HOT on the Trail of the EVIDENCE

Also: Tourism — A Devil’s Bargain?

Plus: Astronomical Expectations

UNLV alumna Maria Thomas
Enthusiastic Rebel Ring Phonathon students will contact you soon. . . . We’re counting on you to help enhance academic programs and scholarships. So when they call, please give generously — your participation will make a difference for today’s students. We look forward to talking with you!

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Astronomical Expectations
UNLV student Vanessa Harvey discovered more than her love of astronomy when she searched for the right major and career path.

BY SUZAN DIBELLA

Tourism – A Devil’s Bargain?
Tourism can produce unforeseen and irreversible effects in some towns, according to UNLV history professor Hal Rothman. In his latest book, he explores how embracing tourism can trigger “an all-encompassing contest for the soul of a place.”

BY BARBARA CLOUD

Hot on the Trail of the Evidence
Crime scene analyst Maria Thomas meticulously collects and preserves evidence of deeds ranging from burglary to murder. Her work is challenging and often emotionally draining, but the UNLV alumna finds it very rewarding.

BY LAURIE FRUTH

A Talent for Teaching Teachers
Special education professor Jeff Gelser uses his research and enthusiasm for education to encourage his UNLV students to get the most out of teaching young children.

A Commitment to Excellence
The founding dean of the William S. Boyd School of Law outlines several themes that will guide the ongoing development of UNLV’s newest school.

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Construction Underway on $51 Million Lied Library

Construction is underway on the $51 million state-of-the-art Lied Library on the UNLV campus. The new five-floor, 300,000-square-foot facility is scheduled to open in January 2000. Capable of housing 1.8 million volumes, the new library will be located north of the Classroom Building Complex and west of the Harry Reid Center for Environmental Studies and the Marjorie Barrick Museum of Natural History.

A $15 million gift from the Lied Foundation Trust and the Lied Library will be used by faculty and students, as well as by members of the community, to advance their education and conduct research. With the assistance of Christina Hixson and the Lied Foundation Trust and the unprecedented support of the governor and the Nevada Legislature, we are building a library that will help UNLV reach its goal of attaining national recognition for the quality of its research, creative, and scholarly activities.

One of the central components of this facility will be the $1.5 million Automated Storage and Retrieval System (ASRS). This robotic system, which is one of only three such systems in the country, will allow the library to store up to 10 times more material in its stacks than is possible with conventional shelving.

Described as the most technologically advanced library in the country, the Lied Library will be further enhanced by several special features, including a five-story atrium with a skylight over the central reading area; an information commons housing more than 100 microcomputer stations for research; a 24-hour study lounge; interactive, electronic learning centers; networked group-study rooms for collaborative learning; attractive reading rooms overlooking the central atrium; and an exterior courtyard campus entry.

Weiller Named Outstanding Faculty Member

David Weiller, assistant professor of music, has been selected by the UNLV Alumni Association as the recipient of the group's Outstanding Faculty Member of the Year Award for 1998. Weiller, UNLV’s director of choral studies, has taught at UNLV for 15 years. He directs the University Singers, the UNLV Chamber Chorale, and the Varsity Men’s Glee Club.

“I’m very honored to receive the award,” he said. "I’m honored that my college would nominate me and that the Alumni Association would recognize the work that I do on campus and in the community.”

Weiller said one of the unanticipated benefits of receiving the award was learning how he is viewed by his students. “Several of my former students wrote letters on my behalf about the impact I have had on their careers. That was really a very moving experience,” he said.

Two to Receive 1998 Distinguished Professor Award

UNLV has selected two professors to receive the Distinguished Professor Award this year. In the past, only one has been named each year.

This year's recipients are foreign languages professor Catherine Bellver and English professor Joseph McCullough. “We are extremely pleased to have two outstanding recipients of this prestigious award this year,” said UNLV President Carol C. Harter. “Both of the award recipients have maintained such distinguished records of scholarship, teaching, and service throughout their tenure at UNLV that they are certainly deserving of our highest faculty honor.”

Bellver, who joined UNLV’s department of foreign languages in 1972, teaches a variety of Spanish classes, including upper-division and graduate-level Spanish language and literature courses.

A prolific writer, Bellver has authored nearly 40 journal articles, more than 80 reviews, and seven book chapters, as well as two critical monographs on Spanish pedagogy in 1988 and 1989. She served as department chair for 15 years, as department chair for two years and has served on more than 50 university committees during her tenure at UNLV.

She holds a bachelor's degree from Northwestern University and a master's degree and doctorate from the University of California, Berkeley. McCullough, who specializes in 19th century American literature and American humor, joined the English department in 1969.

An internationally recognized expert on Mark Twain, McCullough has authored seven books and more than 20 journal articles, mostly on Twain or author Hamlin Garland.

He has appeared on the television show A&E Biography as a featured expert on Twain and is currently conducting research on Twain’s maxims.

McCullough was named Barrick Distinguished Scholar in 1996-97. He has also been named outstanding faculty member by the UCCSN Board of Regents, and he received the UNLV Alumni Distinguished Faculty Member of the Year Award in 1993. As a two-time recipient of the Fulbright scholarship, McCullough lectured in Helsinki, Finland, and later in Athens, Greece. He served as chair of the English department from 1993 to 1997.

He received his bachelor’s degree from Gonzaga University and his master’s degree and doctorate from Ohio University.

KUNV Becomes NPR Affiliate

KUNV 91.5-FM, UNLV’s campus radio station, has become an affiliate of National Public Radio, enabling the station to broadcast some of the top jazz radio shows in the country.

“Noting that in the past year the university has ‘come to a new understanding of the value of having its own radio station,’ Sanders said, ‘it’s great for UNLV to be associated with one of the premier radio services in the country.’

The station is now presenting new NPR jazz shows Monday through Friday in the 5-6 p.m. time slot. They include Billy Taylor’s Jazz at Kennedy Center, Marian McPartland’s Piano Jazz, Joan Profiles, Jazz at the Met with Bewford Marsalis, and Wynton Marsalis: Making the Music.
New Facilities for UNLV’s Client Services Center Open

New facilities for UNLV’s Client Services Center recently opened on campus.

The newly built state-of-the-art facility for students in the departments of counseling and psychology is located on the second floor of the Paul McDermott Physical Education Complex. At the center, graduate students in UNLV’s counseling and psychology programs provide high-quality, low-cost, client-focused counseling services to the public, according to center director Tom Sexton. The students conducting the counseling are supervised by faculty.

“This is one of the top facilities in the country,” Sexton said. “It contains some of the most advanced technologies available, offering student counselors the opportunity to experience how a ‘real life’ center operates.”

