

# Terrorist leaves legacy of destroyed ecosystem

by Kimberley McGee

Saddam Hussein has the power to set the world on fire. He has now committed a crime against nature that has brought the war to the ocean depths. The ecosystem in the Persian Gulf has been destroyed for the sake of one man's hunger for consummate power.

Wednesday, Jan. 23, Iraq began dumping millions of gallons of crude oil from Kuwait's main supertanker loading pier into the Persian Gulf, fouling beaches and wildlife habitats. The water there is described as being so thick with crude oil that it can barely build up to a wave. What once were splashes are now gurgles.

Fortunately, the ocean currents are keeping the slick, for the most part, away from the coast. The Allied Forces have bombed the main pipes leading to the Gulf and curbed the flow of oil. As of Tuesday, there is 460 million gallons of oil which has become 35 miles long and 10 miles wide. If not kept under control, this massive slick will threaten the desalination plants which provide fresh water to Saudi Arabia and our troops.

The oil released in the Gulf is said not to burn easily. The Department of Energy has researched the possibility of Hussein setting ablaze the 363 existing oil refineries. These refineries would burn 1,593,000 barrels of oil a day which could

produce 15,000 tons of smoke daily. If Hussein begins to burn the Kuwaiti oil refineries, the pollution from the massive smoke plumes would create an environmental disaster. This smoke pollution hazards for the delicate agriculture and aqua systems. It will take up to a year to cap these fires, during which time the smoke would continue to fill the sky. Bioremediation is being con-

## How Gulf war could hurt environment



would rise 3,200 feet into the air, darkening the sky and blotting out the desert sun.

The prevailing westerlies could carry the smoke over India, Pakistan, Iran, and other Middle Eastern countries causing major

considered as a solution to clean up the Gulf. Bacteria would be introduced to the water which would "eat" the oil, emitting carbon dioxide, water and fatty enzymes which would become fish food. Bioremediation was tried in

the inlets and coves of Prince William Sound but has never been tested on open waters. Another concern in these times of worldwide recession is who will pay for the clean up. The Valdez spill cost Exxon 3.5 billion dollars. Is there that much charity in the world today?

Hopefully Hussein will stop this "environmental terrorism" as the White House is calling it, and there will be a peaceful end to this catastrophe. However, this war has escalated to an incredibly absurd magnitude where Hussein is stepping over the line and threatening the future of the world.

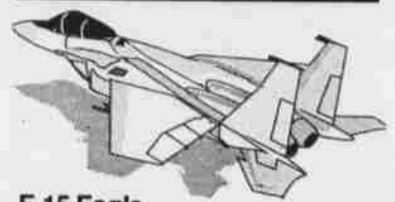
The conclusion, without the assumptions and supercomputer models, is this: Hussein has committed the ultimate crime against nature. He has willfully destroyed an entire ecosystem. The slick in the Gulf is 12 times the size of the Exxon Valdez oil spill. The most heavily contaminated and ecologically sensitive areas could take another 25 years for the animals and plant life of Prince William Sound to return to its healthy, clean environment.

Does this mean it will take 300 years to get the Persian Gulf back to the way it was Tuesday? Will the people of the future even remember, or really care about the battle fought between Hussein and Bush, while shores are blackened with oil?

McGee is a junior majoring in communications. She has participated in Earthday 1990.

## Key U.S. airpower in Persian Gulf

### AIRCRAFT



#### F-15 Eagle

Land-based, air-superiority fighter used to gain control of airspace. F-15E is used for medium-range, all-weather, day or night attacks.



#### A-6E Intruder

Carrier-based, all-weather attack/low-level precision bomber



#### F/A-18 Hornet

Land and carrier-based, multi-mission fighter and attack bomber



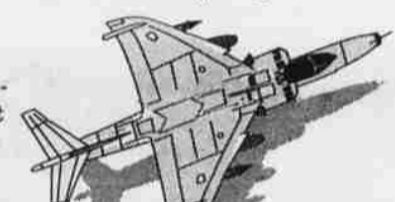
#### A-10 Thunderbolt II

Land-based, close support/anti-tank aircraft



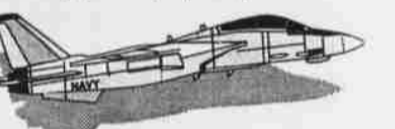
#### F-16 Fighting Falcon

Land-based, superior in-close combat and air support fighter



#### AV-8B Harrier

Land or ship-based, light attack close-air support aircraft for ground forces. Has vertical/short takeoff and landing (V/STOL) capability.



