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on the cover:
Front – Artist’s illustration attempts to capture the anxiety and uncertainty that prompt some youngsters to refuse to go to school.

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Rebecca Mills Named 1994 Nevada Professor of the Year

UNLV education professor Rebecca Mills has been named the 1994 Nevada Professor of the Year by the Carnegie Foundation for the Advancement of Teaching.

Mills, an associate professor in instructional and curricular studies, joined the UNLV faculty in 1987. While at UNLV, she has taught 14 different undergraduate, master’s-, and doctoral-level courses and has been an active member of numerous professional organizations and university committees.

In a personal statement she was asked to submit with her entry form, Mills attempted to describe her contribution to the field of teaching. "My students literally fill the classroom of our nation’s schools, I can think of no more significant contribution to be made as a teacher," she wrote. "I hope that I’ve influenced their thinking about learning, about students, about assessment, about schools, and about themselves."

"Teacher education is the key to educational reform; if our students are challenged to rethink the purposes and methods of schooling, it is likely that schools will become better places. I hope that my students are better teachers themselves because their thinking has been clarified, their successes have been celebrated, and their voices have been heard."  

Bank of America Scholarship Established

Bank of America has contributed $400,000 to UNLV to establish a scholarship endowed fund and a scholarship program for minority students majoring in business administration. The goal of the scholarship program is to increase the number of minority students studying business and subsequently increase the pool of qualified minority graduates who will enter the banking industry, according to Bank of America officials. The donation, which was made through the UNLV Foundation, will be used to create the Bank of America Nevada Scholarship Endowment for the College of Business and Economics and the Bank of America Scholarship Program. Up to 25 scholarship awards of $2,000 each will be made annually to full-time undergraduate or graduate business administration majors in the College of Business and Economics. Applicants must be minority students who can demonstrate financial need, have a minimum GPA of 2.75, and are either Nevada residents; preference will be given to students from Southern Nevada. Applicants must have also completed their first year of college and demonstrated interest in educational and community programs.

"We are proud to join with UNLV in offering this scholarship program to minority students who otherwise would not be able to afford a college education," said BoA Nevada Chairman and CEO Richard A. Etter. "This scholarship program, however, is much more than just providing students with financial assistance. It's about providing them with hands-on training and skills that go beyond the classroom."

In addition to the scholarship program, Etter said, the bank will be setting up internships and mentoring programs that will further bridge the gap between the classroom and workplace. "UNLV is very committed to the support of minority students," said UNLV interim President Keny Guna. "This scholarship will certainly enhance the opportunity for minority business students, and the university is grateful to Bank of America for making it possible."

This year 13 awards have already been made. Current recipients are junior Leonor Abdala, Jennifer Brekke, Laura Nevarez, Brett Persic, Carmen Robles, Bernardette Roilanz, David "Jason" Westbay, and Roger Wong, and seniors Sandra Johnson, Nichole Lovely, Anna Martinez, Starla McFarling, and Ramiro Santos Jr.

New Bigelow Physics Building Dedicated

UNLV recently dedicated the new 70,000-square-foot Robert L. Bigelow Physics Building, which was completed in 1994 at a cost of more than $11 million. The building, named for the father of Las Vegas businessman and UNLV donor Robert M. Bigelow, was designed by Holsten Sabatini Associates Architects and built by Settren Construction of Nevada.

With teaching and research facilities for some 1,000 students and the 15 faculty members of UNLV’s physics department, the structure itself offers symbolic representations of some of the scientific principles and legends of physics. Because the study of physics depends so heavily on mathematics, the architects incorporated a sine curve into the two-story undulating glass wall that faces the building’s canyon-like courtyard.

Vaulted roofs above laboratories are reminiscent of the Quonset huts that served as research facilities at Los Alamos, N.M., where the atomic bomb was born during World War II. Vertical banners in red, orange, yellow, green, blue, indigo, and violet — the colors of the visible spectrum — hang from the ceilings of corridors and labs throughout the building.

In the courtyard, palm trees march in the colors of the visible spectrum — from the yellowing glass wall that faces the building’s canyon-like courtyard. They give the impression of a finite universe postulated by the Big Bang Theory.

Concentric, colored circles in the plaza concrete radiate like the ripples from a pebble dropped into calm water. This building greatly expands both teaching and research facilities. It will enable the physics department to accommodate growth in the faculty that will come as the program is fully implemented. It will also meet the increasing demands of students.

On the Superhighway

UNLV’s National Supercomputing Center for Energy and the Environment is making this service available at no cost to the university.

UNLV Magazine and the Alumni News have gone high tech. Both publications are now available to Internet users on the World Wide Web (http://www.unrce.edu/)

Additionally, alumni who wish to submit their Class Notes entries to UNLV Magazine can do so electronically by filling out an online submission form. The form can be accessed through the magazine, which is listed under "UNLV News & Publications online."
McKinley and Weisner Receive Alumni Awards

UNLV graduate Greg McKinley and university supporter Tom Weisner recently received awards from the UNLV Alumni Association. McKinley, a past president of the Alumni Association, received the Outstanding Alumni Award. Weisner, owner of Big Dog’s Hospitality Group, received the Silver State Award, a tribute given periodically to someone who is not a UNLV graduate, but who has made outstanding contributions to the community and to UNLV.

Weisner, a partner with Cragin & Pike Insurance, has worked with the Alumni Association for many years, serving as both first and second vice president. He has been an active association committee member as well, raising funds for the Richard Tam Alumni Center and for scholarships. He is also active in several community organizations.

Weisner, a former Clark County commissioner, is involved with many community groups, including the Rotary Club, the Las Vegas Jaycees, and United Way. He is a past chair and charter member of the UNLV Foundation Board of Trustees and a member of the President’s Inner Circle and the UNLV Football Foundation.

Home Away From Home Program Created

Even students happy at college sometimes feel homesick and lonely when they are far away from their families. To help combat that problem, the UNLV Alumni Association has created the Home Away From Home Program to pair students with local families. So far, 75 students have been matched with Southern Nevada families through this innovative program. The families stay in touch with their students by phone and see them at least once a month. Students might join their local families for a meal, a movie, or a holiday celebration.

