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SUNY COLLEGE AT OLD WESTBURY CELEBRATES 10TH ANNIVERSARY

● Mr. JAVITS. Mr. President, I wish to give recognition to an outstanding, but little known campus of the New York State public university system. The college at Old Westbury is an innovative institution which carries out an education program deeply rooted in our academic history. As a nontraditional institution, it brings new life to the academic traditions of innovation and a focus on learning which is flexible. The Old Westbury program is particularly designed to the unique needs of a diverse student body. All too often our academic institutions follow other, unintended traditions. Some fail to adjust quickly to the needs of diverse and changing student bodies. Some lose sight of their central mission as centers of learning and fall prey to the path of ignoring innovation.

I am proud that the State University of New York has established and nurtured the college at Old Westbury to assure that significant innovation and flexibility remain an important part of the SUNY system.

The university has prepared for me a list of facts and accomplishments of the college of Old Westbury. This is an impressive collection of achievements which reflects well on the leadership of Dr. John Maguire, the president of the college at Old Westbury. I am pleased to provide this recognition to the students, faculty, and staff of SUNY Old Westbury and congratulate them on their accomplishments.

Mr. President, I request that these materials regarding the New York State University College at Old Westbury may be printed in the Record at the conclusion of my remarks.

Materials attached:

TOO LITTLE KNOWN FACTS ABOUT TEN-YEAR OLD STATE UNIVERSITY OF NEW YORK'S COLLEGE AT OLD WESTBURY

"Too few of the College's observers are fully aware of its considerable achievements and may underestimate the importance, indeed, necessity, of its further development."—Middle States Commission Report Commending the College's Initial Accreditation, 1978

ACHIEVEMENTS

Students report their education at Old Westbury a "turning point" (New York Legislative Commission on Expenditure Review's Study on State University Developing and Non-Traditional Colleges, which reports)

81% of the College's graduates "benefited a great deal" from an Old Westbury education compared to 59% from the traditional campuses surveyed.

66% of the College's graduates applied for graduate school—significantly higher (10-34%) than any other campus surveyed; 55% actually attended (higher than any other "emerging college").

An Old Westbury education was cited as a "living kind of education" because of the learning environment presented in the elbow-to-elbow education of its racially and culturally mixed student and faculty bodies.

More than ninety percent of the graduates of the early childhood education program are immediately employed, likely related to the bilingual character of the program.

In 1978 the Debating Society won third prize in their first intercollegiate competition at the national tournament held at Swarthmore College.

For two consecutive years students in the Business and Management program have won in the national Philip Morris Marketing/Communications Competition—1976-77, first place and 1977-78, third place.

Old Westbury is the only SUNY arts and science college to have won a distinguished teacher award and distinguished administrator award every year since the series began, as well as having a Distinguished Teaching Professor.

In 1977 a faculty member received a coveted Guggenheim Fellowship, and in 1978 another won a Danforth Graduate Fellowship award.

The unique work of faculty members in women's studies, mathematics, bilingual education, Afro-American music and interdisciplinary approaches to the humanities, have received national media coverage.

The College's national reputation for a distinctive range of commitments and innovative educational approaches is reflected in the number of journals and books in which it has been portrayed, e.g. Academic Revolution; Academic Transformation; Perpetual Dream.

PROGRAMS

Certain of its academic programs have national reputations for innovation, leadership, achievement: Women's studies; Afro-American music and dance; "Third World" and developing nations studies; bilingual early childhood and elementary education; and accelerated mastery of mathematics.

Three modes of well-integrated undergraduate education are available—disciplinary, pre-professional and vocational, interdisciplinary. Its pioneering interdisciplinary studies are the oldest, best known, widely celebrated.

Although small, the College maintains two regular overseas programs in early childhood education, one in Bristol, England, the other in Kingston, Jamaica.

The "alternative learning program" provides for up to a year of full-time, off campus work experience carefully integrated with continuing studies in the students' major field.

A Block Program, for entering students seriously underprepared for college level work, offers a tightly structured curriculum with academic support services from Academic Tutors and peer tutors. The course completion rate for students in the Block

Program has been double that of skills deficient students outside the Block Program.

The arts gallery program strikingly combines shows of student and faculty works with guest exhibitions of both community art associations and artists of national and international reputation.

