THE WESTERN ECHO
Western Nevada Community College
North Campus

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Problem With VA? Call Administrator!

by DAN WOOD

For Vets attending college things have really begun to tighten up! Although monthly awards in educational benefits have been increased substantially, the new laws that accompany the increase have begun to hamper a student’s ability to remain in college!

A new law, effective December 1, 1978, requires the vet-student to repay the V.A. for any course which he did not successfully complete. With this law in effect the student must repay the V.A. retroactively to the start of the semester for a course in which he receives a non-punitive grade (i.e. “W”).

Community College officials have instituted a policy of issuing a non-punitive grade to all students for a class which is either dropped or flunked. Contrary to their belief that this is justifiable, since the grade will not harm the student’s GPA, it places the student in an entirely different situation: He’s left owing Uncle Sam a considerable sum of money.

In the past, the V.A. was more concerned with a student’s OVERALL GPA, rather than in each course. With the insertion of the non-punitive grading practice, the V.A. has become more interested in the smaller factions of the students progress, henceforth questioning such grades as “W’s”. Without the insertion of the College’s rules the V.A. is unaware of such a grade, and the student is not the victim.

Simply because of the conflicts between the Veteran’s Administration and the college, the process of form let- ters, the veteran’s entire file, etc., gets jumbled up! The necessary correspondence generated by adds, drops, change of dependents, change of status (both maritally and scholastically), can takes weeks, even months to receive adequate attention. The result is usually not in the best interest of the Veteran.

I received a “W” last semester for a class which I actually failed. In response, the VA was forced to treat the course in the same way that they would for a withdrawal, although I did attend the class for the entire semester. This constituted an overpayment, which I was to repay. In the meantime, the law concerning such repayment didn’t go into effect until the latter portion of the semester, but their computer disregarded the effective date of the new law and charged me for the entire semester.

A change in my credit load resulted from the “W” I received, reducing my entitlement from full time to 1/2 time pay for the entire semester. When I enrolled this Spring, at full time, the decrease in enrollment had not yet been changed to full time, simply because of the time element involved in their receiving of certification papers from the Community College.

A notification arrived in the mail a week before my March check that said I have been decreased in enrollment to 1/2 time pay and that retrospective repayment for the course which I received the “W” in, would be taken out of my next check. The check at most it should have been deducted from full-time pay.

After numerous visits to the V.A. in Reno, to no avail, I concluded that nothing would be done unless I call a high official in the Veteran’s Administration. That is when I called the ADMINISTRATOR’s office in Washington, D.C. It was a beautiful day. "We have no record of that course!" was the reply. "We have had no record of that course!"

If you have a similar problem with the Veteran’s Administration in Reno, I suggest you do just as I did, but not until you have exhausted all means of local assistance.

The phone number is Area code (202) 763-1400.

The Echo welcomes letters to the Editor

To Readers:

I would like to take this opportunity to thank the students and faculty of WNCC for the cards and lovely flowers sent to me while I was in the hospital . . . And a special thanks to my friends who took the time to pick up my homework and tape classes for me.

THANKS AGAIN,
Jim Bullfin
co-Editor for the Echo

Note to Teachers

Since it has become common for guest speakers to visit the North Campus, it is important for our office to be contacted by teachers who have guest speakers on their agendas. If you would like to have coverage of such events mentioned in the WESTERN ECHO, it would be appreciated if you were to notify us at least a week or two in advance.

Please contact Dan Wood or Roslyn Richardson by calling extension 248, or simply drop us a line on our suggestion box (on top of bookcase in our cubicle). Thank you!

Dan Wood, EDITOR for the ECHO

Bargain Books

“CENTURY 31”, text for first year accounting . . . like new, a bargain at only $8! Also I have the workbook for the same course that I will give to anyone who can use it. Call 747-3007.

“AN INTRODUCTION TO GEOGRAPHY.” Rhoads Murphey, 3rd Edition, text for World Geography course (cultural). Call 826-5129 eves. and Tues. or 673-666 Mon.-Fri., ext. 248. This is a $16.65 value at the new low price of $9, and is in perfect cond.


“INTRODUCTION TO MASS COMMUNICATIONS.” by Eimer, Ault, and Agee, 4th Edition. Original value $7.95, will sell for $4. This is the text for Journalism 101. Call 826-5129 eves., or contact Dan Wood in the ECHO office. Rm. 3007 D, North Campus, WNCC.

NOTE: If you have some used textbooks that you’d like to get rid of, we will grant you free ad space in the ECHO to do so. Sound interesting? Bring a full listing of the books, with publishers information and other necessary data to our office. We urge sellers to remain reasonable with their prices so as to allow all students to benefit from such sales. We’re located in Rm. 3007 D on the same floor as the student lounge. If you’re unable to come see us, feel free to call us at 673-6666, ext. 248 before 5.

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Helping Others to Help Themselves

by Ethel Pittman

DEBBIE MOORE graduated from Wooster High School in 1974. She is currently a second semester student at WNCC. She took one class at Hug High School last semester and is taking Psychology 101 and Sociology 101 at North Campus this semester.

"Why is this so outstanding?" You may ask. Debbie Moore has been totally blind since birth. Her blindness was caused by an inadequate oxygen level in the incubator where she was placed when she was prematurely born, weighing two pounds. This cause for blindness, hopefully has become a thing of the past through medical research and is very rare today.

A mobility instructor from Services to the Blind brought Debbie to the North Campus before the semester started and oriented her to the building and grounds. Diane Miller, a student at WNCC, was assigned by Dean Pat Mitenberger to help Debbie become further acquainted with the campus and with finding her classrooms. Her parents bring her to "handicapped" parking lot and she is able to find her way around easily from there.

