



Judy Mathis said this was her cap and gown. She wasn't allowed in the procession.

Commencement

With the temperatures near 90 degrees, more than 500 students filed into the quad, a line of dark gowns broken only occasionally by a white armband shining in the sun.

Parents and alums watched the students, already a little uncomfortable in their heavy cotton robes, take the seats in front of them. Many administrators too were uneasy, and the warm sun beating down only reinforced the feeling.

The ceremony began within two minutes of the schedule, waiting for trouble from students who planned a protest the mandatory caps and gowns.

"The representative college student need not be a matter of troubled concern," President N. Edd Miller said. But he seemed less secure about what the unrepresentative student might do.

That morning, he had informed the protestors they could protest, but could not interrupt the

ceremony. One of the protest leaders, Dan Teglia said they could do practically nothing: "They would consider anything disruptive."

At that point, Jack Shirley, the registrar walked up:

"The president says if you pass those (armbands) out on the quad, he'll consider it an interruption," Teglia's face darkened.

There was the chance Miller would have to exercise his power -- anyone interrupting the ceremony would be ordered to leave, or be arrested.

But his faith in the students was justified. The most visible protest was an occasional armband pinned to a gown.

Proctor Hug has asked the Board of Regents to enact an interim code of conduct for members of the university community. The Regents will meet in Las Vegas Friday and decide whether or not they agree with their chairman.

Hug said this reversed normal procedure -- starting the code at the Regents' level. He said he hoped the interim code would encourage the faculty and students to make suggestions for revisions. He said that, until some code is passed, the campus is "operating in a semi-vacuum in this area and it is imperative we provide some standards in the interim."

In the same letter, Hug urged the Regents to adopt a policy statement he said would "insure that the University's name is not associated with any publications using obscene and vulgar language, pictures or drawings."

Hug said the code of conduct is designed "not to infringe upon any person's rights to express his opinions or demonstrate peacefully, but rather to insure that the rights of all members of the university community are preserved."

That document lists conduct "incompatible with the purposes of an academic community" from violence and coercion to vulgar or obscene language and cheating.

It goes on to prohibit certain conduct for graduate assistants, fellows and faculty in their classes and states the sanctions that can be imposed on violators -- from a warning to expulsion or termination.

The final section of the proposed code diagrams procedures for implementing action against a member of the university community and states that the code

publications observe the canons of responsible journalism," not to restrict free speech.

The Regents are also scheduled to act on the proposed change in the campus alcoholic beverage policy. The proposal was developed by a committee of 15 and permits alcohol to students who are 21 in dormitories and greek houses. But it strengthens penalties for violating the policy.

Hug calls for code, publications policy

supercedes any other rules or regulations inconsistent with it.

The policy on student publications gives the Regents the power to review whether or not student publications receive their fee allotment each semester and requires a positive action by the Regents to allow allocation of that money. Under the policy, the Regents may also warn the editor of a student publication about offensive language or pictures. It states that the purpose of the policy is "to insure that student

The policy is supported by Presidents Miller and Zorn. It was forwarded to the Attorney General's office for a legal opinion. Dan Walsh said, in response, that, "the university, of course, can regulate the use of intoxicating liquors any place on campus . . ." He added that he, personally, is against adoption of the document.

The Regents will also act on four Faculty Senate proposals dealing with pass-fail.

528 degrees, a few armbands

names: Mike Koizumi -- chosen Outstanding Senior by the Alumni Association; Jim Hardesty, Pete Reams, Kathy Klaich, Cheryl Yee -- the Henry Albert Award for public service; Linda Bufton -- the Gold Medal for the highest GPA, 3.876. Finally the graduates began to file by to shake Miller's hand -- 42 Associate degrees, 425 baccalaureates and 61 advanced degrees including three Ph. Ds.

Jeff Becker received a doctorate in Psychology, Marvin Bohnstedt in Social Psychology and Berta Lee in English.

Three honorary degrees were presented by Miller. Senator Alan Bible rose, greatly affected, to

become a Doctor of Laws as did H. Edward Manville of Johns-Manville who had to stoop so Miller and Alex Dandini, the university marshal, could get the symbol of his degree over his head.

Dr. John R. Pierce, of the National Advisory Board of the Desert Research Institute became a Doctor of Science.

The Distinguished Nevadan citations were presented to Norman Blitz, a realtor, Wesley Hall, M. D. and John Martie, former chairman of the UNR athletic department.

The ceremony ended as Ralph Irwin received Emeritus rank as Professor of Psychology and Administrative Vice President.

Miller—authoritarian rule has no place

by Sheila Caudle

Just six months ago, students at the University of Nevada, Reno, held a day of appreciation for a man they had come to admire.

They called it N. Edd Miller Day, for the man who governs a campus of 5,000 students. On that day, 2,000 students mobbed him as he came to the campus entrance in the pre-dawn darkness of Oct. 17.

It was the students' first demonstration at the university, but it was a surprise demonstration in favor of their president and university instead of against them.

Since then, President N. Edd Miller has seen a student demonstration that marred Governor's Day activities, a fire-bombing of a university building and has received numerous demands from various factions on campus.

Through it all he has remained calm, thoughtful and receptive to change and free expression.

At the beginning of his fifth year as the chief Reno campus administrator last fall, Miller said, "A college president these days is a lot of things but most of all he should be an expiditer. He should make it possible for things to happen."

Things have happened ever since the 50-year-old educator came to Nevada in 1965 as chancellor. Since becoming UNR president in 1968, he has been a strong supporter of student government. He feels strong government helps prevent turmoil which the Reno campus, with the exception of the last two weeks, has managed to avoid.

"Any college president who says 'it can't happen here' is out of his mind," he said last fall.

When it did happen, he kept his composure and

commended those who helped keep the situation under control, thus avoiding more violence. After the firebombing of the Hobbit Hole, a meeting place for liberals off campus, Miller said in a statement, "This was an inexcusable criminal act of the worst kind. Although the incident did not involve university property, it did involve university students. Several lives could have been lost. Rational people on both sides of every issue are going to have to exert their full efforts to put an end to the atmosphere of fear and terror being created by a very few lawless and irresponsible people."

Before the violence occurred, Miller had pushed for greater student representation on decision-making committees so that students wouldn't take their grievances out in violence.

In the summer, Coaches gather for UN clinic

learn to teach reading

An introductory course for teaching remedial reading, Survey of Remedial Reading Problems, will be given during the summer session.

The three-credit class is designed to give the teacher depth in handling remedial reading problems via specialized instruction.