"It is this unusual combination of programs, with the interdisciplinary at the core, which gives Old Westbury its valuable uniqueness and sets it off—in curricular terms—from other institutions. . . . The goal of an interdisciplinary approach to liberal education is shared by a very considerable number of institutions, but Old Westbury appears to have accomplished much of what is usually merely rhetoric."—Middle States Commission Report.

FEATURES

Old Westbury is one of few SUNY campuses with a complete child care facility.

There is an unusual degree of campus-wide involvement in college governance. Virtually every significant college committee includes students as well as faculty and staff.

Through a grant with Nassau County government, the College operates a special program for retirees who prepare as auxiliary teachers in elementary schools.

As a reflection of the College's outreach commitment, an unusual number of its faculty and staff serve on civic, community, national boards, projects, commissions.

STUDENTS

More are enrolled from its surrounding communities than any other campus in the State University system (78% from Nassau and Suffolk counties on Long Island)

While open to students of all backgrounds, an extraordinary number are older, poorer, from racial and cultural minorities:

The median age of the 2,300 students is 28. 76% of the student body have family incomes of \$6,000 or less.

58% are women.

34% are black; 14% are Hispanic.

Having focused for a decade on providing education for those traditionally bypassed by higher education, Old Westbury serves as a model for those institutions now turning to the recruitment of older, poorer students, women, and racial, cultural minorities.

"In our judgment no institution has so successfully integrated both traditional and non-traditional students on one small campus and within a relatively small range of educational offerings as has Old Westbury."—Middle States Commission Report.

"Old Westbury has been and remains committed to struggling with the gravest educational and social challenges in American life. . . . In our view, those with power to do so must support, indeed cherish the special mission of this most unusual college. . . . If supported adequately the College will continue to move toward further accomplishments that will have major implications for higher education generally."—Middle States Commission Report. ●

Long Island College Builds New Image

By IRVIN MOLOTSKY
Special to The New York Times

OLD WESTBURY, L.I. — The old stories linger about the State University College here. There's the one about the student who received one semester's credit for writing a poem on lovemaking, another about the student whose project was called "Creative Candle Making" and the one about the students who earned credit for planning the college itself.

Then there were student sit-ins and strikes — many supported by the faculty — and radical rhetoric and endless debate over the college's "mission," echoing a tone that might have been used in earlier times in speaking of the Holy Grail.

But Dr. John D. Maguire, the president of the college, which will celebrate its 10th anniversary this

spring, insists the stories provide a false image of today's college. He adds, "The public is always one chapter behind in the unfolding saga of Old Westbury."

The truth, according to Dr. Maguire, faculty members and students, is that the college is fulfilling the unusual mission assigned to it by the State University of New York. That mission is to provide a quality education for those termed the "historically bypassed": racial minorities, the poor, women and the no-longer young. And, they note with some satisfaction, while other colleges are cutting back, Old Westbury plans to grow.

