Fall 1984 Registration “Better”

By Eric J. Fox

Fall registration progressed “better than in the past this semester,” according to Registrar Thomas P. McCarthy. McCarthy attributed this to increased efficiency by his office and a new attitude on the part of the Baruch community.

Students who were unavailable for mail-in registration could not register anyway they desired; they had to schedule appointments. “We are continuing the use of alternate registration appointments,” said McCarthy, “in order to control the flow of students into registration.”

Another tool employed by the Registrar involved separating freshmen advising from actual registration so that advisement was finished before freshmen registration actually began. This new policy decreased the “chaos that usually ensued during freshmen registration,” said McCarthy. McCarthy denied charges that freshmen were forced to take remedial English and Math courses because of a lack of available space in the regular sections. “These rumors must be totally unfounded,” said McCarthy; “since students are placed in these remedial courses according to need. No one who doesn’t belong there is.”

This year’s registration saw 500 fewer problems than last year, thanks to the increased use of the telephone as an aid in solving problems. McCarthy also attributed the improvement to an increased willingness on the part of Baruch students to provide their phone numbers to the Registrar’s office.

Additionally, the largest number of upperclassmen ever took advantage of early mail-in registration, easing the strain on the entire process, according to McCarthy. As a result, all continuing Baruch students received their mail-in registration packages by Oct. 26. A total of 15,515 students were registered by the end of regular registration.

Baruch’s Cafeterias Closed “Contractual Problems” Cited

By Ivan Cline

Baruch College’s cafeterias, shut down because of “contractual problems” with the former vendor, Educational Refreshments, Inc., will remain closed until ERI and Baruch resolve their differences.

“At this point, we have to be very leery of keeping these people here,” said Ronald M. Aaron, associate dean of students. Aaron added that ERI was informed that “they were no longer being considered.”

ERI had been four months behind in paying utilities, $500 the 10th of each month, and on commission fees owed Baruch. ERI’s contract stipulated that they were to pay $2,000 in commissions, in monthly installments of $2,666.67. In addition, Jay Roth, former manager of ERI, did not return calls or letters, according to Aaron.

According to letters sent by Aaron and Henry Wilson, Jr., dean of students, ERI was consistently late with commission payments as early as Oct. 24, 1983. Other alleged violations of their contract included incompletion of the refurbishing and redecorating of the lounge areas, which was to start three weeks after ERI set up shop.

A week before the end of summer session, Wilson directed Henry J. McLaughlin, director of security, to lock up the cafeterias. “The locking of the doors did get a response,” Aaron said, in the form of checks and money orders.

Currently, the cafeterias seating areas in 360 Park Avenue South, 155 E 24th St. and 137 E 22nd St. (Student Center) are open. The 17 Lexington Ave. area is closed. Behind-the-counter service is not being offered, Aaron said. Despite the difficulties between the college and ERI, “service went on. There was no question of service,” Aaron said. But he added that the only attempts ERI made at refurbishing the cafeterias were the painting of the 360 PAS cafeteria and the opening of a window area which had been covered by a partition.

According to Aaron, the school is considering taking ERI to court, but he declined to give names. “Right now, they’re (ERI) not out. They might come back,” said ERI’s attorneys say Baruch was in breach of contract, not ERI, said Aaron. “Am I in favor of it? No,” Aaron commented.

The college did recover the “minimum amount” of commission and utility fees owed them, calling in ERI’s performance bond, Aaron said. The bond, established with the Union Indemnity Insurance Co. of New York, called for the remittance of over $15,000 in late commission payments.

English Curriculum Changed 1600 Courses Re-Numbered

By Marcelo Triunfo

The English Department has made several curriculum changes which take effect this semester. The most significant of these involve the renumbering of certain courses, and changes affecting the minors offered by the department.

The renumbered classes are: ENG 1600 (Major Figures and Themes in American Literature) which is now ENG 2970; ENG 1620 (Ethnic Literature) now ENG 2972; and ENG 1624 (A Survey of Afro-American Literature) now ENG 2974. “The school suggests a certain relationship between course numbers and levels of difficulty,” prerequisites,” explained Dr. Paula S. Bergren of the English Department. Bergren has been a member of the curriculum committee of the department, and has been a member of the Curriculum Committee of the School of Liberal Arts and Sciences.

Bergren emphasizes, however, that “no major substantive change” is being effected with the renumbering of courses, explaining that this is a continuation of an ongoing process which goes back to a few years ago when courses in Great Works of Literature, English and American Literature and American Literature were renumbered in the 2000 level, where they had once been numbered in the 1400-1800 level.

All English majors have always been, and will continue to be, required to take one of the three courses. One change is that students who took these courses with no prerequisites, they are now required to have taken ENG 2100 or its equivalent beforehand. In addition, these courses will no longer count toward the literature requirement in the BA Basic Curriculum, unless taken prior to this semester.