“IT is heartwarming to hear these students tell me time and time again how much this program means,” said program coordinator Sharlene Fleshman. “Students feel a sense of security knowing that they have families who truly care about them. The memories these students will have of their Las Vegas families will stay with them long after they graduate.”

Public Invited to Join UNLV Alumni Trips

Friends of UNLV are invited to travel with UNLV alumni to far-away destinations including China, Greece, Italy, and Ireland as part of the 1995 UNLV Alumni Tours program. The 1995 tours begin with a 15-day trip to the People’s Republic of China, which will include visits to Shanghai, Hangzhou, Xian, Guilin, and Beijing. A stop at the Great Wall is included in the trip, which begins March 15 and costs $2,800 per person.

In May, an eight-day trip to New York and Boston is planned. It will begin May 16 and will include a guided tour and a Broadway play in New York City, as well as sightseeing in Boston, Concord, and Lexington, Mass. The cost is $1,908 per person.

Next up is a 10-day trip to Ireland. Called “Tee and/or Tea for Two: Ireland,” the tour includes golfing opportunities at Ballybunion, Lahinch, Royal Dublin, Portmarnock, Royal Portrush, and Royal County Down golf courses. For non-golfers, a deluxe motorcoach tour of the Irish countryside will be provided. The trip begins June 8 and will cost $2,575 per person for golfers or $2,095 for non-golfers.

In July, a Canadian golfing tour to Victoria, British Columbia, has been planned. The tour will include golfing at the Olympic View, Cordova Bay, Victoria, and Royal Colwood golf courses, as well as tours of scenic Victoria. The trip begins July 17 and will cost $2,975 per person for golfers or $2,100 for non-golfers.

The 1995 tours will conclude with a cruise aboard the Pacific Princess to Spain, Monaco, Italy, and Greece. The tour leaves the United States on Aug. 16 and returns Aug. 29. The price per person, which includes airfare, is $3,195.

For more information, call Claude Rand at 895-3621.

Searching for Answers

The questions emanating from Yannick St. Jean’s area of study — interracial marriage — are probably more abundant than the answers. But that doesn’t stop the UNLV sociologist from looking for them.

BY SUSAN DIBELLA

Issues of race consciousness were not of much interest to Yannick St. Jean until the last few years of her graduate education. Up to then, she simply hadn’t spent much time thinking about racial issues.

“I was born and raised in Haiti, which is a black country, as you know,” says St. Jean, now a UNLV sociology professor. “And we don’t place that much importance on race.”

She went on to live in both Canada and France, where, similarly, little emphasis was placed on skin color. Even after she moved to Texas to work on her bachelor’s and master’s degrees, her academic interests led her elsewhere.

But then St. Jean began her research for her dissertation, focusing on the goals and aspirations of black middle-class Americans. She was overwhelmed at what she found as she examined 209 interviews from a national study of that group.

“What was interesting was that while middle-class men and women wanted some basic rights and privileges and couldn’t get them,” she says. “I was really surprised. They kept talking about their goals and aspirations, but also about the barriers that they were encountering in trying to reach them. It seemed that color or race was the factor that kept them from achieving those basic rights and privileges — simple things, like buying a house.”

There was so much talk of race in their conversations that I began thinking after the dissertation that if we could have a society there was not so much race consciousness, what would happen?”

This question opened up a wide path of discovery for St. Jean. It has led her to examine a number of race-related subjects, including immigration and interracial marriage — two of her favorite research topics, which she describes as being at opposite ends on the spectrum of racial contact.

“Interracial marriage is naturally a more intimate form of racial contact, and immigration is more distant. What those forms of racial contact tell us, whether we are talking about immigration or intermarriage, is how a society thinks about color and how a society sees color. They tell us how the way a society sees
color affects the racial thinking of the people of that society. In turn, that racial thinking may actually translate into attitudes and behaviors." And those attitudes and behaviors have important implications for any society, she points out.

When St. Jean moved to Las Vegas to join the UNLV faculty in 1992, she had intended to pursue her research interest in Cuban and Haitian immigration issues. But finding Las Vegas not the most practical place to study that particular subject, she sought a new area to explore. What turned up, she says, was a product of simple observation.

"It was interesting to me that I would see so many interracial couples in malls and other public places. I had an idea that I would be studying interracial marriage — she is quick to point out intermarriage despite its weakness as a subject because it forced me to think of some variables described in existing literature.

"They made it clear that they didn't see themselves as being interracially married because they are with each other, they don't think about race. They don't think, 'You're black and I'm white.' They think, 'husband, wife, marriage.' So, it was interesting to find that the conception of race changes as people get together, as they intermarry.

"However, race consciousness was still present because of the harsh reactions of society. The comments that people would make reminded them over and over again that they were engaged in a relationship that was not accepted by society.

The issue of disapproval of interracial marriage then piqued her curiosity. She had found in her review of literature that whites tend to disapprove of interracial marriage and blacks tend to approve. (Existing statistics show that 17% of whites find intermarriage unacceptable as opposed to less than 3% of blacks.) At that point, she decided to write a conference paper on societal disapproval of intermarriage, assuming her focus would be on white males.

In the meantime, however, she discovered a pivotal book by historian Patricia Morton that changed the orientation of her research on the subject. The book, titled Disguised Images: The Historical Assault on African American Women, examines stereotypes of black females in social science literature. From her reading of the book, St. Jean came away thinking about black females and why some object to intermarriage. "It didn't make sense that some black women would disapprove of intermarriage," she says, noting that several variables described in the existing literature contribute to that assertion. "If we indeed have a shortage of marriageable black males and if indeed a marriage or relationship with a white male would increase a black female's standing in society or her economic position, it would make sense for them to approve rather than disapprove of intermarriage.

