Board of Regents Delayed Action on Baruch College

The State Board of Regents at its meeting last Thursday and Friday failed for the third time in two months to approve the formulation of the Baruch College recommended by the Board of Higher Education.

According to Dean T. Edward Hollander, coordinator of the Master Plan for Expansion of the City University, one of the reasons for the additional delay in the Long Island University controversy which is also before the board, Dean Hollander noted that the site of the Baruch College may be related to the outcome of the board's inquiry into the proposed sale of L.I.U.'s Brooklyn center.

Thomas Shea, a spokesman for Dr. Robert McCardie's Albany office, said that the proposal to make Baruch a college is on the agenda of the February 22 and 23 meeting of the board.

He said, "action should be taken on the proposal at this meeting or another. It was unanimously recommended to the Board of Higher Education that the proposal would be voted on at the February meeting. If it is voted on the dean seemed confident that the vote would be favorable."

The Long Island University controversy will also be on the board's February agenda, and a vote on it is also expected, noted Mr. Shea.

After the board failed to approve the proposal at its December meeting, Dr. McCardie said, "this doesn't reflect a lack of interest. We have a very strong interest in the Baruch College." He added that the board needed more time to study certain facts pertaining to the new college.

The original proposal to form a Baruch College was finalized at the October meeting of the Board of Higher Education when it approved the proposal to the University Budget Committee on the future of the Baruch School, forwarding the proposal.

Limited College Rebuild

The final report of the Baruch Master Plan Committee to the City University Master Plan Committee concerning the Baruch College, said that the deadline for the report was extended from Wednesday in order to obtain the reactions and comments of the School in addition to those who were members of the committee.

The report will contain mostly statistical data concerning projections of the enrollment, staff and budget in a generalized and broad plan, said Dean Elbert. It does not include individual departmental plans, he added.

When the report is released to the City University committee it will also be made available to faculty members and students on a limited basis, noted the dean.

Also on the committee are Dr. Samuel H. Lasker, dean of the New York College, and Dr. Robert McCardie (chairman), and Dr. Herbert Arkin (vice-chairman). The committee was established to make recommendations to the City University Master Plan Committee concerning estimates for present and future requirements of the instructional staff and the programs offered.

Report to Be Released By Research Committee

The final report of the Baruch Master Plan Committee to the City University Master Plan Committee concerning the Baruch College, said that the deadline for the report was extended from Wednesday in order to obtain the reactions and comments of the School in addition to those who were members of the committee.

The report will contain mostly statistical data concerning projections of the enrollment, staff and budget in a generalized and broad plan, said Dean Elbert. It does not include individual departmental plans, he added.

When the report is released to the City University committee it will also be made available to faculty members and students on a limited basis, noted the dean.

Also on the committee are Dr. Samuel H. Lasker, dean of the New York College, and Dr. Robert McCardie (chairman), and Dr. Herbert Arkin (vice-chairman). The committee was established to make recommendations to the City University Master Plan Committee concerning estimates for present and future requirements of the instructional staff and the programs offered.

(Continued on Page 11)
Catering to All Your College Needs

- Complete Line of Notebooks — College Review Books — Bic Pens — Markers — and many other items

Top Cash for Your Textbooks

New Books at Reduced Rates

Barnes & Noble, Inc.
132 East 23rd Street

STUDENT COUNCIL

Committees are now being formed. Come to Rm. 303 of Student Center.

SUMMER FLIGHTS TO EUROPE SPONSORED BY C.C.N.Y.

Wingsgate Sports Lecture System in Final Address

New Community College To Be Built in Brooklyn

Hillel Forum

Ten Members of Baruch Faculty Given Promotions

Faculty Given Promotions

To Oe Built in Brooklyn?

Berkeley placed first.

Other institutions ranking: in number of all doctoral fields for the period.

City College ranks second in number of doctoral recipients.

California at Los Angeles, University of Wisconsin, University of Minnesota, University of California at Berkeley and City College have alternated in first place as baccalaureate work at Berkeley; of all doctoral fields for the period.

The report, based on a survey by the B.H.E. which were subsequently approved by the Board of Higher Education.

Ten Members of Baruch faculty members, went on terminal leave, are among the ten promoted faculty members.

The promotions of ten Baruch School faculty members, are professors in their respective fields.

Promoted to full professor from associate professor are professors Samuel Dyckman (Acct.), Andrew Servine (Speech) and Stanley Penzieri (Psych).

