

University of Nevada, Reno

Sagebrush

Volume 47, Number 53
Tuesday, April 27, 1971

Reno, Nevada

Thurmond

North Carolina's Senator Strom Thurmond speaks Thursday at 1 p.m. in Manzanita Bowl.

Thurmond has been a farmer, lawyer, school teacher, athletic coach, school superintendent, state senator, judge, governor, U.S. senator and Presidential candidate.

A VETERAN of World War II and a major general in the U.S. Army Reserve, he has been awarded 17 decorations, medals and awards.

He was elected to the U.S. Senate in 1954 in a write-in campaign—the first such person ever elected to a major office in the United States by this method. He was re-elected twice

as a democrat and once as a republican.

He is a strong defender of military preparedness and serves on the armed services, judiciary and defense appropriation committees in the Senate.

IN 1957 he delivered the longest speech ever made in the Senate (24 hours, 18 minutes). It was in defense of jury trials.

In 1961, he coined the phrase "no-win" foreign policy, warning that such a policy is based on the notion that Communist leaders are softening.

In 1965 he predicted the civil rights movement would be distorted by militant extremists, causing widespread riots and insurrection.



Strom Thurmond

Mackay Day's here

Beards and cowboy hats

Beards and cowboy hats will be in fashion for this week. The annual Mackay Day celebrations begin tomorrow. This traditional week of events and entertainment is being held in honor of John Mackay and his family, founder of the School of Mines as well as a supporter of the overall university program.

MACKAY WAS one of the "Big Four" of Virginia City in its heyday during the 1870's. He struck it rich in the honey-combed mountains of Nevada and donated some of his immense wealth to the university.

His statue, the miner's garb with a pick at his side, stands at the head of the Quad. In honor of Mackay and Nevada's past, the themes for Mackay Day have always been western. This year's is "Butch Cassidy and the Mackay Day Kid."

THE FESTIVITIES will start tomorrow night with a torchlight dance in the Quad. The dance will begin at 7 p.m. to the sounds of Country Smoke.

"The Game of the Year" will begin the activities for Thursday. Facing each other over a pigskin will be Dean Robert Kinney with the Student Affairs staff and the leadership of ASUN.

Members of the Student Affairs staff were seen wringing out their tee shirts after a late Sunday evening practice session.

THAT NIGHT, the movie "Butch Cassidy and the Sundance Kid" will be presented in the union quadrangle at 8 p.m.

Friday's events will begin with the judging of women's costumes at 8 a.m. The UNR skydiving team will open the afternoon ceremonies by plunging into the union quadrangle at noon.

This will be followed by the annual Kangaroo Court and obstacle races.

THE RACES will consist of raft races, flour fling, three-legged and wheelbarrel

races, frog-jumping contest, and last, but by far not least, the pie-eating contest.

From there the scene of action will move to the Washoe County Fairgrounds for the annual Comic Rodeo at 3 p.m. Events will include wild cow riding, ribbon roping, hay stacking, wild cow races and bull throwing.

Mackay Town (also at the Fairgrounds) will begin at 6 p.m. Mackay Town, built by the various living groups, will attempt to capture the spirit of the old West by providing music, games, food, drink, and merriment.

Featured attraction will be mining competition (jack-hammer contest-mucking contest) with contestants from the mining community of Gabbs, Nev. All profits made at Mackay Town will be given to a worthwhile cause.

SATURDAY WILL be the last day of the ceremonies. It will begin with a luncheon in honor of the Mackay family, song team competition and the presentation of awards. All will take place under the watchful eyes of John Mackay in the Mackay Quad. The public is invited.

The Great Bank Robbery

As part of Mackay Day:

Nevada National, the bank that Butch Cassidy won't dare rob, has been threatened with just such a robbery by none other than Butch Cassidy and his Mackay Day Kids.

Informed sources seem to indicate Butch's gang is composed of university students, nominated by their living groups for the first annual Mackay Day Miner Award. Rumor has it that this notorious group plans to hit the North Virginia and 5th Street Branch of Nevada National at 4 p.m. Wednesday.

Their escape route will lead them along Virginia Street to Ninth Street and through the gates of their sanctuary, the bad lands of UNR.

A group of concerned citizens, including Gov. Mike O'Callaghan, Acting Mayor John Chism and Mayor Charles Stone, Senators Floyd Lamb and Proctor Hug, Police Chief Elmer Briscoe, Sheriff Bob Galli and Fire Chief Van Meter, is forming in hopes of thwarting the designs of Butch and the Mackay Kids.

Note: After capture by vigilantes, Mackay Kids will be fined by Dean of Community Affairs Sam Basta. Money will be donated to charity.

This year's Mackay Day Committee wants to change the present image of the annual Mackay Day celebrations through this and other fund raising events. Our earnest desire is not only to organize a celebration for the students, but to work with the community and its public officials for the accomplishment of a worthwhile project, thereby lending meaning to and for Mackay Day and its participants.

SCOTT J. OLIN
Public Relations
LOUIS S. TEST
Chairman

the university:
where it is

Supplement begins

on page 5

Athletics out of student control

by MIKE GRAHAM

Students no longer have control of the \$7.50 intercollegiate athletic fee. The Board of Regents, acting on a recommendation from President N. Edd Miller, separated the athletic allotment from the \$27.50 ASUN fee.

THE ACTION came late Saturday afternoon. Miller submitted a five point memorandum recommending that:

1. The present \$7.50 allotment be retained and not increased;
2. these funds be separated from the general ASUN fee;
3. fifty cents go to women's intercollegiate athletics and \$7 to men's;
4. a subcommittee of the present Intercollegiate Athletics Board be formed of an equal number of students and faculty to review the athletic budget and make recommendations to the president;
5. the athletic budget would go to the Regents for final approval (This is standard practice for all university budgets).

THE ATHLETIC question was first heard by the Regents at 10 a.m. Friday. Dick Trachock, director of men's intercollegiate athletics, presented his case. Dan Klaich, ASUN president, spoke for the students.

The expressed intent of the Regents on Friday was to postpone a decision on athletics until their May 28 meeting.

Klaich and Jon Wellinghoff, former vice president of finance, argued against this decision. They said it would be unfair for the Regents to leave the question hanging for another month and to make the decision away from the campus it concerned. The May meeting will be held in Elko.

BY SATURDAY the Regents had decided

to reconsider.

The students were asking approval of a Finance Control Board (FCB) proposal on intercollegiate athletics.

The FCB proposal guaranteed \$7.50 per semester to athletics, but of that amount \$.50 to women's intercollegiate athletics and placed the rest in the athletics general fund.

Under this proposal the athletic director would have submitted a budget for the use of the general fund monies which the FCB would approve.

THE PROPOSAL also had a safety clause which permitted no more than a 15 per cent change in any one allotment from year to year.

At the Friday meeting Trachock argued for a \$1 increase in the fee for women's athletics and that it be taken out of student control. He said the program must have guaranteed funds for "stability."

Klaich gave a flat "No!" when asked if the students would consider raising the athletic allotment. He said the students have other priorities.

This year's women's program was funded by the students. FCB gave the women about \$7,000. The majority of this—about \$4,000—came from an athletic reserve fund held back from the \$7.50 allotment this year and the rest came from the ASUN general fund.

WITH THE Regents' action, the \$7.50 per semester will remain a student fee, but the students will have no control over its use. All budgeting decisions will be made by Miller.

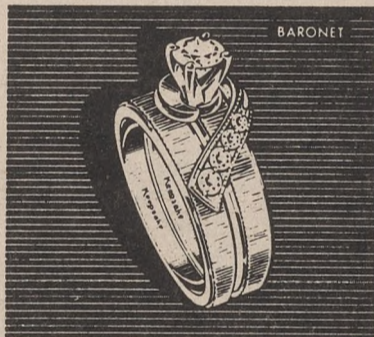
Students will have a 50 per cent vote on the subcommittee of the Intercollegiate Athletics Board which recommends to Miller how the funds should be allotted.

What you should know about diamonds when you know it's for keeps



You've dreamed about your diamond engagement ring a thousand times. But now that you know it's for keeps, it's time to stop dreaming and start learning about diamonds and their value.

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COLOR: Fine white diamonds are quite rare and valued accordingly. Other shades in relative order of their worth are: blue, yellow, brown and black.

CUT: The cut of a diamond—the facets placed on it by a trained cutter—brings out the gem's fire and brilliance. Anything less than correct cut reduces beauty, brilliance and value.

CLARITY: Determined by the absence of small impurities. A perfect diamond has no impurities when examined under ten power magnification by a trained eye.

CARAT: A diamond's size is measured in carats. As a diamond increases in size, its price will increase even more if the quality remains constant. But larger diamonds of inferior quality may actually be worth less than smaller, perfect diamonds.



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On foot or a horse

A unique race on foot and horseback, which recalls the early days of the American West, is attracting the interest of college men throughout the country, according to a spokesman from Levi Strauss & Co., sponsor of the event.

Scheduled for June 5 in California's historic wine country, the race is a "Ride and Tie" contest which revives a system used in the latter half of the 19th century to permit two men with only one horse to travel as rapidly as possible.

THE TWO men start out at the same time, one on horseback, the other on foot. The rider, soon outdistancing his companion, rides a reasonable distance, dismounts, ties the horse and continues on foot. The horse can graze and rest until the first walker arrives, mounts, and rides on, passing his partner. The process is repeated, the men always moving forward on foot or riding, but the horse getting time to graze and rest.

Prize money totaling \$4,000 is being posted by Levi Strauss & Co. There will be an entry fee of \$50 per team, which will be added to the prize money.

The first place team will receive \$1,000 and the award will be doubled if the team members are wearing Levi's jeans. Second ward will be \$500, third \$250, fourth \$125, fifth \$75 and sixth \$50, and these amounts will also be doubled for Levi's wearers. The entry fees will be prorated among the winners.

The course, to be set by the noted Sonoma Trail Riders, will begin at St. Helena in Napa County and end at the Plaza in Sonoma, Sonoma County. The full course distance, over the Mayacamus Mountains, will cover approximately 25 miles.

Full details on the race, entries and rules may be obtained by writing "Levi's Ride and Tie," 98 Battery Street, San Francisco, Calif., 94106. Entries for the race must be post-marked by midnight, May 28.

Vets, turn in your cards

The Veterans Administration (VA) urges veterans, servicemen and dependents attending college under the GI Bill to return their certification of attendance cards to the VA during the last full month of their current enrollment period.

For most schools, this means May or June. The VA cannot prepare a final check for the school year until it has received the card from the student.

If the card is not returned at the end of this semester, the student can't be automatically enrolled under the GI Bill for the summer or fall sessions.

Failure to complete and return the cards will automatically stop payments. Students should also keep the VA informed on changes in their number of dependents or their education programs.