The Client Services Center began as a four-room facility on the first floor of the William Carlson Education Building in 1975 and moved into a larger area in the same building two years later. In 1990, the center was remodeled, providing space for a client waiting room, observation area, and an office.

In 1996 the center became part of the Greenspun College of Urban Affairs, and construction on the new facility began. With 16 interview rooms, two seminar rooms, a client waiting room, offices, and the most current audiovisual and computer equipment, the new 4,780-square-foot Client Services Center is equal to any in the country, according to Sexton.

Two Longtime Members of University Faculty Die

As a consultant, Clark helped several publishers and assisting law firms with semantic analyses of language in legal documents. The recipient of numerous grants and honors, Clark was awarded the title of Barrick Research Professor in 1990 and received the William Morris Award for Excellence in Research in 1987.

Two Longtime Members of University Faculty Die

James Ratigan, the former first vice president of the UNLV Alumni Association, has been elected president of the association. He will serve a two-year term.

Ratigan, who received a bachelor’s degree in business administration in 1978, has been a member of the association’s board of directors for the past seven years, most recently serving as first vice president.

Over the years Ratigan has been instrumental in securing several major donations for the university, according to Carl Cook, assistant director of alumni relations.

Additionally, he has represented the association on several important search committees for new university employees. For the past four years, he has arranged the annual retreat for the association’s board of directors.

“One of my goals as president is to increase the exposure of the Alumni Association in the community and within the university,” said Ratigan, who is the general managing partner of RCR Associates, a computer network consulting firm.

“I want the association to be recognized as the positive, proactive force for helping students that it is,” he said. Cook said Ratigan’s character and success in the business world “bring to the leadership of the Alumni Association everything we could ask for.”
HEN U.S. SEN. HARRY REID recently asked physics major Vanessa Harvey how she became interested in science, he couldn’t possibly have known just how long—or how engaging—her answer might have been.

Harvey, a UNLV senior studying astronomy, met Reid and the other members of Nevada’s congressional delegation when she attended a conference in Washington, D.C., to present information about her research on galaxies. She was one of 100 students from 38 states selected to participate in the conference—called a “poster session”—held on Capitol Hill; members of Congress were invited to attend the session to look over the students’ informational displays and ask questions.

“All of them asked great questions,” says the modest, soft-spoken Harvey, who was clearly excited about her opportunity to talk with the congressmen about her research. But it was Reid’s inquiry about the origins of her interest in science that remained in her mind after the event.

When they met, time constraints prevented her from offering him anything more than the abbreviated version of her story, but she laughingly acknowledges that she could have “gone on for a couple of hours” in response to his question.

After all, Harvey has thought a great deal about her search for the right path in the small town of Waterbury, Conn., where she was born and raised. She found herself drawn at an early age to the performing arts. By 14, she was enrolled in dance classes and began dabbling in community theater; by her senior year in high school, she was narrowing her choices.

“At the time, I was exploring different things. I thought I would study dance in college, but I had also taken physics in high school. And my physics teacher was very encouraging; he had a daughter who was in dance also, so he knew how much I enjoyed it,” says Harvey, now 25.

“But he also said that if I chose to go into physics, a lot of doors would open to me.”

That thought remained in the back of her mind as she enrolled in a private college in Connecticut with the intention of studying modern dance. Along with her dance classes, she took the usual required courses. One of her science course options was astronomy.

“I had never had astronomy before,” Harvey recalls. “I enjoyed it very much. It was my first chance to learn about celestial objects and to handle a real telescope. Prior to that, astronomy was an abstract concept. Then, there I was each week, out in the cold night air observing these objects myself. It was wonderful.”

But she was still a freshman and hadn’t yet decided which major to choose. She had intended to major in dance, but she was beginning to feel ambivalent about her dance program.

“I guess encouragement also matters in where you go in life,” she says. “I wasn’t getting a lot of encouragement in the dance program there, probably in part because I was an intermediate student. Being intermediate at something is very difficult. In any case, I found that maybe I was just beating my head against the wall for nothing. I guess I discovered that my commitment just wasn’t there.”

Then, when one of her dance instructors suggested that any dancer should have a backup career plan, Harvey’s mind was made up: She would minor in dance and look for a different field of study. She chose astronomy and the value of encouragement. By anyone’s standard, it would’ve been tough to fit all of that into a Washington minute.

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academic major and career path. She had enjoyed astronomy so much in her freshman year that it became her next choice. But other factors about the program troubled her.

"I didn't see any women or any black women in physics, so I thought maybe it wasn't where I should be. I had come from a co-ed high school where there were always women in my science and math classes. When I found that I was the only woman in my freshman astronomy class, my response was, 'Oh, my goodness. What is this all about?'" "I talked to my professor about it. I guess he thought that if you wanted to study physics, you just came to class. He wasn't very inspirational. His response was basically, 'So what? So I decided maybe it wasn't the place for me.'"

At that point, Harvey decided to design her own degree — one that would enable her to explore some issues of personal significance.

"What I did was design an interdisciplinary degree involving American history, American literature, and women's studies. I was one of the first African-American women thought of their own math classes. When I studied physics, you just came to class. He was the only woman in my freshman astronomy class. 'I was going in there and going for it.'" Harvey met Niervos congressional delegation, including U.S. Rep. Jim Gibbons, during her recent visit to Washington, D.C., to present information on her research on galaxies.

"So I talked to Dr. Farley [UNLV physics professor John Farley] about my situation, and he offered me a job in his lab as a research assistant in laser spectroscopy," Harvey says. "It was great because it gave me the opportunity to explore other areas of science. Also, I wanted to get a sense of what else was out there in science just to make sure I wasn't narrowing my choices too soon." She says that the stars beckoned her more. "Knowing of Harvey's interest in the field, astronomy professor Donna Weistrotp invited her to go on an "observing run" to the observatory in Flatstaff, Ariz., in the spring of her first year at UNLV.

"Loved it!" Harvey exclaims, explaining that she helped with pointing and Weistrotp continue some of her research on the optical variability of quasars during the trip. Weistrotp was so impressed with her work and her commitment that she offered Harvey another opportunity soon afterward.

"Dr. Weistrohp said that in the fall if I was really interested in astronomy — that she had funds to pay me to reduce the data that we had gathered on our observing run," Harvey says. "It was a wonderful chance to learn astronomy from the ground up."

Thus began a series of opportunities for Harvey in the field of astronomy. Later that year, she was offered a summer internship at Kitt Peak National Observatory — the following two summers she completed additional internships, one at Maria Mitchell Observatory in Nan- tagogue, and another at Goddard Space Flight Center in Greenbelt, Md.