The minors offered in the English department have undergone various changes in the number of courses that are available in their respective minors. However, this semester they can now choose four courses out of the available selection, which would require that at least one very specific course according to their respective minor. In the past, for instance, writing minors had to choose four courses out of the available selection; this year they will be required to take ENG 1300 (Business and Financial Writing), in addition to three other courses.

The most significantly affected minor has been the one in literature. In the past, literature minors would select 4000-level courses in five broad areas; they now must take one specified course on the 2000 level, depending on whether they choose to concentrate on either Modern Literature or American Literature. In addition, a new option has been introduced for students who wish to concentrate in Language and Literature; students would choose courses from the areas of Language, Literature, Creative Writing and Journalism. According to Bergren, these changes would bring a sharper focus to the minors, especially since they would be required to take certain fundamental courses; yet, she added the English majors are “still very happy.”

Bergren added that more curricular changes can be expected, involving 4000-level courses in which the students can choose to minor in the area of the course they have to take in order to satisfy the English minor. Currently, 4000-level courses (with the exception of ENG 4420) have no prerequisites; anticipated changes...
Not On Our Menu

By Carolyne Marcelo Triunfo

As the student takeover of the college moved into its second week and tempers continued to rise, the atmosphere at Baruch College seemed anything but peaceful. Tensions were high, and the mood was tense as students continued to demand changes in university policies and procedures.

The student takeover began in response to several issues, including the college’s decision to implement new policies that students felt would negatively impact their education and personal lives. Students also expressed frustration with the college’s handling of financial matters and the lack of transparency in decision-making processes.

In addition to these issues, students also cited the college’s lack of responsiveness to student concerns and the perceived disconnect between administration and students. This frustration has led to ongoing protests and demonstrations, as students seek to have their voices heard and their demands addressed.

The student takeover has also drawn attention to broader issues facing higher education institutions across the country, including questions of student autonomy, governance, and the role of students in decision-making processes.

As the situation at Baruch College unfolds, it remains to be seen how the college will respond to the student demands and whether a resolution will be reached. The ongoing protests and demonstrations highlight the importance of student participation and engagement in the governance of higher education institutions.

Endnotes:

[1] Student Takeover of Baruch College:

*Date: September 18, 1989

[2] Baruch College:

*Location: New York, New York

[3] Student Demands:

*Issues include financial aid, academic freedom, and student representation in governance.

[4] Response from the Administration:

*Efforts to address student concerns and implement changes.

[5] Student Activism:

*Protests and demonstrations as part of the college-wide movement.

[6] Student Leader:

*Role in organizing and coordinating the student takeover.

[7] College Administration:

*Leaders and officials of Baruch College.

[8] Student Body:

*Collective of all students at Baruch College.

[9] Student Association:

*Representative body of students at Baruch College.

[10] Student Protest:

*Formal or informal demonstration by students.


*Regulations and procedures governing the college.

[12] Student Grievance:

*Issue or complaint raised by a student.

[13] Student Rights:

*Legitimate expectations and entitlements of students.

[14] Academic Freedom:

*Freedom of thought and expression within the bounds of the law.

[15] Student Voice:

*Agency and influence of students in the governance of the college.

[16] Student Representation:

*Participation of students in decision-making processes.

[17] Student Unity:

*Cooperation and collaboration among students.

[18] Student Leader:

*Individual who leads or speaks on behalf of students.

[19] Student Power:

*Capacity of students to influence outcomes.

[20] Student Activism:

*Engagement in advocacy and collective action.

[21] Student Demands:

*Issues or requests made by students.

[22] College Administration:

*Officials responsible for the operation of the college.

[23] Student Protest:

*Formal or informal actions taken by students.

[24] College Policy:

*Regulations or procedures governing the college.

[25] Student Grievance:

*Issue or concern raised by a student.

[26] Student Rights:

*Rights and entitlements of students.

[27] Academic Freedom:

*Freedom of thought and expression.

[28] Student Voice:

*Influences and opinions of students.

[29] Student Representation:

*Participation of students in decision-making.

[30] Student Unity:

*Collaboration and cooperation among students.

[31] Student Power:

*Capacity of students to affect outcomes.

[32] Student Activism:

*Engagement in advocacy and collective action.

[33] Student Demands:

*Issues or requests presented by students.

[34] College Administration:

*Leaders and officials responsible for the college.

[35] Student Protest:

*Formal or informal actions by students.

[36] College Policy:

*Regulations or guidelines governing the college.

[37] Student Grievance:

*Concerns raised by a student.

[38] Student Rights:

*Entitlements and privileges of students.

[39] Academic Freedom:

*Freedom of thought and expression.

[40] Student Voice:

*Opinions and influences of students.

[41] Student Representation:

*Participation of students in governance.

[42] Student Unity:

*Collaboration and cooperation among students.

[43] Student Power:

*Capacity of students to affect results.

[44] Student Activism:

*Engagement in advocacy and collective action.

