A Service for Students

The evaluation of faculty, which appears in today's Ticker, has one primary purpose, which is in general will be the same throughout the semester—to serve the student body. Its aim is to aid the student during registration, by giving him one additional criterion by which to judge various courses. It is printed without malice, and its goal is to do a service for students, not to do injury to anyone.

In general, this evaluation is a summation of the academic experiences of members of The Ticker's editorial board. It is the result of careful deliberation and discussion. The only instructors to be rated were those which at least one of the evaluators had taken for a course.

In order to obtain optimum value from the evaluation, the student should use it in conjunction with other factors—such as his major, his personal interests, his faculty, his experiences and his potential desires. It should be only one factor entering into the student's final decision, and should be considered as a piece of advice one would solicit of a knowledgeable friend.

The faculty who were rated were put into one of four general classifications, ranging from highly recommended to not recommended. The students' ability to get the course material over to the student, their desire to go beyond the minimum required, and their classroom techniques are the main factors which follow it. Different students consider different qualities to be of primary importance in an instructor. By seeing in which areas, in our opinion, each instructor fails or excels, the student can make a more intelligent choice, based on his own preferences, and thereby make greater use of the evaluation.

We urge students not to stop at the classification, however, but to also read the explanations which follow it. Different students consider different qualities to be of primary importance in an instructor. By seeing in which areas, in our opinion, each instructor fails or excels, the student can make a more intelligent choice, based on his own preferences, and thereby make greater use of the evaluation.

We look forward to getting student reaction to the evaluation in the form of letters to the editor or comments on pages two and three of today's Ticker. The Ticker will be printed as accurately as possible and not dependent upon sources other than those for which the evaluation were. Certain instructors should be reserved for the exceptional teacher.

State Increases Aid for CUNY

Governor Nelson Rockefeller, in his budget message to the legislature January 18, recommended $45.4 million for the New York University for fiscal 1966-67 in his budget message to the legislature January 18.

The money earmarked for the State Education Department includes $15 million, which was allocated in the fiscal year 1965-66. This increase is part of Mr. Rockefeller's plan to make all young men and women in this state with the desire and capacity for college an opportunity, and it is a tremendous aid to the need for facilities of personal financial means.

Governor Rockefeller recommended $45.4 million for the State Education Department for fiscal 1966-67, of which $15 million is a new allocation for the year.

The total amount of $45.4 million will help further operate college facilities and other educational programs. Other funds are available for aid to disadvantaged students, as well as support to institutions of higher education. This aid will be available to the schools which have applied to CUNY.

The Governor noted that the aid is not limited to students who are not yet in college but serves as a moral support for the students who are already in college.

Baruch Students, Instructors Plan Protest at St. John's Tomorrow

Students and faculty of the Baruch School will join the picket line at the campus of St. John's University tomorrow to protest the dismissal of thirty-one instructors by the university's administration.

Professor Aaron Levenson, chairman of the Baruch School's Committee to Defend Academic Freedom at St. John's University, announced that the group will leave Baruch at 9 a.m. for St. John's.

"The participation of the faculty and students of the Baruch School has been limited until now," Dr. Levenson commented. "In fact, so far this semester, only the members of the St. John's administration have been able to get any organized effort underway.

"This will be our first big drive, and we need every student available for us to be well represented.

"The participants will travel on foot from Baruch to St. John's, and we will leave Baruch at 9 a.m."

The United States-Canada Press Association is sponsoring the march for St. John's tomorrow. It has invited "all members of the academic community" to join the picket line at both campuses of the university from noon until 6 p.m. and attend a rally at Columbia University at 8 p.m. The rally will feature the speakers of the rally.

The success of the strike so far, Dr. Levenson commented, "is not due to the efforts of the faculty, but due to the efforts of the students."

The strike is not only a protest against the dismissal of thirty-one instructors, but a protest against the university's administration's failure to inform the students of the reasons for the dismissal.

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The Governor noted that the"...\"
Ticker's Evaluation of Fifty-one Required-course Instructors

Instructors

**Accounting**

- **Lawrence Chontilsky (11 L, 5 R)**
  - Recommended with Reservations
  - He is not easy to understand and his lectures are too fast. However, he is not really objectionable and does not require a high standard of comprehension. He is not patient and doesn't explain things clearly.

**Mathematics**

- **Louis Talbot (12 L, 10 C)**
  - Recommended
  - He is an excellent teacher who is well organized and does not require a high degree of analytical ability. His knowledge of the subject is thorough and he is able to explain concepts clearly.

- **Peter Goffman (16 S, 20 L)**
  - Not Recommended
  - He is not very good at explaining the subject matter and his lectures are quite long. He requires a good deal of background knowledge and is not suited to students who are not advanced in the subject.

**History**

- **Ivan Goldberg (2 F, 4 R)**
  - Highly Recommended
  - He is an excellent teacher who is well organized and does not require a high degree of analytical ability. His knowledge of the subject is thorough and he is able to explain concepts clearly.

- **James Kennedy (152 B, L)**
  - Not Recommended
  - He is not very good at explaining the subject matter and his lectures are quite long. He requires a good deal of background knowledge and is not suited to students who are not advanced in the subject.

**English**

- **David Cole (1 L, 5 A, 5 C)**
  - Recommended
  - He is an excellent teacher who is well organized and does not require a high degree of analytical ability. His knowledge of the subject is thorough and he is able to explain concepts clearly.

