CAMPUS CURRENTS

Priorities

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Settling in

Showers couldn't dampen spirits on Opening Day pages 4-5

STATE UNIVERSITY OF NEW YORK AT STONY BROOK

Sept. 15, 1986

Visit from a 'Rogue'

Wolfe Regales with Wit, Wisdom and Warnings

By Kevin Ireland

Visual images.

These come to mind when you think about author Tom Wolfe. You draw images from the very titles of his books-The Kandy-Kolored Tangerine-Flake Streamline Baby, The Right Stuff. And the man himself is a strong visual image-dressed from head to toe in vanilla white with neon socks peeking from under his cuffs, or, at a reception, standing straight-backed like a Richmond patrician as he autographs a copy of a textbook (The Tibetan Book of the Dead) for a blond student with star-sprinkled eyelids. But these images pale in comparison to the ones the man paints with words, as he did for the audience at the student convocation held Sept. 3. in the Fine Arts Center.

While students and staff watched, Wolfe hypnotized with verbal pictures of sex and the chief executive officer, sports and drugs, pornography, and lifestyles of the rich and famous. It might have been just so much frothy patter, but Wolfe deftly tossed the symbols and sounds like darts into the balloons of conceit and pomposity (and, along the way, imparted a message or two.) Listen:

•On envy of the rich: "The new American vice of the 1980s replacing pornography is plutography, the graphic depiction of the acts of the rich. You see it in *Architectural Digest* and *Town and Country* ...the image of the young businessman who has to hear the steely crunch of his luxury German automobile going up the curving driveway to his home in the Hamptons."



Does this man have the right stuff?

•On the new generation of American businessmen: "The new Babbitts are in investment banking. They wear red suspenders and quickly develop the lock-jawed way of talking you see here on the North Shore. And instead of joining the Chamber of Commerce, they become contributing members of the museum."

•On co-ed dorms: "Who could have believed that one day you'd find downy, nubile young things in the season of rising sap, living in the same dorms, even on the same floors?"

•On amateur sports: "There is no such thing as amateur sports at any college in America, except those that can't afford to pay their athletes. It would be far better to keep them away from the students. Set up a sports reservation in Arizona—it's now 90 percent owned by the government anyway— and send all Division I teams there to play."

But there was more than bits and pieces. Wolfe sewed the symbols together in a broadcloth of deft quips

and sly asides to hammer home a warning: students today are being taught to be mercenaries, through professional sports programs disguised as amateur athletics, and through educational programs stressing skills that can be turned to quick profit—immediate gratification after graduation. "Our young men and women are going to turn out the way they are trained," said Wolfe.

The only solution to this danger, as Wolfe saw it, lies in re-learning the moral principles of honor, of love of hearth and home, of doing things for the joy, not the pay. These are the values we should be imparting to today's young minds, he said.

Wolfe has honed the ability to teach through satire during more than a score of years as pop journalist and chronicler of American life. He has taught courses, of sorts, on the New York culturati (Mauve Gloves and Madmen, Clutter and Vine), the radical chic (Radical Chic and Mau Mauing the Flak Catchers) the art world (The Painted Word) and a dozen others. It

hasn't always won him friends, but his style has found admirers. Leslie Bennetts of the *Philadelphia Bulletin* once described Wolfe as "a professional rogue" who has "needled and knifed at the mighty of every description, exposing in print the follies and foibles of superstars from Leonard Bernstein to the Hell's Angels."

He "playfully" tweaked a few noses on campus with comments about universities anxious to abandon small-time athletics for the lure of life in a faster lane. He remarked, "There are rumors that on this very campus some people want to make sports Division I. Don't let them. Fight them off with sticks." But the criticism wasn't mixed with malice. After the lecture, Wolfe bantered happily with students (speaking on his craft, he advised,

"There are really no professional secrets to reporting. It's all a matter of asking total strangers questions to which you don't have a right to an answer.") His words—holding the audience spellbound just as they did from the stage, proved his own point: packaging messages in a popular form sells ideas.

'The New Cookie'

Whether or not you like his message, you have to admire author Tom Wolfe's verbal style and his ability as storyteller. Wolfe won smiles (and some nods of recognition) with his description of "the new cookie," a creature that has grown out of America's preoccupation with divorce. "You go into discos today and you'll find 'the new cookie." She is usually a girl in her late teens or early 20s, for whom the American male now customarily shucks his wife of two or three decades.

"You'll see the two of them on the disco floor; he, with his tripled striped worsted suit—the 57th Street biggie

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To Market, to Market

By Sue Risoli

Every Tuesday afternoon a patch of grey asphalt blooms with golden squash and scarlet snapdragons. Three hours later, it's all gone—only to reappear the next week.

This miracle in North P-lot is our own farmers' market. Those with a yen for fresh food and flowers can find both at lower-than-supermarket prices. Perhaps just as important is the knowledge that customers are helping preserve an endangered species: the Long Island farmer

The market began in 1983 with a call from Sandy Chapin, wife of the late singer Harry Chapin. "She was the chairperson of Long Island Cares, an organization dedicated to stopping hunger on Long Island," recalled Ann Berrios, assistant to the director of the Faculty Student Association (FSA.) "She knew a lot of farmers who weren't doing too well, and she wanted to find a place for them to sell their goods."

Though farmers and consumers alike were enthusiastic, the market almost came to an abrupt halt after Hurricane Gloria struck last year. "It was the straw that broke the camel's back for many local farmers," said Berrios. "But people on campus really wanted the market to continue, and they brought their friends. Fortunately, enough



R. E. Van Nostrand displays his wares.

farmers returned to the market to keep it going."

This year seven farmers haul their

produce to North P-lot. They sell whatever is in season—strawberries one

month, broccoli the next. For shoppers like student Eljay Scott, that means a bit of pleasant suspense. "I'm never quite sure what I'll be having for dinner till I see what's at the market," he observed. "But it's great. I'm not on the meal plan, and I like to cook, so I look forward to Tuesdays."

Just to walk through the market is a treat for the senses. Farmer R. E. Van Nostrand sells parsley, sage, rosemary and thyme, and 36 other herbs-and smiles tolerantly when passersby try to sneak a sniff. This is his first year here, and it's been a good one. "For a small grower, it's more profitable than shipping to New York City or Boston," he said. "By that time the food's not fresh anyway, and it costs the consumer much more." He hopes to return next year-if he is still farming. Taxes on his acreage in Orient have increased, and there is more and more competition from growers in other states. And the offers to buy his farmland are tempting—''my land is worth \$50,000 an acre.

But for now, "there's a great energy in the market," said Ann Berrios. "This year for the first time we hired a student to manage it. We would love to expand it and we'd be happy to have more farmers participate."