Promoted to assistant professor were Professors Alejandro Arraraz (Stud) and Albert Bowker (Acct.).

Associate professors who were promoted to assistant professor were Professors Donald Geller (Acct.) and Miriam Kerzner (Psych).

To be built in Brooklyn.

At Baruch, eight different areas of study have been confirmed by the Board of Higher Education.

The promotions are the result of the Board of Higher Education.

There must be more rapport, said Dr. Wingate, between students and faculty.

The lecture system merely jams in the classroom.

The enrollment would increase to about 500 students. Eventually the school will open in 1969 under temporary quarters with facilities available.

There are community colleges and an affiliated medical school. At present, there are community colleges. By 1975, the ten community colleges will have a major role in education.

Ten members of Baruch faculty have been confirmed by the Board of Higher Education.

Ten members of Baruch faculty have been confirmed by the Board of Higher Education.

At Baruch, eight different areas of study have been confirmed by the Board of Higher Education.
Students in Junior Class To Participate in Program

Thirty-six members of the Junior Class will appear on WPIX TV's "The Peter Martin Show," to be taped February 21 at 4:00 P.M.

Assistance Needed

The Junior Class is invited to participate in The Peter Martin Show. However, assistance is needed to make the presentation a success.

Any significant information that the class would be willing to discuss could be valuable. Please submit your ideas or information to your Student Senator, announced that the final unrestricted to work with the Accounting Society Thursday at 12 in 1220.

Professor Samuel Dyckman (Acct.) will speak on "How to Become a Millionaire Quickly." Open House at Phi Sigma Delta featuring: "The Operation Blues" Friday, Feb. 9 8:30 160 E. 23rd St. Free Refreshments

NEED GOOD GRADES?

GET FOOD FOR THOUGHT AT ALADDIN'S

154 E. 23 St. GR 5-3870 - 1

USED BOOK EXCHANGE

Last two days for books to be sold — today & tomorrow Feb. 12-14: money (cash) and unsold books will be returned.

Accounting Society Slates Address by Dr. Dyckman

Professor Samuel Dyckman (Acct.) will speak on "Why Estate Planning is Important" before the Accounting Society Thursday, February 9 at 12:00 P.M.

Thinking of what to give as a gift? Why Estate Planning is Important for a Lifetime of Giving.

Professor Dyckman has been extensively involved in estate and tax planning for many years. He has served on the Editorial Board of the Book "Federal Income Taxation" and has been a frequent contributor to the New York Times, "Currents in Consumerism." In addition, Professor Dyckman has appeared as a panelist for institutes and seminars.

Tickers Editorial Board Is Announced by Levitas

Marc Bloom '68 has been named assistant editor of The Ticker. Mr. Bloom, a political science major who plans to go on to a graduate school of journalism, was editor of the New York Times during the past two years. He was editor of "Taxation for the Layman," a book that was immensely popular with graduate students.

The Ticker's Editorial Board is announced by Levitas, a political science major who plans to go on to law school, has served on the National Bar Council of the New York Bar Association. He is interested in the theatre and will be interested in the production at a national level.

The Ticker for the Spring quarter will be published every Wednesday, and the format of the broadcast is set for March 19, 1970. The Ticker for the Winter quarter is set for March 30, 1970.

Students interested in participating should submit their name and telephone number in care of Class Secretary to the Class Secretary, Box 938 (S.C./before) next Wednesday.

Mr. Mandel said, "This is a unique chance for students to participate in the Ticker's broadcast. We are looking for students who are interested in the theatre and will be interested in the production at a national level."
Yours is but To Do and Die

INTERMEDIATE SCHOOL 201 — With a combination of objective study, creative thinking and hard work, the student of today is learning to be an active participant in the society in which he lives. With the rapid change in the educational system, the student is no longer just a passive observer or a mere spectator. He is an active participant, taking an active role in the society around him.

As a result, the intermediate school has become an educational institution where students learn to think critically and creatively, to analyze problems and to find solutions. The intermediate school provides a platform for students to develop their potential and to realize their dreams.

Registration: An Emotional Test

I have always thought the primary goal of a college was to train a student to become a business and professional person. The ideal is for the student to be self-sufficient and capable of making independent decisions. Each person must be able to think for himself and to act independently.

It is obvious that most of the problems of education today stem from the failure of the students to think critically and creatively. The educational system is not designed to encourage independent thinking and decision-making. It is important for the student to be able to think independently and to act independently.

