"TRESPASS"

Pinnacles at Pyramid Lake, Fall, 1973

Photo by D.A. Yates
Where Do We Begin?

Where do we begin? How will we establish a reputation of honest journalism here at Western Nevada Community College? We cannot be afraid of the sake of being radical alone, nor can we publish a paper that placates all factions—we are to work along either of these lines, it would be a lie and we might as well not bother to say anything. We owe it to everyone involved—students, faculty and administration—to be honest and objective and to seek free expression to all points of view. Unlike most universities, WNCC's diverse student and faculty population creates a readership of numerous needs. We have to be aware of each other and perhaps learn from each other's point of view. We also cannot refuse to face certain issues that may aggrieve a specific group. For example, our first responsibility is to ourselves, we will not "cop-out"—whatever points of view, on whatever level will be published. In order to allow free forum discussion, we need full participation from all college factions. Let us hear from you—we give us the freedom to agree or disagree—we will listen. Through the establishment of honest journalism, WNCC will be a LIVING example of our motto, "Progress Through Unity."

—Peitz

Bitch Box

Has anyone ever before BEGGED YOU TO BITCH? Well the staff of the Stirrup is now! We have a brand new newspaper, and an empty "Bitch Box." We know you've not even more muffled muttering among among two or three students in classrooms and halls. Let's let it all hang out through the "Bitch Box"—where something might stick—or at least come out your grip.

Enough students complaining on the same issue will bring action! If you should need help composing your letter, see Ray Emery, the faculty advisor for the Stirrup. Ray is available in his office L-6, 9:30-11:30, Monday Wednesday and Friday, and 1-4 Tuesday and Thursday. If time is a problem, just send your letter, as is—signed or unsigned, we need to know how you feel.

By the way, are you sure the school administration and faculty wouldn't mind a few spots on the back either, if the spirit moves you. Come on— we expect a bugging bitch box by next issue.

Instructors: Excite, Incite
Some Put Us To Sleep

Do you feel like sleeping in any of your WNCC classes? While everyone is expected to be awake for a hangover at least one morning during the school year, what I'm referring to is yawning restlessness that results from boredom. This type of classroom atmosphere is unbearable when you have experienced the joy of learning and absorbing from a truly turned-on instructor—one who knows his or her subject but enjoys it as a teacher. What is that dynamic ingredient that enables a teacher to make an entire class come alive?

In the essay "Don't Send Johnny To College" Hugh Kenner refers to the "dreary, smiling, glooming Johnny who just don't dig the stuff in the classrooms." These students drive the professors mad. They believe that "Johnny" can't be taught and that he doesn't belong in college in the first place. I am not about to deny the existence of Johnny, but I do know thissemester I have three fantastic teachers, classes where it is FUN to be. These teachers seem to be able to "charge" the students, and even the shy, withdrawn, timid student participates. I suppose this might be a lot to expect of teachers, but I have seen it happen, and know it is possible. In classes like this, I have to see the period end. The students get so excited and involved. You almost see light bulbs going on in their heads. Somehow, somehow this gifted teacher was able to stimulate thinking, and the desire to know, learn and participate. The students leave the class "revved up", eager and enthusiastic.

On the other hand, how many students talk about the dull, dry, boring classroom? A teacher standing in one spot for an hour or more reading from a text book? If a student learns nothing else from this room it is to learn tolerance and endurance. I think any student who is trying to "ensnare" a professor Johnny should do something about it, if he truly wants to learn his subject, well he should find his way into a classroom where that may be possible. I am not talking about a few disgruntled students that may have personality clashes with the teacher, but those situations where the entire class is bored and unhappy.

Kenner says "the only hope is to start operating differently, detached from the dogma that Johnny is, by birthright. I think it is true that we have to be detached from the dogma that Professor Johnny is, by reason of his diploma, a teacher. Too many exciting teachers from past semesters are gone. Are we going to lose the ones we are fortunate to have this semester? I think we as students of WNCC have a responsibility to work to keep our excellent teachers. Let's let them know we think their classes are great, go the extra mile whenever we can, participate in each and every class period.

These teachers possess unique skills and just as in any other profession, they should be compensated financially. Yet do we as a WNCC students know what your teachers are being paid? Whether you are falling asleep in a class or want to see a damn good teacher stay at your school—care enough—get involved!

