Dear Friends of UNLV,

I hope you are as pleased as we are to examine this first issue of Oasis, UNLV's new magazine for alumni, faculty, staff, and friends of the University. This magazine represents a significant step forward in our communication with you and with those like you who, for one reason or another, feel an attachment to the University of Nevada, Las Vegas.

Oasis is symbolic of so much at UNLV because it is an improvement on our past efforts. We believe, with justification, that our university is constantly improving. That is no doubt why U.S. News and World Report has identified UNLV as "one of the rising stars of American higher education" and the number-one up-and-coming regional university in the West. We couldn't agree more!

One of our primary tasks as a university is to do whatever it takes to deserve the enhanced academic reputation we are now enjoying. We are doing that by hiring talented researchers and teachers for our faculty (some 130 in the past two years and as many as 150 in the next two years). We are doing it by enrolling top students, including high school valedictorians and National Merit Scholar semifinalists, from all over Nevada and out of state. We are doing it by adding new academic programs, such as the new Ph.D. programs in history, computer science, and civil engineering approved by the regents last spring. And we are doing it by putting up new buildings to provide classroom, office, laboratory, and studio space. The 1991 Nevada Legislature appropriated $49 million for construction of classroom, architecture, and physics buildings, plus renovation of existing structures. Our new health sciences building will be open soon.

In short, we are fast on our way to becoming a truly first-rate institution of higher learning. With the support of a wonderful community of students, faculty, staff, alumni, and friends like you, we will certainly succeed.

Sincerely,

Robert C. Maxson
President
on the cover:
UNLV students James L'Esperance and Barbara Tompkins stop to talk outside the Flora Dungan Humanities Building on their way to class. Photo by James Romano.

Taking Stock
Playing the market yields an unusual return on investment for a UNLV professor interested in the psychology of those who buy and sell
BY DIANE RUSSELL

The Joint Jumped All Night
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BY TOM FLAGG

"Children of the Damned"?
No Way, Says Diane Barone
UNLV researcher attempts to shatter the myths about children born passively addicted to crack
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Of Pens and Politics
Pen manufacturer's support of education springs from a unique personal philosophy
BY SCHYLER KOON
To Our Readers

Welcome to the first issue of Oasis, the magazine of the University of Nevada, Las Vegas. As the editor of this new publication for faculty, staff, alumni, and friends of the university, I’m genuinely excited about what we have accomplished here.

Our goal was to create a magazine that would capture the spirit of growth and maturity of the university. We had published Inside Out, the magazine’s predecessor, for 12 years, and, frankly, we knew it was time for a change. After all, the campus has undergone a virtual metamorphosis in that time, and we believe that our primary communication piece should reflect that.

Most of all, we were interested in changing the look of the publication to generate a more contemporary, upscale feel. With a full-color cover, added design elements, and the magazine format itself, we believe we’re on our way.

However, several facets of Inside Out have been preserved, most notably, the feature articles on faculty research, alumni achievement, and community support of the university. We have also continued to include news about campus developments.

We have added one new item: the Class Notes section, which contains updates on the endeavors and accomplishments of alumni, submitted by the alumni themselves.

Perhaps the most symbolic change in our publication is in its name. Oasis not only represents the lush, garden-like atmosphere of the campus itself, but also the flourishing intellectual environment here as well.

We hope you enjoy Oasis as much as we have enjoyed creating it.

Suzan DiBella
Editor

Oasis

UNLV Business College Accredited

UNLV’s bachelor’s and master’s degree programs in business administration and accounting in the College of Business and Economics have been accredited by the American Assembly of Collegiate Schools of Business (AACSB).

Approximately 1,200 colleges and universities in the United States offer undergraduate business degrees, but only 280 are accredited by AACSB. Of the more than 600 master’s degree programs, 263 are accredited by the organization, which sets the standards of the industry to assure that accredited schools provide the highest quality education in business administration and accounting. In accounting, only 55 schools have received accreditation at various degree levels.

Other business schools that received accreditation this year include Rutgers, the University of Wisconsin at Eau Claire, American University, Iowa State, and the State University of New York at Binghamton.

“It took us about five years to prepare for this,” said Norval Pohl, dean of the college. That included conducting a self-study that, when published, contained some 1,700 pages in three volumes. It also meant preparing for a visit by a five-member AACSB team last December.

“The team looked at the quality of our students, faculty, curriculum, library, and facilities. They were very thorough,” Pohl said, “but we are most evident in the quality of our programs. Now an outside group has validated that.”

For students, the accreditation means that undergraduate degrees will automatically be accepted at other graduate schools. And it is also very attractive to employment recruiters, the dean said.

Valerie Pida Student Plaza Dedicated

Former UNLV cheerleader Valerie Pida (center) is assisted by UNLV President Robert C. Maxson and Regent Carolyn Sparks in the official ribbon cutting for the dedication of the Valerie Pida Student Plaza. Located on the north side of the Moyer Student Union, the plaza was dedicated in honor of Pida, who has received national attention for her courageous battle against cancer. She is currently a UNLV marketing major.

Two University Benefactors Die

Tom Beam

Tom Beam, one of UNLV’s most steadfast supporters, died Sept. 3. He was 73.

Beam’s gifts made possible Frank and Estella Bean Hall, named for his parents; the Thomas T. Bean Engineering Complex; and the Donna Bean Fine Art Gallery, named for his daughter.

In his youth, Beam studied engineering in Reno. At the time UNLV’s engineering complex was dedicated in his honor, he explained that it was the long drives from Las Vegas to Reno that prompted him to help fund the new building.

“The university already had an engineering program, but the buildings were inadequate,” he said. “That was my main thrust. I wasn’t as much interested in building up the engineering school to attract industry as I was in serving our youth.”

Beam was a long-time member of the UNLV Foundation Board of Trustees and a familiar face at many campus functions. An unpretentious man, he was rarely seen in other than a plaid flannel shirt and khaki pants.

“Tom Beam was a great friend and supporter of the university,” said UNLV President Robert C. Maxson. “That his name appears so widely on the university campus is testament to his interest and participation in UNLV’s success. We will miss him.”

Two University Benefactors Die

Michael McCollum

McCollum, who served as interim dean for a year, joined the UNLV art department faculty in 1969. An artist of national reputation, he has shown his work in more than 50 art exhibits throughout the country and received numerous grants and awards, including the Nevada Governor’s Award for the Visual Arts and the university’s William Morris Scholarship and Creativity Award.

McCollum earned his bachelor’s degree in painting from Humboldt State University and a master’s degree in fine arts degree in sculpture from the University of California, Berkeley.