- **Dominic Flynn (1 L, 5 M, 5 E)**
  - Recommended
  - He is an excellent teacher who is well organized and does not require a high degree of analytical ability. His knowledge of the subject is thorough and he is able to explain concepts clearly.

**Biology**

- **Marya Sivin (11 C, 1 L)**
  - Recommended
  - He is an excellent teacher who is well organized and does not require a high degree of analytical ability. His knowledge of the subject is thorough and he is able to explain concepts clearly.

**Economics**

- **James B. E. (1 L, 2 R, 1 M)**
  - Not Recommended
  - He is not very good at explaining the subject matter and his lectures are quite long. He requires a good deal of background knowledge and is not suited to students who are not advanced in the subject.

**Sociology**

- **Edward Harris (12 R, 2 E)**
  - Recommended
  - He is an excellent teacher who is well organized and does not require a high degree of analytical ability. His knowledge of the subject is thorough and he is able to explain concepts clearly.

- **Raymond Kestenbaum (13 R, 3 S, 4 C, L, P, B)**
  - Recommended
  - He is an excellent teacher who is well organized and does not require a high degree of analytical ability. His knowledge of the subject is thorough and he is able to explain concepts clearly.

**Physics**

- **Marya Slevin (1 B, 2 L)**
  - Recommended
  - He is an excellent teacher who is well organized and does not require a high degree of analytical ability. His knowledge of the subject is thorough and he is able to explain concepts clearly.

- **Edward Slevin (1 B, 2 L, B)**
  - Recommended
  - He is an excellent teacher who is well organized and does not require a high degree of analytical ability. His knowledge of the subject is thorough and he is able to explain concepts clearly.

- **Daniel Parker (1 F, 7 G, B)**
  - Recommended
  - He is an excellent teacher who is well organized and does not require a high degree of analytical ability. His knowledge of the subject is thorough and he is able to explain concepts clearly.

- **Felix Bivin (1 B, 6 D)**
  - Recommended
  - He is an excellent teacher who is well organized and does not require a high degree of analytical ability. His knowledge of the subject is thorough and he is able to explain concepts clearly.

**German**

- **Robert S. D. (1 B, 2 R, 1 M)**
  - Not Recommended
  - He is not very good at explaining the subject matter and his lectures are quite long. He requires a good deal of background knowledge and is not suited to students who are not advanced in the subject.

- **Jean Jaffe (16 L)**
  - Highly Recommended
  - He is an excellent teacher who is well organized and does not require a high degree of analytical ability. His knowledge of the subject is thorough and he is able to explain concepts clearly.

- **Seymour Syna (1 B, 2 G, 6 G, 3 B, 4 L, M, D, P)**
  - Recommended
  - He is an excellent teacher who is well organized and does not require a high degree of analytical ability. His knowledge of the subject is thorough and he is able to explain concepts clearly.
Famighetti Chosen as Editor In Yesterday's TA Election

(Continued from Page 1) and Bob Woitenko, '61, assistant business manager.

Mr. Famighetti has worked on The Ticker for four semesters, as a reporter, copy editor, associate editor, and managing editor before his present position. A political science major, he is also a member of Sigma Alpha and the Lamport Leaders Society, and a loyal Democrat, and also participated in the talk-out.

The news editor, Mr. Cassiday, has worked on The Ticker as a sports reporter, assistant sports editor, and page editor this semester. He is a member of the Student Council's editorial program, a member of the Lampport Leaders Society, and a member of the Christian Democratic Club and the College Young Democrats. Also a member of the Tau Bpsilon Phi fraternity, he is an active participant in the co-ordinate planning of the Greek Way, the annual university-wide dance. He is the chairman of Student Council's editorial program, a member of the Lampport Leaders Society, and a member of the Christian Democratic Club.

Teachers Rated For First Time

(Continued from Page 1) to determine what extent students used it and what changes they desired.

He noted that the evaluation will probably be expanded next semester, possibly to include faculty who teach only elective and specialization courses.

State Budget Includes Raise In Aid for CUNY

(Continued from Page 1) for the 1966-67 appropriations. The appropriations, $9.5 billion, represent a 4% per cent increase over the $8.3 billion appropriated for the city's public colleges in 1965-66. The appropriations include funds for student services, including aid to students, and funds for special programs, including funds for special programs.

The Governor proposed a one-year, $500 million increase in state spending over the current fiscal year, including $150 million for state aid to the city's public colleges.

The Governor also recommended the creation of a new federal program for students who are not eligible for regular community college aid programs. He asked for an additional $2 billion appropriation for the establishment of these colleges, two to be located in New York City and two to be located in Harlem and the Bedford-Stuyvesant area of Brooklyn.

Evaluation of Faculty Common On Campuses Around Country

(Continued from Page 1) than 150 faculty members participated in the evaluation. The process guides, printed by student newspapers, have been submitted to several institutions, including Harvard, Yale, Cornell, and Bennington College. Also at Yale, a move to give greater priority to teaching performance, the administration will ask students to evaluate high academic standing to submit a written appraisal of the strengths and weaknesses of the educational experiences in lectures, discussions, and seminars. The move was taken because of objections to faculty members' alleged attitudes that they must publish or perish. It has been claimed that such statements have led to tenure or other administrative decisions. The new policy, the administration said, will be "publish or perish."