THE WESTERN ECHO
Reno/Sparks Campus
October, 1978
Volume 3, Issue 2

"... the rustic 200-acre S-S Ranch offered a quiet setting for the seminar."

See Leadership Seminar, Page 8

INSIDE

In Defense of WMCC
Wildcat Sports
Food Service Proposed
"From Diapers to Sequins"
The Echo welcomes letters to the Editor

Dear Editor:

I tried to use the library at UNR last weekend. What a hassle! I don’t have a student ID card for WNCC. I was assured that my fee receipt would enable me to get in right through the checkout with no problem. I had already filled out forms for a new student ID card I wished to check out for research paper. I was so enthusiastically advised by the clerk at the check-out counter that without an unfinished and stamped student ID card, I was out of luck. The fee receipt would not do — and I was treated in a very unfriendly manner.

I wonder if you are the type of person really trying to get your work done but it’s not easier to let the other guy go to the polls. But, is that your vote? Maybe you would like to see the other guy win the election. Why aren’t you registered and at the polls on election day? There is no excuse good enough to pass up your chance to vote. It is your duty. It is your right. It is your privilege. It is your responsibility to vote. It is your responsibility to do all you can to see that the best possible candidate is chosen with your responsibility to find out what you can about every candidate. Through the news media you can find out about the candidates. Granted, everything they say is true. But, you must be sure that the news media has done everything it can to give you the straight scoop about the candidates.

There are many candidates on the November ballot who warrant your time and effort to get out and vote. We will be electing the Governor, a University of Nevada Regent, State Assembliesmen, State Senators, School Board Members, a Representative to Congress, plus many others.

These people will be making decisions as to where your tax dollar will be going. They will be making decisions that will have a direct effect on your education, the education of your children, and on your every day lives.

Voting is a universal disease. Let’s not let this disease spread to the Western Nevada Community College, Reno/Sparks Campus. Every one of the 5,376 students at WNCC should be a registered voter. Every student who is registered should vote on November 7. Wouldn’t it be nice if WNCC had a 100 percent voter turnout?

The time to make yourself heard is on election day. Don’t let the other guy elect the candidate. He may not be the candidate who represents your needs. On NOVEMBER 7, VOTE.

Felicia Braxton
7000 El Rancho Drive
Sparks, Nevada 89431

Dear Felicia,

I just want to take a minute to thank you for taking time from your busy schedule to write to us at our recent meeting for Eastern Students of Western Nevada at the Reno Headquarters.

Kathy and I have always felt fortunate to live in a state, like Nevada, which is still small enough to enable people to sit down together and exchange ideas. This above all lets us become better informed and acquainted by talking to one another.

Again, thank you for coming. Although our visit was a brief one, we hope you found it as worthwhile and as meaningful as I did.

Warmest regards,

Robert List
Community Colleges Meet Changing Needs of Society

Early in September the Journal called attention editorially to enrollment patterns in the university system, noted the proliferation of junior colleges and closed the editorial with the following statement:

"Meanwhile it might be a good idea to keep an eye on the latest directions of the community college system, realizing, of course, that the kind of innovations the community college is able to offer, and its capacity to meet current needs aren't necessarily the most important functions of an institution of higher learning."

This raises an important question now under public consideration in nearly every city and state in the nation: who shall be given the responsibility to meet the rapidly growing demand for education not now served within the traditional framework of universities or public schools?

In Nevada the innovations that provide the college's capacity to meet change are part of the state plan which was adopted by the state and directs the operation of community colleges. Responsibility to supervise the colleges in this activity rests with the Board of Regents of the University of Nevada System.

These programs of the Community College are designed to meet the changing needs of our society as contrasted to old concepts of needs. People tend to think in terms of the past. We tend to think of life and education within the traditional pattern we have been trained to accept, which goes something like this: A child is educated from age 5 to 18 or 22. He goes to work — she gets married. The man and wife establish a home and raise children and have grandchildren. The man works until he is 65 and then retires. He and his wife enjoy their golden years on his accumulated savings of a life well lived. Baseball and apple pie.

This is as realistic as Cinderella and Prince Charming. What a contrast to the way society really works in America today. It was estimated a decade ago that the average American works at four occupations in a lifetime. This means he has to be retrained three times in his life.

Half of America's marriages end in divorce. Millions of mothers are left with little or no child support forcing them to reorganize their lives for self support in the care of their children. Each year there are hundreds of women between 25 and 45 years old in WNCC Reno/Sparks classes seeking or securing some sort of education that will support their needs for independence.

