



# State University of New York

STATE UNIVERSITY  
COLLEGE ON LONG ISLAND

*Bulletin*

1959-1960

## State University of New York

The State University of New York was established by the State Legislature in 1948. It comprises 42 colleges. Twenty-eight of them are State colleges and 14 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, and students apply directly to the institution for admission.

Although State University of New York is the second largest state university 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*



1959 - 1960

# College Calendar

## FALL SEMESTER 1958

September 14th-19th	Sunday-Friday	Freshman Orientation and Registration of Returning Students
September 22	Monday	Classes Begin
November 27th-30th	Thursday-Sunday	Thanksgiving Recess
December 20th- January 4th	Sunday-Sunday	Christmas Recess
January 19th-23rd	Monday-Friday	Semester Examinations

## SPRING SEMESTER 1959

February 2nd	Monday	Classes Begin
March 21st-29th	Saturday-Sunday	Spring Recess
May 25th-June 4th	Monday-Thursday	Final Examinations

## FALL SEMESTER 1959

September 14th-18th	Monday-Friday	Freshman Orientation and Registration of Returning Students
September 21st	Monday	Classes Begin
November 26th-28th	Thursday-Sunday	Thanksgiving Recess
December 20th- January 3rd	Sunday-Sunday	Christmas Recess
January 29th	Friday	First Semester Ends

# State University of New York

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<i>Secretary of the University</i> .....	J. LAWRENCE MURRAY
Office: State University of New York, Albany 1, N. Y.	

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*Executive Dean*..HERMAN COOPER, A.B., Mus.B., A.M., Ph.D., LL.D.

# State University College On Long Island

## *Council*

WARD MELVILLE, <i>Chairman</i> .....	Stony Brook, N. Y.
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## *Administration of the College*

LEONARD K. OLSEN.....	<i>Dean</i>
ALLEN AUSTILL.....	<i>Dean of Students</i>
RUBEN E. WELTSCH.....	<i>Librarian</i>
DAVID C. TILLEY.....	<i>Coordinator of Field Services</i>
KATHRYN M. SAWYER.....	<i>Associate Dean of Students</i>
DONALD C. COOK.....	<i>Assistant Librarian</i>
FRANK J. CONWAY.....	<i>Senior Financial Secretary</i>

## Faculty

1958-1959

- ABRAHAM I. ASCHER . . . . . *Assistant Professor of Social Science*  
Ph.D., Columbia University
- FRANCIS T. BONNER . . . . . *Professor of Chemistry*  
Ph.D., Yale University
- RALPH H. BOWEN . . . . . *Professor of Social Science*  
Ph.D., Columbia University
- JOHN A. BREMER . . . . . *Assistant Professor of Humanities*  
M.A. (Cantab.)
- EMANUEL S. CHILL . . . . . *Assistant Professor of Social Science*  
M.A. (Oxon.)
- LEONARD EISENBUD . . . . . *Professor of Physics*  
Ph.D., Princeton University
- JAMES W. ELLINGTON . . . . . *Assistant Professor of Humanities*  
Ph.D., University of Chicago
- ROBERT ENDLEMAN . . . . . ~~Assistant~~ <sup>Associate</sup> *Professor of Social Science*  
Ph.D., Harvard University
- FRANK C. ERK . . . . . *Professor of Natural Science*  
Ph.D., Johns Hopkins University
- EDWARD FIESS . . . . . *Associate Professor of English*  
Ph.D., Yale University
- MARTIN FLEISHER . . . . . *Assistant Professor of Social Science*  
B.S.E.E., Duke University
- LEONARD GARDNER . . . . . *Professor of Education*  
Ph.D., University of Chicago
- SIDNEY GELBER . . . . . *Professor of Humanities*  
Ph.D., Columbia University
- EDWARD E. GILBERT . . . . . *Assistant Professor of Biology*  
M.S., Southern Methodist University
- BARRY M. GORDON . . . . . *Assistant Professor of Chemistry*  
Ph.D., Washington University
- ROBERT KALECHOFKY . . . . . *Assistant Professor of Mathematics*  
B.S., City College of New York