Dr. Maguire said the college, set on a wooded cam-

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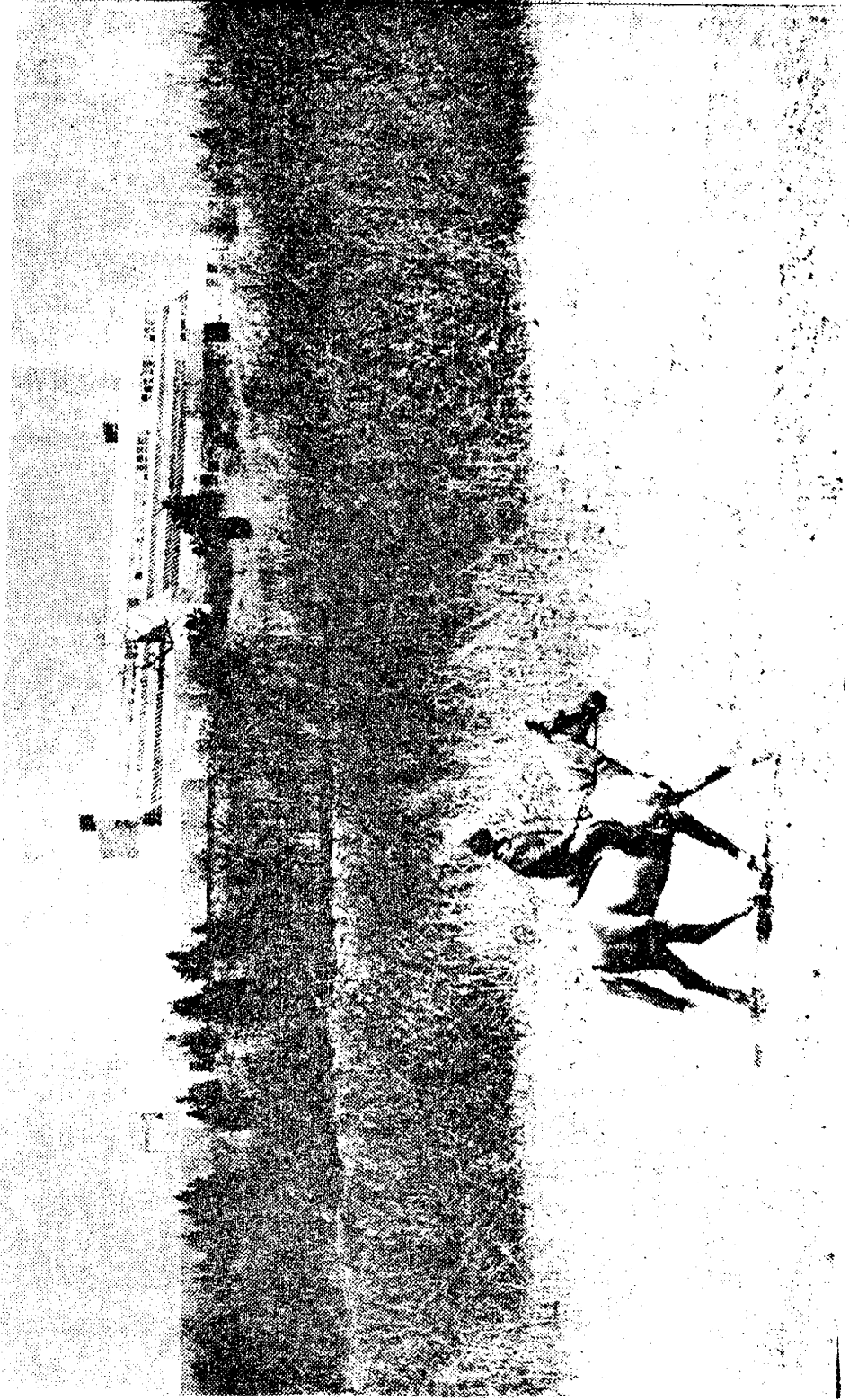


The New York Times/Barton Silverman and Ray

At the State University College in Old Westbury, L.I., youngsters in child-car center learn the proper method of brushing their teeth. Below: Joseph Lombardi is a freshman at the college although he never attended high school.



At left, a neighbor of the college uses the bridle path on the campus, which was once a millionaire's 600-acre estate.



pus in the gently rolling hills of what used to be a millionaire's 600-acre estate, has survived the threats to its mission, especially the one a few years ago when it was told to admit more graduates of Long Island's three two-year public colleges, where the enrollments are overwhelmingly white.

"We concentrated on attracting minorities as freshman to balance the non-minorities that made up a large portion of the transfers," Dr. Maguire said.

As a result, 52 percent of the college's 2,250 students are members of minorities — blacks, Hispanics and others — a percentage that is less than the college would like. However, Dr. Maguire says, the enrollment represents "the largest historically-black schools of the South."

According to Gloria Young Sing, a professor of politics, economics and society, the reaching out to people who would not ordinarily have attended college means that many of the students

need remedial work before they can get fully into the academic courses.

Miss Sing, however, insists that the remedial work is worth it, adding, "Forty percent of the students who have completed the program have entered graduate school."

Minorities on Faculty

Of the 100 or so faculty members, 35 percent are members of minorities. There are 13 Puerto Ricans on the faculty with Ph.D.'s — "more than any college outside Puerto Rico," Dr. Maguire said.

The Hispanic influence is everywhere. Some courses are given only in Spanish. The college newspaper prints many articles in both English and Spanish, and part of the college catalogue is in Spanish.

Slogans are popular here, and they are rendered in both languages, with "the struggle continues" becoming "la lucha continua."