NANCY STANTON

STUDENT BODY RALLY, SEP. 17TH. CAN YOU TELL WHAT IS WRONG WITH THIS PICTURE?

CLUBS AND ORGANIZATIONS

Veteran Association 339-1562
Chains Club 339-9927
Drama Club 322-9705
Photography Workshop 747-1306
Back Packing Club 233-2930
Women Returning to School 338-6673
Stirrup & Journalism Workshop 409-4231

JOIN TODAY!!!

"She was not quite what you would call a lady. She was not quite what you would call a person." —Mark Twain

Instructors: Excite, Incite
Some Put Us To Sleep

Do you feel like sleeping in any of your WNCC classes? While everyone is expected to be awake for a hangover at least one morning during the school year, what I'm referring to is yawning restlessness that results from boredom. This type of classroom atmosphere is unbearable when you have experienced the joy of learning and absorbing from a truly turned-on instructor—one who knows his or her subject but enjoys it as a teacher. What is that dynamic ingredient that enables a teacher to make an entire class come alive?

In the essay "Don't Send Johnny To College" Hugh Kenner refers to the "dreary, smiling, glooming Johnny who just don't dig the stuff in the classrooms." These students drive the professors mad. They believe that "Johnny" can't be taught and that he doesn't belong in college in the first place. I am not about to deny the existence of Johnny, but I do know this semester I have three fantastic teachers, classes where it is FUN to be. These teachers seem to be able to "charge" the students, and even the shy, withdrawn, timid student participates. I suppose this might be a lot to expect of teachers, but I have seen it happen, and know it is possible. In classes like this, I have to see the period end. The students get so excited and involved. You almost see light bulbs going on in their heads. Somehow, somehow this gifted teacher was able to stimulate thinking, and the desire to know, learn and participate. The students leave the class "revved up", eager and enthusiastic.

On the other hand, how many students talk about the dull, dry, boring classroom? A teacher standing in one spot for an hour or more reading from a text book? If a student learns nothing else from this room it is to learn tolerance and endurance. I think any student who is trying to "ensnare" a professor Johnny should do something about it, if he truly wants to learn his subject, well he should find his way into a classroom where that may be possible. I am not talking about a few disgruntled students that may have personality clashes with the teacher, but those situations where the entire class is bored and unhappy.

Kenner says "the only hope is to start operating differently, detached from the dogma that Johnny is, by birthright. I think it is true that we have to be detached from the dogma that Professor Johnny is, by reason of his diploma, a teacher. Too many exciting teachers from past semesters are gone. Are we going to lose the ones we are fortunate to have this semester? I think we as students of WNCC have a responsibility to work to keep our excellent teachers. Let's let them know we think their classes are great, go the extra mile whenever we can, participate in each and every class period.

These teachers possess unique skills and just as in any other profession, they should be compensated financially. Yet do we as a WNCC students know what your teachers are being paid? Whether you are falling asleep in a class or want to see a damn good teacher stay at your school—care enough—get involved!

NANCY STANTON

STUDENT BODY RALLY, SEP. 17TH. CAN YOU TELL WHAT IS WRONG WITH THIS PICTURE?

CLUBS AND ORGANIZATIONS

Veteran Association 339-1562
Chains Club 339-9927
Drama Club 322-9705
Photography Workshop 747-1306
Back Packing Club 233-2930
Women Returning to School 338-6673
Stirrup & Journalism Workshop 409-4231

JOIN TODAY!!!

"She was not quite what you would call a lady. She was not quite what you would call a person." —Mark Twain
Veterans To Organize; 
Ambitious Program Set.

As the community college continues to grow, more and more veterans are entering its doors, to further their education. Along with good intentions and high hopes for improving one's self, frustrating problems may occur for the vet. Many times these problems could be alleviated within the walls of the school itself. Sometimes if these problems are referred to the various veteran assistance agencies veterans become confused and misled. There are many ways veterans can work together to help make their education much easier, and less confusing to obtain. Take for instance the recently discharged Vietnam era veteran, coming back to school for the first time in two or three years. We can all remember the tremendous strain involved with adjusting to a civilian pattern in life. Entering a college or university for some veterans may sometimes be almost terrifying. If a veteran is turned off at the first door, he may simply turn around and leave his educational opportunity behind forever.