- RICHARD L. LEVIN . . . . . *Professor of Humanities*  
Ph.D., University of Chicago
- WILLIAM G. LISTER . . . . . *Professor of Mathematics*  
Ph.D., Yale University
- RICHARD A. MOULD . . . . . *Assistant Professor of Physics*  
Ph.D., Yale University
- BERNARD RASOF . . . . . *Professor of Mathematics*  
Ph.D., California Institute of Technology
- MERRILL G. RODIN . . . . . *Assistant Professor of Humanities*  
M.A., University of California
- THOMAS ROGERS . . . . . *Assistant Professor of English*  
Ph.D., University of Pennsylvania
- ROBERT STERNFELD . . . . . *Professor of Philosophy of Science*  
Ph.D., University of Chicago
- JOSEPH SILVERMAN . . . . . *Associate Professor of Chemistry*  
Ph.D., Columbia University
- CLIFFORD E. SWARTZ . . . . . *Associate Professor of Natural Science*  
Ph.D., University of Rochester
- HENRY VON MECHOW . . . . . *Assistant Professor of Physical Education*  
M.S., Cortland State Teachers College
- JAY C. WILLIAMS, JR. . . . . *Professor of Social Science and Education*  
Ph.D., University of Chicago
- HAROLD ZYSKIND . . . . . *Professor and Chairman, Humanities*  
M.A., University of Chicago



# 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 in the belief that education must be challenging in order to be fruitful. The program is broad but the treatment is rigorous in the conviction that 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 and mathematicians 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.

## *Campus*

A beautiful 400-acre arboretum-estate known as Planting Fields is the idyllic setting for this new college. Located about two miles from

Oyster Bay, L. I., the new campus affords magnificent views of broad sweeping grounds, fields of flowers and trees imported from many lands. Overlooking Long Island Sound and situated in the midst of this sylvan splendor is a stately English Tudor mansion, the main classroom and administration building for the College.

Planting Fields, given by the late William R. Coe to State University, will be the site of the college until the permanent campus at Stony Brook is completed. The 60-room mansion provides space for classrooms, offices, dining hall and library. Other buildings provide dormitories, laboratories and faculty offices.

## College Requirements

1. 128 semester hours are required for the B.S. degree in physics, chemistry, biology and mathematics.
2. *Required Courses:*

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
Natural Science I and II.....	16 semester hours
Mathematics I .....	6 semester hours
Inter-Divisional Seminar .....	6 semester hours
3. *Foreign Language:* Every student shall be required before graduation to pass a proficiency examination in a foreign language approved for his program. Proficiency is defined as that level of achievement normally attained during approximately four semesters of college work in such a language.
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 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.

## *Typical Degree Program*

### FIRST YEAR PROGRAM

<i>Physics</i>		<i>Chemistry</i>		<i>Biology</i>		<i>Mathematics</i>	
English	6	English	6	English	6	English	6
Humanities 1	6	Humanities 1	6	Humanities 1	6	Humanities 1	6
Soc. Sci. 1	6	Soc. Sci. 1	6	Soc. Sci. 1	6	Soc. Sci. 1	6
Natural Sci. 1	8	Natural Sci. 1	8	Natural Sci. 1	8	Natural Sci. 1	8
Mathematics 1	6	Mathematics 1	6	Mathematics 1	6	Mathematics 1	6
	—		—		—		—
	32		32		32		32

### SECOND YEAR

Soc. Sci. 2	6	Soc. Sci. 2	6	Soc. Sci. 2	6	Soc. Sci. 2	6
Humanities 2	6	Humanities 2	6	Humanities 2	6	Humanities 2	6
Physics	8	Physics	8	Nat. Sci. 2	8	Nat. Sci. 2	8
Chemistry	8	Chemistry	8	Chemistry	8	Calculus	6
Calculus	6	Calculus	6	Calculus	6	Physics	8
	—		—		—		—
	34		34		34		34

### THIRD YEAR

Hum. 3/Soc. 3	6	Soc. 3/Hum. 3	6	Soc. 3/Hum. 3	6	Hum. 3/Soc. 3	6
Nat. Sci. 2	8	Nat. Sci. 2	8	Biology	8	Mathematics	6
Physics	8	Chemistry	8	Biology	8	Mathematics	6
Mathematics	6	Chemistry	8	Physics	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.

