

There are no American ground combat troops in Laos. We have no plans for introducing ground combat forces in Laos. No American stationed in Laos had ever been killed in ground combat operations.
Richard Nixon - March 6, 1970

THE VEGAS

UNIVERSITY of NEVADA - Las Vegas

Our goal in Laos has been and continues to be to reduce American involvement and not to increase it, to bring peace in accordance with the 1962 accords and not to prolong the war.
Richard Nixon - March 6, 1970

Volume 17. Number 6

Las Vegas, Nevada

March 16, 1971



Don Ellis, trumpeter and composer, will perform in concert Tuesday with his 20-piece jazz band at the University of Nevada, Las Vegas. The 4 p.m. program in the gymnasium will feature a wide variety of instrumental music in a big-band format. The Ellis group has earned international recognition through its pop concerts and record sales.

ELLIS JAZZ STAR PERFORMS HERE

Trumpeter and composer Don Ellis will appear in Concert with his 20-piece jazz band at the University of Nevada, Las Vegas gymnasium at 4 p.m. Tuesday (March 16).

Admission is free to full-time UNLV students, \$2.50 for all other students and \$3.50 for the general public.

Leader of one of the top jazz groups in the country, Ellis plans to incorporate a classical string quartet, a woodwind quartet and a brass quintet into a big band format during the afternoon program.

Ellis, born in Los Angeles and raised in Minneapolis, began his music career at the age of nine.

After high school, he studied under John Coffey of the Boston Symphony Orchestra and later became trumpeter with the newly under the direction of Ray McKinley.

Eventually, Ellis joined forces with many name bands, including those of Charlie Barnet, Maynard Ferguson, Claude Thornhill, Lionel Hampton, George Russell, Charles Mingus and Woody Herman. He also performed as soloist with Leonard Bernstein and the New York Philharmonic Orchestra.

In September, 1966, Ellis and his band played the Monterrey Jazz Festival, and the bandleader was hailed as one of the most influential voices in the new wave-- "the Stan Kenton of the 1970's."

After Monterrey, Ellis premiered his first symphony, a major work entitled "Contrasts for Two Orchestras and Trumpet." The

performance required more than 130 musicians, including the Los Angeles Philharmonic Orchestra under the direction of Zubin Mehta.

Ellis' next album, "Electric Bath," was voted the Album of the Year by Downbeat Magazine in 1969 and ranked second in a similar poll by Playboy.

In addition to being an outstanding musician and composer, Ellis also has written for a number of jazz magazines, publishing articles in "Jazz," "Downbeat" and "International Musician."

He is the author of "Rhythm," a volume which explores Hindustani rhythmic modes and their adoption to Western music.

NEW CONSTITUTION FARCE CONTINUES

The student government committee charged with drafting a new constitution for consideration by the CSUN Senate has become divided.

Four of the seven members of the committee prefer one draft being presented to the Senate and the other three prefer a different version.

According to Tony Vetere, Second Vice-President, who is chairing the committee and favors the majority draft, the main differences between the two drafts are:

1) The majority draft includes in the main body of the constitution not only a declaration of the existence of the important Boards and Committees of student government (i.e. Finance Committee, Activities Board, Student Union Board, Elections Board, Judicial Board) but also a description of the powers these Boards and Committees shall have. Vetere says the minority draft puts the description of the powers of these bodies into the by-laws where they could be changed more easily. Vetere commented that this is dangerous.

2) The majority draft allows the President to preside over the Senate, the minority draft does not. The minority draft also includes the presidential ability to veto Senate moves subject to a 2/3 overruling by the Senate. Vetere felt this was too much power for the President to have.

Bob Anderson, one of the three committee members supporting the minority report was also asked what he thought were the main differences between the two drafts.

1) In correspondence with the first point that Vetere made, Anderson said that the procedural rules of the Boards and Committees should be placed in the by-laws because this would be con-

sistent with the definition of 'by-law', which is either 'internal procedure' or 'secondary law'. Also, a good reason to do this, he said, is that it will shorten the length of the document, which would make it easier to have it passed by the Board of Regents.

2) The time of the college and class Senate elections should be switched. That is college elections in the spring and class elections in the fall because the class senators are only eight of the twenty-two-member body and it is important that a new President have the majority of the new Senate present to work with him from the beginning.

3) The President should appoint the chairman of the various Boards and Committees (those previously listed) because it is the President who is solely responsible for CSUN policies.

4) The minority draft eliminates joint sessions (meetings of officers and senators together) thereby taking officer votes out of the Senate.

5) The President will not preside over the Senate.

6) The minority draft would take away the student body President's power to make nominations to Senate committees and give it to the President of the Senate.

7) It would eliminate the student body President presiding over special sessions although he would be able to call and prepare the agenda for them.

In conclusion, Anderson said that the minority draft may at first appear to be an increase of Presidential power but actually because of the increase in separation between the executive and legislative branches the President's power is less than with the majority draft. It creates more of a 'check and balance' situation he said.

MONEY SHORTAGE PLAGUES UNLV

LAS VEGAS--Serious shortages in staffing, equipment and operational budgets are plaguing the development of the University of Nevada, Las Vegas, state legislators visiting the campus were told Monday.

Assemblymen Randall Capurro (R-Reno) and Norman Ty Hilbrecht (D-Las Vegas) discussed the problems of budget deficiencies for almost two hours with about 100 students and faculty members at an open hearing in the Campus Student Union.

The legislators are subcommittee members of the Assembly Ways and Means Committee which is investigating financial needs of the University of Nevada System.

Students and professors urged the legislators to increase substantially the governor's recommended allocation for UNLV, saying there simply are not enough dollars with which to operate the University.

"You cannot ask a University that is growing at a 25 per cent rate every biennium to 'hold the line' on its operating budget," remarked UNLV President Roman J. Zorn. "We have been chronically underfinanced, while the size of the student body continues to escalate."

The unstructured session at the University was initiated by the legislative committee, which sought to get a first-hand appraisal of the campus' money needs. The legislators visited the Reno campus last week.

Hilbrecht and Capurro took written notes on many of the comments and will report their findings to the Ways and Means Committee which is setting priorities for state spending.

In a preliminary morning conference, University officials stressed the importance of augmenting the governor's recommended 1.3 per cent faculty salary increase for 1971-1972; restoring the drastic cutback in UNLV library appropriations; and readjusting the allocation for maintenance of the campus' buildings and grounds.

At the hearing, several students requested the legislators to give positive attention to the proposed physical education project for the UNLV campus, stating that current facilities were built to meet the needs of a student body totaling 1,200. Current enrollment at UNLV is about 5,700 students.

The department of anthropology-sociology has experienced about a 40% hike in enrollment in one year, according to a statement to the legislators made by Department Chairman Claude Warren.

"Yet, we're expected to operate on the same amount of money," Dr. Warren said. "Realistically, it can't be done."

Ross Morton, the plant engineer, and Winston Burbank, a student leader, each described the severe difficulties of an understaffed

maintenance crew which employs one plumber to attend to thousands of leaky pipes and faucets every day campus-wide, and one overworked patrolman who polices the entire 300-acre educational facility alone.

Although more and more students are registered for English classes, said Department Chairman Arlen Collier, the University employs fewer English teachers now than it did three years ago and cannot conduct as many classes as it did then.

Cutbacks in out-of-state travel, Dr. Collier also said, have made it impossible for faculty members to attend national conferences and institutes--gatherings where professors have traditionally supplemented their knowledge of a subject through dialogue with colleagues from around the country.

"One of our instructors was asked recently to read a paper at a prestigious national meeting in New York," Dr. Collier explained. "She's now teaching an overload so that she can buy her own plane ticket."

Dr. Leonard Storm of the department of biological sciences, told the assemblymen of extreme shortages in the science laboratories. The situation arose when facilities were expanded to meet a growing enrollment, but no additional funds were provided to equip new labs, he said.



by Rick Mitz

"College students are a good-natured, hard working, fun loving bunch of kinds. Oh, sure, they do some crazy things like swallow goldfish, wear those shaggy raccoon coats, scream at football games and stuff themselves into phone booths. But, for the most part, college students are good-natured, hard-working and fun-loving."

Oh yeah?

That may have been an accurate description of the college student of 50 years ago when things were The Cat's Meow rather than Right On, but the new image of the university student has him doing somewhat different things than in the days of the Varsity Drag. Today the student does other "crazy" things. He swallows hallucinogenic drugs rather than goldfish, wears hippie clothes, screams at demonstrations, and stuffs himself into an occasional university administrator's office.

Today's American college students are in dire need of a good public relations firm.

It's in the eyes of those allegedly Concerned Citizens that the student image is a tainted one, mutilated by magazine covers screaming out about the Student Revolution (exploiting covers that often are more revolting than the Revolts themselves) and even more distorted by one-sided television coverage that shows only the student revolution, but never the evolution.

The medium is the mess. Newspapers, radio and, especially, television have given the people of America an even more distorted picture of what the Typical Today Student is like.

The emerging stereotype is the raggedy-coifed revolutionary radical, endlessly partaking in various school-spirited activities--bombings, seizures, strikes, pillage, and a little arson on the side. In his spare time, he downs dope, sleeps promiscuously in coed dorms, dresses outlandishly and that's that.

The media displays (and displays and displays and instant replays) only his demonstration behavior, which might very well be out of context. He might be a medical student with honor grades who loves his mother, dates a Sensible girl, attends church, has a good part-time job, loves apple pie, and in all other ways fulfills the All-American dreams. But the 6 o'clock news never shows that part of him.

People are frightened by the student movement--scared and acrimonious. The values they've held sacred, the goals they've strived toward suddenly are being threatened--by their own children. The result is panic. In a nation-wide poll taken last spring, the campus unrest problem ranked number one--even over war, ecology, racial strife, poverty and crime.

Spring is the season in which they take place. Spring--when every young student's fancy turns to revolution, when a fresh breath means a mouthful of mace, and spring fever means the hot anger of the U.S. populace sitting by their TV's counting the RPM's.

And they aren't exactly sitting there watching nothing. Last year 1,785 demonstrations took place on college campuses, including 313 building seizures and sit-ins, 281 anti-ROTC demonstrations, 246 arsons, and 7,200 student arrests, resulting in more than \$9.5 million in damage.

Television brought all the damage, fire, seizures, sit-ins right into our living rooms, in living red, white, black and blue color. The Student Radical could have been the title of a highly successful, action-packed situation TV show aired in lieu of the news every evening.

The new student portrait is detrimental to the student himself--making all students appear alike, depersonalizing them, castrating individuality and sprouting new prejudices in a world already too full of biases. Yet the new student image can not be as bad as college trustees and university regents might fear.

A sit-in might be a radical way of expressing an idea, but it certainly is more socially provocative and meaningfully profound than swallowing a goldfish. Discontented students sit in and take over because they are concerned with values that affect the total society, not just themselves.

It's that cause which is so important. But television shows only the superficial outcome of the student fight for that cause--the rioting, the sea of straggle students, the hurled rocks, the four-letter words. The bloody, fighting, hell-raising revolutionary student image could be--if not changed, at least altered--if the media could make the public aware of the issues behind the fight. Struggles for ecology, an end to racism, equal rights, community control and the finish of an unjust war are not difficult issues for the public to relate to. However, they get lost in the color and dramatics of the televised college demonstrations, which always come out looking like a television Fellini orgy rather than a concerned and optimistic fight for a better American future.

College students wouldn't really need a PR outfit to help change their image if people could grasp the importance of the cause behind the fight.

That Middle American couple sitting in front of their new color TV no longer can afford to angrily turn off the 6 o'clock news of student protest and switch the channels to a war movie or an old John Wayne film.

The channels that must be switched are the channels of communication, and what could emerge would not be a new student image at all, but a new national image based upon a new understanding.

