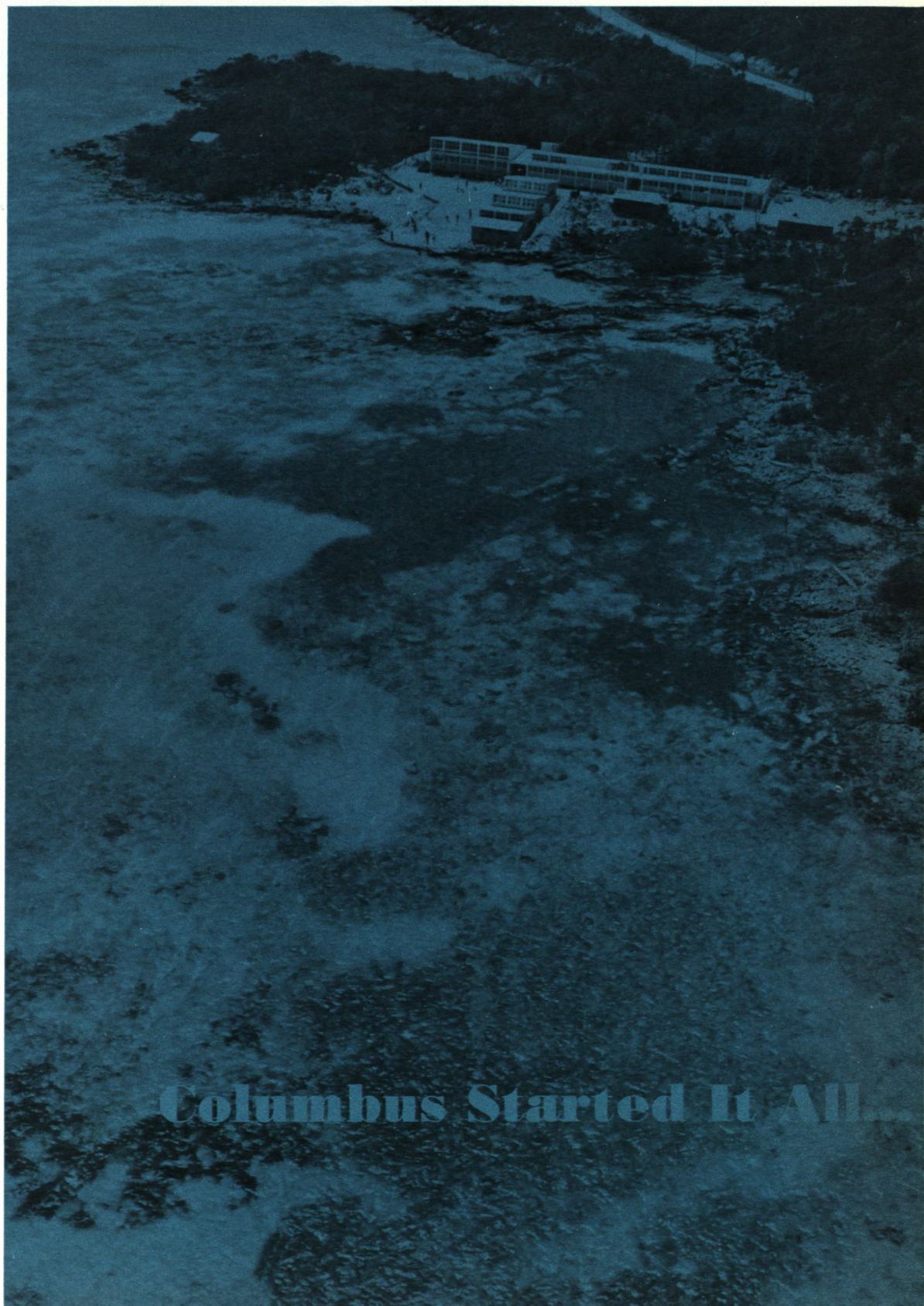


# Stony Brook

REVIEW



Columbus Started It All...

