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State University of New York

STATE UNIVERSITY
COLLEGE ON LONG ISLAND

Bulletin

1960-1961

State University of New York

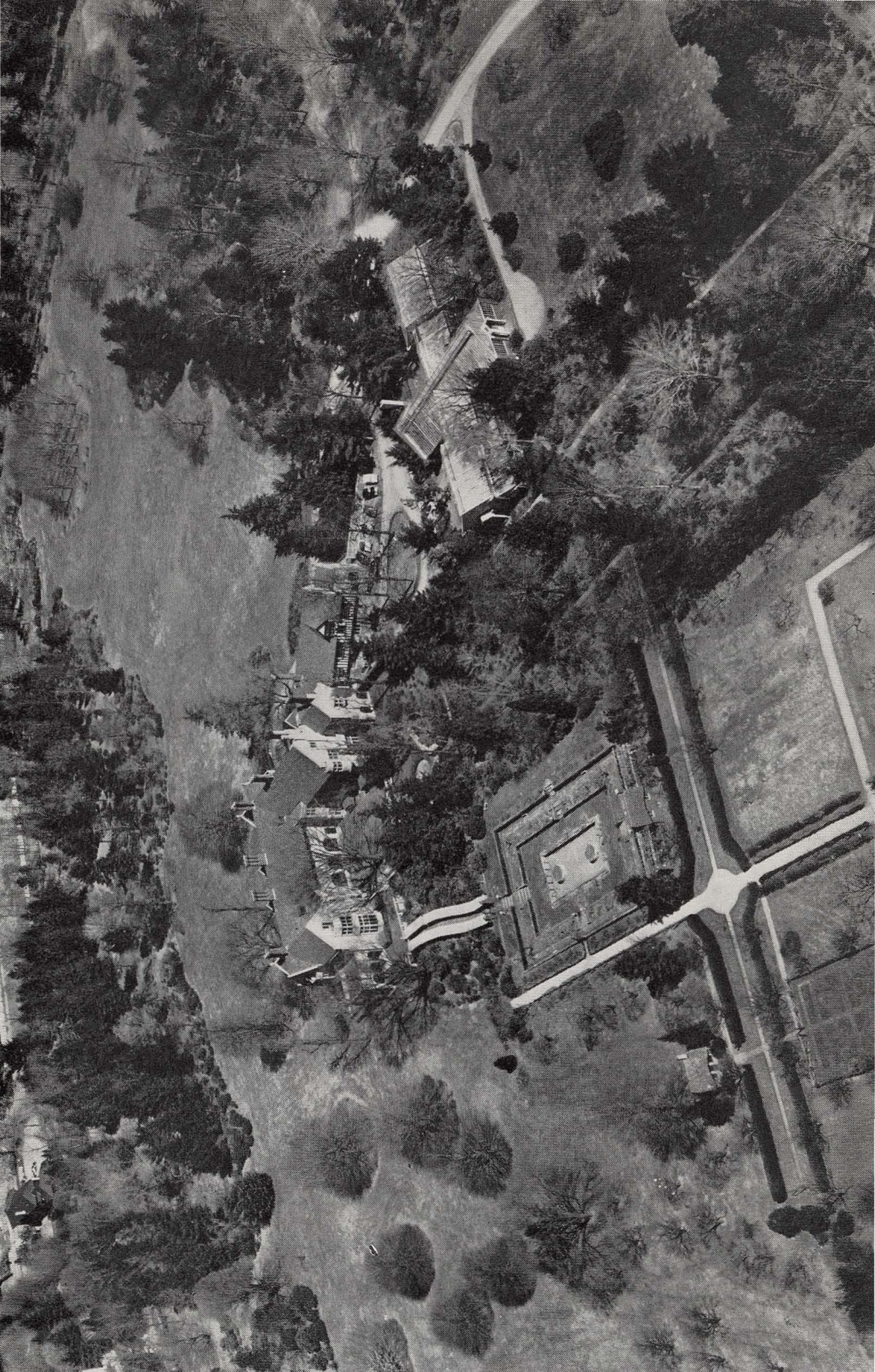
The State University of New York was established by the State Legislature in 1948. It comprises 44 colleges. Twenty-eight of them are State colleges and 16 are locally-sponsored community colleges. Although separated geographically, all are united in the purpose to improve and extend opportunities for youth to continue their education after high school.

State University offers cultural and professional four-year programs in liberal arts, science and engineering, home economics, industrial and labor relations, veterinary medicine, ceramics, agriculture, forestry, maritime service, medicine, and teacher preparation, as well as two-year programs in a wide variety of fields, including technical courses in agricultural, industrial, health, and service areas. Several of its colleges offer graduate programs.

Governed by a Board of Trustees appointed by the Governor, State University of New York plans for the total development of State-supported higher education. Each college of State University is locally administered. Students should write directly to the institution in which they are interested for admission forms.

Although State University of New York is one of the largest state universities in the country, its students have the additional advantages of attending relatively small colleges.

The State University motto is: "Let Each Become All He Is Capable of Being."



**STATE UNIVERSITY OF
NEW YORK**

*State University
College on Long Island*



1960-1961

College Calendar

FALL SEMESTER 1959

Freshman OrientationSeptember 14th
Classes BeginSeptember 18th
Thanksgiving RecessNovember 26th-29th
Christmas RecessDecember 20th-January 3rd
End of SemesterJanuary 29th

SPRING SEMESTER 1960

Classes BeginFebruary 8th
Spring RecessApril 15th-24th
Final Examinations BeginMay 23rd
Memorial DayMay 30th
End of SemesterJune 3rd

FALL SEMESTER 1960

Freshman OrientationSeptember 19th
Classes BeginSeptember 23rd
Thanksgiving RecessNovember 24th-29th
Christmas RecessDecember 18th-January 2nd
End of SemesterFebruary 4th

SPRING SEMESTER 1961

Classes BeginFebruary 13th
Spring RecessMarch 30th-April 9th
Final Examinations BeginMay 22nd
Memorial DayMay 30th
End of SemesterJune 3rd

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State University College On Long Island

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State University College On Long Island

AWARE OF THE tremendously expanding college age population throughout New York and especially on Long Island and recognizing the consequent urgent need for increased facilities for higher education State University has established this new College. In response to compelling needs that are national as well as local this College will prepare students in science, mathematics and engineering.

This College directs its whole effort toward the maximum development of the individual as an educated person competent in the field of his choice and skilled in the arts of inquiry and communication. State University College on Long Island is both experimental and traditional—traditional in that the liberal arts underlie and give form to the course of study; experimental in that faculty, students and administrators continually re-examine their methods, aims and standards of judgment with a view to their improvement. The College offers both special and general education, and insists that the former achieves its objectives most completely when it is most firmly grounded in the latter. The future specialist is therefore expected to acquire that knowledge and those arts of thought and communication which will make him an effective inquirer, an enlightened citizen and a civilized human being.