Meanwhile, back at UNLV Harvey began a new research project with Weistrotp in the fall of 1996 that eventually resulted in the findings she presented at the Washington, D.C., poster session.

"The project was basically a study of the character of galaxies that lie in voids, which are low-density regions of the universe," Harvey explains. "She adds that their study focused on the structure and brightness of galaxies in the voids; they observed, classified, and compared more than 60 galaxies is 10 different voids.

One of their findings enabled them to identify a probable limitation of one of Weistrotp's earlier studies on galaxies, in a void in the constellation Bootes. The earlier study, conducted with another student, had indicated that galaxies in the Bootes void had substantially higher percentage of peculiarities in structure and brightness than did the galaxies Weistrotp and Harvey saw in the 10 voids studied.

"As part of our study, we speculated on what caused that higher percentage," Harvey says, adding that they concluded that a bias, or selection effect, in the way the sample of Bootes void galaxies was chosen might have been responsible. Overall, their study offers a considerable supply of new data on galaxies in voids that was previously unavailable.

"Determining the character of the galaxies in the voids will tell us about the voids themselves and how environment plays a role in galaxy formation," Harvey says, explaining that any way they can enhance the understanding of how galaxies are formed will, in turn, help astronomers better understand the development of stars and the evolution of the universe.

"It's still sometimes amazed that she is actually getting to work on such a sophisticated and fascinating astronomy research project."

"When I first studied physics, I didn't know what it was all about," she says, smiling. "It was about pulleys and levers, and sometimes it didn't seem like it had anything to do with me. And when I first came here, I thought I'd just be sitting in classes. I never thought my life would actually open up to doing research; I didn't think I'd have the chance to work from the ground up, to do the class work, and then learn how to apply it.

"I'm really surprised and pleased that I could do research as an undergraduate," she says. "And then to be able to express that effectively to people in a poster session...well, the whole process has just been so valuable.

"And Dr. Weistrotp — the best. I admire her clear thinking. She thinks very scientifically; but she also understands when I walk into her office and need some encouragement. I just think she's the consummate professional."

Harvey has worked with UNLV astronomy professor Donna Weistrotp on her research on galaxies that lie in voids, which are low-density regions of the universe.

"Vanessa is an enthusiastic, diligent, and hard-working student," she says. "Not many students would undertake a second bachelor's degree to pursue an interest. It's a pleasure to work with her. Her enthusiasm is quite contagious; she insists on understanding what she is doing, and why, and will persistently ask questions if something is not clear. I expect her to have a successful career in astronomy."

"It's still a fairly vague notion in my head right now. It's like I meet someone who has gone in that direction, and I say, 'Ooo. You work on your own instrument?!'" she laughs. "It's still in the general, 'Oh-that's-so-nice' stage."

But that's the way I began with physics. It was a general notion, but then I started doing it, and it started becoming so much fun."

And that, she acknowledges, is — in a nutshell — the short answer to Senator Reid's question.
Tourism — A Devil’s Bargain?

Tourism built Las Vegas and made it thrive. But not all towns enjoy the same unqualified success with the industry — and some even suffer unforeseen and irreversible consequences from it, according to UNLV history professor Hal Rothman. In his latest book, Rothman explores how embracing tourism can trigger “an all-encompassing contest for the soul of a place.”

By Barbara Cloud

Questioning the Value of Tourism Might Seem a Bit Risky in a Town like Las Vegas. It’s a little like doubting the merit of the mining industry at Sutter’s Mill during the Gold Rush: You might want to think twice before expressing your opinion too loudly.

But UNLV history professor Hal Rothman isn’t looking over his shoulder much. He’s not even being quiet about his belief — which his latest research demonstrates — that tourism can bring both promise and peril to a community.

“I don’t believe you write history just for your fellow scholars,” he says. “I think you write it for people so they will know and understand and care about the issues affecting their lives.”

And so he continues to espouse his belief that tourism is a strategy that many towns adopt without understanding that its costs can be as great as its benefits.

His views are perhaps best summarized by the title of his latest book, Devil’s Bargains: Tourism in the 20th Century American West. In it, he takes a critical look at the industry that has transformed so many towns throughout the West.

“The embrace of tourism triggers an all-encompassing contest for the soul of a place,” Rothman writes, adding that tourism promises much but delivers much less than expected. In the process, he adds, it brings “unanticipated and irreversible consequences” to a community.

He says that in scrambling for tourist dollars, a community loses sight of what made it a community in the first place. Like the actor who becomes his character off stage as well as on, a community takes on whatever characteristics it thinks will attract tourists. Residents buy into an artificial identity, losing their integrity in the process.

To illustrate his point, he refers to the town he considers the quintessential example of “a devil’s bargain” at work. (No, it’s not Las Vegas, he’s quick to note.) It’s Santa Fe, N.M., a town where, he stresses, he’s not exactly a celebrated figure. Rothman, who lived in Santa Fe for a time, knows the city well. And the city knows him. When he cited that particular town as an example of how tourism can go wrong — in a presentation in Santa Fe — his friends there were outraged. “I was lucky they didn’t tar and feather me,” he says.

Known for its hacienda and pueblo culture and its thriving art community, Santa Fe is, to Rothman, “pretentious” and “fraudulent” for presenting a romanticized image of Hispanic and Indian cultures.

He asserts that the Santa Fe we know today is not a “real” historic place, but the creation of Anglos at the turn of the century who wanted to attract tourists. The Anglos recognized that visitors preferred experiences that were easy to understand, and so they emphasized stereotypes that now even residents have come to accept as reality.

Santa Fe’s commitment to the created image results not only in an identity that Rothman calls fraudulent, but also one that is fixed and inflexible in the face of change.

By contrast, Rothman asserts, communities with less defined identities are more adaptable to the challenges of tourism than those who have carved their identities in stone.

He cites the city of Wilmington, N.C., as an example of a town that has managed tourism in a positive and flexible way.

An old railroad and timber town on the Atlantic coast, Wilmington has few characteristics of the ante-bellum South on which many communities in the region base their tourism industries. This allowed Wilmington to capitalize on the success of former Son basketball star Michael Jordan. Thus, the museum for the U.S.S. North Carolina, docked at Wilmington, now has a Michael Jordan room, and there’s a Michael Jordan
highway — both tourist attractions that would be incongruous in the plantation-and-wisteria atmosphere of other Southern towns.

Another community that has understood the impact of tourism and has fairly successfully resisted its ill effects, according to Rothman, is Steamboat Springs, Colo. It's been bought out by corporations, but it's always been the town that skied, not a ski town, precisely because people there have a long history of skiing as a community activity. They have rituals that go back to the turn of the century that are put on not for visitors but for the people of Steamboat Springs. “They resent being turned into a ski town so they have fought it — successfully. It's unusual to resist 'progress' in that way.”

