

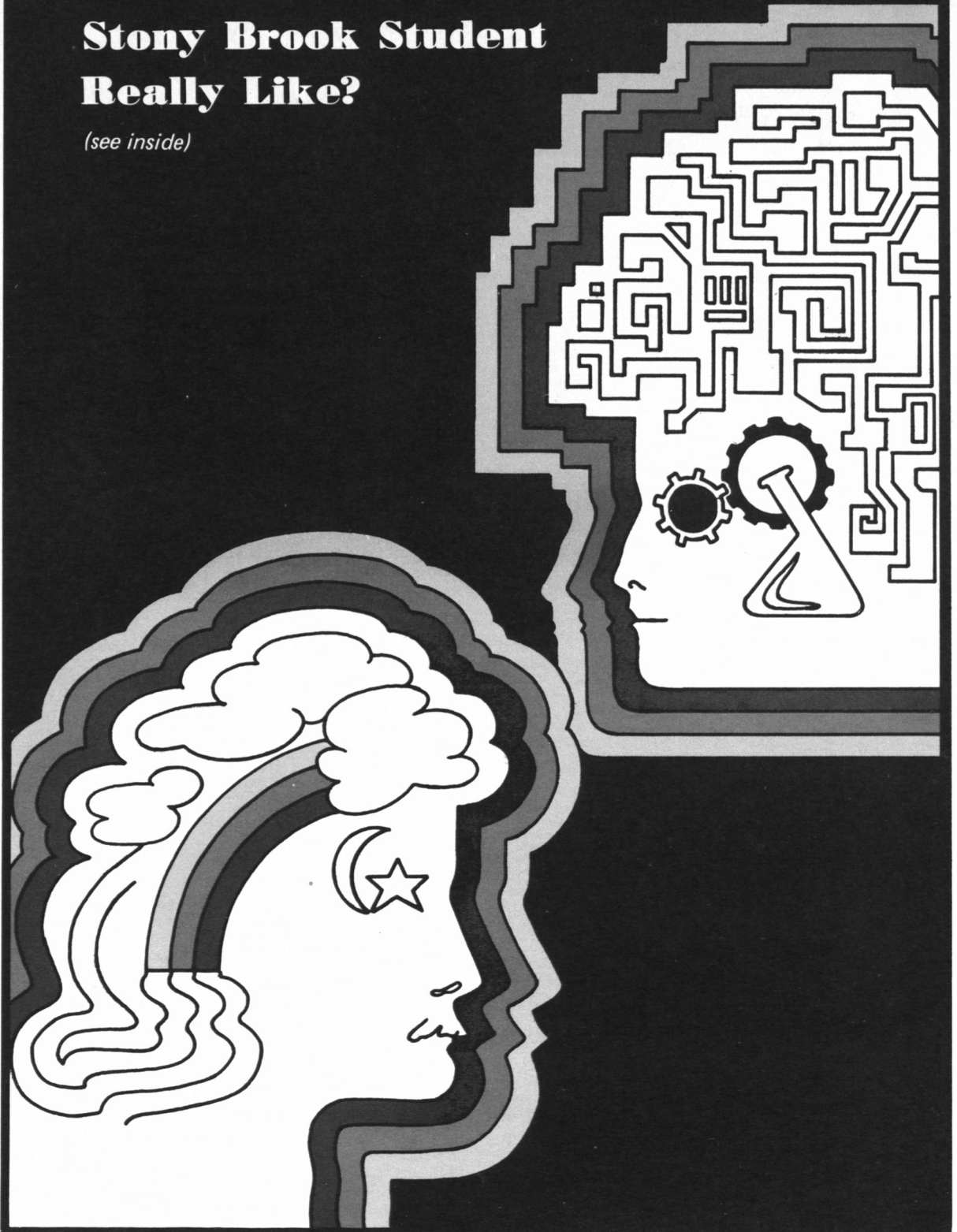
Stony Brook

REVIEW

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What's the Stony Brook Student Really Like?

(see inside)





The typical Stony Brook student is a far-out humanities major who has an I.Q. equal to Einstein's, a home in Rego Park and a penchant for x-rated films. He sits in overcrowded lecture classes, never talks to his professors and walks across a hazard-filled campus to a dormitory to find he's been ripped off. On weekends, he goes home to Queens, because there's nothing to do on campus.