The farmers' market is open in North P-lot from 3:30-6:30 p.m. every Tuesday through Nov. 11. For information, call Ann Berrios at (24)6-7009/(63)2-6510.

Zen and the Art of Keeping Cool

Meditation Helps a Pianist Cope with Competition

By Ceil Cleveland

First there were hundreds. Then 35. And then, seated at the piano in Kennedy Center, his fingers leaping over the keys, there was Arthur, Greene. Here the handsome young Stony Brook doctoral student gave the performance that earned him first prize in the University of Maryland William Kapell International Piano Competition this past July.

Accompanied by the National Symphony under the baton of Julius Rudel, Greene played Brahms' Concerto. No. 2 in B-flat major, Op. 83. The audience went wild.

The judges did too, and their collective opinion is not insignificant in the music world, for they were Emanuel Ax, Anton Kuerti, Rafael Orozco, Jean-Bernard Pommier, Julius Rudel, James Tocco and Alexander Toradze.

Even the critics called Greene's performance brilliant. Lon Tuck of The Washington Post said his was "a virtuoso reading" of a "thorny, exhausting" score. "Above all," Tuck said, "one was conscious throughout that here was a mature musician-one of intense concentration and seriousness of purpose.

Such was not always the case. Arthur Greene, now 31, began studying music

with his mother, Martha, a piano teacher on Manhattan's Lower East Side. When the family moved to Sheffield, Massachusetts, Greene went to a school that had no music department, and although he continued to study, his concentration was diverted when "the peer pressure made me feel that there was something wrong with the joy I had in being obsessed with music." But as an undergraduate at Yale a few years later, Greene found friends who "thought it was all right to do music; we would sit around for hours and talk music, pianists, fingerings. My idol was Rubenstein."

And, he adds, that's the kind of "warm and supportive atmosphere" he found at Stony Brook several years later. After receiving the master's degree from the Juilliard School under the tutelage of Martin Canin, the pianist was encouraged by his teacher—who also teaches at Stony Brook-to come here for his doctorate.

The Washington Post writer-who said that the Brahms B-flat "is an enormous challenge and is really meant to be played by masters," and went on to remark that Greene "assumed the risk and won"-is not the only music critic to review Arthur Green's work with enthusiasm. The San Francisco Chronicle calls him an "assertive performer" who "combines galvanic technique with seductive tone." The Los Angeles Times has noted his 'security and seeming ease" while 'reveling in bravura passages." And The New York Times calls his technique "massive," but "free from giganticism" and excelling in "the romantic repertory." Anyone anywhere who knows music agrees that Arthur Greene is a special talent. His, apparently, is a name to watch.

What does the musician with the intense green eyes, the enormous hands, and the modest bearing think of all the excitement he generates when he sits down at the piano? "Well, of course, I love being recognized," he says. "After winning a couple of competitions early on, I lost a few. I

was only a semifinalist in the '83 Maryland competition, and I had to learn to reshape my attitude. I worried too much. I lost too much energy in fretting. I got too tense."

Arthur Greene found out how to keep from "falling into the competition trapworrying about every little thing"-by focusing on the music rather than on himself. "One thing that helped was meditation.'

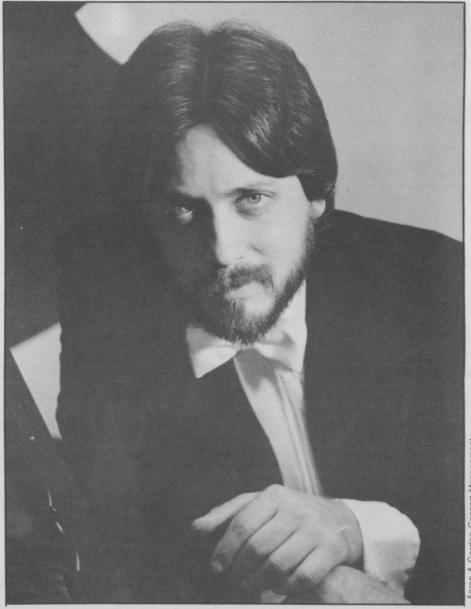
Greene, who has performed several times in Japan, found in the East a dimension he needed; one his Western culture had not provided. "I became fascinated with Zen," he says. "With the inner peace you can get from meditation." The practice of meditation, which took as much discipline at first as the practice of piano, allowed the musician alertness and intensity without stress. "I accepted myself as an artist, not as a competitor," he explains. "competing is very stressful, but if you divorce yourself from it and just focus on the music-one note following the other-you can stay calm; the mind becomes centered and relaxed." This occurs, he says, even when one is in the midst of performing with great

intensity and passion. On the July day that Greene won the Kapell award, he sat alone for hours in the office of the artistic director of Kennedy Center meditating: "I went over in my mind the Brahms B-flat. Over and over. All I was thinking about was each note, until the pictures of the notes were in my eyes. You don't miss

the notes that way.

Besides studying with Martin Canin, whom he calls "my father, my mentor, my friend," Arthur Greene has studied with Leonard Shure and Richard Goode. He says he has been blessed with a wonderful teacher at Stony Brook, which has "fantastic facilities" in its recital hall, where he often tapes. "Stony Brook has a worldwide reputation for its music," he says "Many of us travel to European competitions, and our names and

(continued on page 6)



Meditation helps Arthur Greene stay centered.

Stage is Set for Fine Arts Center Schedule

By Alvin F. Oickle

Turn on the floodlights and open the curtain—the Fine Arts Center is about to kick off another season.

Opening night on Oct. 18 will feature the Helsinki Philharmonic Orchestra.

The annual music series will offer a total of six performances, including three full symphony orchestras. Among these productions will be a concert by St. Luke's Orchestra with Michael Tilson Thomas conducting, and Metropolitan Opera stars singing highlights from Porgy and Bess

The dance series will include a world premiere, Romeo and Juliet. by the Ballet de France; the Alvin Ailey Repertory Ensemble and the Indianapolis Ballet.

Here's the full schedule:

Oct. 18: Helsinki Philharmonic Orchestra with Okko Kamu, musical director, and Karita Mattila, soprano.

•Oct. 25: Indianapolis Ballet performs Sleeping Beauty

•Dec. 13; St. Luke's Orchestra with Michael Tilson Thomas.

•Jan. 9 (Friday): world premiere performance of Romeo and Juliet, by

the Ballet de France. •Jan. 10: Ballet de France, A

Midsummer-Night's Dream. •Feb. 7: Kalichstein-Laredo-Robinson Trio, piano, violin and cello.

•Mar. 14: Swedish National Orchestra with Neeme Jarvi, principal conductor. The U.S. debut season of Gothenburg's symphony orchestra.