## ...Discovery Bay

Discovery Bay on the north coast of Jamaica was named to commemorate a brief stopover by Columbus on his second voyage to the New World. Today the name might better designate the efforts of marine biologists and geologists at the Bay to discover the secrets of coral reefs and marine biology.

The scientist who oversees this research, Professor Peter Woodhead is a professor of biological sciences at Stony Brook and a member of the Marine Sciences Research Center. He is the Director of the Discovery Bay Laboratory, a research and teaching facility operated jointly by the State University of New York and the University of the West Indies.

The scientific journal, *Nature*, mentioned in a recent issue that the Discovery Bay Laboratory, which was founded only five years ago, is developing into a leading center for research on tropical reefs.

Because of its advantageous location, the Laboratory is also rapidly becoming a center for graduate and undergraduate training in marine biology as well as a research center in botany and general marine biology.

"As early as the spring semester of next year, Stony Brook graduate and upper level undergraduates will be studying here in large numbers," Professor Woodhead said in a recent telephone interview. "Construction of dormitory facilities to accommodate them is expected to begin by early summer." Professor Woodhead said that plans for Stony Brook students at Discovery Bay call for a 15-credit semester of study which will include all aspects of marine biology.

Some campuses of the State University are already using the Bay as a living classroom. About 20 students from Rockland Community College flew down this spring for a two-week course at Discovery Bay. Another 30 SUNY students from the University College at Oswego will study there in June.

"The warm Jamaica water makes the Bay an ideal classroom for marine biology students," Professor Woodhead said. "They can observe ocean fauna in their natural habitat for extended periods by wading out into the shallow areas of the bay or by exploring the deeper areas with snorkel or scuba equipment."

Most of the research effort to date has concentrated on the coral reef whose growth defines the eastern side of the entrance into the Bay. Geologists and marine biologists from all over the world regularly explore the reef to a depth of 250 feet using scuba equipment.

Last summer a scientist from the University of Texas working under a grant from the National Science Foundation brought a two-man research submarine to Discovery Bay to study the ocean side of the reef down to a depth of 1000 feet.

The scope of future research, according to Professor Woodhead, is expected to include more general marine biological research in the protected bay area and research by botanists into the plants of a nearby 15-acre tract of land which has never been developed since the time of Columbus. ▼



*Discovery Bay Laboratory on the Caribbean island of Jamaica offers marine students and researchers from the State University of New York a tropical reef rich in coral and underwater fauna just begging to be explored.*

## What's Nostalgic About Stony Brook?

Nostalgia may bring to mind Ginger Rogers, Clara Bow and the Charleston. And you might think that a campus that has only been in existence since 1962 would have little to be nostalgic about.

But this didn't stop the Stony Brook Alumni Association this spring from sponsoring its most ambitious project to date — Nostalgia Night. To the alumni, nostalgia was Elvis Presley, Chubby Checker and the Twist.

It may only have been 11 years, but they have been 11 busy, sometimes tumultuous, always vigorous, years of outrageous growth. The campus has certainly come a long way.

For example, when the University moved to Stony Brook from temporary quarters in Oyster Bay, enrollment was 750. Today it is 13,000. The first graduating class, in 1961, numbered 25. This spring over 3000 are expected to receive degrees, swelling the Alumni Association's membership rolls to over 10,000. The faculty in 1962 numbered 106, and today there are more than 850 members. Courses offered have increased from 200 to over 2000; and buildings, from three to 73.

As *Statesman*, the student newspaper, said last fall, "Stony Brook's greatest tradition is its constant state of change."