Although her primary interests lie in the reasons behind their disapproval, St. Jean first needed to determine how many black women actually oppose intermarriage. Since the subject had been largely neglected in social science literature previous to her research, she had to find the available data worthwhile inadequate. However, she was able to locate some data applicable to her research in the General Social Survey, a major source of social science information collected by the National Opinion Research Center at the University of Chicago, that addressed the issue of intermarriage through two of its survey questions.

The result of the analysis of that data is a paper, coauthored by St. Jean and sociology department colleague Robert Parker, that has been accepted for publication in a book containing a collection of articles on racial and ethnic family issues in the United States.

Both of the two survey questions used in their study — one which asks how respondents would feel about having a close relative or family member marry a black person and another that asks if respondents think there should be laws against intermarriage — had their weaknesses, according to St. Jean. She acknowledges that neither accurately measures the attitudes of black females toward intermarriage, but adds that she chose the question regarding laws against intermarriage despite its weakness because it was an adequate starting point for analysis.

One of the major findings of their study was that black females who favor such laws seem to have fewer contacts with whites and less familiarity with mainstream American culture.

"They are more likely to favor such laws if they are over the age of 35, earn less than $15,000 a year, have no high school diploma, live in cities of less than 10,000 or in the South Central United States, or are strongly religious.

"Through the findings of their study also indicate that the majority of black females disapprove of laws banning intermarriage — perhaps suggesting at first glance a tendency toward approval of intermarriage — she is quick to point out that disapproval of restrictive laws does not necessarily mean approval of intermarriage. Like most sociologists, she is more than cautious when it comes to forming generalizations.

She did conclude, however, that she needs to research the subject further.

"I need better data," she says. "Even if the questions were good questions, they would not tell us what we are looking for. We are trying to understand notions of color and trying to understand how people think about race, and numbers can't give us that kind of information. But American sociologists are impressed by numbers, sometimes regardless of what the numbers are. It's a sad reality, because the numbers don't often tell us much. We have to do qualitative analysis also."

Ultimately, St. Jean hopes to conduct both more focus groups and a telephone survey on the subject in order to compare the results and thus form a more complete picture.

In the meantime, she finds herself pondering the larger questions produced by the issue of intermarriage. The one she returns to time and again is why racial consciousness is so prevalent in America.

"If Haiti, if you were to look at an intermarried couple, you wouldn't talk about a black/white marriage. If you asked who someone married and it happened to be a white male, the answer would be that she married a Frenchman or an American, not a white male. So color would not be the immediate identifier; the culture would be." Under similar circumstances in America, however, color would be a primary source of identification, she says. "The race consciousness in this country is amazing. And every group seems to be race conscious."

Though she is reluctant to speculate on the origins of this phenomenon, she is dedicated to the pursuit of a greater understanding of it and its effects on Americans, how they deal with each other, and how they deal with newcomers to their country.

And, besides, she says, searching for clues as to much will impact society.

"After I took my first sociology course, I thought the issues were very interesting, and I moved on to the course on social problems to find out if I could get answers to some of the questions that we had discussed in the intro class. But I didn't find them; there were no solutions. So, I kept taking courses in sociology, searching for answers, until finally I had to major in it. "Tell me your students that story. And I tell them that I still don't have the answers, that I'm still searching."
Approach to Research

Whether he’s in an 800-year-old Swedish castle or his lab at UNLV, Dean Radin explores the unconventional and the unexplained, hoping to unveil what some would call the unknowable. But, hey, in the realm of parapsychology, you have to start somewhere.

BY DIANE RUSSELL

Deep in a castle in Sweden where the thick stone walls created an eerie silence and the air was unnaturally calm, UNLV’s Dean Radin found himself drawn to a particular room.

What precisely led him to that spot, he can’t say. It was a sense that somehow that room was different from the 20 others in the castle.

“In this place on the third floor in a particular room, I felt something unusual, like a rumbling noise,” Radin says.

“At a particular spot I felt like there was a motor or something under the floor making a low rumbling growl.” Yet, no cause for it was to be found.

After Radin exited, his colleague Raymond Moody entered to see if he could detect anything unusual. He had not been briefed on Radin’s experience.

Out of all the rooms in the castle, Moody picked the same one to analyze. As he sat quietly before a mirror in that room, he felt an electrical presence come out of the mirror and try to engage him in some sort of communication. Eventually, the presence twisted fur and disappeared with a flash, apparently frustrated by its inability to communicate.

What is all this prowling through castles in the Swedish countryside? And who are these guys, Radin and Moody? (Hint: “Who ya gonna call?”)

Ghostbusters!

While that might not be the word that Radin, a parapsychologist, would use to describe himself, it wouldn’t be the first time that he has heard himself characterized that way. He is the director of UNLV’s new Consciousness Research Laboratory in the Harry Reid Center for Environmental Studies, where he investigates a variety of unusual phenomena that involve the effect of the human mind on its surroundings.

Ghost detection work, such as what took place in the aforementioned
Radin, whose background is in both psychology and electrical engineering, tried using electronic equipment to "measure" the phenomenon that Moody witnessed but was unable to turn up anything.

"I found nothing, absolutely nothing unusual," Radin says. "So all you're left with is a show if you are looking for physical evidence."

Radin says he would like to do additional measurements there, but at this point he is uncertain what further steps could be taken. Perhaps in the future, he says, new techniques will be developed that will aid in the detection and measurement of such occurrences.

What does he believe happened in Sweden? "I believe I experienced something unusual, but I don't know exactly what it was. I guess I would not rule out the possibility that there might have been something like a real, independent entity of some type there. I can't rule it out," he says. "I also say he isn't convinced that what I experienced was a ghost or entity because he doesn't have the hard, scientific evidence to back it up.

That, in part, is why Radin prefers the experiments he conducts in his UNLV laboratory to the field work he undertook once or twice a year.

"I like to go into the field every so often to get a sense of what the raw experience is like. And typically the raw experience that people report are poltergeists and haunting episodes," Radin says. "But the part that really grabs my interest is the lab work because it is scientifically sound."

Applying rigorous scientific standards to parapsychological phenomena is at the heart of his work, he says, and at the UNLV he is able to separate the signal from the noise. "I really have a few subjects from the initial group, he will test repeatedly over a series of months.

