G
R S
T W
Y
1 B
R2 C
C2 E
E2 F
FF F
H P
Q Q
Q2 R
R
F2 S
S2 T
T2 W
W2 X
X2 Y
Y2 J
K
O

This Term's List of Teachers

This list was prepared by the Staff of The Campus. Unlisted courses were not available at press time. Subject to change.

ANTHROPOLOGY

1 A Kinsey
C McKensie-Pollack
G Jacobson
G Jacobson
2 D Sider
E Moshinsky
10 G O'Neil
R Schuyler
0.1 T Schuyler
100 P McKensie-Pollack
110 F O'Neil
115 H Jacobson
129 T Silverman
132 T Mbatha
132 T Mbatha
140 A Mbatha
142 H Paul
160 X Moshinsky
180 D Kinsey
181 M Kinsey
210 X Schuyler
230 E Sider
245 T Moshinsky
280 E Sank
96.1 B Sider

ASTRONOMY

1 A Stewart
A2 Nagel
A3 Boller
A4 Yuan
A5 Abrahamson
1 F Hogan
F1 Freely
F2 Boller
F3 Yuan

BIOLOGY

1 K Wasserman
M Crockett
Q Graham
A Baab
A2 Koppel
B Paul
B2 Dale
C Sullivan
D2
E
E2 Zucker
20 Labs.
S Sullivan
S2 Baab
T Dale
T2 Greengart
W Greengart
W2 Rush
X
X2 Haspel
Y
Y2
18 J Krishna
T Goldman
X Goldman
2 M West
A Paul
7 Labs.
D Haspel
E Sstol
S Paul
W
Y Zucker
J Miller
M Wecker
A Be
C Tavolga
D
F
13 Labs
F Nathanson
G
R
S Tavolga
T
W Be
Y
1 B Yin
R2 Carta
C Schwartz, P.
C2 Feigenbaum
E Stefanon
F2 Hsu
F Greenberg
FF Goldberg
H Yne - Yuan
P Fuchs
Q Wengraff
Q2 Hsu
R Nwank
F2 Wengraff
S Greenberg
S2 Yne - Yuan
T Hendrix
T2 Lei
W Arents
W2 McKelvie
X Arents
X2 Feigenbaum
Y Yin
Y2 Embry
J Tank
K Miller
O Arents

2 S Wagreich
T Haour
W Wagreich
X Wagreich
Y Wagreich
J Liotta
3 C Ziemba
C2 Lei
E Yu
E2 Goldberg
H Yu
H2 Grossman
P Ziemba
P2 Goldberg
P3 Staack
Q Grossman
Q2 Arents
R Garte
R2 Elkie
W Staack
Y Goldberg
J Morrow
K Turk
4 G Laibman
G2 Galitsis
G3 Gerbacia
S Galitsis
T Leibman
X Tchernoff
J Heislich
Meislich
30 R Wasserman
111 K Orzon
A Sayles
R Graham
C Gerald
D Gerald
E Beulig
9 Labs.
S Mr. F.
T Organ
X Organ
Y Beulig
112 K Pope
A Krishna
C Tietjen
E Brooks
6 Labs.
S Sochs
X Shields
Y Brooks
113 K Crockett
113 K Crockett
A
C
E West
6 Labs.
S Wasserman
T Hanks
X West
215 K Schwarths
(Nathanson, Ratushansky)
M Schwartz
(Nathanson, Ratushansky)
216 K Wecker.
(Kennedy & Dale)
217 M Saks
R Mantel
5 Labs.
C Saks
D Mantel
T Saks
Q Ratushansky
218 Q Goode
F Hamburgh
S Goode
5 Labs.
T Estolt
X Goode
Y Nathanson
231 K Cooner, D.
S Sayles
T Cooper, D.
235 Ortman
Ortman
237 T Shields
Shields
240 J Cooper, G.
S Cooper, G.
W Cooner, G.
Y Gruskin
241 S Ortman
Mantel
243 S Gerald
J Gruskin
W Gruskin
253 J Feiner
R Feiner
T Kennedy
B Hamburgh
260 B Hamburgh
263 M Tavolga
264 T
Osinchak
X Osinchak
271 X Graham
Bé
274 S Poels
Hanks
277 X Hanks
281 A Miller