## In the Beginning...

by Leonard A. Spivak  
Alumnus, Class of 1964

*Mr. Spivak was a student when the University moved to Stony Brook in 1962. He was student government president and became a founder of the Stony Brook Alumni Association. He completed Columbia Law School and now practices law in New York City.*

By September of 1962 what had formerly been the "State University College on Long Island at Oyster Bay" and subsequently the "State University Long Island Center" (frequently in those "early" years confused with New York University, C. W. Post, Adelphi or Hofstra), had completed (well, almost completed) the move from the incredibly lush and plush surroundings of the Coe Estate in Oyster Bay to surroundings which could only be described as simply incredible. What had been essentially a commuter school — a daytime campus — that September began its development as a true university community.

To be able to understand what happened at Stony Brook in September of 1962 it is first necessary to review briefly what the school was like during its tenure at Oyster Bay from September 1957 through June of 1962. In the first instance, the Oyster Bay campus was beautiful; 400 plus acres of formal gardens, pools, fountains, walks, exquisitely manicured shrubs and great expanses of lawn. Set in the middle of all this splendor was a 70-room Tudor mansion which through June of 1961 served, together with a pre-fabricated building which housed the science laboratories, as the principal classrooms. (No matter how many times you had done it before, it was difficult to resist pressing the "Butler" or "Maid" buttons as you passed into or out of what had formerly been one of the innumerable bedrooms in the Coe mansion.) Added in September of 1961 were about 15 "geodesic domes" in the style of Buckminster Fuller which, although outrageously out of place on the Oyster Bay campus, added badly needed classrooms. The library, located in the Coe mansion, was bedecked with numerous animal heads — trophies, no doubt, of early 20th century safaris to remote corners of the world. All lectures were held in the "Great

Hall." Also located in the Coe mansion, this room was capable of accommodating 250 students.

At Oyster Bay, dormitory rooms, for those few fortunate enough to be able to obtain space in them, were located in what had formerly been the Coe stables. (Each one-horse stall became, after some modification, a room for two students.) The dormitories housed fewer than 100 students, while perhaps another hundred students found housing in the surrounding community. The remainder commuted. The central part of the stables between the mens' and womens' wings served as the cafeteria and central meeting place.

For those who have not seen the Coe Planting Fields estate in Oyster Bay, it now serves as an arboretum and, subject to administrative whims and budgetary considerations, is, at various times, open to the public. The visitor should try to imagine what it was like to live and study in such surroundings for the 600 students who attended the Oyster Bay campus in 1961-62.

But progress could not be denied. While we were celebrating rites of spring in bucolic splendor at Oyster Bay, bulldozers and bricklayers were busily deforesting the knoll at Stony Brook and erecting the first few buildings which were to serve as the campus for the first two years. And in September of 1962, there it was. But what was it? For the 400 freshmen who easily outnumbered the upperclassmen, and for the upperclassmen themselves (who were as "fresh" as the freshmen), the entire Stony Brook campus consisted of one dormitory building, then known simply as G dorm, the humanities building and the biology building. The architectural style of the early buildings was aptly described as "neo-penal."

The first buildings on the Stony Brook campus, whatever their architectural deficiencies, were adequate for their purposes after they were completed. Of course, they were not completed by September of 1962. For example, much of the electrical work remained to be done in the dorm. There were prolonged periods of total darkness in various portions of the building. Moreover, the electrical system for the entire campus never worked right that first year. At least twice we were treated to fantastic electrical displays of "arching" — sparks jumping from electrical pole to electrical pole — as the entire campus electrical system shorted out.

That first year G dorm also contained the administrative offices, athletic office, infirmary, newspaper and student government offices. It was truly the center of the campus. Everything that happened, happened there. Also, because total enrollment was less than a thousand, everyone knew everyone else. G dorm thus became for us the center of the universe. Except for the Cuban missile crisis that first year and the assassination of President Kennedy the following academic year, the outside world rarely intruded upon our ivory tower. Altogether, it was a quite pleasant situation, physical difficulties notwithstanding. Most of us were politically naive, measured in terms of today's students, but we were relatively happy.

The humanities building housed almost all of the classrooms that first year. Although the biology building was far enough along to permit use of the laboratories, few of the classrooms were ready. The humanities building also housed the library, much of which was in cartons. During that first year, the library was repacked again and moved over to the library building.