There is a solution to this problem and many others. By uniting as an organization, veterans can help each other and other vets as well, including those hospitalized and recently discharged and planning on an education. Goals to be discussed as an organization could include:

(1) Veterans' Benefits Information—There are many questions which arise pertaining to VA benefit laws. Why not set up an information table at future registration to guide other vets?

(2) Social and Recreational Activities.

(3) State and National Legislative Programs—Vets at WNCC and UNR could be instrumental in gaining benefits at a state-wide level including tuition waivers for vets attending classes.

(4) Tutorial Assistance—Veterans can volunteer to tutor other vets.

(5) Service Projects for the Community—Vets could organize blood drives, help those disabled vets at the VA hospital to know that there are other vets concerned about them. Visits to nearby military bases could be arranged to help servicemen realize their educational opportunities available in their home state or in Nebraska.

(6) Employment needs of student vets—Employment officials of Nebraska could be contacted as to what needs exist for WNCC vets, along the lines of the labor shortages. The news media could assist in the public service advertisements for part-time employment.

(7) Evaluation of veteran services here at WNCC—Is the school veteran counselor living up to your expectations? If not, let him know at your soonest.

Propose a list of what services you would like added. Have group discussions at meetings to analyze the services provided. 

(8) Veterans Out-Reach Programs—Reach out to the veterans in your community that are unaware of opportunities in the education available locally. An increase in veterans at WNCC and UNR might be beneficial to veterans efforts to resolve those problems encountered.

An association of veterans would be an excellent way to become acquainted with each other. Vets are the only ones that can provide the only significant determination of what the veteran as a student, needs and desires from an institution of higher learning are.

—David Wood

Opinion... .

There are two kinds of Indians. There are the Indians who hold their council, rituals, ceremonies, marriages, and funerals in the London Style. There are those Indians who follow the white man's religious type of government, imitate the paleface society, and still call themselves "Indians," not realizing the fact that the true Indian is a "pagam," according to the priests and government of the paleface.

The term "Indian" was tacked on the native people of this continent a couple of hundred years ago. As the years rolled on, the "Indian" took on a new meaning: that of military defense, slavery, etc.

After more than 100 bloody years of incessant warfare and exploitation, the white man has been the winner. Their allies were vanquished by the joint effort of the Indians of the Northeastern states, and the English, the white colonies which had been protected by the Indians all those years, now turned on their erstwhile ally and opened a prolonged slashing warfare that is still going on.

It meant nothing to the colonists that the French, and then the Germans, and then the English, and then the Dutch, had aided and abetted the Indians, and the English baronies were not for the Indians. It meant nothing to the British that they would not now have a people's government if it didn't have the Indians confederacy as a model. They didn't have a declaration of human rights that the Indians shown the way.

The psychological warfare waged against the Red Indian of America is not so deadly as the modern aggressions of the Indian. The personification of a non-Indian, his,width—width— A destroyed people. The casualties include habitual drunkards, drug addicts, and suicides. The enfranchised (terminated) Indian is a casualty, and as the white nation, he became a dead Indian. Sure he lives physically—as a white National. But he is a national and racial suicide.

WEB ARTHUR

You Paid For It!

Rock-style rhythm by Bump and Grind and an empty dance floor greeted this reporter at the first school dance held in the Arts Building, Sept. 7. Maybe one cent of us were there, and we had a terrific time, but we missed you.

It's too bad you couldn't make it, because you paid for it anyway. That's right—YOU paid for IT! Those of you that were there, thank you, it was great!

—Dave Wood

Out of the movie rut and attend the next WNCC dance. School spirit has to originate somewhere so let's start with the next dance.

—Dave Wood

You may not care how your money is spent, but I don't know anyone that doesn't want to have a good time. Bump and Grind were very flexible with their choice of music; every thing from acid rock to country western.

—Dave Wood

You could not keep a person who knew nothing of the fields of coffee. And don't waste any money. You know that's what you paid for.

—Dave Wood

At 2:30 p.m., Saturday, Sept. 14, you will be able to hear a record of what WNCC students have to say about the classes and instructors they have attended so far. The theme will be "Don't Walk in Front of Me...".

—Dave Wood

“Don't Walk in Front of Me...”

“Don't Walk in Front of Me...”