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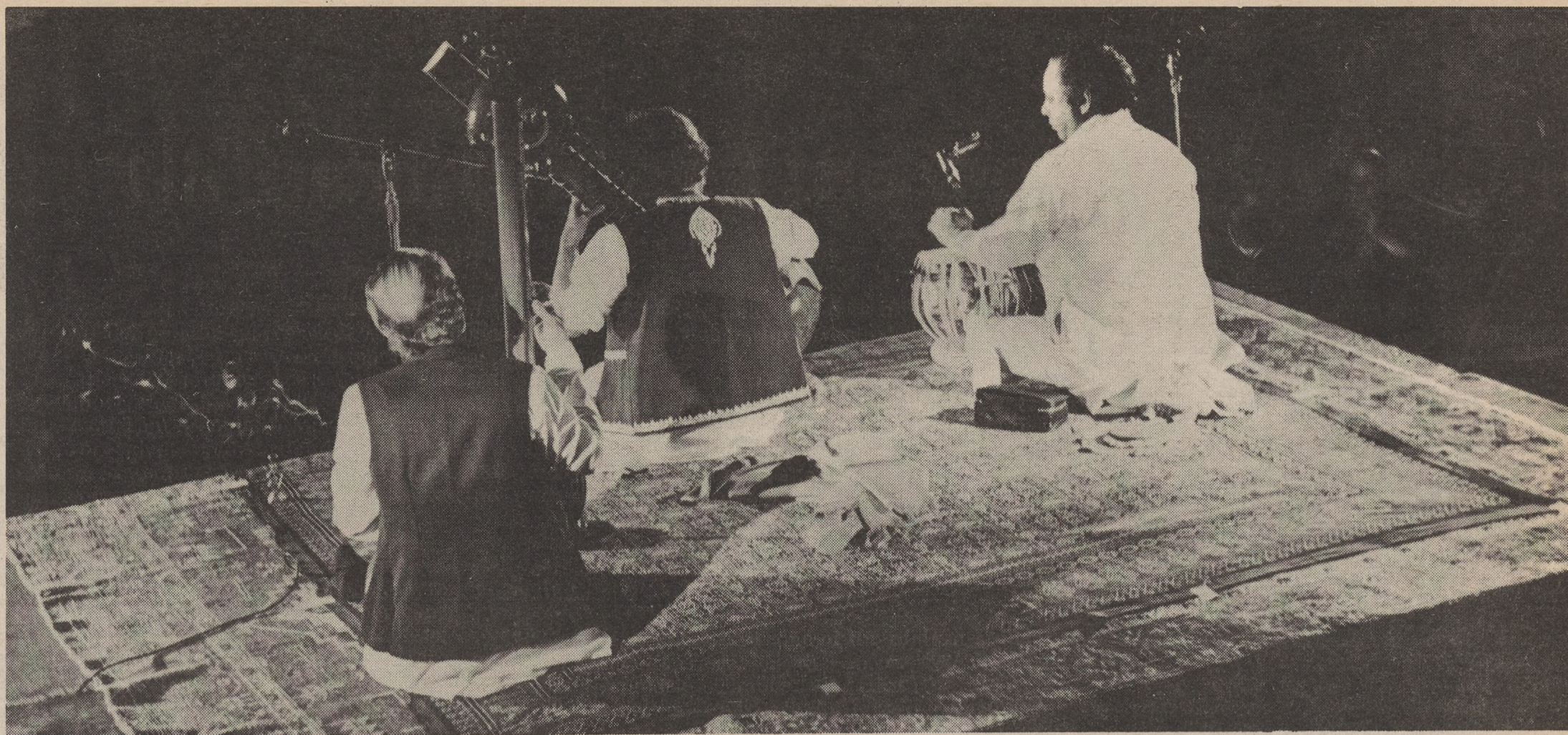
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Ravi Shankar in concert

Interim Code final

by SHEILA CAUDLE

Saturday morning the Board of Regents, acting as a committee of the whole, adopted the final revisions to the procedures section of the Interim Code of Conduct.

At its May meeting in Elko, the board itself will approve the final document in its entirety.

THE REGENTS had received three separate lengthy documents suggesting revisions to the section. Two were prepared for the Regents by Deputy Attorney General Gene Barbagelata. One, referred to as the "yellow" document because of its color, was prepared by the Coordinating Council, a student-faculty group from UNR and UNLV.

The Regents adopted the "yellow" version as the base document. The action came after three hours of discussion. The Regents had favored the "hearing officer" concept, which provided for that officer to find the facts of the case and to suggest disciplinary action to the president of each campus.

THE STUDENTS and faculty wanted the hearing officer to advise a hearing committee as to legal points, but wanted the committee to recommend disciplinary action.

UNR professor Robert Gorrell told the Regents, "The issue is whether the decision would be made by an outside hearing officer or by a student-faculty committee. The officer would be an imposition."

JOHN VERGIELS, chairman of the UNLV Faculty Senate, said, "We're for control from within. We don't want some kind of outsider to come in and tell us what to do. Let us control ourselves." He suggested the hearing officer could advise the committee with technical and legal expertise so mistakes wouldn't be made.

The adopted document allows the hearing

officer to act as a judge in the proceedings. He will submit a summary of the facts to the president, but will make no recommendation for discipline. The hearing committee will do that.

The document provides for the ASUN Senate to provide the members of the student hearing committee while Faculty Senate will appoint those for the faculty committee. The Student Judicial Council, then, will remain intact.

THE HEARING committee, student or faculty, will make a recommendation for "dismissal of charges or imposition of a sanction" to the president. The recommendation has to be made within three college working days after the hearing is over.

The committee system is one alternative the president has under the adopted document. He may also let the hearing go before a general hearing officer or before a special hearing officer.

The general hearing officer will be appointed by the president. Special hearing officers, designated by the president, shall be "attorneys, admitted to practice law in Nevada..." The alternative the president chose would depend on the seriousness of the charges.

THE REGENTS also voted to uphold a policy they adopted in January which states, "The Board of Regents shall take only appeals and only then in cases of removal from the university; i.e., termination of an employe or faculty member or expulsion of a student." Otherwise, the decision President N. Edd Miller makes on the case is final.

Before, as in the case of Paul Adamian, former English professor, the Regents made the final decision.

SOME REGENTS thought the board should still make the final decision. "The Board of Regents is the employing organization," Proctor Hug Jr. said. "It should decide whether a faculty member should continue to be employed. This board has the responsibility to decide who should be employed or not employed at this institution." Regent Mel Steninger said, "The authority or responsibility should be with the chief administrative officer (the president). The Regents can, at any time, direct their wishes to the president. We can put pressure on the president. Then, if he acts contrary to our wishes...."

REGENT CHAIRMAN Harold Jacobsen said that approach would mean "we would

fire the president and still end up with the person we didn't want."

President Miller and UNLV's president Roman Zorn said they had no objection to the policy which made their decision final. The Regents took a vote and the policy passed.



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Society elects officers

New officers were recently elected by the Student Accounting Society. They are president, Delynn Higley; vice president, Tom Kruse; secretary, Mike McCarthy; and treasurer, Mark Ullrich.

Men of all trades to NORTH SLOPE, ALASKA and the YUKON, around \$2800.00 a month. For complete information, write to Job Research, P.O. Box 161, Stn-A, Toronto, Ont. Enclose \$3.00 to cover cost.

Readers write on

Futile

Editor:

Re: Regents' decision on ASUN athletic fee.

When will the ASUN ever learn?

BOB MAYBERRY

editorially

Status quo 1, students 0

Jon Wellingshoff, former vice president of finance and publications, has a good point when he says the students have been "raped of 27 per cent of their power" (see letter, this page).

WHILE THE Regents did not make the foolish mistake of raising fees for the athletics program on this campus, they did take away student control.

For many students, the decision to not raising the fees would be most satisfactory, no matter what else the Regents did.

But the Regents took away student control of about \$75,000. There are many on this campus who question the priorities of an educational institution which seems tied to the athletic traditions of the past.

THERE ARE those on campus and in the community who would like UNR to become the Notre Dame of the West. So every year the students get socked for \$75,000. That's a pretty expensive castle in the sky.

This year members of ASUN government wanted to change those priorities; they wanted to put a lid on athletic spending. This university, especially this year, could be spending its money in much better ways.

But the Regents didn't want the students to change those priorities, so they managed to uphold the status quo of athletics. In addition, they took it out of student control—your \$75,000 will now be handled by the athletic department and President N. Edd Miller.

WITH THE Regents' action students only have the power to "recommend." A subcommittee of the Intercollegiate Athletics Board will be formed with an equal number of students and faculty.

It will review the athletic budget and recommend action to Miller.

He makes the final decision. He has the final authority over student money—NOT the students.

Do you like being able to just "recommend" where your money goes?

TELL ASUN and this newspaper what you want done.

Students stomped on

Editor:

Time—3 p.m. Saturday, April 24, 1971. The students of the ASUN just got their faces stomped on by the Board of Regents—that is, the Regents just passed an athletic proposal which takes the control of student fees to athletics out of the student hands and puts it in the hands of one of those nebulous student-faculty boards that is appointed by the president and then goes off in a corner to die.

The Regents, over the objections of Dan Klaich, Criag Ihara, Mack Potter and myself, felt the students were not responsible enough to manage our own financial affairs in this area.

The Finance Control Board proposal, which the Regents hardly considered, was passed by both the FCB and the ASUN Senate. The FCB proposal asked only that the authority, as set down in our own student constitution, to allot all ASUN fees, be maintained by our duly elected representatives, the Finance Control Board.

Even though over 90 per cent of the students polled in an opinion survey strongly felt students should have control over their athletic fees, the "wisdom" of the Regents

prevailed.

Thus there will be a board appointed by the president, which might be a subcommittee of the present Intercollegiate Athletics Board (that point isn't clear to me), which will go over the intercollegiate athletic director's budget and make recommendations to President (N. Edd) Miller.

And, if they are lucky, the students on that board will hear about the action that the president has taken on those recommendations six months later.

Let no ASUN student be fooled. The ASUN fee was \$27.50, of which \$7.50 did go to intercollegiate athletics, with the allotment being made by the student Finance Control Board.

That \$7.50 is 27 per cent of our \$27.50 ASUN fee. Our ASUN fee is now \$20.00. We, the students, have just been raped of 27 per cent of our power.

Peace and power to the Regents,
JON WELLINGHOFF
Administrative Assistant to
the ASUN and former Vice president
of Finance and Publications

We must unite

Editor:

Much of our time and energies during the past decade have been directed toward stopping the Indochina war, teach-ins, presidential campaigns, moratoriums and reconstitution have proved ineffective although large numbers of people have been sensitized during this period.