Carwein, who replaces former dean Mary Ann Michel, served as associate dean before her recent appointment. She joined the UNLV faculty in 1972 after receiving her master’s degree in medical-surgical nursing from the University of California, San Francisco.

Since then, Carwein has held many positions within the UNLV nursing department, including coordinator of the master’s degree program, coordinator of continuing education, and acting chairman.

She received her doctorate from Indiana University in 1981.

Carwein has developed a research specialty in issues involving HIV infection, and she has published numerous papers on various AIDS-related topics.

Artemus W. Ham, Jr.

Artemus W. Ham, Jr., an avid supporter of academics at UNLV and a major university donor, died August 3.

Ham, a longtime Las Vegas attorney, died at the Scripps Clinic in La Jolla, Calif., following a heart attack. He was 71.

He was chairman of the UNLV Foundation at the time of his death.

UNLV President Robert C. Maxson said that with Ham’s death, the university lost one of its best friends.

“Tome his greatest civic passion was the university,” said Maxson.

Ham donated more than $1 million to UNLV over the years, including money used to build the Artemus W. Ham Concert Hall and the Alta Ham Fine Arts Building.

Ham, a native Las Vegas, was born in 1920. After graduating from Las Vegas High School in 1936, he attended the University of Nevada, Reno and Stanford University. He earned his law degree from Hastings Law School in San Francisco.

Ham received the Distinguished Nevadan award from UNLV in 1979 and an honorary doctor of laws degree from the university in 1987.
UNLV Receives $224,000 in Cray Grants

Ten UNLV researchers have received grants totaling more than $224,000 for seven projects involving the use of the university's supercomputer, UNLV President Robert C. Maxson has announced.

The grants were awarded by Cray Research, the supercomputer manufacturer, which has pledged $200,000 per year for five years to UNLV for the development of new applications for the supercomputer.

Part of each of the awards comes in the form of hours granted for use of the supercomputer. UNLV donated additional supercomputer time to the projects this year — the first year of the agreement — bringing the total amount of funding to $224,580.

The seven projects receiving grants were selected by Cray Research from 27 proposals, all from UNLV. The projects represent a wide variety of disciplines, including biology, health sciences, electrical engineering, and physics.

The projects are:
- "UNLV/Cray Center for Health Care Research," by nursing professors Sharon Meinzer and Margaret Louis, who received $53,560.
- "Reduction and Analysis ofVery Large Array Radio Maps with a Cray TIP," by physics professors Donna Winters and Paul Hirsten, who received $41,840.
- "A New Computational Approach to the Study of Strongly Correlated Electronic Materials," by physics professor Chunting Chen, who received $37,950.
- "Implicit Recognition of Parallelism by Compiler Optimization," by computer science graduate student Joseph Lombardo, who received $31,026.
- "Algorithms for Decomposing Polygons," by computer science professor Lazni Gewali and mathematical sciences professor Peter Shiu, who received $21,390, and
- "Supercomputer Application in Electrical Power Generation Scheduling," by electrical engineering professor Yahia Raghzout, who received $18,624.

Construction Appropriation Brings New Buildings to UNLV

UNLV will build three new buildings with funding provided by the Nevada State Legislature, according to President Robert C. Maxson.

"This is the largest construction appropriation UNLV has ever received," Maxson said. "This will help us keep up with the tremendous growth that our campus has experienced in the last few years."

The legislative appropriation will fund classroom, architecture, and physics buildings.

At some 150,000 square feet and $21.9 million, the classroom building is the largest project and the university's top construction priority. As its name implies, it will contain some 70 classrooms, as well as offices, dance studios, and a public computing lab.

The Architecture Building will serve the more than 300 students now studying architecture at UNLV and will make room for additional students and faculty. At a cost of some $12.35 million, the building's 55,000 square feet will contain an architecture library, classrooms and offices, and design studios.

The $12.6 million earmarked for the 50,000 square-foot project adjacent to the existing Chemistry Building will provide physics lab and teaching space in the new structure and renovate the existing building for teaching and research.

Bids on these projects will probably be awarded sometime after Jan. 1, and the buildings could be ready for occupancy by spring or fall of 1995, according to Harry Neel, vice president for finance and administration.

Lied Foundation Donates $1 Million to UNLV's Business & Economics College

The Lied Foundation Trust has donated $1 million to the College of Business and Economics to establish an institute for real estate studies.

Named for the late Ernst F. Lied, a Las Vegas real estate investor, the Lied Institute for Real Estate Studies will include a four-year degree program.

The institute will also conduct continuing education seminars and workshops for practicing professionals and will offer a variety of community outreach activities, such as assisting city and county planners as they work with the U.S. Bureau of Land Management in opening government land to private and public development.

The donation, which came to the university through the UNLV Foundation, carries the requirement that half the funds be used to operate the Lied Institute for Real Estate Studies through 1995. The remaining $500,000 is to establish an endowed fund for the institute.

Christina Hisson, trustee, said the trust will donate up to $1 million more to match any future contributions from the real estate community through 1995, according to Norval Polh, dean of the College of Business and Economics.

UNLV Professor Edward Lovinger's first foray into the stock market was a telling one.

It was early in 1967 when he decided it was time his young sons learn about the market so they would be able to invest knowledgeably as adults. He made them a deal: if they would get together and pick a stock, their father would buy them each one share. Then, together, they would follow the stock and track its performance.

The boys, ages 14 and 10, chose the stock of a company well known to children of their era: Mattel Toys. At the same time, Lovinger decided to make his first market investment as well. He chose Western Union.

The stocks were purchased and the experiment began.

"Their Mattel Toys went from 18 to about 39. It tripled over the next six to eight months. Meanwhile, my Western Union had gone from 40 down to 30," Lovinger says. "So, they sold theirs at a very significant profit, and I sold mine at a significant loss."

That first venture, although unsuccessful in terms of profit for the senior Lovinger, served to fuel what has become a long-term interest in the stock market.

The psychology professor eventually translated that interest into what is now a popular class at UNLV, the "Psychology of the Stock Market."

Lovinger said his decision to create the course came at a time in the 1970s when the psychology department was encouraging its faculty to create some new, experimental courses.

Interested in participating but stumped for a workable idea, Lovinger
was reminded by his wife that he had been talking for some time about exploring the psychological factors of those participating in the stock market. She wondered if that idea could be translated into a class. Translate it into a class he did, coming up with what he believes was the first university course of its kind in the nation. So unique was the idea for the course that Lovinger was asked to write two articles about it, one appearing in Barron’s in 1974 and another in Teaching of Psychology in 1990.