Half of the women in the nation work, many of them to provide essential income for family support. Scores of these young women attend community college during every term at Reno/Sparks in order to make themselves more employable.

Many Americans are retiring from their career jobs at younger ages — young enough to be interested in an additional career before they stop working entirely. This has been a pattern for military retirees for many years. Now it has extended to other occupations. They are quite a few middle aged students in Reno/Sparks classes who are sharpening their skills for employment.

The average age of community college students in Reno/Spark is 30. Half of the students are married and support families; half of the students are women. About 80 percent of the students work — about half of these full time.

More of the college students are in occupational programs than in any other area of study.

Many of the occupational students are enrolled also in the liberal arts classes learning academic subjects that will help them in their careers. They realize that job opportunities will increase for people with intellectual and social skills while they are decreasing for workers with only manual dexterity. They know that in today's world their work situation may change and the better the education, the better they can adapt to change.

Some of the students are in liberal arts classes to prepare themselves for entry into university programs.

Still other students in liberal arts classes have no intention of either attending a university or completing an occupational program. They want the education for an old fashioned reason — the content of the course itself. These people feel that a knowledge of English, or mathematics or social sciences will enrich their lives. They want the selected parts of college education to meet their own needs, with no consideration for earning a degree.

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Serving this interest is vitally important in America today. The requirements for intelligent citizenship are growing more severe. The nation faces increasingly complex problems. If self government is to prevail the nation's problems must be understood by the people as well as leaders. If selected college courses will help ordinary men to be a better understanding of energy, the protection of the environment, the understanding of the economy, the solving of world tensions — then people should have an opportunity to choose selected courses.

Another important segment of courses offered by the community colleges is in developmental education. This program serves adults who for one reason or another have failed to learn the basics. It permits them to upgrade English and mathematical skills to support employment or for further study. These courses are popular — serve hundreds of students.

A rapidly growing division of the community college offers community service courses and programs. These are the courses that are neither part of the liberal arts program or of the occupational or developmental programs. They are neither transferrable for university credit nor required for an associate degree.

They are the courses that make the college a community college rather than a junior college or a vocational school. These courses — added to liberal arts and occupational courses — make WNCC a comprehensive community college. An important thing for tax payers to understand about these community service courses is that they are self-supporting. The cost of instruction is borne by student fees. Although state funds support the rest of the university system, they are not used to support instruction for community service courses in Nevada.

What are these community service courses? A great many of them are of a skill-developing nature. People want to learn how to do things for their own satisfaction — in the arts, crafts, in mechanics, in homemaking, in sewing, cooking and gardening, and in certain academic skills and in recreation.

For the Fall Term of Reno/Sparks community service classes the college offered 14 craft courses, 22 home and garden courses, 14 recreational courses and more than a score of personal skill and special interest classes.

These community service courses provide a valuable "get acquainted" contact for the college. There is a steady movement of students, first attracted to the college by a community service course, who upon acquaintance with the college life, move on into liberal arts or occupational classes.

For more than a generation we frequently have been reminded that education is not immediately productive of economic potential, but more importantly should make life more interesting and more rewarding.

Community service classes do just that in teaching students the wide variety of skills that make the college program so popular in Reno/Sparks and a thousand other communities in the nation.

This is a mix that serves the diverse educational needs of today's changing society, a society where there is a need for education at all levels and all sites of life.
On the issues...

AN ATTITUDE
"The University of Nevada is rich in tradition, and the accomplishment of the University's graduates and faculty is remarkable.
"Such a record is made possible by a positive attitude — an attitude that I share in any job performance, be it in business or education."

A REGENT'S RESPONSIBILITY
"The Board of Regents should not meddle in the day-to-day affairs of the operation of the departments at the University.
"Rather, Regents should establish policy as a result of input from the University family and the public."

THE LEGISLATURE
"A fact of life is the University is supported to a large degree by taxpayer's dollars. Candid dialogue with the public and legislators in detailing justification of budget requests is essential."

CHAIRMANSHP OF REGENTS
"I oppose any chairman of the Board of Regents holding that position over two consecutive terms. It is folly to suggest that one person is so important — or other members so lacking — that such would be necessary."

FREEDOM AND ACCOUNTABILITY
"Freedom of expression and accountability for one's actions are as essential to higher education as they are to our country."