LETTERS

To the Editor:

What I say below has been written by me before, and sent to several newspapers nationwide. It seems prospects for sudden invasion should not be told to a gay, joyous and prosperous people. But the danger is there, and the internal occurrences in the Communist nations that are out of status with a peaceful nation, without intentions. Both Russia and China are, and have been, taxing their citizens heavier than at any other time. It would take heavy money to invade the U.S.A. China with a population of over 750 million, trained from childhood with the "hate America" doctrine in grained in their education in Communism. They must spread out because of over population, and tried India but failed because of Caucasian opposition.

cause of Caucasian opposition. China would welcome the loss of 500 million inhabitants, we couldn't endure with a five million loss, and Russia with two hundred and 20 million people, couldn't suffer that loss either. Russia envious and jealous of the American-Alaskan bargain is, and has been for years, determined, if America became engaged in war with China, to invade Alaska at the Prince of Wales Point. A bus line thru Sitka is at present owned by a Russian. Any Alaskan, or Aleut, knows how a group of Russian men will stop talking when an American joins the group. Russia would hold the coats, and pick up the Chino-American pieces. Canada has recently entertained Chinese statesmen in Canada, followed by Canadian recognition of China. The Yellow Peril is real and Japan would join the carnival to subdue the U.S.A. China has recently learned all about nuclear power and both China and Russia would blast our cities. We must be strong enough to return that with devastating effect. Thank God, we have a strong President, who knows all the trickery of Russia, because he exposed it as Vice President.

We have a coastline from Maine around the continent to Alaska, of about 4,000 miles, and almost impossible to defend. Over the North Pole lies China and Japan. We have interned strife, sponsored by planted Reds, and we hear much about over population, altho every state in the Union has thousands of acres of arable land like the 50,000 acres of former rock and stone land, made arable by irrigation. Millions of acres of fertile land in Alaska, with hot houses, and hardy cattle that could figuratively contain the total U.S. population easily. Yakima Valley in Washington State is a 50,000 acre of example.

In spite of our need for future manpower, we have eleven states stupidly engaged in the abortion of our unborn manpower. The attached amendments would not be observed, and violation hard to prove. Wake up, Americans, its your life and nation you are juggling.

Arthur L. Willey
P.S. John "Duke" Wayne owns and has developed over 50,000 acres of this rock and stone, barren land into fertile farmland by grass seed and water. Robert Mitchum also has thousands of acres.

I repeat, wake up, understand your internal enemy.

EDITORIAL

The outcome of the invasion of Laos by South Vietnamese troops is still in doubt. Yet the outcome of this operation will have significant influence on the duration of American involvement in the war.

American students, including USC students, have in the past been vocal, and sometimes violent, in expressing their opposition to American moves that to them signal continued American participation and escalation of the Indochina conflict. Yet, unlike the Cambodian invasion last May, which resulted in massive strikes on American campuses, the Laotian invasion has stirred little protest from the students.

At USC, while individuals may express opinions, there has been no unified action of protest. Leaders of last May's strike attempted to rally support for a protest march over the weekend, but failed to generate any significant student response.

While perhaps a majority of students may disagree with this extension of the war, an observer of campus events would have no reason to believe that they did. The last five years have been a time of large protest, and last May saw the largest number of students participating in protest. Why, then, have the campuses been quiet on the Laotian invasion?

The reasons are complex, but there are reasons. President Nixon did not build up the invasion of Laos, as he did with the Cambodian invasion, by going on television before the nation. Rather the preliminaries of the operation were cloaked in a news embargo. The Laotian action was not made to seem as great as the Cambodian invasion, and, thus, protest would not be as great.

No U.S. ground combat troops are involved with the invasion as they were in the Cambodian invasion. U.S. participation does not seem as great. The Laotian invasion is a South Vietnamese action, despite the fact that the operation was planned and approved by President Nixon.

Student leaders, particularly those at USC, have lost the support of the mass of students, and they realize it. Too many students recognize that their goals at the universities are not mass protests against the war. Students, also seem to believe that President Nixon's plans of Vietnamizing the war are leading to decreased American troop participation. Few students buy the theory of American aggression and imperialism espoused by campus militants.

The Laotian invasion is vital to Nixon's plans for American withdrawal. If the South Vietnamese can keep the Ho Chi Minh trails blocked and keep supplies from reaching the enemy troops in Cambodia and South Vietnam, the American withdrawal timetable can be met and the forces of Cambodia and South Vietnam can be built up to a level capable of withstanding future enemy offensives.

But if the invasion fails, the war could continue much as it has. North Vietnam could choose to step up support for guerrillas in Thailand or step up its own military effort in central Laos. Or the North could strike directly against the forces of the South in Laos. Any of those actions might necessitate even further American involvement and indicate a failure of Nixon's famous plan to win the war.

The war must end. Nixon's policies, if the South Vietnamese succeed in Laos, seem to be decreasing American involvement in the war. Nixon in Laos, seem to be decreasing American involvement in the war. Nixon's policies seem to be the best means of ending the war, aside from a negotiated political settlement, which seems an impossibility, judging from the peace talks. Unilateral withdrawal would be a disaster, as great a disaster as trying to win the war militarily. American students realize these things, and are no longer protesting.

Reprinted from University of Southern California's Daily Trojan.

The Yell

Editorials and Features

Las Vegas, Nevada

Vol. 17

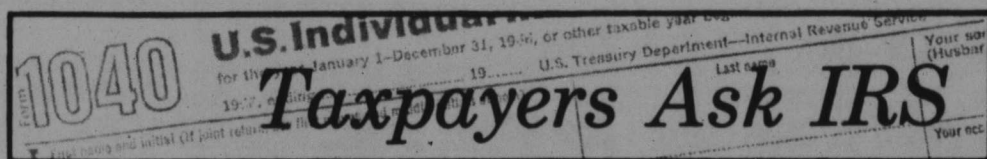
No. 6

Unsigned editorials are the responsibility of the Yell Staff. Other opinions expressed are solely those of the author of the Article.

Editor	-----	Mike Malone
Managing Editor	-----	Jeannie Hall
Night Editor	-----	Bill Schafer
Graphics Coordinator	----	Leon Potter
Sports Editor	-----	Bill Jones
Sports Writer	-----	Doug Clarke
Ad Manager	-----	Max Stuhff
Typist	-----	Susan Ilchik
Supplier	-----	Dave Owles
Reporter	-----	Julie Jones
Reporter Trainee	-----	Smoky

Published weekly by the students of the University of Nevada, Las Vegas. Offices are located at 4505 Maryland Parkway, Las Vegas, Nevada, 89109, in the Donald C. Moyer Campus Student Union, Room 303.

We wish to thank Mark Hughes of the UNLV News Bureau for the invaluable press releases that are provided.



This column of questions and answers on federal tax matters is provided by the local office of the U.S. Internal Revenue Service and is published as a public service to taxpayers. The column answers questions most frequently asked by taxpayers.

Q) When can I expect to get my W-2?

A) Employers are required to issue W-2 statements to their employees by January 31. However, the final date is February 1 this year since January 31 falls on a weekend. Many, however, issue them sooner for the convenience of those employees who are expecting a refund and want to file early.

Q) I was married last year and both my wife and I got a tax package in the mail. If we file a joint return, whose label should we use?

A) Use your name label since the husband's Social Security number is used to identify joint returns. However, you should print your wife's name on the label. Her Social Security number should be entered in the space provided on the return.

Q) I have a partial scholarship that covers some of my college costs. Do I have to report this as income?

A) Most scholarships are not taxable and do not have to be reported. Since there are many different types of scholarships, check with the organization that gave it to you for information on its tax status. Details can be found in Publication 507, Tax Information on Scholarships and Fellowships, available free by sending a post card to your local IRS office.

Q) What kind of mistakes held up taxpayer refunds last year?

A) Refunds were delayed when taxpayers had to be contacted to supply information they forgot to include or listed incorrectly when they filed their Form 1040's. Missing W-2 forms, missing signatures, and missing or inaccurate Social Security numbers were some of the major types of errors.

Q) The name label is on the front cover of the instruction package this year instead of where it used to be on the Form 1040. Why the change?

A) To reduce costs and add flexibility to printing procedures. To put the name label on the Form 1040 required the cover of the package to have a cut-out space. The cutting added to the cost of the packages and also limited the number of printers who could supply the packages.

Before the present system was adopted, it was tested successfully last year in several parts of the country.

Q) What are the new tax rates for single people? I can't find them in the 1040 instructions.

A) These rates go into effect for the 1971 tax year and therefore do not affect the 1970 tax forms and packages that were just mailed out.

The new withholding schedules just issued to employers do incorporate the rates for single people, however.

Q) If I let IRS compute my tax and I have a refund coming, how long will it take to get it?

A) IRS can compute the tax and issue a refund within 4-5 weeks from the date the return is filed with the service center. Actually, it won't delay a refund by having IRS compute the tax since the computations are checked on all returns we receive.

Q) If you don't have to have a job before you move, can anyone deduct moving expenses under the new law?

A) No, there are still limitations on who can deduct moving expenses even though these limitations are less restrictive. For details, send a post card to your local IRS office and ask for a free copy of Publication 521, Tax Information on Moving Expenses.

You can also find information on moving expenses, as well as many other subjects in Publication No. 17, Your Federal Income Tax. This booklet may be purchased from most IRS offices or the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for 75¢.

Q) What taxes can I deduct on my return?

A) If you itemize deductions, then your state and local income taxes, personal property, real estate, general sales and state and local gasoline taxes may be deducted. List these on Schedule A, Itemized Deductions.

Federal taxes such as Social Security tax or those on alcohol or tobacco are not deductible. Hunting licenses, driver's licenses or auto inspection fees are also not deductible.

NIXON WANTS INNOVATION IN UNIVERSITIES

WASHINGTON (WCNS) — In his second annual message on higher education to Congress, President Nixon last week moved to "equalize individual opportunities" for attending college, and to put the Federal government's power behind the forces of innovation and reform in curricula.

Similar proposals last year failed to pass either house of Congress but have been reintroduced because "existing legislative authority for the basic Federal higher education programs expires at the end of the current fiscal year," President Nixon said.

Basic to the proposal for equalizing individual opportunities is the concept of lifting financial barriers.

At present Nixon told Congress, "a young person whose family earns more than \$15,000 a year is almost five times more likely to attend college than a young person whose family earns less than \$3,000."

To alter this inequity, the President proposed the establishment of a National Student Loan Association (NSLA). A private, Federally chartered corporation, NSLA would make access to grants and subsidized loans much easier than at present. Colleges would be able

to "sell" a student's promissory note to NSLA, thus enabling them to provide more loans.

The President estimated that NSLA in its first year might buy up to \$2 billion worth of loans from banks and universities.

For those students eligible for direct grants from the Federal government (i.e. those from families with less than a \$10,000-a-year income), Nixon called for an upper grant limit of \$1,000 per year, or \$1,400 in a combination of grants, work/study money, and subsidized loans.

Beyond this \$1,400 amount, a student could qualify for an additional \$1,500 in a "subsidized 'cost of education' loan," if he attends a school with an average annual cost of more than \$1,400 and if he meets the eligibility criteria for subsidized aid.

This legislation, Nixon said, would benefit approximately one million more students than are currently receiving aid. "It would assure that Federal funds go first, and in the largest amounts, to the neediest students, in order to place them on an equal footing with students from higher-income families.

"It would mean that (high school students) choice of a college would be based on their educational goals rather than upon their families' financial circumstances."

The other major piece of legislation asked for in the higher education message would help revamp college curricula. Working through a National Foundation for Higher Education, educators and students alike could obtain help in making colleges more responsive to individual needs.

The Foundation, modeled after the National Science Foundation and the National Institutes of Health, would encourage "a review of the overall needs of the American people for post-secondary education." Its first year's operating budget would be \$100 million.