"I think so far as the school is concerned, everything is fine. Everybody has been real nice to me. Sometimes it's hard, people want to help and it's fine, but sometimes I do have problems saying "please, just let me do it myself." in a nice way. They mean well, but sometimes they want to be too helpful."

At first Debbie was bringing her own tape recorder to school and taping her own classes, but now her instructors are doing this for her. She would like to go to work in a residential school for the blind. Even though she has never been a resident in such a home, she has been in contact with those who are residents and feels that she can relate more effectively to the handicapped because of her blindness. "I have problems, but I don't have the kind of problems those in a residential school have," says the petite independent Debbie.

The tap, tap of the cane on the window of Room 1016 at 1:30 on Tuesdays and Thursdays alerts the class inside of the pending danger as Debbie turns towards the North building. In the classroom that she will fall into the rocks surrounding the flower bed. She does, however, say "sometimes it's hard when you're in the hallway and suddenly you're all those boots sitting out there, or a couple of chairs are in the path. I know they probably have a purpose for being there, but it's kind of hard to find my path and go around them. I do realize that people do like to sit in the hallways."

Today this reporter tucked her feet under her chair and scooted a chair back as she walked down the hall, it only took her a second or two.

Let's all try to clear Debbie's path for her journey to helping others.

Getting Around the Campus

—by Ethel Pittman

JERRY THOMPSON, a third semester business major, is recovering from a broken back suffered in an accident two years ago. After spending a year and a half in a wheelchair he is "just learning how to walk again" with the use of two canes. "I can walk upstairs, it's just that my legs are still weak. I laid in bed so long I lost all my muscle."

Jerry's determination to walk again started when he was told that he "would never walk again and would be a total paraplegic." Since Jerry has been taking four classes at WNCC, three of which are at the North Campus and one at Hug High School, he admits that he hasn't been doing therapy like he should. He had been spending six to seven hours a day in therapy riding bikes, swimming and working with weights. "That's what got me on my feet, I'll start again," echoes his determination to be down to one cane "by this time next year."

In his true fashion, Jerry expresses his concern for the other handicapped on campus, particularly those in wheelchairs, "I know how that is, I sat in one for a year and a half. I can walk the stairs to the first floor and even climbed the stairs at Reno High School when I went to a class there. I have no problem getting around here (North Campus.) The facilities here are excellent. I drive to school and appreciate the parking facilities. Without the elevator those in wheelchairs couldn't go to classes."

Good luck, Jerry. Thanks for making my day a better one. Your concern, determination and enthusiasm is contagious.

College Students Disrespectful

by ALLAN RABINOWITZ

College students are an unhappy, cynical, alienated bunch of people, with no respect for institutions, little belief in God and the "lowest morals," if George Gallup's statistics have correctly gauged the mood of the nation's campus.

A recent Gallup survey showed that while most students lean to the left politically, the minority of students who "take a center or right of center position" on political issues are also those who have "the greatest confidence in the nation and its institutions, respect for religion, and their own family life."

The survey results, based on about 900 interviews with students from 57 colleges around the nation, indicated that most students move to the left in their political thinking during their four years of college. While 38 per cent of the freshmen polled said they leaned to "left of center or far left," 53 per cent of the seniors said they identified with or to some degree. Only 20 per cent of the seniors said their ideas went to the right of center or far right.

The poll does not include, however, freshmen statistics for those students who are new seniors, nor does it take into account that political, social and economic conditions were very different four years ago when these students were freshmen.

The survey compared one Ivy League university (which was not named) and Oklahoma Christian College (OC) with each other and with college students in general. The OCC students tended to take the opposite view from the majority of college students around the country on almost every major issue, while the Ivy League students leaned toward the other extreme of the national results: they felt the same on most issues as the nation's students in general, but in significantly larger proportions.

The following are some survey results on the moral and political attitudes of college students in general, and at Oklahoma Christian College and an Ivy League school:

-54 per cent of all college students favored the decriminalization of marijuana, while 68 per cent of the Ivy League students favored the measure by a margin of 90 per cent.
-Only 18 per cent of the nation's college students and 9 per cent of the Ivy League students felt that pre-marital sex was wrong, while 83 per cent of the OCC students were against pre-marital sex.
-65 per cent of all college students and 63 per cent of the Ivy League students supported the right of abortion under all circumstances. Only 24 per cent of the OCC students took that stand.

The survey indicated that most college students held a "strong anti-business" attitude. But, according to Gallup, this hostility is accompanied by a "shocking" ignorance of the free enterprise system. Gallup asserts that most students have a "distorted" view of big business, over-estimating profits and under-estimating corporate taxes.

"Why do students turn to the left?" asked Gallup in a summary of the survey's findings. He answered his own question by citing events of the recent past such as Vietnam, Watergate, and the economy — but emphasized the "great influence" of professors with leftist views.

Probing student religious attitudes, the survey showed that most students across the country believe in God or a universal spirit, and that 65 per cent of the students believe in life after death — though the statistics draw no distinction between reincarnation and traditional salvation.
Blue Grass Fiddler at Squaw

The Reno area has been blessed by the performances of many top musicians this month. Square Valley's Hof Brass featured last weekend the number one fiddler in the US, Vassar Clements, and the second act was a local band called 'ALPINE.' The Hof Brass is a great place for such an occasion because you get into the action in the round-shaped building.

The Country-rock which was being played seemed to bring the cowboy in everyone, as the audience received the band with hoots and screams of excitement. (Also there was a lot of weed being passed around to raise the mood.) Since California has loosened its laws on pot possession, virtually everyone was smoking without fear of retribution from the law.