At that point, the focus of his study will be on what factors influence each subject's results and do well on the tests on any given day.

"I'm interested in why there's variation in these experiments from one day to the next," he says. "I'm looking for patterns in the data that will help me understand the reliability of results in the field."

Radin also says he has been able to identify certain factors that influence the results. "I've been able to show that the presence of a person in the room can affect the results," he says. "And the presence of a computer screen can also affect the results."

By testing participants repeatedly over a period of months and cross-referencing the results with data from a variety of sources—including the U.S. Weather Service, the FBI, and the Metropolitan Police Department—Radin hopes to come up with some answers.

The types of tests he uses to assess participants' psychic ability appear more complex. In one, subjects sit before a computer screen on which is displayed a circle and a square of light. The subjects are told to concentrate on the square and, by doing so, keep the square moving in a clockwise direction around the circle.

In another test, the subjects are told that 50 small dots on a computer screen represent a flock of ducks and that their job is to use mental concentration to keep the ducks from straying so far that any one of them hits the edge of the computer screen. In a third test, a small robot stands on a table. To its right is a peanut M&M, to its left, a small cup. The subjects are told to "think" the robot into reaching over and picking up the M&M. The subjects must then immediately direct the robot to swing the M&M over to the cup and drop it in. Eventually, the robot would drop it in its own bin, but it could take an almost unlimited number of tries to do so. Radin will take each participant's results and compare them to the results that were obtained during a control period when the same test was run hundreds of times without any participants present. Because each test is linked to some type of activity that does not require human participation, it is possible to do the control tests without human subjects.

The data collected during the control period lets Radin know, for example, how long it typically takes for the "ducks" from the second test to hit the edge of the computer screen. By comparing each participant's results to the expected norm, Radin can determine whether the participant's results are in accordance with chance or whether that participant was "hitting." (by producing results faster or more often than the control norm) or "bumping" (by producing results slower or less frequent than the norm).

"Bumping" can be just as significant as "hitting," according to Radin, because it might mean that a subject's mental intention is still influencing the outcomes of the test—just not in the way the subject intended.

Once all of the tests are completed, he plans to write several articles on the experiment and submit them for publication in refereed academic journals.

Radin's research has not always been in the field of parapsychology. With a bachelor's and a master's degree in electrical engineering and a doctoral degree in psychology, Radin began his career traditionally enough, doing research at AT&T Bell Laboratories in Ohio. There, he began doing some less-than-traditional research as well, combining his psychology background with his knowledge of electrical engineering.

He decided to try to test a piece of lab folklore—that some people have "black thumbs" when it comes to computers and that, as a result, the computers they touch tend to malfunction. It was a deeply held superstition, Radin says, even to the point that the repeated "black thumb" people were asked to make themselves scarce when presentations involving computers were being conducted for VIPs.

But it was more than myth, Radin wondered if that effect could be replicated in a laboratory setting. So, with the company's permission, Radin created some tests based on parapsychological experiments he had read about. And his findings led him to believe that Murphy's Law may have some basis in fact when certain people are involved.

Radin was fascinated with this new line of research. "It was so much more interesting than conventional research that I started to spend more and more time on it."

"One reason is the mystery of it," Radin says. "You're interested in the question of whether there's something real going on. But I'm not really interested in that. This mystery suggests that there is a realm which is invisible and yet connected with the world we know.

Radin says he has been interested in the area of inner space—or human consciousness—since he was a child. He began thinking about the possibility of consciousness existing in separate realms of existence. He was fascinated by the idea of consciousness existing in separate realms of existence.

Radin was interested in the question of whether there's something real going on. But I'm not really interested in that. This mystery suggests that there is a realm which is invisible and yet connected with the world we know. But it's more important to me than that. This mystery suggests that there is a realm which is invisible and yet connected with the world we know.
UNLV alumnus Scott Miller has visited virtually every square inch of the state, studied its biology extensively, and collected pivotal pieces of its past, including steam locomotives and a violin once owned by Abraham Lincoln. Who better to keep Nevada's museums on track?

BY BARBARA CLOUD

When Scott Miller tells you about the Joes, his eyes sparkle and he speaks lovingly about the shiny black steam locomotive that holds a place of pride in the State Railroad Museum in Carson City.

But then Miller is clearly infatuated not only with the railroads that helped build Nevada, but with all of the state's history.

Miller, who obtained his bachelor's and master's degrees in biology from UNLV in 1972 and 1974 respectively, is director of the Division of Museums and History for the state of Nevada. He oversees history and natural history museums in Carson City, Las Vegas, Overton, and Reno, and railroad collections in Carson City, Ely, and Boulder City.

"I'm enthralled almost daily by some of the things we see here that unveil the layers of our history," Miller says.

He cites as an example a violin accepted by the museum that has been traced to a man who received it from President Abraham Lincoln. "It's this phenomenal little vignette of history, involving the Civil War, Lincoln, and our statehood, all being intertwined so tightly. It was amazing. We were standing there holding this violin that Abraham Lincoln had held. According to some folks, we're not supposed to have that kind of depth of history out here in the West."

Miller's own connection with the West started in 1954, when, at the age of 4, he moved with his family to Las Vegas from Illinois. They settled in Blue Diamond—his stepfather was a mining engineer with the gypsum mine at Blue Diamond—and he recalls that he and his friends spent the vast majority of their adolescent years "wandering around the desert.

"That was about all we had at our disposal for entertainment," he says.

The lizards, tortoises, and other wildlife he observed in the desert and brought home as pets sparked his interest in the study of biology. An inspiring biology teacher at Bishop Gorman High School and the encouragement of UNLV engineering professor Herb Wells, at one time a Blue Diamond neighbor, removed any doubts.

"Herb took me down to the biology department and introduced me to some people who showed me around. That pretty much cinched it."

Miller remembers his freshman year at UNLV as "pretty much like anyone's freshman year." But as a sophomore, he summoned up his courage and volunteered to work in the mammalogy museum run by biology professor...
Miller displays a staffed great horned owl, one of the many specimens of Nevada wildlife in the museum's collection.