CHEMISTRY

10 T Radel
11 T Miller
Y Schwartz
12 Weiner
30 Rosano
31 Q Miller, Haour
T Salzberg,
S. Stern
X Liotta
Salzberg
McKelvie
31 T Woodward
33 X Salzberg,
P. Stern
Zalzburg
Rennert
Lec.
31 Stefanou
Rennert
36 Salzberg
41 X D. Lewis
D. Lewis
43 S Birnbaum,
Stefanou
W D. Lewis
Y Birnbaum,
Stefanou
46 S Edmonds,
Landis
W Miller, Sokol
Lec.
56 Edmonds
S Fishman,
Vukusich
T Schultz,
S. Stein
W Schulz,
Russell,
X Vukusich
61-71 J Wilen
K McKelvie
62 P Wieder
T Perlman
R T. Lewis
X Rattjiz,
T. Lewis
63-73 J Waltcher,
K Russell
P Condon
T Condon
R Flor
X Flor
72 S Waltcher,
Turk
W Perlman,
Flor
Y Perlman
74 S Wieder,
Jasne
T Waltcher,
Jasne
W Wieder
120 Miller
121 S S. Stern
Y Liotta
Lec.
122 Salzberg
Rosano

ENGLISH

1 A Costa
A2 Jones
A3 Swenson
A3 Norment
A6 Gray
B Craven
B2 Macebuh
B3 Tuten
B4 Ondek-
Lawrence
B5 Gray
C Bowers
C2 Cumming
C3 Shaughnessy
C4 Patocka
C7 Herman
C8 King
C9 Adelman
C10 Hamburger
C11 Stark
D Costa
D2 Jones
D3 Swenson
D4 Meyersohn
D5 Korpela
D6 Patterson
E Bowstead
E2 Jones
E3 Rivera
E4 Gould
E6 Ondek-
Lawrence
F Meyersohn
F2 Korpela
F3 Bowstead
F4 Rivera
F6 de Jongh

F7 de Rowe
G Meyersohn
G2 Korpela
G4 Rivera
G4 Rivera
G5 Gould
G8 Baiocco
G9 Fassler
G10 Maglin
G11 Rich
G12 Sackmary
G13 de Jongh
H Feshbach
L Baiocco
L2 Fassler
L3 Maglin
L5 Sackmary
L6 de Jongh
Z2 Macebuh
Z3 Costa
Z4 Sigwart
Z5 Swenson
2 A Ondek-
Lawrence
A2 Sigwart
B Christensen
C Norment
C2 Christensen
D de Rowe
G de Rowe
Z Norment
3 E Feshbach
E2 Patterson
F Oppenheimer,
F2 Chiradella
F3 Chandler
F4 Levtow
F5 Gould
G Patterson
G2 Brooks
H Brooks
L Feshbach
X Kriegel
10 A Boxill
E Brody
X Yohannan
12 A Bowers
P Tomarken
Q Bonaparte
Z Mark
13 A Tuten
A2 Saidlower
D Ganz
D2 Jackson
F Kauer
G Dewey
H Dewey
X Parsons
14 A Wallenstein
D Goldin, F.
G Christian
H Lardas
R Thirlwall
D Sullivan
17 C Louis
P Oppenheimer,
19 E Adelman
E2 Sullivan
G Fone
H Rovit
K Herman
W Hamburger
20 D Cosman
F Schlenoff
21 T Hamburger
H Mulvey
33 W Adelman
Z Craven
40 A Bonaparte
A2 Mark
B Penn
B2 Sullivan
D Bowstead
D2 DeNitto
E Wright
E2 Ganz
G Schlenoff
G2 Watson
H Fone
G2 Kauer
K Tomarken
L Dewey
P Saidlower
Q Berall
T Merton
W Jackson
X Riedel
Z Wagner
Z2 Danzig
Z3 Saidlower
41 F Louis
G Louis
K Mirsky
K3 Petrie
T Toback
W Amussen
45 Q Malin
51 E Rosenthal
F Rosenthal
P Kappel
52 C Rosenthal
Q Kappel
53 Q Lefkowitz
61 D Brown
L Stark
R Mirsky

62 D Gaddis
L Rumaker
63 A Stark
70 D Horovitz
71 H Oppenheimer, J
72 D Hitchens
80.1 R Riedel
81 P Riedel
82 C Wagner
91 G Lardas
104 D Brody
R Oppenheimer,
106 B Brody
E Cosmas
X Friend
109 C Boxill
F Greene
P Mark
110 D King
E Quinn
T Levtow
110.1 D Quinn
111 S Greene
112 E King
114 R Ghiradella
115 T Mintz
120 F Fone
125 C Craven
F Mack
127.5 R Tomarken
130 A Denzig
B Jackson
T Parsons
132 R Chandler
135 C Kelvin
T Karl
136.1 R Johnson
141 C Watson
145 R Zeiger
S Magalaner
Q Kallenstein
150 Q Tuten
152 C Tuten
160 P Gross
X Zeiger
162 G Rovit
T Kriegel
162.1 C Malin
X Waldhorn
168 A Macebuh
X Emanuel
168.1 T *Emanuel
168.6 T Cartey
169 F Malkoff
173.4 B Herman
G Malkoff
173.5 G Mulvey
174.1 Q Cumming
174.4 C Schlenoff
177.1 H Dos Santos
178 X Cartey
180 D Wright
R Yohannan
183 C Berall
184 E Goldin, F.
186 X Thirlwall
188.1 P Bowers
189 C Wetzsteon
190 A Wagner
E DeNitto
191 B Buckley
F Watson
192 B Ganz
J Penn
193 T Goldstone
260.1 E Rovit
268.5 G Cartey
273.1 G Merton
273.3 T Yohannan