If you're into fiddlin', I know you could appreciate 'Alpine' as much or more than Vassar Clements. Although a bit on the kinky side, they can really jam!

Jesse Colin Young Commends Reno

JESSE COLIN YOUNG has come a long way since he first became a single artist, breaking ties with the Youngbloods in 1970. Since then he has recorded numerous songs in his own rites. Writing songs that are close to his heart seems to tell a story about the 'person' inside of the star 'shell.' The song, "Ridgeway," is based on his personal experience living on a mountainside near Inverness, California.

Jesse travels around the country (for his gigs), in a fully equipped motorhome, and makes it a point to come to Reno at least once a year. He recorded a portion of the album entitled "On The Road!" during his performance in Reno last year, and in the song "I-Bone Shuffle" he expressed his sentiments for our town. When asked what it is about our city that he likes he said simply, "It's the people. They're great."

On March 16, Jesse Colin Young had his fourth debut in Reno at the UNR gymnasium, and his followers enjoyed seeing him once again, but I feel the audience could have been more receptive of him, rather than just his music.

Festival '77
Jazz Returns to Reno

As America is the Homeland of Jazz, so is Reno the home of the nation's largest jazz festival. Although the State of Nevada has been a mecca for show band and jazz musicians from the 30's, there was no educational jazz in the state until Dr. John Carrico, appointed to the University of Nevada faculty in 1959, organized, recruited and directed the first jazz program on the UNR campus, starting with five bands. The 16th annual got under way this month with bands coming in from all over the US and also headlining professional guest artist, Bob Shrew and university orchestras from Japan and Matrix who won top honors at the 1976 Monterey Jazz Festival. These bands come together to play and compete in a sort of tournament of bands. They can exchange ideas and see what other bands around the country are doing.

Having based its roots with Black African tempo, jazz is definitely on the upswing in popularity throughout the world. Japan has created its own style by using the best of its own and the jazz forms. Over seas they have the International Jazz Federation of which Dr. Carrico is a board member and to which most of Eastern and Western countries belong including Japan.

What kind of person does it take to excel as a jazz musician? One friend of mine, Patty Leach, performing with the Amador Valley High School in Pleasanton, California, has shown me that it takes time, dedication (she plays 17 instruments) and teamwork. Patty, a senior this year, plans to move to Santa Cruz at the end of the semester to study professionally. At the Reno International Jazz Festival, she was playing electric bass guitar which is a little unusual for a girl. Her solo in the combo competition showed what an uncanny ability she has.

Open House and Art Show April 16

RECENTLY NEVADA WOMEN'S Forum held a women in creativity workshop in which over 200 local women attended.
Minorities in Education

by Jimi Bufkin

EDITORS NOTE: This report was compiled from Minorities in the U.S. Public Affairs Press, Wash. D.C. to show how these statistics to the community and make them aware of a problem still exists for minorities in education in this state.

Despite the changes and improvements of the late-sixties, the average black, Mexican-American, Puerto Rican and Indian substantially lags behind the average white in income, employment, and education. Without question the problems of minorities are real, serious, and continuing.

Employment problems are the major causes of low income. While the relationship between education and economic status varies from different age groups, those who are better educated are more likely to find well-paying, stable, and more satisfying jobs. Many minorities are not aware of the resources available to them as far as attaining higher education.

Husband-wife families are less frequent and stable among minorities as a whole, and the greater incidence of female-headed families is a cause of low income.

While minorities have much in common, there are extreme differences within and between groups. The black living in a central city ghetto faces a far different set of conditions than the Mexican-American in a south west border town or the Indian on an isolated reservation. The recent migrant from Puerto Rico to Harlem is different from the mainland-born son or daughter of Puerto Rican parents who has moved from New York to other parts of the country.

Despite the communities of minority problems, it is also necessary to examine as little possible the differences in details in order to identify and understand the problem.

BLACKS

By most measures of income, occupational status and educational attainment, many blacks have not shared in the gains to improve their lives.

The growing number of black women heading families have become a larger proportion of those in poverty. Continuing education becomes secondary when the burden of being the main breadwinner frequently prevents a person from working because of child care responsibilities.

The importance of Black women's contributions highlights the greater relative gains of black earners compared to black males. From 1960 to 1972 black men increased the real income by 52 per cent while black women gained 113 per cent. This large increase for women brought their incomes to an average of 90 per cent of those white women by 1972, while the gains of black males left them with 62 per cent of white male earnings.

Indeed, black women with some college education earn average earnings equal to or better than their white counterparts.

EMPLOYMENT

Black income advances have improvements in their employment status. The proportion of black women in white collar jobs more than doubled during the late-sixties from 29 to 57 per cent. Black women are especially high in teaching, medical and health specialties as well as clerical jobs, occupations in which blacks average earnings generally equalized or exceed those of white women.

Younger blacks of both sexes benefited most from better jobs. The proportion of black males under 25 years in professional and technical jobs more than doubled between 1962 and 1972, and the number of young black women performing clerical work fell by 60 per cent.

HIGHER EDUCATION

In the last 15 years the number of blacks enrolled in college leaped by nearly 400 per cent. Most of the improvement in educational achievement has come from increased high school graduation enlarging the pool of potential college candidates.

However, increasing motivation to attend college also helped. In 1974, 40 per cent of those who obtained a high school degree at least one year of college, compared to 29 per cent in 1960.