Our military machine expands the war to Laos, while nationwide polls show 73 per cent of the public favoring complete withdrawal. Contingency plans call for nuclear weapons to effectively partition North and South Vietnam. This kind of technological madness comes on top of ten years of crop poisons, cratered landscapes, burned villages and the death of a million Vietnamese.

Two spring actions are now planned designed to compel an end to the war. First, a joint Treaty of Peace between the U.S. and Vietnamese people, was signed in Hanoi by North and South Vietnamese students and by an American delegation led by the National Student Association. This document is now being circulated among the general citizenry. Signing the treaty is itself an act of non-violent civil disobedience as it is forbidden under the Logan Act.

Secondly, an appeal has been made by Nguyen Thi Binh and other Vietnamese for worldwide May Day actions. For us in America, this means new strategies designed to halt the government that continues the war in spite of its people. Conditions must be created to empty people into the streets who feel as we do. Large scale non violent civil disobedience will occur across the country and in Washington; struggle that profoundly shakes this country with the depth of our feelings, struggle that makes clear that an American government that continues on this course of genocide will be forced to accept the consequences of public opinion and will be challenged with massive human force that interrupts the business of war and brings waves of angry people into the actual lives of America's war criminals.

We must unite around a serious strategy to deploy power rather than just protest against the war machine; to actually start the chain of events that makes the continuation of the war impossible. Sign the treaty . . . Support May Day.

TOM MYERS
(Myers is a recent graduate of UNR.)

Get drunk elsewhere

Editor:

I am ashamed to be an American. But there are not only political reasons. As a people we are obnoxious, pretentious, crude, disrespectful and on and on and on.

Friday night Ravi Shankar gave a fantastic recital. The crowd was so noisy that it broke his concentration. He asked for quiet a few times.

Ravi Shankar music is classical Indian music. It is not pop. He is not just another musician; he is a master.

It is unfortunate that he had to become popular with the teeny-bopper culture of America. These pretentious creeps couldn't appreciate good music if it hit them over the head. Only out for a good time.

But it wasn't only them; the UNR audience has got to be the most noisy and impolite audience in the country. It already

has a reputation. What's the matter with you people? Can't you be happy unless you are making noise?

The music of Ravi Shankar is very meditative. All you wanted to do was WALK around the gym during a number and CLOMP-CLOMP-CLOMP down the bleachers and cough and talk and destroy any chance of communication between the artist and the listeners.

You are too interested in yourself and being the center of attraction to be still and listen to a master. It is no wonder the WORLD hates Americans.

I hate to make assumptions, so I won't, but next time why don't you noisy people stay home and listen to your Bobby Sherman and Buck Owens records. Do your reds and get drunk elsewhere.

ALAN BURNSIDE

Sagebrush

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Lecture by Church of Satan

The Devil Is Coming To Nye Hall

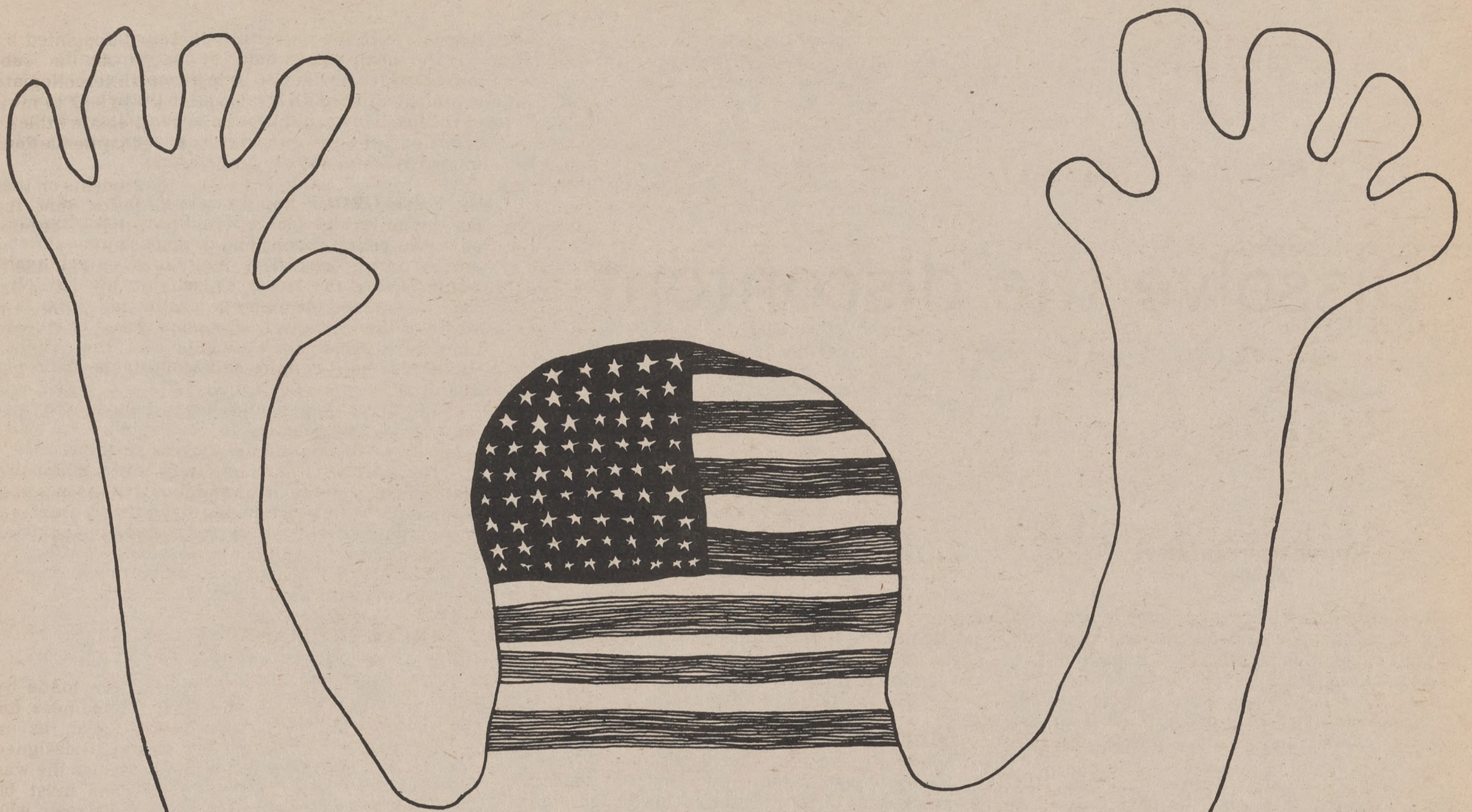
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**the university:
where it is**

a collection
of essays

supplement to
UNR Sagebrush

Kelvin

Dissolve the discontent

By **ROB MASTROIANNI**
Student

The community reads exaggerated accounts of student demonstration and dissent and demands immediate retribution for offenders. Politicians use this discontent to attack the university for political gain. Regents delay pressing issues in committee, bear considerable pressure and threats from the university community, and overreact to sensationalism in the press.

The state legislature, in turn, challenges the Regents' authority to govern the university. The administration and faculty claim impotence to make decisions. The students attribute widespread discontent to the irrelevancy of their education and the continued inability of their desires and innovative changes to be realized within even a reasonable period of time, if at all.

HOW DOES one begin to unwind this tangle of mistrust and discontent? The first step, I believe, is to identify the central problem.

Laying aside specific issues and sides, we must ask basically: who is and who is not to govern the university? Immediately one must draw a line between money and academic freedom, com-

munity control or university autonomy.

Easily understood is the wish of those contributing the most money to the university to have the greatest control of it, yet few people would justify the result in theoretical terms. The purpose of the university is not to disseminate the views of the community, but to act as a breeding ground for new ideas and unfretted discussion.

BURDENSOME enough is the powerful disapproval of some controversial products of scholarly thoughts, but intolerable for academic freedom would be a reflection of this disapproval in constant financial cuts and legal action.

One must conclude, therefore, that the best way to attain a purposeful university is to absolve the community of their monetary control and redirect their interest in some other manner. The university must be autonomous.

THIS END would most easily be reached by dissolving the Board of Regents and forming a Board of Trustees, appointed by the governor solely to make financial and property decisions with the advice of the university's business manager. By not making the board directly responsible to a voting constituency, it would be more receptive and

responsive to the university community.

The next step would be to reorganize the university from within so as to be most conducive to communication at all levels and to the achievement of results. This could best be accomplished by the creation of an equally representative administration-faculty-student senate.

EACH GROUP would retain its independence, but the university senate would have the ultimate power for policy making and decisions inter-related among any groups. This method of government would relieve the strain caused by the multiple approval needed for many programs and the great waste of time involved. Decisions would be made more swiftly and policy would be confusing. There would also be a definite and identifiable chain of authority.

The final step would be to re-evaluate all university programs as to their ability to lend themselves to community-university interaction.

The university has infinitely more channels with which to approach the community than has the community with which to approach the university. A community deeply interested with daily contacts with its university will not be as adversely affected by the diversity of ideas as a community that has no interactions with its university.

THESE INTERACTIONS could range from university-community sporting competition to medical, social and educational volunteer work for credit. The legislative internship program is an excellent beginning, but it is just that, a beginning.

Our TV and radio systems have many more capabilities than they are used for now. Campus aggies could gain valuable experience as well as community approval while working on agricultural field stations on Indian reservations or in underdeveloped areas. These are just a few examples, but they are representative of the growing need to involve the university with the community.

OBVIOUSLY THESE changes could not occur overnight. A Board of Trustees would need an amendment to the state constitution, and could only be viewed as speculative right now, but the other changes are possible. Realize also, that the more we strive to dissolve the discontent about and within the university, the stronger we become, and the better able to make the university what we want it to be.

By **RANDY WRIGHT**
Student

What of the goals of a university?

A university's prime function is the dissemination of knowledge. Hopefully, after arriving, ignorant students leave enlightened and knowledgeable in their chosen fields. All people will agree to the university's primary function, education, but there is disagreement as to the scope and method to be used.

THE UNIVERSITY prepares us for a broader world. It is a world of all imaginable sorts; thus, we not only desire a broad scope of education, but require it. Yet, in this broad education we must be able to set our own goals, and hopefully these goals can fit into the scheme of society as a whole, and all the members can benefit from the services that the university can provide.

Even though those who do not attend the university do derive direct benefits from it, it does affect their lives in almost every way: through better foods, better clothes, better communications and all the other improvements which have made living far easier than before.

YET THERE is more to the university than the material improvement of mankind. The university must also seek to improve the quality of society's goals, improve our relations with one another and strive to set standards for our society in terms of minorities, the underprivileged and the judicious use of power.

In more practical terms, from the university we must learn to accept the demands of the blacks, Indians and Puerto Ricans to play a larger role in the political process; we must learn to live in our environment, not to the whims of vanity; we must not abuse the rights of the individual, in principle or by procedure. Furthermore, we must realize that even though we are individuals, we have to accept

We seek a free university

others and work together for the common good.