The special problems encountered by Black colleges and universities would also be helped by the Foundation for Higher Education, Nixon said. Already included in the 1972 budget, however, are additional funds for Black colleges to be administered by the U.S. Office of Education, the National Science Foundation and the Department of Agriculture.

MASTERING THE DRAFT

About one third of the young men examined for military service are found to be medically unfit and are placed in class I-Y or IV-F. Class IV-F is for young men who are unfit for military service at any time. Young men with less severe defects are placed in class I-Y and will be available for service should Congress declare war or a national emergency.

A local board, with the help of its medical advisor, has the authority to disqualify registrants with obvious defects. However, the vast majority of rejections take place at the pre-induction physical examination or the physical inspection (given on induction day). Both of these examinations are cursory and defects are often overlooked. Consequently, both the draft laws and Army regulations request examinees to submit evidence of disqualifying defects.

Family doctors often ask if their documentation should take any special form. The general rule is that the doctor should describe the defect in language which is as close as possible to that used in the official list of disqualifying defects. The letter should describe relevant medical history and make a positive diagnosis. Finally, if possible, the doctor should clearly state that the vigors of military life will endanger the health of the registrant.

One copy of the documentation should be retained for the registrant's own file and the original should be brought to the physical examination station. In addition, be sure to send a copy of the documentation to your local board with a letter requesting a I-Y or IV-F deferment.

A recent court case emphasizes the importance of sending a copy of the documentation to the local board. A registrant named Ford has been found fit at a preinduction examination. He then sent two letters to his board—one from his family doctor and the other from a psychiatrist. They indicated that Ford was "deeply disturbed, with neurotic depression and anxiety, and was a chronic user of drugs (marijuana), that induction might have 'severely destructive results,' and that further psychotherapy was being arranged."

The clerk at the registrant's local board merely forwarded the letters to the physical examination station. The station conducted a psychiatric interview and found the registrant fit and he was ordered for induction. At no time did the registrant's local board consider the merits of the doctors' letters.

The registrant refused induction, was convicted, and appealed to the Court of Appeals for the First Circuit, which has jurisdiction over Massachusetts, Maine, New Hampshire, Rhode Island, and Puerto Rico. The Court reversed the registrant's conviction.

The Court based its decision upon a recent decision by the Supreme Court, *MULLOY v. UNITED STATES*. That case held that: "Where a registrant makes nonfrivolous allegations of facts that have not been previously considered by his board and that, if true, would be sufficient under the (draft laws) to warrant granting the requested classification, the board must reopen the registrant's classification unless the truth of these new allegations is conclusively refuted by other reliable information in the registrant's file."

When a board reopens a classification, it must consider the new evidence and classify the registrant anew. The registrant will then be sent a new Notice of classification. He may then request a personal appearance and an appeal.

In Ford's case, the allegations in the doctors' letters were clearly not frivolous. The information was new to the board. There was no evidence in the file to refute the claim and, under the list of disqualifying defects, the letters, if true, would warrant a I-Y or IV-F classification. The Court, therefore, found that the board had acted illegally when it failed to consider the doctors' letters and reopen Ford's classification. Ford's induction order was, therefore, illegal and he could not be convicted of refusing to obey an illegal order.

This decision is extraordinary because the common practice of local boards has been to send medical evidence to the examining station without evaluating it themselves. They may very well follow such a procedure in your case. Such a practice is, at least in the First Circuit, illegal. If your board follows the practice in your case, you should consider consulting an attorney.

The First Circuit's decision may set a guiding precedent that other circuit courts will follow. Then all registrants will have a valuable weapon to use against local boards which develop their own expedient methods of avoiding the law.

We welcome your questions and comments. Please send them to "Mastering the Draft," Suite 1202, 60 East 42nd Street, New York, N.Y. 10017.

TICKETS FOR BOTH

RALPH NADER MARCH 16

B.B. KING MARCH 19

WILL BE ON SALE AT THE
INFO BOOTH IN THE STUDENT UNION
FROM 10 AM - 5 PM MUST HAVE I.D. CARD

NEWS FROM OUR BROTHERS & SISTERS

MEDFORD, MASS.

Medford, Mass. (I.P.) A comprehensive program for drug care centering around the idea of "students helping other students" is underway at Tufts University.

Working with a budget that included an \$800 gift from last year's graduating class, a special committee of students, faculty, and administrators prepared a multi-phase program which favors drug-teaching sessions for students do not hesitate to call in outside medical care.

Glenn Elion and Carol Harris, seniors, assumed responsibility for the program's initial implementation. Training sessions for counselors are supervised by Project Place, a volunteer drug treatment center in Boston. Students found incompetent in handling stress situations are excluded from the training group.

Right along Dean of Students Alvin Schmidt has felt and still feels that the only alternative to drug busts is to "whoop up the members of the college community to assume responsibility" for policing drug abuse.

Tufts students interviewed during last summer claimed police would not have come on campus in the spring without the tacit concurrence of the University. "We felt that there was a breach of trust," said one. There was no warning. "The University Administration didn't enforce drug or alcohol laws all year. Then they gave names to the police."

Dean Schmidt at the time of last March's drug raid said, "The University must not be a protective enclave, shielding students from the responsibilities of society."

A lack of communication among students, faculty and administrators, has been pinpointed by Elion, and confirmed by Dean Schmidt, as one of the principal sources of the aggravated drug situation at Tufts.

Elion prepared a 20-page pamphlet which addressed the University as a whole, emphasizing how faculty and administrators, as well as students, feel about drugs, and how, for example, drugs are affecting students' academic performances.

WASHINGTON, D. C.

Washington, D.C. (I.P.) During the fall of 1970, the Division of Student Affairs at The George Washington University began a project known as the "5 for 1 Program."

William P. Smith, Jr., Vice President for Student Affairs, explains that the project consists of randomly selected groups of five freshmen, each of which is then assigned by the Student Affairs Division to volunteer faculty members, to student affairs staff, and to other administrators of the University, for informal contact and personal interaction.

Each faculty or staff member then initiates contact (personally, not through a secretary) with each assigned freshman, and arranges to meet with him in the college union, in the office, or in the caller's home, to discuss the University, any particular questions or problems, or simply life in general. These contacts are renewed periodically throughout the school year.

The "5 for 1 Program" was begun with the idea of supplementing both the classroom contacts or purely business type contacts to which the modern large-scale University is increasingly limited with its students, as well as to give staff, faculty, and students an informal opportunity to know each

other a little better as individual persons with specific hopes and plans and needs.

"In undertaking the project, we believe that its offers of personal contact, if sincerely put forward, could help reduce over a given school year the feelings of facelessness and alienation reported by numerous freshman students as they enter the new and suddenly-independent environment of a large university," Smith states.

"We are very pleased with the positive response to the project reported so far, and are scheduling expansion of it during the coming year. To be realistic, not everyone of the contacts is producing the kind of communication we hope for, nor can they, collectively, fully compensate for the consistent age-segregation which seems to characterize the prior social life of many young college-bound people nationally.

"Nevertheless, the program at G.W. appears to be producing very positive results."

To date, 100 faculty and staff members are making this out-of-classroom personal contact with half of the 1170 students in the University's entering Freshman Class of 1970-71. Involvement of all members of the 1971-72 Freshman Class will be sought.

STOCKTON, CALIF.

Stockton, Calif. (I.P.) Two years ago the first undergraduate Teacher Corps program in the United States was established at University of the Pacific to train disadvantaged students.

Today, 26 of the 27 students who started the program have graduated and a majority of these are teachers in the community where they received their training.

The 26 graduates, who include 11 blacks and 10 Mexican-Americans, received a bachelor's degree and a teaching credential. The program at Pacific, which received national attention as a pilot project, has since been copied at 11 other colleges and universities throughout the country.

"For the most part our first graduates are doing an outstanding job," stated Horace Leake, associate director of the program, "as they are far ahead of other first year teachers in their abilities on how to handle lesson plans, discipline children, perform school routines, become familiar with textbooks and develop new innovations."

Success of the program resulted in the University receiving a new group of corpsmen the second year. And Leake said he was not surprised at the success of the program. "We knew the people were out there, but they were stopped after 14 years (junior college)" he explained.

He believes students are capable of handling group situations and communications with people under the influence of drugs and, in some cases, administering "physical care to those using drugs, from aspirin to thiazine."

Last year a small group of students, headed by Elion, maintained an unofficial "hot line" in their dormitories. Nearly 300 calls were received from people on bad trips or needing advice or assistance. Nearly 40 percent of these calls came from students living in off-campus apartments.

Briefings for counselors-in-training include familiarization with all drugs currently in the Boston area. Effects of the drugs are shown on film, and students are taught how to handle people under the influence of drugs-when to administer help of a parapsychological or para-medical nature and when to make referral to professional help.

MADISON, WIS.

Madison, Wis. (I.P.) The largest annual symposium ever sponsored by the Wisconsin Student Association, to include more than 30 internationally-known speakers over a 10-day period in March, is planned by UW students with the help of community leaders.

"We want to demonstrate that the University of Wisconsin still stands for rational dialogue," said WSA Symposium chairman, Victor Rodwin. "We believe it is important that America be exposed to ideas that will stimulate constructive action instead of useless destruction. The University is a strategic place in which to breed these ideas and present them to the American public.

Financial support for the Symposium includes a \$5,000 appropriation from the WSA budget, and a \$5,900 grant from the Board of Regents.

A broad-based student committee will determine substantive Symposium policy. In addition, Rodwin formed, for the first time, an "advisory committee" of community leaders, faculty and administrators.

Cincinnati, Ohio (I.P.) "The university of today is a clearly political organism," according to Leon Botstein, 24-year-old president of Franconia College.

In a lecture at the University of Cincinnati, sponsored by Omicron Delta Kappa, national men's honorary society, he charged that the cherished "objectivity" of the university is a myth.

"The university is not objective, and it should not be. It is false to divorce science and technology from the philosophical and moral issues of life," he said.

The nature of a university is political, Botstein continued, in that its degree-giving function confers a certain amount of social status, in addition to immediately putting degree recipients on a specific rung of the economic ladder.

Government-funded research was also characterized as playing a political role in the life of the university. "The famous Manhattan project, conducted at the University of Chicago, is a prime example of the direct rela-

AUSTIN, TEXAS

Austin, Texas (I.P.) Forty per cent of new freshmen and lower-division transfer students entering The University of Texas at Austin next fall will be chosen by a random selection process on a one-year trial basis.

Commenting on this decision, Dr. Charles A. Le Maistre, chancellor elect of the UT System said: "Despite the expressed opposition of the faculty to a random selection process, those who look to the future of UT Austin under an enrollment control plan must realize that if the result deplored by the Faculty Senate, an academic elitism at AT Austin, is to be avoided, some method of selection other than admission by order of class rank and test scores must be used.

"For all its faults and associated problems, random selection from those qualified does offer an objective means of attaining a student body representing a cross-section of society. It is not subject to the whims or abuse of subjective evaluation and is far preferable to admission by order of receipt of applications.

"Admission under a controlled enrollment plan entails decisions and responsibilities the institution

cannot pass along to others. The day will come when the quotas will be filled entirely by applicants falling entirely in the top quarter, and the question of elitism will become an immediate reality."

Chancellor-elect Le Maistre concurred in President Bryce Jordan's recommendation on methods for admitting lower-division transfer students with less than 54 semester hours of credit in 1971. It gives preference to those who have completed most if not all of their basic first-year courses.

"Since pressures for enrollment control grew in large part out of problems in staffing and administering these particular courses, this feature of our recommendation has special significance," Dr. Jordan said.