A BUSINESSLIKE APPROACH
"A businesslike approach to the University of Nevada is essential. Indeed, the University is big business and the University's Regents must establish and follow necessary policy to assure taxpayers that they are receiving top value for their dollar."

BALANCE AND QUALITY
"The University's success in presenting a "well-rounded" program to its students is to be commended. And, continuing emphasis on a balanced education offering with determination to maintain and increase quality is vital."

COMMUNITY COLLEGES
"The community colleges in our university system play an important role in the educational offering of our state.
"Under the Regents, the University of Nevada's 4-year institutions and the community colleges should work in concert."

A RECORD OF INVOLVEMENT...
- Charter member of Honorary Alumni UNR
- Member UNR Business College Advisory Board
- Director Sierra Arts Foundation
- Chairman Nevada Art Gallery
- Member and former Director
Cashell wants community colleges zoned

University of Nevada Regent candidate, Bob Cashell, said today he favors location of a community college president at the Reno campus of Western Nevada Community College.

Cashell also said the state should be zoned into three general areas for community colleges thus restricting the number of presidents to three. He said under the plan a community college president would be located in Elko, Reno and Las Vegas.

"This makes sense as to college population and geography," Cashell said. "It also is essential in the interests of efficiency."

"Indeed, over the years we may develop 12 to 15 community colleges in Nevada of varying size, and we don't need a president on each campus," Cashell said. "It does not make administrative or financial sense and is not in the best interest of the colleges," he said. "Deans could be the administrative officers of each college in a given district and they would report to the president in the zone in which they are located."

Cashell also said he strongly supports proposals for a single community college representative being placed in the chancellor's office to serve as a focal point for community college matters.

"This function is essential to serve the best interest of the community college while also working in concert with the best interests of the entire university system," he said. "This system also allows necessary flexibility of each campus," Cashell said.

The Regent candidate said at this time he is not particularly concerned with the title of the person serving as the community college representative in the chancellor's office.

"Rather, we must recognize that the principal concern is to fulfill an obvious void," Cashell said. "Whether this position evolves into a vice chancellor's position in time remains to be seen and will probably depend on job performance over the long haul."

"These considerations should be made in a business-like manner in the best interests of the university system, he said. "It is not a matter of personalities or one campus being more important than another."

WASHOE COUNTY SCHOOL NEEDS ARE CRITICAL — LET'S PUT HILLYGUS TO WORK FOR ALL OF US!

WASHOE COUNTY SCHOOL BOARD DISTRICT C

HAVAS WANTS COMMUNITY COLLEGES COORDINATED

The Nevada community college system needs more identity and communication within the University of Nevada system, according to Reno Regent candidate Paul Havas. He has continually stated that a Director or Vice Chancellor in charge of community colleges be appointed to coordinate community college business within the university system.

Havas also said the Reno-Sparks campus and the Carson campus of the Western Nevada Community College should be separated.

"I think both these steps have to be taken in integration of our community college system in Western Nevada," Havas said. The Reno Businessman said the elimination of a community college president last year by the board of regents "created a void of leadership." He said the appointment of a high-ranking officer to coordinate community college matters should be a top priority of the regents.

"It simply does not make good sense for the Reno-Sparks campus to send paper work to Carson and then have itcome back to Reno-Sparks for effective administration. The current process makes it impossible. Moreover, the Reno-Sparks campus needs its own identity.

"If faculty and students of the Carson campus and Reno-Sparks campuses are going to be represented fairly, they should have equal voting rights which demands a restructuring of the division bylaws of the university system. After all, look at the respective responsibilities in the context of geography and population. Reno-Sparks encompasses Washoe County and Carson has jurisdiction over seven counties. Cartarily, a strong growth pattern is contemplated for both community colleges.

"In sum total I propose that the Reno-Sparks Community College become autonomous and separate from the Carson Community College. Currently, Clark County, Elko, and Reno-Sparks and Carson represent three community college centers.

"It is truly apparent that Reno-Sparks be constituted as its own administrative center. The Reno-Sparks Community College as well as the Carson Community College require their own identity."

Havas said the community colleges do not have adequate representation on the board of regents now. I think we should take steps to maintain the identity of the community colleges while building a strong system through coordination and communication within the university system," Havas said.

"In view of the need for more participation on local levels, I have supported the premise of a standing committee or board of regents that would specialize in the area of community colleges. This standing committee would welcome input from the respective community college advisory boards.