Although the physical condition of the buildings made life difficult, it was not impossible and we made do. What really tested our ability to survive was passage between buildings. Although there were some asphalt walkways, the state had not yet learned the postulate about the shortest distance between two points. The walkways followed an unknown "master plan" and made their way around future buildings which to us looked very much like empty fields. In any event, the walkways were frequently submerged and often broken up by the passage of some giant earth-moving machine. Walking across the fields was fine, although dusty when they were dry, and muddy when they were

wet. Some day archeologists will unearth several hundred mid 20th century shoes from that field. Perhaps they will find a fossilized student or two. (The "master plan" has, of course, long since changed; the empty fields remain empty and the new buildings occupy the space once traversed by the asphalt walkways.)

During that first year at Stony Brook there were radical revisions in the academic curricula. The school had to provide advanced courses for its liberal arts majors. At first there were large gaps and a junior economics major, for example, might find that there were simply no advanced courses in his major available. To the credit of the administration and faculty this situation was quickly remedied. The remedy did, however, produce some strange results with respect to the size of classes for advanced courses. In my junior and senior years, no more than three courses had more than ten students enrolled. (One course had two students and was held in the professor's office. I don't think I will ever recover from my surprise when, after we had shaken hands with the professor, he leaned back and bellowed — as if facing 500 students — "Today's lecture involves . . .").

Much has been achieved at Stony Brook since September of 1962, but no one can deny that there is so much yet to do. The important question is what will we be able to write about Stony Brook ten, 20 or 30 years from now? For example, with rising costs of tuition, room and board, let us hope that years from now it won't be said that Stony Brook has denied to anyone because of financial status the opportunity to become "all he is capable of being," as the University motto promises.



*A current student visiting the old Oyster Bay setting remarked, "The garden and fountains are of indescribable beauty and must have provided the most serene environment for studying."*

## Looking Ahead

## Looking Back

## Where Do We Go?

*A few top members of the administration were asked: what are the expectations for the University in the coming decade?*



DR. JOHN S. TOLL  
President

During the next decade the State University at Stony Brook will develop into a balanced comprehensive University Center with work in the major disciplines of arts and sciences and with professional schools ranging from engineering through the various health sciences to urban and policy sciences, law, management sciences, and other disciplines as the needs become identified. The University will work closely with other institutions in the State to provide a total balance of full educational opportunity, research, and public service. Stony Brook lies at the focus of the region in the State which has the most rapidly growing population and will therefore have to expand to meet the needs for higher education in this region.

Many of the instructional and research activities on campus are designed to deal with problems confronting the region. They seek, for example, to overcome deficiencies in the supply of personnel in the health and health-related professions, deal with water pollution and urban blight, gain an understanding of drug abuse, etc. The campus will increasingly become a center of energetic public efforts to use highly trained personnel and sophisticated tools to deal with such maiming problems.

To foster these trends while at the same time preserving the excellence it has already achieved in its academic programs, especially in advanced studies and basic research, is the exciting challenge that confronts Stony Brook.



DR. T. ALEXANDER POND  
Executive Vice President

A great deal has been accomplished here in the last ten years but, measured against the educational needs and the academic opportunities of the region, it is only a beginning. The accomplishments to date give us a core of institutional strengths which make possible a role of leadership in answering the large questions facing higher education in the coming decade. Beyond the continuation of the traditional excellences, these are for us: achieving the critical contributions we have to make to full educational opportunity; increasing the diversity and career options of undergraduate study; responding to the new needs of the society for advanced education; and developing the University's immense potential for service in the region around us. It is the most exciting prospect I know of anywhere in higher education.