YET IN what manner are these goals to be attained? As I stated earlier, the scope of education must be broad, but it must not be so broad as to overwhelm the individual before he can decide how he may best fulfill his and society's needs.

In order to maximize the individual's potential in society, we must be aware of the type of society one is preparing for. Ours is an egalitarian one; the individual therefore has the maximum freedom of choice. Thus, it should be in a university.

Half full vs. half empty

By **RICH SCHUETZ**
Student

It seems a shame that the word frustration is introduced to the being at such an early stage of life. It would be beautiful if it could be set aside to be contemplated during those last few seconds of existence and that is all.

ISN'T FRUSTRATION actually an admitted inability to accomplish, and once you admit the inability to accomplish you are no longer among the living. Nothing, regardless of its overall significance is all negative, if for no other reason than the experience of doing it.

We are all the inputs of a fantastically contrived conspiracy headed by the University of Nevada, Reno, and aimed at removing this word frustration from usage. There simply is not time for it.

The blueprint of the conspiracy consists of snow, turning on, drinking and being with people you really enjoy. It consists of the Pizza Oven on Thursday, Alcapoco at Christmas, Chicago on the 19th, Mackay Day and that little wild thing that you get to see in the library every Monday.

IT IS OBVIOUS to note that we have been reluctant to fall prey to these conspirators. Our counter-tactics consist mainly of the ability to look past the good side of things and seek out the bad. While we have been presented with a glass of water half full we continue to insist that it is really half empty.

Hopefully these counter-tactics will fail and frustration will join the endangered list and eventually fall prey to complete extinction. When will this happen? You will be the first to know . . . the glass will no longer be half empty.

Day camp,

breeding ground,

fun and games

By ALAN BURNSIDE
Chi'en Editor

Where is the university? I don't know, you tell me. I've been looking for years. You can't generalize about contemporary institutions of higher learning. I'll try to stick to UNR.

IT'S A day camp compared to most universities. An extension of high school. It's a center for fun and games. It's a breeding ground for narcotics agents and right-wing politics. It's a place where few are serious about their education. And those who would like to be serious can't because they realize how inferior the learning tools here are.

Maybe I will generalize. The American university is a place where (just as in high school) you learn racist history and AMERICAN political systems, so that when you get out in the world you are completely alienated from any global reality.

You are, however, well-versed in rationalizing American imperialism right out of your heads. Philosophy and English majors are finding that there is no place in society for them except for teaching what they were taught (which gets absurd if you think about it).

THERE IS no room for "thinkers" anymore. If there is any "thinker" in American society, it is the politician. (Just ask the American public.) He is also an expert in the art of deception ("the mouth is quicker than the mind"). Whatever he can't do is done by machines and computers.

So, with the thinkers obsolete, the function of the university today is to program and indoctrinate, to clean your mind of ideals and morals in preparation for the world outside. It is for training technicians. Universities will become primarily vocational. Already they have become the property of the Defense Department.

THE FACT SHEET for the "university-military" complex is incredible. (We will learn what the Defense Department wants to teach us or it will take its business elsewhere.) An entire university student body protests an insane war, while behind closed doors their professors create new ways to destroy people. The means used to defoliate half of S. E. Asia PERMANENTLY (like the moon) were developed on our campuses.

English professors teach "the classics," to a drowsy class while these few professors who study contemporary writers are fired or not re-hired. Sometimes they are told they are "too smart" to teach at that university. That's where it's at.

THE GENIUSES (i. e. the Adamians, Lewis's, Hazzards) are eased out (due to the current anti-intellectual need in university administration) and the ass-kissing yes-men are made heads-of-departments. University presidents are often retired business tycoons or retired military figures in search of a position of esteem. University presidents are, for the most part, token

figureheads. They must be adept at saying yes and no at the same time. Universities are Big Business . . . nothing else.

The university is not entirely useless or evil. It does make one aware of the existence of "a world besides America" and that is something very few Americans are aware of. A university is a last chance to tackle a problem before you fall into the great melting pot of apathy just past the cliff of graduation (hmmmmm. truly poetic).

THE UNIVERSITY is the scene of a great phenomena. It is the phenomena of ignorance. Psychology students study "conditioned response" in rats but fail to see the connection with their own grading system. The university cultivates capitalism. (COMPETE! COMPETE!) Student government prepares the young citizen to have no say in his federal government and at the same time executes remarkable ability in cultivating apathy by ignoring issues and inventing their own SOLVABLE ones.

A university smothers creativity (aesthetic) and encourages conformity. It concerns itself with a great deal of inane trivia, exorbitant amounts of mindless cocktail chatter and excessive amounts of elitism.

The university is a hotbed for revolutionaries! (whatever will we do). It is a place where 30 per cent of the professors are commies filling our empty, thoughtless little heads with that monster that walks with the devil, A COMMUNIST PROPAGANDA!!!!!!

IT IS a place where 70 per cent of the professors

are teaching American Propaganda. It is the place where innocent young people are introduced to the killer-weed—marijuana (sometimes referred to by "pushers" as "Mary Jane" or "acid.") Students should stay home (thus avoiding these addicts) and perhaps enjoy an afternoon of watching their mother fall all over the house because she popped ten tranquilizers (REDS) for her "nerves."

The university is a place where we are taught that the black man is NOT the missing link after all and that "revolutionaries" like Martin Luther King become "great statesmen" only after they die. It is a place where the Black Panthers are not part of the black movement. The university is a place where nothing exists until it is in a book.

THE UNIVERSITY is no longer a university. It is a training camp. That is why people who don't want to be mechanized should drop out. There is nothing much to an education beyond the book and willpower. Malcolm X discovered that. An integral part of human education is experience. Traveling around the world and meeting people, discovering cultures and customs is an education too.

The university of the future can be a personal thing. It can be carried in a back pack. The university of the future will be found on the roads of the world. It will be everyone's university. It will be universal.

MULTIPLE CHOICE: In American today, the university is:
A. nothing.
B. poo-poo.
C. All of the above.

University: special place at a special time

by ROBERT G. KINNEY
Dean of Men

It is so easy when writing about the university and its place in the community to forget that it is made up of people. We tend to group and stereotype many segments of the campus: students, faculty, administrators, alumni, deans, secretaries, student leaders, cowboys, longhairs, fraternity, sorority, independent, conservative, liberal, radical, vocal, silent....you name it, we've got it!

BUT WHAT a different place the university is when we get personal, when we go out of our way to seek out an individual. Sure, we have extensive

physical facilities, a lot of books in a library, learned men engaged in research, teachers in our classrooms...all the opportunities for a fine academic education; however, it seems to me that the opportunity only begins there, and that is the reason so many of us are engaged in this kind of career.

Obviously, a university is not merely a model of our larger society. It is really a special place at a special time in the development of people. There is greater opportunity to be heard, to be seen, and to have some impact on others than in our larger society. This opportunity is so great that the requirement for self-responsibility is even more necessary. All of us must be acutely aware of the ways in which we are perceived by others.

THE PERSONAL world of the university is a different world from the academic, yet it offers as much of an education. It is sometimes truly amazing to find that university professionals have a private life, that they care, they work, they strive, they laugh...

Students too have a private side that is not exhibited in class discussions, term papers, student government, club activities.... An appreciation of each for the other is an opportunity for growth and education that is offered nowhere in such diversity and number.

THIS ALSO is the university; don't pass up the chance.

The ASUN institution

by JON WELLINGHOFF
Student

Student self-governance on a university campus through an elected government is a valuable educational experience. Unfortunately this experience benefits, in a pedagogical way, only those few people who actively participate.

The potential for students to learn about the system of higher education of which they are a part and make constructive changes therein, is tremendous, but this potential has never been fully realized here on our campus because of the highly institutionalized nature of our government.

THERE ARE several factors contributing to the maintenance of the bureaucratic structure of ASUN, but I feel the one factor of primary importance is the economic basis of our student government; that being a mandatory fee, collected by the Board of Regents and transferred to the ASUN account to be used as our elected officials see fit.

These elected officers gain the power of their position by a vote of less than 50 per cent of the students, as witnessed by the recent balloting, yet they are given authority over the entire ASUN fee which is collected from everyone paying the consolidated undergraduate fee.

BECAUSE THE fee is mandatory and because

students have no choice in the allotment of the student money except through elected representatives, a small central group is able to seize control of the students money and thus also student power. The vast majority of the student body has no real awareness of the workings of their own government and thereby relinquishes any collective power they might inherently possess.

By being forced to contribute to an institutionalized government of which he has little knowledge or control, the typical student easily rationalizes his own non-involvement.

THE STUDENT does not feel a part of any bureaucracy in which he is a member not by choice but rather by mandate from a higher authority. Perhaps if the ASUN did not receive from the Board of Regents \$27.50 per student per semester a new type of government would emerge; a government of the people.

Most of those who actively participated would not be doing so for ego gratification, or control of ASUN monies, but instead would participate because of a genuine interest in the needs of society. There would no longer be a large ASUN account with which to build bureaucratic structures.

Students would be free to experiment with true participatory democracy and natural leadership could evolve from those people dedicated to in-

novative renovation of our educational institution. The concept of mandatory support to keep the ASUN institution functioning would be eliminated.

STUDENTS WOULD have to cooperatively contribute to supply needed materials, but expenses would be held at a minimum if all those contributing funds also actively participated in the governing process. Possibly the town meeting method of governance would predominate, but assuredly whatever form evolved, all those students who choose to do so would have a voice in the direction of their own governing body.

Under the present ASUN institution students do not participate because of a joint need to form a coalition for the improvement of student conditions and a search for relevant educational alternatives, but rather to further their own status and gain recognition among their peers. Even at times if a student does begin a career in the ASUN with the motivations of social and educational betterment, they are continuously frustrated by the bureaucratic traps that impede all progress.

BY de-institutionalizing the student government, those active members who are members by choice would present a clear united front on individual issues thus eliminating the traditional hierarchical channels of approval for student proposals. This radical change in the method the ASUN employs to present an issue to the administration would perhaps produce a more concerned response from our university leaders once they understood the proposal given them was supported by every student in the ASUN.

A relevant government for students could conceivably become a reality if the present institution that now exists were to abolish its mandatory fees.

An alumnus

looks at campus frustration

by BARBARA THORNTON
Alumnus

As an alumnus of the University of Nevada, Reno, I see irony in the present campus frustrations because it seems to me that some of the current frustrations arrived on campus at the same time democracy did.

PRIOR TO President N. Edd Miller's time, most major decisions were made unilaterally in the executive offices of the campus, and the decisions handed down were usually accepted with fatalism and-or apathy by the university community.

What I see now is a much different situation. The arrival of democracy brought about the expansion of the committee system and now many people on all levels of the campus are involved with numerous committee assignments.