What's the Stony Brook Student Really Like?

Prior to an informational workshop for high school guidance counselors held last fall, some Long Island counselors' perceptions of the typical Stony Brook student came pretty close to one of the above two stereotypes. Some counselors, those stalwart souls entrusted with keeping abreast of campus progress to advise college-bound students accordingly, often have thought of Stony Brook in the generalized terms of its widely publicized excellent academic reputation and highly selective admissions requirements. They have looked at the quality of student life from the broad brush stroke provided by media articles on "drug busts" and political activism of the late 60's and early 70's and the difficulties of campus life amid mushrooming construction projects.

Filling in the details of what the University really is like today after one gets beyond the cliché impressions left by Stony Brook's hectic earlier years has been a principal concern of staffers in Stony Brook's Admissions Office, who deal directly with high school counselors and prospective students. The University can send counselors hundreds of bulletins and newsletter updates concerning new arts programs, new "flexible" admissions requirements and changes in student living facilities and cultural opportunities. But the avalanche of paper will add up to zero if a counselor lacks the critically important "feel" of the campus — the atmosphere, attitudes and ambience which comprises the modern Stony Brook experience. Admissions personnel also realized that most overworked, overloaded high school counselors do not have the time to come down to campus and "hang out," to pick up the changed tempo of Stony Brook.

An unusually structured and unexpectedly lively day-long series of seminars, "Stony Brook in '76," proved to be the best possible opportunity for high school counselors to gain both hard new admissions information and a fair sampling of

campus atmosphere and image.

The event, held at the University late last fall, attracted more than 200 counselors from Long Island and the greater metropolitan area. The day featured eight workshops which covered the cultural, academic and social aspects of life at Stony Brook.

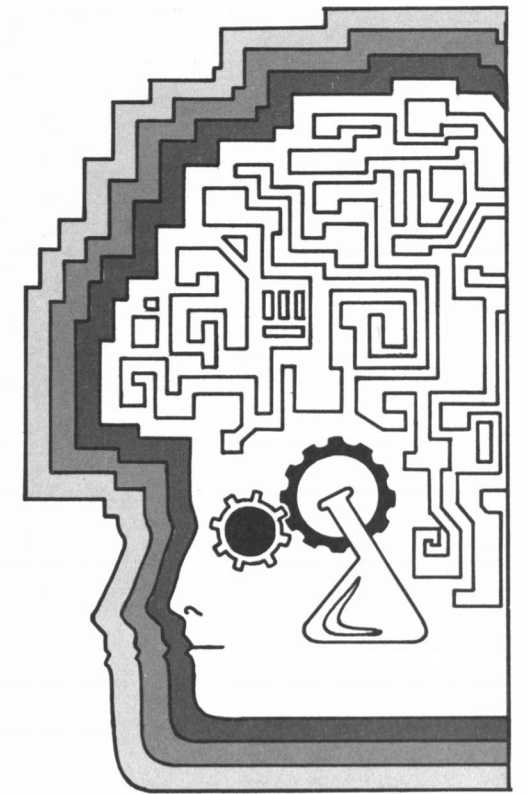
Admissions Director Dan Frisbie and Assistant Director Deirdre Kedesdy planned the program with an eye toward providing a comprehensive body of new information presented by a representative sampling of Stony Brook students, faculty and staff. "Representative" here meant that the workshops were not led by cheerleaders wearing SUSB sweatshirts. Critics as well as shapers of student life gave what one counselor termed "an incredibly balanced" picture of Stony Brook, and answered questions fairly and honestly.

To gauge the effectiveness of the total program, admissions staffers distributed a "general information survey" questionnaire prior to the start of the day, and again at the end of the program. The questionnaire solicited counselor knowledge of basic factual information ("What do you think are minimum freshman high school average requirements?") as well as impression-oriented information ("How would you characterize the social environment at Stony Brook?"). A comparison of the two questionnaires indicated that a significant number of counselors showed greater awareness of the new admissions criteria as well as a more realistic view of the quality of student life after attending the workshop's seminars.

At a morning coffee/welcome session, several counselors were questioned on their preconceptions of Stony Brook. When asked to describe the physical changes on the campus since his last visit three years ago, one counselor chewed on his cruller for a full two minutes before replying, "I see you don't have the steam pits anymore."