•Mar. 28: Metropolitan Opera stars Simon Estes and Roberta Alexander perform arias, duets and highlights from Porgy and Bess.

• Apr. 25: Alvin Ailey Repertory Ensemble.

•May 2: Claude Frank, piano. All performances, except the Jan. 9 premiere of Romeo and Juliet are on Saturdays at 8 p.m. on the Main Stage of the Fine Arts Center. Tickets are \$13, \$15, \$17, with a \$2 discount for students and senior citizens. Telephone orders are accepted with Mastercard or Visa. For tickets and information, call (63)2-7230 from 10:30 to 4:30, Tuesdays through Fridays.

Mark your calendar!

Some Good News and Some Bad News

There's good news and bad news about the new phone system, as many of you already know. The new ROLM telecommunications system is in place and handling calls from within the campus, but-and this is a big but-a problem at the lowest level of technology will delay full use of the system for as long as three months.

The problem is in the drop wire, the section of cable that runs from your telephone jack to the phone closet on each floor. The cable, manufactured by one of ROLM's suppliers, has the wrong impedence, said Don Marx, Stony Brook's director of communications management engineering. "It causes a reflection that disturbs data transmission. The data gets out of synchronization." Until the problem is resolved, most people will not be able to use their ROLM phones to call off campus.

Marx said the first sign of a problem came when crews began final testing a week or two before Stony Brook was to switch over to the new system on Aug. 15. "We went through looking for software problems, hardware problems," said Marx. "Finally we determined it must be the wire; that was the last thing on anybody's mind."

Once workers analyzed the problem, ROLM Corporation agreed to replace the cable at its expense and to cover the cost of maintaining the Centrex system until the new system is on line. ROLM has also made temporary repairs that allow users to transfer computer data through the lines.

Marx said workers will replace the cable at night, on weekends and at other times when the work will not interfere with the normal course of university business. Work is expected to begin in the next few weeks, starting with those ROLM phones that cannot be put into service with temporary

In the meantime, Marx is encouraging faculty and staff members to use the system for on-campus calls, so they become familiar with it. He also offered the following list of dos and don'ts:

•Do keep your DCMs plugged into

the wall outlets. The Department of Communications is trying to test all ROLM stations to make sure they are working. If these black, square powerpacks aren't plugged in, your phone will come up defective in tests.

•Do contact communications (2-6130 on the new system, 6-3500 on the old) if you are having problems with the ROLM phone. Your problem might not be related to the cable.

•Do contact communications if you are working at a station that has only a ROLM phone. Marx said his department will make special arrangements so that you will be able to make off-campus calls on that phone.

 And most importantly, don't go hog wild with your phone calls. ROLM has agreed to pick up the cost of maintaining Centrex service, but they haven't said anything about covering the cost of long distance calls.

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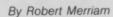
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The Phantom Professor

Are Faculty Too Busy Pursuing Research Interests to Interact With Students?



High school seniors shopping for a college look for many things. Those with achievements sufficient to aspire to a major university listen to what friends who have gone there say about their experiences at universities. But of great importance too in making a decision is the prominence of the faculty.

By and large, students tend to select the institution with the best academic reputation—the one with the most prominent faculty and the most sterling research credentials. Universities and their programs are, after all, rated mostly on their research. the information into larger conceptual patterns.

The mature and disciplined minds of the faculty are largely unavailable to help them achieve more critical insights or more logical reasoning power.

Students who rush on to more technical courses are particularly likely to leave college with only a rudimentary understanding of their own cultural roots, no chance to develop a world or historical perspective, or even to express themselves adequately in English.

Why should a liberal arts education be so neglected in our most prominent institutions?

In principle, nearly all college faculties and administrations acknowledge its importance. In practice, though, giving undergraduates a solid grounding in

"Graduate programs too often develop an active contempt for undergraduate teaching. Teaching becomes a distraction that must be suffered in order to hold a research job in a university."

Yet such prestigious schools may not be the best place for an undergraduate to get an education.

Susan Dasket, an attractive and ambitious 18-year-old, chose such a school. Now, in her second year, she is feeling cheated. Susan has had so little contact with her professors that she wonders if they actually exist outside of the lecture halls.

The only way she sees the prominent faculty members who first attracted her to the university is as remote figures lecturing behind a rostrum. Some don't even allow questions during their lectures, though most are willing to spend a few minutes after class to answer questions before again disappearing into their offices or laboratories. Many of the best-known professors she will never see at all because they teach nothing to undergraduates.

Susan is not alone. Tens of thousands of college freshmen and sophomores are getting a liberal arts education primarily through large, introductory lecture courses.

Like Susan, they spend a lot of time simply memorizing facts and jargon, with little opportunity to write, discuss, argue or otherwise use and integrate the liberal arts has taken a back seat to what has become the faculty's predominant role: research.

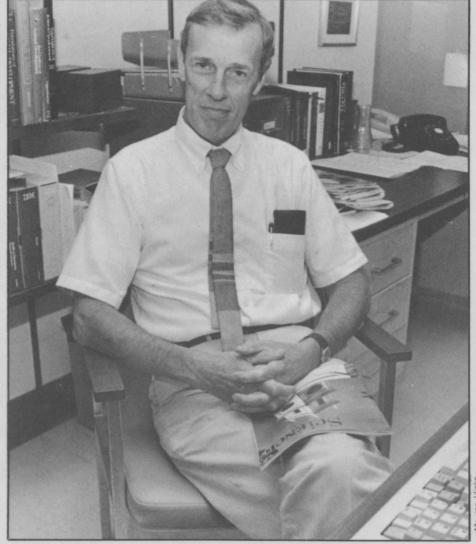
This is a drastic change in university life.

Before World War II, professors were seen primarily as innovators and trainers of professional talent. Now they themselves are regarded as a talent pool—as experts for hire by government and business. And the funds they attract as contract labor—the research grants and consulting deals—have become more and more indispensable to hard-pressed educational institutions.

Research grants brought into a university usually include money to pay some institutional costs. In these days of cutbacks in funds, grant money may almost be likened to a drug fix; administrations cannot get along without it and find themselves dancing to the tune of a few grantors.

Unfortunately, few of those grantors have even a passing interest in undergraduate education. They simply channel faculty efforts into the defense, health, and commercial needs of government and business.

For a dean with interests in undergraduate education, it is difficult to request more teaching time from a



Dr. Robert Merriam

faculty member whose research grants bring in more money than his or her salary. Indeed, hiring practices themselves have changed, particularly in the high-technology fields.

Administrators no longer hire to meet teaching, or even disciplinary needs; rather, they select new faculty members whose research interests augment those of other researchers in the institution and who are likely to attract outside funds. And the administrators hope that these faculty members' specialized skills will have some educational relevance as well.