The College makes heavy demands on both teacher and student believing that education must be challenging in order to be fruitful. The program is broad but the treatment is rigorous. Although a student singles out some one area for specialization he must develop a general competence in that area which will permit his flexible adaptation to a rapidly changing world. In fulfilling its obligation to help meet the shortage of scientists, mathematicians, and engineers, this College is mindful of the need for men and women who are not mere slaves to a technology but who are capable of original thinking and able to lead others to a deeper understanding, a broader competence and a discriminating sensitivity to values.

The Engineering Program

Seeking to develop engineers who can face new and difficult engineering situations with imagination and competence, and a sense of social responsibility, this College has an engineering program characterized by:

1. Intensive instruction in Physics, Mathematics and Chemistry.
2. Study of the mechanics of solids, fluid mechanics, thermodynamics, electrical theory, and the nature and properties of materials.
3. Engineering analysis and design.
4. A sound program in the Humanities and the Social Sciences.

For reasons both practical and theoretic this College does not, at this time, attempt to offer separate programs in the traditional fields of engineering. In the later undergraduate years some degree of specialization is provided for by a senior project, and more will be available at the graduate level.

All students will build upon a common program designed to provide the requisite depth in the basic and engineering sciences. The program constitutes a strong foundation for a lifetime of advancement. Some 1963 graduates will be doing technical work in the 21st century. The products and services with which these graduates will be concerned may not even be known today, but basic principles learned now will be useful to them throughout their career.

Campus and Buildings

Planting Fields, a beautiful 400-acre arboretum estate, located about two miles south-west of the Village of Oyster Bay, Long Island, New York is the idyllic setting for the College on Long Island. The campus, a gift of the late William R. Coe to State University, affords the majesty of expansive views, magnificent flowers and trees as well as an atmosphere conducive to academic life.

Coe Hall, a stately 60-room English Tudor mansion, provides accommodation for Administrative Offices, the library, infirmary,

faculty offices, classrooms and a coffee shop. Spacious patios and formal gardens adjoining Coe Hall are used for formal and informal functions during the fall and spring.

On the lower campus are located the residence halls, dining hall, laboratory-classroom buildings, recreation building and playing field. Directly across from the south wing of the residence hall are four new buildings for office space, classrooms, laboratories and athletics.

The recreation building is used primarily for individual and team sport activities such as weight-lifting, wrestling, gymnastics, badminton, volleyball and basketball. North of the laboratory buildings and also facing the residence hall is a playing field for intramural sports and other activities such as horseshoes, model plane flying and astronomy. During the next year two tennis courts will be completed, adding to the campus recreational facilities.

The College, although off the main highways, is readily accessible by automobile. Driving time from New York City is approximately one hour. Just north of Northern Boulevard (Rt. 25-A) the connecting roads Wolver Hollow or Mill River Road are well marked.

Oyster Bay is a Long Island Railroad terminus. Connections may be made at Pennsylvania Station, Jamaica, or Mineola. Taxi service is available at the Oyster Bay Station.

Stony Brook Campus

Site development for the new campus at Stony Brook on the North Shore of Suffolk County has begun. Located directly south of the Stony Brook Station, 400 acres provide an ample setting for this completely new campus.

Present plans call for occupation in the fall of 1961. At that time a residence and dining hall for six hundred students, library, gymnasium, laboratory building, classroom building, and service buildings are expected to be completed. Additional facilities will be constructed over the next few years enabling the College to accommodate up to 3,000 students by 1965.

Details of the transition from the Oyster Bay campus to Stony Brook are not available at this time.

Degree

For students in science and mathematics the Bachelor of Science degree will be awarded upon successful completion of the undergraduate program. Engineering students will be awarded the Bachelor of Engineering Science.

Accreditation

The Middle States Association of Colleges and Secondary Schools has granted accreditation to the State University of New York as a unit.

Admissions

ADMISSION TO The College on Long Island is open to students of serious intellectual purpose who have demonstrated academic competence and personal merit. Admission to this college and all other colleges of The State University of New York is based on the academic qualifications of the respective applicant, without regard to race, color, creed, or national origin.

Approximately two hundred students will be admitted to the Freshman class. Candidates are urged to begin the admissions process early. All forms should be completed properly. The date, location and time of necessary entrance examinations should be carefully observed. Applicants are advised to discuss their qualifications for admission with their College Advisers prior to filing for admission.

To qualify, a student should complete a minimum of eighteen (18) units in an accredited high school and graduate with an academic diploma. Wherever possible the student is expected to qualify for a Regents diploma. Final acceptance is contingent upon completion of the high school program and a satisfactory medical report from the family physician.

A *recommended* program of secondary school preparation includes:

<i>Subject</i>	<i>Units</i>
English	4
Social Science (including 1 unit in American History)	3
Foreign language (the same language)	3
Mathematics (including trigonometry or Mathematics 11)	3½
Science (including chemistry and/or physics)	3
Elective	1½

In circumstances where students have not completed the formal preparation indicated above, but are able to demonstrate equivalent achievement, exceptions to the foregoing requirements are made.

Engineering Applicants

Wherever possible, applicants for the engineering science program are urged to complete the "recommended" preparatory program. A fourth year of mathematics and courses in both physics and chemistry would be particularly useful additions to the basic preparation.

Application Procedure

Application forms should be secured from the Office of Admissions, College on Long Island, Oyster Bay, New York.

To be considered for admission it is necessary to file a completed application. A completed application consists of:

1. State University of New York Application for Admission. (Yellow form A-1, which is mailed together with the application fee to State University of New York, 8 Thurlow Terrace, Albany, New York.)
2. State University of New York High School Scholastic and Personality Record. (To be filled out by the student's high school and mailed directly to the College.)
3. College on Long Island supplementary application. (A copy will be mailed to each applicant when the State Application is received.)
4. Test Scores:
 - a) New York State Selective Admissions Examination.
 - b) College Entrance Examination Board Scholastic Aptitude Test. (Information regarding test dates and locations may be secured from your high school guidance counselor or principal.)
5. For transfer students, an official transcript from each college attended.
6. Any additional requirements stipulated by the Office of Admissions.

Applicants are urged to initiate the admissions process early in the senior year. Qualified students will be notified of admission as soon after their papers are completed as possible. Early application will assure full consideration and the best opportunity for selection.

Each applicant is responsible for making certain that his application is completed. The College cannot make adjustments for students who fail to observe the application procedure.

Transfer Students

Applicants who have registered at a degree granting institution must apply as transfer students.

An official transcript of record must be sent from each institution even if no courses were completed.

All transfer students must take the New York State Selective Admissions Examination.

Transfer students are expected to meet all the entrance standards required of new freshmen and also to file a completed application as stipulated under "application procedure."

Advanced standing may be offered for those appropriate courses completed with the grade of "C" or its equivalent at recognized institutions. In most cases it will be necessary to certify competence by placement examinations. Wherever possible, however, appropriate advanced placement will be made. Final evaluation of credit will be accomplished upon the completion of one year of study at the College on Long Island.