The course will begin June 29 and end July 16. Dr. Paul M. Hollingsworth, professor of elementary education from Arizona State University, will be director of the intensive study course.

satisfy requirements

High school seniors planning to attend the University of Nevada may take summer session courses to satisfy basic requirements. Several courses are being offered to satisfy the United States and Nevada Constitution requirements during both terms.

Students may take one or both of the required freshman English courses.

They are scheduled for both terms.

Basque, French, German and Spanish are available for fulfillment of all or part of the language requirement.

Basic courses are being offered in most departments.

play games

Organized recreation will be a feature of summer session activities. The gymnasium, playing fields and courts will be utilized for such sports as basketball, volleyball, tennis, weight training and softball from 2 to 4:30 p.m., Monday through Friday.

Summer Session students and their families are eligible to participate.

The Cities of Reno and Sparks have municipal recreation programs during the summer months for persons of all ages. Arrangements can be made for regular participation in these for children of adult students attending the session.

read better yourself

A non-credit course for high school and college students who wish to improve their reading and study skills is offered by the summer session.

The course consists of intensive practice, and the newest techniques, material and equipment will be used.

The topics to be covered include: reading more effectively, vocabulary development, improving comprehension, efficient note-taking and rapid reading.

Dr. Paul M. Hollingsworth will instruct the \$46 course. Classes will be held Monday and Wednesday evenings beginning June 10 through July 16. Pre-enrollment is necessary and the class will be limited to 39 persons.

study intensively

For the first time, intensive study programs will be offered in 14 departments during the summer session.

Classes will meet daily and run from five days to three weeks, depending upon the material to be covered. They have been planned for the convenience of teachers, administrators and students.

Two sessions of intensive study are scheduled, June 10 - July 16 and July 17 - August 21.

A student may enroll in both a regular summer session class and an intensive study course, provided he does not exceed six credits each term. Two intensive study courses can be taken in sequence but not simultaneously.

Credits earned in the intensive study programs may be used towards a graduate degree or renewal of a teaching certificate.

go to Europe or Japan

Two foreign study tours open to the public as well as students will highlight the summer session.

One will travel to the Basque country of Southern France and Northern Spain while the other will visit Japan.

The Basque Studies tour will begin in Ustaritz, France, with instruction in Basque language, history, culture and literature. Evening cultural programs, performances, folk dance instruction and a visit to the San Fermin Festival in Pamplona, Spain, are also planned.

A five-day excursion through the Spanish Basque country and two weeks of independent travel after the session will be included.

The tour will depart from New York June 15 and return Aug. 10. The cost is \$995, which includes air fare, room, board and tuition.

The Japan study tour will begin with an orientation course by the staff of Sophia University in Tokyo. Afterward, students will visit the cities of Nikko, Yokohama, Kamakura, Kakone, Kyoto, Osaka, Beppu and Hiroshima. Discussions with Japanese teachers, students, government officials, artists, writers and community leaders will be held in these cities.

The tour will be highlighted by a five-day visit to Expo '70 in Osaka.

Departure will be from San Francisco July 24 and the tour will return Aug. 22. The cost is \$1,242, which includes air fare, tuition, ground transportation, rooms and 10 meals.

More than 300 coaches from all over the west will converge on the university Monday for the 17th annual U.N. coaching clinic.

High school and college coaches from as far as Hawaii and Alaska come each year to pick the brains of some of the best in baseball and football.

This year they'll have a five day shot at Ken Shannon, Bobby Winkles, Ned Wulk, Bill Fitch, Joe Paterno and Tommy Prothro.

Shannon was assistant track coach at UCLA for four years before going to the University of Washington. At UCLA he helped bring the Bruins both the Pacific-8 and NCAA team championships in 1966. He coached four NCAA individual champions including the record holder in the pole vault.

Winkles' Arizona State baseball team has nailed the NCAA championship three times in five years. This year he was named Coach of the Year by Sporting News, the National Association of Baseball Coaches and the Adirondack Bat Company.

Wulk, also from Arizona State, made basketball a sport on that campus. He took a team that never finished higher than third in its conference and made it the third best in the nation. Since he arrived in 1957, ASU has made the NCAA western finals twice.

Fitch put North Dakota in the NCAA college division finals three years in a row.

He went to Creighton University where he taught Bob Gibson basketball and baseball. Then he gave Bowling Green a great year in 1968.

But the University of Minnesota had a better idea. He's been there two years and, if UM has its way, that's just a beginning.

Paterno turned down a pro offer to stay with Penn State because of "my genuine love for a great university." In four years his team won 35 of 43 games, losing only one to break a 30 game winning streak.

Prothro has been UCLA head coach for five years. Since he arrived, the Bruins have won 35 of 51 and picked up a conference

title. His Oregon State teams took two conference titles.

The coaches think those are good enough credentials to travel as much as 3,000 miles and live in Nye Hall for a week. They'll also attend lectures on conditioning and sports medicine.

The program was started in 1956 under Doc Martie who was cited as a Distinguished Nevedan at the commencement ceremonies last week. The director of the program this year is Dick Trachok, a former UN football coach.

Cadets receive bars

Thirty-eight University of Nevada students received United States Army Reserve Commissions as second lieutenants on graduation from the university and completion of Army ROTC Saturday.

Commissioning ceremonies were held June 5 in the Scrugham Engineering building on campus. Major Gen. Floyd A. Edsall, Nevada Adjutant General was the guest speaker and presented commissions to the students.

Commissionees are: Michael T. Aitken, White Sands Missile Range, N.M., Infantry; Roger R. Ashby, Reno, Field Artillery; James A. Blink, Henderson, Corps of Engineers; Stephen P. Boland, Sparks, Military Intelligence Corps;

Robert S. Brown, Reno, Medical Service Corps; Robert L. Cademartori, Stockton, Calif., Quartermaster Corps; Michael L. Campana, Reno, Signal Corps; John R. Capurro, Sparks, Adjutant General's Corps; Phillip J. DiMaggio, Sparks, Infantry; Will-tant General's Corps,

Phillip J. DiMaggio, Sparks, Infantry; William B. Dunfield, Carson City, Infantry; Richard D. Edwards, Transportation Corps; Gary V. Eigenman, Reno, Infantry;

Paul E. Fleming, Jr., Carson

City, Field Artillery; James F. Germain, Las Vegas, Infantry.