In the course, each student is given a make-believe $50,000 stake to invest in the stock market. Although the money is not real, students often treat their mock investments as if they were made with hard-earned dollars. Their genuine interest is perhaps motivated by an added incentive — a good investment track record can earn a student an A for the course’s final exam.

“I had to try to figure out a way to give this money some value,” Lovinger says. “If you just play a game and there is no consequence, it won’t even come close to involving the kinds of emotions, motivations, and so forth that an actual investor or speculator experiences in dealing with the market. “I tied it to the final exam grade,” he says, “because I discovered that most students really found that a highly motivating factor.”

Yes, even a student whose stock market investment strategy fails has an opportunity to earn a high grade. When the investment period is over, the students’ final stock market standings are ranked in order of success. Students in the top third get an automatic final exam grade of A and are exempted from the test. Students in the second third can take an automatic B grade on the final exam and skip the test or can opt to take the final exam and try for an A. Students in the bottom third must take the final exam. But the final exam grade is only one factor in determining a student’s overall grade for the course. Students are also given the task of analyzing how investors interact with the stock market and what prompts investors to act as they do. Research projects help them learn about others’ feelings toward the market, while they note their own personal reactions to the market in journals they are required to keep for the class.

As the actual process of investing the mock dollars, Lovinger strives to make it as realistic as possible. The psychology department secretaries serve as brokers. Students call them with their buy and sell orders, and the secretaries record all such transactions. It is, according to Lovinger, very realistic “except the broker simulators don’t try to give them advice and don’t try to sell them stocks.”

The journals that students must keep as part of their coursework provide Lovinger information on why they invest as they do. Also, the journals let him know whether students are taking the stock market investment phase of the class seriously enough that their emotions about their investments would be similar to those that real investors would have.

The students are told to log their observations each day about psychological factors that influence the stock market in general and their own investments in particular. The journals also reveal students’ investment techniques.

“Some students purchased stocks because of a tip, some called a broker for advice, and others bought stocks based on their own analysis. Pretty much the same thing you would expect in real life.”

As for the observations recorded in the journals, Lovinger says it gets comments such as, “Today is a joyous day. All my stocks went up today,” or, “I think I’m going to kill myself. Everybody’s going down. I don’t know what I am going to do.”

Those kinds of remarks told me clearly that I was getting the type of emotional involvement that I was hoping to get by giving that $50,000 some value,” the professor says.

Even though he has been interested for a long time in the question of what makes a person succeed or fail in the stock market, Lovinger says he began researching the psychological aspects of the market after he had left the firm. He speculates that it could be because many psychologists simply are not drawn to business-related topics.

“Most of us got involved in psychology to begin with because we found business and economics rather boring,” he says. “It wasn’t until I got my kids involved that I realized there really are many interesting psychological aspects to the stock market.”

Lovinger says that for years it has been widely believed that an individual’s personality traits determine his or her success or failure in the stock market. Yet, most of the evidence to support that theory is only anecdotal, he notes.

Lovinger, however, thinks the key to an investor’s probable success lies elsewhere. He subscribes to a theory advanced by a former UNLV colleague, Jack Hayden. It is: Hayden’s theory he hopes to prove or disprove with data he has collected over the years and information he plans to collect when his “Psychology of the Stock Market” course is offered again.

Hayden’s theory, as Lovinger explains it, “was that each of us has characteristics related to our optimism and our pessimism and also characteristics involving risk aversion. Hayden felt that it’s the interaction of these characteristics and how they affect our behavior that determine whether or not we’re going to be successful in the stock market.”

Lovinger offers the hypothetical example of a person who is very highly anxious to take high risk and very optimistic. That person probably shouldn’t play the market because he or she simply won’t be able to take the ups and downs of it all, he asserts.

On the other hand, according to the theory, the person who is likely to be most successful is the individual who is neither unduly optimistic nor pessimistic and not opposed to taking risks. “They’re realistic in their thinking and they’re low in risk aversion,” he says.

If a person who is both highly risk averse and very optimistic must invest, Lovinger suggests taking a cautious approach.

“They should probably stick to conservative investments, and the long side of the market — meaning buying stocks and holding them rather than buying and selling frequently.

“If one looks at Hayden’s theory closely, there are different approaches that different people with different kinds of characteristics can take to the stock market and still be successful,” Lovinger says.

I think what we’re going to find is that there are not specific traits that differentiate successful investors from unsuccessful investors. I think what we’re going to find is that the successful investor is one who invests in accord with his or her own personality.”

Nonetheless, Lovinger believes that for most people, no matter what they do, it is not likely to be more effective than the traditional buy-and-hold strategy. “I think there are only a very few individuals who can routinely out-perform the market.”

However, in his “Psychology of the Stock Market” course, students use many different investment strategies. At least once a year, he says, a student will come up with a totally unexpected approach.

“I remember one year we used a fictional discount brokerage house so that the commissions were very, very low. This guy devised a trading scheme in which he could go in and buy thousands of shares of a very low-priced stock, and all it had to move was about an eighth, and he could make a profit. So, he was trading back and forth with just very minuscule movements in the stock and making a profit.”

While the student’s strategy worked during the semester-long class, Lovinger says he’s “not so sure that would have been effective over a long term.”

Do Lovinger’s students get involved in the stock market once the course is over? “A number of students who had not had any previous experience in the market started getting involved in it during the course. Others put in their logs or came up and told me directly that, based on their experience in this course, they never, ever wanted to have anything to do with stocks again. They just knew they weren’t suited to get involved in the stock market.”

As far as Lovinger’s own involvement the stock market is concerned, he still invests and considers himself to be a successful investor. However, he noted, “I’m still working on that first million.”

But a successful track record does not, according to Lovinger, mean a person has mastered the stock market.

“I am not very keen about the stock market, the less I consider myself an expert.”
The Moulin Rouge: Harbinger of integration in Las Vegas

By Tom Flagg

I t was 20 years ago when Roosevelt Fitzgerald, then a new faculty member in UNLV's anthropology department, came across a book that, he says, prompted him to delve into the history of black people in Southern Nevada.

"When I first got here, Stanley Parker had just published his little picture book about Las Vegas," Fitzgerald recalls. "I went through it and didn't see any black people, so I declared that I was the first black person in Las Vegas." It was then, in 1971, that Fitzgerald began the research for a history of blacks in Las Vegas.

"After almost a dozen years of research, I found myself with a lot of information on a lot of things," he says. "I had so much stuff, I didn't know what to do with it, whether to write something from a topical or chronological standpoint."