### *Natural Sciences II*

An introductory course in the biological sciences which acquaints the student with the nature of living organisms in terms of their structure and function, their reproduction, heredity and development, their interrelationships with the environment, and their evolution. Those concepts and principles upon which biological science depends are critically examined, thus providing a framework for understanding life processes and their associated phenomena.

In order to illustrate the general problems of arriving at valid conclusions in the biological sciences, and to relate these procedures to those which are appropriate to other scientific fields, a number of examples of scientific inquiry which use living organisms as objects of investigation are studied in considerable detail. Closely correlated with the class discussions are extensive laboratory exercises which encourage the student, through independent work, to develop skill in the design, performance, and critical analysis of experiments.

### *Physics 20*

Prerequisites: Natural Science I and Mathematics II. (Mathematics II may be taken concurrently.)

This course is designed primarily for students of science and engineering; it is a prerequisite for any advanced work in physics.

The course will concentrate mainly on the basic classical theories of dynamics, thermodynamics, kinetic theory and electromagnetism. Technical applications will be considered in general only to illustrate underlying principles. In addition a number of topics such as electricity, hydrodynamics, sound, and geometrical and wave optics will be treated in a descriptive manner. Some of the considerations—particularly those associated with atomic structure—which led to the development of the non-classical physics of this century, i.e., to the theories of relativity and quantum mechanics, will be dealt with briefly.

## Chemistry 20

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.

### Mathematics I

*Semester I*—A development of the essential structure of probability theory in terms of set theory, with attention to the relation of the propositional calculus to the set-theoretic operations. Finite probability spaces, simple Markov chains and their applications will be investigated.

*Semester II*—An introduction to the Calculus. Attention will be focussed on the rudiments of analytic geometry and on the notions of derivative and integral. Techniques and applications will be stressed only to the extent which seems necessary to give meaning to the ideas.

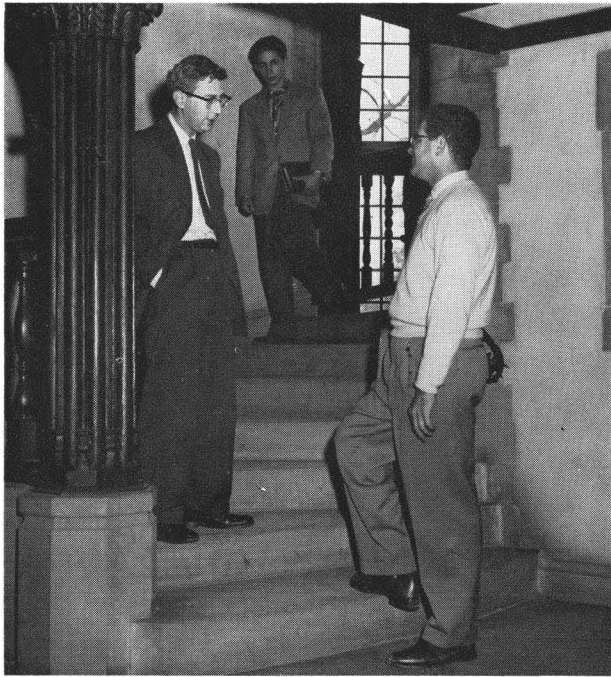
The underlying aims of this course are (1) to develop the student's understanding of mathematics as conceptual systems with purely logical criteria for validity and as abstractions of certain aspects of phenomena of experience; (2) to develop verbal precision and improve the student's control of the logical content of language; (3) to provide some familiarity with mathematical concepts important for the fundamental work in the physical, biological and social science, and in mathematics.

### Mathematics II

This course is directed toward an intensive development of the calculus with a view toward applications in physical science and also toward promoting understanding of and competence in the mathematical analysis necessary for later development of mathematical maturity and power.

The topics will include functions and their geometric representations, the derivative function, problems of tangents and rates, extreme value problems, composition of functions and the chain rule, inverses of functions, the differentiation of algebraic functions, the exponential and trigonometric functions and their inverses, the integral, computation of integrals (including the methods of substitution, parts, and partial fractions), interpretations and applications of integration, local











approximation by polynomials and Taylor's theorem, analysis of curves from parametric or polar descriptions, the analytic representation of three-space, functions of two variables and their representation in space, directional derivatives, partial derivatives and tangent planes, extreme points of surfaces, double and iterated integrals and their application.