Special Students

No programs are offered at present for part-time students or non-degree candidates.

Military Personnel and Out-of-State Students

Wherever possible, applicants are urged to follow the standard admissions procedure. In the case of military personnel on active duty and out-of-state students special testing arrangements can be made. Those applicants who feel their circumstances warrant special arrangements should apply early and advise the College in writing of their particular problems.

Preparation for Graduate and Professional Schools

Students planning careers in mathematics, science, and teaching must look forward to post baccalaureate or graduate school education. The programs of study at the College on Long Island,

therefore, are being carefully designed not only to meet the immediate needs of undergraduate education but also to prepare each student for graduate school.

The Bachelor of Science programs will also satisfy entrance requirements for many professional schools such as medicine, dentistry, law, business administration, and theology.

Housing Accommodations

All students not living at home are required to live in a college residence hall or in approved off-campus housing.

During the academic year 1960-61 the College will have no resident facilities for entering men and women. The College maintains a file of approved off-campus housing which is available to all applicants.

Additional Information

Additional information may be obtained by writing the Admissions Office, State University College on Long Island, Oyster Bay, New York.

Appointments for interviews may be made by mail or by telephone (OYster Bay 6-3700). Appointments may be made between 10:00 a.m. and 4:00 p.m., Monday through Friday.

Academic Program

College Requirements¹

1. 128 semester hours are required for the B.S. degree in physics, chemistry, biology or mathematics.

2. *Required Courses:*²

English	6 semester hours
Humanities I and II.....	12 semester hours
Social Science I and II.....	12 semester hours
Humanities III and/or Social Science III....	6 semester hours
Mathematics I (or Mathematics 10)	6 semester hours
Natural Science I (or Physics 10 or Chemistry 10)	8 semester hours
Natural Science II	8 semester hours
Inter-Divisional Seminar	6 semester hours

¹ For details of the requirements for the Bachelor of Engineering Science degree please write to the Director of Admissions.

² *Assigning Marks for Required Courses.*

a. A mark will be given at the completion of the first semester's work. This mark will be based on the semester's work and a semester examination which will count heavily, but the precise weighting will be determined by each course staff. Such a mark can be used in determining whether a student may continue in the second semester, and will be recorded for purposes of transferring credit to other institutions should the student withdraw after one semester.

b. Since the year course is viewed as a unit, however, the comprehensive examination given at the end of the year will consider in a reflexive way the work of the first semester as well as material covered in the second semester, and will contribute materially to the course mark.

c. Students who complete a course will receive a single mark for the year; the first semester mark will, in effect, be replaced by the course mark.

d. The quality of the work prior to the comprehensive examination will receive due consideration in determining the course grade. However, any student who passes the comprehensive examination in any course will receive a passing grade for the course.

3. *Foreign Language:* Every student shall be required before graduation to pass a proficiency examination in a foreign language approved for his program.
4. Work in the major field and related areas in addition to the courses required of all students will normally range between 42 and 50 semester hours. A physics, major for example, would have approximately 70 semester hours of required work in science and mathematics.
5. Students desiring temporary certification for secondary school teaching must take at least Education 10, Education 30, Education 40 and Practice Teaching, for a minimum of 18 semester hours in Education.

The Numbering of Courses

1. Those courses which are general college requirements for graduation, regardless of the student's major area of concentration, bear the appropriate divisional designation and a Roman number, such as Humanities I.
2. All other courses bear the appropriate divisional, departmental or subject area name and a bidigital number from 10 to 49. The first digit indicates the year this course is normally taken by students concentrating in that area; the second digit distinguishes the various courses within a given year.
3. A given course number indicates either a one-semester or two-semester course; the weighting of the course is specified in the catalogue description. Semester courses which are interdependent are labelled A and B, such as Physics 20A and Physics 20B. In such an instance 20B has 20A as a prerequisite. Semester courses which have no necessary interdependence will normally have different numbers.

Typical Degree Programs in Mathematics & Science

<i>Physics</i>		<i>Chemistry</i>		<i>Biology</i>		<i>Mathematics</i>	
First Year Program							
English	6	English	6	English	6	English	6
Humanities I	6	Humanities I	6	Humanities I	6	Humanities I	6
Soc. Sci. I	6	Soc. Sci. I	6	Soc. Sci. I	6	Soc. Sci. I	6
Natural Sci. I	8	Natural Sci. I	8	Natural Sci. I	8	Natural Sci. I	8
Mathematics I	6	Mathematics I	6	Mathematics I	6	Mathematics I	6
	32		32		32		32

Second Year							
Soc. Sci. II	6	Soc. Sci. II	6	Soc. Sci. II	6	Soc. Sci. II	6
Humanities II	6	Humanities II	6	Humanities II	6	Humanities II	6
Physics 20	8	Physics 20	8	Natural Sci. II	8	Natural Sci. II	8
Chemistry 20	8	Chemistry 20	8	Chemistry 20	8	Mathematics 20	6
Mathematics 20	6	Mathematics 20	6	Mathematics 20	6	Physics 20	8
	34		34		34		34

Third Year							
Hum.III/Soc.III	6	Soc.III/Hum.III	6	Soc.III/Hum.III	6	Hum.III/Soc.III	6
Natural Sci. II	8	Natural Sci. II	8	Biology 30	8	Mathematics 30	6
Physics 30	8	Chemistry 30	8	Biology 32	8	Math. 34-37	6
Mathematics 30	6	Chemistry 32	8	Physics 20	8	Elective	6
Elective	3	Elective	3	Elective	3	Elective	3
Elective	3	Elective	3	Elective	3	Elective	3
	34		36		36		30

Fourth Year							
Seminar	6	Seminar	6	Seminar	6	Seminar	6
Physics	6	Chemistry	8	Biology	8	Mathematics	6
Physics	6	Chemistry	4	Biology	2	Mathematics	6
Elective	6	Elective	6	Elective	6	Elective	6
Elective	3	Elective	3	Elective	3	Elective	3
Elective	6	Elective	6	Elective	6	Elective	6
	33		33		31		33

Course Descriptions

Natural Science I

Natural Science I is designed to familiarize the student with significant physical phenomena, to establish working familiarity with the underlying concepts, principles, and language of the physical sciences, and to impart understanding of the nature of science itself. The course is based upon selected subject matter from the physical sciences, primarily physics and chemistry. *8 Semester Hours.*

Physics 10 A-B

The first half of a two-year course in general physics, the aim of which is to provide a broad basis for more specialized intermediate studies in physical science and engineering. After a short introduction to mathematical techniques (elementary vector algebra and calculus) the course will deal with classical mechanics, properties of materials, thermodynamics, kinetic theory, wave motion. The major role of the general principles of dynamics will be stressed throughout. Considerable attention will be given to the problems associated with the transcription of physical concepts into appropriate mathematical forms and to the physical interpretation of the mathematical manipulations. Corequisite: Mathematics 10. *8 Semester Hours.*