He solved the problem by writing a series of historical columns for the Sentinel-Review, a newspaper for the local black community, and by turning out a series of papers. His work focused on the black experience in Las Vegas and was organized chronologically, beginning about 1870 and running into the early 1950s. After he published articles on black settlement in Las Vegas and black employment at the Basic Magnesium plant in Henderson, Fitzgerald became interested in black entertainers in Las Vegas and the racial environment they encountered. His research led to a paper on the subject, in turn led him into an examination of segregation in Las Vegas.

"That paper focused on the 1930s and 1940s and on segregation in Las Vegas, which I determined to have started in 1947 with the arrival of Lena Horne at Bugsy Siegel's new Flamingo Hotel," Fitzgerald says.

He explains that Siegel's girlfriend, Virginia Hill, had connections with the old Cotton Club in New York. That club had a policy of featuring black entertainers who played to white audiences.

Fitzgerald claims Hill brought that policy to the Flamingo Hotel. When Horne opened at the Flamingo in the third week of January 1947, she was allowed to perform in the showroom and was provided a private bungalow, but she was not allowed in other areas of the resort.

Fitzgerald says his research has not turned up any instances of black entertainers experiencing discrimination in the hotels before that time. But after Horne's experience at the Flamingo, it soon became an unwritten rule in Las Vegas that black entertainers were denied accommodations at the hotels where they were appearing. Most were required to stay at private homes in the black community — commonly referred to as the Westside — as did other black visitors who needed lodging.

"Sammy Davis, Jr., talks about going over [to the Westside] for the first time in his book, 'Yes I Can,'" Fitzgerald says. "He describes it as a Tobacco Road."

As more clubs opened, "discrimination became even more widespread," Fitzgerald writes in a paper titled "An Impact of the Moulin Rouge Hotel on Race Relations in Las Vegas," which he presented at the National Social Science Association Conference at Reno in 1989.

The paper was a natural off-shoot of his work on segregation and black entertainers.

The Moulin Rouge, which opened its doors at 900 W. Bonanza Road on May 24, 1955, played a significant role in integration in Las Vegas — one that seems far out of proportion to the short time the club was actually operating. The Moulin Rouge, in its original incarnation, lasted only half a year, but its impact is still felt today.

"Had Las Vegas been a southern town, the grand opening of the Moulin Rouge . . . might well be considered the beginning of the civil rights movement," Fitzgerald says.

Contrary to local myth, the principal owners of the Rouge were not black, and the club was not opened as an experiment in race relations, according to Gary E. Elliott, a former UNLV graduate student in history who wrote a paper titled "The Moulin Rouge Hotel: A Critical Appraisal of a Las Vegas Legend."

Elliott, who drew some of the information for his paper from Fitzgerald's Sentinel columns, also noted that the only black person with any ownership in the hotel was former heavyweight champion Joe Lewis, who held only 2 percent and acted as the official host.

The owners had no particularly altruistic intentions (such as improving race relations) when they opened the hotel and nightclub; they were in it for the money.

The club's site on West Bonanza was not even part of the Westside at the time, according to Elliott.

But the Moulin Rouge offered something that was unavailable in mid-1950s Las Vegas: a large, modern, interracial hotel/casino where, as Fitzgerald says, people of color could attend shows and gamble, as well as find food and lodging at a site other than in private homes on the Westside.

What was true for black locals and tourists was equally true for the many black entertainers working in Las Vegas.

"The night the Moulin Rouge opened," Fitzgerald writes, "there were many celebrities appearing throughout Las Vegas. Liberace and the Treniers were at the Riviera, the New Frontier had Carmen Miranda and the Mary Kay Trio, the Sands headlined the Delto Rhythm Boys and Freddie Bell, Louie Prima and Keely Smith were at the Sahara, along with Billy Ward and the Dominoes, the


It was ironic, Fitzgerald says, that in the years just before the Rouge opened, Las Vegas imagined itself to be a trendsetter, a place founded and operated by pioneer stock, people who were strong and future-oriented. "But when it came down to this issue of race relations, Las Vegas didn’t really know what to do with itself," he says. "In many ways, what Las Vegas was doing at that time was contrary to what was taking place nationally. The same year that segregation started at the Flamingo, Jackie Robinson broke into major league baseball. By the time segregation was getting really entrenched here, Harry Truman was issuing his executive order integrating the armed forces.

"So the nation was going one way while Las Vegas was going the other. It seemed that when it came to the matter of race, only one could stand on the dime at a time. At mid-century, Las Vegas chose to take a backward look for a dozen years or so."

However, the Moulin Rouge demonstrated that blacks and whites could enjoy themselves together in a social setting—that, in fact, many were eager to do so. It also demonstrated to Las Vegas hotel/casino operators that the example set by the Rouge contributed to the civil rights movement generally and the way for the integration that came to Las Vegas in 1960.

In the spring of that year, the NAACP threatened to march on the Strip to demand integration. They were prompted, in part, by an article in Ebony magazine that Fitzgerald says “poked fun” at Las Vegas blacks for tolerating the treatment they were getting.

"Through a series of meetings between the NAACP and the Nevada Resort Association, which were mediated by Las Vegas Sun publisher Hank Greentree, it was finally decided that integration would come to Las Vegas on March 10, 1960, at 6 p.m.,” Fitzgerald says.

By 1960, the entire nation was aware of the civil rights movement. "The nation had become aware that the racial problem was not something that existed just in the South, where you had de jure segregation, but it was also in the North and the West, where there was de facto segregation," he explains. It had become obvious that the same problems existed, in different ways, outside of Alabama and Mississippi.

Fitzgerald likes to think that the Moulin Rouge’s contribution to integration put Las Vegas on the map of civil rights developments in our nation.

"Maybe I’m misreading this [the importance of the Moulin Rouge and its subsequent influence on integration in Las Vegas and in the nation as a whole]," Fitzgerald muses. "Maybe it’s just wishful thinking on my part, because I consider myself a Las Vegan, and I want to have pride in the place I live and work. . . . But to this day I don’t believe Las Vegas realize how important this was."
November 1991

3 Concert: 76 + 4 Trombones. 2pm, Artemus Ham Concert Hall. 739-3801.

5 Kaleidoscope Music Series: "From Dixieland to Bebop." 8pm, Alta Ham Fine Arts 132. 739-3332.

6 Concert: UNLV Percussion Ensemble. 7:30pm. Artemus Ham Concert Hall. 739-3801.

University Forum Lecture: "The United Nations and the Gulf War: Success or Failure?" Andrew Tuttle. 7:30pm. Wright Hall 103. 739-3401.

7 Film Series: "The We Digger's Daughter." 7pm. Wright Hall 103. 597-INTL.

7-17 University Theatre: "Outward Signs." Nov. 7-9 & 13-16, 8pm; Nov. 10 & 17, 2pm. Black Box Theatre. 739-3801.