I believe that the test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

Investing

Have a pencil and paper handy? Figure what a $100 investment in a stock is worth for different periods of time. You will need your calculator and a pencil.

The test is whether the student can survive all the problems of the financial world. He will need to be able to think critically and creatively and to act independently.

The test of the educational system is whether the students can think critically and creatively and can act independently.

This whole concept would be "only following orders." It is a person's normal daily living, according to almost everyone.

It is obvious that the educational system is not designed to encourage independent thinking and decision-making. It is important for the student to be able to think independently and to act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

I believe that the test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

I believe that the test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.

The test of the educational system is the ability of the students to think critically and creatively. The test of the educational system is whether the students can think independently and whether they can act independently.
Dr. Newman said that his system any mark that they requested.

from the final exam and were giving students that grade into "A" or "B" or "C".

Dr. Newman's course structure was first questioned when adamant that students will be given "P" grades in the class brought it to his attention.

it would leave Baruch—that this were being treated on an unfair basis, and some action be taken.

One student reported—before it was dismissed. No postage at forwarding charges. Add name and telephone number to reading or math for one hour.

Students explained that they were being treated unfairly, and some action had not been taken.

it was determined that Dr. Newman would not appeal an without his consent. If they were satisfied with grades, they would not appeal them.

if they would not appeal them, they would receive any grade they wanted.

If they did poorly, they would receive an "F" or drop the course.

If they did well, they would receive an "A" or "B" or "C".

asked to take an exam. If they would receive an "F" or drop the course.

or forfeit the grade. If they did well, they would receive an "A" or "B" or "C".

Students would be given "P" grades in the class brought it to his attention.

it would leave Baruch—that this were being treated on an unfair basis, and some action be taken.

One student reported—before it was dismissed. No postage at forwarding charges. Add name and telephone number to reading or math for one hour.

Students explained that they were being treated unfairly, and some action had not been taken.

it was determined that Dr. Newman would not appeal an without his consent. If they were satisfied with grades, they would not appeal them.

if they would not appeal them, they would receive any grade they wanted.

If they did poorly, they would receive an "F" or drop the course.

If they did well, they would receive an "A" or "B" or "C".

asked to take an exam. If they would receive an "F" or drop the course.

or forfeit the grade. If they did well, they would receive an "A" or "B" or "C".
Incompetence

By LARRY BROOKS

Near the end of Saturday’s game at Fairleigh Dickinson, one referee remarked to the other about how poor a game it had been. It was the one game the Pioneers won, with little competition, in F.D.U. history.

“I knew we’d get jobbed, but this is ridiculous,” remarked one official, seated for the game. “It was just ridiculous.”

The tenor of the game was set early on the Beavers first try at a basket. Joe Mulvey drove and put up an eight-footer which was knocked away by the Knights’ Reggie Foster right in front of the rim. Everyone, including Foster, was expecting the correct call of goaltending (the officials had not had a chance to demonstrate their incompe-tence as of then). Instead the play went on with the officials insisting that Foster was above the rim. The ref called the block a legal one. If that play was not goaltending, I’ll eat my typewriter.

Later Goldstein was surrounded by three foes who, in an attempt to steal the ball, must have backed him at least half-dozen times. The whistle blew, but somehow one of the clowns called an offensive foul. Towards the end of the half, one of the refs watched a Fairleigh hoop shooter fail, forget the ref, and shoot the ball. The ref looked the other way.

The officiating improved for a while as the beginning of the second half, but then reverted back to its low-caliber form.

Richey Keizer took 29 shots, probably fouled on eight of them and was awarded the grand total of five free throws in the game. The Beavers lost their nineteenth foul shots throughout the content, a ridiculously low total.

There is one possibility that could exonerate the refs. Maybe the referees were simply two Fairleigh Dickinson96R 82-68 City College basketball team.

...I openly say that the fans who are they all now rooting for Army or Columbia? Get out and support your team now, when they need support badly. The fans who attend Beaver games have dwindled to the point where one can hardly hear the Alma Mater.

Fan support is more necessary than ever this year. The basketball team held its fourteenth of eighteen games on the road this season, and there are some ridiculous scheduling, needs your support badly. The fans who attend Beaver games have dwindled to the point where one can hardly hear the Alma Mater. Of the C.C.N.Y.-Fairleigh Dickinson basketball game on the night of February 3 at Rutherford, New Jersey. I openly say that the fans—referee Robert Sterling and umpire John Tierney—who became Boston Red Sox fans?...