DR. SIDNEY GELBER  
Academic Vice President

During the next decade the campus will become a major intellectual and cultural resource for the community. The University will absorb an ever-

increasing diversity of students and with it an increasing variety of educational and professional options. It can be expected that certain patterns of academic experience will undergo change affecting students on all levels and of all ages. The University will be seen as an integral part of the process of education as a continuing and lifelong one for all citizens. It is likely the campus will be available all year around to meet these different goals and needs. In a democracy it is imperative that the University become the major arena for the interchange of ideas and for the development and perfection of the vast array of human talents that otherwise might never be realized.



DR. EDMUND D. PELLEGRINO  
Vice President for the Health Sciences

The full impact of the Health Sciences Center on education and health services will not be felt for several decades. However, we can expect certain of our current commitments to mature and thus to alter the way health professionals are educated. Some of these changes are: earlier initiation of career education, certainly extending into the undergraduate college years and possibly to the last year of high school, admission to advanced standing, lateral and vertical career mobility, increasing differentiation of all curricula into "tracks" with basic sciences adapted to each track, closer integration of basic sciences and clinical education, shortening of the total span of education from the end of high school to achievement of competence in a specialty and a very great expansion of formal continuing education requirements for all health professions.

Coincident with these educational thrusts will be the impact of the University Hospital as a needed service entity in the Long Island community, as a model for newer modes of delivery of health care and as a backup resource for a large scale ambulant, primary care, and family medicine program at the Center.

The health professionals graduating from our health sciences in the 1980's will be more attuned to team practice, to the importance of primary care and preventive medicine, capable of more career mobility and more responsive to social and community needs than their predecessors.



DR. HERBERT WEISINGER  
Dean of the Graduate School

Graduate education and research are now under sustained, severe attack from many different quarters. If they are to survive, they will have to change radically, and quickly. The ideal of research will continue as the core of graduate education, but it will have to be paid for by the introduction of new and varied curricula for a different clientele going to graduate school. Their purposes are different from those involving the limited number of students selected for their research potential and intended to replicate the faculty which trains them.

In its first decade, Stony Brook made the promise that it would become a major graduate and research center; the second decade will demonstrate whether performance will measure up to promise.



DR. JOHN G. TRUXAL  
Dean of the College of Engineering

Cable television, specialized communication networks, and cooperative arrangements among area educational institutions will bring Stony Brook scholars into the homes of New York City area residents on a scale which we cannot imagine today. The recent play-by-play commentary on the Fischer-Spassky chess match made possible by the New York Network, a facility of the State University, illustrates our capability and potential impact.

Metropolitan New Yorkers will increasingly look to Stony Brook and other State University schools to maintain their cultural and technological literacy.

## A Look in the Mirror

This year saw the start of an exhaustive Institutional Self-Study that may significantly affect the University's development in the years ahead.

The study is the most thorough, penetrating look the University ever has taken at what it is, does and should do in the future. Students, faculty and staff are participating in the study. Representatives of other colleges and universities are also involved, as well as community residents.

The self-evaluation is a prelude to a re-creditation visit on campus by the Middle States Association of Colleges and Secondary Schools in December 1973. The Middle States Association, principal accrediting agency for all Middle Atlantic States schools, reviews its ratings for every accredited institution about once every ten years. The last Middle States visit to Stony Brook was in 1962, soon after the campus was established. Though the self-study project was initiated in preparation for the forthcoming Middle States visit, its actual scope goes far beyond reaccreditation considerations.

Dr. Sidney Gelber, academic vice president, is in charge of overall direction of the study. Dr. James Bess has been asked by Dr. Gelber to serve as project coordinator. Dr. Bess, director of planning studies, is a member of the University's Research Group for Human Development and Educational Policy.

"The study," Dr. Gelber says, "combines a retrospective review of what Stony Brook has done and what goals it has developed with a prospective view of where we're going and how we should get there."

"It should offer some special opportunities for effective community-university interaction in determining how the campus can best carry out its public responsibilities," Dr. Gelber said. "We'd like to have community residents join us in asking the kind of searching questions that a university may never before have asked of itself."