Physics 20 A-B

A continuation of the study of general physics begun in Natural Science I. After a review and extension of the basic elements of dynamics the course will concern itself mainly with the development of the principles and applications of electromagnetism and of optics. Modern theories of atomic, molecular and nuclear structure will be reviewed. Prerequisites: Natural Science I and Mathematics I or 10. Corequisite; Mathematics 20. *8 Semester Hours.*

Physics 30 A-B

A survey of the developments in Physics in the twentieth century. The basic concepts associated with electromagnetic radiation, relativity and quantum mechanics will be considered. Theories of atomic and molecular structure will be reviewed and related to the structure and properties of solids. The course will conclude with a study of nuclear and high energy physics. Prerequisites: Physics 20, Mathematics 20. *8 Semester Hours.*

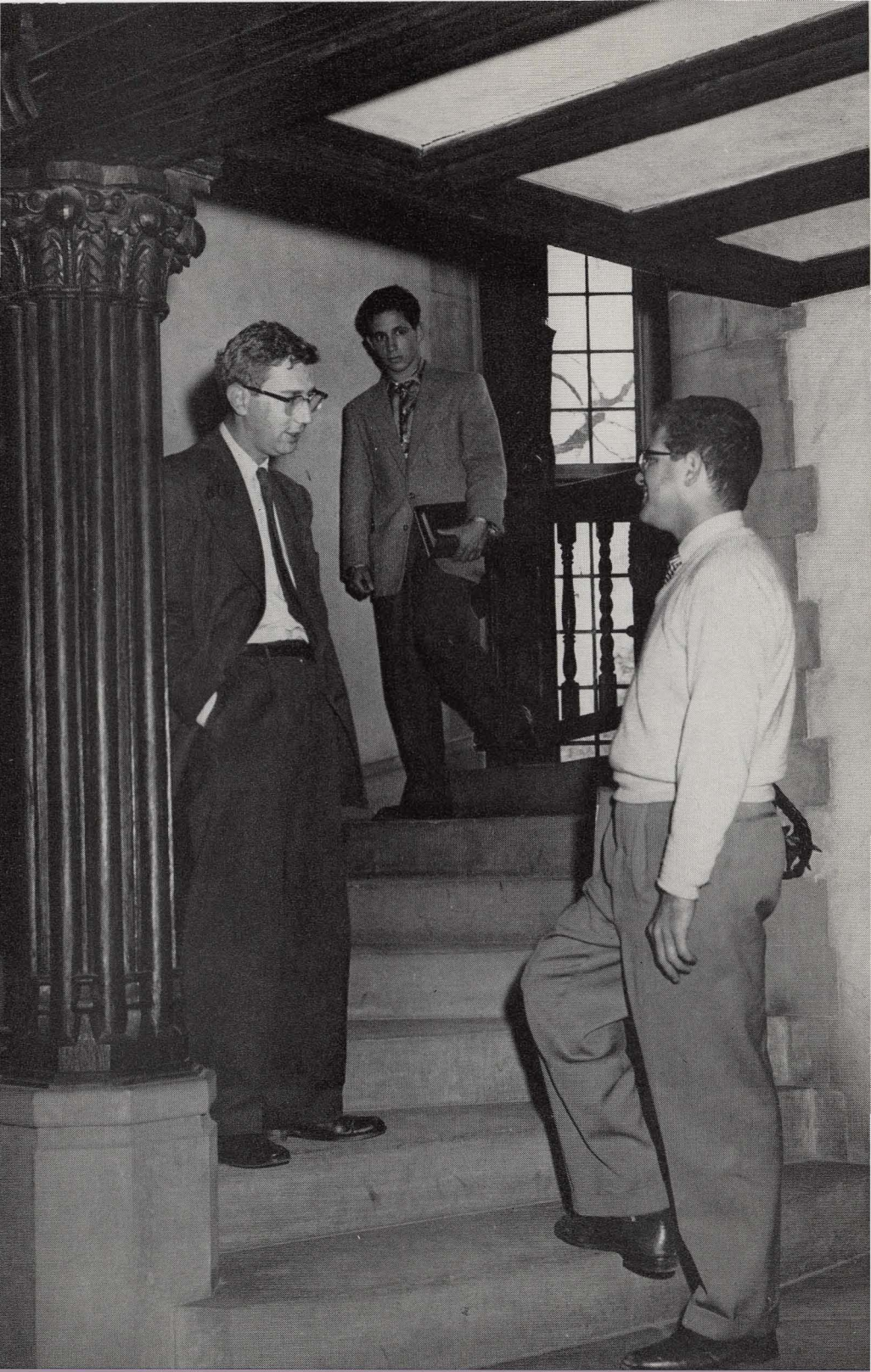
















Chemistry 10 A-B

General Chemistry. An introductory course emphasizing the unifying principles of chemistry in a context of sufficient descriptive subject matter to lend them interpretive value. The course plan is designed as the first of a two-year sequence of work preparatory to advanced study in chemistry. At the same time it is designed to meet the general chemistry requirements of engineering students and others who do not plan to specialize in chemistry. Quantitative analytical techniques are included as part of the laboratory program. Corequisite: Mathematics 10.

8 Semester Hours.

Chemistry 20 A-B

General Chemistry. Designed to prepare students for advanced work in chemistry. Principles related to atomic theory, atomic structure, equilibrium and electrochemistry are stressed, and acquaintance with a broad range of descriptive inorganic chemistry is sought through a coordinated reading program. Introductory analytical chemistry is included in the laboratory program of the course. Prerequisites: Natural Science I and Mathematics I.

8 Semester Hours.

Chemistry 30 A-B

Organic Chemistry. A systematic discussion of the structure, physical properties and chemical reactions of the main classes of carbon compounds. The electronic structure and the three-dimensional or stereochemical aspects of representative compounds are first considered. A correlation is then made between structure and reactivity and the essential patterns of behavior of the various classes of compounds are set forth.

Reactions of general synthetic value are given in terms of the detailed mechanisms—ionic, free radical—underlying their overall effect as substitutions, additions and eliminations.

The mutual interactions among several functional groups in more complex molecules are treated using as examples representative compounds from classes of natural products such as carbohydrates, proteins, lipids, vitamins and hormones. Applications to other fields such as petroleum chemistry, polymers and dyes are included. Prerequisite: Chemistry 20 A-B.

8 Semester Hours.

of the individual is interpreted in the light of the known phylogeny of the vertebrate stock. Prerequisite: Natural Science II.

8 Semester Hours.

Biology 32 A-B

General Physiology. A course which examines the fundamental processes of living matter, utilizing methods in cellular, plant and animal physiology. Nutrition, respiration, the chemistry of metabolism, photosynthesis, the functioning of muscle, nerves, the sense organs, growth and reproduction are some of the topics to be considered. Whenever appropriate, simple physiological processes at the cellular level will be analyzed and correlated with more complex functions at the organismic level. Prerequisite: Natural Science II.