Richard L. Goone, Fallon, Signal Corps; Rodney C. Johnson, Ely, Corps of Engineers; Michael S. Koizumi, Reno, Corps of Engineers; Rick Lawton, Tonopah, Field Artillery; John G. Lenz, Reno, Signal Corps; Robert B. Mackay, McGill, Quartermaster Corps;

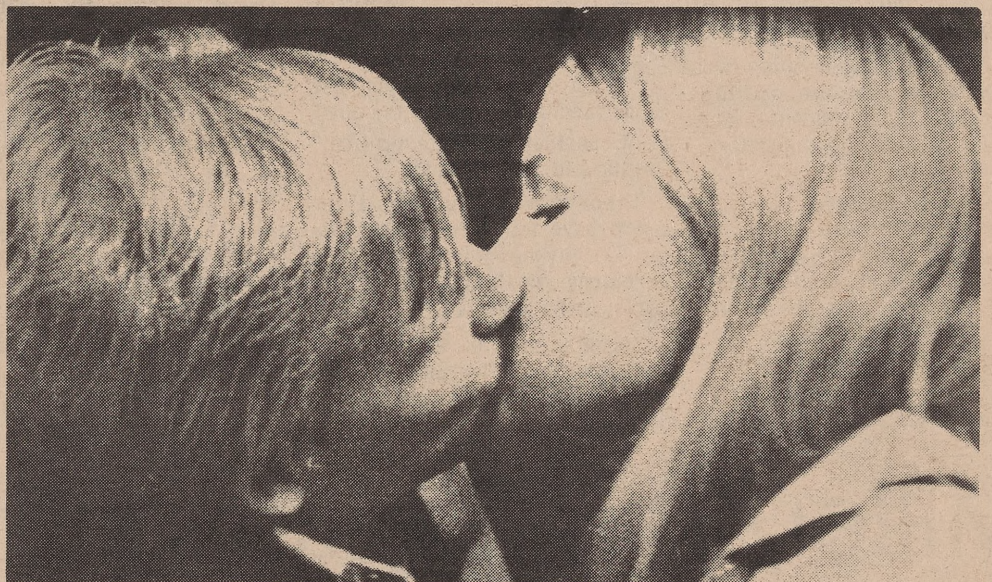
Wayne C. Manson, Las Vegas, Medical Service Corps; Lawrence W. McNabney, Reno, Infantry; Neil C. Medina, Reno, Ordnance Corps; John S. Miller, hard H. Norton, Sebastopol, Calif., Signal Corps; Joseph Pedrojetti, Hawthorne, Adjutant General's Corps; Randolph N. Plymell, Las Vegas, Medical Service Corps;

Peter R. Reams, Reno, Medical Service Corps; Kenneth O. Reil, Reno, Corps of Engineers; James E. Ryan, Reno, Field Artillery; Sim C. Sheppard, Reno, Military Intelligence Corps; Richard E. Stephenson, Walnut Creek, Calif., Infantry; John H. Sutton, Reno, Medical Service Corps; Kenneth E. Swanson, Reno, Signal Corps; James A. Warren, Moses Lake, Wash., Field Artillery; Thomas L. Willis, Redwood City, Calif., Military Intelligence Corps; and John T. Young, Reno, Infantry.

SAGEBRUSH SCHEDULE

There will be six issues of the Summer Sagebrush. This is number one. The other publication dates are: June 23, July 7, 17, August 4 and 18.

Thought for the day....



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Graduation

'70



System works — administrators fail

The Chairman of the Board of Regents wants to change the system for dealing with student disciplinary cases.

He has submitted the proposed changes to the Regents for consideration at their June meeting in Las Vegas this Friday.

There is no question that the Regents can change the procedure. They are the legally constituted authorities of the university system. Civil courts have stated that matters of student discipline rest solely with the administration.

Two questions do arise: Should the system be changed? Why does he want to change it?

The answer to the first is: no, they should not change the system. We have one of the best designed judicial structures of any college in the country. The ASUN has received numerous requests from other universities for its constitution and the Bill of Rights.

An analysis of why the changes were proposed shows why the system need not, and should not be changed.

The primary reason is a feeling that the present system is not capable of handling serious disciplinary cases and the students serving on the various councils have acted irresponsibly.

Two cases recently before the Student Judicial Council are particularly responsible for this attitude. They are the Jesse Sattwhite case. Sattwhite, a black student leader, was charged with eight counts of violence, the threat of violence or mental abuse. And the charges filed against six student leaders for attempting to forge and misuse university documents during the Governor's Day protest.

The cases illustrate the real cause of failure in the judicial system, which lies heavily with the administration. Both contain additional factors, of which neither the Regents or the community is aware, making the position of the students on the council extremely difficult.

The most significant factor in the Sattwhite case was the overtones of racial prejudice. The handling of the case by the administration, whether or not discrimination was involved, set the scene for possible racial trouble.

When the case was returned to the students, the responsibility for keeping things cool fell to the Judicial Council.

If the case had been tried by the Regents, Sattwhite would have had less than three days to prepare.

The secrecy of the Attorney General's investiga-

tion and the methods used to send the case to the Regents--the pressure applied by Dan Walsh, deputy attorney general and the deliberate exclusion from the Referrals Board meeting of the one student sure to oppose the move--left the distinct impression that Sattwhite was being railroaded.

The nature of the charges only served to reinforce the idea. Several dealt with incidents which were more than a year old and which the administration was aware of at the time they happened. The fact that the administration did not press charges when the violations occurred, or didn't even warn Sattwhite, tended to destroy the authorities' credibility.

Students felt that the administration wanted to get rid of Sattwhite and they believed the prominent part he played in recent black-white conflicts within the student government was the reason.

The Judicial Council was handed the mess after it was made clear the administration did not feel them capable of handling the matter. This gave the administration an excellent scape-goat if things went wrong: if violence or racial confrontations erupted.

The decision in any disciplinary matter is difficult, specially in a case concerning violence or the threat of violence. The circumstances surrounding the Sattwhite case, due almost entirely to the administrations handling of the matter, made the situation nearly intolerable. One wonders if the Regents sent the case back to the students to show their support, or if they just had the good sense not to get involved in such a mess.

The council handled the situation admirably. They maintained an attitude of objectivity and considered only the evidence presented in their determination of guilt or innocence.

They went beyond that, though, and assumed the right, and the responsibility, given to the other courts of our land, and interpreted the motives of the individuals involved.

They were of the opinion that the actions of the administration, if not actually discriminatory, were unwise and illconceived. Based strongly on this evaluation, they decide not to expell or suspend Sattwhite, but instead placed him on probation.