William G. (Glenn) Bradley

"That biology department was a unique place then, very small, populated by a pretty hard-core group of field biologists and professors — Bradley, Jim Deacon, Mo Yousef, Wes Niles, Chad Murvosh — guys who had a lot of fire in their bellies. They really wanted to take the world of biology on, straight ahead."

The biologists were housed in what is now the Lilly Fong Geoscience Building, then a "funky, rundown structure" that he says had a certain charm. Miller also remembers "Little Taco," the name given to the fish study program that Deacon ran out of plastic swimming pools — and anything else that would hold water behind the building. "There was pool after pool of all these different fish. Deacon did a lot of good science out of those tiny pools. Those are the sorts of things nothing else will ever compare with."

Although small, the department offered the young scientist the opportunity to work on a great variety of projects, for which he remains grateful. He also appreciated the fact that the department was driven by guys who believed very strongly that your greatest asset was your ability to think, as opposed to your ability to juit learn things. "I always look back on that as probably being the most fundamental starting point for me in life as an adult," he says.

By the time Miller entered the master's program, he met another UNLV figure who was to become instrumental in his future. He took a course from ornithologist Donald Baepler, now UNLV's interim associate vice president for research, who was serving at that time as vice president for academic affairs. Miller became intrigued by birds, and for his master's thesis he studied the sorts of things nothing else will ever compare with. "I've no idea what was coming. When Don Campbell's picnic table, Baepler produced a hamburger."

Museum approach of displaying specimens according to species rather than in an ecological context. Miller was determined to bring the exhibits up to date. Miller had been at his post two years when the state Legislature created the Department of Museums and History, which included the Nevada Historical Society in Reno, the Nevada State Museum in Carson City, and the Lost City Museum in Overton. The Legislature also authorized the creation and construction of the Nevada State Museum and Historical Society in Las Vegas. At the same time, the state parks division turned over a collection of old, run-down equipment from the Virginia & Truckee Railroad to the new department.

As a result of the reorganization, Miller became director of the state museum in Carson City. In early 1982, he found himself once again in Las Vegas; he had been assigned the job of opening the newly created museum by the end of the year.

"We worked like fools for four and a half months, and it was one of the most impressive things I've ever seen," he says, referring to the new department staff at the state museum and the historical society in Reno pulling together to develop displays for Las Vegas. "On Nevada Day, 1982, we opened to the public.

In the midst of the furor to open the facility in Las Vegas, the head of the department retired, and Miller was called back to Carson City to take over. "I commuted to Vegas at least a couple of times a week for about the first year, trying to run both facilities." But Miller is quick to share credit with his staff of about 70 full-time employees around the state and about 250 "hard-core" volunteers without whose help, he says, "we'd be hamburger meat."

Miller and his staff have expended the collections, and the museums have been transformed from storerooms for specimens into centers of education. Most displays at the state's museums now provide context and understanding for the items shown; the museum in Carson City even takes visitors into a simulated mine shaft.

Another major project undertaken during Miller's tenure has turned him into an engineer of sorts. Miller has overseen the transformation of stacks of old wood and metal into an operating railroad, the Virginia and Truckee line, which runs around the railroad museum property in Carson City. It showcases the state's premiere collection of restored cars, as well as offering rides to the public behind steam locomotives such as the famousWhy?, which has been used in movies and displayed in Las Vegas.

And when Union Pacific announced plans to tear up its line between Las Vegas and Boulder City, which was built to facilitate the construction of Hoover Dam, then-Gov. Richard Bryan moved to get the train track donated to the state. The museum is now open in Ely, and a locomotive to be acquired from New London Railroad of Utah — known as the Helen Creper — and other stock will provide the genesis for a railroad museum in Boulder City. Miller says he hopes to start construction on a maintenance facility this spring and predicts a full-scale operating facility will be built eventually, depending on funding.

"We're talking in the $20 million range," he says, "so we are taking it one step at a time. I'm sure it will be a combined public-private venture." In both the Ely and Boulder City locations, the long-range plans call for restoring locomotives and cars to operating condition as they are in Carson City.

Miller acknowledges that he enjoys seeing the pieces of dilapidated equipment come to life. "There is a power and a grace about them that is truly amazing," he says.

His ability to move from the biological to the mechanical is evidence of a versatility that has enhanced his administrative advancement. In 1993, another reorganization was approved, and Miller became the director of the Division of Museums and History in the Department of Museums, Libraries, and Arts. He says the new arrangement facilitates what the various entities were already doing in terms of coordinating and sharing expertise. "We had been doing that long before it became popular in government to consolidate."

Although Miller says that the biologist in him still likes to get into the field and the classroom, he has become increasingly involved with administrative problems, both by necessity and from a growing interest in the process. The evolution of museums within the political system — "where we fit into that system, where we're going to be in 20 years. Are we going to look?" — now absorbs much of his attention as he looks to the continued development of the division.

He says it's a challenge to try to protect and maintain what is important to the preservation of the state's history in the face of fiscal constraints and pressures.

"It's hard to get people to realize the importance of history. If you could boil it down to one simple thing, you might say that when you have a feel for where you are, where you come from, or what has occurred in the place where you are currently living, it's much more comfortable environment."

While he acknowledges that Nevada's tremendous growth in the last decade has brought many newcomers who have little short-term interest in Nevada history, he takes comfort in the words of President Abraham Lincoln, says people are often surprised by the depth of history in the West. He says it's a challenge to try to protect and maintain what is important to the preservation of the state's history in the face of fiscal constraints and pressures.

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Psychology professor Chris Kearney started the School Refusal Clinic at UNLV to serve a very specific clientele: the children in Clark County who won’t go to school. Kearney, who specializes in helping children who have problems with fear and anxiety, became interested in working with those who refuse to go to school while he was doing his doctoral work in clinical child psychology at the State University of New York, Albany. While working at SUNY-Albany’s Center for Stress and Anxiety Disorders, he was seeing so many children who refused to go to school that he established a program to deal with their problems. Later, he developed a similar program at the University of Mississippi Medical Center, where he was doing an internship.