8 Semester Hours.

Mathematics 10 A-B

An intensive introduction to mathematical analysis particularly designed for students with a strong school background in mathematics and an interest in physical science. The main ideas and techniques of the differential and integral calculus of one and several variables will be developed and applied to physical situations. Vector notions will be used in the calculus and in the analytic geometry of two and three dimensional space. Some attention will be given to numerical methods.

Required of all students registered in Physics 10, open to others with the approval of the Mathematics Department: an alternative to Mathematics I in fulfillment of the general education requirement in mathematics. No student may earn credit in Mathematics 10 and also in either Mathematics I or Mathematics 20.

8 Semester Hours.

Mathematics I

An introduction to the discipline of Mathematics by experiencing its manifestations in the study of several fundamental branches. The role of logic and language in this discipline will be emphasized consistently. Definitions of mathematical entities will rely on the notion of an aggregate or *set*. In this context elementary analytic geometry will be developed as the study of relations among sets of number-pairs and of the corresponding relations among propositional formulas. Calculus will appear as the study of problems

involving certain properties of functions in the plane. Algebraic and trigonometric functions will comprise the broad classes studied. The derivative, the integral, and their relation will be investigated. A mathematical theory of probability based on the idea of a sample space and a measure will be pursued briefly, accompanied by regular reference to the frequency interpretation. This structure will then be used to formulate the notion of a statistical judgment and to provide a basis for the understanding and application of several types of tests and estimates.

6 Semester Hours.

Mathematics 20 A-B

A continuation of the study of the calculus begun in Mathematics I. The chain rule will be deduced and applied to the computation of derivatives. Study of the idea of the inverse of a function will be applied to the root functions, the exponential functions, and the trigonometric functions. The substitution theorem and the theorem on integration by parts will be exploited in the computation of integrals. Some experience in the formulation and computation of physical properties will be provided, including some work involving first and second order linear differential equations. Polynomial approximation will be done in terms of Taylor series and a discussion of the remainder function. Transformations of the plane, and the instance involving polar coordinate systems will be discussed. The analytic picture of three-space will be introduced with emphasis on sets and surfaces, cross sections and level curves. From this beginning the significance and processes of partial differentiation and multiple integration will be developed. One or two interpretations of each will be given. Prerequisite: A grade of C or better in Mathematics I.

6 Semester Hours.

Mathematics 30 A-B

Intermediate Calculus. Topics to be studied will include power series, Fourier series, ordinary and partial differential equations. Prerequisite: Mathematics 20, Physics 20 concurrently.

6 Semester Hours.

Mathematics 34 A

A study of vector spaces. The structure of finite dimensional real vector spaces will be established and followed by an investita-

tion of linear transformations and bilinear functions. This will be specialized to provide the algebraic approach to Euclidean and affine geometry. Applications of linear algebra to the study of linear equations and other multicomponent linear problems will be made. Prerequisite: Mathematics 20. 3 Semester Hours.

Mathematics 39

A reappraisal of the processes taught in primary and secondary programs in mathematics. This retrospective analysis will be concerned with number systems and will scrutinize the methodology of arithmetic and algebra, justify it on rational grounds and reformulate it. Notational systems and their relation to number systems will be analyzed. The current fashion in the presentation of mathematical concepts to school children will be appraised. After primitive experiences generating notions of number have been discussed, formal construction of the real number system will be undertaken and related to its interpretations and usages. Prerequisites: Mathematics 20, Mathematics 34A. 3 Semester Hours.

Humanities I

Introduction to the arts of language, music, and the visual arts. The literature component (Humanities Ia) constitutes half the course and runs through two semesters. The music and visual arts components (Humanities Ib and Ic) occupy the other half of the course; music is taken in one semester; the visual arts in the other.

Humanities Ia. The student is introduced to the arts of literary analysis which underlie the whole field of humanistic inquiry. The course proceeds by examining individual works valuable in themselves and as exemplars of literary achievement. In the first semester emphasis is upon argument and rhetoric; such texts are studied as Plato, *Meno*, James, *Does Consciousness Exist*, and speeches of Lincoln and Douglas in the Senatorial campaign debate. The second semester concentrates upon imaginative literature through study of such texts as Shakespeare, *Lear*, and Dostoyevsky, *Brothers Karamazov*. In general the aim is to develop the habits basic to discovering meanings, discriminating elements, and interpreting the peculiar values expressed by use of the arts of language.

Humanities Ib. Introduction to the understanding of music.

Topics treated include: materials of music, organization and form of musical works, elements of composition, historical survey, analysis of works in terms of unity and effect. The emphasis and end of the course center upon intelligent listening as a participative activity.

Humanities Ic. Introduction to the understanding of Visual Arts. Paintings, sculpture, architecture and other forms are considered. They are treated in terms of the history of art and of various creative approaches. The emphasis and end of the course center on the development of the student's ability to make an intelligent judgment in his response to individual works of art. Visits to museums supplement class discussion.

6 Semester Hours.

English I

The course seeks to improve the student's ability to communicate effectively. Although elementary matters of grammar and mechanics are briefly viewed where necessary, the primary focus of instruction is upon the logical, rhetorical, and stylistic problems involved in organizing and presenting bodies of material in appropriate expository and argumentative patterns adapted to a given audience and situation. During the year the student moves from the imitation of models which exemplify ways of solving various sorts of communication problems to the point where his own ideas and purposes select and even invent the linguistic devices and the organizing principles of his compositions. Instruction is by discussion, in class and in regularly scheduled conferences, of the models and the student's own essays; these essays are based mainly on the texts read in Humanities I, but some are written on the materials of the other first year courses.

6 Semester Hours.

Humanities II

Humanities II develops intellectual habits used in interpreting and analyzing exemplary works in such areas as history, philosophy, rhetoric, science, and literature. The reading list contains works from such authors as Herodotus, Thucydides, Plato, Madison, Mendel, Gibbon, Shakespeare, Hume, Kant, and Dewey. Each work is studied as an individual approach to the problems in a given area. The student is urged to seek what is specific to works in a given area as well as what is peculiarly significant in a given thinker's formulation of, mode of inquiry into, and conclusion about his

problem. The focus of the student's work is therefore upon the nature and significance of an author's argument: e.g., his basic assumptions, the way in which he organizes and develops his thought, and the relation of his assumptions and thought to his purposes.

6 Semester Hours.

Humanities III

Humanities III is an introduction to the arts of literary criticism. The course proceeds by analyzing the works of some of the major critics, comparing them to each other, and applying their doctrines to the interpretation and evaluation of various plays, novels, and poems in order to demonstrate the implications of each critical position and the values inherent in the artistic works. The critical texts are selected to represent sharply contrasting approaches to the problems of literary criticism; and the artistic works are arranged in comparable pairs (for example, Sophocles' *Oedipus* and Dryden's *Oedipus*) to facilitate the task of discriminating their peculiar qualities and judging their respective merits, in terms of the various critical approaches. These two components of the course draw, respectively, upon the training received in the first two years of the Humanities sequence in the analysis of intellectual texts and in the appreciation of imaginative literature and so bring these two disciplines into conjunction.