Those who charge that the council was irresponsible in this case refuse to consider the care and concern with which the evidence was evaluated -- they deliberated for five and a half hours before reaching a decision--and ignore the fact that Sattwhite was found guilty.

The second case, involving six students charged

with forgery, illustrates the major failing of the administration in their dealings with the student judicial system.

The charges were filed by Dean of Men James Hathhorn. With the charges, he prepared two documents as evidence. One was a copy of the leaflet passed out before Governor's Day and the other was procured from a local print shop.

The leaflet distributed was billed as coming from "the Office of the President." The document from the print shop, which was not used, had the name of President N. Edd Miller on it.

The second document was dismissed as evidence because it was never used. The first was not specific enough to warrant conviction on the charge.

The administration, at first glance, had a strong case. The intent of the students was obvious. The reason the charges were dismissed had nothing to do with the guilt or innocence of the individuals involved, but was solely due the inept handling of the case by Hathhorn.

The council had no choice but to dismiss the charges. Hathhorn did not attend the hearing initially and only came running when he found out the charges might be dismissed. Only two items were offered as evidence and no witnesses for the prosecution were called. When the defense asked that the charges be dismissed, there was absolutely no legal reason not to do so.

The Judicial Council, as it now stands, is a court of law. Every court in the nation bases its decisions on the evidence submitted to it and assumes that anyone charged is innocent until proven guilty.

The system has not failed. It has not been used properly and the fault lies primarily with the administration--specifically the Office of Student Affairs.

The administrators responsible for student discipline either do not understand, or have refused to accept the necessity of complying with the rules of due process which have been established.

The present system has been in effect for little more than a year. No system, no matter how perfect on paper, will work effectively until the people involved have had time to gain experience.

The Regents will be doing a great disservice to both themselves and the students if they do not give the present system a chance.

What they should do, if they are truly concerned, is strive to understand the problems that exist.

And extend both their aid and advise to students and administrators alike to find the solutions.

encore

Good intentions, but...

Our first reaction to Proctor Hug's plan to control our finances was violent. No journalist likes to hear that he will be shut down if certain people don't agree with what he prints.

But that reaction is self-defeating and, in all honesty, unfair to the Regents.

The Regents have proven receptive to ideas and opinions on this campus. We also believe they are honestly concerned about "obscene and vulgar language, pictures or drawings" in student publications, and don't intend to restrict the freedom of the press.

But that is what Proctor Hug's policy statement would do. It was drafted hastily, without careful consideration of its effects beyond that of keeping obscenity and vulgarity out of student publications.

The policy gives the Regents authority over publications by undecutting Finance Control Board's control over dispensing ASUN funds.

The policy opens the door for the Regents to take control of other blocks of ASUN money.

Although the policy claims the Regents have no intention to use it for control of the publications, the fear that funds might be withheld could cause some editors to not print news and comment unfavorable to the Regents, which would definitely violate the canons of responsible journalism.

Another point: will the Regents five or ten years from now make the same statement.

Strangely enough, Hug's policy was drafted just after the Sagebrush strongly criticised the Regents for the first time in three years.

The policy would set the Regents up as prosecutor, judge and jury over student publications. They would define the charges, try and decide the case and set punishment. Publications would be left without appeal. The only place to take an appeal

would be to the same body that rendered the original verdict.

The policy would give the Regents the sole, unappealable power to interpret the canons of responsible journalism as well as define "obscene and vulgar."

It includes no provision for even an attempt to clarify and interpret the canons or define what constitutes "obscene and vulgar."

In effect, the Regents would become a judicial system, but without built in procedural restraints and answerable to no one.

An editor would never know what constituted a breach of the canons until too late. So the policy is unclear and unfair.

It would be better policy for the Regents to try to improve communication with the editors and other members of Publications Board. The information they get now is mostly second or third hand plus what they read in the publications.

Maybe it could be arranged for one of the Regents to sit on Publications Board as an advisor. There he could learn how the board and the publications work and keep the other Regents well informed.

There he could influence the editors and the actions of the board that controls them.

There he could explain the position of the Regents and hear the editors' positions so there would be no need to even consider a policy which was hastily written, is unclear, not well thought out, unrestrained and, whether intentional or not, repressive.

We should try to create communication and understanding, not hinder it.

Changes important

by Mike Graham

The most significant portion of the Code of Conduct proposed by Proctor Hug Jr., chairman of the Board of Regents, is not the fifteen rules governing conduct, but the changes in the judicial system.

In essence, the proposal will take student discipline out of the hands of the Student Judicial Council and give the final authority to the President of the Campus.

It also presents the possibility of the elimination of the Referrals Board. The board now receives all disciplinary matters processed through the office of student affairs, determines the jurisdiction of the case and sends the matter to the proper body for hearing and disposition.

Hug's proposal places the authority for referral in the hands of the ranking student personnel officer. This, under the upcoming re-structuring of the office of student affairs, would be the vice-president of student services. There is, of course, no provision preventing the use of the Referrals Board, but he could at any time step in and override the decision of the board.

The proposal also recommends an addition to the present system. It states that, in addition to the judicial councils, the president may appoint a special board consisting of a member of the Faculty and two students to hear a case.

The major change advocated in the proposal would make the decision of any board a recommendation only. This recommendation would then be submitted to the President. He would then act on the recommendation or disregard it entirely.

Whether or not the proposal is in conflict with the recently approved Student Bill of Rights is also in doubt. Deputy Attorney General Dan Walsh has stated that it is not.

The prime concern of Article VI of the Bill of Rights, Procedural Standards in Disciplinary Proceedings, though, is with due process. The bulk of the section in this article establish the requirements for procedural due process with in the present system.

The proposal agrees with these procedures in that it states the hearing bodies will be governed by the Bill of Rights and the ASUN Constitution, but when the system reaches the level of the President the system breaks down. There is no guarantee in the proposal against an arbitrary decision by the President, which is in conflict with the intent, rather than the letter of the Bill of Rights.

The question of whether such a process is legal in the eyes of the civil courts is also in doubt. The courts have traditionally refrained from interfering in student disciplinary cases, but they have stated that students must be guaranteed due process and be free from arbitrary decisions.

The present proposal can be viewed from both sides. It can be argued that the procedures established in the ASUN Constitution and the Bill of Rights for any hearing body selected fulfills the requirement of due process, the President will have the recommendation of the board and all the evidence for a particular case and any change he

makes in their recommendation is not arbitrary.