"Signs," counselor Alan Fleischer replied.

The typical Stony Brook student lives in a rarified atmosphere of academic elitism and cultural snobbery. He's a science major or a pre-med student, and requests that his transcripts be sent only to the graduate schools of Harvard, Yale and Penn. His social life consists of trendy little wine and cheese gatherings, where he has the chance to ever-so-casually drop the names of the Nobel laureates and Pulitzer Prize winners who are his professors. If he doesn't read it in the New York Times or Science, he won't believe it really happened.



"You've got big, beautiful directional signs all over campus. I followed colors and arrows all the way in here."

Lucille Cartwright, a counselor at Walt Whitman High School in Huntington, felt that Stony Brook's particular atmosphere — modern buildings, newness and construction — is perhaps a more positive drawing factor now than it has been in the past. She said that in light of the current economic situation, students and parents are no longer looking for stone, ivy and bell towers as the identifying marks of a "good" campus. They are attaching less importance to the academic-tower atmosphere of some traditional campuses, and are less impressed by football stadiums, plush faculty clubs, and the like.

Counselors said that parents and students are more influenced by sound academic and career preparation programs, which most agreed that Stony Brook has in abundance. They also complimented the reputation of the University's teaching faculty, whose degree credentials span nearly every letter of the alphabet.

The most well-attended morning workshop was "The Admissions Process," a session which focused on the changing application criteria and various new categories for admission.

Many counselors, including Roberta Shields of Jericho High School, were surprised to learn that Stony Brook's most recent freshman class included students with an average high school grade index of 85 points, which is now the "cut-off" average for application in most categories. Prior to the start of the workshop, Ms. Shields had said that she suggests application to Stony Brook only for those students in her high school who are Merit Scholars or have a three-year academic grade average of more than 90 points.

A significant number of counselors who filled out the morning general information questionnaire thought that Stony Brook's minimum

high school average entrance requirement was "at least 90." Counselors from Farmingdale, Calhoun and other high schools questioned admissions staffers at length, suspecting that the 85 grade point average figure represented a "weighted" average — that is, a specially computed average gauged to each high school's reputed "hard" or "easy" academic programs. Admissions staffers Max Mobley and Deirdre Kedesdy assured counselors that the figure is an "unweighted" average.

The workshop provided a good opportunity for counselors to expand their knowledge of Stony Brook's relatively new "creative admissions" procedure, whereby 70% of incoming freshmen are admitted according to traditional academic criteria, while 30% may gain entrance through demonstrated excellence in such categories as art, music, theatre, creative writing and leadership.

While the "Admissions Process" workshop drew overflow crowds, perhaps the liveliest discussion was heard in two afternoon workshops dealing with general impressions of Stony Brook.

A seminar on the quality of student life ("What It Means to be a Student at Stony Brook") attracted a large number of counselors with varying preconceptions about student recreational and cultural opportunities on campus. Opening opinions ranged from "Because area public transportation is bad, I hear the kids can't get off campus for shopping or local activities" to "I understand the exodus out of here on weekends is like the flight from Egypt."

Panelists from the Commuter College, Office of Residence Life, Physical Education Department and the Stony Brook Union responded by giving what one counselor termed "an incredibly honest" picture of life on campus; noting both the expanded activities schedule and free transportation to off-campus shopping centers, as well as the recurrent student headaches such as parking, food ser-

(cont'd. on back page)

Budget Cuts at Stony Brook Can Spell Trouble for Long Island

How will recent, severe budget cuts at the University affect the community — the Long Island region's economic, social and cultural well-being, families with children headed toward college in the next decade or so, adults facing increased career needs for continuing education? Disturbing answers came recently from a group of community leaders. They reported that the cuts could have potentially grave consequences for the region. (The headline of a *Newsday* article summarizing the group's report said: "Stony Brook Cuts Called Catastrophic.")

The community impact study was prepared by a special subcommittee of the Stony Brook Council Citizens Advisory Committee. The subcommittee, chaired by Dr. Lee E. Koppelman, Executive Director of the Nassau-Suffolk Regional Planning Board, included Mrs. Mary Porter, a long-time Nassau County school board member, Dr. Pierce Hoban, Three Village School District Superintendent of Schools, Dr. John C. Gallagher, Executive Dean of Suffolk County Community College, and Peter J. Costigan, former Assemblyman and former Chairman of the Joint Legislative Committee on Higher Education.