3 Semester Hours.

Humanities 21—Rhetoric and Propaganda

Study of the arts of persuasion constructed by theorists and rhetoricians. Readings are from such sources as Plato, Quintilian, Whately, Lincoln and the Institute for Propaganda Analysis. Theoretic considerations include the relation of rhetoric to politics, the role of emotion and reason in persuasion, and the apparent fact that the rhetorician's skill consists in knowing how but not what to communicate. Complementary attention is given the practical rules which determine the sources of persuasion in language and issues and the psychological relations of the speaker or writer with his audience. The course ends with analysis of selected speeches, propaganda analysts, and a composition textbook. The objective is to develop the student's ability to relate the uses of rhetoric to its principles and to judge those uses.

3 Semester Hours.

Humanities 23—From Ptolemy to Galileo

A short history of astronomical systems and their relations to the origin of mathematical physics. The course includes: a brief survey of Aristotle's physics followed by an investigation of the Ptolemaic system of astronomy from both a mathematical and physical point of view, but with primary emphasis on the former; a study of the logical priority of Tycho Brahe's system to that of Copernicus; a demonstration of the mathematical equivalence of the Copernican and Ptolemaic systems, and a comparison of their physical implications; a new way of considering the physical system of the world through selections from Kepler and Gilbert of Colchester; the derivation of Galileo's laws of motion and an analysis of arguments for and against the two main world-systems; an examination of the origins of mathematical physics and a comparison with a non-mathematical investigation of nature; and, as an epilogue, a brief summary of the Newtonian synthesis.

3 Semester Hours.

English 23—The English Language

The course seeks to improve the student's understanding and control of the English language, especially in its spoken form, through practice and through trained observation. The semantic, phonetic, and syntactical aspects of English are studied from the point of view of past history and present usage; throughout, attention is given to the language as the medium both of daily life and of literature.

3 Semester Hours.

English 30 A-B—Major Writers in English

The student reads carefully, analyzes, and interprets complete works by a few of the best English writers from Chaucer through Pope. There is enough reading from each author to suggest the variety and integrity of his writing as a whole, and the sequence of reading enables the student to discern the outlines of English literary history, particularly in regard to poetry; but the primary emphasis is on the literary text itself in class discussion and student papers.

6 Semester Hours.

English 31—Major Writers in English

Sequel to English 30, carrying the study of the best English and American Writers to the present.

3 Semester Hours.

English 32—Representative Figures in American Literature

The course introduces the student to the work of such representative and important writers as Poe, Emerson, Melville, Whitman, Twain, Frost, and O'Neill. They are seen against the background of their times, and their works are studied as evidence of the varied ways in which American experience and ideals have found expression.

3 Semester Hours.

Philosophy 33—British and Continental Philosophers

This course aims to illuminate issues central to the development of the traditions of modern philosophy, as reflected in the writings of the major British and Continental philosophers of the 17th and 18th centuries. The texts will be selected from works among the following British and Continental philosophers: Bacon, Hobbes, Locke, Berkeley, Hume; Descartes, Spinoza, Leibnitz.

3 Semester Hours.

French 10 A-B

The primary aim of the course is to develop the student's ability to read moderately difficult French writings. To this end the student must thoroughly master the elements of French grammar. Accordingly, grammar study and practice are an important part of the course. The readings progress from relatively simple ones to moderately difficult original selections in such a way that vocabulary building is naturally cumulative through frequently occurring words essential to any basic French vocabulary. Some attention is paid to pronunciation and aural comprehension, but the speaking of French and the understanding of spoken French are not major components of this course.

6 Semester Hours.

German 10 A-B

The primary aim of the course is to develop the student's ability to read with the aid of a dictionary moderately difficult German writings. To this end the student must thoroughly master the elements of German grammar. Accordingly, grammar study and practice are an important part of the course. The readings progress from relatively simple ones to moderately difficult original selections in such a way that vocabulary building is naturally cumulative through frequently occurring words essential to any basic German vocabulary. Some attention is paid to pronunciation and aural comprehension, but the speaking of German and the understanding of spoken German are not major components of this course.

6 Semester Hours.

College Chorus

A course in the study and performance of choral music. The works for study are selected from the musical literatures of the world, and include motets, chorales, madrigals, anthems, folk and work songs, choruses from requiems, oratorios and masses, and contemporary compositions in the modern idiom. The compositions are analyzed to illustrate the contributions of melody, harmony, rhythm, modality, vocal sonance and language to effective choral music. Students selected from the group have opportunities to sing in small vocal ensembles and in the Concert Choir.

Social Science I

The course is designed to introduce the student to some of the political, economic and social ideas and institutions fundamental to western civilization. Although it makes use of a chronological scheme and, in general, attempts to emphasize genetic and historical modes of study, the course finds its basic unifying idea in the concept of "the contemporary." Nothing is introduced simply for the sake of historical "completeness"; indeed, historical continuities are frequently sacrificed in the interest of achieving an illumination of contemporary problems through the analysis of past models and antecedents.

6 Semester Hours.

Social Science II

The course provides some of the facts, theoretical perspectives, and training useful for understanding certain recurring problems of man in society. Significant investigations in the social sciences are studied through the original writings of important authors, mainly of the recent period. These materials are treated in guided class discussions; lectures are given when appropriate. Among the principal topics are: human nature and its cultural context; the individual and the group; dynamics of personality; cultural patterns of work and wealth; political economy; and the political community.

6 Semester Hours.

Social Science III—Self, Culture and Society

Interpretations of the self, its predicaments, and powers in contemporary social science and thought. Current efforts to establish integrated sciences of *behavior* and *culture* will be surveyed and assessed. Particular stress will be placed upon the roots of the conflicting "images of man" and "modes of understanding" which have characterized psychology and culture in the 20th century.

The authors to be studied include anthropologists, philosophers, psychiatrists, psychologists, psychoanalysts, religious thinkers, sociologists, literary critics, and a selected number of specialized researchers on the roles and activities of the self.

6 Semester Hours.

Political Science 30—The Early Development of the American Political Tradition

The course explores four major policy issues: (1) The Colonies' place in the Empire, 1763-1778; (2) The Constitution; (3) The Hamiltonian Program; (4) Slavery. These issues are approached through careful examination of original documents with secondary attention being given to learned interpretation of ideas, institutions, and events. Students are asked to discover: (a) The alternative definitions of what was at issue, and the diverse ways in which facts and principles were used in drawing inferences as to correct policy; (b) The contribution to political discussion of certain philosophic positions; (c) The relations of parties to doctrines as these developed through time.