On the other hand it can be said that allowing the President to supercede the recommendation of the hearing boards invalidates the concept of due process.

Another facet of the proposal is that it places a considerable administrative burden on the President. There is no provision in the document allowing the President to delegate the authority for a final decision.

This means he will have to review every case brought before the various boards now in effect, which include judicial councils for the five dorms, the Panhellenic Association for the Greeks and the Associated Womens Students. Cases could range from failure to comply with visitation regulations to the violation of a Greek charter. In practice, the President would probably rubber-stamp the recommendations of the various boards and only review cases of a special or controversial nature. This will, though, add to the volume of paperwork the President must handle, could easily result in undue delay in handing down decisions and will encroach on the time the President can devote to other matters.

The proposal makes no provisions for avenues of appeal. The present system provides for the appeal of any decision through the office of student affairs, the President and the Board of Regents.

Since the document makes no comment on appeals, it is unclear whether the decision of the President is final or whether the matter can be taken to the Regents. The Regents are the final authority for the university, though, which implies that any decision of the President can be taken to them.

For the proposal to become policy it must be approved by the Regents. The document will be presented at the June meeting in Las Vegas this Friday. Changes and amendments to the document can be made during the meeting or the Regents can delay action for further study.

alternatives

by Mike Graham

The University of Nevada is faced with the opportunity to prove, possibly uniquely so, it is capable of meeting the demands on our society.

The key is the Code of Conduct which will be submitted to the Board of Regents Friday. In its present form, it is more reaction than action, nowhere broad enough to cover the needs of the campus and riddled with redundancy.

The strongest point of the proposed code is its clarity. The majority of rules proposed are concise and accurately limit the scope of the actions prohibited.

The weakest point of the whole proposal is that it does not cover the full range of conduct violations already listed in the university catalogue. While the proposal does modify or re-define sections of the conduct code already in effect, it leaves many untouched.

Many of the proposals are also unnecessarily redundant. They either repeat themselves or repeat portions of the code now utilized.

The code, as established by Proctor Hug Jr., chairman of the board, who drew up the document, is to be an interim policy only. The question is whether it is necessary, or even desirable.

The major advantage to the action could be that it will force the students, faculty and administration of both campuses to begin immediately to develop a permanent and comprehensive conduct code.

The most frequently mentioned disadvantage is the unprecedented by-passing of the normal channels of due process used for all major policy changes.

This is not a disadvantage, though. It is, in fact the very thing students have been calling for. It is an example of quick and decisive action to meet the needs of the times.

The real disadvantage is that, though the action is quick, it is not thorough. Though the action is decisive it is not representative.

What the Regents should do is table the motion for one month. They have time. The aim of the proposal is to prevent violence and disorder in the coming school year. The Regents actually have until September, but if they are determined to act decisively, they should not give the two campuses more than a month.

If the students are sincere in their desire to see needed changes met with clear decision and quick action, they will rise to the occasion. It is time for the Faculty to be ousted from its stupor of Faculty Senate meetings once a month and a system of due process designed for delay rather than expediency. The example of the Regents demand for decisiveness can only inspire the administration to reach for the same heights. In addition it will give the Regents the opportunity to see whether the salaries payed their key administrators, justified because of their supposed decision making capabilities, are indeed a valid expense.

With any change there is a risk. The risk of good or bad. In this particular case there is an additional risk which only the Regents can take. It is the risk of time. They must be willing to risk one month, withstand the pressures from the community, state and elements within the university itself that demand action -- any action--on the bet that the university faculty, students and administration, will rise to the occasion.

In the past the Regents have acted fairly and objectively on the requests, and even demands, of the students, faculty and administration. Now the tables are turned and the opportunity is present for the University to do the same for the Regents.

Regents in the middle

by Geoff Dornan

The Board of Regents is caught between two campuses sometimes demanding change and a community that often reacts against those changes.

Faculty and students are asking more say in what is taught. Many in the community say the faculty is hired to teach certain things and students aren't yet qualified to decide what they should learn.

Students want to determine their own standards of conduct and be judged by their peers. Many in the community say students aren't responsible, student control would too often mean no control and matters of student discipline are better left with the administration.

Many teachers want to change or abolish the tenure system and revamp hiring and firing practices. In the community, many hold that tenure is a reward for service to the university and only those who haven't earned it want it abolished. They say hiring and firing practices were designed to protect the students and university. Those in opposition to tenure charge that the system often

only protects the incompetent.

Many students and faculty question the university's priorities--they want to hire more and better teachers, buy better equipment and experiment with new teaching methods. Many in the community feel available personnel and equipment is not being used as effectively as possible, that the experiments would do more harm than good and money would be wasted.

The Board of Regents is in the middle--left to deal with two groups, each with a different conception of what a university should be.

Nevada's Regents are often targets for both sides, a position several have said can be very uncomfortable.

But unlike the Regents in most states, they have the power to act. They are "constitutionally autonomous," according to Proctor Hug Jr., chairman.

Nevada is one of about ten states which provided for a university in its constitution. In effect, creating a fourth branch of government.

In many states, such as California, the governor appoints

the Regents and determines their authority.

But Nevada's Regents are elected from the 17 counties on a rough population basis--Washoe elects three, Clark elects five and the other counties share three. They are responsible to their electorate and the university.

On paper, the only control state government has over the Regents is financial. The legislature must approve the university budget.

The Regents' authority is virtually absolute. They develop the budget presented to the legislature and can adjust requests from campus departments. They also dispense the funds approved by the legislature.

They are, technically, the employer of all administrators, faculty and staff. The administration receives its power from them.

Faculty and student governments exist at their sufferance.

But the Regents haven't acted dictatorially. They've given a vote of confidence to the faculty, students and administrators, according to Frankie Sue Del

Papa, ASUN president.

When Jesse Sattwhite was brought up for trial, nobody wanted to touch the case. It went all the way to the Regents who turned it back, through President N. Edd Miller, to the Student Judicial Council where, legally, it should have gone.

After the Governor's Day protest, the Regents directed the Faculty Senate to hear charges filed against Professors Paul Adamian and Fred Maher. The Regents filed the charges, but at least they chose not to act as prosecutor, judge and jury all in one. It was a good political move which pacified the community without forcing them to arbitrarily dismiss Adamian and Maher. That decision has been left to the Faculty Senate.

The charges were decided upon during the May board meeting in Elko--when the community bombarded the Regents with about 7,000 telegrams and letters calling for just such an action.