FRENCH

1 A Furman
1 B Taffel
1 F Dorenlot
1 H Pocquet
2 C Corbiere-
Gille
2 E Hoffman
2 Z Bogert
3 C Sas
3 D Gatty
3 E Zéphir
31 A Taffel
31 X Smith
51 A Bogert
51 B Bogert
51 G Lidji
51 G Smith
51 G2 Naimark
51 H Courtines
51 Q Quintin
52 H Naimark
52 L Quintin
52 E Furman
53 B Laraque
53 G Dorenlot
101 B Furman
102 A Waldinger
103 A Litman
103 F Hoffman
105 E Lidji
151 B Corbiere-
Gille
203 P Litman
206 A Weber
207 F Gattv
208 D Zéphir

HISTORY

1 B Grande
C Hajdu
D Tandron
E Friedlander
E2 Loengard
H Shedlock
R Tiedmann
T Goodich
W Hajdu
Z Hajdu
1.1 C Cullinan
C Cullinan
P Goodich
D Loengard
F Cullicam
H Loengard
P Hajdu
R Gadol
T Grande
X Lemay
W Grande
Z Cullian
3 A Waldman
A2 Goodich
C Waldman
C2 Milentijevic
D Friedlander
E Grber
F Milent
G Gunderson
X Chill
W Friedlander
Z Shedlock
Z2 Goodich
4 A Silverman
A2 Birmingham
B Skslnik
G Silverman
R Goldman
W Birm
Z Birm
5 R Birmingham
D Jawsom
R Watts
W Israel
Z Lawson
P Watts
W Israel
Z Lawson
6 C Silverman
P Yellowitz
Z Silverman
7 E Tandron
9 F Twombly
X Stein
11 D Schwab
11 R Jimov
16 X Gadol
20 F Struve
21 C Struve
21 T Puzzo
22 E Schwab
25 R Chill
26 X Puzzo
28 D Poland
33 S Borome
34 B Israel
35 R Stein
35 W Skolnik
37 D Pomerantz
E Pomerantz
R Tandron
41 F Cox
G Cox
47 S Yellowitz
50 Q Borome
51 S Schirokauer
52 S Tiedeman
60 F Gunderson
64 F Kenan
65 R Wiener
69 D Carber
71 G Page
76 X Herskowitz
85 S Tandron
102.3 Waldstein
106.5 T Watts
109.4 S Gunderson

MATHEMATICS

1 A Bergmann
B Wernick
C Engber
C Fenster
E2 Hinman
R Barber
F2 Hausner
F3 Libensold
F4 Lung
F5 Schimmel
F6 Segal
G Schwartz
G2 Libensold
G3 Lung
G4 Schimmel
G5 Horowitz
G6 Fenster
G7 Jaffe
I Reichman
Z Neuman

(Continued on Following Page)

This Term's List of Teachers

This list was prepared by the Staff of The Campus. Unlisted courses were not available at press time. Subject to change.

(Continued from Preceding Page)

MATHEMATICS

2 C Bergmann
F Jaffe
F2 Hinman
H Reichman
Z Leon
3 A Neuman
B Gordon
D Jackson
D2 Schwinger
E Engber
E2 ackson
G Bak
Z Gordon
7 A Kaminetzky
B Mazur
C H. Cohen
D Percus
D2 Horowitz
G Echimmel
Z Miller
8 B Sepnick
E Zucherman
11 A Zucherman
B Kaminetzky
13 B Kaminetzky
14 D H. Cohen
17 Q Cavel
21 X Stoneham
22 C Percus
23 A Goodman
D Applegate
E Jaffe
G Chuckrow
24 B Poss
D Hausner
25 A Bernstein
G Schwartz
26 A Goldman
B Landolfj
E Appelgate
27 C Segal
28 C Jackson
E Wagner
Q Davis
29 C Stoneham
30 C Hausner
D Mazur
32 E Steinhardt

33 Q Onisni
34 D Freilich
37 B Goodman
43 A Landolfi
N Rosenfield
Q Hanisch
61 B Neuman
E Mann
G Reichman
62 A Akin
E Segal
63 D Goldman
64 B Leon
E Grossman
H Leibensold
H2 Barton
Z Tavantzis
81.2 Appelgate
82.1 Supnick
91 B Bergmann
C Freilich
E Freilich
G Hinman
Q Tarsy
R Chavel
92 A Poss
B Schwinger
C Bernstein
G Grossman
P Miller
Q Tarsy
93 C Hurwitz
D Klein
E Klein
R Stoneham