WHEN THE committees bog down, and many of them do by their own weaknesses, the president is usually blamed. Again, I see irony, for the cries would be even louder if he returned to the old, easier and quicker system of making unilateral decisions as did his predecessors.

To summarize then, the campus has tried a great deal of autocracy, a little democracy and still hasn't found the best way to find answers to the problems that multiply. To find the answers, one

thing seems clear: all people who care about this campus must band together to find the necessary solutions and must quit waiting for all the answers to come "from above."

ONE OBVIOUS answer is a workable university-wide senate or other similar institution which would consist of faculty, students, administration, staff and yes, even alumni. Centralization and communication in such a unit could abolish some time-consuming and often duplicating committee work and yet could preserve the democracy so necessary in modern day decision-making.

If, however, such a senate is to function, two groups who have previously been considered irrelevant are going to have to be trusted with responsibility: these groups are the students and the alumni.

IT SEEMS to me that students on this campus generally deserve much more credit than they have been given since the events of last May.

They have kept their cool through many problems this year. I am convinced that if they were given some legitimate and not just token power for structuring and running this university,

they would prove equal to the task.

THE ALUMNI also deserve some credit and limited responsibility. Not only are we getting more successful each year in supporting this institution, financially and otherwise, as an association we have not over-reacted in crisis times.

The only resolution the official Alumni Association offered after the events of last May was one of encouragement and commendation to the students and administration. Somehow the resolution was "lost" in the barrage of criticism from other sources.

The association has also spent a great deal of time sending telegrams and letters to the legislature in hopes the Reno campus funds would be increased and we feel these messages had something to do with the increased library appropriation. Beyond this, however, some recent alumni meetings have reflected some very progressive thinking.

IT IS my hope that an informal committee, not necessarily appointed by the president, will materialize soon to begin work on an broad-based decision-making body for the Reno campus. As indicated, the campus does need some radical surgery, but with a little help from its friends, UNR will survive.

by C. A. JACKSON
Custodian, Nye Hall

The university is like an oasis, surrounded by the unpredictable, shifting sands of a constantly changing environment and often subject to attack by not, searing winds of misunderstanding, suspicion an unwarranted accusations—yet it welcomes all who would quench their thirst for knowledge and partake from deep waters of wisdom.

YOU WHO tarry here on your journey through life have chosen to challenge the unexpected and the unknown. You have elected to submerge yourself into the fathomless depths of intensive, grueling study supplemented by seemingly incessant hours of lectures, discussions, debates and brain-jarring assignments that probe the limits of endurance—you subject your mind to theories, philosophies and the realm of controversy.

You struggle with frustration, hopelessness, depression, sorrow, failure and uncertainty, but in the end they become only the shadows behind the light of success and the glow of satisfaction you have achieved by gaining a foothold on the lofty threshold of an intellectual plateau so vast and awe-inspiring that it defies and overwhelms any attempt

The oasis

to evaluate. Indeed, it staggers the imagination.

FOR THE student, life at the university is not altogether confined to the efforts of attaining a passing grade—there are the lighter moments, the pleasure of new and lasting friendships which ultimately lead to a broadening involvement of true and sincere human relationship. Unquestionably, there are occasions which may definitely prompt many students to assume a disenchanted attitude concerning all the advantages they are supposed to obtain by becoming a member of the intellectual set.

The university, not unlike any tax supported institution, is plagued by problems which could

primarily be attributed to a low degree of interest by those whose position places the responsibility squarely upon their ability to cope with these shortcomings. Consequently, unless there is an accelerated attitude of concern by these individuals, the spectre of apathy and the failure of enthusiasm will endanger the purpose and importance of this institution of higher learning.

LAST, BUT certainly most obvious, is the mediocre relationship that exists between the university and the community at large. Considering the size and population of this gambler's mecca, there is, comparatively, only a token of real pride and acclaim for that which is accomplished here at the university.

While education may, in the final analysis, free mankind from the bonds of ignorance and achieve the promise of an incredible tomorrow, there are those human qualities that must encompass and guide the destiny of life on this planet.

SHOULD WE fail to recognize and promote compassion, respect and earnest desire for peace, the next and perhaps final chapter in the history of man might well be cancelled—due to a lack of interest.

Some observations:

By GARY PELTIER
Department of Educational Foundations

This special issue has the admirable goal of offering varying views about this university—its problems, peculiarities and its promise.

I have been a faculty member at UNR since 1965 and a department chairman for the last three years. I have served four years on the Faculty Senate Executive Board; I chaired the Faculty Senate in 1969-70. I have been a member of numerous college and university committees. I have also tried to teach a full load of classes and have had about 2,000 students during my tenure here. It is from this perspective, then, that I offer the following observations. These thoughts are randomly selected and no hierarchy of importance is intended.

I AM frustrated by:

—the apparent unwillingness of the legislature to give UNR adequate financial support.

—the difficulty in trying to offer a good teaching-learning situation with large classes.

—the amount of committee work I do.

—the apparent inability of the university to establish priorities within its diverse offerings.

—the demands of students for a relevant curriculum coupled with the unwillingness of many students to take some of the responsibility for their own learning.

—the fact that I work very hard but am poorly paid when compared with other professionals—or even cocktail waitresses or pit bosses.

—the reluctance of the general society to accept the university as an institution dedicated to the search for truth, a place where controversy and free expression must prevail.

—the apparent increasing tendency of the

encouragements and frustrations

Board of Regents to reject administration, faculty and student proposals for policy changes.

—the apparent renaissance of student apathy and alienation from the faculty and the curriculum.

ON THE OTHER HAND, I am encouraged by:

—the increasing social awareness and humaneness of today's students.

—the small size of this campus which fosters a human relationship among students, faculty and staff.

—the fact that I work hard and this has been recognized and rewarded.

—the academic freedom that is allowed the faculty in curricular matters by the university administration.

—the fact that I am in a college of education which has the potential to make significant changes in educational practices at all levels of education.

—the fact that some professors have begun to realize that learning is more important than teaching.

—seeing some recent changes in positive directions, e. g. guarantee of faculty voice on important issues, the Student Bill of Rights, etc.

—the fact that N. Edd Miller is our campus president.

—the new faces and new ideas in the Dean of Students office.

—the increase in the academic stature and respectability of UNR in the last ten years.

I dunno

The University: where it's at
Idunno

A THOUGHT

Lectures I've sat through
Professors I couldn't hear
Four years of nothing
But splinters in my rear.

S. PAGANO

The Sagebrush extends sincere thanks —
the university:
where it is

Funded by Honors Board, with the help
of Director Richard Siegel. Written by
students in Honors Board 465
and the others who cared.

Love and freedom, understanding and care

By DAVID R. SLEMMONS
Student

My frustrations with the University of Nevada, Reno, specifically and generally, include mandatory ROTC, registration, grades, certain poor professors, lousy food in the dining commons, lousy food in the snack bar, poor facilities, expensive books, institutional racism, outright racism, a Saber-tooth curriculum, requirements, inadequate library and gymnasium, no auditorium, committees, close-mindedness, lack of social consciousness, lack of social conscience, apathy, the Board of Regents, police with guns, semesters, a declining newspaper, Consciousness I and II, the year book, and dead literary and political magazines, drug laws, Past Shock, alcohol policies, Code of Conduct, stupidity, a 15th Century Community of Scholars and classroom style, tests, quizzes, mandatory attendance, limited choice of classes, lack of idealism, propaganda, the firing of Paul, the not granting tenure to "a certain type of professor," back-stabbing student politicians, paranoias, impersonality, the draft, freshman orientation, catnip, leadership conference, teacher evaluation, pollution, a reactionary community, irrelevance, the legislature, the Totalitarian Classroom Game, death, concrete, the 19th century, helter-skelter, dead literature, dead professors, dogma, Greening Shock, mental violence, and . . .

ALL YOU need is love and freedom, understanding and care. Summerhill found it.

The above is misleading. On someone else's list I might be one of **THEIR** frustrations. The cards Sister Ann gave me: "When through one man a little more love and goodness, a little more light and truth comes into the world, then that man's life has

had meaning." Fr. Alfred Delp. "Many members yet we form one body." St. Paul.

For the person who wishes to continue the subject read Neill, Goodman, etc.—Hell! might as well read Marcuse, Toffler and Reich even though they don't have it together—they might give you some ideas.

Write any E. C. or F. U. Lectures are out! Read a book or rap with some friends about it. Rubin: Do it! That's where education is really at, don't let the Ph. Dy-Duddies or the Blue Meanies fool you.

YOU CAN learn more from the rain than you can from a quiz; you can learn more from a truck-driver than you can from a lecture on Milton; you can learn more by writing a poem than reading a sonnet; you can learn more at a Panther rally than a lecture on the Merovingian Kings.

P. S. Have I violated the Code of Conduct, Publication Code, Libel Laws or anything else? Please be nice, editor, I'm trying to be careful.

NOTE TO former Central Jr. High School graduates: not only has your old school been razed, but the principal parts of the verb have been cancelled!

Don't misunderstand. There are many great

men at the university (Miller, Miller, Clark—I couldn't even begin to name them all), and I don't wish to erase the past, but we cannot afford to accept the ways of the past as our future. We must live with our mistakes, but learn **FROM** our mistakes. Just because there has always been war, or just because this is the way it has always been taught, doesn't mean there can be nothing better. If something is wrong, it must be changed. That is what makes us human. Let us make our differences from the rest of our animal family raise us up to new heights not drag us down as Samuel Clemens would have it, and perhaps rightly so, to the lowest of animals.

EDUCATION MUST provide us with the knowledge to face the future and to morally change it. We can not possibly hope to achieve this with a medieval educational system that is bogged down in fear and personalities, or else we shall be doomed to eternal war, to 1984, to Brave New World.

But, a Summerhill education is a reality, and a Woodstock vision is a possibility and a Consciousness III Technology can be attained. Love and hope, and a sense of freedom are man's greatest gifts and it would be inhuman to deny those because we were afraid to provide the education with which to permanently achieve them.

"The madman shouted in the market-place. No one stopped to answer him. Thus it was confirmed that his theses were incontrovertible."—Dag Hammarskjöld, 12-22-57.

"**SOME DAY** after mastering the winds, the waves, the tides and gravity, we shall harness for God the energies of Love. And then for the second time in the history of the world man will have discovered Fire."—Teilhard de Chardin.

Imposed culture phenomena of universities

By JAMES LATHROP
Student

The situational environments in the university today provide for nearly all students, I would assume, one form or another of frustration. The usual sources of student frustration generally center around grades, course requirement, communication failure, feelings of insignificance . . . and so forth. These are direct, tangible, observable which may provide for the greatest single source of student frustration. The situational phenomena is largely unnoticed but its consequences towards frustration may be the very greatest.