Their comprehensive, heavily appended report emphasized dangers for the region if Stony Brook's development as a major university center is curtailed. "Stony Brook is the only instrument in many essential areas of advanced education and research through which Long Island citizens may realize the dynamic between a developing region

and a great university center which has been productive elsewhere in the post-war years," the report said.

The Advisory Committee's Chairman, Edward J. Gunnigle, former Senior Vice President of Marine Midland Bank, termed "absolutely essential" the sub-committee's recommendations that such university development proceed. In a letter to Dr. Koppelman endorsing the report, Mr. Gunnigle said:

"There can be no doubt that the Long Island economy faces a difficult future. My own experience tells me that possibly the greatest incentive to economic growth is development of the outstanding research and public service capabilities of a major university. California's remarkable development in the last 30 years provides the best example of this. Closer to home, we have seen the Route 128 development which relates directly to the impact of Harvard, M.I.T. and the other schools with strong graduate programs in that area. I am convinced as a businessman that Stony Brook's development in this area is absolutely essential for Long Island and I am pleased to see that your report places great emphasis on the University's maintaining its mandate as the primary graduate center for the region."

The sub-committee report was endorsed by the advisory committee and then adopted by the Stony Brook Council which forwarded copies to members of the Nassau-Suffolk legislative delegation.

Expressions of support for the report findings were received from legislative leaders, such as Nassau County's Assemblyman Joseph M. Margiotta, who noted that "Long Island is singularly underserved among the regions of New York State in opportunity for higher education."

"I am fully conscious of this situation," Mr. Margiotta said. "I assure you that I shall continue as in the past to correct this imbalance to insure that Long Island gets its fair share of the state tax dollars to support its higher education program."

The report reached specific conclusions recommending immediate high priority action to improve graduate and professional student financial aid and housing. It said:

"The University's potential for economic development depends sensitively on the quality of its graduate and professional programs and the students in them. Our most immediate concern is for needed support for the full time graduate and professional students in these research and public service programs. For the sixth consecutive year there is no upgrading of stipends which were set originally at the margin of subsistence for graduate students. Although Stony Brook has more housing on campus than all other institutions on Long Island combined, none of it is designed for graduate students. There is precious little housing in the region within the means of these students. The Executive Budget severely cuts eligibility of graduate and professional students for State University scholarships in a year in which tuition is sure to

Dial M for Music

In the listening booths in the University's music library, one need only dial the code number to listen via earphones to one of more than 15,000 recordings available there.

A question the library is especially equipped to answer is: What's happened to serious music during the last 20 or so years? With "pop" music having all but taken over the media's attention, people's knowledge of contemporary, concert-hall composers has in a large sense diminished. The music library, located on the second floor of the Frank Melville, Jr. Memorial Library, contains, perhaps, Suffolk County's newest and most extensive collection of contemporary as well as classical music. For the person interested in finding out what forms of music serious composers of today are composing, the facility will be much appreciated.

Although library cards are necessary to borrow books, musical scores, and performance material from the music library, anyone may use these materials in the library and listen to the thousands of records and tapes in one of the 33 separate listening stalls.

Books on music number more than 10,000 volumes, including many authoritative and hard-to-find works. The 15,600 musical recordings include classical compositions from all periods and genres of music. Music lovers can also find almost 15,000 musical scores, and 1500 microfilms containing musical treatises, articles and manuscripts.

This library facility is being used mainly by music students, although some students of physics and chemistry have found they enjoy listening to their favorite music while they study.

Although the library contains some "pop" recordings, its greatest strengths lie in classical and neo-classical music. In particular, the collection

houses one of Long Island's finest selections of medieval and contemporary (composed for orchestra since 1950) music. Other categories in the music library include piano music, chamber music, miniature scores, choral music, avant-garde music, piano-vocal scores, and operas.

An important resource for research is a large collection of critical editions and historical sets of the works of many major composers. The music book collection complements the music collection with strengths in biography, music theory, and music history. ▼



rise, and there is evidence that many will be forced to discontinue their education."