Like big-time athletics, academic science and engineering have become commercial, and the quest for excellence has become "academic" as the need for research money has become paramount.

Yet the very specialists who excel at applied research find it difficult to deal with broader intellectual concerns. The intellectual isolation within faculties increases as each member strives to become a recognized authority in some esoteric area known to fewer and fewer specialists in the world.

This new emphasis on research over teaching is perpetuated partly by the training that aspiring professors receive. The graduate programs at universities are designed to produce research competence; there is little or no provision for learning teaching skills.

Worse still, graduate programs too

universities. But certainly there is room for improvement in structuring the university to accommodate both.

The first step toward correcting the current bias toward research would be to provide both training and incentives for good teaching. Having reliable methods for evaluating teaching would be necessary.

But universities must also try to cut their dependence on outside research funds. They should find ways to support some significant portion of the campus research of established faculty members from their own coffers or endowments. It would be best to have it administered by officers whose responsibilities include both teaching and research.

This would give deans more clout in requesting educational services, and at the same time relieve at least some of the competitive pressure that drives campus researchers at such a forced draft pace in seeking the next grant or renewal.

It would also help to relieve the frustration of administrators who now must tolerate the time of their best faculty members being simply hired away by outside interests.

Today, in the major research universities, such as the one in which Susan Dasket struggles with her talents and ambitions, the faculty time needed by the liberal arts has been substantially squeezed out by research interests.

"In these days of cutbacks in funds, grant money may almost be likened to a drug fix; administrations cannot get along without it and find themselves dancing to the tune of a few grantors."

often develop an active contempt for undergraduate teaching. Teaching becomes a distraction that must be suffered in order to hold a research job in a university.

But financial incentives play a role too. Procuring research grants brings added personal income, high status, promotion and tenure, even if teaching is poor. Excellent teaching, every bit as hard and demanding, brings nothing tangible.

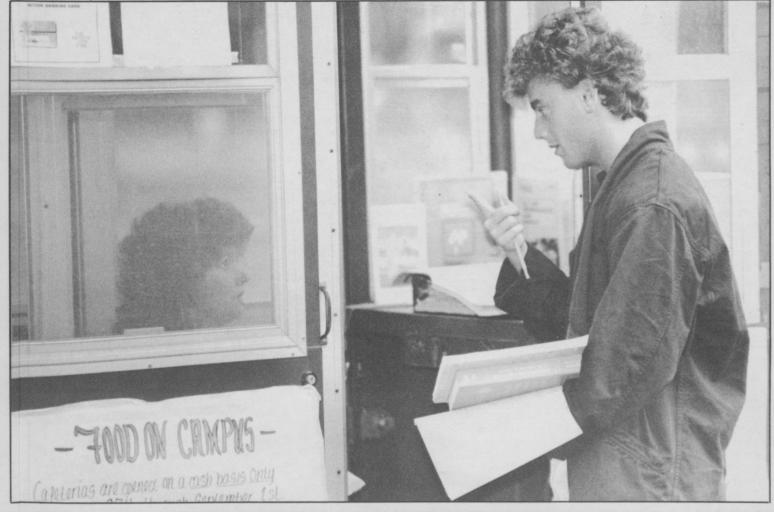
Few would argue that either teaching or research should be abandoned in

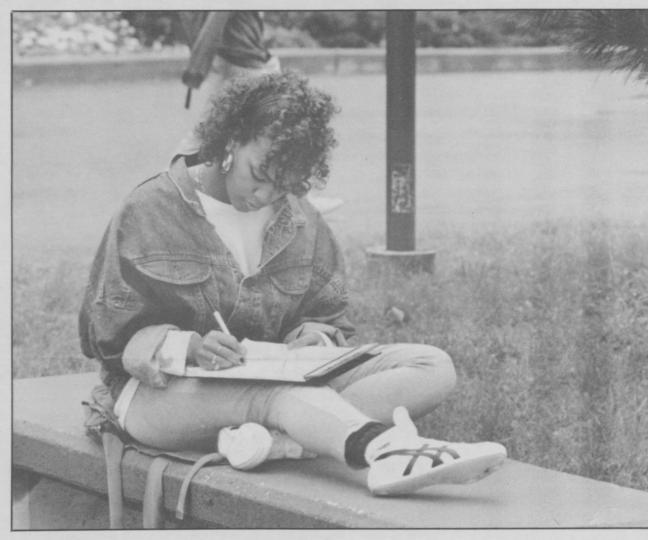
Yet as Walter Lippmann observed 40 years ago, "What enables men to know more than their ancestors is that they start with a knowledge of what their ancestors have already learned. A society can be progressive only if it conserves its traditions." Society cannot evolve and grow without the benefits of research, but research can become malignant when not controlled within the framework of a tolerant and humanely educated society.

This article first appeared in the April 10, 1986 edition of Newsday.







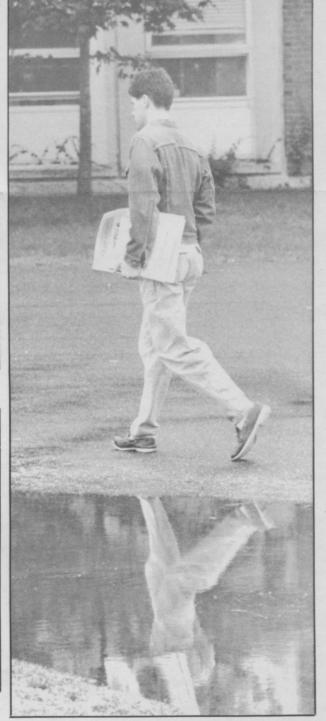








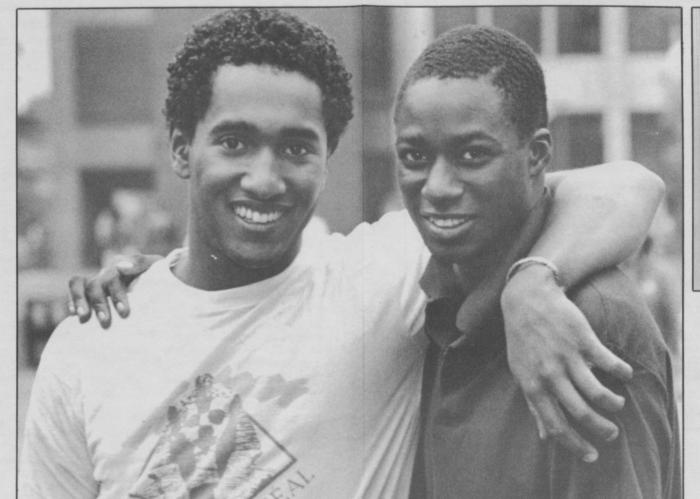




They're Back!