Pressure also comes from the university, but it is much weaker. The most influential voice from within the university is Miller's. Most of the pressure

from the university is conveyed to the Regents through Miller--whether from students, faculty, staff or administrators.

The area of most concern to the community and which invariably brings the most pressure on the Regents is student discipline. This was especially evident during the last weeks of school. Del Papa, Hug and Miller all said members of the community react negatively to what they see as a far too permissive atmosphere.

Despite pressure from all quarters -- strongest from the voters themselves--Hug said the Regents have continued to make their own decisions. He said he tried to amend the constitution last year so that the governor could appoint the Regents. He said this would, he thought, end the growing factionalism between the north and south campuses. Now, he is glad the amendment wasn't passed: "Elected officials are much more responsible to the people and more autonomous (independent of the governor's will).

"The Regents stand up to the legislature."

In the summer, take honors credit

The honors program will operate during the summer session. To receive honors credit permission by the instructor and the chairman of the department must be given. All requirements of the regular academic year apply. Students must enroll in regular classes and, in addition to standard assignments, complete an honors project.

learn advanced driving

An advanced driver training class will be offered to high school driver education teachers as a part of summer session curriculum.

The class will feature special instruction on current problems. Amos Neyhart, consultant on driver and traffic education for the American Automobile Association, will teach the class. The three credit course will begin July 20 and end Aug. 7.

conform or deviate

Jack P. Gibbs, internationally known for his work with suicides, will teach a sociology course during the summer session.

Sociology 364/664, "Conformity and Deviation," will study "the nature and types of social deviation, their causes, description and consequences."

Gibbs has taught at the University of Texas, Washington State University and the University of California at Berkeley. He is also a past president of the Pacific Sociological Association.

study drugs, drinking

Major problems of alcoholism and narcotic addiction among adolescents and adults will be the subject of a health education course in the summer session.

The course will study the effects of these problems on family life and industry. Nationally recognized leaders on rehabilitation will be consultants for the five-day course.

George A. Broten will be the director of the study which will be held at the Stead Conference Center July 20-24.

discover your own art

The Lake Tahoe Art Camp will be held Aug. 3-15 as a part of the summer session.

The camp is for high school students who show ability and interest in the field of art. Students and teachers will live together for two weeks in a "search and discovery program." It will allow the student to discover more about himself, his work, and their relationship.

Students will have the opportunity to expand their concepts of art. An exhibition will be held at the end of the camp. Time for swimming, hiking and team games is also planned.

take journalism

A high school journalism institute will be offered during the summer session.

High school students with interests in writing, photography and other areas of journalism may attend the six-day course.

Four areas of concentration will be offered: newspapers, yearbooks, photography and business management. Each participant will pick one area of study. Fundamentals will be stressed.

Instruction will be given by university journalism professors, visiting professors and working newsmen.

The institute will begin with registration on the afternoon and evening of July 26 and end with an awards luncheon on July 31.

Director of the institute is Prof. Richard Frohnen. The fee is \$60, which includes lodging, meals, materials, tours and other educational and recreational expenses.

Are you obsolete?
Somebody thinks so, because the theme of the 1970 Summer Colloquium Lecture Series is "You Are Already Obsolete."

Obsolete?

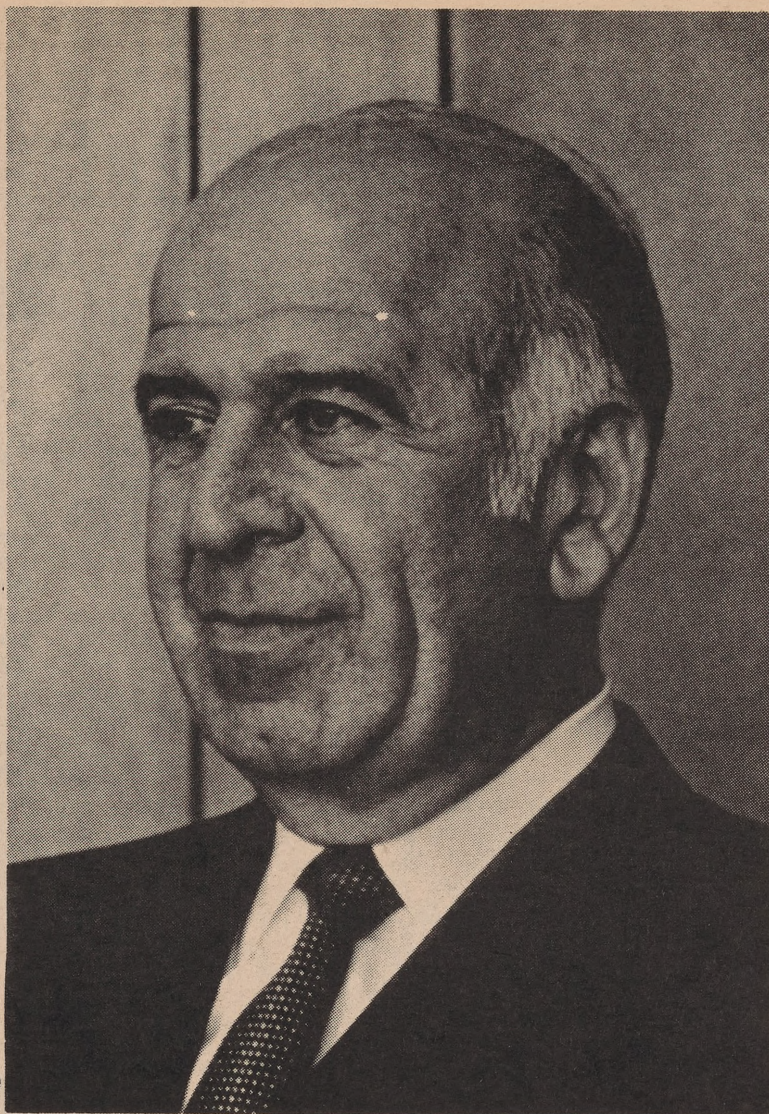
The series will bring three well known educators to campus during the summer. Programs will focus on current issues and problems in education, and will include participants from the Nevada educational scene as reactors.

The colloquiums will be held in the union lounge. It will be free.

First in the series will be Dr. Richard Foster, Superintendent of Schools, Berkeley, California. Foster will speak on Friday, June 19, at 10:30 a.m. The topic is "Staff Relationships: The Fears of Teachers."