In a general conclusion on the current State fiscal situation, one of the report's final passages said:

"We recognize that the Trustees, the Governor and the Legislature face the necessity for difficult decisions affecting State University. Its growth State-wide must be curtailed and there is prospect of necessity even to reduce its capacities on some programmatic and regional bases. We strongly urge that, in these hard determinations, three imperatives be taken appropriately into account: the disproportionately unmet needs in higher education on Long Island; the importance of preserving within these reduced plans State University's programs of highest academic quality and singularity; and the exceptional economic and social benefits to the State to be expected from its still incomplete university centers. If these factors are neglected, the present maldistribution of educational opportunity in the State resulting from the late development of State University on Long Island will be made permanent, and Long Island citizens will continue to pay a disproportional amount of the costs in the State in support of other localities at the expense of our own institutions. Strong programs which are singularly responsive to State needs must be protected, and provision made to fund them to adequate levels of development to realize their promise: for one example from Stony Brook, during the coming years of continuous scarcity of State funds, the resources must be found to continue the absolutely essential development of Stony Brook's Health Sciences Center; the 540-bed hospital tower now under construction is slated to open in 1978-79, needing 957 full-time employees in its first year of operation, projecting an in-patient load of 125-180 occupied beds, it is essential that this number of employees increase to over 2400 by 1980 when the hospital is in full operation utilizing its 540 beds."

In a section entitled "Stony Brook and Long Island," the group's report said regional higher education planning since 1962 when the campus was established "has been based on the assumption of Stony Brook's rapid development into a major, at least selectively comprehensive, university center offering a wide range of programs, especially at the upper division undergraduate, graduate and professional levels which are unique to the region and provide resources in trained manpower, research and services vital to the strengthening of the Long Island and New York State economy."

Continuation of such Stony Brook development, "let alone its full realization in the next few years," the report said, "appears very much in jeopardy with potentially severe consequences to the region's socio-economic development."

"Because of the region's severe deficiencies in capacities for higher education, and because Stony Brook supplies such a dominant proportion of the public capacities at all levels in State University's spare provision for Long Island," the report noted, "cuts at the University have an extraordinary and direct bearing on educational opportunity now and in the future for our citizens."

Underscoring such regional deficiencies, the report said "Long Island is critically underserved with respect to the needs of its population by a factor of two at the undergraduate and advanced levels in comparison with New York City and the rest of New York State! The region's population requires full utilization of our private colleges of quality and achievement of State University's master plan targets for our public institutions. Even full realization of these objectives for public and private campuses will leave our capacities relative to need 50% and more below the rest of the State."

This deficiency, it said, results in "outmigration" of more than 20,000 high school graduates from Long Island annually with a drain on the region's economy presently estimated at \$88 million a year as a result of dislocation expenses borne by affected students and their families.

The report paid special heed to potential problems for transfer students, saying "In terms of available places for transfer students, mainly graduates of Suffolk and Nassau Community Colleges

and Farmingdale Agricultural and Technical College, restrictions on the development of Stony Brook are particularly threatening."

"For many," the report said, "a public college in the region is the only option to continue their education," and "Stony Brook is the predominant provider, now and for the indefinite future, of such public transfer opportunity."

"For many years," the report continued, "Stony Brook has sustained a commitment to the students of Long Island's two-year campuses to admit all recipients of the A.A. or A.S. degrees who apply and are recommended by their faculty. The 1976-77 budget's effect on the growth of Stony Brook, unless corrected, seriously reduces the campus' capacity to keep pace with the rapid enrollment increases of the two-year colleges."

The report notes that State University has conceived the two-year campuses as important "feeder institutions," for transfer of qualified graduates seeking bachelor's degrees, into its four-year colleges and university centers. "Without Stony Brook's planned capacities for the advanced levels of instruction," the report concludes, "this entire design for Long Island will break down at about the mid-point of its execution, deepening and making permanent the region's disadvantage in higher education with grave consequences to our citizens and the region's socio-economic development."