The weather couldn't dampen the spirits of the students returning to Stony Brook on Tuesday. Sept. 2. The umbrella was the accessory of the day as eager freshmen clutching maps found their way to class. Expert direction and advice dispensed by information booth volunteers—and those who were freshmen just a year ago—helped make the way just a bit easier and a lot more friendly. Lines were long to smooth out schedules, pay bills and just settle in, but no one seemed to mind. It was good just to be here.

The deserted campus of two weeks ago is all but forgotten with the new wave of activity. The students are back and brought with them a renewed interest in why we're here.



KUDOS

Paula Wofford has been named director of Southern Baptist Ministries for the Interfaith Center. Wofford succeeds Rev. Robert M. Brooks, Jr., who had directed the Baptist campus ministry since shortly after its inception 11½ years ago...Clarence Dennis, M.D., professor of surgery, has been chosen the 1986 Surgery Alumnus of the year by the Department of Surgery, University of Minnesota. The award recognizes his many accomplishments over the last 50 years, including innovative research in the management of ulcerative colitis, and the development of a pump oxygenator for use in heart-lung surgery, and left heart bypass techniques. . Dr. Richard Kramer has been appointed to chair the Department of Music in Stony Brook's

College of Arts and Sciences for a three-year term . . . Dr. Mark Aronoff has been renamed to a three-year term chairing the Department of Linguistics . . . Dr. John Russell has been reappointed to chair the Department of Germanic and Slavic Languages for a one-year term...The first book-length treatment of the art of the Tlingit Indians of Alaska, written by an art historian here, has been published by the University of Washington Press. Art of the Northern Tlingit is the work of Dr. Aldona Jonaitis, associate provost and a member of the Department of Art faculty at Stony Brook. The book examines interrelations between the sacred and secular in Tlingit art. . . Dr. James Tasi, professor of mechanical

engineering, has been appointed to chair the Computing Policy Advisory Board... Warren Randall has been appointed to a new position as director of academic facilities management...July Employee of the Month at University Hospital was Richard Zaino, a social worker in the Social Work Services Department. Social work staff members deliver psycho-social services to all hospital patient care units. Zaino, an employee for six years, works primarily with patients on the dialysis unit . . . Dr. Beverly Birns of the Social Sciences Interdisciplinary Program at Stony Brook has been named director of Stony Brook's Child and Family Studies Program . . . Dr. Richard Kuisel, professor of history, has received a

German Marshall Fund Fellowship which he will use to study the impact of American power, economics and culture on post-war France. The substantial grant will cover eight months of study. Kuisel plans to leave for Paris in the spring of 1987...Dr. Ruth Brandwein, dean and professor in the School of Social Welfare, will be on a six-month leave beginning in September to work at the Institute of Policy Studies in Washington, D.C. She will study female-headed families and the feminization of poverty. She plans also to analyze the Reagan Administration's proposals to reform the welfare system. Brandwein said she will probably teach a seminar based on her findings when she returns to Stony Brook.

Wolfe

(continued from page 1)

look: and she in her Everlast boxing trunks and man's striped undershirt. with hair that looks like it was just run over by a Snapper lawnmower. He is leering at her with red eyes through walnut-shelled eye lids."

"And who can blame him?" asked Wolfe.

"What are Mom in the Toyota. and Buddy and Sis. up against a love like this?

That first night on the disco floor. she wore a pair of boxing trunks. While leather punks and painted lulus. African queens and sado-Zulus paid her court. I grow old the 80s way. Death but from a matched-key. monophonic beat. Stroked out! But on my own two feet. Disco macho for you. Mein Cookie."

The L'Eggs Have It

Sixty-six pairs of legs walked themselves over to the sign-up sheet for the Stony Brook contingent in this year's L'Eggs mini-marathon. And for the third year in a row, the University's VIP (Very Important Patriots) Club won a \$5,000 scholarship from the Hanes Corporation, for contributing the most entrants in the 10K race.

Can they do it again next year?
"We're up against real odds," said
Sandra Weeden, director of women's
athletics. "The city schools just have to
roll their kids out of bed. We provide
transportation, T-shirts and

refreshments."

But the effort is worth it, and not just for the scholarship money. "Our runners get a real thrill out of running alongside world-class athletes like Joan Benoit and Ingrid Christenson," said Weeden. "We try to make it an enjoyable day for them."

The VIP Club is the University's athletic booster organization for all sports other than football. Members plan to use the scholarship to purchase equipment, acquire banners for display in the gym and supply funds for recruiting and scouting.

Zen

(continued from page 2)

universities appear on programs and bulletins. Musicians abroad learn to know the universities that produce the best students." In fact, he adds. Stony Brook is "probably better known for its music abroad than in the U.S." Greene played in the first Stony Brook Trio. which consisted of piano, violin (Christopher Lee) and cello (Pamela Frame). The Trio traveled to Poland in 1980 through the offices of International Student Affairs.

One feature that makes Stony Brook so musically fertile is that "the faculty are mostly performers who have active music lives of their own." Greene says. The faculty here "has far more to offer than the Julliard faculty."

A check for \$17,000 accompanied the Kapell award. This will make life a little easier for Greene, who says he was "a house sitter, a pet sitter, a plant sitter" all over the North Shore while he eked out a living as a pianist. Along with the cash and his nine-month appointment at the University of Iowa, where he is now teaching, Arthur Greene may be able to give up "sitting" with anything but his piano. His practice schedule is daunting—he

is benched from dawn to dusk, taking out only an hour in mid-day to jog. And when he is in training for competitions, he leads an ascetic life: no sugar, no red meat, no nothing but black and white keys.

Besides teaching at lowa, what does Greene's immediate future hold? Only a few concerts—such as the one in Carnegie Hall in January, five in Boston, one in Tennessee, one in Virginia, a couple of months of concerts and teaching master classes in Japan...

And, oh yes. Between all that and meditating, jogging, and practicing. Arthur Greene will be back at Stony Brook in April to give his final recital for his doctor of musical arts degree. He'll play Beethoven. Ives, Chopin and Liszt. And like any good student of Zen.

He will not proclaim himself;
Therefore, he will be clearly seen.
He will not praise himself:
Therefore, he will win victories.
He will not be proud of his handiwork;
Therefore, it will last forever.
He alone will not contend;
Therefore, none under heaven can contend with him.
—Lao Tzu

Physicists Ponder Dying Stars

By Wiiliam Oberst

When large stars die, they sometimes burn themselves out in violent explosions that are more powerful than any since the burst that created the universe itself. During the final few months of their lives, such

"supernovas" can shine more brightly than an entire galaxy containing billions of stars. Most of their mass is blown into interstellar space.