"It should be noted that each community college should remain responsible for its own administration. It is not rational to expect the regents to be the representatives of the community colleges to subdivide their particular, local, or specific interests to a state-wide community college administration program. The community college presidents should continue to interest in a regents and legislative level," Havas said.

Havas said the second priority of the regents should be to separate the Reno-Sparks campus from the Carson campus of the Western Nevada Community College.

"Futuristically, Reno-Sparks should become the fourth community college. In order for the respective four community colleges to have adequate representation they need to be autonomous under the direction of a Vice Chancellor or Director of the Community Colleges. This would refine the interests of the community colleges and further represent the four faculty senate, the four student organization, and all other parties involved."
STUDENT GOVERNMENT
Leadership Seminar Held

Wadsworth was the site of the Student Government Leadership Seminar held Sept. 8, 9 and 10 at the S Bar S UNR Field Laboratory.

Situated along the Truckee River two miles north of Wadsworth, the rustic 288 acre ranch offered a quiet setting for the seminar. Spending three days away from telephones, television and radio were Felicia Braxton, ASWN President, Kim Webster, Vice President, Mark Rea, Treasurer, and Senator Jerry Bowen and Patty Peterson. Others in attendance were David Wood, Director of Veterans Services/Director of Student Activities, Ed Gould, counselor, Ethel Pittman, Echo Editor, and Lynne Cocuzza, Administrative Assistant to the ASWN President.

WNCC Vice President, James Earlye spoke to the group about the importance of student government serving the needs of the student, the use of student fees and the voice of the student in student government. On why the seminar was being held, Dean of Student Services, People Miller, said, "It's important for the students to get some time together to get to know each other; to talk about goals and objectives of the year; to learn to work together as a group, and to learn leadership and communication skills to better serve the needs of the student body." Also discussed by Vice President Earlye and Dean Miller was the Phase III building of the campus, the importance of USUNS, the role of WNCC in USUNS, and the extension of Parr Blvd. "It is important that we press for the extension of Parr Blvd. from Highway 395 to the Campus to provide better student access to the college," said Miller.

Dave Wood opened the seminar with a depth enfoldment exercise which dealt positively with past experiences. In her portion of the workshop, Judy Davis from the UNR speech department, illustrated communication skills through role playing by student government members.

A highlight of the group problem solving exercises led by Ed Gould was to solve a game of ‘Clue’ from A to D using measures of "mists, mps, mrs, woms and lutus." Trying to determine how many mps, mrs and woms, there are between A and D illustrated how easily a communication gap can develop within a group, all speaking a different language. If you don't believe this, ask Ed to let you solve the problem with your best guess. You may become bitter enemies within a half hour and still not solve the problem.

Ed Gould burns the midnight coals.

During the encounter sessions "refered" by Ed, students were allowed to air their gripes, likes and dislikes about each other and about things happening within the group individually as well as a group.

One of the most heated issues of the workshop on conflict resolution was Student Government vs. The Western Echo. It was the belief of ASWN President Felicia Braxton that the editor should assign someone to cover student government meetings. Ethel stood fast on her decision that regular student government meetings are not a news item and information from routine meetings should be given to the Echo by a representative of student government; that when a "news" item was on the agenda, someone from the Echo staff would cover the meeting and get a story. After considerable discussion, it was resolved that the Echo is understaffed and that compromise should be reached to get items about student government into the Echo.

On the last day of the seminar, a strength bombardment exercise was introduced by Dave wherein each person wrote on an easel pad what they felt were their good (strong) points. Each of the others then wrote what they thought were good points of that person. Each person then read these good points to the subject person. This exercise proved, after two days of tearing each other down through encounter and other sessions, that each of us do feel good about one another and do have positive thoughts about each other.

After spending three days together, away from all distractions, cooking as a team, eating and living together as a "family," airing gripes, problems, communication gaps, and finally telling one another the positive side of each, the group ended the seminar with good feelings about the year to come for WNCC through the efforts of student government.

"We hope to hold another such seminar again this school year as a positive reinforcement to this one; to maintain group communication and cooperation; and to better serve the needs of the student body," said Wood.

"For a first, this was certainly a rewarding three days for all of us. I can honestly say this is probably one of the best all-around workshops of this type that I have attended," Wood continued.

A three day conference in Wadsworth, Nevada, Don't laugh. The setting and accommodations are terrific. To Mike Schoonfield, Superintendent and Assistant Professor at the S Bar S, from all of us, "A special thank you for your cooperation and for the use of the facilities. We'll see you again."