9 Football: UNLV vs. Utah State. 1pm. Sam Boyd Silver Bowl. 739-3900.

10 Concert: UNLV Jazz Ensemble I. 2pm. Judy Bayley Theatre. 739-3801.

12 Exhibit: "Keepers of the Kiln: Seven Contemporary Ceramic Artists." Donna Beam Fine Art Gallery. 739-3801. (Thu, Dec. 22)


14 Football: UNLV vs. Utah State. 1pm. Sam Boyd Silver Bowl. 739-3900.

16 Concert: UNLV Chamber Chorale & Varsity Men's Glee Club. 2pm. Artemus Ham Concert Hall. 739-3801.

18 Nevada Dance Theatre: Victor Borge. 8pm. Artemus Ham Concert Hall. 739-3801.

November 1991


University Forum Lecture: "Cambodia 1990: The Public and Private of War." Barbara Brenn. 7:30pm. Wright Hall 103. 739-3401.


21 Film Series: "Devil,." 7pm. Wright Hall 103. 597-INTL.


23 Football: UNLV vs. Pacific. 1pm. Sam Boyd Silver Bowl. 739-3900.

24 Master Series: Prague Symphony Orchestra. 8pm. Artemus Ham Concert Hall. 739-3801.

25 Concert: Collegium Musicum Wasail. 7:30pm. Black Box Theatre. 739-3801.

26 Concert: UNLV Wind Ensemble & Community Concert Band. 8pm. Artemus Ham Concert Hall. 739-3801.

27 Concert: Brass Ensemble. 4:30pm. Black Box Theatre. 739-3801.


29 Mozart Bicentennial: Opening reception. 6pm. Artemus Ham Concert Hall. 739-3801.


29-30 Women's Basketball: UNLV vs. UP Desert Classic. Details TBA. 739-3900.

2001 Mozart Bicentennial:

Mozart Bicentennial: Mozart Symposium. A two-day event featuring prominent scholars who will discuss Mozart's art and persona. 9am. Artemus Ham Concert Hall. 739-3801.

Mozart Bicentennial: Festival Dinner. 6:30pm. Artemus Ham Concert Hall. 739-3801.

Chamber Music Southwest: "Chamber Music for Mozart's Bicentennial: The Sierra Wind Quintet." 8:30pm. Artemus Ham Concert Hall. 739-3801.

December 1991

1 Mozart Bicentennial: "Les Petits Römers," University Theatre. 8:30pm. Artemus Ham Concert Hall. 739-3801.

2 Mozart Bicentennial: Mozart Film I. 2:30pm. Location TBA. 739-3801.

Concert: Las Vegas Symphony Orchestra. 8pm. Artemus Ham Concert Hall. 739-3801.

University Forum Lecture: "For the Public Good — The Problem of Limiting Urban Growth." J. John Cobb. 7:30pm. Wright Hall 116. 739-3401.

3 Mozart Bicentennial: Mozart Film II. 2:30pm. Location TBA. 739-3801.

4 Mozart Bicentennial: Mozart Film III. 2:30pm. Location TBA. 739-3801.


4-15 University Theatre: "Amadeus." Dec. 4-7 & 11-14, 8pm; Dec. 8 & 15, 2pm. Judy Bayley Theatre. 739-3801.

5 Mozart Bicentennial: Mozart Film IV. 2:30pm. Location TBA. 739-3801.

Mozart Bicentennial: "requiem." University Chorus & Las Vegas Symphony Orchestra. 8pm. Artemus Ham Concert Hall. 739-3801.

12 Film Series: "Hour of the Star." 7pm. Wright Hall 103. 597-INTL.

15 Concert: Desert Chorale. 8pm. Artemus Ham Concert Hall. 739-3801.

16 Las Vegas Symphony: "Messiah." 7:30pm. Artemus Ham Concert Hall. 739-3801.
CALENDAR


January • 1992


10 Women’s Basketball: UNLV vs. CSU-Fullerton. Details TBA. 739-3900.

14 Scholarship Concert: Arturo Trapletti Scholarship Concert. 7:30pm. Artemus Ham Concert Hall. 739-3801.

16 Women’s Basketball: UNLV vs. UC-Irvine. Details TBA. 739-3900.

18 Master Series: Isaac Stern. 8pm. Artemus Ham Concert Hall. 739-3801.

21 Spring Semester 1992: Instruction begins.

23 Chamber Music Southwest: "An Evening of Concerti." Las Vegas Symphony Orchestra. 7:30pm. Artemus Ham Concert Hall. 739-3801.

Women’s Basketball: UNLV vs. Pacific. Details TBA. 739-3900.

25 Women’s Basketball: UNLV vs. San Jose State. Details TBA. 739-3900.

27 Concert: George Winston. 7:30pm. Artemus Ham Concert Hall. 739-3801.


February • 1992

1 Concert: Las Vegas Symphony Orchestra. 8pm. Artemus Ham Concert Hall. 739-3801.

4 Performing Arts Center: Dance Theatre of Harlem. 8pm. Artemus Ham Concert Hall. 739-3801.

6 Las Vegas Symphony: Las Vegas Chamber Players. 7:30pm. Artemus Ham Concert Hall. 739-3801.

7-9 Baseball: UNLV vs. University of New Mexico. Fri., 3pm; Sat. & Sun., 1pm. Barron Field. 739-3900.

9 Concert: Nevada Fine Arts Trio. 7:30pm. Black Box Theatre. 739-3801.


12 Master Series: Soviet Philharmonic. 8pm. Artemus Ham Concert Hall. 739-3801.

12-16 University Theatre: "MFA One Acts." Wed.-Sat. 8pm. Sun., 2pm. Grant Hall Little Theatre. 739-3801.

13 Women’s Basketball: UNLV vs. New Mexico State. Details TBA. 739-3900.

15 Women’s Basketball: UNLV vs. Fresno State. Details TBA. 739-3900.


Laser Show: Paramount New Laser Show. Details TBA. Artemus Ham Concert Hall. 739-3801.

20 University Theatre: "The Colored Museum." Feb. 20-22 & 26-29, 8pm. Feb. 23 & March 1, 2pm. Black Box Theatre. 739-3801. ( thru March 1)


24 Master Series: Tuba (allet Theatre. 8pm. Artemus Ham Concert Hall. 739-3801.


27 Baseball: Coors-UNLV Desert Classic. Times TBA. Barron Field. 739-3900. ( thru March 1)

27-28 Meeting: Board of Regents. 9am-5pm. Tam Alumni Center Grand Hall.