3 Semester Hours.

History 22—History of Europe in the Twentieth Century

The course encompasses the following: Background of First World War; The Revolutions in Russia and in Germany; The Quest for Security during the 1920's; The Emergence of Communist Totalitarianism in Russia; Democracy in Germany, France, and Great Britain; The Rise of Fascism in Italy and in Germany; The Second World War; The New Quest for Peace; The Cold War. Class discussion with occasional lectures will be the classroom procedure. The following texts will be employed: Walter C. Langsam: *The World Since 1914*; and Walter C. Langsam (ed.): *Documents and Readings in The History of Europe Since 1918*.

3 Semester Hours.

History 25—Readings in Historiography

This course is devoted to the study of outstanding examples of historical writing. The readings will be chosen, as far as possible, with regard to important problems of the modern period. The course's main aim, however, is to exhibit significant phases of modern historical thought. Such writers as Voltaire, Ranke, Tocqueville, Taine, Michelet, Marx, Mathiez, Tawney, and Namier will be considered.

3 Semester Hours.

Sociology-Anthropology 20 A-B—Principles of Sociology and Anthropology

A two-semester sequence. For students who have completed at least one year of general social science, this course deals more rigorously with the particular disciplines of sociology and social anthropology. Central concern: the nature of society—the fundamental problems that recur in all societies, as deduced by wide-ranging comparative study of many societies and developed in terms of a single coherent analytical scheme. *First Semester*: The problems of society, seen through the study (anthropological) of non-literate peoples: emphasis on kinship; the incest taboo; magic and religion; the survival struggle; mechanisms of control. Intensive analysis of at least one tribal society.

Second Semester: The problems of society, seen through the study of large-scale modern societies: population versus resources; impact of numbers; industrial technology; secularization; differentiation by division of labor, wealth, prestige, power; growth of distinguishable economic and political institutions; challenges to traditions; rise of competing ideologies; crises of values; problems of balancing continuity and change; emergent forms of social organization—new groups, collectivities, masses; personality and conformity in multi-phased culture; complexity of social roles; changing patterns of kinship and sex; problems of solidarity versus internal social conflicts; difficulties of community; emergence of science and other rational systems.

6 Semester Hours.

Education 10

The course aims at the organization of the student's experience as an individual and a member of a culture; the outcomes are meaningful when understood as an analysis of growth, development, learning and in general the behavior of individuals as it may be understood in the terms of psychological and sociological theory. A careful treatment of basic theoretic materials is interwoven with case studies and researches directly relevant to the problems of the education of the adolescent. The student is further encouraged to relate theory to practice through the application of principles in the rethinking of his own experience. Audio-visual aids and field work will be arranged at the discretion of the staff.

3 Semester Hours.

Education 30—Methods of Teaching in the Sciences

This course will consist of studies of a variety of procedures for the introduction of the basic concepts of the sciences in the secondary schools. A number of topics will be examined with respect to the problem of introducing the essential concepts to high school classes. For each topic the usefulness of a variety of possible techniques—demonstrations, laboratory experiments, easily available illustrative materials, etc.—will be explored.

3 Semester Hours.

Financial Information

TUITION FOR STUDENTS in science, mathematics and engineering will be \$325.00 a year. For out-of-state students, tuition will be \$405.00 per year. In accordance with State policy there will be no tuition for New York residents preparing to be secondary school teachers.

In addition all students will pay the following fees per year:

State University College Fee	\$50.00
Registration Fee	5.00
Health Insurance Fee	18.00
Student Activities Fee	30.00
Exam Book Fee	1.00

Students should also plan to spend between \$75.00 and \$100.00 per year for books.

Transfer between the teacher training program and the program in engineering and science may be permitted by the Dean of the College at any time up to the time when a student shall have completed two full years of academic work.

Any student who transfers from the teacher training program to the program in engineering or science shall pay the tuition which would have been charged the student had the student been enrolled in the engineering or science program during the time the student was enrolled in the teacher training program. Such tuition shall be paid before the student is awarded his degree unless arrangements satisfactory to the Dean of the College have been made for payment of the tuition after graduation by the student.

Any student transferring from the engineering or science program to the teacher training program shall receive a refund of the tuition paid by the student while in the engineering or science program equal to the amount that the student has paid while enrolled in the engineering or science program, except that out-of-state students shall not receive a refund of the out-of-state differential charged to out-of-state residents.

Any student transferring from the teacher training program at any time during the four years of undergraduate work to a program of liberal arts, engineering, or science in another institution shall not receive transfer credits for work done within the State University College on Long Island except upon payment of tuition which would have been charged the student had the student been enrolled in the engineering or science program of the College.

Transfer between programs within the State University College on Long Island after the second full year of academic work shall be permitted only upon the express approval of the President of State University and under such conditions as he shall provide.

Scholarships and Loans

Scholarships and veterans benefits held by State University College students may be applied directly to such college expenses as room, board, fees, books and transportation. The following scholarships are available:

Regents College Scholarships are granted by New York State to high school graduates by counties on the basis of an annual written scholastic competition. Apply to the local high school principal.

Scholarships for Children of Deceased or Disabled Veterans of \$1,800 each are granted by New York State to eligible applicants on the basis of an annual scholarship examination. Apply to the local high school principal or to the State Education Department, Albany, New York.

Veterans may attend State University College under the benefits of Public Law 894 (disability) or 550 (Korean War).

Eligible students also receive financial assistance from the Division of Vocational Rehabilitation of the New York State Education Department. Many other students are partially supported by scholarships administered by high schools, churches, industry and other agencies in their home communities.

In 1957 the New York State Legislature created the New York Higher Education Assistance Corporation. This is an independent nonprofit organization designed to assist qualified students to borrow funds from commercial banks for each term during school years as needed. Monthly re-payment of capital starts three months after graduation or termination of study and may normally be

spread over a six-year period. Simple interest is at a low, attractive rate from the start of the loan payable at the end of each note.

For additional information see the Dean of Students.

Payment of Fees

All students are expected to pay all tuition and fees at the times due. Unless special arrangements are made, students shall pay all tuition and fees in two installments—one at the beginning of the first semester and one at the beginning of the second semester. Resident students are allowed to pay their room and board fees in four installments. Scholarship holders and veterans may not defer their tuition and fees.

In accordance with the Policies of the Board of Trustees all monies due shall be paid six weeks prior to the Friday in the last week of classes. Students will not be admitted to final examinations if any monies are due.

Refunds

Students who withdraw after the first week of each semester are entitled to a partial refund of monies collected by the College. A schedule of refunds is available in the Business Office.

Student Personnel Services and Student Activities

Advisory and Counseling Services

BEGINNING WITH an Orientation Week program for freshman and transfer students, advising and counseling facilities are always available. Each freshman student is assigned a faculty adviser and upperclassmen are expected to consult their respective major department chairmen for guidance regarding their academic programs.

Available to all students is the counseling service of the Dean of Students Office. Individual students may consult with the Dean of Students or the Associate Dean of Students regarding academic

programs or problems, employment, finances, housing, loans, or other personal problems.