The likelihood of blacks attending college is nearly equal to whites when family income stands between $2,000 and $10,000. Among working class families, blacks are nearly as much as whites as far as going to college. As in the case of income and employment, fewer than the federal government has contributed most to recent black educational gains.

Programs encouraging recruitment of black students and providing them with financial assistance, along with pressure on institutions to raise minority enrollments have certainly had impressive results, at least in numbers enrolled.

The problem of black achievement before and during college remains if the lack of utilizing black education will not be easy to accomplish, even if enrollment ratios are matched. Years and perhaps decades of continuing upgrading efforts will be required to erase the effects of centuries of education discrimination.

MEXICAN-AMERICANS

Mexican-Americans are the "hidden" minority, ranking second among African black men. About four times more Puerto Ricans and eight times more than Indians, "Chicanos" and their needs have never received equal visibility.

Many Mexican-Americans live in poverty, which is especially overexaggerated for the Mexican-Americans. They are labeled as migrant farm workers whose poverty is excessive because of too many children. The fact is, as marked in contrast: Rural migrant workers account for only a small proportion of all Mexican-Americans, and the close-knit Chicano families has declined in size considerably.

One reason why Mexican-Americans remain "hidden" and misunderstood is because reliable information is scarce, and analysis based on surname data can be misleading.

Outside of official census sources, there is limited number of information about many vital socioeconomic characteristics of the groups. In many respects, therefore, Mexican-Americans remain "hidden," and only the most obvious characteristics can be stated with any accuracy.

EDUCATION

Mexican-Americans have serious educational deficiencies that are probably more severe than among the other three minorities. Chicano students are twice as likely to be held back to repeat a year and are seven times more likely than Anglos to be average for their grade. Spanish-surnamed nationwide represent two per cent of full-time enrollment in colleges and universities in 1971, and 19 per cent of total minority enrollment compared to their 30 per cent population share among college minorities. These problems testify to the severity of long standing problems, not the lack of progress.

Mexican-Americans, with their work orientation and relatively stable family structure, can in all likelihood, be absorbed into the economic mainstream once they acquire the needed skills and credentials.

There is likely to be a continued high payoff on education. But if Mexican-Americans are to break into the upper income bracket in large numbers, increased college attendance is vital.

Mexican-Americans have gained in the last decade by capitalizing on their cultural strengths and taking advantage of available opportunities.

They have improved their positions by moving to urban areas, upgrading into better paying operative and craft jobs, as well as by expanding the number of working wives.

Though progress was not as rapid as in all aspects that for some minority groups, the greater payoff for education, and improved status of second and third generation individuals, promise that gains will continue at a steady, if slower, pace in the future. Over a longer period the complete economic liberation and equality of Mexican-Americans appear possible.

INDIANS

American Indians appear to share the same hardships as the other minorities—poverty, unemployment, deficient education, discrimination. Indian reservations are unique in many ways, most crucially in their isolation on reservations and their dependency on the federal government. For example the cases and cures of widespread unemployment among reservation Indians are far more than the case of whites and other minorities in urban areas. On reservations it is not a question of discrimination or lack of education forcing opportunities—the jobs simply do not exist.

The Bureau of Indian Affairs, and other federal agencies have responsibility for Indian education, health, housing, social services, land management, public works, and a multitude of other services.

Moreover, these agencies directly provide over two-fifths of all jobs and three-fifths of all income on reservations. The success or failure of federal programs greatly determines the quality of Indian lives.

In 1970, 827,000 people identified themselves as Indians, Eskimos, or Aleuts. It is estimated that 543,000 Indians, Eskimos and Aleuts in the 25 reservation states are eligible for services, that a majority still live close to their reservations.

Reservations off the reservation represent a startling contrast with those who remain behind. Urban Indians are far better educated, have much lower unemployment rates, two to three greater average family income, fewer dependent children, and half the chance of being in poverty as those on reservations.

EDUCATION

Measured by years of school completed and standardized for area of residence, Indians are better educated than other American minorities, but still less educated than whites. In 1970, among persons 18 years and over age 25 have graduated from high school, compared to 55 per cent of whites and 31 per cent of blacks. Over 14,000 Indians were enrolled in colleges in March 1970 compared with only 2,000 Indian college graduates.

PUERTO RICANS

Despite common language and Hispanic origin, the shared experience of immigration, and many similar socioeconomic problems, Puerto Ricans differ in several important ways from Chicanos.

They are more recent immigrants and are still in the early stages of adjustment. They have distinct cultural characteristics manifesting in their differing marital and family systems. They are more urbanized and concentrated in the largest northeastern cities; and, while Mexican-Americans are a step above blacks and Indians in the Southwest, Puerto Ricans are the bottom stratum in the areas where they are concentrated.

Puerto Ricans are among the most disadvantaged even in the poverty neighborhoods where they are concentrated. The experience of Puerto Ricans since 1960 is similar to that of other minorities. Improved educational attainment has led to occupational upgrading and higher earnings, but the gap between Puerto Ricans and whites has narrowed only modestly.

Other immigrant groups started off at the bottom of the socioeconomic system relegated to the nations slums and its dirty work until they were assimilated into the mainstream.

(Continued on Page 8)
Birth-Control for Insects Studied

Tom Tidwell, a student at WNCC, is working on an experiment to control the sex-lives of insects that are considered harmful to crops.

Tidwell’s goal is to find a pest control method other than the use of insecticides.

He uses controlled, high-frequency sounds that are only harmful to insects. The sounds that are emitted interrupt the mating call from one insect to another. This process is referred to as ‘jamming’.

Tom has had success jamming insect mating calls, but he feels that it is not perfected yet.