MUSIC

1 B Graziano
C Daitz
R Myerowitz
T Hauptman
W Bushler
Z Hanning
5 A Levy
C Hanning
F Persky
R Bushler
T Myerowitz

W Hanning
10 F Steele
P Daitz
X Cassolas
11 F Jablonsky
P Bushler
15 E Steele
T Yurchenco
X Steele
20 X Jablonsky
21 X Jablonsky
22 X Jablonsky
23 X Jablonsky
30 F Jahoda
30 F Jahoda
31 F Jahoda
32 F Jahoda
33 F Jahoda
40 T Jahoda
41 T Jahoda
42 T Jahoda
43 T Jahoda
50 R Rowen
51 D Hauptman
52 D Graziano
60 E Red
R Tolomeo
61 A Lester
B Verdesi
62 A Verdesi
C Lester
64 C Levy
72 D Barnett
X Barnett
73 B Barnett
C Barnett
74 Tolomeo
76 Cassolas
80-83 Arico, Calimir

PHYSICS

1 G Bachman
G1 Borowsky
G2 Micklow
3 A Erlbach
A1 Rubin
A4 Greenberg
3 B Smith
B1 Bierman
B2 Kikkawa
B3 Seifert

B4 Greenberg
3.1 E Nagel
4 B Lumpkin
B1 Greenberger
B2 Tzoar
B3 Greenberg
B4 Chang
4.1 D Seifert
5 B Soodak
5 F1 Freely
F2 Greenberger
6 D Bierman
7 C Baumel
C3 Gersten
C5 Sutton
7 E Boyer
E1 Seifert
E2 Martino
E3 Seifert
E5 Yu
7 G Tiersten
G1 Shpiz
G3 Yu
G4 Bloomfield
G5 Borowsky
8 C Sarachik
C2 Chung
C3 Raskin
C4 Roffman
C5 Arons
8 G Raskin
G1 Micklow
G2 Falk
G5 Sarachik
9 E Soodak
10 E Tiersten
11 A Gersten
12 A Arons
13 E Shelupsky
15 C Callender
18 B Chang
19 B Martino
28 S Hardy
28 T Hardy
29 S Aschner
29 T Bachman
30 S Baumel
30 T Lea
33 C Rubin
52 F Stothers
53 C Greenberg

56 B Hart
55 D Stolov
56 G Freely
112 A Bloomfield
D Greenberg
G1 Shpiz
G2 Nagel
114 T Nessin
119 A Sutton
119 B Aschner
120 B Miller

POL. SCIENCE

1 A Ryan
B Jackson
C Ryan
D Doyle
D2 Reily
E Doyle
E2 Reily
P Wiley
Q Wiley
T Strauss
W Jackson
W2 James
X Fiellin
Z Ryan
1.1 A Bishop
8 T McKenna
X McKenna
11 B James
12 R Morriss
X Morriss
13 C Bishop
15 R Davis
X Davis
16 F Gelb
H Gelb
17 F Schneir
G Schneir
22 C De Candido
G De Candido
23 A Lebow
C Lebow
26 A Gelb
L Paris
30 R Duchacek
R1 Lee
R2 Lee
R3 Lee

R4 Strauss
R5 Straus
R6 Strauss
31 R Lazer
32 C Pachter
36 F De Candido
37 G Lee
40 B Karis
51 G McGeehan
X Duchacek
X1 Stillman
X2 Stillman
X3 Stillman
X4 Stillman
X5 Stillman
X6 Stillman
53 F McGeehan
56 P Lebow
58 F Pachter
70 A Wiley
X McIntosh
73 D Berman
74 P McIntosh
E Berman
106 Q Morgenthau
107 Q Berman
55 R Fiellin
57.5 W Robinson

PSYCHOLOGY

12 A Hardesty
G Resnikoff
M Clare
R Resnikoff
S Resnikoff
T King
15 A Lynch
B Monahan
B Neulinger
Eagle
K Neulinger
L Harshbarger
Q Lynch
R Schroeer
R Harshbarger
Nussbaum
S Lynch
T Harshbarger

(Continued on Following Page)

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More Teachers

(Continued from Preceding Page)