Foster has a wide range of experience in education. He is superintendent of the Berkely Unified School District, has held similar posts in Danville, California, and Daly City, California. He has been an assistant superintendent of instruction, principal, vice-principal and has taught elementary, junior high, high school, and college. He has served on the faculties of Berkeley, Long Beach State College and San Francisco State College.

Foster was a member of the U. S. Congressional Joint Commission on the Mental Health of Children, the National Task Force for Advanced Study in Teaching Disadvantaged Youth and a consultant to schools in nine western states.



Dr. Richard Foster will be the first speaker in a series titled, "You are obsolete."

Aid applications available

There is still time to file applications for financial aid for next year.

Douglas J. Jackson, counselor in the financial aid office, said applications and necessary forms are available in the Student Service Center. Students should return the necessary forms before leaving school.

Deadlines for the National Defense Student Loan, Nursing Student Loan, Educational Opportunity Grant and the Nursing Scholarship are July 1.

The Federal Insurance Bank Loan deadline is July 15. It requires a month for processing, so it should be in early to insure money for registration.

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Miller—authoritarian rule has no place

From Page 1

Some students, however, said the committee system takes too long. "I think Miller has seen the need to act decisively in view of recent events," said Mike Cuno, editor of the University of Nevada Sagebrush. "He cannot afford to allow the need for change on this campus to go untended. While his committee system may be the most democratic in getting students involved in the decision-making process, he must insure that those committees move rapidly. Too many of them become bogged down in the red tape around this place.

"He's got to move quickly on change for this campus or it will really blow and the events of the past two weeks will look like playtime."

In April, after he received much criticism from a faction on campus for not instituting change quickly, Miller spoke of the many changes that had come about in just the last year.

"Some actions take place quickly," Miller said. "Some take great periods of time and the involvement of a lot of people. Some go through regular channels--others use many channels. Some actions are easy to take, others are difficult and sometimes meet with opposition.

"In nearly all cases, these changes took time, careful study, great energy, much good will, and a genuine willingness to tolerate--indeed, welcome--change."

Miller has made very clear where he stands on the operation of a university.

"I believe that one man authoritarian rule by the president, or anyone else, has no place in a university.

"I believe that the character and nature of the university should be shaped by active participation of all the elements having a stake in the university: faculty, students, staff, administration, regents, alumni, legislators, and the people of the state.

"I believe that decision-making in a university, about its own affairs, is the responsibility of faculty, students, administration, jointly, with final authority vested in the Board of Regents."

He places great emphasis on the individual in the university.

As chancellor in 1966, he said, "There is no doubt that higher education must grow larger and larger to accommodate the needs of our society for educated people. The corollary of this is that in higher education we must think in terms of mass education. Yet, on the other hand, we must cherish the individual if we wish to mold the kind of society all of us want.

"Higher education in this country will fail if we neglect the individual, his rights, his freedoms, his needs, his potential, his relationships with other individuals in our society. So long as we honor the individual, we focus attention on what higher education is all about--the training of able, knowledgeable, wise, contributing members of our society."

He honors the individual now. "He takes the time to speak with people personally, something not many people take the time to do," said Frankie Sue Del Papa, ASUN President. "In many instances he is not given the credit he deserves. He always listens to other people and one can tell it's not just politeness, but genuine interest."

This can lead to problems, according to Director of Information Ed Olsen, who works closely with President Miller. "I don't think he's hard to know," Olsen said. "One of his problems is his accessibility to everyone who wants to see him. But that becomes a physical impossibility."

While Miller has the authority to move quickly

on needed changes, he prefers to allow all factions of the university to work it out in committees. "I want all those who are interested to get involved in solving the problems," he said. "The committee system takes a long time in many instances, but I think it's well worth it. As long as I am president, we will continue to do things this way."

Pete Perriera, director of activities, said, "If Miller were king, he'd be an outstanding president. If he used the sole authority to decide everything, he'd be an outstanding president. That doesn't mean he isn't a good president now.

"I think he's kept back on many things. I just don't believe that a person who outright shows he likes students so much would be hesitant in experimenting. Most presidents are that way. He's got to answer to the community, which in many instances doesn't understand what we are trying to do up here."

"We've got a conservative community and a conservative state," Olsen said. "Anyone who occupies the president's chair has to deal with a variety of communities. He has to keep the taxpayers happy because that's where the money for the university comes from, but the university exists for the students."

Ultimately, Miller must answer to the Board of Regents, which is elected from different parts of Nevada according to population. It has the power to hire and fire the president. The regents have indicated they think highly of the man. "He's an excellent man and doing a fine job. I think that about says it," said Proctor Hug Jr., chairman of the Board of Regents.

"He's an extremely friendly, sensitive person with a tremendous sense of humor," Olsen said. "And he laughs, at himself as well as others. He's good at maintaining a friendly relationship on a personal basis with people who the university requires."

"Miller is the type of president who likes students so much that he tries to do as much as he can for them as well as insure that they won't get anybody worse," Perriera said. "That means he has to work with the community too, to bring understanding to what we're doing in this ivory tower on the hill."

"In all my dealings with President Miller, he has always been most responsible and dedicated," Miss Del Papa said. "Behind the scenes no one is more conscious of looking out for the best interests

of the students and the university. Right now, it's a most difficult position to be in, but this man is well suited for the job. The fact is, he is a good man and deserves the respect that his actions have earned him."

"I think Miller is burdened with too much work," Cuno said. "Some of the people below him are not supporting him. They are bogging him down with their work. I would say he is doing the job of several administrators. It shouldn't be this way."

Miller hasn't been afraid to speak out. After the two firebombings took place and public reaction called for action, Miller said, "The university has not been closed down and there is no intention to close it down. The only disruption of university activities occurred on Governor's Day. The group of two to three hundred people participating in a war protest on that occasion included in it a good many responsible students and faculty members who helped prevent a tense situation from erupting into violence.

"I submit that the university is doing precisely what is being demanded of it--solving its problems in an orderly and peaceful way. Excessive condemnation, near panic, threats, veiled or open, can do nothing to ease the situation.

"The destruction which has taken place is totally indefensible. Those who participated in it in any way--either directly, or by lending support to it, or by creating a climate that encouraged it--have damaged not just buildings, but have destroyed an important part of the mission of a university--that to effect change, the rational discussion of ideas must be used, not violence or the threat of violence.

"Violence, destruction, fear breed further violence, destruction, fear. Society cannot tolerate this; the University of Nevada will not."

Now, the year is almost over. It has been along one for Miller. He can look forward next year to increased involvement in university affairs by students.