Tom states: “In my opinion, the only way food can be obtained for the increasing population now as well as in the future, is to control all insects with one overall method. Electromagnetic waves are emitted by a sound producing device. This seems to disrupt the insect’s ability to reproduce. Perhaps through more research, accompanied by a fair amount of financing, such methods can be further developed.”

The water is fine anytime, whether it be day or night. At night you may lie in the water and look at the beautiful canopy of stars. The view and soothing water sends people into worlds unknown. Snow or rain should not deter you from enjoying the stream. You will not suffer from the cold if you slip into the water quickly. When you get out of the stream your skin will be numb for several minutes enabling you to dress in comfort.

The scenery around Hot Creek is magnificent. The snow-capped Sierra Nevada Mountains are to the west and rock-studded canyon walls surround you. The sky in very blue and blends well with the evergreen trees on the hill tops. Most of the rocks along the stream are orange, red and yellow. This contrasts beautifully with the dark green water. This area is so beautiful that at least three movies have been filmed here: “North to Alaska,” “Nevada Smith” and “True Grit.”

Some optional items people may like to take to the hot springs are bathing suits, towels, blankets, tennis shoes, food, drinks and smokes. Hot Creek’s kinetic and thermal energy along with its beautiful scenery will do wonders for peoples’ minds and bodies. What are you waiting for? Hot foot it to Hot Creek for the best bath in the West!
Students Receive Seats on State Governing Boards

Some people say the protest of the sixties gave way to the apathy of the seventies and cite the mood on campus as the perfect example. Although some colleges can muster enough students together for a convincing show of force on tuition increases, few schools are hotbeds of action for more student power. Student power, it seems, has been lost to the scramble for jobs.

But working within the bureaucracy for more student influence over the university administration, many students have won places for themselves on the school's governing boards. And statistics indicate that the impetus to provide a chair for students at the regents' round table is increasing.

At last count in 1974, at least 20 states had student members on their governing boards at public colleges and universities. About seven of these states allowed their student members to have full voting power. About seven others allowed their students to participate in the decision-making process only until it was time to vote. The remaining states permitted student representatives to serve on committees but not to attend full-scale governance meetings.

"The Board of Regents is afraid students and faculty would take over if they receive voting rights," said one West Virginia student body president, "This is unfounded." Without the vote, he added, the bill is a waste of paper.

Since the 1972 "sense of Congress" resolution which was passed at the same time as the Higher Education Act, more states have been considering the idea of putting students to work at governance. Congress had indicated that the governing boards of public institutions should reassess their representation of students and many states even went so far as to mandate student participation in governance.

But seating those students on boards and giving them full voting powers has been a slow process. Many university administrators believe that students represent a special interest group and would be incapable of voting on crucial issues as representatives of society's best interests. Furthermore, critics of student representation say students aren't around long enough to become effective members who can view the university's problems in the long run.

"A student is transient, usually immature and not too knowledgeable," said one opponent of students having votes on governing boards.

Finally there is no point in trying to appoint a true representative of students because students are such a diverse group.

Frisbees Alive and Well in Reno!

by JERRY BOWEN

Now that spring is here, it's time to rearrange your closet or garage once again for outdoor sports equipment. Well, if your baseball bat is cracked or your football and basketball are sadly flat, a great alternative is the "Frisbee." "Oh, wow, man," you say, "Frisbee's a fad and it's for kids!"

On the contrary, Frisbees have been around since 1947 and it's a favorite play for people who don't like organized sports. The free spirit of Frisbee gives the sport a whole new awareness where the mind and body interact with nature.

"How do I get started in playing Frisbee?" you ask. Unbeknownst to the rest of the community, there is an organization now forming in its third month. It's called the "Reno Sparks Frisbee Freak Union."

At the present time, there are about 35 plus members strong. The way things have been going, the "freaks" have been getting together pretty regularly at Idlewild Park in Reno on Saturday and Sunday afternoons, weather permitting.

The main "freak" of this group is a guy named Jonathan. He is by far one of the more talented members, sometimes displaying unbelievable ballet moves!

He is planning some good times up in the mountains outside of town that could handle 50 or more people, with music and "refreshments."

Now you know. So pick up a Frisbee and join the fun at Idlewild. Or just get on the horn and convince Jonathan you are a "freak." at 322-1519. Remember, the ball is dead. Long live the Frisbee!

College Fees Go Up

All community college students within the University of Nevada System will be paying $12 per credit beginning this summer session. The increase in student fees was approved by the Board of Regents last year. The two state universities will increase their fees to $22 per credit beginning the fall semester.

Part of this increase will go for the capital improvements of the community college campuses and the rest will go into the instructional and administrative budgets.

Other changes in fees will include:
$5 application for admission
$2 transcript copy
$15 ACT testing fee.

The January meeting of the Board of Regents approved the increase of fees at the Community College. As of Summer Session, fees at the Community College will be $12 per credit. The measure, approved by the Board of Regents in January, increases fees from $10.50
Nursing ‘Exciting’ Career for Man

by Cyndee Wright

WORKING, FLYING. . . Have you ever thought of working in the office for your profession? Apparently, many people have, but to get a job as an in-flight attendant is a bit tricky these days. It really tests your perseverance, which is extremely important, but this can also discourage many people.

I just went to San Francisco for my first interview with TWA, which sometime gets as many as 10,000 inquiries per month for this position. I have been pursuing this occupation since last August when I reached the minimum age for most airlines, 20.

At TWA there are two interviews before you are selected for training, which allows them plenty of opportunity to weed-out ‘beaucoup’ persons. So, with all these kinds of odds you can see how persistent one must be.