THE UNIVERSITY by its nature and structure is a composite of generally only a narrow sector of the spectrum of "American culture." Thus the university has developed a culture very much of its own. The instructional output of that body is therefore largely representative of the "elite" cultural composite that it represents. This would hold no problem except that the students in universities are themselves all not products of the culture represented by the university.

This has recently been recognized in reference to the racial minorities that exhibit little cultural congruency with the average university system. Hence, in some efforts at redress, the black studies program is instituted. Yet the racial minorities are not the only ones so affected by this incongruency. In the state universities a large portion of the

students **DO NOT** have cultural backgrounds that will allow them to function in the university culture. This group includes the white working class of America.

IN SHORT, most academics operate under the assumption that a student benefits by exchanging his own culture for that of the university. What prejudice this is! The university culture lives by and forwards to its students the values and attitudes appropriate to its own upper-middle class background. The culture of the university perpetuates the nations priorities and status-quo by in effect pacifying alien cultures.

For some students the usual academic examples of Sophocles, Dante and Locke are fine. But many students want to relate to their learned principles in terms of their own cultural context. An Indian wants to relate the principle of free expression to his own people—not to monarchy in the 18th century. People are not—in relative terms—culturally Philistine within their own cultures.

The frustration of this phenomena comes in two levels—1. when the student tries to operate within the university, and 2. when he graduates having acquired the alien university culture. For it is at this time that he finds he is prepared for a life none other than what he had hoped a college education would allow him to escape. He has joined the system. And that can be a frustration.

by SUE WISLER
Graduate Student

Ideally, a state university should perform the function of being the center of continuing education for all people throughout the entire state. Any person with any specific educational desire would have easy access to the university. Financial barriers, barriers due to location or barriers due to lack of curriculum must not prevent anyone from reaching her educational goals.

ALTHOUGH THE University of Nevada, Reno, does have a continuing education program, it is a minor part of the organizational structure and is not highly emphasized. The university on the whole reaches a very small segment of the adult population of the state of Nevada.

This segment consists primarily of recent high school graduates attending the university full-time. A vast number of the population who have a need for further schooling are neglected.

These include housewives who may want to work when their children are grown, and businessmen and working women who work during the daytime hours. Also, those Nevadans who live and work in communities some distance away from Reno are denied the opportunity for further education.

WHAT ARE the barriers that now prevent these various groups from attending the university? What can the university do to break down these barriers and place a greater emphasis on continuing education?

At the present time courses are not conveniently scheduled for working people. An obvious example is the paucity of courses in business scheduled during evening hours when businessmen are off work. A businessman ideally should be able to pursue a full curriculum leading to a degree (bachelor's or master's) during the evening hours. Similar conditions exist in other departments. The only department now offering a fairly complete curriculum of evening courses is the department of education.

WOMEN TRADITIONALLY are trapped in low paid, semi-skilled jobs, and a part of this may be attributable to the lack of opportunity for education. U.S. Labor Department statistics show that median income for women increases as amount of education increases. At the present time three out of every five married women work, and the trend has been for women to enter the labor force at an increasing rate.

The need for continuing education for women is a real need. The ideal time for women to gain this

Continuing education: a major responsibility

education is during the years that they have preschool children. (Married women with children in the preschool age group have a very low labor force participation rate, and thus would have the time available to devote to educational objectives.)

UNFORTUNATELY, a housewife with children faces a unique barrier in any attempt to further her educational objectives. She may be unable to find childcare facilities that are suitable and also financially feasible, making it impossible for her to pursue a full or even a part-time course of study.

The University of Nevada, Reno, could easily help break down this barrier at little cost to the taxpayers by sponsoring a cooperative preschool. (Other universities throughout the country have already recognized this need and have taken steps to establish arrangements of this type.)

ALL THE university need do is set aside a room or building for this purpose. The organization of the preschool could be coordinated through the Associated Women Students.

Ideally, the preschool would be open during all hours that classes are scheduled. The cooperating mothers (or parents, in the case where both husband and wife are students) would take turns working in the preschool a certain number of hours depending on the number of hours that they leave their children there while attending classes or studying.

The mothers would also pay a small amount each month in order to buy equipment, material and supplies. The university's early childhood education program could provide in-service seminars specifically designed for the cooperative preschool.

THE PROGRAM would perform a multi-dimensional educational function. It would enable women to pursue their educational interests, while at the same time they would learn techniques of child guidance and early childhood education, possibly making child-rearing a more fulfilling experience. The children also would benefit from the educational experience.

Another group of people in the state whose educational needs are neglected are those that live and work a considerable distance from Reno. Although the university has made a step in this direction, it is imperative that community colleges be located throughout the state so that they are accessible to all Nevadans. The courses offered at these colleges should be designed so that they fit the needs of the people of the particular area.

THE ABOVE are just a few suggestions that would aid in making the University of Nevada, Reno, a center for continuing education for all Nevadans. If these were adopted, the university would make headway in becoming an integral part of the lives of the people of the state rather than an isolated island of academia that the majority of the adult population cannot relate to.

A window on the world

by WILLIAM T. SCOTT
Professor of Physics

The University of Nevada is a Window on the World for the people of the State. Not only does the university try to convey to its students some of the best that is going on in our culture, but it has the opportunity, given the right channels and manpower, to convey such knowledge and vision to the populace at large.

OUR CULTURE has many facets, and the various disciplines or departments try to represent them. A university is in fact a unity-in-diversity. Each discipline is actually broken down into several specialties, most of which are represented on our faculty by only one or two professors. There are actually only a few experts around the world that do scholarly work and teaching in a given specialty. They form an international community of colleagues and our faculty representatives are "at home" in this group.

The purpose of teaching in a university is to convey to students both the established arts and traditions of the various fields and new results, methods and points of view as they develop.

SOME OF the faculty are primarily teachers by temperament and training, and focus their attention on the established parts of a field. Others are minded to carry on research in one of the international communities of thought, and it is they that can bring the newer elements into the curriculum. A university clearly has to have both types, but must not stifle the interests and opportunities for advancement of either group.

The aim of any teacher, research-minded or not, is to be a "window" to his students on one aspect of culture, whether it is demography, depth psychology, modern poetry, animal hibernation, cloud physics or whatever. He keeps in touch with his field by using up-to-date textbooks and reading both scholarly reviews and current periodicals.

knowledge" which needs to be supplemented by the perspective and the subtle personal aspects of knowledge that are only available in face-to-face, colleague-type of talk. Some of this goes on all the time within the university—and in ours, students play a satisfyingly large role in such conversations. However, most of a faculty member's colleagues are elsewhere, so that the very character of his job makes it important to make a reasonable number of trips each year to research or teaching conferences.

It has been my personal experience, and I expect that it happens to most faculty members, that I come back from a trip in which I have talked shop to colleagues elsewhere full of excitement and enthusiasm, enough to provide inspiration for lectures and personal contacts with students for some time to come. This is one way in which the "window" operates.

SUCH TRAVEL is also of fundamental importance to research, for unlike administration, what is done in research is useless if not coordinated with work being done elsewhere. The further a university is from a center with many academic institutions, the more important is faculty travel. This is especially true for younger members who are just trying to establish themselves in research, and are neither able to afford to pay their own expenses nor to attract grant money which would include some out-of-state travel.

Advanced students, especially graduate students, learn best by a kind of apprenticeship. I think that in the background of any talented person in public, professional or business life can be found the inspiration and guidance of individuals who were both well-trained and gifted in personal attributes. Contact with a faculty man or woman who in turn is in contact with the wider world of the student's chosen specialty, and is able to inspire the student, can help make the difference between excellence and mediocrity.

the students at UNR have embarked on professional training, and for these we have an obligation to provide a sound training in a relatively small number of specialties. However, it is a serious mistake to think of university education as almost entirely a matter of job training.

The claim that the other 82 per cent could be satisfied with a limited job-training education leaves out completely the fact that men and women in all walks of life need to know a good deal about our culture and civilization if they are to adjust themselves to the trends of the times, and even more if they are to be responsible citizens.

Finally, many, many aspects of our culture provide the basis for enriching one's life after college, in terms of being put in contact with literature, art, music, popular understanding of science and technology, a citizen's comprehension of sociology, politics and economics, and so on. To underrate the value of education along these lines is to underrate the intelligence and artistic appreciation of most of our students!

TECHNICAL JOB training is important, of course, and can well be carried on along with general education of the kind I refer to. However, the most important job training, in my opinion, is bringing a person into contact with his own latent mental powers, and as we do for athletes, teach him to develop these powers and to use them enjoyably.

The window-on-the-world concept also applies to the direct service a university can give the public it serves. The great state universities like Michigan and Wisconsin have had radio and TV programs for years that have provided a wealth of interesting material to the citizens of those states.

WE HAVE a woefully inadequate public-media program here and could offer the people of Nevada much more than we do. The more our faculty are in touch with the many aspects of modern science and culture, the better we can provide a Window on the World for the State of Nevada.

IMPORTANT AS reading is, it is "head

IT HAS been estimated that 18 per cent or so of

Growth and complexities

By CAROL STROM
Staff Member

As a staff member of the University of Nevada, Reno, for the past 14 years and secretary to two deans, I have seen many changes take place on the Reno campus.

IN ENGINEERING, when I first came to work for the new dean in 1957, he instigated the addition of the nuclear reactor, which replaced to some extent the steam power concept which was Dean Palmer's specialty. Dean Blodgett worked hard to get the new three million dollar engineering building, and finally had the satisfaction of seeing it completed about three weeks before he retired. Dean Anderson brought in another concept with computers, and also helped to promote the Nevada Technical Institute at the Stead campus.

I have seen the personnel office grow from one person who handled both academic and clerical personnel to an office with five people in it, and the purchasing office has also grown in proportion, and so it is with the growth and complexities of a state university.

ONE THING puzzles me though—when I first

came to this campus to work we had almost as many students in engineering as we now have, largely due to many returning veterans from the Korean War. I haven't seen many returning veterans from Vietnam. Also, it seems there are many more staff people working because of the huge increase of paper work. (Could the tail be 'wagging the dog?') This could be the outgrowth of more complexities.

Another problem which is worrisome is the problem facing engineers today all over the county with the cut-back in the aerospace industry.

It seems that the whole concept of Engineering is going to have to change. Instead of turning out so many Ph. D. degrees in science, with narrow specialized fields of interest there are going to have to be more students trained in practical technical aspects. This is one reason the College of Engineering is trying to develop a bachelor of engineering technology degree, which will train students in more practical fields with more application and less theory.

IT SEEMS a shame to me to cut off the Nevada Technical Institute just when they have received their accreditation and doubled their enrollment, to accommodate the new community college. I understand that a community college would cover a much broader field of education, but feel there is a

need for the technical educational field also, and believe we should have both of these institutions.