PSYCHOLOGY

Y	Fleishman	58	D	Gould
	Neulinger		D	Arnold
	Fleishman		D2	Beauvais
K	Girgus		D3	Arnold
P	Heller		D4	S. Goldstein
S	Heller		D5	S. Goldstein
O	J. Smith	58	M	Thayer
R	J. Smith		M	Fein
T	Girgus		M2	Fein
W	Schaefer		M3	Gradess
Y	Krueger		M4	Gradess
X	Sullivan	56	E	Gould
R	Liss		E	Wright
Y	Liss		E2	Krasnoff
T	C. Clark		E3	Grasnoff
W	Weiss		E4	Gertler
X	Mintz		E5	Gould
R	Liss	59	D	Hardesty
Y	Liss		E	Seegmiller
T	C. Clark		F	King
W	Weiss		K	King
X	Mintz		M	Engel
T	Mintz		T	Kimmel
E	Costa	60	G	Crain
C	Woodruff		K	Kimmel
D	Woodruff		T	Crain
E	Simon		E	Kimmel
P	Wilensky	61	B	Wessman
R	Stein		C	Lord
T	Resnikoff		K	Wessman
X	Staal	62	D	Staal
Y	Stein		F	Clare
A	Selltiz		Y	Staal
C	Selltiz	63	A	Topoff
G	Plotkin		65	K. Clark
R	Selltiz	66	T	Gerstman
T	Dohrenwend		Y	Gerstman
X	Thayer	67	B	Goldweber
B	Thayer		E	Rosenman
B	Thayer		F	Zetlin
B2	Gold		G	Nyman
B2	Gold		K	Rosenman
B3	Levine		P	Goldweber
B4	Lissner	68	L	Gerstman
B5	Lissner			

70 E Fishbein
H Fishbein
85 F Karlins

SPANISH

1	B	de la Campa
1	C	Bialilew
1	D	Reamy
1	D2	Lytra
1	H	
2	E	Bialilew
2	F	Ruiz
2	Z	Ojordjevic
3	B	Starcevic
3	F	Chaves
3	G	Chaves
51	A	Julio
51	B	Djordjevic
51	C	Burunat
51	G	Keller
51	L	
51	Z	Julio
51.1	A	Starcevic
51.1	A2	Chang-Rodriguez
51.1	C	Starcevic
51.1	F	Lytra
51.1	G	Ruiz
51.1	H	Keller
52	A	Djordjevic
52	D	Bialilew
52	E	Reamy
52.1	B	Burunat
52.1	C	de la Campa
52.1	E	Ruiz
53	B	Julio
53	C	Lytra
53.1	D	Chang-Rodriguez
101	A	de Beer
102	A	de la Campa
103	C	Chang-Rodriguez
104	F	Reamy
105	E	Ramirez
151	X	Sacoto
153	D	Ramirez

College parkers to pay price

"Hey, would you hurry this line up?" Asked the girl impatiently, waiting to register for English. "I have eleven more credits to register for, and only ten more minutes on my parking meter."

For students who regularly indulge in the luxury of driving to College, registration — and classes — will be a bit more taxing this term, thanks to the efficiency of the New York City Department of Traffic.

Recently the bureau conducted surveys of traffic patterns in the area of the college, and discovered what every student driver already knows — that there is a great demand for parking space. It was also found that student parking also interfered with the needs of the area's residents and commercial businesses; thus the only way to accommodate everyone was to limit parking time.

As a result of this survey, shiny new

five hour parking meters line the streets and the spot can be purchased for a mere ten cents an hour. One traffic administrator put it simply: "Anyone who can afford to drive a car can afford the parking rate."

The meters are located on Amsterdam Ave., between 140 and 133 street on the east side of the street, and between 138 and 136 on the west side of the street. Ironically, no meters have been installed on St. Nicholas Terrace, where the site for parking spaces are hardest fought.

The Traffic Department has given drivers one break, though: On the streets where meters have been installed, alternate side of the street parking regulations have been lifted. And if you can schedule your classes prior to 9 in the morning, after 7 in the evening, and on Saturday, you can still park for free.

201	F	Keller
202	E	Levy
204	C	Colford
207	F	Levy
208	R	Sacoto
251	E	Chaves
261	G	Levy

SOCIOLOGY

5	C	Cahery
	D	Tenney
	E	Tenney
	P	Tomars
	R	Tomars
	X	Handel
7	G	Markoff
	H	Markoff
	W	Howton
8	C	Johnson
	G	Cotton

30	F	Danielson
	H	Danielson
31	Z	McCahery
32	L	Lienfeld
32	W	Kruger
37	D	Leonhard
	E	Leonhard
38	F	Markoff
40	B	Kruger
	E	Kruger
	F	Yorburg
45	C	Handel
46	F	Handel
48	E	Cotton
	G	Bailey
50	D	Rosenberg
	E	Rosenberg
41	A	McCahery
	C	Winick
	D	Cotton

G	Sagarin	
H	Sagarin	
X	Martinson	
51	E	Bensman
52	H	elin
	H	Lienfeld
53	F	Johnson
	G	Johnson
	H	Bailey
	L	Bailey
62	T	Martinson
63	X	Jellin
64	B	Mowton
66	B	Tomars
	G	Yorburg
	H	Wiktor
	L	Wiktor
81.3		Dannelson
81.6	T	Jelin
82.6	C	Barron