In my case, this is something I’ve always wanted to do and considering the fantastic benefits of the job, I know that I have more than enough determination! When you know in your heart how strongly you feel, it’s hard to fail.

In the meantime, I’ve started my career in the travel industry. With the help of WNCC’s Cooperative-Education Program, I’m training at a travel agency on a volunteer basis.

For those who lack hard work and like to travel, there are few better solutions. I would enjoy talking with anyone who’s interested or has been in the business. Just leave your phone number at the newspaper office.

ATTITUDES: WORKING MAN VS. CAREER GIRL

(From a speech by Gail Winslow to the 6th Annual Conference of Federally Employed Women. Submitted by P. McKenzie, EEO Officer, EMSL-LV.)

Job advancement for a woman, as for a man, is affected by her attitude toward herself, as well as others about her.

This list of attitudes has been compiled to help readers distinguish between the Working Man and the Career Girl:

He’s aggressive; she’s pushy.
He’s good on details; she’s picky.
He loses his temper because he is so involved in the job; she’s bitchy.
When he’s depressed or hungover, everyone must tiptoe past the office; if she’s moody today, it must be her time of the month.
He follows through; he doesn’t know when to quit.
He’s confident; she’s self-conscious.
He stands firm; she’s hard as nails.
He makes judgments; she has prejudices.
He’s a man of the world; she’s been around.
He drinks because of excessive job pressure; she’s a lush.
He exercises authority diligently; she’s power mad.
He’s closed-mouthed; she’s secretive.
He’s thoughtful; she’s walking.
He’s a team taskmaster; he’s impossible to work for.
He’s climbed the ladder to success; she’s slept her way to the top.

Would you like to see and experience how the following activities happen in the Real business world?

Things like: Advertising, marketing analysis, management decision making—merchandizing, Sales management and representation.

If you are curious, have any questions, or wonder if you would like to enter this very lucrative and competitive field, then contact your DECA representative on campus.

What is DECA?

Distributive Education Clubs of America is the only national student organization to attract people to careers in marketing and distribution.

Each week DECA members are exposed to this media by going on field trips to various local businesses, appearances by guest lecturers, and participation in local and national activities.

The competition in business management levels gets tougher every year so don’t be left behind. Join DECA to learn and earn.
Wildcats Beat Mendocino
End Season 15-13
by Ethel Pittman

The Wildcat's 47-38 rebounding edge helped clinch a 92- 79 victory over the Mendocino College Eagles in the UNR gym on Feb. 26, thus bringing the Western Nevada Community College 1976-77 basketball season to a close. Tying the school record for victories in a single season, the Wildcats finished Golden Valley Conference play at 10- 10 and 13-12 overall.

Five Wildcat players scored in double figures. Lee Fraser, WNCC's all-time leading scorer, had 19 points and 13 rebounds. Paul Gray tallied 17 points, 16 rebounds and five assists ending a shooting slump. Jeff Ward made 16 points and 10 rebounds. While Steve Crick collected 14 points and Chuck Monson added 12.

Gray, Ward, Monson and Crick will be returning to WNCC as sophomores with Wildcat basketball sure to figure into their plans next year. Fraser has ended his two year Junior College eligibility period and hopes to be playing basketball in a four year college next year.

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Halftime scores - Western 29, Mendocino 25
Technical fouls - Cleisnec, Ramoezoti.
Officials - Don Bromfield, Butch Daurymore.

Statistics reprinted from Nevada State Journal

Lee Fraser, WNCC's all-time leading basketball scorer, and Jeff Ward, who averaged 19 points per game in the 1976-77 basketball season, were chosen to the All Star Team by vote of the panel of all the coaches. Their Conference. On Wednesday, March 9, Fraser and Ward were accompanied by Coach Mike Olivas and team captain, John Housby, to Chicago to receive their All star game tickets against Butte College, the first place team in the conference.

An accident dislocating Fraser's shoulder sidelined him for the game. Although he expressed disappointment in not being able to play in the game, he went along in support of the WNCC team. A criminal justice major, Fraser will not be returning to WNCC next year. Ward, a starter all year except in the first game of the season, is looking forward to playing in the all star game.

A first year WNCC student, he will be returning next year to the team.

"15-13, that's a pretty good season, we had a lot of young players, as far as the season as a whole is concerned though, as a team we upset a couple of teams that we shouldn't have and probably should have won a couple of games that we didn't. Lee Fraser was the backbone of the team, he's the one we went to when we needed the points, he's got us in the tough situations. He was the big man on the team, although he's not very tall, we did depend on him all the way," Coach Olivas said. Hopefully returning to WNCC basketball next year will be Jeff Ward, Steve Crick, Gary Ramoezoti, Chuck Monson and Paul Gray. It isn't certain if Gary Green will be back. "Gray and Ward will start as guards next year, and we will hopefully get some more size up front from the new players coming in."

Drawing students from the high schools into community college is at a disadvantage inasmuch as there is no financial aid available for attendance at WNCC. There is no state supported budget for WNCC sports. The program is sponsored by the student government. There have been no problems so far in getting the support of the student government according to Olivas, but sports activities are very limited. During the 1976-77 basketball season, John Housby has been team captain as well as president of the student government, perhaps this is the reason the student government has completely backed the team. Olivas feels that the team is at the mercy of the student government though he is very limited in making predictions and plans for future years.

Until State funds are available for basketball, the team will have to wear their five year old, faded and worn uniforms and travel in the van, eat homemade sandwiches and return to Reno on the same night. This cannot help but effect the team's performance and morale, but with the needed support of the WNCC student government, administration and students, another winning season can be hoped for next year.