One criticism of the system I have had for a long time, was the cutting off of waivers of tuition for staff people (except in relation to their jobs). I can remember the time when they were allowed to take any courses they wished up to 3½ or 7 credits, (with their families excluded, of course), the same as the professional people.

WHEN THIS went through, professional people were allowed full waivers for themselves and families. This restricted staff people who were trying to work for degrees in education or other subjects, and has caused a hardship for some staff people, and I believe some fringe benefits should start at the bottom. I have heard that 60 per cent of other land grant institutions grant this benefit to their staff people, in other states. Staff people pay taxes too, and if the university is autonomous in other instances, it could be extended in this one.

There is an old saying: "One of the biggest obstacles to higher education is finding a place to park." This really holds true on the Reno campus, and even the \$2 "hunting license" hasn't helped much. There is talk of paying for a permanent parking place with a \$20 per year fee, but there just doesn't seem to be enough space for all the cars to park, and this is one of the growing pains we have had to put up with.

EVERY YEAR, the new crop of freshmen seem younger and more bewildered (or could it just be that I am getting older?). Nevertheless, it has always been stimulating to work around our young, eager students, and in spite of all the dire predictions about 'what the young folks are coming to,' I have faith in our future generations and believe they will go onward and upward! Our generation survived two wars and a depression, and I think when the chips are down, this generation can too.

The student

N. EDD MILLER
President, UNR

THE TYPICAL college freshman was born in 1952 or 1953.

During his lifetime the world has been plagued by wars that no one seems to want and that no one seems to know how to stop.

Man has broken free from his physical environment on earth and now moves freely and frequently into the endless reaches of outer space.

The young college student has lived in an era of great speed in transportation, of instant and graphic communications.

He has seen wide super-highways channel through cities and sweep into farmlands, plains, mountains,—to end in a gigantic population of people all competing for places to park.

He has seen automobiles large and small, powerful and quiet, domestic and foreign—but all polluting the air he breathes.

He has seen young, charismatic leaders cruelly assassinated.

He has seen most of his society's institutions tested and attacked, often with violence.

He has witnessed polarization, hatred, cruelty, violence.

But he has seen the vast awakening of a human conscience and the effects of compassion, service, and good will.

It has been an age of unrest for young people who now arrive at their own chronological, physiological, psychological, and emotional age of unrest of the middle and late teens.

For them, perhaps even more than for us, the world as such, is difficult to understand, to cope with.

The pace of the rate of change is accelerating at a giddier and faster rate all the time. Change and the pace of it is almost overwhelming and is most certainly seriously frightening.

To most of us, these changes are puzzling, bewildering, hard to cope with.

To them—the young people—they constitute the steady environment in which they live—and have always lived.

What are they like — these people, this generation, who have grown up in an age of change, of stress, of uncertainties?

In most ways they are more mature than previous generations. They have had more maturing kinds of experiences. A colleague, the president of another institution, told about a letter he received recently from a mother. Her son, she said, would be attending his college. She expected the president to be certain he had a nice, quiet, clean room in the dormitory, a nice roommate, that he did not drink or carouse, that he stay away from evil women. For, she said, this would be the first time he had been away from home—except, of course, for the three years he had spent in the service. Yes, their backgrounds, their experiences have forced maturity on them faster and more totally than in earlier times.

In many ways, these young people, like many of their more matured fellow human beings, have great feelings of guilt—their own (that they aren't doing something right now about the problems of the world)—and feelings of guilt about the society in which they live (that so little has been done in such a long period of time by society to self correct its ills).

Often, these young people find themselves constantly seeking causes and ways to change society. The placards and petitions are ready, only the name of the cause needs to be filled in. And this eagerness to move now and quickly and take up the banners of fully righteous causes sometimes makes them vulnerable to demagoguery, to selfish, ambitious leaders, to those who would exploit them. They are often robbed of thought, of sobering maturity, of attention to facts, of the relationships of ideas and causes and things and people, to other ideas and causes and things and people both past and present.

Youth today are impatient. You may have heard of the youth's prayer: "God, give me patience, but give it to me right now." These young people are impatient with history, with analysis, with previous accomplishments, with embellishments of learning. They want to start from here and now and move quickly to a goal sometimes only dimly defined.

Often, these young people are distrustful of institutions. Frequently, institutions are seen by them as the embodiment of the past,

of the entrenchment and preservation of the weaknesses of society, as inflexible and non-responsive, as not subject to change, except by dramatic, unconventional and often violent attacks from within or without.

And yet — and yet:

They are also:

Concerned about their world, its problems, in seeking solutions to these problems. In many and varied ways they are more concerned than we, their elders.

They are not revolutionaries, they want to keep, but modify, the world in which they live.

in an age of unrest

This generation is bright, intelligent, quick—more so than any other generation. They have had advantages previous young people have not had—an affluent society, great leisure time, a greatly improved formal public education, and a vast array of types of informal education, the most obvious and important one of which is that often damned, all pervasive, fully compelling instrument of entertainment, information, and education: the television set.

These young people are most of all people oriented. They are compassionate, they respect the desire and the right of people to be different, yet they want, without equivocation, full equality of treatment for all.

This generation is a generation of doers—of activists, if you will. Many of them have shown their concern for people and events in the world by seeking ways of doing something about it personally. Hence, the peace corps was and remains attractive to them, as does VISTA and other volunteer and service oriented groups at home and overseas. They want to participate, to be part of the action.

This group of young people has a high moral sense and a strong ethical code.

These young people become outraged at insincerity, hypocrisy, dissembling, the phony. They expect straight and honest answers. They are respectful to human rights, but they do not buy the conventional simply because it is traditional. They are religious, but often wary of some aspects

of the traditional in religion, and they raise the same question about the church and organized religion that they do about the university and its curriculum: how relevant is this? They are idealists, but they want to see a closer relation of the ideal to the reality. They remain family oriented and rely heavily on family relationships and relationships with friends. They want a better world. They place a surprisingly high value, more than we might at first believe, on the Christian ethic. And the Christian teachings of compassion, understanding, charity, love are concepts quite familiar and quite close to them.

In brief, then, these people are bright, intelligent, interested, concerned, compassionate, with great respect for the dignity of others and the rights of others. We should have confidence in them, for our future is in good hands with them.

And what of us who are older and sometimes wiser and sometimes not? And what should be our attitudes, our relations with these younger fellow human beings?

We need to be willing to change when change can be demonstrated to be for the good; we should never fall into the stance of resisting because "that's the way it always has been."

We need to try to understand their problems, their confusions, their hangups, their psychological and spiritual needs.

We need to listen, not just hear.

We need always to be concerned about the kind of model of life and behavior we present to them.

We need to work with them, not against them, trust them, not doubt them.

For they are us, in the total and collective sense. They are our future and we see it now through them. They are our hope for the preservation of the good, for the improvement of the mediocre, for the elimination of the bad. They are our conscience and they help delineate for us the right from the wrong, the good from the bad, the beautiful from the ugly, the godly from the ungodly. They are our immortality.

SF march: successful, inspirational

(Editor's note: Alan Burnside, a UNR student, attended the peace march in San Francisco Saturday. Below are his admittedly subjective report and observations.)

by ALAN BURNSIDE

On Saturday an estimated 300,000 people marching 10 and 15 abreast spanned the entire city of San Francisco. By the time the front of the march reached the Polo Field at Golden Gate Park some six miles from its point of origin, the end of the march still hadn't left.

The protest originated on the corner of California and Market streets. The sight was an impressive one. Some parts of the march were reminiscent of the old cowboy flicks where all of the ranchers gather forces while charging across the prairie, rising up against the bad guys.

EVERY OTHER corner had another contingent waiting to join the march, each representing a different force behind the movement. As each new group joined, they were received by the roar of the main body welcoming them.

About half way through the march, at one of the high points along Geary Blvd., one could no longer see the beginning nor the end of this mass of protesting people.

It was a day when all of the factionalized and splintered movement groups, liberals and other small groups in the "straight" world, joined together in a day of solidarity protesting for the end of the insane war by an inept and corrupt government.

THE CHANTS ranged from "1-2-3-4, we don't want your f----- war (5-6-7-8, organize and smash the state!)" and "Don't fight the banker's war, fight the banks at home!" to "Ho-ho-Ho Chi Minh, the NLF is gonna win!"

Besides the usual student and non-student reactionary groups, there were many groups whose names turned people's heads around. Two hundred persons in expensive suits, with silver close-trimmed hair marched in one section of the protest carrying signs saying "Business Executives for Peace." They were chanting too.

Mothers, doctors, electricians, labor unions—everyone seemed to be there. Even "Hard Hats for Peace." The power and energy levels present during the march made one flash on the revolutionaries' claim that the Bay Area will be a liberated zone when the revolution comes.

SOMEBODY MADE an estimate that at one point the crowd's number had approached the population level of San Francisco (785,000). People flocked to the city from all over the country.

As the march reached Golden Gate Park (five hours later), you came up over a small hill and the Polo Field came into view. Suddenly you saw 200,000 gathered together to listen to music and speakers. It was mind



Masses marched in San Francisco

blowing because you realized there were still people way back on the other end of the city that were marching towards this.

200,000 freaks, gathered together listening to people speak on the state of American politics, smoking dope and drinking wine. And in the middle of them all—Business Executives for Peace.

DICK GREGORY spoke. His biting political jabs brought the crowd to its feet a few times. He vowed not to eat another bite of food until the war had ended. Then the newly elected radicals in Berkeley spoke.

It was a great feeling to see government officials raise their black, clenched fists high in the air and shout "power to the people" in unison.

Perhaps the best speaker was an eight-year-old student from San Francisco who said, "The revolution no longer includes just college students and street people. The revolution now includes we young people of the elementary schools who believe that we are not too young to stand with you today, opposed to war, racism and sexism!"

THEN, FRAGMENTATION took place. Each faction wanted to scream out its party line. One Women's Liberation woman was trite and silly. It was almost embarrassing.

An Alcatraz Indian took the mike and said, "Just how dedicated to ending the war are you? You march for one day, but what will you do tomorrow? We took Alcatraz and we are STILL holding it!"

Then the Chicano Brown Berets took over the mike and proceeded to insult the marchers. One took the position that the only revolution was the Chicano revolution. The Berets would not give up the mike. The people began to split in droves.

IT WAS a great successful protest. The march and the masses of people were truly inspirational. Nixon at one time called protestors a "boisterous minority" and "common thugs and hoodlums, all that is wrong with our society today."

On April 24 in San Francisco, Washington

Spiritual disciplines

Richard Palcanis will speak on "The Psychology and Methodology of Mental Prayer and Spiritual Realization" in a public lecture at The Center at 8 p.m. Friday.

Reno Friends Meeting (Quakers) will sponsor this exploration of the methods of meditation, contemplation and other forms of prayer. Palcanis will show how the practice of these spiritual disciplines can lead to spiritual contact and wholeness of being.