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HOURS

(subject to change)
Wed., Sept. 2—9-4
Thurs., Sept. 3—9-7
Fri., Sept. 4—9-4
Mon., Sept 7—closed
Tues., Sept. 8—9-7

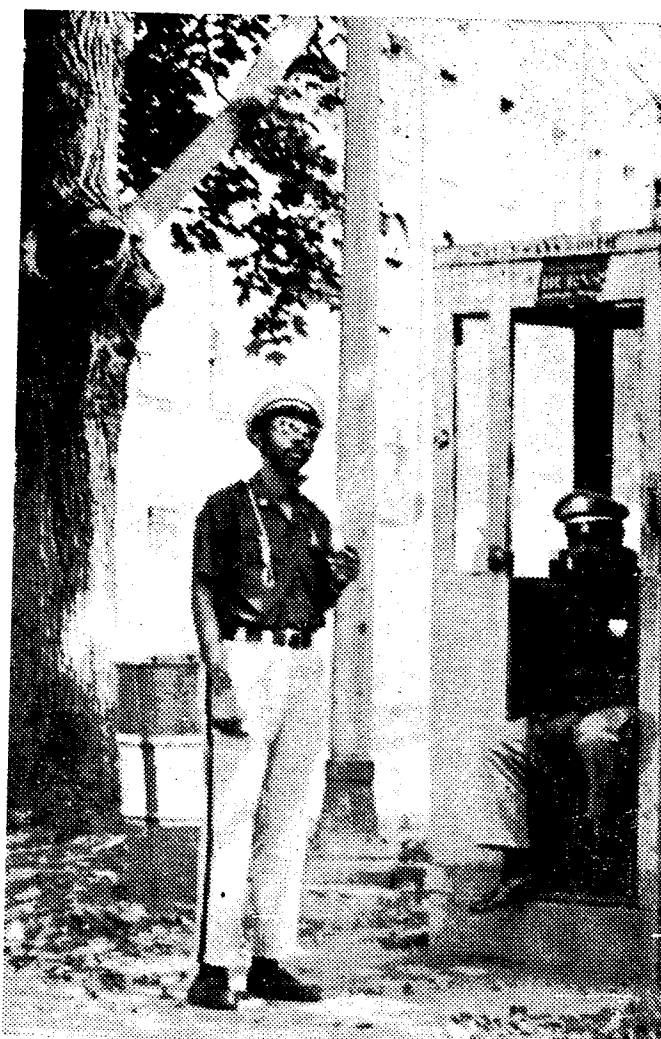
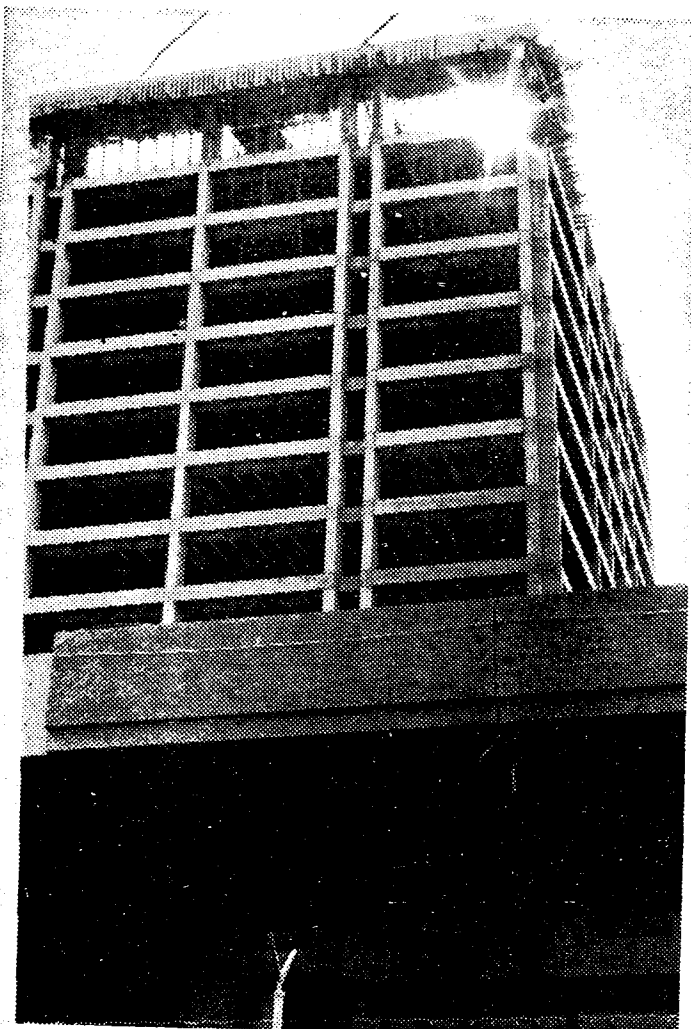
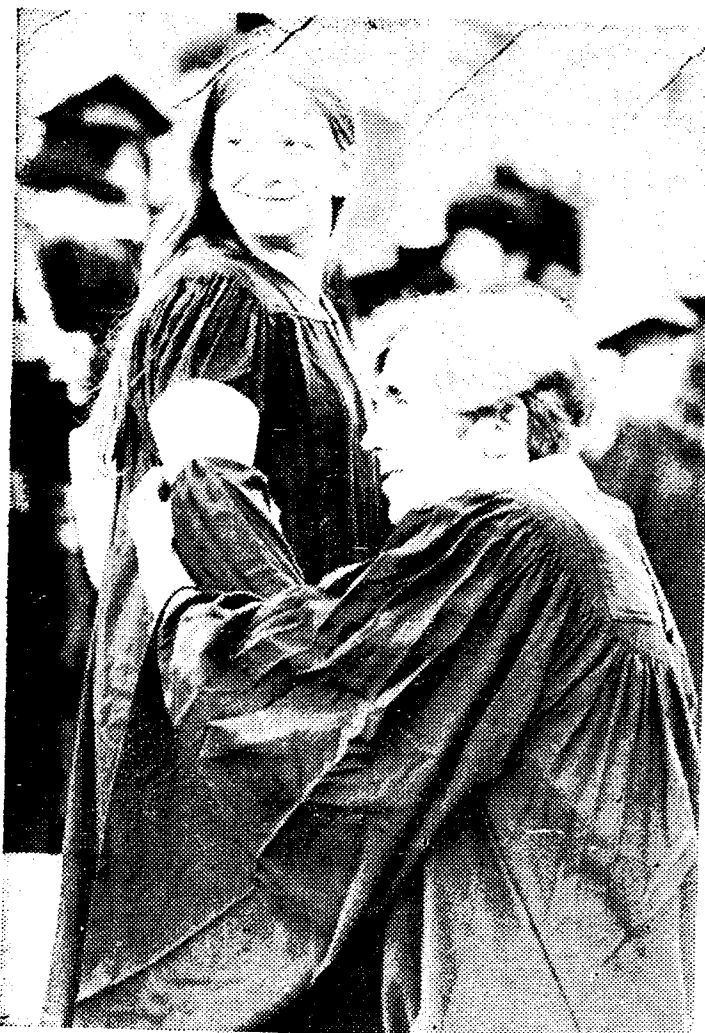
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Fri., Sept. 11—9-5
Sat., Sept. 12—9-3
Mon., Sept. 14—9-10