So, Rothman notes — as if answering his critics — not all tourism turns up poorly for residents of a town. But, he adds, much of it does.

For those interested in how Rothman got on this soap box, you might want to take a look at the whole picture.

To begin with, he's not afraid to speak his mind. “No one would ever accuse me of being a wallflower,” he says. Indeed. Rothman concedes that his in-your-face way of delivering pertinent contemporary history lessons may have lost him a few friends in the tourism industry. But his style and message have made him extremely popular on the keynote speaker circuit, as well as with the media. He has turned up on speaker platforms in towns from Laramie to London and has been quoted in The New York Times and Swarth magazine. He was also a prominently featured expert on the Arts and Entertainment Network’s four-hour documentary on Las Vegas.

Rothman has also amassed an impressive scholarly record with numerous articles and nine books to his credit. He serves as editor of the journal Environmental History and made full professor before he was 40.

Although his aggressiveness seems to have gotten him into a spot of hot water now and then — particularly in certain towns — it appears to have also yielded him both substantial respect in his discipline and a degree of national renown.

His life in academia started early. He calls himself a “university brat”; his father, a mathematician, and mother, a political scientist, both taught at the University of Illinois. He credits his upbringing with his understanding of the university milieu.

His interest in tourism is a natural extension of his background as an environmental historian. He got his start in that field when he attended the University of Texas, Austin, to do graduate work in American studies and anthropology. He took a class on the spread of diseases that particularly intrigued him. The class dealt not so much with microbes as with their human carriers and the conditions people created in which disease could thrive. After learning about the devastating effect European migrations to North America had on the health of native cultures, he was fascinated: “I was sitting there thinking, ‘Gee, I was never all that good at science, but this is pretty cool stuff.’”

His first environmental research dealt with various toxic substances, such as PCBs. Then he spent a summer camping and traveling throughout the West. He discovered that while camping sites in the national parks were nearly impossible to find, national monuments had plenty of space. He became curious about the relatively unknown and unvisited national monuments; they eventually became the subject of his dissertation, which in turn led to his first book, Preserving Different Pastures: The American National Monuments.

Rothman graduated with a Ph.D. into a lean employment market for academic historians, so for a couple of years he worked as a contract historian, specializing in the history of the West. First, he wrote a series of histories of national parks for the National Park Service. Later, he worked for a historical consulting company based in Spokane, Wash., where he wrote company and institutional histories, often marking anniversaries. He eventually expanded his National Park Service history of the Bandelier National Monument, near Los Alamos, N.M., into his second book, On Rims and Ridges: The Los Alamos Area Since 1880.

After his interlude writing park and corporate histories, Rothman landed a faculty position at Wichita State University, where he taught courses on making historical accessibility to the public. He came to Las Vegas in 1992 to help UNLV build a Ph.D. program in Western history and has been observing the impact of tourism ever since. After all, what better place than Las Vegas to study tourism?

To the surprise of many, Rothman is not especially critical of tourism in Las Vegas. The key to its success here, he asserts, is that the city isn't struggling with an identity crisis.

Almost from the start, he notes, Las Vegas was a city designed to cater to tourists' desires. Like a virtual reality headset, the city can create almost any kind of ambience or identity. And when one image wears thin, an implosion followed by a few months of construction can rectify the situation.

“Las Vegas is almost a metaphor in his book because he believes there is indeed potential for redemption. ‘Redemption lies in understanding what is going on,’ he says. And what is going on, Rothman asserts, is that when tourism comes to town, some bad comes with the good.

“It brings money. It brings opportunity. But it brings them for a certain segment of the population — landowners, real estate agents, bankers, other people involved with capital — and it does so at the expense of other segments of the community.”

And although he agrees that the arrival of any new industry can place demands on community infrastructure that hurt some parts of society, he insists that the influence of tourism is unique.

“With an extractive industry, for example, when you sell all of whatever is in the ground, then people leave you alone,” he observes. “When you put your store up for sale, or you go do with tourism, your identity ceases to be yours, and you become what the tourists want.”

Also, the new, contrived identity generally contains elements of fabrication, he adds.

For example, last year at a symposium in Boulder, Colo., Rothman called attention to one of the town's publicity photos depicting two women who looked like tourists looking at two men who looked like cowboys.

“The interesting thing was that we made the assumption that these guys are real cowboys. For all we know, they could just be dressed up like cowboys. So what the women who look like tourists are doing is looking at guys who may be pretending to be cowboys — which would be very typical of the tourism experience.”

This may seem to be an ironic objection coming from someone who lives in a city where artificial theatrics and visitors can stroll down an imitation Roman street, watch an artificial volcano blow, and eat New York-style bagels over a fake mahogany cover emitting steam. But in Las Vegas, Rothman notes, no one expects authenticity, unless it takes the form of spots on a card or cherries on a slot machine. Of perhaps fabrication is our form of authenticity, he speculates. But at least we know who we are, he says. And from a guy like Hal Rothman, that's a compliment. Just ask his friends in Santa Fe.
HOT on the Trail of the EVIDENCE

A typical week on the job for Maria Thomas involves visiting some 200 crime scenes, where she meticulously collects and preserves the evidence of deeds ranging from routine burglaries to grisly murders. Her work is demanding and often emotionally draining, but the UNLV alumna finds it very rewarding.

BY LAURIE FRUTH

YOU'VE SEEN IT A THOUSAND times at the movies: A murder has been committed. Uniformed police officers set up barricades to protect the scene from a rapidly growing crowd of curious onlookers. The gruff but handsome police detective arrives, his face illuminated by flashing red lights. He casually slips under the strip of yellow police tape and approaches the body. He stoops and lifts a corner of the blood-stained sheet covering the body to look at the victim's face—and to look for the first of several clues that will lead him, within the allotted two hours of screen time, to the killer.

Of course, it's all fairly cut and dried in the movies. The detective, usually the star of the show, doesn't spend much time at the scene of the crime; he's back on the streets in minutes to solve the case.

But in real life, much of the case revolves around the crime scene, the often-complex set of details found there, and the team of law enforcement professionals who must meticulously sort through those details to help build a case.

UNLV alumna Maria Thomas is one of those professionals. She is a crime scene analyst with the Las Vegas Metropolitan Police Department.

"I've always been fascinated by deviance, by what makes people commit crimes," says the
Defending the victim is the key job of a crime scene analyst. Thomas was a single mother raising her son and did various jobs to support him. She chose this job because it suits her personality; she's a strong person, and she has an insatiable curiosity—two traits that make her well suited for this type of work, she says.