A lifelong student of both Eastern and Western teachings on mysticism, spiritual discipline and philosophy of religion, Palcanis has been a resident of Reno since 1959. He is a

graduate of William and Mary College and the University of North Carolina, where he majored in philosophy, sociology and library science. He is the head of the catalog department of the university library.

On Saturday, following his lecture, Reno Friends are sponsoring a day-long silent retreat. Cars will leave The Center for his ranch near Doyle, Calif., at 8:30 a.m. on Saturday and return in the late afternoon. Anyone interested should contact Mrs. William Scott at 329-7077 to make advance arrangements, for numbers will be limited.

and New York, Nixon found he now sits in the minority seat.

The fear was not present Saturday. There was no violence. There were 10,000 Veterans for Peace there and also many GI's.

A soldier from Fort Ord got on the mike earlier and said, "Before I speak to all of you I have a few words for any Army intelligence that may be in the crowd today—How ya doin' PIG!"

THE ANTI-WAR movement grows every day as the government's credibility crumbles.

Perhaps sanity is returning to the American people.

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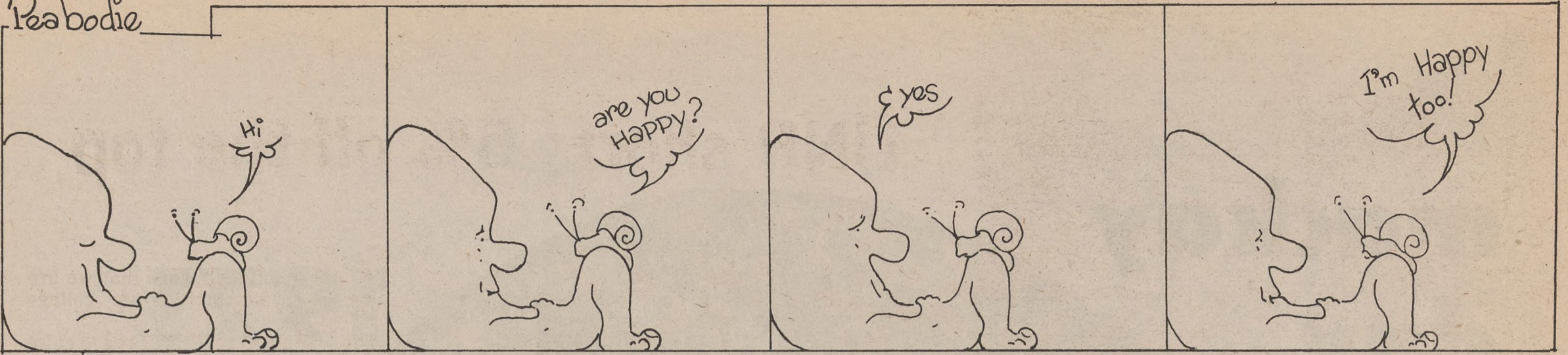
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SPECIAL

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Jobs: tough for girls

by VALERIE WEEMS

Women will not find the road to a career upon graduation from college any easier than will men. Of course, women have always had another obstacle to overcome on her way to success—prejudice.

If it is any consolation to women, they are not being discriminated against by salary—that is, they will receive the same salary as a man in the same job position would receive. It's against the law to discriminate against women by paying them less than a man.

IF A WOMAN is lucky enough to get a job—then fine, no problems. The trouble lies in getting the job in the first place. "Women are discriminated against in the position," said William E. Rasmussen, director of Graduate Placement and member of the College Placement Council's Salary Survey Committee. (So he's sort of an expert).

It has been shown through studies, he says, that women do not have an equal chance with a man in getting a job. An employer will most likely choose a man over a woman, not because the woman is thought of as unintelligent, too emotional or not strong enough, but because she simply is unlikely to be as stable. In other words, it's feared by a prospective employer that the woman he is thinking of hiring will (a) get married, (b) get pregnant, or (c) just change her mind. But, obviously, women do get jobs anyway.

A STUDY of job offers made by employers to women in college from September, 1969, to July, 1970, was conducted by the College Placement Council.

This study showed that for that period, the most offers made were for business trainee positions. Next was a EDP programmer-systems analyst.

The highest dollar averages in beginning salaries were in engineering and accountant-auditor positions.

"BY TYPES of employers, business made by far the largest number of offers with 1,018 or 47 per cent of the total, compared with 44 per cent a year ago. Next were the manufacturing-industrial category with 458 offers or 21 per cent of the total and the non-profit and educational organization group with 383 offers or 18 per cent." This excerpt was from the study report.

Sagens elect new officers

Sagens, UNR's upperclass women's honorary organization, recently elected officers for next year.

Elected were president, Kathie Berning; vice president, Chris Cuthbertson; secretary, Edie Atwell; treasurer, Carmen Castle; historian, Ann Tue; and AWS representative, Leta Gifford.

In the future Sagens is planning more activities aimed at serving UNR culturally,

educationally and socially, as well as furthering UNR-community relations. Groups or organizations needing Sagens' help should call Berning at 747-1835.

Sagens has helped with registration activities, YWCA children, Brownies and Girl Scouts. At other times they have served as ushers at university events and as guides for high school students visiting this campus.

Ecology photo display

A photographic exhibit on ecology, part of Earth Week observances at the Washoe County Library, will remain on display until May 16.

Originally planned for only last weekend, the exhibit of nearly 50 photos by students in Richard Pavlik's photojournalism class is being held over to give the public a better chance to view them.

"A lot of people from the community will not go up to the university, but they will come to the library," said Mary Noyes, librarian.

Noyes said there had been fairly good crowds last weekend to view the various exhibits, but the turnout was not as good as could be expected for displays dealing with subjects other than ecology.

The other ecology exhibits in the library will also be kept open until the 16th.

Participants in the photo exhibition are students Mike Doughty, Ray Foster, Lee Harlan, Mike Williams, Bill McLaughlin, Miles Sheldon, Sondra Bernstein, Ruth Camerillo, Joanne Cieri, Cathy Clinch, Buddy Frank, Jim Beasley and John Brodeur.

What's happening

TODAY

11 a.m.-1 p.m.—Honors Study Board. Hardy.

Noon-1 p.m.—Campus Crusade for Christ. Las Vegas.

Noon-3 p.m.—Student Affairs counseling. Truckee.

1-4 p.m.—Community on Feasibility of College of General Studies. Ingersoll.

3-4 p.m.—Special Services. East-West.

3:15-5 p.m.—Christian Science Counseling. Sierra.

4-6:30 p.m.—ASUN Activities Board. Ingersoll.

7-8:30 p.m.—Nye Hall Association. Las Vegas.

8 p.m.—Process Theology: Frank Baur. The Center.

WEDNESDAY

7-9 a.m.—Honors Review Board. Hardy.

12:30-2 p.m.—Student Affairs counseling. Truckee.

4-7 p.m.—ASUN Finance Control Board. Ingersoll.

7 p.m.—Mackay Torchlight Dance. Quad.

7-10 p.m.—Equal Opportunities Program. Ingersoll.

7-10 p.m.—ASUN Senate. Travis Lounge.

THURSDAY

12:30-3 p.m.—Student Affairs counseling. Truckee.

1 p.m.—ASUN lecture: Senator Strom Thurmond. Manzanita Bowl.

1-5 p.m.—Arts and Arrangements Festival. 20th Century Club.

3 p.m.—Mackay football game: ASUN vs. Student Service. Mackay Stadium.

7 p.m.—Foreign film: "Mexican Bus Ride." (Mexico). SEM, Room 101.

7:30 p.m.—Poet: Richard Wilbur. Thompson Education, Room 107.

8-10 p.m.—Students International Meditation Society meeting. Hardy.

8 p.m.—Mackay film: "Butch Cassidy and the Sundance Kid." Union Quad.

8 p.m.—Thursday Forum: "The Greening of America." Dr. Scott. The Center.

8:15 p.m.—Brass choir concert. Travis Lounge.

SUMMER JOBS/RESORTS

The U.S. Resort Council in cooperation with resort and vacation bureaus throughout America and representing hundreds of members is accepting resumes and applications for summer work. We have some experience relevant to the following positions: waiter/waitress; kitchen help; pool attendant; child care; athletics and recreation; office work; etc. Resort work offers an opportunity to earn reasonable income in a pleasant atmosphere and a chance to meet a variety of

people. For your resume to be considered by these organizations, please use this exact form: (1) Name (2) Age (3) Sex (4) Address and phone (5) Education (6) School (7) Experience (8) Preferred positions (9) Dates available (10) 2 or more applicants wishing to work together. Send this information typed or clearly printed with \$7.00 for printing and distribution to: U.S. Resort Council, 1472 Broadway, N.Y., N.Y. 10036 — All resumes must be received by May 3, 1971.

PROJECT CANCELLED
DO NOT SEND CHECKS!

What's Playing?

by DICK STODDARD
(K-BET Radio)

Chicago was SENSATIONAL. Thank you, Gana Productions.

The new hit single "It Don't Come Easy" by Ringo Starr is a big hit. Some recognition should go to Phil Spector. The new album "4-Way Street" is a must have in the market. Demand is strong and so is the album.

"Battle Hymn of Lt. Calley" by Terry Nelson is the hottest selling single in the nation. It has a good message and musically is average, but keep in mind it was not released for the tune, but for the lyrics.

Grand Funk Railroad's new album "Survival" is not necessarily the usual Grand Funk. It is a mild disappointment, but then after a dynamic live double six weeks ago... well... that's hard to beat.

Look for the new Stones' album "Sticky Fingers." A new album for the former Beatle Paul McCartney is still pending. Paul is suing Apple Records.

The latest rumor has it that John C. Fogerty will be leaving Creedence Clearwater. I certainly hope that isn't true.

Any comments, suggestions or questions in regards to this column or what's happening in general in the world of music should go to me at K-BET. Call 322-1340 from 7 p.m. to 3 a.m.

mackay day

april 28-may 1

1971

butch cassidy and the mackay day kid

wednesday, april 28

mackay day social
evans park 3:30 pm
torchlight dance
mackay quad 7:00 pm

thursday, april 29

football game: asun vs
student service
mackay stadium 4:00 pm
asun lecture: senator
strom thurmond
manzanita bowl 1:00 pm
movie: butch cassidy and
the sundance kid
union quad
8:00 pm

friday, april 30

womens costumes
travis lounge 8:00 am
parachute jumping
union quad noon
kangaroo court
union quad noon
obstacle races
campus 1:00 pm
mackay day rodeo
fairgrounds 3:00 pm
mackaytown, nevada
fairgrounds 6:00 pm

saturday, may 1

mackay day luncheon
mackay quad noon
song team competition
mackay quad 1:00 pm
concert
mackay stadium
7:00 pm