By Jerry Bowen

Editor's note: If your group within the University of Nevada System is interested in finding out more about the S Bar S, contact the College of Agriculture at UNR.
Registration at WNCC brought thousands to Reno/Sparks Campus.

They came from all walks of life; they registered,

waited patiently,

the young,

and the old . . .
"One place where one person does make a difference"

Committee to Aid Abused Women

By Patricia S. Ballenger

The feeling of being a small cog on a large wheel is common in today's society. The world is so large and has so many problems that it is easy to feel as though what one person does can't really make a difference.

The problem of battered wives has been getting more attention lately, at any other time in our history, and still, it would appear as though we have just scratched the surface. Before anything can be done about a problem, it has to be recognized as a problem. Wife battering has been around since the middle ages; in fact, it has been around so long that people make jokes about it, i.e., "I think I'll go home and beat my wife." When a subject becomes part of our social talk, as with the wife-beating jokes, it is hard to step back and take a look at what you are laughing at. The laughing is conditioned reflex. If you stopped and really thought about it, you would be ashamed and horrified.

You wouldn't laugh if you heard someone say they were going out to beat someone up and rob them; and yet, when a man beats up his wife he is robbing her as surely as if he had taken something tangible from her. In fact, what a woman loses when she is beaten by her husband is much harder to replace than something tangible; she loses her self-respect.

That's one of the reasons the problem of wife abuse has been allowed to stay a 'family problem' for so long. The wife who is being abused is ashamed to tell anybody about it. Some wives feel they must have done something to deserve or bring on the beatings.

The wife thinks, "This doesn't happen to my friends, I must be doing something to provoke this... Maybe I contradict my husband too much... Maybe I let the children bother him too much... Maybe if I kept the house cleaner and didn't burden him with the problems of running a house with small children." Yet these problems are faced by everyone, every day. What makes some people unable to cope? These problems need to be talked about, need to be shared.

An average person, without family violence in his or her life, hearing about a woman who has been beaten, doesn't understand why the woman doesn't just leave. Being economically and emotionally tied to someone who is inflicting abuse on you has a very paralyzing effect. An alarming percent of men and women that are involved in family abuse come from a home where there was violence of some sort. Either their parents abused them or their father abused their mother. If this one fact alone could be brought to the attention of the public and to the awareness of the battered wife herself, maybe more of these women would take positive action to get themselves and their children out of this terrible situation.

A battered wife often stays with her husband because she feels it would be unfair to take the children away and make them live without the advantages the man can provide. She questions, "What can I offer them?" A woman needs to realize that these children, by living with the example of violence day after day, are being taught that violence within the family is acceptable behavior. If she could be helped to realize that by staying in this violent situation, she will greatly increase the chances of their children growing up to be either an abuser or abused themselves, maybe she would be able to find whatever it takes to change their way of living. A woman can often find the strength to do something for the sake of her children, that she wouldn't be able to do for herself.

This problem of violence in the family is no longer staying within the family. The causes of wife abuse have been discussed openly... the results of wife abuse have made headlines; as when recently a woman was charged with murder when she set fire to their home while her husband was sleeping, killing him. It was brought out during the trial that she had been abused by her husband for years, and had finally reached the breaking point. She was acquitted of the charges.

One half of the 1.6 million divorces each year in the United States result, in part, from wife abuse. Of the assault victims seen in the emergency room of Boston City Hospital, 70 percent are women who have been battered in their own homes. In Kansas in 1971, 40 percent of all homicides were cases of spouse or ex-spouse killing spouse. In almost 50 percent of these cases police had been called at least five times before the murder occurred. More police officers are injured or killed when responding to domestic violence calls than in any other way. In 28 of 33 cases in which a woman killed her husband the murder was "vicinity-precipitated", meaning the husband had initiated the violence.

The violence in our society, by example, increases the violence in the family. The violence in the family, by example, increases the violence in our society. Violence is self-perpetuating. THE CYCLE HAS TO BE BROKEN. This interruption in the cycle of violence can be accomplished within the community, on a personal level. If we can stop the example of violence being taught to children in the home, we can help stop the violence in society.

Violence exists in our society, it exists in our homes. We are aware of the danger in society and wish we could help to stop it. We have yet to gain a full awareness of the danger in our homes; and yet, this is where we can help to stop it.