“Sometimes I feel like I’ve had to start over in UNLV,” he says, “but I’ve come to embrace the challenge.” Kearney has found a natural market for such a clinic in the midst of one of the nation’s largest, fastest growing school districts. The size of the district, the newness of many of its schools, double sessions, and the fact that many youngsters have only recently moved into the Las Vegas area all add to the potential for school-refusal behavior.

“Kids just want to be kids,” he says. “They have no problems whatsoever in the past, but now they are unable to go to school at all.” Some children and their families have a difficult time adjusting to the half-day sessions that the local school district has resorted to because of overcrowding, he says. “I have clients who go to school from noon until 6 at night, and others who go from 7 in the morning until 1:30,” Kearney says. “That creates havoc with family schedules.”

The students Kearney treats range in age from 5 to 18. Some have been in school for as little as two or three years. Others go virtually every day, but from 6 to 8 a.m., they are throwing tantrums, refusing to go into the school, and clinging to their parents. But once they get inside the school, they are fine.

“Some of his clients become anxious in social situations. They have a great deal of trouble making and keeping friends. Others have trouble in evaluation settings. They include situations in which their behavior and performance are being evaluated and monitored, such as during academic examinations, oral presentations, or athletic competition. Some of Kearney’s younger clients have separation anxiety. They want to stay home and get lots of attention from their parents; they may get control of the situation by throwing tantrums until their parents give in to them.”

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“Then we get kids who simply refuse to go to school because it is more fun to be out,” Kearney says. “They are watching television, visiting friends, going to daytime parties, hanging out. They don’t have fear and anxiety problems, but they are not in school.”

Kearney sees 20-30 clients a year in other words, school gives them bad feelings, such as general depression, anxiety, or some specific fears. “We had a child once who was terrified of the fire alarm,” Kearney says. “But usually these kids won’t be able to tell you what it is they are uncomfortable about.”

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Kearney sees 20-30 clients a year in
the center, mostly between August and January. He handles both the initial as- sessment and the treatment of each individual's problem with self, with help from two graduate assistants and three undergraduate students.

Although he occasionally works with only the child, such as in helping a student overcome a specific fear or some situation at school— he more commonly works with the student's parents as well.

"A lot of times there are family issues going on," he says. "There may be conflicts in the family, or the parents may be giving in to what the child wants." When there are family issues involved, Kearney trains parents in such areas as giving appropriate commands to their children, being firm in certain kinds of requests, and cutting down on criticism.

He also teaches parents that question- like commands are ineffective in many cases. Rather than say in g to the child, "Why don't you do your math homework this evening?" Kearney focuses on such family stra- tegies as contracting. The child has, for whatever reason, found more rewards in staying out of school than in attending. So the parents and child enter into a contract in which the child agrees to at- tend school in return for certain rewards or privileges.

"I just did a contract for a child and parent," Kearney says. "The contract re- quired the student to go to school all 4 week, and if he did, he would earn the opportunity to do extra chores on the weekend in return for a certain amount of money. That way, he is not being paid directly for going to school, but for the opportunity to do extra chores. He only gets the chance to do the chores by attending school." Kearney also emphasizes training in communication and problem-solving skills. "We teach the parents ways in which they can sit down with the child and for- mulate a solution to a particular problem instead of always doing it for the child, which has been their norm," he says. It is unusual, although not unheard of, for his clients to have a phobia regarding school, Kearney says. In that case, he deals with a client's fears through systematic desen- sibilization. The client is taught certain relaxation techniques, then relaxation is paired with gradual reintroduction to the school.

Many students also benefit from role playing during their therapy sessions. This allows them to practice appropriate behaviors for situations that make them anxious at school—for instance, making an oral presentation in class. In their sessions, they receive feedback on their performance, which enables them to fine-tune their pre-sentations and develop feelings of control over the situation.

Clients usually come to the School Refusal Clinic through referral from a school counselor or psychologist. Kearney also depends on the help of school officials in setting up special schedules for some students, monitoring attendance, and making provisions for students with special needs.

"A couple of years ago, we saw a child who was refusing to go to school because he was very fearful of hallways and could not go into his classroom," Kearney recalls. "So we talked to his librarian, and she agreed to supervise him in the library during the day until we could gradually integrate him into the classroom.

That sort or arrangement takes a lot of coordination with school officials, but it kept the student in the school environ- ment and doing his homework, rather than having him at home falling further and further behind.

Kearney sees great benefits coming from his clinic, not just for his clients and the school district, but also for UNLV students. The program provides an excellent opportunity for both under- graduate and graduate students to obtain clinical experience. Undergradu- ates need clinical experience to get into graduate programs, and graduate stu- dents use it to collect data and ideas for their master's theses.

"The students I've worked with have been excellent, and I give them a lot of responsibility," Kearney says. "They actually work with clients, deal with school officials, and collect data. When you are dealing with people's lives, it carries a tremendous responsibility.

"The child has, for example, a phobia regarding school, or perhaps a phobia of his adolescent's dating partner, for example. Rather than say in g to the child, "Go to the doctor, get your shots," Kearney says. "We have to have a phobia regarding school, or perhaps a phobia of his adolescent's dating partner, for example. Rather than say in g to the child, "Go to the doctor, get your shots," Kearney says. "We have learned that it is more effective to say, "The child has, for example, a phobia regarding school, or perhaps a phobia of his adolescent's dating partner, for example. Rather than say in g to the child, "Go to the doctor, get your shots," Kearney says. "We have learned that it is more effective to say, "What do you think we are doing is contra- dictory to what should be done," he says. "For instance, if we try to make a child go to school alone or sleep alone, the family member may feel we are push- ing too hard, so or so is she or he will give to what the child is requesting at home. That can undercut what is being accom- plished at the clinic."