Beatrice Leaf, a junior from Jericho, L.I., qualifies as one of those traditionally bypassed in society because she is now 65 years old. She is white, but she says of the campus: "There are no minorities here. I don't think that the

blacks feel that they are in the minority, and I don't feel that I'm in a minority."

By attracting students like Mrs. Leaf, Dr. Maguire said, Old Westbury is providing the example that colleges across the country will soon have to follow. "The 18-year-old pool of students is drying up," Dr. Maguire said. "The colleges will have to attract those that we have been attracting."

Average Age Is 28

The average age of students at Old Westbury is 28, which is roughly the age of June Murray, a junior from Jackson Heights, Queens. She was married, had two children and was divorced before deciding to go to college.

"I love it here," she said. "I don't want to graduate."

Mrs. Murray was interviewed with several others in the women's center on the main campus, a group of concrete buildings that have been described variously as resembling an rubble pile in the American Southwest, the casbah of Algiers or postwar Soviet apartment buildings.

Whatever they resemble, they are far from what is ordinarily seen in the Old Westbury area, just as the students are a far cry from those seen on most campuses.

For example, another student is Joseph Lombardo of New Hyde Park, L.I., who is from Palermo, Sicily, and has been in the United States since 1961. The 48-year-old Mr. Lombardo owns five shoe-repair stores on Long Island and said he hopes to go on to podiatry school.

"I'm a freshman," said Mr. Lombardo, the father of a recent law school graduate. Mr. Lombardo did not attend high school, but was admitted to Old Westbury under a program that permits people of his circumstances to enroll after they have been away from school for at least 10 years.

Dr. Maguire was asked whether such majors as African-American studies or women's studies, one of Old Westbury's specialties, were valid concentrations at a college. He replied: "They really represent accent marks on classical education. It's a way of studying history, sociology, economics, literature."

Another approach that a traditionalist may have trouble accepting is the music program, which its director, Kenneth A. McIntyre, says, "does not teach Bach, Beethoven and Brahms because there are 63 campuses in the State University system that teach that already."

"How important is that for the job market?" Dr. McIntyre asked. "Students from Juilliard (School of Music) graduate and can't find work. If you're going into classical music, your chances of doing something with it are slight. If you are in the middle class, you can afford that."

And so, like many other Old Westbury courses for the non-middle class, Dr. McIntyre's are career oriented, in this case toward Latin American and African-American music, which Dr. McIntyre notes is a multibillion-dollar business in the United States.

It is because the college has so many members of minority groups that some faculty members say it is short-changed when the state divides the money to be spent in the university system. "If these were the sons and daughters of the people on the North Shore of Long Island, they would not have allowed such a lack of facilities," said Paul Lauter, a professor of humanities.

He and others point to the gymnasium that is now being built, crowded classrooms and virtually nonexistent eating facilities. The students, to be sure, are not the sons and daughters of the wealthy. Sixty percent of them receive financial aid.

The classrooms are crowded, Dr. Maguire said, because state officials found that students here were getting a good education despite their lack of educational background, despite having to offer many courses in both English and Spanish, and despite a high student-to-teacher ratio.

"Instead of being rewarded for miracles of loaves and fishes, we are being punished," said Dr. Maguire, who earned his doctorate in both theology and psychiatry — both of which he calls good preparation for Old Westbury, saying, "I need both divine intervention and a shrink."

The New York Times



'I think the status thing will be deleted from our society.'

—Elaine Paulus

'So many people in mental institutions are not getting proper therapy because they are poor.'

—Carmen Maldonado

'Middle class people are going to start saying, no, we aren't going to take it anymore.'

—Letitia Galdamez

Optimism at Old Westbury

Old Westbury—If this is the "me" generation, students at the State University College here are not participating.

So says a senior fellow of the prestigious Carnegie Council on Policy Studies in Higher Education. The council, located in Berkeley, Calif., regularly monitors moods and issues on college campuses. Interviews with a dozen students recently upheld that view.

Arthur Levine, the senior fellow, wrote to college president John Maguire last month to praise Old Westbury students as "a unique and refreshing experience. They were the one group of undergraduates I encountered who left me optimistic about the future of the country."

Levine's study of how colleges have changed since the 1960s, to be published later this year, includes interviews with students at 28 colleges around the country and the results of questionnaires that were sent to 870 schools. No other Long Island schools participated, Levine said, though others in the metropolitan area did. He said he could not reveal names of the other schools.

