"Snowtime"

D. A. Yates  Photo
He's The Boss

The white people never cared for land or desert at all. When we Indians kill meat, we eat it all up. When we dig roots we make little holes. When we build homes, we make little fires. When we burn grass for grizzlies, we don't rain things. We shake down corns and preserve. We don't chop down the trees. We only use dead wood. But the White people blow up the ground, pull down the trees, kill everything. The tree says, "Don't kill me, don't burn me." But they chop it down and cut it up. The spirit of the land hates them. They blast out trees and stir it up to its depths. They saw the trees. That hurts them. The Indians never hurt anything, but the White people destroy all. They blast rocks and scatter them on the ground. The rock says, "Don't, You are hurting me." But the White people pay no attention. When the Indians use rocks, they take little round stones for their cooking... How can the spirit of the earth like the White man?... Everywhere the White man has touched it, it is sore.

(The words of an old holy woman of the Winnemucca Indians of California.)

DOROTHY LEE

Freedom and Culture

MARCH 1, 1974

final day to file graduation applications.
Go Wildcats!!!

Wildcats Back, But Now
They're Something To See

About a year ago, Steve Sneedon, a sports writer for the Reno Evening Gazette, compared the WNCC basketball team to an unlisted telephone number. The crowds, he commented, were staying away in droves.

There were reasons for this according to Sneedon. They're small. They're slow. They're unknown," he wrote.

But he went on to say that the team had plenty of heart. He quoted Coach Joe Ayarbe as saying the team had "desire and hustle."

The desire and the hustle are still there. This year's team is bigger, though, and faster. And the crowds are starting to come to the home games at the Stend Gym—students and faculty and administrators, of course, but quite a few people who like to watch spirited basketball too.

Only two players are back from last year's squad, but they are co-captains and starters Rulin Martin and Roger Debenham. Martin is a scrappy 5'8" guard from Hug High School who does most of the playmaking for the Wildcats. Debenham, also from Hug, is 6'3" and plays either forward or guard. He has exceptional speed and manages to break into the open for some spectacular baskets every game.

In the center Ayarbe has added some height this year. Dwight Lindeman from Reno High School is 6'3" as is Chris Crom from Incline. Phil Klevemo and John Nee are 6'4" and is from North Dakota by way of the U.S. Navy. All three men rebound well and play aggressive defense in the middle.

Roger Peterson, who now lives in Hawthorne, and Rich Rhyno, a Fernley product, are 6'3" forwards who can score, rebound, and play tough defense. Six-foot four-inch John Rosa, who lost a year of eligibility when he transferred to WNCC, will join the team soon and will give Ayarbe needed height up front. Rosa is from Sparks High School.

Two other Sparks High School products are Grant Fine, 5'11" and Chris Chambers, at 6'1". Both men play guard. Another guard is running Frank Leyva, a Fernley graduate who is 5'11" in the line-up. Coach Ayarbe is delighted with the progress the team is making. "It's hard to build a team at a two-year college," Ayarbe admits. "But these guys are learning to have more confidence in each other as they get experience playing together."

Fortunately, all the other teams in WNCC's conference face the same problems. The other schools in the Golden Valley Conference are all two-year colleges in California. They include Butte, Shasta, Napa, Lauson, Feather River and Yuba College.

The WNCC speech instructors have a sure cure for this dread disease. They will prescribe Speech 113-114 to be taken three or four times a week under their supervision.

You will no longer sit in the back of a classroom with something important to say and not say it. You won't raise your hand a few inches—hoping secretly you won't be called on. Gone are the days of terror when the instructor looking your way asks a question. You'll become a better student as well as contribute to some worthwhile conversation.

Don't delay in getting your assignments for Speech 113 and be cured.
**Girl Mechanics Take Over**

**Wrench Wrench?**

Black-slinkly horses hung from the ceiling like hungry boa constrictors, mouths gaping, above yawning cars and yawning boys.

And there I stood hoping I wouldn’t be eaten alive—black-slinkly horses were the worst. I felt as if I were looking under the hood of a Chevy absorbed in their work.

When it was suggested to me that I go see what’s happening at the Automotive Technical & Mechanic for Women down at Reno High School I reacted, “Auto Fundamentals for the girls? That’s plain gross!” But then I thought maybe it would be fun to know how an engine goes bumpin’ along and decide how to change a tire quick on a dark-stuttering night.

Oh, but I know a lot about cars already. Why, they can’t get me started. I started chattier and I thought it was cold and sure enough, the mechanic said it was “rare up.”

But back to my saying mechanics my weekend functioning like a five minute maintenance job and when I get one of those huge repair bills and when they explain to me in that foreign language, my stomach churns slowly as I write out the check because I don’t know exactly what I’m paying for.

Yes, I thought, I’d been to the home mechanics shop every time. I think the only problem I’ve never thought the car a Volkswagen is with the water pump. Knock on wood.

