

"Color-blind" campus admissions

A majority of both black and white college students in the South believe campuses should be color-blind when admitting undergraduates, a new survey has found.

The two groups, however, disagree sharply over whether black students should get special consideration from graduate schools, the Southern Regional Education Board (SREB) study also found.

"The way students view racial issues on campus is still very unsettled," said Ansley Abraham, author of the report and research associate for the SREB, a group that addresses education issues

for 15 southern states.

For the study, Abraham surveyed 5,000 students at 20 predominantly white and 20 historically black campuses in the Southeast.

About half of the black students felt "special consideration" should be given to blacks when they apply to graduate schools.

Only 15 percent of white students agreed.

"Black students still see (graduate school) as a mystical entity that very few (black students) make it into. White students view it as a natural progression," Abraham speculated.

It was different for under-

graduate study. More than 75 percent of the students, both black and white, agreed that every student "should meet the same academic standards for admissions" to undergraduate programs.

"I think we have gotten to the point when both black and white students see the possibility of going to college in the same way," Abraham said.

The study also found that when students are a minority on campus, whatever their race, they share perceptions about campus climate.

Both white students on historically black campuses and black students on predominantly

white campuses said they didn't think their schools gave them enough opportunity to express their concerns and to relate their experiences on campus.

Many of the students surveyed also expressed concern over their institutions' efforts to recruit minority students, faculty and administrators.

A study released last January by the American Council on Education found that, despite greater recruiting efforts, the number of black students seeking higher education has dropped steadily since 1976.

Another survey, however,

done by Rand Corporation in November, maintained that black student college enrollment has stayed stagnant, but has not declined.

And in September, the U.S. Department of Education reported that minority enrollment has increased by 2 percent in the decade from 1978 to 1988.

Researcher Daniel Koretz argues there is a difference between black and white enrollment patterns, adding they could be narrowed by addressing difficulties years before the time for the transition to higher education.

Career planning and placement office receives new equipment

by Tricia Ciaravino

During the 1990 Fall Semester, the student government of UNLV donated \$7500 to the Career Planning and Placement Office.

A portion of this additional funding was used to purchase the SIGI PLUS computer, which includes a program that supplies students with occupational information and a self assessment. Several employer directories and career resource books were also purchased.

Gina Polovina, senate president, worked to provide the additional funding. In the 1990 Spring Semester, Polovina met with Eileen McGarry, director of the Career Planning and Placement Office, to discuss lacking resources. Polovina also served on a student panel for a crediting team devised to review and evaluate resources.

In the fall of 1990, McGarry delivered a proposal to the student government requesting the SIGI PLUS and other resources. Student government approved this proposal, Polovina said, because "We felt that Career Planning and Placement is an

essential function for any university and students could directly benefit."

Additional information about available resources can be obtained at the Career Planning and Placement Office, Beam Hall Room 543.



Career Planning and Placement Office receives books and a new computer from Student Government

Roof from page 1

Davan Weddle, director of computer services, said the computer was down for only two or three hours. He did not believe the shut down caused any delays in grades.

Weide said once the rains subsided Amend's men proceeded to remove "Lake Fong" from the roof. They then covered the roof with sheets of plastic and sandbags.

The next day, when the rain began again "Lake Fong returned but the plastic was able to hold most of the water," said Weide. Weide likens the plastic covering the geoscience's building to a "giant condom with a reservoir tip".

Amend said the contract for construction on the Lily Fong building's roof has been awarded to a local roofing contractor, Dean Roofing. Once the contractor obtains the necessary insurance and other formalities, construction will begin, said Amend. He expects construction to start in two to three weeks.

Once the renovation of the roof is completed, Weide hopes the interior damage will be fixed as soon as possible.

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of requesting funds from Student Government to make these changes.

In November, CPSE worked with Campus Police and the National Association of Student Personnel Administrators (NASPA) to present a teleconference for students, faculty and campus planners on some effective approaches to campus security. Even though it was open to all students, only 12 people attended. A better turn-out is anticipated for the spring conferences.

CPSE is a small group of faculty, without power to enforce their recommendations for funding or enacting the necessary changes. Hammond said they will "try continually," though.

CPSE has invited Bob Hall to hold a workshop with the residence assistants to improve knowledge and confidence in enforcing security in the dorms on March 12, 1991. There will also be a lecture for all students that evening. Hammond hopes some professors will require the lecture, or allow extra credit "to get kids in there."

CPSE is looking for an innovative and expressive student to join their committee. If you are interested, or you would like more information, call Liz Baldizan at 739-3656 or Laura Hammond at 739-3627.

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