Dr. Hans Bethe reviewed the chain of events that sets off these stellar explosions, at a conference held here Sept. 4-6. Bethe is professor emeritus of physics at Cornell University and winner of the Nobel prize in 1967 for his groundbreaking description of the processes that produce the energy in stars. He's studied supernovas for about a decade since his retirement from teaching, working closely with Dr. Gerald Brown, head of Stony Brook's Nuclear Theory Group.

The conference was something of a birthday party for Brown, who recently turned 60. Colleagues from as far away as Heidelberg and Tokyo gathered to reminisce and wish him well. And, yes, talk about physics.

The final moments of large stars, as Bethe described them, are dramatic. Like our Sun, these celestial bodies shine for millions of years by burning hydrogen inside their cores through nuclear fusion. This process releases heat. The heat exerts an outward pressure on the star's matter, limiting the effect of gravity, which would otherwise crush the star.

When hydrogen in the star's core is used up, the star contracts because

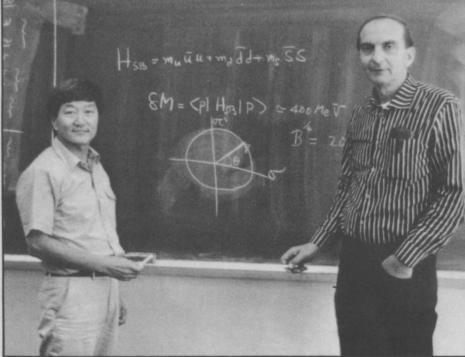
there's no longer enough heat to oppose the attraction of gravity. Core pressure and temperature rise, and helium atoms left over from the hydrogen burning are fused into carbon atoms. These release new heat that counteracts gravity. When the helium is depleted, the star contracts again until the carbon atoms fuse into neon, then oxygen, then silicon. If the star is large enough, its silicon fuses into iron.

The star's life passes at an everincreasing rate. If it is 25 times the mass of the Sun, for example, it will burn hydrogen in its core for seven million years, then burn helium for 500,000 years, carbon for 600 years, neon for one year, oxygen for six months, and finally silicon for one day. At this point, the star resembles an onion, with an iron core wrapped in layers of the other elements, and an outer envelope of unburnt hydrogen.

The iron core won't burn, though. It has nothing except the repulsive force of its electrons to resist further compression. As silicon fusion adds more iron, the core's gravity becomes enough to overcome electron repulsion. It collapses, and implodes in less than a second.

The core becomes so dense that atoms as we normally understand them are crushed out of existence. The core acquires the density of the nucleus of a large atom; it becomes, in effect, a single, mammoth atomic nucleus.

Once this happens, the core stops compressing with a jolt that causes sound waves to reverberate outward from the center. As these sound waves spread outward, their speed decreases as the material through which they travel becomes less dense. Eventually



Dr. Gerry Brown (right) with friend and collaborator Dr. Mannque Rho.

their speed slows, their forward motion stalls, and they aren't moving fast enough to make headway against the inrushing material. The waves pile up to momentarily impede the incoming material, and a gigantic shock wave is formed

The shock wave rips away with great speed—computers have simulated that speed to be 30,000-50,000 kilometers per second. This causes the supernova to explode.

Material inside the shock wave isn't pushed into space, but instead falls into the dying star's core. Bethe said that half of the supernovas leave core residue that becomes a cold neutron

star. The other half, he believes, leave cores that are too massive for the repulsive force of their nuclear particles to withstand the pull of gravity. Gravity dominates any tendency of the matter to resist compression, and the core collapses beyond nuclear density. It is now a "black hole".

Supernovas are rare occurrences; only three have been observed in our galaxy in the last I,000 years. One of them, recorded by Chinese observers in 1054, has left an expanding cloud of debris (now called the Crab Nebula) that can be viewed by anyone with a relatively small telescope.

Comments on a Stony Brook Education—From Our Alumni

New York City's Mayor Ed Koch likes to stroll among his constituents and ask, "How'm I doing?" The University followed Hizzoner's example recently, when it surveyed 6,000 of its graduates.

How are we doing? Very well, according to the four hundred twenty-four alumni (seven percent of those surveyed by the Office of Alumni Affairs) who responded.

Former students from the classes of '65, '70, '75 and '80 were asked to evaluate how their college educations prepared them for ''life experiences'', further education and their careers. And, they were asked to imagine that they could enter college all over again—and if they would still choose Stony Brook. Results were tabulated by the University's Office of Institutional Studies.

The survey asked aiumni to evaluate their educational experiences at Stony Brook. Ninety-one percent of those who answered the question felt that Stony Brook had adequately, or more than

Who's in the Survey (Responding alumni listed by class year)

1980	54.7%
1975	25.9%
1970	17.7%
1965	1.7%

adequately, prepared them for "life experiences." One alum recalled Stony Brook "with fond memories of a good education and the opportunity to grow and learn personally." Another declared, "I don't want to sound like a Nelson Rockefeller dreamboy, but the State University system allowed me to blossom into the genius that I am. Seriously, I owe a lot to Stony Brook."

Attendance at Stony Brook, for almost three-fourths of the respondents, served as a foundation for further education. The survey asked how well Stony Brook prepared them for further education. Ninety-five percent of those who answered the question said the University had adequately, or more than adequately, prepared them for it. One remarked, "In graduate school I discovered...just how lucky I was to receive a solid background in research and use of bibliographic materials, in classes of reasonable size. I was more than adequately prepared for

undertaking serious scholarship because I had already done so."

Eighty-seven percent of those who expressed an opinion about Stony Brook and their careers said the University had adequately, or more than adequately, prepared them for their work. One alum even planned to "actively recruit" new employees for his company from among University students. However, some graduates wished they had taken a broader range of courses before settling on a career path. Some wondered if they would have chosen differently had they been made aware of career options.

"People 18, 19, 20 and 21 are very young," observed one alum. "They deserve some help in choosing life plans." Many of the alumni encouraged the development of career networking for themselves, and career guidance for undergraduates, and offered to speak to Stony Brook students about their occupations.

Most of the respondents paid Stony Brook the ultimate compliment: Seventythree percent said they would still enroll if they "had to do it all over again." Most parents (71 percent) said they would encourage their children to attend Stony Brook.

The survey offered a peek into the lives of Stony Brook graduates:

•A little over half (56 percent) of the respondents were married.

•The University had played matchmaker to a number of alums—almost one fourth (21.5 percent) of the married respondents were married to another Stony Brook graduate. Sixtyone percent of the married respondents had children.

•Eighty-three percent of the respondents were employed full-time; almost 60 percent of those employed full-time earned more than \$30,000 a year.