Congratulations! Jeff and Lee for having been selected for the 1976-77 Golden Valley Conference All Stars.

Intramural Sport at WNCC

Round one of the Intramural Sports program at WNCC-North Campus came to a close on March 6. Round 2 started on March 7, and will end on March 27. Round 1 is scheduled March 20 to April 10 with Round 4 being April 11 to April 25. Championship play will begin April 25 and be held to May 1 with trophies for 1st place and 2nd men being awarded at the end of the final rounds.

Seven individual sports events make up the program with bowling and tennis being the most popular. "Brackets" have been set up according to preference shown when registering in the program. Each participant has been mailed a "bracket" list with phone numbers of the individual players and rules governing play.

Joe Ayarbe, Director of Student Activities, would like to remind all participants that "the most important thing about making this intramural successful is that we have to have full cooperation from all the participants. Those people playing in matches must contact each other. We have rounds set up, and after we get the match set, we play within those rounds. If they don't work, we don't complete one round before going into the next round and, obviously we've got a big mess. I see this as a problem right now."

One-on-one basketball, ping pong, and volleyball matches have been scheduled and are being played at the BD Gym. Bowling at Sterling lanes and tennis on the public courts plus individual chess matches round out the seven-sport program. Ayarbe would like to remind all students that the BD Gym is open for use by anyone and invites you to drop by the gymnasium and take advantage of the opportunity to use it. Specific time arrangements for use of the gym can be made by calling Ayarbe at 786-0711.

Although there have been problems connected with the first round of competition, Ayarbe is optimistic about the sports program at WNCC and particularly enthusiastic about the intramural program. "The some 600 names on the sign up show a real definite interest in some kind of activity by our students."

As the campus grows under its new central location and improvements are made in the logistics of the program, Ayarbe foresees the existing problems being ironed out.

Ayarbe's dedication and enthusiasm is echoed in his words "NEVER QUIT," we're here to play, not to forfeit. We want to do something, forfeiting isn't doing anything."

All those signed up in the intramural should call their opponents on the bracket sheets and play their matches. May the best one win!
 Attorney General Address Students

On Feb. 24, Paul Davis' political science students got their chance to speak with one of Nevada's most important political figures.

Attorney General Robert List spoke to an audience of more than 20 people.

List opened with a general description of his duties, including service on a number of boards, including highway, prison, and license boards, which together occupy only about 10 percent of his time.

List is the attorney for the executive branch of the state government to which he offers legal advice, based on supportive information he obtains from many different departments of Government.

While he has a staff of 45 lawyers, the workload remains heavy with litigation involving virtually all facets of government.

List mentioned the countless number of suits that have been levied against the State Highway Department by persons involved in accidents who felt the road condition was a contributing factor.

List continued his speech by stating there are presently six major lawsuits pending against the state of Nevada over the water problem in the Reno area, to include those over Pyramid Lake water rights.

A recent court battle between organized labor and the State of Nevada resulted in a victory for the state. Union organizers for the AFL-CIO had attempted a change in the present initiative process to preclude the smaller communities in matters of petitioning, which if allowed to occur would have resulted in Clark County making all the decisions for the rest of the state. List hedged the action to fight such preclusions.

Some of the questions raised by students concerned such things as the Reno area housing problems, and the possibility of marijuana decriminalization (which is presently being considered by the Legislature). Students also expressed their discontent with both past and present highway construction projects.

One student, Clint Watkins, stated his dismay over seeing a "new road, fresh painted, only to be torn up again two weeks later."

"Every one of us, at one time or another, have seen highway crews leasing against their shovels...if you see this kind of thing happening, well, hell, give us a call...Call me, or the Governor, and we'll look into the matter, and find out where and why the problem exists." List replied.

In his closing statement, List vowed his allegiance to Governor O'Callaghan, as he asked whether or not the Governor would run for a third term, via a loophole in the State Constitution, which would enable him to do so.

ATTORNEY GENERAL Bob List speaking to students on political issues.
The following is a poem written by an old woman living in a nursing home. It was tucked away for the nurses at the home to find after her death.

Taken from Guy Wright’s Column

What do you see, nurses, what do you see?
What do you think when you look at me?
A crabby old woman, not very wise,
Uncertain of habit, with faraway eyes.
Who disdains her food and makes no reply.
When you say in a loud noise, "I do wish you’d try,"
Who seems not to notice the things that you do.
And forever is losing a stocking or shoe.
Who resisting or not, must do as you will.
Is that what you’re thinking, is that what you see?
Then open your eyes nurse, you’re not looking at me.
I’ll tell you who I am as I sit here so still.
As I do your bidding, as I eat at your will.
I’m a small child of ten with a
father and mother.
Brothers and sisters who love one another; A young girl of sixteen with wings
on her feet.
Dreaming that soon now a lover she’ll meet.
A bride soon at twenty—my heart gives a leap,
Remembering the vows that I promised to keep.
At twenty five now, I have young of my own,
Who need me to build a secure, happy home;
A woman of thirty, my young growing fast,
Bound to each other with ties that should last;
At forty, my sons have grown and have gone,
But my man is beside me to see I don’t mourn;
At fifty, once more babies play round my knee.
Again we know children, my loved one and me.
Dark days are upon me, my husband is dead.
I look to the future, I shudder with dread.
For my young are allrearing young of their own,
And I think of the years and the love that I’ve known.
I’m an old woman and nature is cruel.
"To her jest to make old age look like a fool.
The body it crumples; grace and vigor departs.
There is now just a stone where
I once had a heart.
But inside this old carcass a young girl still dwells,
And now and again my battered heart swells.
I remember the joys, I remember the pain.
And I’m loving and living life over again.
I think of the years, all too few, gone too fast.
And accept the stark fact that
nothing can last.
So open your eyes nurses, open and see...
Not a crabby old woman—look closer—see ME!