There is a poster in the student services office that says “Don't Walk in Front of Me...” I may not follow. Don't walk behind me—I may not lead. Walk beside me—it's just my friend.” At first view this may mean that the other two of these “cutest” anecdotes that make for great posters, but have little meaning in everyday life. On second glance we look beyond the brilliance of the words—“Walk beside me and don't be my friend” look beyond our appearance and find me, I will find you and we will be together. As students, we are all united by the common bond of education, study and sometimes suffer for a common goal—to make ourselves more learned—and, as we have been told so many times, thus, happier. Happiness and adjustment cannot be found in the classroom, but must be found in each one of us. We have a lot to give each other in terms of our dreams, ideas, and knowledge. Let's do it, let's not forget that some will lead, some will follow but the rest of us, we will be each other's friends.

—Mark Twain

Peace Pilgrim Visits WNCC

WNCC broke a record on Friday, Sept. 14. We provided "Peace Pilgrim" with the smallest audience she has ever spoken to. Five students were on hand in Dr. Marcie Harrington's Sociology class to hear her delightful modern-day saint share her experiences of 13 years, on the road, by foot, for peace.

When asked her age, she replies, "somewhere around 79 or 80 years," yet boasts that she hasn’t had a cold or headache for 35 years. Her animated and vigorous presentation is accentuated by her sweeping silver gray pony tail, and swooping imploring gestures. She is tattered tennis shoes, sun-burned navy blue ski pants and a blue and white lettered tunic with kangaroo pockets that hold all her earthly belongings. She fasts until given food, and walks until offered shelter, never asking for anything.

Because of vagrancy laws in many states "Peace Pilgrim" has found herself in jail on several occasions. This vibrant lady is undaunted by the experience and was excited at the opportunity to bring her message to the women inmates. "People are very kind," she said, "I look for the good in them and it shines forth."

She preaches that the way to peace is in renouncing of the self-centered life. She claims it as a universal law, that we are given as well, and that should our possessions exceed our basic needs we should administrate them to those less fortunate. She feels that "people in America are possessed and live to provide houses for their furniture."

She considers her mission "to rescue people from their邪恶 and make them think," and urges everyone "to consider that although it is a difficult task, it is not always possible—love is." Thanks to the efforts of our new student union, the "Peace Pilgrim" lecture will receive enough advance notice enabling many to attend the inspiring and refreshing experience of listening to this "lady of peace," on our old lady, Peace Pilgrim.

—Nancy Stanton

—Peace Pilgrim
New Scoreboard, High Hopes For WNCC Cagers

There is a rumor going around that you will have to wear your shades to the gym this year, in order to see our much improved basketball team. The brilliant addition to the gym is a three digital scoreboard. So this year, when our team scores 100 points you can see all one hundred and three of them. Coach Joe Ayarbe, on his outlook for this year's team, said, "It is really too early to say a lot about this season. We should have a good ball club, a lot stronger than last year." Mike Bush, Roger Debenham, Bob Kinser, Robin Martin, and John Rosa are the five returnees heading up the list of twenty-six men trying out for the team.

"Tryouts start November 5, with the opening game Dec. 7," Ayarbe reported. "I'm going with 12 men this year, by the way, and I think the decision will be a hard one. Ayarbe also wants more students out for boxing because only "ten people have signed up so far and I can use many more. Serious workouts will start Nov. 1." All students should contact Mr. Ayarbe in the administration building whenever he's not playing racket ball.

COMMUNITY COLLEGE PRESIDENT CHARLES DONNELLY

WAHT WAS CAUGHT LEANING ON HIS SHOVEL WHILE OTHER

DIGNITARIES DID CARSON GROUNDBREAKING WORK.

Turning the earth at the construction site for new WNCC campus to be built north-east of Carson City were, left to right, Donnelly; Carson City Supervisor George Gottschalk; Board of Regents Chairman Harold Jacobson; Architect Ralph Casarza; University of Nevada System Chancellor Neil Humphrey.

"This much I know; love, a spirit of adventure and ex-

clamement, a sense of mission, has to get back into the classroom.

Without it our schools—and our country—will die.

"It's too late!"

WITH A 17-FOOT LIZARD.

Jesse Stewart
'To Teach, To Love,' 1978

BOOKS Stirrup Recommends

"Bella!" Ms. Abrah Goes to Washington, by Bella S. Abrah.