### *Humanities I*

The student is introduced to the arts of literary analysis which underlie the whole field of humanistic inquiry. By examining—through the detailed study of selected examples—the various discursive, persuasive, and expressive uses which language can serve, the student is prepared for the more specific analysis of imaginative literature. In the second semester the student concentrates upon imaginative literature. The individual work of art is conceived as an organic whole. The student develops—through the close study of a relatively small selection of the great short stories, novels, poems, and epics of western civilization—those habits basic to understanding and appreciation: the ability to discover meanings, to discriminate elements, and to grasp the structure through which each work of art achieves its unique power. Instruction is by discussion with frequent essay assignments.

### *Humanities II*

Humanities II develops disciplines used in interpreting and analyzing intellectual literature. Exemplary works are studied in the areas, successively, of (1) rhetoric; (2) philosophy; (3) science; (4) history. The reading list contains such works as the Lincoln-Douglas Debate at Alton, Plato's *Meno*, Mendel's "Experiments in Plant Hybridization," and Herodotus' *Persian Wars*. Each work is studied, with others in the same area, as an individual approach to the problems of that area, and the student is trained to seek what is peculiar to rhetorical, philosophic, scientific, and historical writing. In addition the general concern and purposes to be found in literature in the several areas are compared, and the student is trained to seek 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 both his broad and his limited purposes in writing.

### *English I*

The course seeks to improve the student's ability to communicate effectively. Although elementary matters of grammar and mechanics

may be briefly reviewed 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 short pieces of relatively simple narration and description to longer and more complicated analytic structures, and 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.

### *Social Science I*

The course is designed to introduce the student to the political, economic and social ideas and institutions that are 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 a meaningful illumination of contemporary problems (both existential and intellectual) through the analysis of past models and antecedents.

### *Social Science II*

The course provides the theoretical perspectives and training needed for understanding the recurring problems of man in society. Significant recent thinking and investigation in the social sciences are studied through the original writings of first-rate authors. 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 group dynamics of personality; culture patterns of work and wealth; political economy; modern ideologies; unifying and divisive forces in human communities; the predicaments and dilemmas of contemporary civilization; the moral commitments of western man.

## *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.

### *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.

## **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 one hundred seventy 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 a 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 unusual circumstances where students have not completed the formal preparation indicated above, but are able to demonstrate equivalent achievement, exceptions to the foregoing requirements can be made.

### *Testing Procedure*

Testing provides a valuable common denominator for students applying from different academic backgrounds. Test information should include data from New York State Regents Examinations (for New York State high school students), school developmental testing program, New York State Selective Admissions Test and The College Entrance Examination Boards (CEEB).

*Every applicant, including transfer students, must take the New York State Selective Admissions Examination.* This examination is offered at testing centers throughout the state five times during the year; November 15, 1958; January 17, 1959; March 21, 1959; May 9, 1959; July 11, 1959. Applicants for The College on Long Island are advised to take the test as early as possible.

To take the Selective Admission Test it is necessary for the student to:

1. Fill out an application for admission to undergraduate study at a State University College or Institute (form A-1).

2. Pay a \$5.00 application fee, check or money order (a \$5.00 fee must be paid for each application filed for admission to a State University unit).
3. Fill out State University control cards (forms A1-1 to 4). These items are sent to State University, 8 Thurlow Place, Albany, New York. State University will then issue an Examination Admission card indicating the proper testing center and date. The applicant *must* bring this card to the testing center.

For information regarding the dates and locations of the College Entrance Examination Boards see your high school counselor.

Application material may be secured at your high school or any unit of State University.

In addition to the application for admission and State University control cards, application material includes a High School Scholastic and Personality Record. Page one of this form is filled out by the applicant. The remainder of the form is completed by the high school.

When the State University application is received at the college from State University Central Office in Albany the college will forward a *Supplementary Application* which should be completed promptly and *returned directly to The College on Long Island*.

Applications will not be acted upon until complete. A completed application will consist of:

1. State University of New York Application for Admission.
2. State University of New York High School Scholastic and Personality Record.
3. College on Long Island Application for Admission.
4. New York State Selective Admissions Examination Test Scores.
5. For transfer students, *official* transcript from each college attended.
6. Any additional requirements stipulated by the Office of Admissions. (e.g. Interview, doctor's report, etc.)