So there I stood at the door of the auto mechanics shop eyeing the exotic atmosphere, exuding confidence. I really didn’t look all that threatening and the people looked friendly, in fact I didn’t look kind of cute, either.

And I rounded corner and found the instructor standing under a car, draining oil from a Super Beetle and he told me a little about the class while he finished up the job.

I said I’d brought my own cars to work on and they spent some of their time in the classroom learning about how an engine works. The rest of the time in the garage learning to change oil filters, tire and spark plugs. They learned how to lube and they learned how to do something with the motor or the carburetor or something.

I couldn’t think of any intelligent questions to ask him so I wandered over to the women and they began telling me about all the things they were doing. They really seemed to enjoy it.

**Earn Credit, Make Money Same Time**

Many times students returning to college complain about the lack of opportunity for practical application of their courses. They want to use their newly acquired or refreshed skills to reinforce their learning, but in many courses, this is not possible. Also, students working in their career goals feel they should be given credit for their work.

A new course allowing students to gain practical experience and at the same time earn credits. The course has been added to the occupational curriculum. By working in a field that is related to your career goal you can earn one credit for every five hours of supervised work per week, for a period of 16 weeks. A total of 16 credits can be earned in the course for the semester, or a maximum of four credits per semester.

Cooperative Education—Work Experience, CE-100 is directed by Helen Mudd. Students working at jobs related to their career goal who want to enroll in this program must contact Helen Mudd at the Stedel Campus for an interview and approved. The program is offered on a voluntary basis but are not employed in a related job need to contact Helen who will help find them a program can be entered at any time during the school year.

—Carol Ness

—Linda Stice

**Scientific Support Group**

In the coming semester, the Science Support Group, which provides the science courses at WNCC, is offering a collection of fascinating classes. For the environmentalist, or student interested in knowing about his surroundings, there are: "Man and the Environment," "General Ecology, and Environmental Planning." Allied Health students can choose among "Anatomy and Physiology I, A and B," or "Microbiology," or take the new course in chemistry just added to the schedule. Of general interest are "Anthropology, Man and Climate," and "Man and Geology."

Man and the environment will take up the subject of man's use of the environment and why that misuse is so serious in these times. General Ecology will touch on that subject incidentally, but will concentrate on how organisms, especially human organisms, can live in harmony with nature. It studies the interrelations of plants and animals with their environments. General Ecology will have a weekly lab in which the techniques of plant and animal surveys will be applied in the field.

The course called Environmental Planning will take up the matter of pollution and the ecological information to practical use. By looking at what has been done in the past with regard to planning, the course will suggest what might be done to avoid exploitation and increase utility to control additional development of the environment. According to J. Conkey, who will teach the class, "Urban use and mismanagement of the environment has led to the regrettable situation where we live in now on this planet."

Conkey believes a wide awareness of the problems is necessary. "We will study modern methods of environmental planning. We'll study area use for residential, recreational, industrial, or other purposes. We'll look into man's behavior and needs. To tie it all together, we'll look at one economic, historic, political and social implications of our planning. Students will do their own planning for practice."

For the Allied Health students, Bill Bonaedi and Betty Elliott will teach "Anatomy and Physiology I and II. Both courses will be required for the nursing and radiological technician programs. They will have labs for the first time.

The subject matter for both courses sounds formidable (a study of the structure of the digestive, urinary, reproductive, nervous, and endocrine systems), but both teachers believe that knowledge about the body is necessary and interesting, and they would like to see more students taking the courses as electives.

Another course for the Allied Health students is "Chemistry for Allied Health Students." The course is specifically designed to deal with the matters of chemistry of interest to the health student. Bonaedi says, "This ought to be easier and most effective method of teaching chemistry to the Allied Health students."

Bonaedi offers another course which he whimsically requires for the nursing student: "She shouldn't eat warm potato salad."

Its real name is microbiology. Life cycles, physiology, and distribution of viruses, bacteria, fungi, and pathogens are explored. Micro means tiny and all organisms studied will be viewed through a microscope. There will be a lab twice a week during which aseptic procedures, sterilizing, staining, and culture techniques will be covered.

Anthropology will also be offered and it will study man and his culture from the beginnings of time. It will try to give an explanation of why cultures exist and why they sometimes collide.

Man and Climate takes a look at what the climate does to control man. Man has adapted to his climate more or less successfully since time began, and is now attempting to control it. This course explores what the consequences of this shift in emphasis might be.

Man and ecology is a study of the earth's crust and the development of its layers. It also includes the study of rocks and fossils. The layers can tell us time, the fossils can tell us what kind of life once lived in the area. We can also determine what the climate was in remote times. A certain time in the past, it was necessary to look at the past to understand the present and look into the future.

—Interview with D.A. Yates

**Student-Body Officer Candidate Profiles**