There is a new organization here in Reno that is trying to effect this "BREAK IN THE CYCLE OF VIOLENCE." The Committee to Aid Abused Women (CAAW) has two primary goals: To help battered women, and to educate the public about this hidden and devastating problem. CAAW provides the following services: Free emergency housing; psychological support services; legal support and out of state services. CAAW is launching a campaign to educate the general public, as well as law enforcement, medical and other community agencies. CAAW is a young organization not yet a year old and is badly in need of any type of volunteer help or donations. Some examples:

- Be trained as a Counselor/Advocate for battered women.
- Staff the office and answer phones.
- Be involved in the public education campaign.

Help with the publication of the monthly newsletter.
Donate or find donations of food and clothing for the shelter.
If you are in need of help, or if you have help to offer, please contact CAAW by calling 358-4150. HERE IS ONE PLACE WHERE ONE PERSON CAN MAKE A DIFFERENCE.
Fastest growing crime in U.S.

RAPE

By Beverly Silkeford

Rape looms before us as one of the fastest growing crimes in the United States. Although an effort has been made to divorce the victim of this crime by hiring women police officers and reducing the stigma of rape, we have not given significant effort to remove the psychological trauma the victim endures. By demanding follow-up treatment by doctors, increasing telephone hot lines, and encouraging individual and family counseling programs, this problem can be overcome.

As aware citizens, we know that crime continues to increase. In 1975 the FBI reports show a violent crime such as assault or rape occurs every 31 seconds. Other reports inform us that one out of every thousand women in the United States remains likely to be the victim of sexual assault. Unreported cases of rape have been estimated to be between four and ten times that many. Rape does not confine itself to any socioeconomic class and, therefore, becomes a problem to all of society. These figures demand that we examine preventive measures as well as treatment for the aftermath of the rape victim.

As the crime of rape has increased, several public agencies have made available suggestions on preventing sexual assault. Walking only in the middle of the street, walking in pairs whenever possible, carrying whistles or mace, and always keeping locks in your house or car securely in place remain practices we all must employ. Listing only your initials in the telephone directory, checking credentials of workmen, being careful of strangers you meet and avoiding isolated places continue to be good practices, also. If attacked, make as much noise as possible and attempt to tell your assailant in the most vulnerable spots such as the groin, eyes or throat. Although these appear to be valid preventive measures the number of rape cases victims endure is growing and we must now consider the means of as the victim of sexual assault.

To provide the care that rape victims stand in need of, we must consider the many varied traumas they endure. It seems guilt feelings appear frequently in cases of rape. Until recently many cases of rape have gone unreported because of the stigma placed on the attacked person. For some reason, victims of sexual assault believe that they have somehow caused this act to occur. The idea that a woman placed in this situation would be attacked by her mate or that her mates should not be held to public scrutiny is a falsehood to be terminated. It appears that sexual attacks occur because of deep wishes to overpower a person of the opposite sex, not because of provocative behavior by the victim. By means of professional counseling a victim of rape can be made to understand that the responsibility for the attack does not fall on them.

Rape seems prevalent in many cases of sexual assault. After enduring the pain of physical assault many victims become afraid of strange places and new people. Exaggeration of this fear could become a phobia and prevent the victim from leading a normal life. Difficulty in engaging with new and different people may arise from the mistrust that has been instilled.

Masters and Johnson view this fear and mistrust as the greatest complication of rape. According to this team of experts, many women become unable to engage in sexual activities without recalling the actual assault. Such victims feel compelled to discontinue all communication with their partners. At a crisis time when love and support become ever more necessary, all interaction breaks off. The victim's partner is also classified as a victim. This person's upbringing and education may also let him consider that possibly the victim of the rape was a willing victim. Feelings of guilt may also arise as the person might feel that he/she should have somehow been able to protect the victim from the assault. Feelings that the victim has been somehow defiled may be present. Many times these emotions become even further complicated by shame for even considering them and remain buried in the subconscious.

By Professional counseling and family counseling many of these anxieties can be confronted and worked out.

Changing the laws on rape may also erase the trauma victims endure during prosecution of a rapist and may encourage the reporting of rape cases. Throughout history, the defense of a rapist has been to attack the social life of the victim. By proving that the victim's life is not worth living for all to see remains one reason many rapes go unreported. This could also lead to the victim keeping the attack to herself and losing any emotional problems faster to the breaking point.

The fact that some rape centers receive calls from women who were attacked as much as twenty years ago seems to enforce the thought that it was traumatic and until now they were timid to discuss the rape with anyone.