### *Transfer Students*

A candidate for admission who has attended any other college or university must present an official transcript of credits from that insti-

tution. The student should request the Registrar of the college attended to forward an official transcript directly to the Admissions Office of the College on Long Island. If work has been taken at two or more institutions, transcripts must be submitted from each one. Admission is not usually granted to students whose overall average for all previous college work is less than C.

If a student transfers from a college whose entrance requirements and curriculum are equivalent to those of this institution, his program of study will be planned on the assumption that credit will be granted for courses which are equivalent to those given at this college, and in which his grades were C or better. Placement examinations may be required.

During the second semester of the first year of residence the student's previous record will be evaluated in the light of his work at this college, and such credit will be allowed as is warranted.

### *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.

## **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 those students 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 .....	25.00
Exam Book Fee .....	1.00



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

### *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 non-profit 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.

### *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.

# 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, in the fees, and to cancel any course if registration does not justify continuance.

## *Grades*

1. Marks given at the completion of a course are as follows:

A Superior

B Good

C Average

D Below Average (Minimum passing)

F Not passing (Failure)

Inc. Work incomplete because of reasons deemed justifiable by the instructor and the Dean of Students. Incompletes will be carried on a student's record no longer than the end of the next semester in which the student is registered. After that time a Failure will be recorded if the incomplete is not made up by the student. The student has the responsibility for making arrangements for an Incomplete before the end of the day of the final examination in the course. The arrangements will be initiated in the Office of the Dean of Students.

W Withdrawn (See Change of Schedule)

## *Change of Schedule*

A full-time student may request changes in his schedule without penalty within two weeks after classes begin. Normally, he may not drop his course load below fifteen hours per semester.

The student who, for good cause, wishes either to drop a course after the first two weeks of the semester or to reduce his course load below fifteen semester hours may petition the Scholarship Committee

for a grade of "W". Unless there are extraordinary circumstances, courses dropped after mid-semester will be recorded with the grade of "F".

For year-long courses a drop in the second semester would result in a transcript grade of the first semester's work with the appropriate credit hours recorded.

### *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 of 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.

### *Withdrawals*

Any student who finds it necessary to withdraw from the college either permanently or temporarily must file a petition with the Dean

of Students. Failure to complete the withdrawal procedure will automatically result in permanent suspension and will be so recorded on the transcript.