The report said Stony Brook growth in transfer, graduate and professional instruction capacity "is important to a balanced and comprehensive mix in the region's higher education estab-

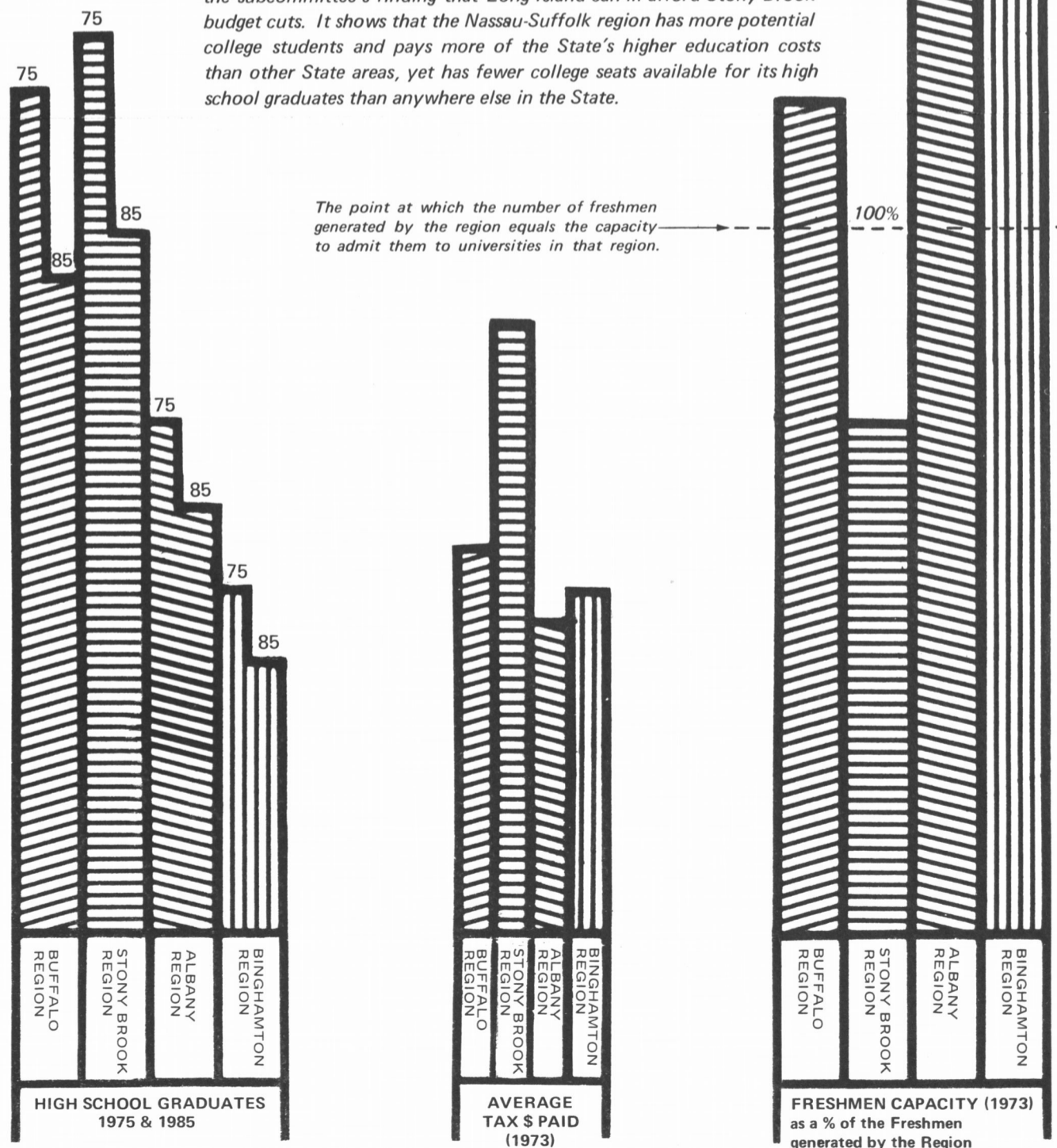
lishment and is complimentary rather than competitive with our private institutions."

"At the undergraduate level," the report explained, "a recent study of Stony Brook's applicants has shown that the campus' chief competitors for students are neither the region's private campuses nor the State University four-year colleges, but are rather other University Centers which offer programs of the same distinctive character as Stony Brook's. Thus, for example, Cornell University and the University of Pennsylvania each were cited by the respondents in the survey more often than all Long Island institutions — public and private combined. These characteristics of the undergraduate offerings at Stony Brook are inseparably related to its faculty's simultaneous involvement in advanced instruction and creative research."