It appears evident that rape does carry an aftermath. Only through education and public understanding can people be encouraged to protect themselves from rape and its effects.
The while sports scene remains idle here at WNCC, the scene is not to be said regarding the professional ranks. Sure, there's some sport finishing up, one in progress, and two starting, but just about nothing the professional world of sports can really be.

First of all, there are the annual down-to-the-wire points races in the American League, it will be the Kansas City Royals, winners of the Western Division, and the New York Yankees, who defeated Boston on the final day of the regular season, to capture the Eastern Division flag.

The National League will pit two rivals in the opening round of the playoffs, namely the Philadelphia Phillies, who edged out the Pittsburgh Pirates in the Eastern Division, and the New York Yankees, who defeated Boston on the final day of the regular season, to capture the Eastern Division flag.

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The Dodgers also overcame adversity as well. In August, pitcher Don Sutton and first baseman Steve Garvey exchanged punches heard 'round the world, setting off numerous charges that this year's Dodger team would fold, as an insurmountable of the players getting along.

Forgetting that incident, the Dodgers did well despite playing a strong division, the National League East, which also includes the Atlanta Braves and the St. Louis Cardinals, but the Dodgers, who have, for the past few years, been the most consistent team in baseball, have come through the division unscathed.

The Dodgers are on a roll, and it's not just the pitching that's been the difference. The offense has been hot, and the defense has been solid. The team is playing well together, and it's showing in their success on the field.

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# Women's BasketBall Team Forming

By: Terri Gau

Pre-season training is coming together under way for all women interested in playing on the Women's Inter collegiate Basketball team at WNCC. There is no age limit, however you must be carrying a minimum of twelve credits to be eligible to play.

The women's basketball program should be a fun experience, although there will be a lot of hard work involved too. Daily training and workouts will begin approximately Dec. 1 at the Billingham gym.

WNCC is a member of the Golden Valley Conference. We have 10 games scheduled with seven of the games being played at home. Three of the at home games will be played at the Centennial Coliseum as preliminaries to games of the newly formed professional basketball team, the Reno Big Horns. Our three away games will be played at Lassen College, Feather River College, and Sierra College.

This is the first year a Women's Intercollegiate Athletic Program has been sponsored by WNCC. With student support, the women's program will be a big success, not only now, but in the years to come as we feel we are here to stay.

Women students interested in playing or desiring further information should contact Joe Ayarbe, Room 2019 as soon as possible.

I would like to take this opportunity to extend a special thanks to the Associated Students of WNCC, without their support and funding, we would not have this new Athletic program. I would also like to thank Dean Pat Miltenberger and Joe Ayarbe for all of their help in getting this program off the right foot, or bounce.

Editor's note: All right all you women hoopsters, dribble on into room 2019 and sign up for the WNCC Women's Intercollegiate Basketball team.

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**1978-79 Wildcat Basketball Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY</th>
<th>OPPONENT</th>
<th>LOCATION</th>
<th>TIME</th>
<th>DATE</th>
<th>DAY</th>
<th>OPPONENT</th>
<th>LOCATION</th>
<th>TIME</th>
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<tr>
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<td>Fri.</td>
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<td>Sierra College</td>
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<td>Butte College</td>
<td>Central Valley College</td>
<td>7:30 PM</td>
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<td>7:30 PM</td>
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<td>Sat.</td>
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<td>Feb. 16</td>
<td>Fri.</td>
<td>College of Redwoods</td>
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<td>Sat.</td>
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<td>Sat.</td>
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<td>Mendocino College</td>
<td>Lassen College</td>
<td>7:30 PM</td>
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</tbody>
</table>
Robert List Will Ask The Legislature To Hold Down Excessive Government Spending.

Dear Gabby:

Don’t Know My Name:

I noticed an agenda item for a student Government meeting about the purchase of name plates for student government members. Does this mean that they don’t know each other’s names, or that they don’t know who they are?

Know My Name:

I know my name. Do you know yours?

Robert List For Governor

Paid for by Newsstand for List, Dr. Kenny C. Gunn, Assemblywoman Sue Wagner, Statewide Coordinators.

Job Placement Report

WNCC Job Placement Office, North Campus
7000 E. Rancho Drive
Sparks, Nevada 89431
Helen Mulder
Phone: 673-6666, ext. 312, 313
Second Floor, Room 207B
The Placement Office is open daily Monday through Friday, and Monday evenings from 5:00 p.m. to 9:00 p.m. Jobs are posted on the bulletin boards located on the first and second floors. Information on these jobs and others is available by contacting the Placement Office.