### *Assigning Marks for Work Completed in One Year Courses*

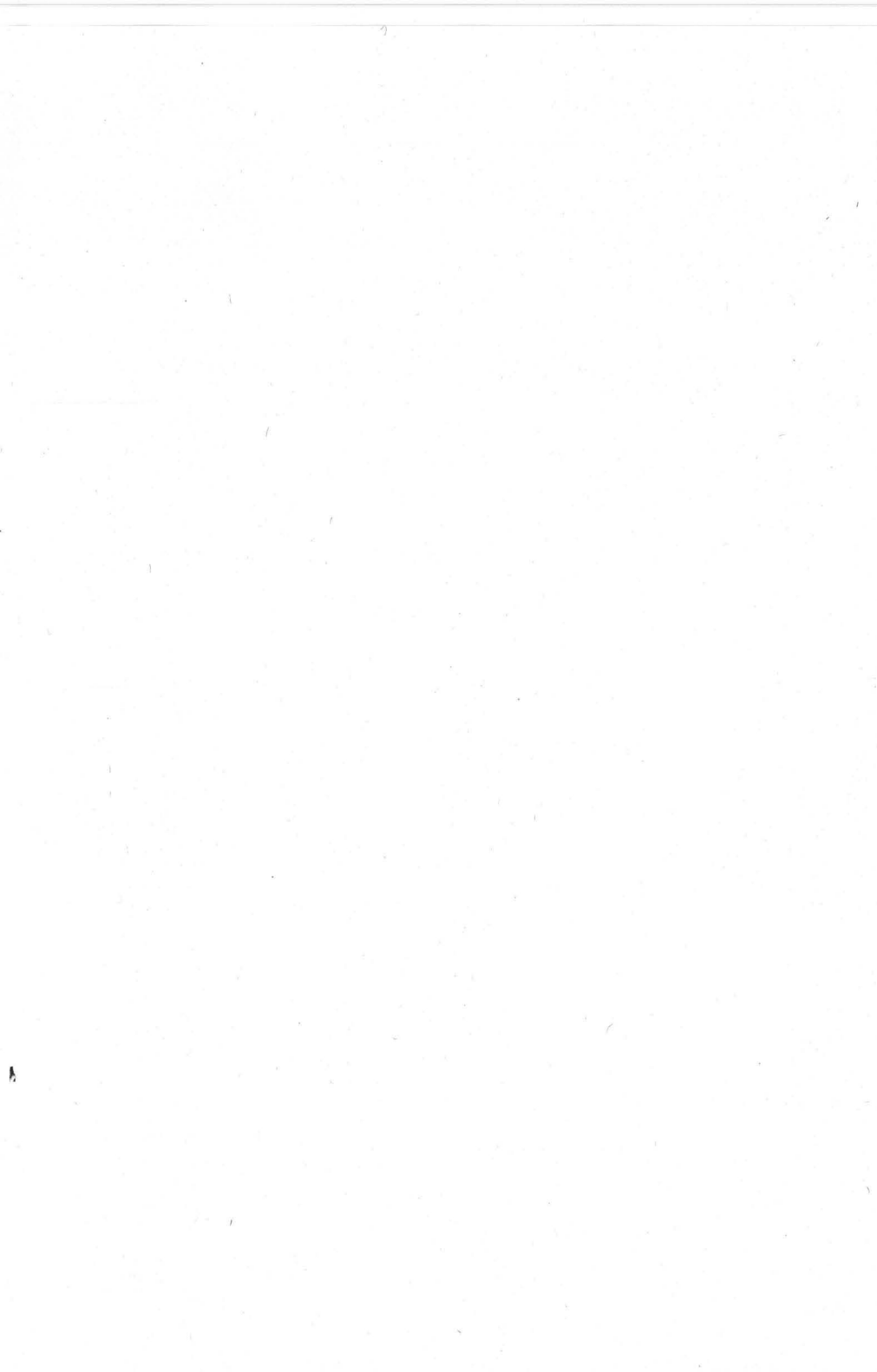
1. A mark will be given at the completion of the first semester's work. This mark will be based on the semester's work and a semester examination which will count heavily, but the precise weighting will be determined by each course staff. Such a mark can be used in determining whether a student may continue in the second semester, and will be recorded for purposes of transferring credit to other institutions should the student withdraw after one semester.
2. 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 should contribute materially to the course mark.
3. 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.
4. 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.

## **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 1959-60 the college will maintain residence facilities for men and women. Space for entering students, however, will be limited to approximately 20 men and 10 women. Inquiries should be directed to the Admissions Office and no housing applications will be accepted prior to admission.





# STATE UNIVERSITY OF NEW YORK

Central Administrative Office: Albany 1, N. Y.

## LIBERAL ARTS COLLEGE

Harpur College at Endicott

## MEDICAL COLLEGES

State University Downstate Medical Center in New York City  
State University Upstate Medical Center in Syracuse

## TEACHERS COLLEGES

State University College for Teachers at Albany  
State University Teachers College at Brockport  
State University College for Teachers at Buffalo  
State University Teachers College at Cortland  
State University Teachers College at Fredonia  
State University Teachers College at Geneseo  
State University Teachers College at New Paltz  
State University Teachers College at Oneonta  
State University Teachers College at Oswego  
State University Teachers College at Plattsburgh  
State University Teachers College at Potsdam

## OTHER PROFESSIONAL COLLEGES

State University College of Forestry at Syracuse University  
State University Maritime College at Fort Schuyler  
State University College on Long Island at Oyster Bay  
State University College of Ceramics at Alfred University  
New York State College of Agriculture at Cornell University  
New York State College of Home Economics at Cornell University  
New York State School of Industrial and Labor Relations at Cornell University  
New York State Veterinary College at Cornell University

## AGRICULTURAL AND TECHNICAL INSTITUTES

State University Agricultural and Technical Institute at Alfred  
State University Agricultural and Technical Institute at Canton  
State University Agricultural and Technical Institute at Cobleskill  
State University Agricultural and Technical Institute at Delhi  
State University Agricultural and Technical Institute at Farmingdale  
State University 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  
New York City Community College of Applied Arts and Sciences  
Orange County Community College at Middletown  
Staten Island Community College at Staten Island  
Westchester Community College at White Plains