Dr. LeMaistre agreed that the procedure would remove some of the pressure from freshman courses, adding: "It is appropriate that the procedures for admitting transfer students parallel the freshman admission procedures by providing a first selection procedure based on merit followed by a random selection of admission for all others."

NEW YORK, N. Y.

New York, N.Y. (I.P.) Beginning with 1971-72 all Columbia University Catalogs and admissions brochures will include a note such as "All qualified applicants receive consideration for admission without regard to race, creed, color, sex, or national origin."

All-male Columbia College, one of several schools with such a sentence in current publications, will leave out the word "sex."

In a recent memo, Vice President Warren Goodell has suggested that deans and department chairmen prepare to prove that admissions and financial-aid policies are non-discriminatory.

"We anticipate a challenge of sex discrimination in the near future," he wrote. Several other universities have already been investigated by HEW after

complaints by feminist groups.

Columbia also reports that Walter Adams and Abram Jaffe of the University's Bureau of Applied Social Research have come out with a strong warning to open-enrollment advocates.

Reporting on a national study of about 1,600 selected high-school seniors, the sociologists stated that without great care "disappointment and frustration consequent to widespread dropout might outweigh benefits for the students who would survive and graduate.

"The equalitarian impulse alone, however admirable, is insufficient justification for radical change in higher education."

CINCINNATI, OHIO

Cincinnati, Ohio (I.P.) "The relationship between science at the university and the technological and political structure of society," Botstein said.

Noting that today's students have expressed their dissatisfaction with the societal function of the university, Botstein called for a new kind of university based on a sense of "diversified community."

"The modern university is actually a hybrid of three basic concepts," he commented. "The notion of the 'ivory tower' role of the university stressed total academic freedom and 'pure' research the academicians should not be troubled by pressures from the state or university administration, but should be free to enjoy the pleasures of free inquiry.

"at the same time, the university plays a role in scientific research, functioning as a repository for knowledge or skills in such technical areas as engineering, biology, physics, and medicine. Finally, it acts as a social service center, processing and certifying students for various career positions."

As might be expected, Botstein observed, the roles of the university are thus often in conflict with one another. Furthermore, he charged, the much-touted respect for diversity and academic freedom embodied in the "ivory tower" concept frequently does not exist.

For example, Botstein said, there are very few existential philosophers in America, primarily because philosophy students must be certified by other philosophers, who in turn, tend to expect the attitudes expressed by their students in exams and papers to reflect their own ideas.

In Botstein's view, an alternative to the present-day form of the university may be the development of a "clearly-defined place for inquiry and discussion of issues, with no social certification function. You might get a B.A., but that's it."

VIETNAM

We are there because we have a promise to keep.

Lyndon Johnson - April 17, 1965

SPEAKING OUT

CLASS UNFOLDS CANYON BEAUTY

BY EDDE NEIDICH

This column is an attempt at something different. If I succeed it is solely because I now go to sleep with a curvacious typewriter (Remington 36-26-36).

Recently a survey was taken in Nevada to find the building that has the highest noise pollution level. - "Would you believe Tonopah Hall on the UNLV campus?"

I wonder if SAGA shouldn't spell their name backwards. Can anyone explain the necessity of having required courses for graduation depend upon sixteen non-matriculated students paying a fee to sit in on the class.

College of Hotel Administration is offering a Three credit course this summer. A Culinary and Hotel tour of Europe. Cost..three credits Fifty Seven Dollars, materials.. Nine hundred fifty dollars.

We may not know which came first, the chicken or the egg, but we all know that the Casinos came before UNLV. In fact without Casinos UNLV would become a modern ghost town. All those that would destroy the Goose that lays the Golden Egg..Think again.

Saw a man on the Strip with an advertising sign.. "Doomsday Insurance..Cheap."

Nevada is the last frontier. I'd hate to see it go the way of all the rest of civilized America.

If out of state students are displacing Nevada students, will increasing their out-of-state tuition guarantee that Nevada students remain longer than one year. Fifty percent of Nevada students drop out after the first year. More money for what??

With education money in tight supply, how about a concentration where it counts..In academic land.

What makes beer so popular? Have you ever gathered around a keg? Can college students read?? Some teachers think not. They teach verbatim from the text book.

Does it really pay to ask a class of 110 students...

"Any questions.."

If you eat junk food all day and then eat a big steak for dinner, you're only fooling yourself.

Courtesy is contagious.

Long live Howard Hughes..benefactor of the "Howard Hughes College of Hotel Administration."

All of my life I've heard.. "When the war ends.."

If Jane Fonda was the same size as Mama Cass..would she still march?

Is gambling necessary? Ask the thirteen million tourists that visited Las Vegas in 1970.

"Jeopardy" most popular T.V. program at Tonopah Hall--Mary casts one vote for "Dark Shadows."

The other night I made ten passes in a row at Caesar's, was raking in four thousand dollars when my roommate woke me up.

In process of taking survey on Legalized Prostitution.

Some comments--"There are other ways of making a living--"

--"They do it anyway so why not get some bread out of it--"

--"Sallys is too far--"

--"Hookers are sharp dressers--"

--"Where are they?--"

--"I've been told over and over that it is one of the oldest professions.

However I've never seen a College that granted a degree in Entertainment.."

Casinos should set up a system for allowing students into mid-nite shows at a discount when business is slow..

Hotelman's Association of the College of Hotel Administration received a charter this week from the very prestigious "Food Service Executives Association."

How can I explain to my mother that I've been in Nevada for six months and I haven't gotten married.

Do you have restless urge??

I'm off to Hoover Dam. They have a leak and are looking for someone with a big thumb.. This is an unprecedented opportunity for all of you life long thumb-suckers.. At last you can get aroused and be able to participate in a round the clock event..

Be back---I hope....

TEACHER PRODUCES SPANISH TEXT

An assistant professor of Spanish at the University of Nevada, Las Vegas has completed a Spanish textbook based on the novel "Marario" by Bruno Traven.

Dr. Shellah R. Wilson of the department of foreign languages edited the book for Houghton Mifflin Company, a leading textbook publisher.

She has written all problems, assignments and vocabulary for the text in Spanish, rather than

the mixture of English and Spanish used typically by exercise books in universities and high schools.

Dr. Wilson and Houghton Mifflin feel that the elimination of the need for translation will instill confidence in the student through reliance on his own knowledge of Spanish.

Traven, most widely known for his "Treasure of Sierra Madre," completed "Macario," his last major work, in 1950. He died two years ago, having lived almost 50 years in Mexico.

The historical treasures and unmatched beauty of the Grand Canyon of Arizona will be unfolded this spring to students enrolled in a special eight-week class at the University of Nevada, Las Vegas.

Entitled "Natural History of the Grand Canyon Region," the course will explore all the unique features of the canyon which have fascinated scientists and laymen alike for centuries.

Highlight of the class will be a six-day float trip in large rubber rafts down the Colorado River from the canyon's South Rim to the shores of Temple Bar.

"The Grand Canyon region is a classic area for the study of the southwestern birds, animals, flowers, geology and Indian history," noted W. Hubert Johnson, director division which is sponsoring the course.

"Now, students as well as interested members of the public will have an opportunity to participate in an exciting educational adventure with experienced faculty to guide them."

Instructing the class in classroom lectures and on the river journey will be Dr. Donald Baepfer, the vice president of academic affairs at UNLV whose professional specialization is birds and small animals; Dr. G. William Fiero, research associate professor of geology at UNLV and the Desert Research Institute; Dr. Wesley E. Niles, associate professor of botany, and Richard Brooks, assistant research professor of anthropology.

Preceding the actual float trip will be a series of eight illustrated classroom lectures from 8 until 10 p.m. each Thursday beginning April 15 in the main auditorium of the Southwestern Radiological Health Laboratory, located on the UNLV campus.

Sessions, designed to prepare the class for the boat trip in June, will examine the enormity of the geologic history of the Grand Canyon, its geography and land forms, and the diversity of events which nature has carved in the walls of the canyons.

Class members will learn of the various cultures which have occupied the canyon region, the archeological remains which are still evident and how the Indians have been able to adapt to a most unusual environment.

Coursework will also examine the changes in elevation in the canyon which will allow a diversity of plants and animals from the subarctic to subtropical life zones.

Dr. Wilson completed transactions for the exclusive rights to the manuscript for textbook purposes through Traven's widow, the official Spanish translator of her late husband's work.

A member of the UNLV staff since 1969, Dr. Wilson was granted her Ph.D. degree from the University of California, Los Angeles. Although she has published several articles in professional journals, "Macario" is Dr. Wilson's first book-length publication.

Students will learn to identify animals and birds by sight and sound and recognize types of trees, shrubs and wildflowers.

On June 6, the class members will fly to the South Rim where they will camp for the night. The following day, students and instructors will hike at a leisurely pace to Phantom Ranch at the bottom of the gorge--starting place for the river expedition.

Experienced boatmen with first aid and ground-to-air radio equipment will guide the party down the

Colorado and handle all food and cooking chores. At the end of the trek, buses will provide transportation from Temple Bar back to Las Vegas.

Complete cost of the float trip, including all transportation, guide books and instruction has been set at \$275. Persons wishing to enroll in the lecture sessions only may register for \$15.

Detailed information may be obtained from the Office of Continuing Education at UNLV (736-6111, Ext. 396.)

KENNEDY CENTER LAUNCHES JAZZ FESTIVAL

Chicago, Mar. 2--The John F. Kennedy Center for the Performing Arts has launched an American College Jazz Festival with funding in the amount of \$100,000 to be provided by American Airlines and American Express.

The announcement was made to the announcement was made recently at a Press Reception in Chicago, Illinois, by George London, Artistic Administrator of the Kennedy Center, the nation's memorial to the late President now under construction in Washington, D.C.

Details revealed by London are as follows: The Kennedy Center will present the American College Jazz Festival with the cooperation of the American Federation of Musicians, the National Association of Jazz Educators and DOWN BEAT magazine and American Airlines and American Express will be commercial sponsors. Colleges and universities nationwide have been invited to participate and there will be seven Regionals, with NAJE providing the adjudication, to be followed by the Finals.

With the Kennedy Center not scheduled to open until the Fall, the Krannert Center at the University of Illinois has generously made available its excellent facilities for the Finals May 14-16. Approximately 20 big bands, combos and vocalists from the Regionals will be invited to participate in the five performances and all travel, food and lodging for the estimated 250 participants will be underwritten by the Festival.

In addition, the A.F. of M. has provided a grant in the amount of \$2,500 for big-name jazz talent, to be announced, to perform with the student groups at the Finals and to take part also in clinics in brass, woodwind, composition, harmony and arranging, which will be presented during off-hours of the three-day event and will be open to the public.

The funding provided by American Airlines and American Express was thought by London to be "the largest ever provided at the campus level for a jazz activity." He pointed out that the two firms, together with American Oil, are also sponsoring the Kennedy Center's American College Theatre Festival. "The total support for these two Festivals on nearly 400 campuses by these corporations amounts to over \$300,000," London said, "and

constitutes the largest and most comprehensive involvement in the performing arts ever undertaken on the college campuses of our nation by American business.

"This funding has enabled us to achieve an important breakthrough in the performing arts," he continued, "and focuses special attention upon the exciting possibilities which exist when the strengths of American business, art and education are mobilized for a common purpose."

London explained that reasons for the announcement being made in Chicago instead of in Washington, D.C. were three-fold: To focus attention upon the Finals this May in Urbana; to return to the birthplace of big band jazz of two generations ago; and, finally, "to grammatize the national purposes for which the Kennedy Center has been constructed. It is much more than a building and a showcase in our nation's capital," he said. "It is a symbol around which the vast resources and abilities of all people of the U.S. can...and must...be mobilized for a new era in the cultural life of our nation. The combination of financial and organizational strength brought together to make the American College Jazz Festival a reality is a major step in that direction," he concluded.