Current Annual Salary (All respondents)

Less than \$10,000	6.2%	
10,000 - 19,999	9.6%	
20,000 - 29,999	30.2%	
30,000 - 39,999	26.6%	
40,000 - 49,999	5.7%	
50,000 - 59,999	4.4%	
60,000 - 69,999	2.3%	
70,000 - 79,999	4.7%	
100,000+	2.6%	

What They're Saying

Here's a sampling of quotes from the survey:

"For my purposes—stimulation, permanent certification, and networking in new fields—the M.A. in Liberal Studies program proved wonderful."

"In the early years, there seemed to be a disregard for the needs of the enrolled students. The concerns were always with future growth. This was not universally true, but it did seem to dominate in the University's administration and in a number of departments. If this 'future orientation' is no longer dominant, I might feel better about returning to S.B. or having my children go there."

"I am very proud of being a Stony Brook graduate. I was an undergraduate for three years before I transferred to the Health Sciences Center for my study in physical therapy. I am pleased with the continued interest that S.B., and especially the P.T. Department has in its alumni."

"Wish I lived closer to participate. Any alumni in the Boston area?"

"Thank you for your interest in the alumni. Each time I'm in New York, I visit the campus and am proud to have been a part of its development."

"...Stony Brook offered an excellent education, but no structure or guidance. I was one of the few conservatives here, and I did not...feel comfortable at this school emotionally. I hope things have changed!"

"Why not publish an alumni directory?"

"The late '60's were certainly a hard time for many of us to take school seriously. At least it was for me."

"I have many fond memories of my time at Stony Brook. Friendships have remained strong over the years, and I enjoy reading about the Brook and the successes and struggles of my Stony Brook friends."

"Pleased to see so much concern for alumni. Alumni often decide the long-term financial health of collegiate institutions."

"If I had it to do over again, I would have been a resident on campus for all four years."

•Seventy-two percent of the respondents continued their education after graduation. Fifty-five percent of all respondents received additional degrees.

Alumni were encouraged to ask questions, voice concerns, or just say hello. One asked the Office of Alumni Affairs to give his regards to "Paul Dolan in the English Department. Tell him I finally made it to Yeats's grave in

Sligo, Ireland!"

The survey will be distributed each year to alumni who are observing reunions in multiples of five (fifth, tenth, etc.) The information, said alumni affairs director Andrea Brooks Young, will help Stony Brook plan programs to meet the evolving needs of its alumni. "Though the University is still young," she continued, "it appears from the survey that it is growing in the right direction."

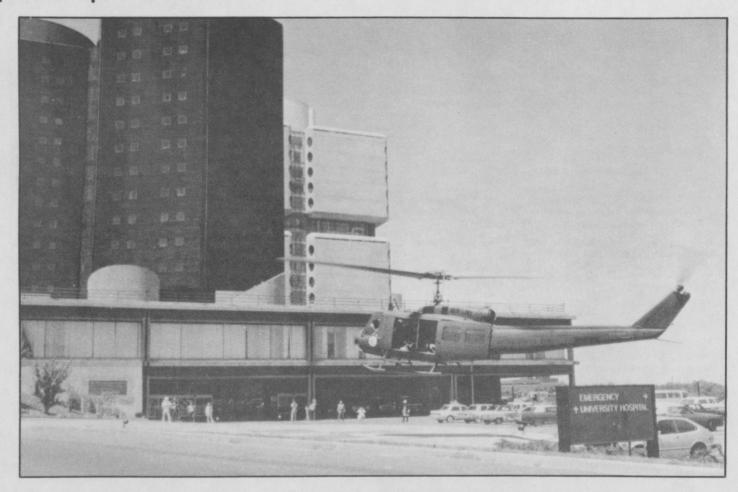
Safe Landings at Hospital Helipad

More and more frequently, employees at University Hospital can look out their windows and watch landings on the Hospital's helipad. To keep up with safety requirements, Stony Brook has added a quick-rescue firefighting unit especially designed for helicopter landing areas.

The new unit, a gift from Long Island-MacArthur Airport, is mounted on a trailer that can be moved across the helipad and maneuvered more easily than a truck. It contains 150 pounds of a dry chemical powder designed for aircraft firefighting, as well as aqueous film foam, effective in fighting petroleum fires. The helipad is already equipped with a fire truck and, with the new unit, firefighting crews will have better on-site fire control capabilities.

The "crash" unit was designed and built in 1967 by the late Edward Clark, who was fire chief at the Islip airport. The airport recently purchased new firefighting equipment, and decided to give the unit it already had to University Hospital because of its capability to handle almost any type of helicopter emergency.

helicopter emergency.
Stony Brook's chief fire marshal,
William Schulz, said helicopters
transport patients to University
Hospital's burn unit and the neonatal
intensive care unit, as well as Air
National Guard rescue victims.



E W E N T S

•MONDAY, SEPT. 15 FOLK DANCING: New dances taught, beginners welcome. Stony Brook Union Ballroom, 8-10 p.m. Admission \$1, free with Stony Brook I.D.

•MONDAY, SEPT. 15-SATURDAY,

EXHIBIT: "Eight Urban Painters: Contemporary Artists of the East Village," Fine Arts Center Art Gallery, Tuesday-Saturday 12 noon-4 p.m.

•TUESDAY, SEPT. 16 SEMINAR: "New Aspects of RASp21 Structure and Function"; Dr. Frank McCormick, Cetus Corporation; Life Sciences Building Room 030, 2:30 p.m.

FARMERS' MARKET: Fresh, local produce at low prices. North P-lot, 3:30-6:30 p.m.

LECTURE: "Surviving in the English Theatre", Olwen Wymark, Fine Arts Center Theatre II, 11:30 a.m.

DISCUSSION: "Salvation Syndrome: Dealing with Missionaries"; Rabbi Robert Kaplan and Shoshana Wolf; Stony Brook Union Room 226, 7:30

RECEPTION: Welcoming reception for Dr. Lance T. Twomey: School of Allied Health Professions Visiting Professor: Health Sciences Center: Level 2 Room 052: 4-5:30 p.m.

•WEDNESDAY, SEPT. 17

MEETING: National Organization for Women, Social and Behavioral Sciences Building Room 211, 12 noon-1 p.m. Open to all faculty, staff and students.

GAMES: Board games and munchies, Stony Brook Union Room 213, 8:30

•FRIDAY, SEPT. 19-SATURDAY, SEPT. 20

FALL FEST: Music, food, crafts, rides and Grucci fireworks. Begins at 4:30 p.m. Friday, ends Saturday evening. Free for Stony Brook students, nominal admission for faculty, staff and community residents. For more information, call Polity at 2-6460.