"It is an irresistible as a novel, and turns out to be worth several political science courses. Women AND MEN can benefit from discovering what happens when an honest woman goes to Congress." So says Gloria Steinem, and we agree! Bella says, "I've been described as a tough and noisy woman, a prizefighter, a man-bater, you name it. They call me Battling Bella. Mother Courage and a Jewish mother with more complaints than Portnoy. There are those who say I'm impatient, impetuous, uppity, rude, profane, brash and overbearing. Whether I'm any of these things, or all of them, you can decide for yourself. But what ever I am... I am a very serious woman." So begins one of the liveliest and most outspoken political autobiographies of this, or any election year.

In her chronicle of her first year in Congress, this volcanic representative from Manhattan shows exactly what happens when an impressionable, free-wheeling woman from New York confronts the genteel Southern establishment that rules the legislative branch of the government, Mel Ziegler.

WHERE ARE OUR FACULTY CONTRIBUTIONS?

OVERHEARD IN THE BALLS.

"When I first saw the 17-foot lizard, I dug a fox hole and tried to reason with him—but you can't reason with a 17-foot lizard."

Help is Here: Refuse to Flunk

L.D. Lovett, a graduate student from the University of Nevada, majoring in school administration, is coordinating the peer-tutoring program here at WNCC. "Our main objective is to be helpful students assisting each other in those courses that may be hard to comprehend and assisting each other in adjusting to the College and start good habits."

Without it our schools—and our country—will die.

"It's too late!"

Jesse Stewart
'To Teach, To Love,' 1978

Be sure to get your homework finished before you pick this one up—we guarantee you'll be reading into the wee small hours. Ms. Abrah writes with gut-level honesty and is a real inspiration, since she has somehow survived the politics of the political system. An idealist in the true sense of the word and brave as well—thank God, for we don't have very many of her kind in Washington.

-NANCY STANTON

Just to prove how unbiased the editors of the Stirrup really are, the next issue will feature a review of "The Inevitability of Patriarchy," Why The Biological Difference Between Women and Men Always Produces Male Domination" by Steve Goldberg. To quote the jacket, "This intimate, rigorously reasoned, inevitably controversial book advances the theory that because of human physiology, males always have dominated, still do dominate, and always will dominate in their relationships with women, in the family, and in society at large.

Western Nevada Community College's answer to Bobby Riggs will write this review—watch next issue and join the fun.

Testing, Testing, Testing

The following testing programs are available to all Community College students. If you are interested, please contact Lucia Garcia in the Student Services office, or call 722-5781.

ACCT CAREER PLANNING PROGRAM

FEE: $1.00

The Career Planning Profile was designed by the American College testing Program to aid in the guidance and placement of students in vocational, technical, and occupational programs. The test provides working condition preferences, job values, achievement survey, interest survey, career cluster and educational planning summary. The following is the schedule for testing:


COLLEGE LEVEL EXAMINATION PLACEMENT

FEE: $1.00 for one test

$2.50 for all five tests

These tests are available in mathematics, social sciences, English, humanities, and natural sciences. A maximum of six credits can be earned per test with a minimum score of 500. These tests are designed for the student who, through his own efforts, has educated himself in one or all of the above areas. Testing by appointment.

STRONG VOCATIONAL INTEREST FOR WOMEN

FEE: $1.00

These tests are designed to determine vocational ability and interest, testing by appointment.

Dwight Lindeman Knows The Way, or at least he seems to be as direct traffic at the National Championship Air Races. He was part of a team of students and faculty from WNCC who earned money and escalaion for the college.

We wish to thank the following people for their efforts in helping to make the National Air Race parking a tremendous success. Not only did the below named students and faculty do a superb job of parking for about 65,000 air race fans, they also did a great job from a public relations standpoint as acknowledged by many race fans from coast to coast. Special thanks to Joe Ayarbe for "getting it all together.

Chris Chambers
Carol Denson
Kit Denson
Dane Marshall
Perce Wright
Karen Johnson
Betty Cain
Vickie Craine
Jody Hines
Lucy Lynch

Gonnie Dehne
John Rasco
Ken Hume
Richard Rhyoe
Stan DelSoldato
Jill Cheverton
Lucia Garcia
Michele Barry
Jody Hines
Renee Kendra
Grant Fine
Paul Perez
Ed Smith
Joyce Matthews
Dwight Lindeman
Joan Clapp
Dave Kravetz
Lee McDonald
Ray Emley

Nevada State University