Although school refusal behavior can come on without warning, there are often signs that parents can watch for, Kearney says. "If the child is complaining a lot more than normal about school, if he or she seems to be much more withdrawn that usual, if his or her grades suddenly drop, or if there is a lot of tension about going back to school after a long time off, these are warning signs." Kearney encourages parents to talk to their children a couple of weeks be- fore school starts to learn how they feel about going back, particularly if they are going to a new school.

"There is a way to get the parents to continue reading page 24
**April 1995**


2. **Concert**: Musical Arts Orchestra. 3pm. Artemus Ham Concert Hall. 895-3801.

3. **Community Concert**: Ralph Maltzahn & Kenneth Broadway. 8pm. Artemus Ham Concert Hall. 895-3801.

4. **Chamber Chorale**: 6-16 University Theatre: Camerata Youth Orchestra. 2pm. Artemus Ham Concert Hall. 895-3801.

5. **Chamber Choir**: "Home Concert." 7:30pm. Artemus Ham Concert Hall. 895-3801.

6-16 **University Theatre**: Gershwin Goin' Box. April 6-8 & 12-15, 8pm; April 9 & 16, 2pm. Black Box Theatre. 895-3801.

7. **Exhibit**: "Juried Student Exhibit." Weekdays, 9am-5pm. Donna Beam Gallery. 895-3893.

8. **Chamber Music Southwest**: "A Tribute to Jim Hustrules." 7:30pm. Artemus Ham Concert Hall. 895-3801.

9. **Baseball**: UNLV vs. New Mexico State. April 7, 7pm; April 8 & 9, 1pm. Wilson Stadium. 895-3307.

10. **Concert**: Las Vegas Gamble-airns. 7:30pm. Artemus Ham Concert Hall. 895-3801.

11. **Nevada Opera Theatre**: Camerata Youth Orchestra. 2pm. Artemus Ham Concert Hall. 895-3801.

13-15 **Baseball**: UNLV vs. CS-Fullerton. April 13 & 14, 7pm; April 15, 1pm. Wilson Stadium. 895-3307.

19. **Concert**: UNLV Community Band. 7:30pm. Artemus Ham Concert Hall. 895-3801.


21 & 22. **Dance Concert**: Department of Dance Arts. April 21 & 22, 1pm & 7:30pm. Black Box Theatre. 895-3801.

22. **Concert**: Nevada Symphony Orchestra. 8pm. Artemus Ham Concert Hall. 895-3801.

22. **Softball**: UNLV vs. San Jose State. 1pm. Rebel Diamond. 895-3207.

23. **Concert**: UNLV Orchestra. 2pm. Artemus Ham Concert Hall. 895-3801.


25. **Concert**: Collegium Musicum. 7:30pm. Black Box Theatre. 895-3801.

26. **Softball**: UNLV vs. New Mexico State. 1pm. Rebel Diamond. 895-3207.


**May 1995**

5. **Spring Semester 1995**: Instruction ends.

7. **Concert**: Jazz Ensemble II. 2pm. Black Box Theatre. 895-3801.


13. **College Diploma Ceremonies**: Health Sciences, 10am, Artemus Ham Concert Hall (HCH); Education, 2pm, Thomas & Mack Center (TMC); Human Performance & Development, 4pm, Judy Bayley Theatre (JBT); Science & Mathematics, noon, HCH; Liberal Arts, noon, TMC; Fine & Performing Arts, 1pm, JBT; Engineering, 3pm, HCH; Hotel Administration, 3pm, TMC; Business & Economics, 6pm, TMC; Architecture, Construction Management & Planning, details, TBA; Greenspan School of Communication, 7pm, HCH.


15. **Summer Session I**: Instruction begins.

19. **Baseball**: UNLV vs. UCLA. May 19, 7pm; May 20 & 21, 1pm. Wilson Stadium. 895-3307.

19-25 **Nevada Opera Theatre**: South Pacific. May 19, 20, 21, 24 & 25, 8pm; May 21, 2pm. Artemus Ham Concert Hall. 895-3801.

20. **Concert**: Bolognini Scholarship Concert. 7pm. Judy Bayley Theatre. 895-3801.

29. **Holiday**: Memorial Day recess.


**June 1995**

2. **Summer Session I**: Session ends.

5. **Summer Session II**: Instruction begins.

10 & 11. **Musical Arts Orchestra**: "Pops," 8pm; Concert, June 10, 8pm; June 11, 3pm. Artemus Ham Concert Hall. 895-3801.

23. **Dance Concert**: Methani Dance Recital. 6:30pm. Artemus Ham Concert Hall. 895-3801.


29 & 30. **Meeting**: Board of Regents. 9am-5pm. Student Union 201.

**July 1995**


4. **Holiday**: Independence Day recess.

7. **Summer Session II**: Session ends.

10. **Summer Session III**: Instruction begins.


28. **University Theatre**: Friday Knights at the Fights. 8pm. Judy Bayley Theatre. 895-3801.

**August 1995**

11. **Summer Session III**: Session ends.

28. **Fall Semester 1995**: Instruction begins.

**Events are subject to change/cancellation.**
Class Notes

'70s

Jim Pumpera, ’70 MBA, is an international issues examiner with the Internal Revenue Service in Austin, Texas. He is serving as vice president of the Austin chapter of the Tiege Society of Certified Public Accountants for the chapter’s 1994-95 membership year. The chapter has 1,200 members throughout central Texas.

Kris Rosenberg, ’71 BA Psychology, teaches psychology at La Roche College and also has a private psychotherapy practice in Timbogue. She is the author of the book Talk as Mr: A Therapist’s Guide to Breaking Through Hide Silence.

'80s

Lena Van Dauweldt, ’74 Master of Education in Special Education, retired from the Clark County School District in 1983. She taught for 20 years, primarily at Beaudien Elementary School. When she retired, she returned to her farm in Thornton, Iowa, where she and her son raise corn and soybeans. She is also a freelance writer and has had more than 3,000 poems published.

'90s

Allison Arnold — The UNLV Alumni Association offers a variety of social and cultural activities. For more information, to join the association, call 486-5973.