Thomas says she enjoys the extensive training she receives to become more specialized. She has set her sights on obtaining a master's degree in anthropology, so she can specialize in forensic anthropology, which would enable her to discern considerable information about a murder victim from his or her remains.

She says she has to be prepared for the gruff but handsome detective who sometimes asks her to wrap up their cases, she muses, but she doesn't necessarily want to know all the gory details. They generally prefer the film version of the story with the gruff detective, not the more detailed version of the story with the dead body. She generally doesn't care about the details, but she wants to know what the detective is thinking and feeling.

In her job, Thomas says, she feels like a detective. She has to think like a detective in order to solve the crime. She says she's learned a lot from the gruff detective, and she's grateful for his help. She says she's learned to be patient and to think like a detective.

Thomas uses a wide variety of tools to perform her work as a crime scene analyst. Here she examines a bullet casing.

The pace is often hectic, attention to detail is critical, and the CSA never knows what lies ahead. However, she does acknowledge that her job is not without its downsides. She says that sometimes she has to deal with unpleasant sights and smells, and that sometimes she has to handle the bodies of the deceased. But she says she's learned to cope with these situations, and she's grateful for the opportunity to help solve crimes.
**A TALENT FOR TEACHING TEACHERS**

Special education professor Jeff Gelfer uses his research and enthusiasm for education to encourage his UNLV students to get the most out of teaching young children — and to try anything to make learning happen.

UNLV SPECIAL EDUCATION professor Jeff Gelfer has an autographed photo of Sesame Street characters Bert and Ernie on his desk. He probably knows — and would sing — "Rubber Ducky" if asked.

His unabashed appreciation of all things Sesame Street is a reflection of the child-like enthusiasm Gelfer has for teaching and learning. He loves to teach, and he especially loves to teach teachers how to teach. And he's willing to try just about any technique to help make learning happen.

"Kids are so unique, so individual in their learning styles, in their interests, in their rate of acquisition of knowledge," Gelfer says, "that teachers need to try different methods so they can discover what works and what doesn't. Teaching should be a ball. It should be a blast for early childhood teachers to take on the challenge because kids are so fascinating. They are treasures of potential."

Gelfer, who joined the UNLV faculty in 1989, teaches in the university's special education department and serves as coordinator of the UNLV Preschool. Both roles provide him the opportunity to achieve his goal of communicating his enthusiasm to his students.

"One of our biggest goals is to engender a love of learning, both in our preschool and with our students," says Gelfer, who holds a doctorate in child development. "And the wonderful thing about having the preschool on campus is that it offers UNLV students the chance to work in an early childhood education program and interact with the kids. They get to see how theory, knowledge, and method can be applied in real life."

Gelfer is also an active researcher, concentrating much of his study in the areas of portfolio assessment, inclusive education, and literacy. All three of these topics are discussed and advocated in his recent book, titled *Developing Literacy*: Naturally, which he coauthored with UNLV curriculum and instructional studies professor Thomas Bean and Arizona State University education professor Lyndon Searfoss.

Gelfer's work in portfolio assessment focuses on how teachers can use this technique more effectively to help students better understand their progress over a given period of time.

He explains that a teacher who uses portfolio assessment collects samples of a child's best work and current progress reports to create a portfolio. Then, the teacher meets with the child on a regular basis and compares the most recent assignments with previous ones. The teacher points out various areas of improvement and suggests other areas to work on in the future. This technique can be used at any level in any classroom setting, according to Gelfer.

"Basically, we are trying to identify — and help the children identify — the growth and development that they have made over a period of time. We give them a chance to actually see what they are doing, rather than just seeing a grade," Gelfer says.

According to Gelfer, this process allows for continual communication between teacher and student.

"The child's involvement is important because children are active learners, and this process keeps them actively involved in the learning process," he says.

Gelfer has implemented a portfolio assessment program at the UNLV Preschool and is pleased with its success.

"It takes some time to set it up, but the rewards are worth the time invested," he says.

Gelfer proudly displays his autographed photo of Sesame Street characters Bert and Ernie.

The principle of inclusive education can be applied in the classroom by having teachers focus on different aspects of the same subject in their lesson plans, Gelfer says. An example of how this can be accomplished is presented in his book; it describes how a class lesson can be designed to teach children of all levels about fish.

In this unit, Gelfer says, though all of the students participate in some learning experience involving fish, each student may enjoy a different aspect. The goal, he says, is to make all of the students feel they are a part of the classroom.

Some students might be focusing on how to maintain an aquarium, while others are focusing on how gills work, Gelfer says. "What we want to do when we are dealing with these kids is provide different experiences, but ones that have a relevant, consistent theme," Gelfer says. "That way, when kids work together in the classroom, no one is being isolated or told to do something different. It helps prevent kids from being made to feel slower or inferior. They then don't have to defend why they were given a special experience. It's a way of providing respect and dignity to everyone."

He notes that teachers must adapt their lesson plans to some degree to accommodate and include some of the traditional special education students in regular classes. But, he asserts, it can be done. He has enjoyed great success implementing such a program at the continued on page 28
Linda Casillas Cavazo, '74 BS Education, '97 MS Counseling and Educational Psychology, is a part-time faculty member at UNLV's College of Education, teaching methods courses in instruction of foreign languages and instruction of English as a second language. Previously, she taught at Basic High School for 15 years. She currently serves as the station's intern program director. She also serves on the company's board of directors for the Juvenile Diabetes Research Foundation, which she directs. She received a master's degree in education, is a civilian worker at the Veterans Administration and has received numerous awards for her outstanding achievements with the company.

Scott Mechem, '84 Business Administration, is a private bail bonds and investment executive in Reno, Las Vegas, with Key Investment Inc., a subsidiary of KeyCorp. He is responsible for meeting the investment needs of existing clients and for soliciting new business. He has been in the finance industry for four years. He is a certified public accountant in Nevada and is also a registered investment counselor in Nevada, Idaho, California, Arizona, Washington, Oregon, Ohio, and New Hampshire.