Summer at the College, or, from hell to eternity



It may have been one helluva spring but the College quickly returned to form for its summer stanza, as heat radiated down on breezeless Convent Avenue and the snack bar accounted for a good portion of the national collegiate per capita consumption of iced tea and tuna fish sandwiches.

* * *

Last spring's academic activities, all but ground to a halt on May 7, the day after Kent State. The ceremonial end of the year came a month later, as Sen. George McGovern (S.D.) exhorted the 3,769 graduates who gathered in Lewisohn Stadium to seek a "second American revolution" of a non-violent nature to "square the policies of this nation with the ideals of our founding fathers."

* * *

Undaunted, the College brought forth the fourth major revision of its construction master plan, shifting many divisions and disciplines from the spots they were assigned to in the last round of revisions last September.

That layout called for the construction of a nine-story "megastructure" on the current sites of Lewisohn Stadium and Klapper Hall; erection of a similar, smaller structure on South Campus, extensive remodeling of the neo-Gothic North Campus structures; and the tearing down of the Administration building.

Admirers of the last structure, if there are any, may not have anything to worry about anymore.

Drawn largely at President Marshak's behest, the new plan leaves the eight-year-old building's demise optional. It might be turned into headquarters for the Geology and Military Science departments.

And South Campus habitues may become North Campus habitues in the not too distant (1975?) future when student activities are shifted there from 124 year old Finley Center, where they will be joined by the social sciences. Nearby in Steinman Hall will be the Art and Architecture departments.

Engineering, originally slated for the North Campus megastructure, will have to wait until the companion structure down south is ready.

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Dr. Buell G. Gallagher, former president, came out of obscurity briefly for an interview with Microcosm. Dr. Gallagher, do you think open admissions will work? "No, it's just a one year deal to get them around a corner, and then they'll have to come up with something else. The only thing that will work is a City University large enough to fit the needs of the whole city . . ."

* * *

If you're having security problems on campus, you

can't blame it on the Burn Guards. The familiar security force vanished suddenly on July 1, and were replaced with guards from the Wackenhut Corporation.