The schedule and locations for the Regionals and Finals of the 1971 American College Jazz Festival was announced as follows:

- March 13... Southwest College Jazz Festival, University of Texas (Austin)
- March 27-28... Midwest College Jazz Festival, Elmhurst College (Chicago, Illinois)
- April 2-3... Southern College Jazz Festival, Spring Hill College (Mobile, Alabama)
- April 3... Pacific Coast College Jazz Festival, San Fernando Valley College (Northridge, Los Angeles, California)
- April 16-18... New England College Jazz Festival, Quinnipiac College (Hamden, New Haven, Connecticut)
- April 23-24... Inter-Mountain College Jazz Festival, University of Utah (Salt Lake City)
- May 8... Northwest College Jazz Festival, Olympic College, (Bremerton, Seattle, Washington)
- FINALS
- May 14-16... Krannert Center for the Performing Arts, University of Illinois (Urbana)

FINAL REPORT ON HOW THEY

The following is the final report of the President's Ad Hoc Committee on the Developing University Community released March 9, 1971. We reproduce it here for your own information.

Since the appearance of our Interim Report we have met with each existing college. This has given us the broad exposure to campus opinion that we found lacking in our earlier open forums. In addition we have continued our meetings with interested individuals and groups. As our Interim Report reflected several major modifications of our first proposals, our Final Report also contains several major changes, particularly in the area of administrative restructuring.

The study and discussion initiated with the creation of this Committee does not end with this report or with the Committee's dissolution. Should the proposals contained herein be adopted, much effort will be required of everyone to accomplish their implementation. We wish to thank those who have contributed to the committee's work. Our final report follows.

We propose the following statements as an expression of goals and strategies which we have attempted to elaborate in the specific recommendations found in later sections of this report:

American universities have sought to transmit human culture and its accumulated knowledge to a new generation through formal teaching; to provide specific services to the supporting society, both on local and national levels.

At UNLV we have a responsibility as a public university to honor these goals by providing modern professional training at both undergraduate and graduate levels in the basic academic disciplines and selected fields of applied practice; by pursuing research and artistic activities within the academic departments and interdisciplinary groups; by providing a cultural focus for the geographically isolated Las Vegas community; and by offering a wide range of continuing education opportunities.

At the same time, we are dismayed at the frequency with which these activities result in a separation between formal education and significant personal learning. Exploding population, decaying urban centers, threats of total destruction, and rapidly changing technology and life style characterize the present era. We believe that a university should lead society in combating these depersonalizing influences. We seek to aid in the development of truly educated individuals--those who are willing to undergo change. Toward this end we must maintain freedom to seek and establish significant personal relationships within a community of learners, whether with 'students' or teachers.

Furthermore, meaningful learning cannot be confined arbitrarily to a campus, and must not be divorced from the outside world. Members of the university community need to interact with the larger community outside through off-campus learning experiences and by offering their expertise in the investigation and solution of society's problems. The campus itself should be available to a broad spectrum of students, in terms of age, as well as race and economic status.

A particularly recurrent theme throughout the accreditation report was the recognition that programs at UNLV have far outstripped available resources. This is true across the campus, not merely in isolated instances of especially expensive programs. The University's growth to date has been determined in response to a multitude of internal and external pressures, and we see little evidence of widespread participation in the setting of campus-wide priorities.

We believe that an immediate setting of priorities is essential both at the campus level and within the academic subdivisions. In our own recommendations we skirt the issue of possible curtailment or cancellation of existing programs because, first, we do not find ourselves in a position to make informed judgments, and second, we believe that, on the whole, existing programs are basic to a university. Thus our recommendations are addressed to the future growth of existing programs as well as the eventual introduction of new ones.

Rather than delve into the details of a large number of possible programs, we have chosen to recommend adoption of three successive levels of program priorities, with allocation of resources to follow accordingly:

1) We are convinced that first priority in the allocation of UNLV resources must go to remedying deficiencies in staffing, facilities and operating funds for programs to which the University is already committed. This is essential to developing and maintaining suitable quality in existing programs.

2) Universities typically gain national recognition on the basis of strength in limited fields of endeavor, with the entire university benefiting in turn from such recognition. We believe this is a reasonable strategy for a developing university such as UNLV, since inordinate time and resources are required to establish a broad-spectrum reputation. We therefore recommend as a second priority that UNLV identify and develop preferentially certain fields which appear likely to achieve national prominence, due to their close relation to the special cultural and natural assets of the local community. In this

category we suggest Hotel Administration, Biology (desert and environmental studies), the Performing Arts (theatre, music, dance), and Geology.

We have intentionally relegated the preferential development of specified programs to second priority, realizing that budgetary considerations will preclude any definite move in the direction during the coming biennium. Furthermore, we emphasize that we do not recommend such development at the expense of adequate quality in other necessary programs, many of which will surely enjoy excellent reputations. Finally, we recognize that it may well be advisable to review any list of preferential programs regularly and add or delete as appropriate.

3) As a third priority we recommend an orderly and rational development of new programs for this campus. We are apprehensive of a continued, rapid entry into a variety of graduate programs, particularly at the doctoral level. With reference to doctoral programs, we would emphasize the need for careful attention to timing, resources, and demonstrable demand for graduates. We suggest that special consideration be given to the possibilities for graduate programs of an interdisciplinary character.

It appears unlikely to us that UNLV can expect a level of support during the next few biennia that would allow construction of advanced research facilities or funding of research professorships. Therefore, we maintain that the chief concern of the campus during this time should lie with its undergraduates. In formulation a number of recommendations for improving the quality of undergraduate experience at UNLV, we have been guided by the following aims:

- 1) Increase the flexibility of an individual student's program in order to meet more nearly his personal needs and interests.
- 2) Encourage emphasis upon the interrelatedness of the traditional academic disciplines.
- 3) Focus institutional responsibility for the beginning student, and upgrade the quality of his experience.
- 4) Provide more effective academic advisement.
- 5) Encourage broader intellectual experience for undergraduates.
- 6) Identify shortcomings in a student's basic communication skills at the earliest possible point in his university career and assist him in remedying them.

A. Adoption of the "4-1-4" academic calendar is proposed. This would involve slightly shortened fall and spring semesters and utilization of the month of January for special concentrated educational experiences. This January term could be used for a seemingly endless variety of workshops, seminars, field trips, laboratory projects, independent study, remedial work, experimental courses, student exchanges, and other experiences which do not lend themselves to the typical semester schedule. A student would concentrate his entire attention upon a single project during this term.

The first step already having been taken in the decision to close the fall semester 1971 before Christmas; a second step should now be taken. Each academic department should make a serious study of the opportunities and/or liabilities offered to it by the 4-1-4 calendar and present a report by early fall 1971. This study should involve not only consideration of the 4-1-4 proposal, but also a thorough analysis of the entire academic calendar, including summer sessions. Consideration of this proposal should also assume that the faculty contractual obligation would not be reduced by any restructuring of the academic calendar. Such reports would provide a firmer basis upon which to make the final decision. We believe that students should be involved in planning this aspect of the academic program.

B. A University College should be established whose main purpose would be to serve as a focal point for activities which cut across a number of departments and disciplines. Among possible functions of this College, we envision the following:

- 1) Stimulation of interdisciplinary courses and programs throughout the university, and administration of those which do not fit effectively into the departmental or college structure.
- 2) Year-round academic advising by faculty drawn from all departments who are particularly interested in providing this service.
- 3) Adiagnostics testing program in basic communication skills, with remedial work in reading, writing, and listening for those who require it, until such time as the local community college can more effectively provide the remedial function.
- 4) Provision of the means for satisfying all-University requirements in physical education, constitutions, and English.

We recommend that prospective students not be required to specify interest in an academic major upon application for admission to UNLV. Each entering freshman would matriculate into the University College, where he would receive advisement that aims to put him in contact with representatives of disciplines, if any, that particularly interest him. He would be offered full flexibility and pursue a more generalized exploration of possibilities.

A student would remain enrolled in the University College until he has fulfilled the all-University requirements in written communication, physical education, and the constitutions. New ways of satisfying these requirements would be available, allowing alternatives to the present courses in effect for these purposes. For example, the freshman English program could be replaced by more flexible, personalized instruction

through which a student would be allowed to proceed. A variety of courses could be available, including team-taught courses in other disciplines which stress as one of the conscious course objectives. An expansion of the present PE 100 activities could be allowed completion of this requirement in one year. Credit by examination could be used to meet the requirement, as could the more familiar courses normally used for this purpose.

In all aspects of the University College a consistent effort should be made to upgrade the freshman experience. In order to be responsible for the quality of instruction offered to incoming courses open to freshman would be administered by the University College, although they would continue to be administered by the respective departments and would continue to be administered by the respective departments. There is no intent of isolating any student in the university. There is no intent of isolating any student in any way from contact with the academic departments. Students, who are sometimes their most effective teachers.

We expect that few, if any, full-time faculty would be recruited to the University College, the bulk of the teaching, advising, and tutoring being handled by faculty and graduate assistants at the various colleges. Student evaluation of faculty performance should be a feature of all courses. A faculty member teaching in the University College would retain his primary role in his own department and would be evaluated primarily by his departmental chair and dean, with the Dean of the University College having input, but no veto power. The presence of a body of students to a major should provide incentive for all departmental faculty to provide the finest teachers to beginning courses.

One of the most open-ended possibilities for the University College is in the realm of interdisciplinary instruction. Hopefully, stimulating, team taught courses will be developed at the college level, which would enrich the options available in the traditional curriculum and assist uncommitted majors in becoming acquainted with a variety of disciplinary fields. But the College's interest in interdisciplinary work would be no means be limited to freshman and beginning students. Such fields as ethnic, urban, and environmental studies should be explored as possible programs that would fit better into a College perspective than into any limited departmental perspective. It would be the administrative unit for all interdisciplinary and inter-departmental disciplines.

The University College would exist almost entirely for the benefit of the students, and it is therefore appropriate that faculty share responsibility for planning and reviewing the activities offered through this college.

C. We strongly recommend that each department integrate its students into departmental operations. Recognizing the desirability to involve students at all levels in university affairs, we think that student identification with the disciplines is strongest and that this is where student participation can be most productive.

D. In order to encourage broadening of a student's experience in various disciplines, he should have the option of 25% of his academic program on a 'credit-on-fail' basis. He should specify this terminology rather than 'pass-fail' in order to point out that just as there is no grade-point benefit for passing a course, there should be no grade-point penalty for failing a course. Limiting the credit-no credit option during a student's university career to the equivalent of 12 credits could mean that a student who has taken non-graded courses.

E. In addition to optional grading, some of the traditional academic practice should be loosened. It should be possible to offer a new course proposed by faculty and/or students to be offered on an experimental basis without the formalities of placement tests. This could be done with the approval of the department chair and dean. Another means for a more open-ended course of the 'special topics' variety. During the January term, it should be possible to explore independent or group study, in which instructor and student share their goals, regardless of any catalog structure.

We recommend that serious thought be given to relaxing time limits now in force in all courses where appropriate. We recommend that students be allowed to proceed at an individual pace. The offering of credit by examination should be encouraged. Similarly a means should be found for allowing for completion of a course beyond the customary scale through redefinition of the grade of 'incomplete.'