March • 1992

1 Concert: University Musical Society Orchestra. 2pm. Artemus Ham Concert Hall. 739-3801.

2 Women’s Basketball: UNLV vs. UC-Santa Barbara. Details TBA. 739-3900.

3 Concert: University Wind Ensemble. 8pm. Artemus Ham Concert Hall. 739-3801.

6 Master Series: St. Paul Chamber Orchestra. 8pm. Artemus Ham Concert Hall. 739-3801.

6-8 Baseball: UNLV vs. San Diego State. Fri., 3pm; Sat. & Sun., 1pm. Barron Field. 739-3900.

8 Concert: Las Vegas Symphony Orchestra. 2pm. Artemus Ham Concert Hall. 739-3801.

12-14 Baseball: UNLV vs. San Jose State. Thurs. & Fri., 7pm; Sat., 1pm. Barron Field. 739-3900.

12-22 University Theatre: "The Restible Rise of Arturo Ui." March 12-14 & 18-21, 8pm; March 15 & 22, 2pm. Judy Bayley Theatre. 739-3801.

13-15 Performing Arts Center: "Letters from an Ith Lead Priest." Fri. & Sat. 8pm; Sun., 2pm. Artemus Ham Concert Hall. 739-3801.

16 Master Series: Cincinnati Orchestra. 8pm. Artemus Ham Concert Hall. 739-3801.

20 Exhibit: "Annual Juried Student Show." Donna Beam Fine Art Gallery. 739-3801. ( thru April 10)

Chamber Music Southwest: "Sotto Voce Master Class." Sotto Voce Trio. 12:30pm. Artemus Ham Concert Hall. 739-3801.

21 Chamber Music Southwest: "Sounds and Shapes: The Sotto Voce Trio." 7:30pm. Artemus Ham Concert Hall. 739-3801.

22 Las Vegas Symphony: Las Vegas Chamber Players. 2pm. Artemus Ham Concert Hall. 739-3801.

26-29 Nevada Dance Theatre: "Salah Celebration." Thurs.-Sat., 8pm; Sun., 2 & 7pm. Judy Bayley Theatre. 739-3801.

1991-92 Men’s Basketball Schedule

New 30 UNLV vs. Louisiana State. 8:05pm. Thomas & Mack Center. 739-3900.
Dec. 17 UNLV vs. Auburn. 8:05pm. Thomas & Mack Center. 739-3900.
Dec. 23 UNLV vs. Lamar. 8:05pm. Thomas & Mack Center. 739-3900.
Dec. 28 UNLV vs. UNR. 8:05pm. Thomas & Mack Center. 739-3900.
Dec. 30 UNLV vs. San Diego State. 8:05pm. Thomas & Mack Center. 739-3900.
Jan. 9 UNLV vs. Long Beach State. 8:05pm. Thomas & Mack Center. 739-3900.
Jan. 11 UNLV vs. UC-Santa Barbara. 8:05pm. Thomas & Mack Center. 739-3900.

Includes: 2016 Thomas & Mack Center. 739-3900.
"CHILDREN OF THE

"Children of the Damned"?

No Way, Says Diane Barone

BY LISA STORY

UNLV researcher attempts to shatter the myths about children born passively addicted to crack

During her monthly visit with UNLV researcher Diane Barone, 2-year-old Janice* sat examining a colorful children's book. In her denim overalls and tiny sneakers, she looks like an average toddler, although she doesn't always act like one. But she has a good excuse: she was born a drug addict.

Janice is one of the 375,000 American children born in 1989 passively addicted to crack cocaine. It is her former addiction and its impact on her abilities that bring Barone's visits. The researcher hopes to find out what effect the drugs will have on her ability to read and write.

One of the side effects of the crack that Janice's mother ingested during pregnancy is a chemical imbalance in the child's brain. Because of it, Barone has discovered, Janice tries to avoid situations in which she receives too much sensory stimulation, which can be caused by something as simple as eye contact.

Though the toddler has begun to trust Barone, she is still on facing away from the researcher during the visits so she can avoid making eye contact. On occasion, however, something still manages to overstimulate her. She starts to cry, seemingly, for no reason. The more Barone tries to comfort her, the more upset the little girl becomes. Within minutes she is crying hysterically and won't stop until Barone ends the visit and walks out the door.

*Not her real name.

Though Barone certainly doesn't look forward to that type of interaction, she doesn't believe the child's behavior warrants the label the media have given to Janice and the hundreds of thousands of others like her born passively addicted to crack.

Barone, a professor of instructional and curricular studies at UNLV, is angered by the media's portrayal of the millions of these children as an impending plague on the American educational system. Talk shows and magazine articles have warned teachers that these "children of the damned" will be entering our elementary schools soon and wreaking havoc on the classroom.

"I get upset with titles like "children of the damned." Because I know that by labeling them this, the media has damned them," she says.

"The media always end their stories with "teachers get ready, these kids will be in your classrooms soon." That's not only pessimistic, but it's not very helpful information," says Barone, who taught elementary school for more than 20 years before earning her doctorate from the University of Nevada, Reno, in 1989. "Teachers need to know what to expect from and how to approach these kids."

Disturbed by the sensationalistic media coverage, Barone decided to get the real story by studying how passive addiction to crack cocaine at birth later affects children as readers and writers. She is an expert in the field of literacy and language arts, and she has worked with eight Clark County schools and several Northern Nevada schools on language arts, reading, and writing curriculum development. Barone is also researching a variety of topics related to literacy and language arts in elementary schools.

While her decision to study these children was born out of genuine concern for them, she recognizes the need for professional distance. As the former first-grade teacher to hundreds of children over the course of many years, Barone has learned such distance is an essential survival skill. It is a skill she knows she will have to count on to avoid becoming too close to Janice and the 25 other children in this project, especially considering that she will follow them over the course of several years. She recently completed the first year of her seven-year study.

Before beginning her research, Barone sought the help of the Nevada State Welfare Department and the Clark County School District in an effort to locate children born passively addicted to crack. The children range in age from 2 to 8 years, and most were put into foster care or in the custody of grandparents after cocaine and sometimes other drugs were found in their urine immediately after birth. The others were put up for adoption by their parents within a few months.

Barone insists the children she chose to study come from loving, stable homes.
Many of the foster parents receive special instruction on how to deal with these children, and they network with other families of “crack kids” through the welfare department.

“Generally, the children I am studying are poor and unable to afford specialized private instruction, but they have the advantage of a stable home environment,” Barone says, acknowledging that child abuse and severe poverty can aggravate the problems these kids face. “I want to see the best we can expect from these children.”