"I think he's been upset and disappointed with the reaction to recent events, but I'm sure he'll be around next year," Olsen said. "The job is a challenge to him.

"This spring, he's tired. The man needs a vacation.

"I do think, though, there are some days when he'd rather be just a speech teacher."

Ten get 1 year study in Europe

by Hilah White

The Institute of European Studies at the University of Nevada will be more active next year than any time since its beginning in the fall of 1968.

Dr. Charles Wells, associate professor and chairman of the foreign language department and coordinator of IES, said 10 students will begin studying abroad this September.

Jill Lusk, a German major who received a \$600 scholarship from the IES headquarters in Chicago, and Judith Evans, biology major, will study in Freiburg, Germany. Naomi Sharpe, Spanish major,

and Roy Breimon, political science major, will study in Madrid, Spain.

Deborah Francovich and Judy Halvorson, both French majors, will study in Nantes, France.

Daniel Boone, art major; Troy Anderson, geography major; Nancy Nurre, political science major, and Linda Olson, a math major who received an \$800 scholarship from the IES headquarters, will study in Vienna.

Approximately 30 colleges and universities belong to the IES. The only three in the West are the University of Santa Clara and the University of Pacific, in

California, and the University of Nevada.

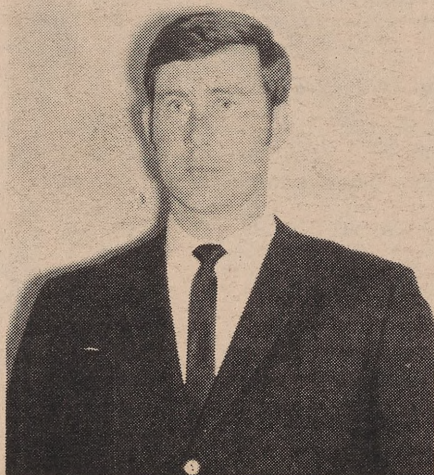
Dr. Wells said the schools affiliated with the IES have an advantage in sending students abroad because they screen the courses the students are interested in. The Universities in Europe which all the students will attend grade on the American system--taking into account the fact that they are foreign to the country.

Dr. Wells said, "Care is taken to see that students get sound and appropriate courses for the American student."

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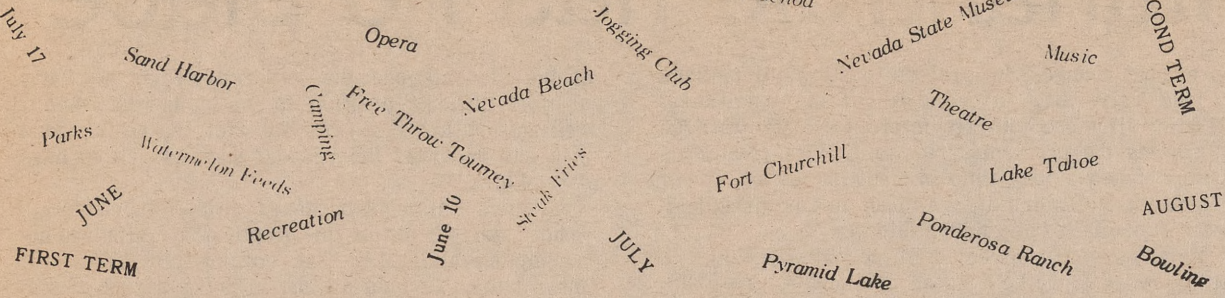
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President's Summer Coffee Hour
Thursday, June 18; 9:00-10:30 a.m.

Robert H. Jackson Memorial Lectures
Tuesday, July 7
Edward L. Wright
10:30 a.m., Room 102,
Orvis School of Nursing
Tuesday, August 18
Honorable Edward D. Re
10:30 a.m., Travis Lounge



Nevada Lore

- Tuesday, June 23 *The Emigrant*
Everett W. Harris, Explorer, Photographer
The Overland Trail
- Tuesday, June 30 *The Indian*
Margaret Wheat, Author
Survival Arts of the Primitive Piantes
- Tuesday, July 7 *The Miner*
Vernon E. Scheid, Dean
Mackay School of Mines
- Tuesday, July 21 *The Cowboy*
Walter Van Tilburg Clark, Author
Ox Bow Incident, Track of the Cat, etc.
- Tuesday, August 4 *The Gambler*
Harold Smith, Sr., President and Founder
Harold's Club
7:15 p.m., Travis Lounge

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- 10 REGISTRATION, First Term—7:30 to 11:30 a.m., Gym.
- 22 "The Agony and the Ecstasy", 7 p.m., Travis Lounge.
- 24 Steak Fry, 5-6 p.m., Front of Clark Administration.
- 29 "The Prime of Miss Jean Brodie", 7 p.m., Travis Lounge.

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July

- 6 "The Dirty Dozen", 7 p.m., Travis Lounge.
- 9 La Boheme, 8:15 p.m., Reno Little Theatre.
- 13 "Far From the Maddening Crowd", 7 p.m., Travis Lounge.
- 14 Summer Theatre Workshop Production, 8:00 p.m., Church Fine Arts Theatre.
- 17 REGISTRATION, Second Term—7:30 to 11:30 a.m., Gym.
- 20 "Rosemary's Baby", 7 p.m., Travis Lounge.
- 27 "Zorba the Greek", 7:00 p.m., Travis Lounge.
- 30 Cinderella, 8:15 p.m., Reno Little Theatre.

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Dining Commons Schedule of Meals:

Day	Meal	Time
Monday-Friday	Breakfast	7:00-10:00 a.m.
	Lunch	11:00- 1:30 p.m.
	Dinner	4:00- 6:30 p.m.
Saturday	Breakfast	8:00-10:00 a.m.
	Lunch	11:00- 1:30 p.m.
	Dinner	4:30- 6:30 p.m.
Sunday		To be announced

August

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- 3 "Becket", 7 p.m., Travis Lounge.
- 5 Concert - Reno Municipal Band, 7:30-9:00 p.m., Manzanita Bowl
Watermelon Feed, 8-9:00 p.m., Manzanita Bowl.
- 20 Three Penny Opera, 8:15 p.m., Reno Little Theatre.

University Concerts

- Wednesday, June 24, 5-6 p.m., University Stage Band, Stewart Square, 9th St. Entrance
- Tuesday, July 30, 5-6 p.m., University Stage Band, Stewart Square, 9th St. Entrance
- Wednesday, August 5, 7:30-9:00, Reno Municipal Band, Manzanita Bowl