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Name ____________________________ Year Graduated ______ Major __________ Type of Degree(s) ______
Address __________________________________________________________________________
Phone Numbers: Home __________________________ Office __________________________
Career or Personal Information _______________________________________________________
E-mails should be mailed to: UNLV Class Notes, UNLV News and Public Information, 4005 Maryland Parkway, Rm. 4505, Las Vegas, NV 89154-1012

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### SEPTEMBER 1998

- **4&6 Men's Soccer:** UNLV vs. Cal State Sacramento - Sept. 6, 7pm. Saint Mary's - Sept. 6, Noon. Johann Field. 895-3207.
- **11&12 Volleyball:** UNLV vs. Youngstown State - Sept. 11, 2pm. New Mexico State - Sept. 11, 8pm. SW Texas State - Sept. 12, 4:30pm. Lied Gymnasium. 895-3207.
- **11&13 Men's Soccer:** UNLV vs. Memphis - Sept. 11, 7pm. Central Florida - Sept. 11, 7:05pm. Lied Gymnasium. 895-3207.
- **12 Football:** UNLV vs. Air Force - 7:05pm. Sam Boyd Stadium. 895-3900.
- **13 Women's Soccer:** UNLV vs. Michigan State - 4pm. Johann Field. 895-3207.
- **24 Football:** UNLV vs. Boise State - Sept. 4, 7pm. Saint Mary's - Sept. 6, Noon. Johann Field. 895-3207.
- **26 Women's Center:** Fifth Annual Community Job Fair. 9am. Moyer Student Union Ballroom. 895-4475.
- **26&28 Volleyball:** UNLV vs. San Diego State - Sept. 26, 7pm. UNR - Sept. 28, 7pm. Lied Gymnasium. 895-3207.

### OCTOBER 1998

- **3 Football:** UNLV vs. UNR. 7:05pm. Sam Boyd Stadium. 895-3900.
- **4-11 Men's Soccer:** UNLV vs. Air Force - Oct. 9, 7pm. New Mexico - Oct. 11, Noon. Johann Field. 895-3207.
- **Women's Soccer:** UNLV vs. University of Santa Barbara - Oct. 9, 9pm. San Jose State - Oct. 11, 2pm. Johann Field. 895-3207.
- **10 Concert:** Men's & Women's Honor Choir. 2pm. Artemus Ham Concert Hall. 895-3801.
- **11 Concert:** UNLV Symphony Orchestra. 7:30pm. Artemus Ham Concert Hall. 895-3207.
- **15 Master Series:** St. Petersburg State Symphony. 8pm. Artemus Ham Concert Hall. 895-3801.
- **15&17 Volleyball:** UNLV vs. SMU - Oct. 15, 7pm. TCU - Oct. 17, 7pm. Lied Gymnasium. 895-3207.
- **15-25 Play:** Summer Apparel. For times, Black Box Theatre. 895-3207.
- **16 Moyer Student Union: MSUC&N Crimson Ball. 8pm. Artemus Ham Concert Hall Lobby. 895-3207.
- **17 Football:** UNLV vs. Wyoming. 4:05pm. Sam Boyd Stadium. 895-3900.
- **25 Concert:** 76 Trombones. 4:25pm. Artemus Ham Concert Hall. 895-3801.
- **26 Concert:** Jazz Ensemble. 7:30pm. Judy Bayley Theatre. 895-3801.
- **27 Women's Center:** Take Back the Night. 6pm. Pida Plaza. 895-4475.
- **27 Concert:** Jazz Combos. 7:30pm. Black Box Theatre. 895-3801.
- **28 Theatre:** Full One Act Play Festival. Runs through Nov. 1. Call for times. Paul Harris Theatre. 895-3801.
- **31 Football:** UNLV vs. Tulsa. 1:05pm. Sam Boyd Stadium. 895-3900.

### NOVEMBER 1998

- **2 Women's Basketball:** UNLV vs. Wyoming. 8pm. Artemus Ham Concert Hall. 895-3801.
- **2 Concert:** UNLV Brass Ensemble. 7:30pm. Artemus Ham Concert Hall. 895-3801.
- **4-5 Dance:** Dance Arts Company. Full Concert. Call for times. Black Box Theatre. 895-3801.
- **6-8 UNLV Opera Theatre:** Fall production. 7:30pm. Judy Bayley Theatre. 895-3801.
- **8 Volleyball:** UNLV vs. Tulsa - Nov. 6, 7pm. Rice - Nov. 7, 7pm. Lied Gymnasium. 895-3207.
- **8&7 Men’s Soccer:** UNLV vs. SMU - Nov. 6, 7pm. TCU - Nov. 8, Noon. Johann Field. 895-3207.
- **10 Concert:** 1st Annual Community Concert Band. 7:30pm. Artemus Ham Concert Hall. 895-3801.
- **10 Women’s Basketball:** UNLV vs. Memphis. 5pm. Thomas & Mack Center. 895-3207.
- **12-22 Play:** Away From Home. Call for times. Black Box Theatre. 895-3801.
- **14 Concert:** UNLV Opera Theatre. Christmas Concert. 7:30pm. Artemus Ham Concert Hall. 895-3801.
- **17 Library:** UNLV Authors. 4pm. Artemus Ham Concert Hall Lobby. 895-3108.
- **17 Master Series:** Nigel Kennedy. 8pm. Artemus Ham Concert Hall. 895-3801.
- **19&21 Volleyball:** UNLV vs. Colorado State. Nov. 18, 7pm. Wyoming - Nov. 21, 7pm. Lied Gymnasium. 895-5207.
- **21 Football:** UNLV vs. TCU. 1:05pm. Sam Boyd Stadium. 895-3900.
- **22 Concert:** UNLV Symphony Orchestra. 7:30pm. Artemus Ham Concert Hall. 895-3801.
- **24 Concert:** JAZZ Ensemble. 7:30pm. Black Box Theatre. 895-3801.
- **24 Concert:** UNLV Wind Orchestra. 7:30pm. Artemus Ham Concert Hall. 895-3801.
- **24-28 Volleyball:** WAC Championship Tournament. All Day. MGM Grand Garden Arena. 895-3207.
- **30 Desert Choralme: The Messiah. 7:30pm. Artemus Ham Concert Hall. 895-3801.

### DECEMBER 1998

- **2 Expressions Series:** Robert Bluestone in Recital. 8pm. Artemus Ham Concert Hall. 895-3801.
- **2 Concert:** UNLV Brass Ensemble. 7:30pm. Artemus Ham Concert Hall. 895-3801.
- **4-5 Dance:** Dance Arts Company. Full Concert. Call for times. Black Box Theatre. 895-3801.
- **6 Master Series:** New York Philharmonic. 8pm. Artemus Ham Concert Hall. 895-3801.
- **19-20 Expressions Series:** Tanguo Buenos Aires. 8pm. Artemus Ham Concert Hall. 895-3801.
- **20-24 Semester Theatre:** Kim Chin’s collection of short plays. For times. Paul Harris Theatre. 895-3801.
- **21&23 Women’s Basketball:** UNLV vs. SMU - Jan. 21, 7:30pm. TCU - Jan. 23, 7:35pm. Lied Gymnasium. 895-3207.
- **27 Expressions Series:** Walter Naumburg Winter violinist Aul Struna. 8pm. Artemus Ham Concert Hall. 895-3801.