V. ADMINISTRATIVE RESTRUCTURING

Attached to this report you will find a chart outlining our recommendations for administrative restructuring. Our main concerns are of inadequate funding, an excessively decentralized structure, an excessive number of problems which come to the attention of the department and college levels coming to the attention of the President, structural barriers to interdisciplinary collaboration, and the absence of funding and staffing for certain university

THEY REMADE UNLV IS HERE

would be allowed to proceed at their own pace. would be available, including such options as other disciplines which stress effective writing course objectives. An expanded and diversified PE 100 activities could be made available to requirement in one year. Various forms of could be used to meet the constitutions re- more familiar courses now offered for this

University College a conscious effort would freshman experience. In order to focus res- of instruction offered to freshman, all be- freshman would be administered through the h they would continue to be taught by faculty rtments and would continue to be open to sity. There is no intent of isolating freshmen with the academic departments or advanced es their most effective teachers.

any, full-time faculty would be assigned to bulk of the teaching, advising, and remedial faculty and graduate assistants from the other n of faculty performance should be a standard a faculty member teaching in the University imary role in his own department and college, marily by his departmental peers, chairman, the University College having an advisory in- presence of a body of students uncommitted incentive for all departments to assign their g courses.

ended possibilities for the University College ciplinary instruction. Hopefully, a number of courses will be developed at the introductory the options available in the freshman year ajors in becoming acquainted with a number the College's interest in interdisciplinary limited to freshman and beginning courses, an, and environmental studies are examples would fit better into a College with an all- an into any limited department or college. tive unit for all interdisciplinary offerings ciplines.

would exist almost entirely for the sake of before appropriate that faculty and students planning and reviewing the effectiveness of his college.

mend that each department be charged with to departmental operations. While recog- involve students at all levels of university ent identification with their respective dis- that this is where student-faculty coopera- page broadening of a student's contact with ould have the option of enrolling in up to ogram on a 'credit-on credit' basis. We rather than 'pass-fail' in order to make the s no grade-point benefit for passing such a o grade-point penalty for failing to pass it. it option during a student's time in the un- alent of 12 credits could minimize problems he later chooses a major field in which he es.

nal grading, some of the other rigidities of be loosened. It should be possible for any culty and/or students to be offered once on out the formalities of placing it in the cata- one with the approval of the appropriate de- in. Another means for accomplishing this each departments' catalog offerings of an special topics' variety. Especially during d be possible to explore contractual indep- which instructor and student jointly define ay catalog structure.

ous thought be given to removing the rigid a all courses where appropriate, in order to d at an individual pace whenever feasible. xamination should be encouraged on a wider should be found for allowing extended time beyond the customary semester, possible grade of 'incomplete.'

RESTRUCTURING

ou will find a chart outlining the proposed . Our main concerns are existing problems excessively decentralized and fragmented mber of problems which should be resolved lege levels coming to the Academic Vice- ers to interdisciplinary cooperation and an ing for certain university-wide functions.

Non-Academic Restructuring

Again, organization of non-academic administrative functions remains essentially the same as in our earlier proposals. We emphasize strongly the need for a Dean of Administration who would coordinate the operations of the Registrar and undergraduate admissions, the summer school and continuing education office, computer liaison and institute as soon as possible an Institutional Research function. Certainly the expenditure for this position will lead to economies in operating costs and insure a much smoother operation of the University.

Academic Restructuring

The proposal for academic reorganization includes eight (8) colleges; the College of Arts and Letters, College of Science and Math, the College of Allied Health Professions, College of Business, College of Education, College of Hotel Administration, University College and the Graduate College. The rationale, operation, and structure of the University College are outlined in the preceding section of this report. The Colleges of Allied Health Professions, Business, Education, and Hotel Administration are strongly urged by this Committee to actively study possible future merger into a larger collegiate structure such as suggested in our earlier report (College of Professional Studies). The Colleges of Arts and Letters and Science and Math are also urged to continue study of a possible future merger into an Arts and Science complex. Although we have not transferred the Social Services program, we recommend full consideration of our earlier proposal to affiliate this program with the Allied Health grouping.

Despite the large number (8) of collegiate units outlined in this final report there are significant changes (listed below) created by realignment of existing units and creation of new units which will facilitate operation of the University.

(1) University College

The creation of a University College will give impetus to interdisciplinary courses and programs by providing a separate undepartmentalized unit to house them. The University College will provide better service to the entering student by attending closely to his advisory and remedial needs and by providing a wide variety of interdisciplinary and introductory courses taught by professors especially interested in beginning students.

(2) Graduate College

The Graduate College will have a Graduate Faculty drawn from the disciplines in which graduate study is offered. Initially, at least, the criteria for designation of an individual faculty member as Graduate Faculty will be determined by each department which offers graduate work. The present Graduate Council will be dissolved and the graduate faculty in conjunction with the Dean of Graduate College will determine what manner of Graduate policy-making body they wish to create. This body will then formulate graduate policy, university-wide graduate admission standards, and recommended priorities for new graduate admission standards, and recommended priorities for new graduate programs. Graduate students will be enrolled in the Graduate College rather than in the college of the discipline as is presently the case. The major effects of the creation of the Graduate College are:

(a) to place decisions on graduate policy in the hands of the persons directly concerned (the graduate faculty).

(b) to increase departmental control over the content of graduate study.

(c) to decrease the amount of needless paper work and red tape involved in admissions of special cases or appeals, by vesting power in the Dean of the Graduate College to attend to these matters in consultation with the department involved. With graduate admissions located in the office of the Graduate Dean, paper work will be reduced. The present rigid lock-step system (as many as 9 paper steps) for advancement through a graduate program will be measurably altered by increasing the discretionary powers of the Dean of the Graduate College and by the creation of the College itself.

(3) Professional Colleges

Although there remain four separate colleges in the area of professional studies, as mentioned above, the Committee strongly urges these colleges to continue study of the possibility of a future merger. In the meantime this Committee recommends that the present Academic Council be dissolved and that the Academic Vice-President work directly with the Administrative heads of these four colleges. We further recommend that a Four-College Curriculum Council be created for the four professional colleges which would:

(a) Review curriculum and program proposals from the various colleges and departments.

(b) Study existing curricula and programs and suggest change when desirable.

(c) Act as a clearing and review body for curriculum and program proposals from outside the colleges or departments involved.

Other committees would function within each college as at present.

(4) Arts and Letters, Science and Math

As in the case of the professional colleges, this Committee recommends further study be undertaken by these two colleges concerning a possible future merger. Again the Academic Vice-President will work directly with the administrative heads of the colleges involved. We also recommend the creation of a joint Curriculum Council with duties identical to those outlined above for the professional colleges. Further committee structure would be developed by the faculty of each college.

Rationale for Arts and Letters

We believe the Arts and Letters complex is a logical and significant unit. There are many mutual curricular interests and program needs among the disciplines represented. Such a grouping should foster an increase in interdepartmental communications and ferment. A college of this size and scope will allow many matters now handled by deans to be managed at the departmental level where faculty and student participation is greatest. In like manner, many items now requiring the Vice-President's attention could be routinely handled by the Dean. This delegation of authority will move many key decisions closer to the students and faculty. The Dean of Arts and Letters will have a broader perspective than the Deans of Social Science, Humanities and Fine Arts can now have, and with the aid of students and faculty should be capable of making more meaningful decisions on such matters as budget distribution and program priorities. Also such a consolidation does reduce the complexities and difficulties of students wishing to change majors in the areas of Social Science, Humanities and Fine Arts.

Restructuring of University-wide Bodies

This committee recommends ultimate dissolution of the present Faculty Senate and the creation of a University Senate with representation from the major segments of the University community: the students, the faculty, the administration, and possibly the classified staff. The present Senate will, of course, continue to function, until the University Senate is operational. We recommend that a committee be formed this spring consisting of five students and five faculty elected at large and that this committee be charged with working out the details of the University Senate. The deadline for completion of this committee's work will be January 1, 1972 and the University Senate will become operational as soon as possible thereafter. In addition to the University Senate each college may develop its own policy-making body if it so desires. We also recommend the creation of a University Council on Campus Priorities representing the major segments of the campus and advising the President on priorities for new programs (both undergraduate and graduate) and other campus needs, and a University Council on Interdisciplinary Affairs functioning as an initiating and receiving body, perhaps under the University College.

Target Dates:

- (1) University College - operational by fall, 1972
- (2) Arts and Letters - operational July 1, 1971
- (3) Graduate College - operational July 1, 1971
- (4) University Senate - operational by Spring, 1972

Administrative positions will be recruited where existing jurisdictions are significantly redefined and also for newly created positions. These include: 1) Dean of Administration, 2) Dean of Arts and Letters, 3) Dean of Graduate College, 4) Dean of University College. There will be open recruiting for these positions with faculty and student participation.

Should the recruitment process not be complete by July 1, 1971, acting deans for the Graduate College and the College of Arts and Letters will be appointed effective July 1, 1971.

WOMENS CLUB SCHOLARSHIPS

The University of Nevada, Las Vegas Women's Club announces that applications for the academic year 1971-72 scholarship are now available. Consideration will be extended to women students fulfilling the following criteria:

1. A woman student enrolled for twelve credit hours or more will be given primary consideration.
2. The applicant must have successfully completed 29 credits or more at UNLV and should have attained a 2.75 grade point average.

3. Although financial need will be considered, it will not be a primary concern.

4. Race, color or creed is no barrier to selection.

Applications are available in Student Personnel Services from the Dean of Women and the Dean's office of each college. Completed applications and letters of recommendation must be received by April 1 by the Dean of Women. The successful applicant will be notified by mail about the first or second week in May.

UTAH'S CANYON COUNTRY IS CENTER OF DEBATE

Past these towering monuments, past these mounded billows of orange sandstone, past these oak set glens, past these fern decked alcoves, past these mural curves, we glide hour after hour, stopping now and then as our attention is arrested by some new wonder...

Major John Wesley Powell
Colorado River Expedition,

1869

Over a hundred years ago John Wesley felt good to be stretched out by a fire in the evenings after long days spent floating through Utah's canyon country. And since that time the region has become, if anything, even more "attention arresting" as storms erode the vast sandstone formations into something that looks, as one resident put it, like a place where "the whole world is turned upside down."

Beautiful as the canyon country is, the terrain is tough, and people don't crawl over each other to get into the area the U.S. Bureau of Land Management calls the Waterpocket Fold-Escalante River Drainage Complex (Waterpocket Fold because of the long geological fold and the many small pockets of water).

Because of its unique scenic and esthetic values, however, the BLM has decided this Escalante River Canyon region should be managed according to the principles of public land multiple-use. But multiple-use--which prevents any single interest exploiting an area at the expense of the others--often causes mixed feelings.

And the mixed feelings turned to downright unhappiness when the BLM officially "designated" 108,370 of the area's 809,000 acres as having outstanding land value characteristics, and then went one step further by "segregating" about 136,000 acres within this

against any further mineral development until, as Robert Nielson, BLM's Utah State Director put it, "there is overwhelming evidence that the land's mineral values would outweigh other values."

The BLM classification is a compromise between conservation groups who pushed for "segregation" of the whole 800,000 acres, and mining interests, who don't want an acre of public land out of their grasp.

The segregated areas include: The Escalante Canyons Outstanding Natural Area; Calf Creek Recreation Area; Deer Creek Recreation Site; Devil's Garden Outstanding Natural area; and Dance Hall Rock Historic Site.

As described in the December 23, 1970 Federal Register, these areas will be segregated from "all forms entry, location, or selection under the public land laws, including the general mining laws, but not the mineral leasing laws. The announcement also has the effect of segregating the land "from oil and gas exploration operations...to the extent that 'Notices of Intent to Conduct Oil and Gas Exploration Operations' will require approval of the district manager prior to commencement of such operations."

"Interested parties" were allowed thirty days to express their feelings concerning the classifica-

tion to the Secretary of the Interior. And as you might imagine, considerable feelings were expressed between December 23 and January 23.

But Nielson stresses that the study carefully considered mineral potential, and selected the five segregated areas because their scenic qualities far outweighed presently known mineral deposits. If exploration outside the segregated areas indicates any deposits within the 136,000 acres in the future, the land could be opened for exploration through proper channels of public review.