Jimi Buftin

Why Not Me, Happiness
You are intangible, happiness,
Always evading my life,
 Skipping along in your tenderness,
Ever ignoring my strife.

Nicole Harley

Life goes by so Fast
Silently I’m waiting—
while life goes on so fast
and all I do is wonder—
has all I’ve done been just.

A moment full with pleasure
A moment full with bliss
A moment meant for praying
A moment just to kiss
What answers are yet waiting
which answers will persist
Aye.
A moment in the future
A moment in the past
Moment after moment
Life goes by so fast.

Lance Jerome

Snowflakes falling down
then up on icy winds.
Winter jumping jacks at play.
Rain lungs down. An eager dash from cloud to ground. Suicide turns rain to puddles Wind shoves a solid wall of dust and paper before it like a shield.

Marcia Rushmer

Crustacia
Dumb crab
Strange sight
Named Zab
Sea Night
Get mad
From fright
Did jab
With might
Then grabbed
On tight

Nicole Harley

Bad Weather
Before you came the day was just another day . . .
and then you came and the dark clouds went away.
My rainy day lover my soul weather friend . . .
You stayed but a moment now it’s raining again.

Jimi Buftin

THE PARK
The park has trees and benches
a free flowing river and quiet ponds.
Ducks and people
dogs on leashes
old men fishing, children at play,
boys washing a car
And I, I am running, running past them
seeing, but running on.

Marcia Rushmer

To laugh is to risk appearing foolish.
To weep is to risk appearing sentimental.
To reach out for another is to risk involvement.
To expose feelings is to risk exposing your true self.
To place your ideas, your dreams before the crowd is to risk their loss.
To love is to risk not being loved in return.
To live is to risk dying.
To hope is to risk despair.
To try is to risk failure.

But risk must be taken, because the greatest hazard in life is to risk nothing. The person who risks nothing, does nothing, has nothing and is nothing. He may avoid suffering and sorrow, but he simply cannot learn, feel, change, grow, love, live.

Chained by his certitudes, he is a slave, he has forfeited his freedom
Only a person who risks—is free.
Water Lack Endangers Pyramid cutthroat, Cui-ui

Water—once taken for granted as an unlimited resource, has in the last couple of years drawn much attention. Our little city has been growing considerably and continuously. This and the decrease of snowpack have created a drought that hopefully will not be perpetual. However, if the people who care about the ecology of our state don’t do all they can to preserve it, one day we won’t recognize the place called home.

Until they are forced upon us, somehow we ignore a changing of ways and means that would help to alleviate the problem. For example, (1) water meters which will partially restrict the water flow and (2) miscalculations of needed water capacity for the new sewer plant. If the great influx of people doesn’t decrease we will be sucked through the funnel into despair. Already our growth has started to affect many biological systems.

Of course, also effected by the amount of water are the fish whose lives depend on it. Depletion of one generation of fish will effect the generations for the next five to ten years. Incidentally, fish is one of the best food sources available.

Since 1973-74 Pyramid Lake Indian Tribal Enterprises (PLITE) has been trying to replenish two species of fish native to our state—Lahontan Cutthroat and the Cui-ui. It was at this time that the Dunn Hatchery was first used. Unfortunately, it has not been used effectively because of the low flow the last two years. This year the low flow has destroyed the habitat in the lower river. Also from April first to 15th, temperatures above 38 degrees interfere with the development of the Cutthroat eggs. So in order to adapt to this situation PLITE has built the Marble Bluff Dam to divert water from the Delta at the south end of Pyramid Lake. Naturally the fish would try to move upstream here to spawn in fresh water. So instead the Marble Bluff Dam is used for the same purpose since it has a higher cubic feet per second in flow. Luckily the Cui-ui adapt because despite the rumors the only place they exist is right here evolving from prehistoric ages. Cui-ui migrate with the flow of fresh water. However, the bulk of Cutthroat are originating out of Summit Lake in Northern Nevada. This is providing benefits in the genetic program. The fish are developing stronger after being transplanted enabling the ones that survive to be selected for breeding. This year PLITE feels they will be fortunate to get as many as 100,000 eggs compared to previous years net of 500,000.

Unfortunately, the one easy solution to our problem is one that will possibly never happen. This would be the pumping of Lake Tahoe. PLITE has calculated that one pumped foot would for this year take care of everyone’s problems all the way down the line. However, this would take the approval of both California and Nevada and probably the influential people at Tahoe would never let it happen.

City Teams Install Water Saving Devices

by Sandy Buzick

With water supplies at a record low, the Truckee Meadows Water Conservation Committee are sending teams out to install toilet tank dams and shower flow restrictors.

The City of Reno has ten two-man teams and Sparks has four. Some 60,000 residents will have the devices installed.

Reno and Sparks, Washoe County and private contributions for the program total $175,000. Installation is free and will take about five or ten minutes to perform. The entire project will take from three to four months to complete.

Upon completion of the project a two million gallon per day water savings is anticipated, based on the residential program alone.

With Reno-Sparks residents never fearing a water shortage, we have learned to waste it. Because of our irresponsible use of water, we may now be restricted from watering lawns and washing our cars. Some lakes, streams and reservoirs will not be open until late May when such facilities are normally open to year-round fishing.

WHERE OUR WATER COMES FROM - SNOWPACK