It is Barone’s theory that if she can pinpoint the learning problems the children will encounter in school under the best circumstances, educational programs can be developed to help all of these children — even those from abusive or extremely poor homes.

To test her hypothesis, Barone sees each of the 26 children once a month. She visits the preschool-aged children at home for an hour or so, during which time she reads with them and asks them questions about the different books she brings with her. Barone observes the older children in their classrooms and compares their progress to other children of the same age.

The results of her first year of research surprised and excited Barone, who expected to have a difficult time working with the children. She found that the children were not only extremely cooperative, but also full of potential.

“Because I knew most of these children suffered some level of brain damage from the drugs ingested by their mothers, I expected to see children with real learning disabilities,” Barone explains. “I was surprised to find that these kids are in the ballpark in reading and writing skills, and they are even above the level expected of culturally poor children. The school-aged children in her study lag only about six months behind their average classmates, while the pre-schoolers are right on track with their peers. Barone credits the children’s reading and writing proficiency to good early childhood education and a concerned state welfare system that is doing its best to give them a fighting chance.

Her preliminary findings lead her to believe that quality preschool and possibly some special education will give these kids the best opportunity for a normal life — one in which they will not have to rely on welfare for support for the rest of their lives.

Barone plans to write a report about her findings each year and make the results available to Nevada teachers. Although she hopes to discover effective methods for teaching “crack kids” the important basic skills of language, reading, and writing, she knows there will not be any simple, pat answers.

“These kids are as different from one another as normal kids are from each other. I think what it’s going to boil down to is good education in general,” Barone says, adding that there are no simple solutions when dealing with children whose mothers used drugs during pregnancy. “These kids are costly from the start.”

According to the U.S. Department of Health and Human Services, children born to mothers who used crack or other drugs during pregnancy stay in the hospital an additional one to 13 days at a cost of $750 to $1,800 each day. A few of the children in Barone’s study were in the hospital for three months. Their health care costs could continue to climb because many of these children suffer from chronic illnesses, such as asthma, caused by the crack.

As her research continues, Barone will also look at the illnesses and behavior problems affecting the children to see if these issues influence their school attendance or ability to learn. She points out that these problems — along with any possible learning disabilities — may increase the need for special education, which is costly.

Nevada spends $3,135 annually on the average student. The cost jumps to $6,533 for those enrolled in special education programs. Barone estimates that providing special education to a student from preschool through high school can cost as much as $98,000.

Barone believes everyone in Nevada and the country should be concerned about these kids — if not out of sympathy, out of consideration of the financial impact they are having on the economy. The National Association of Perinatal Addiction Research and Education estimates that since the mid-1980s, about one of every 10 newborns in the United States is exposed to one or more drugs before birth. Urban cities such as Las Vegas are hit even harder with figures as high as 15 percent.

“These kids are everywhere, not just in the poor part of town. There will probably be one or two in every kindergarten class in Nevada this year,” she warns. “We can’t dismiss these kids.”

With such negative images of them abound in the media, Barone is disturbed to think that such a dismissal may be occurring already. But, even if the rest of the nation is expecting the worst from these kids, she plans to find ways to improve their future through her research.

“These are nice, wonderful children, and I refuse to write them off.”

While most of the kids in his neighborhood were playing Monopoly or Taboo, 10-year-old George Chanos was running his own lawn service and trying to recruit his more industrious young contemporaries as employees.

“I never wanted to be a plumber — you are limited in your career if you’re working at your father’s shop,” Chanos says, referring to his father, a plumber. “I was always interested in business.”

At UNLV, where he is a sophomore, Chanos spent five years collecting the figures he needed to represent a serious business opportunity worth looking into. He realized that if he could create one board game that would really take off, that single game could act as the foundation for a major game company — a company that could make more in a single year than most companies make in a decade. So I knew what I needed to do.”

Chanos was already interested in quotes — he had been collecting quotations about the law for a book he hoped to get published. “Quotes just seemed like a natural vehicle for a game,” he says. But he quickly realized that...
But the work is not done by any means. Chanos says. After firmly establishing Notre Dame in the national market, he plans to develop and promote other games, starting with a strategy challenge called Praxis, invented by a Johns Hopkins University physicist who sold the rights to the game to GameMakers, Ltd. After that, Chanos may pursue the development of another game he himself invented several years ago as a project for a psychology course he took at UNLV.

"I created the game with a friend as a part of our grade for a class called 'Psychology of the Stock Market' [see page 5]," says Chanos, who obviously enjoyed working on the non-traditional class project. "It was a lot of fun, and Ed Lovinger, who taught the course, was a wonderful professor. We named the game after the class—though I believe I'd have to give it a different name now if I decide to go forward with it. I'm thinking of something like 'Making Money,'" says Chanos, who majored in psychology, not business, surprisingly.

Although he feels he received a solid education at UNLV, the 1981 graduate says his most rewarding experiences in college took place outside the classroom: it was his term as student government president during his senior year that motivated his philosophical approach to improving his own handwriting. "The veteran inventor and manufacturer of pens has devoted most of his life to improving the writing instrument of choice for millions worldwide.

In the 1960s, he inspired the discovery of a superior type of ink that doesn't ooze out of the pen point. Later, he invented a unique pressurized pen that would be used by astronauts on every U.S. space mission for decades to come.

But all along, Fisher has searched for a philosophy that when applied, whether to education or pen manufacturing, leads to more successful endeavors.

Today, Fisher, 77, is probably best known as the inventor of the Fisher Space Pen. With its special sealed, pressurized cartridge, the pen has become invaluable to astronauts because of its ability to write even in outer space.

At UNLV, Fisher is also known as one of higher education's steadfast supporters. A member of the UNLV Foundation's President's Associates since 1986, Fisher donates more than $1,000 each year to academic programs.

His interest in supporting education stems from his desire to perpetuate his philosophy, which is based on the use of elements of scientific technique to analyze all aspects of life.

"I'm very interested in scientific education and how it can help future generations learn to successfully solve the problems that matter most," Fisher says. "It's time we realize the importance of accuracy and intellectual honesty, not only in government, but in education."

His philosophical approach came from his years of experience running his own business. Although he is successful today as the owner of the Boulder City-based Fisher Space Pen Company, he admits it was a crisis in his business many years ago that motivated his philosophical awakening.

In July 1951, Fisher was near bankruptcy with a net worth of minus $80,000. It was at that point he began using a formula for living he calls "the scientific technique." It includes five steps: the strong desire to reach a definite goal; having one plausible but flexible plan for reaching that goal; faith in one's ability to carry out the plan; use of trial and error; and maintaining accuracy in observation, thought, and analysis.