### FEBRUARY 1999

- **3&6 Women’s Basketball:** UNLV vs. Denver - Feb. 3, 7:35pm. Air Force - Feb. 6, 7:35pm. Lied Gymnasium. 895-3207.
- **4-14 Play:** Happily Ever After. Call for times. Judy Bayley Theatre. 895-3801.
6-7 Nevada Opera Theatre: La Bohème. 8pm. Artemus Ham Concert Hall. 895-3801.
9-10 Master Series: Russian National Ballet. 8pm. Artemus Ham Concert Hall. 895-3801.
18 Concert: Stuttgart Choir. 7:30pm. Artemus Ham Concert Hall. 895-3801.
20 Master Series: St. Louis Symphony Orchestra. 8pm. Artemus Ham Concert Hall. 895-3801.
23 Concert: UNLV Wind Orchestra. 7:30pm. Artemus Ham Concert Hall. 895-3801.
28 Concert: UNLV Symphony Orchestra. 7:30pm. Artemus Ham Concert Hall. 895-3801.

Men’s basketball schedule not available at press time.

Family Weekend ‘98
UNLV students and their families are invited to attend Family Weekend ‘98, a fun-filled weekend of academic, athletic, and social activities on campus.
Family Weekend ‘98 is an excellent opportunity to learn more about UNLV and its programs and services, meet members of the UNLV administration and faculty, participate in classes and activities, and enjoy great food in a beautiful campus setting.
A complete listing of events is provided below. For more information, call 895-1754, leave a message, and a Family Weekend coordinator will return your call promptly.

FRIDAY, OCT. 2
Welcome Tables: Noon-6pm. Moyer Student Union, Rm. 111.
A Day In The Life: Visit a sampling of UNLV classes. Noon-4pm.
UNLV Family Open House: Visit various campus offices. Noon-4pm.
Academic Department Receptions: 4pm. Moyer Student Union Ballroom.
Family Welcome Barbeque: 5-8pm, Pida Plaza. $6 per person.
UNLV Friday Family Movie Night: 8pm. Moyer Student Union.

SATURDAY, OCT. 3
American Heart Association Heart Walk: Non-competitive 5K. 8am. Begins at Thomas & Mack Center. Call (702) 867-1366 to register.
Fourth Annual Friendship Games: 10am-2pm. Field adjacent to women’s softball field.
UNLV vs. UNR Football: Tailgate party - 5-7pm. Game - 7:05pm. (Game tickets $7 for Family Weekend ‘98 participants.) Post-game party following. Sam Boyd Stadium.

SUNDAY, OCT. 4
Family Pancake Breakfast: 9:30-11am. Moyer Student Union. $3 per person.
Campus Discovery Tours 10:30am & 11am. Tours depart from pancake breakfast.

For more information on gifts of appreciated stocks, life income opportunities, and other ways to help UNLV and improve your own financial plans, call or write Russ Kost in the Office of Gift Planning at the UNLV Foundation, P.O. Box 451006, Las Vegas, NV 89154-1006, (702) 895-3641 or email: unlvfoundation@ccmail.nevada.edu. All inquiries are treated confidentially.

Some of our best friends are in the market and have shared their results with us.
If you’ve had investing success, the University of Nevada, Las Vegas Foundation can shape your portfolio to work for you and UNLV’s students.
A gift of appreciated securities can often lower your estate and income taxes and help you avoid the capital gains tax.

Now that’s a hot tip!
A Commitment to Excellence, Professionalism, and Service

The founding dean of the William S. Boyd School of Law outlines several themes that will guide the ongoing development of UNLV's newest school.

BY RICHARD MORGAN
DEAN OF THE WILLIAM S. BOYD SCHOOL OF LAW

As I have said many times, I think that I have the greatest job in American legal education — the job of helping to create an excellent law school for UNLV, Las Vegas, and Nevada. For the first time in 20 years, a state has created a law school at one of its public universities. The opportunity to found a new state law school would be attractive wherever it arose; but when it arises in a great state like Nevada, and at a strong university like UNLV, the opportunity becomes irresistible. It is because of the dynamism and beauty of Nevada, the strength of UNLV, and the uniqueness of the opportunity that I regard my job as founding dean of the William S. Boyd School of Law as the best in legal education.

Having been entrusted by UNLV President Carol Harter, who was the driving force behind the creation of the law school, with the responsibility of developing the law program for UNLV, I and my colleagues are mindful of the responsibility that we have to build a law school that will be a credit to UNLV, to Las Vegas, and to Nevada and that will contribute to the improvement of legal education in this country. We hope to accomplish these goals by concentrating on a number of themes as we continue to recruit faculty and students, structure our academic program, and plan our community activities. These themes are described below.

Plan to provide forums for important speakers and conferences; to participate in educational programs for lawyers, judges, legislators, and the public; and to serve on professional and civic boards and organizations. The Boyd School of Law aspires to be an integral and essential part of this wonderful city and university, while it serves the entire state.

Helping UNLV to continue its upward trajectory — toward becoming, as President Harter says, “a premier urban university” — is another major theme of the Boyd Law School. We are delighted to be a part of this excellent university and to have been assigned a permanent home, which we will occupy in two or three years, in the James R. Dickinson Library in the center of campus. We want the law school to play a central role in the life of UNLV; we hope to engender the development of that role through interdisciplinary teaching and scholarship, selected joint programs, and participation by law faculty and students in campus governance.

Professionalism is another major theme of the Boyd Law School. In our academic program we will stress the importance and nobility of the legal profession. We will teach about the lives of great lawyers — people who used their legal training to make a real difference in the world — and provide our students with some context about what it means to become a lawyer, about what lawyers do, and about the skills and values that lawyers need in the myriad roles that they play in our society. We will also help the students understand the roles of all of the branches and levels of government, not just the judicial branch, and help them to understand the entire continuum of the dispute resolution process, not just litigation. It is also one of our goals to provide the students with an appropriate blend of traditional legal education and skills training, including a heavy emphasis on writing. Our faculty will be involved — through continuing education programs, bar and court committees, legal scholarship, and the like — in work that should help the Nevada legal profession continue its improvement and its professionalism. That involvement, by the way, will be very useful to our faculty, who benefit greatly from interactions with lawyers, judges, and others in the profession and the community.

Accessibility will be another theme. The Boyd Law School offers a full-time day program of law study, the duration of which will be three years. It also offers a four-year, part-time night program, which means that people who must work during the day can consider a law school education. The day program enrolled approximately 75 students when the law school opened its doors this semester. About 65 students are enrolled in the night program.