•SUNDAY, SEPT. 21 **LECTURE:** "Do We Have to Trust the Russians? Verifying Arms Control Treaties"; Lester Paldy, SUSB; Setauket Presbyterian Church; 9:30 a.m. Sponsored by Stony Brook's Peace Studies Resource Center.

•MONDAY, SEPT. 22 FOLK DANCING: New dances taught, beginners welcome. Stony Brook Union Ballroom, 8-10 p.m. Admission \$1, free with Stony Brook I.D.

FILM: Shoah. Part One: Sept. 22 and Sept. 23, Stony Brook Union Room 236, 7 p.m. Four and one half hours. Part Two: Sept. 24 and Sept. 25, Stony Brook Union Room 231, 7 p.m. Five hours

•TUESDAY, SEPT. 23
FARMERS' MARKET: Fresh, local produce at low prices. North P-lot, 3:30-6:30 p.m.

•WEDNESDAY, SEPT. 24 MEETING: National Organization for Women, Social and Behavioral Sciences Building Room 211, 12 noon-1 p.m. Open to all faculty, staff and students.

DISCUSSION: "Chernobyl: Known and Unknown" (panel discussion by geneticist, radiologist and nuclear engineer); Peace Studies Resource Center, "Old" Chemistry Building; 8

•THURSDAY, SEPT. 25 LECTURE: "Intelligence Agencies in Democratic Societies"; Arthur Hulnick, Central Intelligence Agency; Peace Studies Resource Center, "Old" Chemistry Building; 8 p.m.

•SUNDAY, SEPT. 28 LECTURE: "The Elusive Comprehensive Test Ban''; Lester Paldy, SUSB; Setauket Presbyterian Church; 9:30 a.m. Sponsored by Stony Brook's Peace Studies Resource Center.

•SATURDAY, SEPT. 27 SHMOOZ: "S'de Boker: One View of Israel"; Dr. Peter B. Kahn, SUSB Dept. of Physics; Hillel Director's Residence; 1 p.m. For more information, call

SELICHOT: Study session at 10:30 p.m., Peace Studies Resource Center, "Old" Chemistry Building. Service at 12 midnight (Orthodox—Math Tower Room P-131, Conservative/Egalitarian—Peace Studies Resource Center, "Old" Chemistry Building.)

MONDAY, SEPT. 28

FOLK DANCING: New dances taught, beginners welcome. Stony Brook Union ballroom, 8-10 p.m. Admission \$1, free with Stony Brook I.D.

•TUESDAY, SEPT. 30 FARMERS' MARKET: Fresh, local produce at low prices. North P-lot, 3:30-6:30 p.m.

DISCUSSION: Stony Brook students will share their feelings on Jewish High Holidays and on Jewish observance in their own lives. 8 p.m. For location, call Hillel at 2-6565.

•WEDNESDAY, OCT. 1 DISCUSSION: "Battered Women"; Dr. Beverly Birns, SUSB; Social and Behavioral Sciences Building Room 211, 12 noon-1 p.m. Open to all faculty, staff and students.

•FRIDAY, OCT. 3-SUNDAY, OCT. 5 ROSH HASHANAH: Call Hillel at 2-6565 for information on services.

We Have Classifieds

Take heart: you can now unload that hideous lamp Aunt Martha gave you. Starting with its Oct. 8 issue, Campus Currents will run free classified ads.

Ads will be accepted as of Friday, Sept. 19, at our editorial offices at 121 Central Hall. By that time there will be a mail slot or drop-off box on the office

door; you won't even have to walk inside. Sorry, we can't accept any ads over the phone.

Ads will be limited to fifteen words. Just fill out the form below and return it to our office starting Sept. 19. That's

all you have to do!

Classified Ad Policy

- 1. Campus Currents classified section may be used only by Stony Brook faculty, staff and students.
- 2. All items for sale or rent must be the
- 3. Ads not carried because of space
- restrictions will be held for publication in the next issue.
- 4. Ads are run only once and must be
- resubmitted if they are to be repeated.

For Sale	e: Boats & Marin e: Homes & Prop	e Supplies C	ar Pools		ost a round Erree
	int your ad below e number to call.		less using o	one word per b	lock. Included name

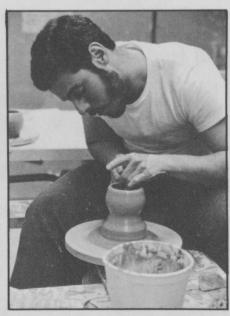
Note: The following must be completed for your ad to appear. NAME (Please Print)

Signature_ Campus Phone.

Send to: Campus Currents, 121 Central Hall.

Throw a Pot

Or carve some wood, tend a bar, sketch a figure. The Crafts Center in the Stony Brook Union offers courses in these and other activities. The Center also offers memberships that provide semester-long access to the weaving and photography studios. For more information, call the Center at 2-6822/6828.



EAP Coordinators Needed

The Employee Assistance Program (EAP) on campus is looking for coordinators for half-time positions.

EAP is a confidential support and referral system for employees experiencing personal, financial or legal difficulties. Coordinators meet with employees to assess their problems, make referrals and, when appropriate, act as an advocate. Coordinators also develop new referral sources and participate in educational programs on campus.

Any full-time employee, regardless of education or current job position, is

eligible. All you need is a desire to help people and a willingness to commit two years to the program. For more information, call Dr. Santo Albano, senior EAP coordinator, at 2-6085.

Here's Looking at You, Prof

Casablanca, The Blue Angel, On the Waterfront . . . classic films, to be sure. Now they are also instructional tools.

The Frank Melville, Jr. Memorial Library's Audiovisual Office has a number of films that can be used by faculty members to give students a perspective on American, and world, history and culture. Lesser-known, independent productions and foreign films also are available.

The collection of VHS videocassettes is continually growing, and is available to staff and students as well as to faculty. For more information, call film librarian Paul Wiener at 2-7104 on weekdays.

Fellowship Deadline

Nominations for Blinken Fellowships must be received by the SUNY Chancellor's office by Oct. 1

The Fellowships support senior faculty members who show promise as future campus or SUNY leaders. Recipients become more deeply acquainted with teaching, research and public service in the SUNY system.

The Fellowship period may be spent working in a specific office in the Central Administration Office in Albany, or faculty members can conduct research in a study area of their choice.

For more information and application guidelines, call SUNY vice chancellor Jerome B. Komisar at 518-473-1234.

Ullman Appointed

Attorney Andrew Ullman has been appointed to chair the Stony Brook Council, the policy-making body that supervises the operations and affairs of the University.

Ullman has been a member of the Council since 1976. Making Stony Brook's proposed hotel-conference center a reality, he said, will be one of his top priorities as chairperson.