Although these very logical tenets have guided his hand for many years, he admits that one of his important early discoveries was inspired by seemingly irrational means: a dream.

Fisher had started his own pen company in 1948 after working as a consulting engineer for another company. Although his past work had focused on the ball bearing point of the pen, he soon realized the biggest challenge facing pen manufacturers was to produce a pen that didn't leak ink.

He hired a chemist, Dr. Herman Schub, who worked on ink development for 14 years without success. Then one night, Fisher had a dream in which his father appeared with a solution to the problem.

"In my dream, my father said, 'Paul, if you add a small quantity of rosin to the ink, it will stop the oozing.'" Fisher recalls. The dream was so vivid that he called Schub the next morning and asked him to find the exact type of rosin needed.

However, the chemist found after a month's research that no amount of rosin would stop the oozing. But shortly...
Michael Rence, '67 BS Physical Education, '77 Master of Education in Secondary Education, was selected the 1991-92 Nevada Teacher of the Year for science. A teacher and coach at Moga Valley Junior/Senior High School, Rence also was selected for the Nevada State High School Basketball Coaches Hall of Fame. Rence is married to Linda Rence, '79 BS Elementary Education.


Robert Townsend, '78 Robert Townsend, '78 Management, is vice president of sales and marketing for FV Avtech Inc. He lives in Brentwood, Tenn.

Debra Ann Rogers, '78 BS Education, '86 Master of Education in Curriculum & Instruction, is returning to Las Vegas to teach for the Clark County School District.

Delores Anne Davidson, '74 BS Education, spent one year living in Abilene, Kansas state capitol of Abilene, Springs, Australia, during the more than 20 years she spent living in that country. During that time abroad, she assisted in the masters program in biology offered by Auckland University, New Zealand. She and her husband, David Dusenberg, now live in Tucson, Calif.

Barbara Sheehy, '87 BS Business Administration, became a CPA in 1990 and is now assistant controller for Scarborough Construction. She and her husband, Dennis, live in Las Vegas.

Natalie Patton, '90 BA Communication Studies, is a feature writer at the Savannah News-Press in Savannah, Ga. She was previously a news reporter for the Las Vegas Review-Journal.

Sandia R. Raah, '90 BA Social Work, is director of social services at the Chimney Creek Center. She and her husband live in Las Vegas.

Paul Strassler, 91, PhD English, was the first person to receive a PhD in English at UNLV. He has been a technical writer for the U.S. Bureau of Reclamation in Boulder City and in Amarillo, Texas.

We’d Like To Hear From You!

We would like to invite all UNLV alumni to submit information about themselves to Class Notes 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.

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It's all in the Game
continued from page 20

year that he, to this day, considers most valuable.

"My experience at CSUN [the Consolidated Students of the University of Nevada] was unbelievably advantageous," he says. "It was one of the greatest — if not the greatest — formative experiences of my life. At 20 years old, I was administering a budget of nearly a half million dollars and managing several strong-willed student leaders in charge of a number of CSUN departments, including KUNV radio station, the intramurals office, the student newspaper, and the day care center.

"I was also negotiating with the student senate and representing student interests to the UNS Board of Regents. It was an invaluable experience, and I couldn't recommend it more highly."

His positive experiences in student government helped to stir his interest in politics, which, at one point, had him considering a future as an elected representative of the people. During his college days, he also served as an aide to U.S. Sen. Paul Laxalt.

"I went into Laxalt's office thinking I was headed for a future in politics, but left convinced I should wait until I could do it under different circumstances.

"I didn't want to go into politics unless I was financially independent so that I could serve at the pleasure of the people rather than for the money or for the job," he says.

But Chanos never wavered in his desire to attend law school, despite his entrepreneurial orientation.

"I always believed law school was a great foundation for any career, particularly for business," he says, recalling that he focused his attention in law school on such business-related courses as contracts, tax law, estate planning, and negotiation.

He remained a practicing attorney for five years after law school, much longer than he intended.

"The law firm paid so well that it was difficult to leave. It sort of created a case of the golden handcuffs," he says. "I was making an excellent salary and was up for partnership in my last year there." But the prospect of making millions with Notable Quotables, he admits, was too attractive.

Though all of the signs along the way have indicated he chose wisely, he concedes that leaving the law firm meant taking a sizable risk. And, what if time proves his choice unwise?

As a true lover of quotes often does, Chanos waxes philosophical with the help of one of history's most eloquent speakers.

"Robert F. Kennedy said, 'Only those who dare to fail greatly can ever hope to achieve greatly.' I guess it's not too difficult to see why that's my favorite quote." ♢

Of Pens and Politics
continued from page 21

thereafter, Schub had a revelation of his own.

"He knew I wasn't a chemist and thought maybe I confused resin with rosin," Fisher says with a smile. "So he started looking for a resin that would stop the oozing, and finally found one called Carbopol, produced by Goodrich Chemical Company." With this discovery, Fisher was on his way to making history with his pens.

About that time, Fisher became interested in his next major discovery — the space pen. When the U.S.S.R. began its attempts at space exploration, it occurred to Fisher that the Russian cosmonauts — and the American astronauts that would follow — would need a pen to take into space.

"For a pen to work in the freezing cold, boiling heat, and gravity-free vacuum of outer space, it must be sealed and pressurized," Fisher says. By increasing the amount of Carbopol resin in the ink and putting it into a hermetically sealed and pressurized cartridge, Fisher had invented the only type of pen that can write when held upside down — or work in outer space. Beginning with the Apollo 7 space flight, all American astronauts, including the space shuttle crews, have used the Fisher Space Pen.

Fisher's notoriety doesn't end with his most famous contributions to pen development. In addition to inventing, he has had a wealth of diverse experiences. He has authored several books, including Road to Freedom and Tax Reform: America at the Brink; in all of his published works, he elaborates on his philosophical views, applying them to such issues as the economy, tax reform, inflation, and unemployment. To promote his book, Road to Freedom, and his campaign for tax reform, he made an unsuccessful, albeit colorful, bid for the presidency in the 1960 New Hampshire primary against John F. Kennedy.

Both Fisher's books and his bid for political office grew out of his interest in spreading the word about his political and philosophical world views, which, he maintains, all find their root in learning from experience, as inventors do.

"Inventors never create. They discover by trial and error," Fisher says, adding that to him, being a good inventor means keeping your mind open and being accurate in your thinking. "If people who are failing in any aspect of their lives would be willing to get back to the fundamentals of accuracy and truthfulness, they might turn their lives around and become happier and more successful." ♢
When you’re a “rising star” in higher education, what do you do for an encore?

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