We’d-Like-To-Hear-From-You

We would like to invite all UNLV alumni to submit information about themselves to UNLV Magazine for inclusion in the Class Notes section. Please fill out the form below completely, type or print clearly, and avoid abbreviations. Also, please supply home and office telephone numbers so we can reach you if there is a question about your entry. We encourage you to submit a black and white photograph of yourself to accompany your Class Notes entry.

Name ____________________________
Address __________________________
Phone Numbers: Home ____________ Office ________
Career or Personal Information __________________________

Entries should be mailed to: UNLV Class Notes, University News and Publications, 4505 Maryland Parkway, Box 450312, Las Vegas, NV 89154-312.
**Spirited Approach**

continued from page 11

of my time on it.”

Eventually, this type of research took him to a number of places, including SRI International, a California think tank where he did research for the U.S. government; Princeton University, where he served as technical director of the human information processing group; and the University of Edinburgh in Scotland, where he was a visiting research fellow.

He came to UNLV in 1993 as the result of a generous donation from UNLV benefactor Robert Bigelow, who, Radin says, has long been interested in parapsychological phenomena. Radin notes that the creation of his lab means that now UNLV and Princeton are the only two universities in the United States with laboratories dedicated to the full-time study of the subject.

But where, you might ask, will this type of research lead? To Radin, the answer lies in the mind-machine connection; he believes that someday a person will be able to control a machine using only mental power. A physical connection between man and machine would no longer be required.

While such technology could be used for something as relatively simple as doing away with the need for, say, the remote control devices for garage door openers, there are potentially many more useful applications.

“Let’s say we wanted to communicate with a spacecraft in deep space or a submerged submarine someplace where you either don’t know where the thing is or it’s beyond the reach of conventional electromagnetic signals,” Radin says. “With a device that allows you to communicate mentally with a machine, the machine can basically be anywhere.

“For example, in August of 1993, NASA lost the Mars Observer satellite. It was a billion dollar hunk of hardware that just disappeared as it approached Mars. The only way we had of talking to it was conventional electromagnetic signaling methods.”

If the mind-machine interface had been perfected at that time, Radin reasons, perhaps the satellite could have been retrieved.

Radin believes that such an interface can become a reality in the not-too-distant future. In a previous job, he worked on such a project, which he describes as a mentally-controlled on-off switch. He conducted a successful in-house demonstration of a prototype and was close to applying for a patent. Before he could do that, however, his company was sold to another company, and the funding disappeared. Now, he’s in the process of replicating that device in his UNLV lab.

Although the public may not be generally aware of it, Radin says several psychic phenomena, such as telepathy, remote viewing (“seeing” something that is taking place at a remote location), precognition (knowing something is going to happen before it actually occurs), and micro-psychokinesis (the ability of the mind to affect matter in a microscopic way), have already been scientifically proved to exist.

“The databases in four or five realms of phenomena are so strong that there basically is no reasonable doubt left that they are real,” Radin says. “Four U.S. government scientific review boards all independently reached the same conclusion during the 1980s: The scientific evidence suggests that we are dealing with genuine anomalies associated with the human mind.”

Besides intensifying basic research on these phenomena, what remains now is to harness that knowledge and find useful applications for it, he says.

While something like a sophisticated mind-machine link may be quite some time off, something simpler, such as the proposed mental on-off switch, is not, he says.

But working toward very long-range goals doesn’t bother Radin.

“It seems like 30 years down the line, but you have to start somewhere, and that’s what universities are for. You start funding people for future-oriented work. In any case, all new technologies sound like magic until they become widely available in your local Wal-Mart. Many of the technologies I worked on at Bell Labs in the early 1980s are only now being brought to the market.”

The long-term payoff of understanding and harnessing the power of the human mind could be tremendous, Radin says, likening it to the discovery of atomic power — only greater.

However, before that can happen, much more work needs to be done probing the nature of the human mind, Radin says, noting that such exploration is no small task.

“It has been said that we know more about the moons of Neptune than we do about the workings of the human mind. That’s what makes this research so frustrating — and so exciting.”

**Tantrums, Tension**

continued from page 18

take their kids into the school for a tour, it would reduce a lot of the anticipatory anxiety, and the idea of starting at a new school wouldn’t be nearly as aversive for the student,” he says.

The School Refusal Clinic is doing so well that Kearney hopes to broaden the scope of his services, possibly in the next year, to include treatment of children with general anxiety disorders, panic disorders, obsessive-compulsive disorder, and posttraumatic stress disorder.

For more information about Kearney’s clinic, call him at 895-0183.
Your child. Your spouse. Relatives. Close friends. Your estate plan should provide for all the obvious beneficiaries.

But what about the heirs who are less apparent? What about, for example, the students of the University of Nevada, Las Vegas?

A growing number of people are including UNLV in their bequests. Clearly, they understand that they have both the privilege and the responsibility of assisting future generations of students. And they’re using their estate plans as a vehicle.

A bequest to the University of Nevada, Las Vegas is a rare opportunity to make a life-transcending gift — one that will perpetuate your ideals, your hopes, your values.

By providing for UNLV in your estate plan, you can often make a much larger gift than would be possible during your lifetime. And that gift will have far-reaching ramifications, affirming UNLV’s mission of education, touching the lives of students for years — even generations — to come.

Your bequest will literally form the bedrock of our programs, providing much needed dollars for faculty support, curriculum initiatives, and scholarships for our future leaders.

If you haven’t yet made a bequest to the University of Nevada, Las Vegas, please consider it.

If you’re interested in making a provision for UNLV in your estate plan, you can call the UNLV Foundation at 702/895-3641 and ask about Generations. It’s our program to inform people about the benefits of charitable gift planning.

Ask for our free brochure on estate planning. We’ll send you information about the numerous giving options as well as preferred bequest language for review by your lawyer.
The 70,000-square-foot, $11 million Robert L. Bigelow Physics Building opened at the beginning of fall semester 1994 and was dedicated on Dec. 1. Nobel Prize-winning physicist Arthur Schawlow was the keynote speaker.