The Escalante River Canyon area supports a wide variety of wildlife including deer, Desert Big-horn sheep, antelope, mountain lion, bobcats, and beaver. Chukar are well scattered throughout the Escalante River area, Gambel quail can be found along the brushy stream bottoms, the wild turkey range is increasing, and band-tailed pigeons are seen now and again. Many species of hawks and owls call the area home along with songbirds, jays, ravens, vultures, and golden eagles.

The BLM classification of the Escalante River Canyon region is a compromise. But after a good look at our present management problems with public lands, it's the kind of compromise that would make John Wesley Powell think we just might have taken one step forward.

LEGALIZE ABORTION

All efforts to control or stop pollution of any type are in vain unless we control our population size. There are many ways of limiting population size by natural means, FAMINE, WAR, DISEASE, or voluntary control before our population reaches critical proportions. One of these voluntary means is legalized abortion.

Unfortunately, we operate largely under a system of compulsory pregnancy at the present time. The advocates of compulsory pregnancy feel that abortion laws are justified in order to protect the civil rights of the fetus. These advocates of the fetus's civil rights of people already firmly established in the world, including pregnant women. Nor do they seem to be concerned with the morality of a particular segment of the population which is using civil law as an instrument for imposing its religious and moral doctrine upon

others who do not share their views.

Legalized abortion goes hand in hand with public welfare!

We feel that the abortion reform bill would be satisfactory, WITHOUT the limiting amendment of "life or death of mother", and should be passed. Many other states have come out of the dark ages and now have realistic abortion laws, should NEVADA remain behind everyone else, in everything?

Those people who are upset about current welfare strife across the nation will have to face more of the same and worse if they do not realize we must control our population. Regardless what YOUR stand is on legalized abortion STOP AT TWO, if you love kinds and want more, show your love and adopt!

For further information: Bruce W. Miller 736-6111 ext. 416.

DR. LINDBERG PUT ON LANGUAGE COUNCIL

The chairman of the Department of Foreign Languages at the University of Nevada, Las Vegas has been appointed to the executive council of the Modern Language Association, a professional organization with 30,000 members worldwide.

Dr. John D. Lindberg will serve as ex-officio member of the 20-man group in his capacity as president of the Rocky Mountain Language Association.

Also, during a recent meeting of the association in New York, Dr. Lindberg was elected Chairman of one of the group's major sections which deals with German literature to 1700.

DR. ZORN NAMED TO COMMITTEE

Roman J. Zorn, president of the University of Nevada, Las Vegas, has been named a member of the Committee on Cultural Affairs of the American Association of State Colleges and Universities.

In the new assignment, President Zorn will join with other leading college presidents in planning and supervising the many educational programs of the association.

The AASCU is an organization composed of 276 state-supported colleges and regional universities in 46 states, the District of Columbia, Guam and the Virgin Islands.

Through the cooperative efforts of the association, member institutions work together to improve communications and advance higher education on the whole.

President Zorn also serves as a state representative of the association.

Through the Eye of a Poet

WE'RE ALL GOING DOWN - TOGETHER

PSALM: 23 OF DAVID - SMOKY

Reagan is my sheperd,
I am in want,
He maketh me to lie down on park benches,
He deadeth me beside the still factories,
He disturbth my soul,
He leadth me in the path of destruction,
For his party's sake,
Yay, though I walk through the valley of depression,
I anticipate no recovery,
For Reagan is with me,
He prepareth a reduction in my salary,
In the presents of mine enemies,
He anointeth my small income,
With taxes,
My expenses runneth over,
Surely unemployment and poverty,
Will follow me all the days,
Of Reagan's administration,
And I will dwell,
In a mortgaged house forever.

two whiskey bottles balance
on the table
the one an expensive brand
endeared
by rockefellers, vanderbilts, and rich uncle howie
nearly full it still wants pouring
and tasting
and enjoying
and hopes someone would
understand
the other
a cheaper stock
was renowned for it's bitterness
and potency
as well as
the lonely hangover the next day
for those who drank
not willingly but of convenience
not endearingly but of drunken stupor

A sudden jolt rocks the room
and as the table is hit, shook,
the two bottles
hit together
a mixture of the two
no foolishness no difference
no unnoticed flavors
fell onto the cobblestone floor.

Angi King

EASTER SEALS



CLASSIFIEDS

FOR SALE

FOR SALE: 1960 Corvair
4-door, radio, heater, automatic transmission, new battery & tires. \$275.00
Call 737-3849

32 Ford B, 355 Olds Engine, 2-4 barrel carbs, 4 speed stick hydro. Excellent condition, lots of chrome, sell or trade. 553 Canosa, L.V. or call 734-0085.

Mechanic's special, 1963 Rambler convertible needs engine work done \$25. Call 731-2667 or 736-6111 ext. 478 or Room 308 in Student Union. Ask for Jim Bekaert.

Hideaway, minutes from Lake Mead and Lake Mohave. Base of the Black Mountains in a Joshua forest. Clean air, sun, one whole acre. \$10 down and \$15/mo. \$295. Less than 90 minutes from Las Vegas. Call 382-7805 days or write P.O. Box 880, Las Vegas, Nevada.

'67 Chevrolet Caprice. Fully loaded. Call Dave at 384-2481

Stereo Cassete Deck, like new \$40. Call Max 731-4676

FOR RENT

Room for Rent, Girls preferred Private home; Call 382-8676, Blanche Murphy.

Attention For Rent, Groovey 3 bedroom house near Boulevard Shopping Center, near Maryland Pkwy, Front and Back Yards, pets OK, New drapes, New paint inside, good carpet. First and last month's rent, lease optional. \$250 please call 735-3038, Mr. Landry.

HELP WANTED
College student - fight pollution as you work your way through college. Sell SHAKLEE bio degradable non-polluting products to home and industry. Unlimited sales potential. Call Hazel Wagerhoffer - - 382-9411 or 878-4731.

LOST

LOST BEFORE CHRISTMAS:
FILMS FROM THE UNLV LIBRARY.
Return without question to any library desk or to Room 221 Social Science.

The below articles were found and turned in to the Physical Education Department. They can be picked up in HPE 102.

1 pair of black sunglasses

1 costume, gold ring

1 Clark High School Class ring Howard; Come home. Bob.

1 glass case, found 9/28/70, on field

1 silver ring, found 11/24/70, in gym

1 Western High charm key, found 12/9/70, on tennis court

If items are not claimed by 3/26 they will be turned in to Lost and Found in the Student Union Director's Office.

Joe Come Home!

WORK

Need x-tra cash?
Earn \$4.00 per hour and up selling Fuller Brush Products. Work 10-40 hours a week -- hours are flexible. Call Dave Kachele - student -- 648-0385 or 385-2277.

PERSONALS

Sue; forget HIM, I want you back, same situation, permanently Bill.

Howard; Come home. Bob.

Considering Alaska? Accurate comprehensive brochure about opportunities in construction, oil, fishing, canneries, and others. \$2.00 cash or money order. Jobs in Alaska, P.O. Box 1565, Anchorage, Alaska 99501

Would anyone knowing the whereabouts of Bob Dains from Pochtello Idaho or Shoshone Please write or call Larry Hmnett 1426 1/2 Ringe Lane Las Vegas 89110. 649-5658

WANTED

Classified Ads: penny/word call 736-6111 ext. 478 or inquire room 304 Student Union Building.

2 bedroom, 2 bath, fully furnished, 2 car garage, fenced yards (front and back), pool, Spanish archways, front veranda, dishwasher, washer and dryer, and close to University. Must have room for 2 dogs, 2 birds and my guppies. Will rent for \$125. Call me at Student Union Bldg. Ext. 478. Will take in a clean straight roommate.

Marker Bindings rotomat & telmat. call 736-6111 ext. 479. Max

INFO

Persons wishing information on public events scheduled on weekends at the University of Nevada, Las Vegas may now telephone the Campus Student Union for details. The number to call on Saturday and Sunday is 736-7774.

"NEVADA'S NEWEST"
AUTHORIZED
VOLKSWAGEN
AGENCY

SALES • SERVICE •

PARTS

870-5181

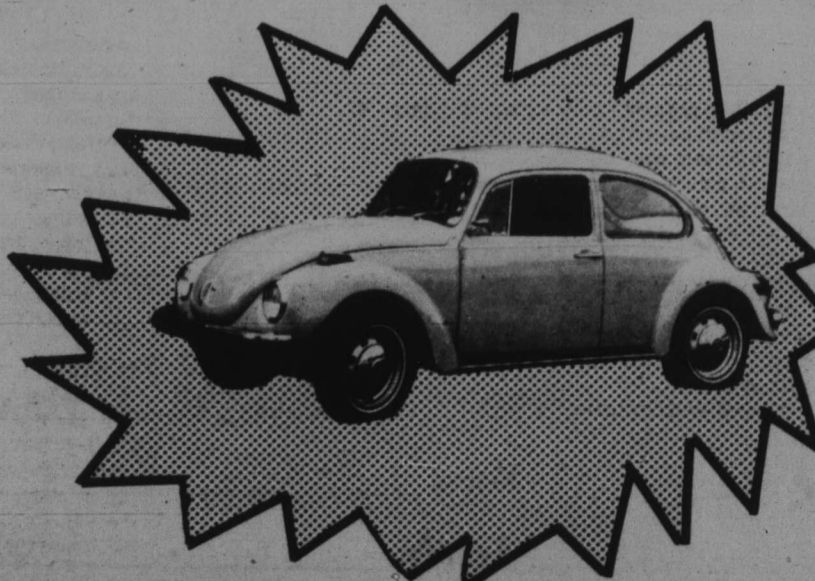
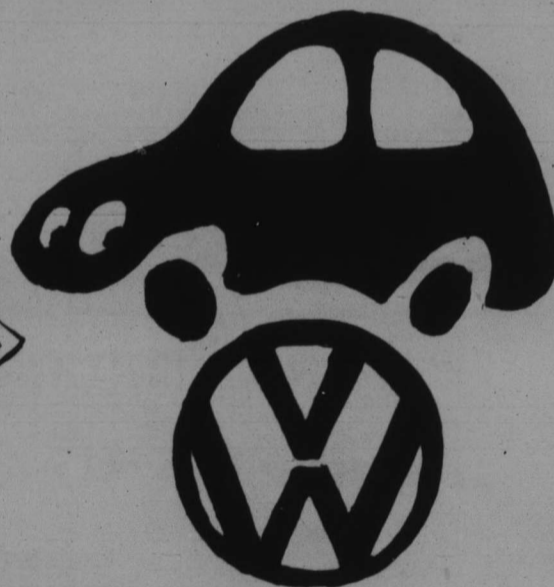
SAHARA AT DECATUR

A MESSAGE OF HOPE TO THOSE WHO WERE LEFT OUT BECAUSE WE COULDN'T GET THEM A VOLKSWAGON RIGHT AWAY.

CAL VADA HAS JUST RECEIVED A LOAD OF BRAND NEW 1971 VOLKSWAGONS. RIGHT NOW YOU'LL FIND THE LARGEST SELECTION OF NEW AND USED VOLKSWAGONS IN LAS VEGAS AT CAL VADA. CHANCES ARE, THEY HAVE THE MODEL AND THE OPTIONS YOU WANT IN THE COLOR YOU WANT RIGHT NOW! SEE A LITTLE GO A LONG WAY, STARTING AT JUST \$1,845*. FOR SOMETHING A LITTLE LARGER, THERE'S SUPER BEETLE, MORE ROOM, BUT JUST AS ECONOM-

ICAL. FROM JUST \$1985*. HURRY TO CAL VADA VOLKSWAGON AND GET IMMEDIATE DELIVERY ON THE VOLKSWAGON OF YOUR CHOICE TODAY!

*Plus local dealer's freight and handling.