Wackenhut? The Wackenhut Corporation, the largest security firm in the U.S. had underbid Burns the contract. Dean of Students Bernard Sohmer said the difference amounted to \$14,000 a year, or about 9¢ a man hour.

There was some controversy over the new guard lack of union affiliation, with the College maintaining that "the status of the contractors' employees with respect to union affiliation is entirely a matter between the contractor and his employees."

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Not that all the violence on campus could be blamed by the Wackenhuts or Burns Guards. There was, for instance, this fight in the normally staid faculty common room on the second floor of Shepard.

The Student Senate, adjourned its last meeting the term with both the Executive Vice President and Treasurer claiming to have "kicked the shit" out of each other.

The meeting, called to consider this term's fee allocations, was chaired by Executive Vice President Ross, who in the course of the hour long session gave down objections by half a dozen senators, two vice presidents, his fiancée, Dean of Students Bernard Sohmer, Senate treasurer Barry Helprin.

The row began when Helprin started to read the recommendations of the finance committee. A procedural argument, of course, ensued. Ross, using a soda bottle that he was using as a gavel, banged for order while yelling at Helprin and Educational Affairs vice president Neil Rand, who was yelling at both of them as Dr. Sohmer guffawed.

At this point it was ascertained that the Senate had lost its quorum and Ross decided that the budget would be decided in executive session.

Helprin stormed out, saying that he wanted it only be considered by the full senate.

"Leave the budget here," thundered Ross. Helprin said no, and Ross followed him out of the meeting into the corridor. He confronted Helprin on the stairway attempted to wrest the papers away from him. Ross declared that they were Senate property; Helprin said they were his and . . .

"Helprin kicked me in the ass, I grabbed the Senate property and I kicked the shit out of him," Ross reported to his girl friend.

Several senators intervened in the brawl and when Ross returned to the meeting room, one Al Gershman angrily announced to Ross: "I'm going to nail your teeth to the war!"

"Nobody talks that way to me," roared Ross, several senators restrained his attempt attack on Gershman as an astounded Dean Sohmer watched.

The Senate executive eventually decided to hold the meeting Friday night, since, as Ross put it, "Helprin won't show us anyway."

Ross' girl friend got in the last word. She angrily declared that she wasn't "going to spend Friday night at a meeting. I'm just going to have to find myself another date."

... A talk with President Marshak

(Continued from Page 3)

programs that will enable them to take their parts in that society or change society as they wish. I think for the university to get in there and actually be, itself, a political instrument might look good on a short term basis when you've all very excited about, say, the misery of the Vietnam war and the whole Southeast Asian situation. But in the long run it would be disastrous. Because then, we would destroy the essential core — the heart — of the university which is to be a place where people can learn and can exchange their ideas and have views that vary all over the spectrum.

Were you a rebel as a student?

Well, I was very concerned about the depression. I don't know what you mean by rebel, I was not active in any left-wing organization but I attended the outdoor rallies, participated in the peace demonstrations which we used to have — in those days it was a question of a new world war would start and the other big one was the depression. We used to hear Heywood Brown speak at the sundial on the Columbia campus and so on in that sense. I used to be active, I wrote book reviews, I was active in the Columbia Spectator, and also the literary magazine. I engaged very much in undergraduate activities; I was even a modern dance critic. I thought that one could reconsider the course of American history and whether major changes would be required. I would say I was a strong supporter of FDR . . .

If you were a student today, do you think you would be involved in radical politics?

Well, if I were a student today, I certainly would be involved in movements to get out of Vietnam. I'm in-

involved even in my present position having joined the national anti-war movement that started at MIT last spring. I think I would be serious about trying to use the ballot box to prompt the senators and congressmen and so on. I don't think, I'm sure, that even if I were a student now, I would not see the point of trying to use violence as a method for achieving any of these goals, because I think I would see, as I see now, that first of all, it would be foolish because there is no ghost of a chance that you can achieve anything by violence. Since we are involved in the war, we are pretty well armed and the military is in pretty good shape and they can be called upon to take care of any disruption. I think, for example, that it's a simply horrible situation when someone dynamites university buildings and kills people as what happened in Wisconsin last week. This seems to me absolutely pointless and hideously cruel so that I don't see how you could win on use of arms. I think, however, that we still have a working democracy . . . it's working compared to many other countries that I know. I know that by my own personal experience — how much freedom you have in representing your government in international councils.

The fact still remains and it is true that in African countries, the Soviet Union, Eastern European countries — Czechoslovakia, of course, and Rumania — you don't have the type of democracy you have here and I think we ought to function within this framework; it has great possibilities to change things and I think I would join with the other students in trying to change the present administration. I'd certainly try to get a final decision to get out of the Southeast Asian war.