JOB BANK SERVICE

Jobs listed with Nevada Employment Security can be viewed daily on a microfiche machine in the Placement Office. If you qualify for a job opening which is of interest to you, arrangements can be made to send you out for an interview.

With regard to the placement of students in jobs off-campus, special efforts are made to meet individual needs. Area of employment, salary, hours, and qualifications are taken into consideration as well as whether the student is seeking an entry level, job training type of position or a career opportunity.

Drop by or call the WNCC Placement Office.

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Dear Gabby:

Oh, Dear Gabby: Wow! I saw him again today. I’m so excited and scared. I’m afraid he’ll disappear again like he did before.

Dear Gabby:

I’m talking about the beautiful man in the student lounge that I fall in love with before. He’s tall, has dark hair, a beard, is in my age bracket (that is between 6 and 60) has the body of an Adonis, and he’s driving me mad, mad, mad.

Dear Not Willing:

I’ve been checking the lounge for a week trying to get a glimpse of the beautiful body-beautiful. There are several men who fall into this category. If I only knew who Adonis was, I could get his phone number, give it to you, and perhaps get you together again. (Get it, Humpty Dumpty?) Alright Adonis, please step forward with your phone number, just leave it in my box in room 207-D.

Dear Gabby:

We really do have a spoon problem now. I’m almost sorry I mentioned anything about having the yogurt spoons with the soup and the soup spoons with the yogurt now we don’t have any spoons.

Dear Gabby:

Oh dear, oh dear, what can I do to get the spoons back? Of course, the way the food machines have been working lately, there is really no need for spoons. The machine eats the money without a spoon, and gives me nothing, so why am I worried?

Hungry and Sorry

Love and Not Willing To Lose

Dear Curious and Ready:

The watered in the student lounge was raffled off at the WNCC Country Jam-boree. I don’t know what you’re ready for, but I do know that a number of students tried to sign up for the nonexistent sex education class they thought the watered was equipment for.

Dear Curious and Ready:

The strangest things happen in the student lounge. I saw a whole bunch of people putting their sandwiches in a box on the registration counter marked “Turn In Food Service Questionnaire Here.” Is this some sort of new garbage disposal system?

Survey San.

Dear SS:

Yes, I agree, the strangest things do go on in the student lounge. Anyone who would eat a two-week-old sandwich is liable to do anything!

No, the box isn’t some sort of garbage disposal system. What it is, is a survey being taken by the newly appointed Dean of Food. If you haven’t filled out the questionnaire yet, get your buns over there and do it before it’s too late. If you, and everyone else on this campus, don’t tell the Dean of Food what you want to eat, how will he know what kind of food to order??? Also, don’t complain to me if you don’t get the kind of food you want unless you complete the questionnaire.

P.S.

Write Soon

Love Gabby

P.S.

Write Soon

Love Gabby
Burnham proposes new food system

Have you had problems with the hot food or sandwich machines? Have these monsters rejected your money? Or kept your money and the desired food? Or worse yet, has the machine given you a less than wholesome can, carton or sandwich? Then you will be happy to know a new food system is proposed at WNCC.

In a presentation to the student senate recently, Frank Burnham proposed an alternate to the present, frustrating system. As soon as special accounts can be set up, arrangements made with suppliers, equipment obtained, and someone to handle the sales, food will be sold on the first floor by room 1017.

The proposal was endorsed by the student senate. Mr. Burnham is proceeding to make the arrangements necessary to implement the proposal. In order to have the best possible idea of what potential customers would like most, a questionnaire has been prepared and is available at the registration counter in the Student Lounge area, in Rooms 1017, and in the student government offices, 207/C.

Response from faculty, students and staff may be turned in at these three places.

Hot and cold sandwiches, milk, yogurt and chips may be available depending upon response to the questionnaire and to the service once it is implemented.

ATTENTION: All Financial Aid Recipients.

The mid-senior report will not be released until a student has had his/her instructor complete the WNCC Financial Aid Progress Report. In the event a student does have the Progress Report signed, it indicates that the student is not progressing satisfactorily, the checks will not be issued to the student in question.

Judi Wilton and Jo Defuy can be heard playing their guitars and singing almost every day on their noon hour.

Student Health and Accident Insurance now available to students registered for 7 or more credits. Pick up a brochure at the 2nd floor counter.