Dr. Gelber views the study as a unique opportunity for Stony Brook. "Higher education everywhere is at a critical turning point right now," Dr. Gelber said. "We're facing many deep-rooted problems along with equally vast opportunities and possibilities. It's a situation that implicitly calls for change. At Stony Brook, we're still young enough, our ways of doing things are still flexible enough, that we have real opportunities to find perhaps precedent-setting new directions through a study such as this. So, the kinds of change that might characterize our future are an important consideration of the Institutional Self-Study. The entire project closely couples ideas with possibilities for action."

In personal terms, Dr. Bess hopes that individuals participating in the study find a valuable extension of their educational experiences. "Students, faculty, all of us, are taking a close, critical look at our immediate environment," Dr. Bess said. "The more we learn about it, the better able we are to understand how we can adapt it to our mutual needs. The study offers everyone a chance to meet and work with others, to share ideas, and, appropriately for a university, to explore imaginatively the problems and possibilities of living and working together."

# The Computer Thaws A Spring Blizzard

Despite the weather outside, spring usually brings a blizzard in the campus admissions office, a paper blizzard, as tens of thousands of documents come in from applicants for fall admission.

Before the end of this month, the admissions office will have processed applications from something like 12,000 prospective freshmen, transfer students and continuing education students. Each of these 12,000 applications is likely to be accompanied by a half-dozen or so supplementary documents — confidential financial need statements, transcripts, recommendations, etc.

This spring's paper blizzard, however, is being handled more quickly and efficiently than ever before, thanks to a new Admission Control System. The whole admissions record-keeping process has been programmed and plugged into the Computing Center's giant IBM 370-155. As a result, admissions counselors have been finding that they have detailed information on individual applicants more readily available, in print-out form. The computerized system has already made it possible to cut weeks from the time formerly required to process an application.

"We were looking for an efficient way of handling paperwork, of giving counselors all possible information about an applicant's qualifications and of giving applicants fast service," says Daniel M. Frisbie, admissions director. "So we asked MIS to give us a record system that would turn the computer into our clerk. And, George did it!"

MIS is the Management Information Systems department in the Office of Finance and Management. George is George T. Hudock, associate for university systems in MIS. About a year ago, he began working with the admissions office's Deborah Berch to develop the Admissions Control System as the first phase of an Integrated Student Record System for the campus. This overall system, when completed, will provide continuous computerized records for a student, from the time he applies for admission until he joins the Alumni Association.

The Control System received its first test run in the admission of some 200 new students for the current spring semester. Now, it is going into full-scale operation as the thousands of applications for this fall are being processed. So far, everyone seems pleased with the results. Freshman admission



THE COMPUTER  
ACTUALLY HUMANIZES  
THE ADMISSIONS PROCESS  
BY FREEING TIME FOR COUNSELLORS  
TO INTERVIEW, EVALUATE, ETC

decisions are running about two weeks ahead of last year's schedule and transfer admission decisions are a month ahead of schedule.

The computer shows counselors the status of any candidate's application papers, and provides a complete overview of the year's admissions progress. When fall admissions have been completed, the system will be able to produce a wide variety of follow-up reports for counseling of entering students and use in next year's admissions process.

"The system essentially is a back-up service for the admissions counselor," notes Mr. Frisbie. "The computer makes a great deal of information available to us quickly and easily, permitting staff members to start considering any given applicant earlier and to spend more time reviewing his application. It gives counselors the time to consider the human aspects of an application, to identify candidates who should be interviewed, for example."

What kind of time-saving potential does the new system have? The control cards which are used to keep tabs on each application make for a graphic illustration. It takes about two-to-three minutes to type a card. The computer can generate them automatically, at 250 a minute. It also can — and did on one recent weekend — address letters to some 3300 applicants at the rate of 200 a minute, a process that used to take admissions secretaries about two minutes per letter. ▼

*The art above, symbolizing the motto "toward technological literacy," is the symbol of the Engineering Concepts Curriculum Project on campus.*

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