Excellence — admittedly an overworked goal — is the final theme of the law school. We will strive for excellence right from the beginning, in everything that we do. The founding faculty — eight experienced legal educators from well-respected law schools throughout the country — bring excellent reputations as teachers, mentors, scholars, and community servants. The initial staff, also drawn from fine institutions across the nation, is committed to providing the support that will enable our faculty and students to excel. The university community of which we are a part — from President Harter on down — is extremely supportive of our new enterprise and of its goal of becoming one of the best law schools in the country. The curriculum is being developed by our faculty with the goal of excellence in mind, it will contain a combination of traditional legal education and training in lawyering skills, professionalism, and community service. The facilities of the law school will be excellent when we occupy the renovated Dickinson Library, and even at the outset they will be reasonable, during our temporary occupancy of the former Paradise Elementary School.

Of course, the real key to excellence is the students. It is not possible to accomplish the lofty goals stated above without excellent students. Fortunately, the charter class we have recruited is strong; they will help us to establish the sort of community and culture that will stand the Boyd Law School in good stead for years to come. We are all very excited about this enterprise, one that we believe is poised to fulfill its potential. We will seek accreditation from the American Bar Association at the earliest possible time; our application can be filed in August 1999, and accreditation could be granted as early as spring of 2000. However, we hope to be much more than an “accredited” law school. We hope to be an excellent law school and an important part of UNLV and of this community. If you would like to learn more about the Boyd Law School, feel free to contact me at (702) 895-1876. If you are interested in applying to become a law student, please contact Admissions Dean Frank Durand at (702) 895-3671. Thanks for your interest.
Teachers
continued from page 19

UNLV Preschool.

Through that program, more than 25 disabled and severely disabled kids who have been referred by the Clark County School District are enrolled in the UNLV Preschool, where they learn side-by-side with the other kids.

“We’ve seen kids working together with no resistance to the differences of their classmates,” Gelfer says, adding that he, special education professor John Filler, and several UNLV doctoral students are conducting a study on how friendships between the two groups of kids evolve. “I’m very pleased with the results of the program.”

He hopes to start a similar program at the kindergarten at Paradise Elementary School, a public school recently relocated to the UNLV campus that serves as a professional practice school for UNLV students who plan to become teachers.

Gelfer’s third area of research — literacy — naturally finds its way into just about every aspect of his teaching and research. He is the first to admit that he advocates it with an activist’s zeal; he has written extensively on the subject and speaks about it frequently. In his most recent project, family literacy is the focus.

As part of the project — which is being funded by a grant from the Nevada Even Start Literacy Program — Gelfer and his special education department colleague Kyle Higgins drive about 50 miles north of Las Vegas several days each week to the Indian Reservation at Moapa to help more than 60 residents there earn their GEDs, develop their English language skills, and/or enhance their parenting techniques. At the same time, Gelfer and Higgins are helping the residents’ children become more proficient in their reading and writing skills.

“We want to help the parents become more effective both in society and with their children,” Gelfer says. “We also want to help the kids become better readers and writers.”

The project emphasizes a theme Gelfer vigorously supports — that literacy should be a family affair.

“All of the teaching methods and programs available mean nothing without the support of parents,” he says, noting that the more parents read to and with their kids, the stronger the promotion of literacy is.

It’s equally important for parents to model the reading behavior they hope to engender in their children, he adds.

“What is most important in language learning and literacy learning is demonstrating a love for language and a love for learning,” he says. “The parent and teacher have to model that desire, that thirst to learn as much as possible. I think if you model it, it is emulated.”

Gelfer, whose master’s degree is in literacy and learning disabilities, believes that there is no one “right way” to teach children language skills — or anything else.

“I don’t say one approach is the best,” Gelfer says. “Each one can be the best, depending on the child. Teachers must pick and choose among the methods available in order to find the ones most likely to fit each child’s learning styles and needs. You may not want to use a certain approach with certain kids, but if you are going to try to cultivate knowledge, literacy, and language, you’ve got to know it. Therefore, it’s imperative for teachers-to-be to become knowledgeable about the many methods of teaching reading.”

For example, Gelfer believes that both phonetics and the whole language approach are useful in teaching children to read. He teaches his UNLV students how to use both.

“Teachers need to experiment with different things,” Gelfer says. “What might work for one child may not work for another.”

Gelfer says that one of the consistently effective ways of helping kids learn is finding their interest areas and tapping into them. “If the subject is relevant to the child, then retention is 100 percent,” he says.

And if that means singing “Rubber Ducky” to get their attention, so be it, he adds with a smile. Use anything, he advises his students, to make learning happen.

New Education Degree Developed

A new degree program for students who want to specialize in early childhood education is slated to begin this fall, pending approval by the Board of Regents.

The 2+2 Early Childhood Education Program has been designed to provide comprehensive preparation and education for teachers in early childhood settings, such as day care facilities, preschools, hospitals, community education programs, and early intervention programs.

“Students will have the opportunity to acquire knowledge and skills for a variety of careers in educational and intervention programs for young children,” said UNLV special education professor Jeff Gelfer, who helped design the program.

The degree program was created through a collaborative effort between UNLV’s early childhood special educators and general early childhood educators, as well as faculty from the Community College of Southern Nevada. One of the program’s goals is to enable community college students to transfer easily to UNLV to complete their bachelor’s degrees in this field.

Students will be able to develop their teaching skills by participating in practicum components in their courses, as well as student teaching.
Whether you’re shopping for quality, selection, or price, UNLV’s Rebel Store has exactly what you’re looking for.

Call or visit the Rebel Store to see our complete line of licensed UNLV merchandise.

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3. HEAVYWEIGHT ZIP HOODED SWEATSHIRT 100% cotton with 3 pearl buttons by Cotton Exchange Oxford M-XXL, GL51 $52.00
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FOR MORE INFORMATION, CALL
895-4207 or 1-800-795-7327

HOURS: M-F 10 A.M. TO 6 P.M. • SAT 10 A.M. TO 4 P.M.
We're coming home on Oct. 16 and 17. See you there!

**October 16** - COCKTAILS, DINNER AND DANCING. Join us in the Alumni Grove beside the Richard Tam Alumni Center • 6:00 p.m. - Cocktails • 6:45 p.m. - Dinner followed by live music $15 per person in advance/$20 at the door. Tables of eight are available in advance for $120.

**October 17** - THE GREAT REBEL PREGAME TAILGATE PARTY at the “Rebel Experience” on the northwest side of Sam Boyd Stadium • 1 p.m. - Tailgate begins • 4 p.m. - Kickoff

**October 19** - HOMECOMING GOLF TOURNAMENT at Canyon Gate Country Club - $125

Call the Alumni Office today at (702) 895-3621 or (800) 829-ALUM and make your reservations for UNLV's Homecoming 1998.

Yesterday’s students supporting tomorrow’s alumni