"To the extent to which these advanced missions are jeopardized by the current austerities," the report warned, "Stony Brook's distinctiveness relative to other Long Island institutions is also menaced. Campus officials emphasized that perhaps the greatest catastrophe that could befall private higher education on Long Island would be drastic downward revision of Stony Brook's goals in graduate and professional education. That, they estimate, would lead inevitably to direct competition for the same indigenous student body in which Stony Brook would be the beneficiary of a still significant tuition gap and would have, in its presently completed plant exclusive of health sciences, physical capacity to instruct over 20,000 undergraduates."

LONG ISLAND REGIONAL DEFICIT IN HIGHER EDUCATION

This chart from the community impact report dramatically illustrates the subcommittee's finding that Long Island can ill afford Stony Brook budget cuts. It shows that the Nassau-Suffolk region has more potential college students and pays more of the State's higher education costs than other State areas, yet has fewer college seats available for its high school graduates than anywhere else in the State.



WHAT'S THE STONY BROOK STUDENT REALLY LIKE? (cont'd. from inside)

vice problems and the traditional gap between commuting and resident students. Stony Brook Union representative Shelly Cohen explained that in the past few years, the Union's cultural activities schedule has expanded to include a full schedule of weekend films, Sunday afternoon concerts, crafts sessions and free lectures. Most students conducting the panel agreed that the number of students remaining on campus on weekends has increased.

David Wilson, a counselor from a private high school in Manhattan, reacted to the campus life seminar by saying, "I've been very impressed by the people on this panel — the students, staff and faculty here dealt with uncomfortable issues head-on, and didn't try to whitewash anything."

The day-long experience of exploding myths and puncturing preconceptions culminated in the final afternoon workshop, entitled "Popular Misconceptions about Stony Brook: Image and Reality." An admissions counselor chalked several popular images on the blackboard, including the school's alleged math/science orientation, the hang-over reputation of drug abuse, rumors about inflated class sizes and understaffed security and safety offices.

Information was presented which indicated that occurrences of theft, vandalism and other criminal activity at Stony Brook happened less frequently than in residential areas of a similar size in Suffolk County. Public safety measures at the University have in fact been increased in the past year, with the addition of a full-time Safety Director and staff of safety experts.

Several counselors had toured the new Fine Arts Center Phase I, and discussed the numerous expanded programs for non-science students at the University. Most counselors, like Lucille Cartwright of Walt Whitman, felt that Stony Brook is "beginning to balance" its traditionally excellent tracks in the pure sciences with equally high-calibre arts programs.

Peter Colletta, a guidance counselor at Vandermeulen High School, said that the real Stony Brook story today is graphically illustrated by the numbers of local students who apply now. Five years ago, at the height of Stony Brook's drug bust/campus radicals reputation, only two graduating seniors from the Port Jefferson high school applied to the University. Last year, a record number of students from Colletta's school requested information about Stony Brook and followed through with the formal application process.

He felt that this proves that Stony Brook's past negative reputation has mellowed somewhat, and students are being made more aware of the opportunities available to them "at a University in their own backyard."

In evaluating the day, several counselors echoed the opinion of Rocky Point High School counselor Herbert Schweitzer, who said, "Today has been the greatest thing for me. This has really opened my eyes."

Mr. Schweitzer said that he was impressed by the numbers of students conducting or participating in the discussion workshops. "Their honesty was beautiful," he said. "They were enthusiastic about their programs, but didn't hesitate to note areas of dissatisfaction."

Counselors who had retained the impression of Stony Brook students as stuffy, elitist scholars were pleased to witness the following exchange:

Two counselors struck up a conversation with a student waiting in the lunch line at the Union Buffeteria. The guidance staffers asked the student what he did for recreation in his spare time.

"Lectures. Shows. I read a lot and subscribe to two science journals," the student replied.

Naturally. But what about recreation in the dormitory?

"Sometimes, my suitemates and I get together on group projects, like seeing how many matchsticks will fill a deodorant can cap."

I see. You do that to satisfy a basic law of physics?

The student thought that one over. "No," he replied finally. "We do it to satisfy a basic dumb urge."

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