Student Health Service

Minor medical care is provided through the efforts of a full-time registered nurse and the available services of the College physician. A compulsory health insurance program provides the remainder of the cost of care of major illnesses or necessary major surgical procedure, including possible hospitalization. Any student who becomes ill and whose condition in the opinion of the College physician requires more close observation than is available during the registered nurse's eight-hour tour of duty, will be referred to his family for care by their private physician at home or in a hospital of their choice. Should they so desire, the student may be admitted to the Community Hospital at Glen Cove by the College physician.

Athletics

The physical education program is designed to assist the student in developing his competence in recreational activities that are enjoyable and which may be played by men and women in the years following graduation.

Intramural leagues play such sports as: touch football, volleyball, basketball, tennis, table tennis and softball.

The intercollegiate program for men provides for varsity contests in crew and cross-country.

Student Activities

The College program of student activities reflects its concern for educational experiences outside the formal curriculum. Social and recreational opportunities are also provided.

The Student Polity, of which all students are members, is the governing student organization. The Polity coordinates the activities of various student groups and in addition sponsors art exhibits, lectures and films.

The Statesman is the bi-weekly student newspaper.

Academic Regulations

THE REGULATIONS affecting students in their college relationships are briefly outlined in the following pages. Students are held responsible for all College regulations.

The College reserves the right, at any time, to make any changes deemed advisable in the regulations or in the fees, and to cancel any course if registration does not justify continuance.

Grades

1. Marks given upon completion or termination of a course are as follows:
 - A Superior
 - B Good
 - C Satisfactory
 - D Minimum Passing
 - F Not Passing (Failure)
 - W Withdrawal (See Change of Schedule)
2. The following temporary marks may also be awarded at the end of a semester:
 - A) *Inc.*—Designates failure to complete the assigned work other than the final examination. This mark is not given automatically, but rather at the request of the student and the discretion of the instructor.

The time allowed for the completion of the work and the removal of the *Inc.* will be set by the instructor but may be no later than four weeks after the last day of the semester in which the *Inc.* was earned. In exceptional circumstances this time may be extended by the Dean of Students with the concurrence of the instructor. Work which is not completed in the prescribed time will be counted as F by the instructor in determining the final grade.
 - B) *Abs.*—Designates work incomplete because of absence from the final examination. This mark is automatically awarded by the instructor when the student fails to appear for the final examination.

An absence from a final examination is excusable only by the Office of the Dean of Students and ordinarily only for physical incapacity.

When the instructor is advised by the Office of the Dean of Students that the absence is not excused, he will then count the student's performance on the final examination as an "F" and compute the final grade for the course accordingly.

- C) *Inc.—Abs.*—Indicates both of the marks as described above apply to the situation.

Change of Schedule

The student who wishes to make changes in either his schedule or his program may do so with the approval of the Dean of Student's Office and without penalty within the first two weeks after classes have begun. Only under special circumstances and by the action of the Scholarship Committee will students be permitted to reduce their course load below 15 semester hours.

Freshmen will not ordinarily be allowed to change the programs for which they have been registered.

Any student may petition the Scholarship Committee for the grade of "W" in a course at any time after the first two weeks of classes and prior to the last four weeks of the semester. The Scholarship Committee may act favorably upon such petitions when (a) the reduced program does not fall below 15 semester hours or (b) in the judgment of the Committee such unusual circumstances as physical disability make it impossible for the student to fulfill his academic obligations.

Withdrawal from the College

Any student who finds it necessary to withdraw from the college either permanently or temporarily must file a petition with the Dean of Students. A grade of "W" will be recorded for all courses the student is currently registered in if he withdraws before the first day of the examination period at the end of each semester.

Students who have withdrawn from the college and wish to re-enter must petition the Dean of Students' Office for re-admission.

Academic Standing

Graduation from the college requires a scholarship average of "C." For the purpose of determining scholarship averages the letter grades have been assigned the following values:

A-4, B-3, C-2, D-1, F-O. Grades of *Incomplete* and *Withdrawn* are not included in the scholarship average.

To determine the grade-point average, the number of points for each course is multiplied by the number of semester hours in the course. The total number of points earned in all courses is then divided by the total number of semester hours for which the student is (has been) registered.

For promotion in good standing, the following cumulative averages will apply:

Freshman to Sophomore	1.50
Sophomore to Junior	1.70
Junior to Senior	2.00
Required for Graduation	2.00

Probation

At the end of the freshman year the Scholarship Committee will consider for probationary admission to the sophomore class any student with a grade-point average greater than 1.20 but less than 1.50; sophomore to junior 1.50 but less than 1.70; and junior to senior 1.85 but less than 2.00.

Suspension will be automatic for those students whose cumulative grade-point average is less than 1.20 at the end of the freshman year; 1.50 at the end of the sophomore year; and 1.85 at the end of the junior year.

STATE UNIVERSITY OF NEW YORK

Central Administrative Office: Albany 1, N. Y.

LIBERAL ARTS COLLEGE

Harpur College at Endicott

MEDICAL COLLEGES

Downstate Medical Center in Brooklyn (New York City)

Upstate Medical Center in Syracuse

COLLEGES OF EDUCATION

College of Education at Albany

College of Education at Brockport

College of Education at Buffalo

College of Education at Cortland

College of Education at Fredonia

College of Education at Geneseo

College of Education at New Paltz

College of Education at Oneonta

College of Education at Oswego

College of Education at Plattsburgh

College of Education at Potsdam

OTHER PROFESSIONAL COLLEGES

College of Forestry at Syracuse University

Maritime College at Fort Schuyler

College on Long Island at Oyster Bay

College of Ceramics at Alfred University

College of Agriculture at Cornell University

College of Home Economics at Cornell University

School of Industrial and Labor Relations at Cornell University

Veterinary College at Cornell University

AGRICULTURAL AND TECHNICAL INSTITUTES

Agricultural and Technical Institute at Alfred

Agricultural and Technical Institute at Canton

Agricultural and Technical Institute at Cobleskill

Agricultural and Technical Institute at Delhi

Agricultural and Technical Institute at Farmingdale

Agricultural and Technical Institute at Morrisville

COMMUNITY COLLEGES

(Locally-sponsored two-year colleges under the program of State University)

Auburn Community College at Auburn

Bronx Community College at New York City

Broome Technical Community College at Binghamton

Corning Community College at Corning

Dutchess Community College at Poughkeepsie

Erie County Technical Institute at Buffalo

Fashion Institute of Technology at New York City

Hudson Valley Technical Institute at Troy

Jamestown Community College at Jamestown

Mohawk Valley Technical Institute at Utica

Nassau Community College

New York City Community College of Applied Arts and Sciences

Orange County Community College at Middletown

Queensborough Community College at New York City

Rockland Community College at Suffern

Staten Island Community College at New York City

Ulster County Community College

Westchester Community College at Valhalla