At most schools, Levine said in an interview, he found the anger of students of the 1960s was replaced by cynicism, alienation and "me"-orientation. "One question I asked was, 'Are you optimistic or pessimistic about the future?'" Levine said. "In the other schools, people answered, 'Things are bad and will get worse, but I'm going to get a good job, make good money and have a good marriage.'" At Old Westbury, he said, the typical response was, "Our generation inherited this bad situation but we can make it better."

Levine said he interviewed students with backgrounds comparable to those at Old Westbury, where the student body of 2,400 is nearly 50 per cent minority and the median age is 28. He attributed Old Westbury's success to "a supportive environment and an interdisciplinary academic program."

Letitia Sapp Galdamez, 21, a senior, was one of those interviewed by Levine. She is studying community health. "I don't think things will continue as they are, because middle-class people are going to start saying, no, we aren't going to take it anymore," she said. "I want to see that health care is delivered in the right way . . . If people are physically and mentally healthy, then the rest will follow." Like most of those interviewed, she said she wants to make a comfortable living but having a satisfying job is more important.

Carmen Maldonado, 18, a freshman also interviewed by Levine, believes the world may well be destroyed soon by nuclear or other means. Meanwhile, she is studying psychology. "So many people in mental institutions are not getting proper therapy because they are poor," she said.

Elaine M. Paulus, 21, thinks "things can only get better . . . I think the status thing will be deleted from our society." She plans to enter airline administration, but wants to help her own people, blacks and Puerto Ricans, and others by making travel easier. Theresa McCrea, 23, a premed major, said she thinks she can help "change the world" as a doctor caring about people.

"If it wasn't for Old Westbury, I wouldn't have the goals and aspirations I have today," Ms. Galdamez said. "It's a beautiful learning experience."

Recruiting Van Woos

By Aileen Jacobson

State University College at Old Westbury has a new entry in the hunt for prospective students in a declining pool of candidates, a bright new green and white "mobile admissions van."

The van, equipped with desk, chairs and bench, has been parked outside the Abraham & Straus store at Walt Whitman Shopping Center in Huntington Station every day this week. Next Thursday, it is scheduled to visit Andrew Jackson High School in Cambria Heights and the Hicksville railroad station. Soon, it will be at other shopping centers, schools, flea markets, fairs and wherever else large crowds gather. An admissions counselor in the van gives out advice and applications and can even grant on-the-spot admission if the applicant brings \$9 and a high school diploma. The college is trying to bring its fall enrollment to 2,800 to 2,900 students, from the 2,400 now enrolled.

During the last three days, it has attracted about 150 prospective students, said Alan Chaves, the college's admissions director, who originated the idea. Chaves thinks the van is the only one of its kind in the country.

"Basically, I became very concerned because many adults want to go to school, but they are afraid of the first step. Getting themselves onto the campus is a major step," he said. Many are afraid they won't fit in with younger students, he said. Many Old Westbury students are the "mature women" the college is seeking during its daytime hours, 10 AM to 4 PM, at the shopping center. Many people also don't even know the college exists, he said.

The college is geared especially for minority students who may have trouble gaining admission to other schools and to adults whose schooling may have been disrupted but are now aiming for a degree. Chaves admits the van is a novel entry in the growing competition among Long Island colleges for the adult student, as graduating high school classes grow increasingly smaller.

the 'Mature Student

A check of several Long Island colleges showed their officials thought the van a good idea and one they might follow in addition to present recruitment ploys. Adelphi University, C.W. Post College and St. John's University advertise on television and Molloy College has advertised on radio. Chaves said a public institution like Old Westbury can't afford that.

Old Westbury recruitment coordinator Jannette F. Mabe, who worked in the van Monday and will again today, said three saleswomen and several housewives were among her visitors. Two of the saleswomen wanted business and management degrees and the third wanted to study psychology.

"They were looking to upgrade themselves for better job opportunities, as so many people are these days," she said. Another woman was happy to hear about the school's day care center, she said.

Two housewives who came together, she said, had the thought of applying "in the backs of their heads. They were looking for something stimulating." They went home to talk to their husbands. "Knowing what I know, I think they'll be back in our office next week," she said.