[45] Student Demands:

*Issues or requests made by students.
TICKER TAKES

Leadership Scholarship

The Johnson and Johnson Leadership Scholarship, a two-year fellowship for the Master of Business Administration (MBA) Program, is being offered for 1984-85, according to the office of the dean of the Graduate School.

Each fellowship is valued at over $25,000 for a two-year period of graduate work at institutions like the University of Chicago, Columbia University, and the Massachusetts Institute of Technology. Any other two-year MBA program is eligible.

A student must be enrolled in an undergraduate degree program and have completed twenty-four units of college work in any field, according to one of the scholarship programs.

Deadline for completion of course work is January 8, 1985. The awards will be given to students who have completed 2.5 or higher grade point average and have a record of previous academic success.

The Johnson and Johnson Leadership Scholarship is offered to students who have completed at least two years of college.

The Johnson and Johnson Leadership Scholarship is offered to students who have completed at least two years of college.

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In built-in business formulas, test-prep you for your complex finances. For instance this semester: ENG 4530 Accounting and Statistical Business Courses: the BA-35, the Student Business Analyst.

Cafeterias

Continued from Pg. 1

"People are no longer spending much time on our food," said the Dean.

"Like other universities," said the Dean. "We are considering the possibility of offering more variety in our food service, and Tom "Garrett," the Director of Dining Services, said, "We want to offer a wider variety of options, including a "vegetarian" option that is comparable in price to our current meat options." He added, "We hope to have that available by next semester."
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FEATURES

Dr. John Bauer: The Memories and The Legacy Live On

Dr. Andrew Lavender, Professor of English, one of Bauer’s closest friends, wrote in a memorial published in the August edition of Baruch Today, that many Baruchians “seen a large part of his life, and in many places he showed his very positive influence on the lives of the students.” Dr. Lavender added, “he was truly influential.”

At the University, Bauer was known for his dedication to his students and his commitment to their success. He was known for his wit and humor, and for his ability to make complex ideas accessible to his students. He was also known for his passion for teaching, and for his willingness to go the extra mile to help his students succeed.

Bauer was also known for his contributions to the university community. He served as Chair of the Psychology Department for many years, and was a member of the Faculty Senate and a member of the Academic Senate. He was also a member of the Executive Committee of the University, and was a member of the Board of Trustees.

Bauer was known as a hardworking, dedicated, and passionate teacher. He was loved by his students and admired by his colleagues. His impact on the university and on the students he taught will be remembered for many years to come.
On Broadway: The Wonderful World of Berenice 

The performance moved along the side of the stage, opening a door into a room and the bar, and the audience was welcomed by Berenice. She was dressed in a black dress and had a bouquet of flowers in her hand. She began her act as "Heartburn Hotel," "Don't Be Cruel," and "Love My Tender." But this is the 80's, not the 30's, and the performance was up to the standards set by Berenice. The 1930's style of singing, complete with candlestick light, was very entertaining and the best of the 80's. A Space Odyssey, and Berenice has made her appearance in a white jumpsuit with multi-colored, beaded backrests on the front and back. She's the first to be truly in Berenice's history, that she will be in the show. One of the first shows will be "A Night with You." This is Berenice, and Berenice has made her appearance in a white jumpsuit with multi-colored, beaded backrests on the front and back. She's the first to be truly in Berenice's history, that she will be in the show. One of the first shows will be "A Night with You." This is Berenice, and Berenice has made her appearance in a white jumpsuit with multi-colored, beaded backrests on the front and back. She's the first to be truly in Berenice's history, that she will be in the show. One of the first shows will be "A Night with You." This is Berenice, and Berenice has made her appearance in a white jumpsuit with multi-colored, beaded backrests on the front and back. She's the first to be truly in Berenice's history, that she will be in the show. One of the first shows will be "A Night with You." This is Berenice, and Berenice has made her appearance in a white jumpsuit with multi-colored, beaded backrests on the front and back. She's the first to be truly in Berenice's history, that she will be in the show. One of the first shows will be "A Night with You." This is Berenice, and Berenice has made her appearance in a white jumpsuit with multi-colored, beaded backrests on the front and back. She's the first to be truly in Berenice's history, that she will be in the show. One of the first shows will be "A Night with You." This is Berenice, and Berenice has made her appearance in a white jumpsuit with multi-colored, beaded backrests on the front and back. She's the first to be truly in Berenice's history, that she will be in the show. One of the first shows will be "A Night with You." This is Berenice, and Berenice has made her appearance in a white jumpsuit with multi-colored, beaded backrests on the front and back. She's the first to be truly in Berenice's history, that she will be in the show. One of the first shows will be "A Night with You." This is Berenice, and Berenice has made her appearance in a white jumpsuit with multi-colored, beaded backrests on the front and back. She's the first to be truly in Berenice's history, that she will be in the show. One of the first shows will be "A Night with You." This is Berenice, and Berenice has made her appearance in a white jumpsuit with multi-colored, beaded backrests on the front and back. She's the first to be true...
COMING SOON TO THEATERS

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