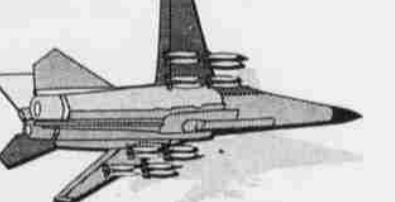
#### F-14 Tomcat

Carrier-based, all-weather, day/night fighter for attack/destruction of airborne targets



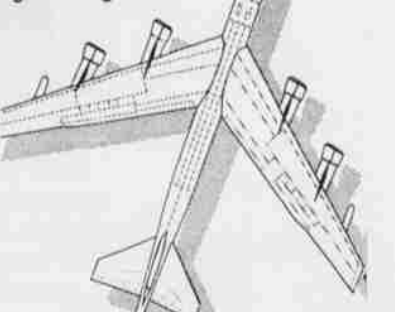
#### F-117A stealth fighter

Land-based, fighter/bomber used against high-value, strongly-defended targets such as radar and anti-aircraft sites



#### FB-111 Strategic bomber

Land-based, tactical strike fighter/bomber used to attack ground targets



#### B-52 Stratofortress

Land-based, high-altitude, heavy bomber

# Teaching faculty calumniated (Part II)

by Evan Blythin

*Editor's note: On Tuesday, the Yellin' Rebel ran the first half of Dr. Blythin's editorial about the fate of professors more interested in teaching than research or publication. That editorial showed that UNLV professors who exclusively devote themselves to students could be considered third class citizens.*

The few awards that are given at UNLV are, in some ways, heart-breakers. The William Morris Award for teaching in the College of Liberal Arts is a rare prize, one award for 146 people. The Morris Award is based on nominations by students and faculty and screening by a student/faculty committee. One would think that the nominees for the award would at least be offered a token of appreciation in the institutional merit process, but it is possible to receive both student and faculty nominations for the award and still not receive institutional merit. In addition, repeat nominations are not given any particular consideration in the merit process: there is at least one case where a faculty member was nominated for the award for four consecutive years but did not receive merit in the university reward system.

The lack of honor paid to teaching faculty can also be seen in the way textbooks are treated. The UNLV Research Council says in its call for projects that "funds will not be allocated for the preparation of textbooks at any level." Further, while a faculty member may receive merit for a textbook at UNLV, a textbook is not likely to contribute toward the highest rank, full professorship. Socrates would not receive tenure at UNLV (he failed to publish). Aristotle might get tenure but he'd never

receive full professorship (he published textbooks).

The dishonor goes on and on. There is no faculty center at UNLV; there are no sabbaticals for teaching; full professorships are not granted for teaching, and so forth and so on.

I once had a colleague who devoted his life to students and teaching. He arrived early and stayed late, working with students. He sponsored extracurricular activities for students, and his office was a sanctuary for students in need of counseling. When I was chair of this man's department, I received letters from students and parents telling me how the teacher had changed the students' lives. A new dean arrived with new standards of faculty achievement. My colleague came up for review, with no publications. The dean explained that publication was the new thing. If my colleague wanted to stay, he could crank out five articles in the next semester and bring to the dean letters indicating receipt of the articles by professional journals in the field.

For a semester my colleague stiffed students and stoked the fires of enlightenment. He had a good degree from a good school, and he had ideas worth pursuing. But the ideas were still half-formed, not yet matured by time and experience. He finished the five articles and sent them off just in the nick of time. But in the process, he'd been stripped of the honors due his years of service to UNLV. As things turned out, he was to be stripped of honor in yet one more fashion.

In the faculty member's field of study, the rejection rate for ar-

icles is 85 to 95 percent. Several months after his trial-by-dean, the article rejections began to arrive. They were not nice. For a period of six months, the rejections dribbled and spattered in. Each rejection was accompanied by letters from two outside reviewers, letters tearing the work apart.

But there is a good ending to the story. My colleague resigned from UNLV and, within a short period, was both tenured and advanced to full professorship at a good university. With matured perspective, he has published in his field. The story ends well for the man but it is not the kind of story that should be welcome in a young, proud, and growing university.

The picture I've drawn reflects the negative sides of youth, pride, and change. But there is a dream here, a dream of being a great university. And that dream is within our reach. To become a great university, we need to work out the functions, types and qualities of great faculty.

The UNLV code suggests three interrelated and co-equal functions; faculty are supposed to research, serve, and teach. Using the three functions as a guide, three types of faculty can be determined. The first type of faculty member is devoted to one function exclusively, other faculty may take on two tasks, and some faculty may want to generalize to all three functions.

Once the functions and types of faculty members have been determined, then the university might advance to the qualities of each, qualities that would deter-

**"Socrates would not receive tenure at UNLV (he failed to publish)."**