



UNLV suffers shortage of minority teachers Only 14 of the 457 permanent faculty are black or hispanic

by Joseph J Wheeler
Staff Reporter

The University of Nevada, Las Vegas (UNLV) has a shortage of minority teachers, according to Roderick Colebrook, President of the Black Students Association.

Blacks and Hispanics, the largest minority groups on campus, accounted for over 10 percent of the students last year, but were represented by only 14 of the 457 permanent faculty members.

Roderick Colebrook said the information came from an unofficial study done during the summer. He would like to see an official study done so the information can be presented to university officials.

"We want (UNLV) to realize

that there is a problem with black professors on campus," he said. "We need to try to increase the numbers."

His information revealed a total of five permanent black faculty members. The total number of black faculty and staff at UNLV is 23.

"That's a sad situation for a university with over 17,553 students," he said. Colebrook noted that minorities make up 16.4 percent of UNLV's students. "We need more recruitment of students, as well as recruitment of faculty," he said.

James Kitchen, director of the Student Development Center, said he supports the idea of a study to determine the exact ratio of minority students to minority faculty, but realizes the problem goes beyond UNLV.

"The concern is nationwide," he said.

In Illinois, a new program was approved to provide grants to minority males who agree to teach in Illinois schools for at least two years. The lawmakers who drafted the proposal are hoping to better balance the state's minority male teacher ratio with the student population.

Black males make up less than three percent of the teachers, compared with 11 percent of the students. Proponents of the new law cite sociological studies which indicate that male students without male role models have higher delinquency rates, among other problems.

Minorities are lagging in doctoral studies, according to a study by the National Research Council. Of the 7,167 U.S. citizens to

receive doctorates in a scientific field, approximately eight percent were minorities.

The need for role models doesn't end in high school, according to Colebrook.

"Professors are role models for students," he said. "They are the people who students look to for answers and for information. They are people who influence what we do, how we think, what we say, and how we act."

Colebrook noted that the recently formed Minority Student Affairs office is a step in the right direction, but that it got off to a shaky start.

"They had pocket change for a budget," Colebrook said of the program, "\$5,500 for the year. Student Government had to bail them out."

Wayne Nunnely, of Minority

Student Affairs, went before the Student Government on Sept. 13. Additional funding of \$15,000 was granted through the student organization.

According to Nunnely's personal assessment of the minority faculty situation, there are only nine black professors, and five Hispanic professors who teach on campus.

He agreed that a study is a good idea. "I think that's an issue which needs to be addressed," he said.

Colebrook said that any study about minority faculty should involve the Black Students Association, the Alliance of Black Professionals, and the Ethnic Council of UNLV, an organization comprised of minority students.

Eileen Stevens speaks against hazing



Eileen Stevens

by Lisa Sutherland
Reporter

"Awareness is our greatest weapon against hazing," said Eileen Stevens, founder of the Committee to Halt Useless College Killings (CHUCK), named for the memory of her son. Her goal is to end the "indignities and abuses" hazing encourages and perpetuates.

Eileen Stevens spoke last

Sunday evening at the University of Nevada, Las Vegas (UNLV) about the problems of fraternity hazing, and offered alternatives to hazing and "Hell Weeks." Sigma Alpha Epsilon (SAE) sponsored both her lecture and the "Death by Hazing" fliers circulating around campus since the beginning of this semester.

The UNLV Inter-Fraternity Council (IFC), stands opposed to hazing, and made it a requirement for the pledge classes of all UNLV fraternities to attend the lecture, according to UNLV Pan-Hellenic Secretary, Jeanene McCulloch. The major sororities also produced a large turn-out at Stevens' lecture.

Stevens began her discussion of hazing by confiding in the audience an account of her son's tragic death. Chuck Stenzel pledged Klan Alpine, an independent fraternity, at Alfred University in Upstate New York 12 years ago. He died from acute alcohol poisoning during the pledging process.

"I had never heard the term 'hazing' before Chuck's death," Stevens said Sunday. "I am not anti-Greek. I am anti-hazing... Vows of silence among the brothers, peer pressure, and alcohol are three factors that make a possibly fatal combination."

She assured the audience that "there are positive alternatives to unify a pledge class, and build both character and respect for the fraternity."

"Hazing is not an age-old tradition," Stevens insisted. Hazing became popular in the 1920's ac-

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Learning abilities program available at UNLV



Yell Photo / Maureen Miller

So, you want to learn to read? - Director of the Reading Center and Learning Abilities Program, Jan Hurlubise.

by Audrey Conway
Reporter

The University of Nevada, Las Vegas (UNLV) Learning Abilities Program (LAP) at the Reading Center and Clinic is a program geared toward students with learning disabilities. It is estimated that 20,000 students with learning disabilities (LD students) attend universities nationwide. LAP director Jan Hurlubise said that UNLV's number of students has remained constant at about 30 per semester.

"We do expect, however, that their numbers will rise as more and more of these students realize that they can go to college and succeed there," said Hurlubise.

Any number of factors can cause learning disabilities in people of normal or above average intelligence, but until recently, widespread ignorance and insensitivity to their problems deterred many from entering college. Today, three hundred universities have programs specifically designed to meet the personal needs of LD students.

At UNLV, the accommodations that are made for students include the provision of tape recorders for lectures, taped textbooks, note-takers, and alternate testing procedures.

Learning disabilities can be caused genetically, but some are caused prenatally. The mother's eating, drinking, smoking, and substance intake habits can affect the brain development of the

child. Causes can also be perinatal, which refers to disabilities incurred during the childbirth, or postnatal, such as a brain injury sustained in an accident.

LD students' disabilities span a range of areas: cognitive, language, perceptual-motor, and academic are the primary groupings. Difficulties in reading, spelling, handwriting, and mathematics are common. This means students can find it challenging to sequence events, reason deductively, sustain attention, and organize abstract thoughts.

"We do not offer remediation here, and LD students are expected to perform like everyone else," said Hurlubise. "Of

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