LITTLE BIG MAN

BENEFIT PREMIER

MARCH 31

UNLV FILM FESTIVAL FUND
Sponsored by CSUN, Cinerama Theater



Tickets on sale in CSUN Office or you may use the coupon below.

UNLV BENEFIT PREMIERE TICKET RESERVATION FORM

March 31, 1971 Reception 8:00 p.m. Film Presentation 8:30 p.m.

Please send me _____ Orchestra tickets @ \$5.00 each.
_____ Loge tickets @ \$10.00 each.

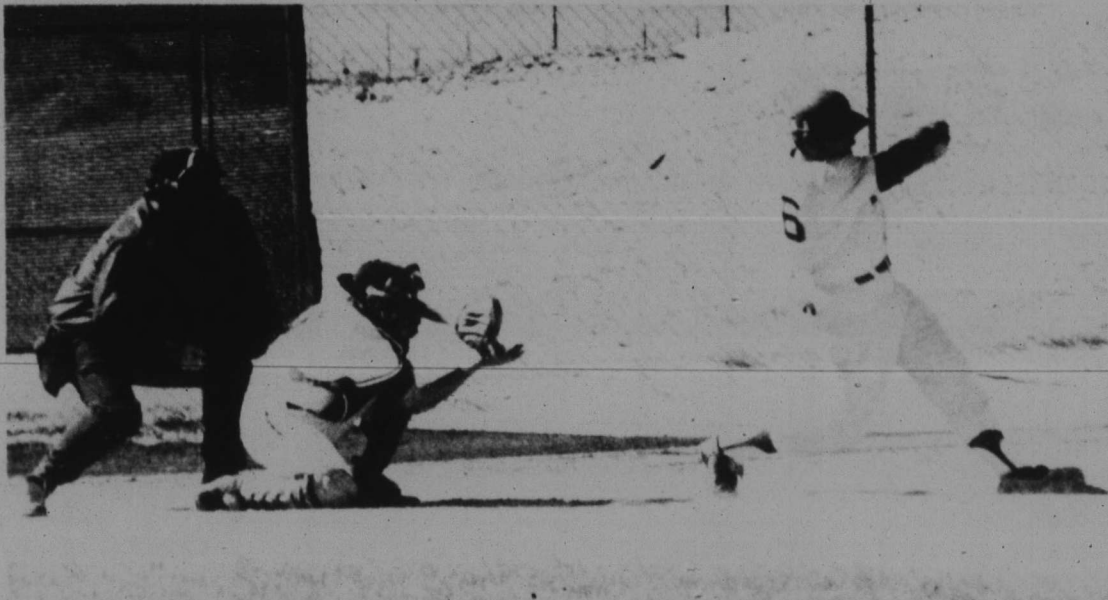
Enclosed is my check for \$

Please make checks payable to CSUN Film Festival.

Sendto: UNLV-CSUN Office
Room 308
4505 Maryland Parkway
Las Vegas, Nevada 89109

Name _____ Phone _____

Address _____ Zip _____



DENNIS CHAMBERS takes a hard cut at the ball, Dennis has a won-loss pitching record of 2-0. The Rebels are presently undefeated both away and at home. Their latest victories came on the road with a doubleheader against California Baptist.

REBELS SWEEP DOUBLEHEADER

Sophomore Steve Johnson and Freshman Paul Ortiz limited California Baptist College to just seven hits in 12 innings Wednesday as the University of Nevada, Las Vegas baseball team swept a doubleheader, 10-2 and 6-3.

out five and walked four. First baseman Fred Demick led a 10-hit attack for the Rebels with two hits and four runs-batted-in, including a two-run homer in the seventh inning. Al Walker and Charles Weir also collected two hits apiece.

Davis each drove home a pair of runs. Ortiz yielded only two hits and one earned run, while walking just two and striking out five.

After eight games, the Rebel team batting average is .377. Weir, Walker, Demick, Richard Meily and Les Contreras are all hitting .400 or better.

The double victory left the Rebels undefeated in eight games this year.

The five-inning second game, shortened by darkness, featured the hitting of Mike Lombardi, who stroked two hits and drove home two runs. Bill Anthony and Loren

In the opener, Johnson spun a five-hitter, giving up just two earned runs in seven innings. He struck

- #1 820 LAKE MEAD BLVD.
- #2 576 SO. DECATUR
- #3 1162 TWAIN AVENUE
- #4 1458 E. CHARLESTON BLVD.

slacks body shirts vests
belts

Male

SLACKS, JEANS & TRENCHES

H-K Corporation, Atlanta, Ga.

All-Intra-fraternity Basketball Team

- 1) John Ackerley - Kappa Sigma
 - 2) Jim Dropp - Alpha Tau Omega
 - 3) Tom Rittman - Kappa Sigma
 - 4) Craig Sirianni - Sigma Chi
 - 5) Rich Wright - Kappa Sigma
- Honorable Mention
John Denning - Delta Sigma Phi
Jim Gattis - Delta Sigma Phi
Scott Orr - Sigma Chi

Intramural Volleyball Standings

Kappa Sigma	3-0
Delta Sigma Phi	2-1
Alpha Tau Omega	1-2
Lambda Chi Alpha	0-3

Reb Golfers Score Again

University of Nevada, Las Vegas' golf team kept its 1971 dual match record clean last weekend with a pair of victories over Southern Utah State. The Rebs dropped the T-birds 88-4 on Friday in a match played at the Paradise Country Club, and on Saturday the locals won 34-8 over 18 holes played at the Dunes.

Gary Turner took medalist honors in the first match with a 75, while Tom Paul and Mike Dunn shot 76. On Saturday the Rebels Mike Kearney was low man with a 73, with Turner and Paul shooting 77's.

Next opponent for the 3-0 Rebs will be Northern Arizona who will be in Las Vegas on Friday and Saturday for another pair of matches at Paradise and Dunes.

Reprinted from the Sun.

KARATE, JUJITSU, JUDO

A Martial Arts club is presently being formed. Anyone interested in any aspect (JUDO, KARATE, JUJITSU) is invited to attend. Free instruction will be available for beginners and advanced students. Students will be working with qualified black-belt instructors and will be given an opportunity to work for belt degrees while enjoying all the benefits of a club situation.

Students interested in Judo or juJitsu should contact KAZUO

MATSUURA at 649-1998. Students interested in KARATE should contact DR. MURVOSH in biology, or show up at the balcony of the gymnasium 4:00 to 6:00 on Mondays and Wednesdays.

This is a great opportunity for students to have fun and learn the oriental arts of self-defense on a personal basis and at a real student type price, FREE! So please support these people, get involved, and learn some worthwhile skills.



Despite the lack of cooperation by the students, the UNLV cheerleaders worked very hard to create spirit at the basketball games. Long rehearsals resulted in good performances and routines with little or no response from the crowd. Congratulations anyway girls, you looked great!

GOLF SCHEDULE

Date	Opponent	Location	Time
Mar. 25	Cal Poly	Dunes C. C.	1:00 p.m.
Mar. 26	Cal Poly	Paradise C. C.	1:30 p.m.
Mar. 27	Cal Poly	Dunes C. C.	7:00 a.m.
Apr. 2	Mather Field AFB	Sahara Nevada C. C.	12:30 p.m.
Apr. 3	Mather Field AFB	Dunes C. C.	7:00 a.m.
Apr. 16	Glendale College (Ariz)	Sahara Nevada C. C.	12:30 p.m.
Apr. 17	Glendale College (Ariz)	Dunes C. C.	6:30 a.m.
Apr. 19	Loyola U.	L. A.	
Apr. 23	Northern Arizona U.	Flagstaff	1:00 p.m.
Apr. 24	Northern Arizona U.	Flagstaff	9:00 a.m.
May 3	WCAC Conf. Tourney	St. Mary's Col. Moraga, Calif.	
May 7	Loyola U.	Paradise C. C.	12:30 p.m.
May 8	Loyola U.	Dunes C. C.	7:30 a.m.

SPOKESMAN CLUB DANCE

MARCH 26 8:00

\$2 NON-STUDENTS

\$1.75 STUDENTS

CALENDAR OF EVENTS CAREER PLACEMENT

- MARCH 16** Baseball Colorado (2) UNLV 1:00pm.
 DON ELLIS JAZZ BAND 4 PM GYMNASIUM
 Ralph Nader 8PM Ballroom
- 17** St. Patrick's Day Erin Go Braugh
 Cinema X 8PM SSI03
 Jean Cocteau's Orpheus
 The Keystone Kops in The Desperate Scoundrel
 Baseball Colorado (2) UNLV 1:00pm
- 18** Fr. Alliance of So. Nevada Film SS 116 8PM
- 19** B.B. KING 8PM Ballroom
 Final date for dropping classes
- 20** Baseball ⁹⁷ California Baptist UNLV 1:00pm
 Tennis Weber State College UNLV 2:00pm
- 21** First Day of Spring
 Baseball Southern Illinois UNLV 1:00pm
- 22** Hotelmen's Association Roundtable Discussion
 Tennis University of Montana UNLV 2:00pm
- 23** Tennis University of Montana UNLV 2:00pm
- 24** The Fox S.U.B. 8 PM
 Cinema X Miss Julie and Happy Anniversary
 SS 103 8 PM
 Tennis U. of Montana 2 PM
 Paula's Birthday
- 25** Track Central Montana St., Washington St., College
 of Eastern Utah Valley High School 12:30 PM
 Golf Cal Poly Dunes C. C. 1 PM
 Golf Cal Poly Paradise C. C. 1:30 PM
- 27** Tennis San Diego City College 11 PM
 Spokesmen Club Trip
 Golf Cal Poly Dunes C. C. 7 AM
- 28** Jazz Concert 1-5 PM Ballroom
- 29** Tennis U. of Cal Riverside 2 PM
- 30** Tennis U. of Cal Riverside 2 PM
 Baseball Gonzaga 2:30 PM
- 31** Premiere LITTLE BIG MAN

Seniors and graduate interested in interviewing with any of the following on-campus recruiters should contact the Placement Office, Room 120 of the Campus Student Union immediately. Other recruiters have been scheduled throughout the year and will be posted here on a weekly basis. A complete listing of recruiters scheduled for the month may be found on the bulletin board outside the Placement Office. As a placement file must be set up prior to interviewing, now is the time to do so.

Teachers sign up in Grant 242-C. Hotel majors sign up in SS224.
 March 16 Sky Chefs will be interviewing Hotel Administration majors for Management Trainee positions.

- March 16 U.S. Air Force will have an information booth.
- March 17 A.R.A will be interviewing Hotel Administration majors for Management Trainee positions.
- March 18 Sears Roebuck will be interviewing all majors for Management Trainee positions.
- March 18 Campbell Soup Co., Sales Division, will be interviewing Business Administration and Hotel Administration majors for Sales positions (salaried).
- March 19 National Cash Register Co. will be interviewing all majors with 6 units of accounting for Sales positions.
- March 19 Metropolitan Life Ins. Co. will be interviewing Business majors for Insurance Underwriters.
- March 19 Paradise Valley School District, Phoenix, Arizona will be interviewing Education majors for grades 1 through 12.
- March 22 Kern County, California, School District will be interviewing Education majors for grades 9 through 12.
- March 23 Travelodge International will be interviewing Hotel Administration majors for Management Trainee positions.
- March 25 Montgomery Ward will be interviewing all majors for Management Trainee positions.

JOIN the international students association meet somebody from every corner of the globe GO international

We meet every Thursday from 1-2 P.M. Student Union Building Room 202

University of Nevada
 4505 Maryland Parkway
 Las Vegas, Nevada
 89109

Non-Profit Org.
 U. S. POSTAGE
 PAID
 LAS VEGAS, NEVADA
 Permit No. 200

If your club or organization has information you wish published in 'The Yell', please call 736-6111, Ext. 478, or bring the information to room 303 in the Student Union Building.