WNCC building takes shape north of Reno

Architect's drawing of WNCC's new Reno building shows modular characteristic that permits expansion as future needs require.

by Gene Parrott

On the hillside just north of Reno in the Sun Valley area, what appears to be an attractive residential complex overlooking the city is under construction.

First impressions are deceptive, however, because the unusual building is the new Western Nevada Community College facility being built by O'Conne Construction Co.

Designed by noted area architect Hewitt Wells, the building departs from the traditional educational facility look and incorporates the use of modules, each 30 feet square. The modules are grouped together at different levels, and at separate relationships to the slope of the mountain where the new facility is located. Each of the modules is a self-contained unit with its own heating and air conditioning controls. Consequently, if one unit breaks down, it can be replaced without shutting off the entire system. Wells explained that the use of this type of structure will provide both the efficiency in use and flexibility in development necessary for this particular building.

The structure has load-bearing walls only and the contemporary open education concept of the architecture is evident. The openness gives the building an almost limitless flexibility, and the modular design makes it structurally and mechanically simple to add on additional areas.

The new building is actually being built under three separate contracts by the same contractor. Because the bids on the second contract were lower than anticipated, more money was available and an additional two modules will be added under the third contract.

The portion of the building under construction now will have an area of about 30,000 square feet. This phase will contain several special use labs for business, science, nursing, and an X-ray suite.

Also included are; of course, classrooms, a seminar room, a large student services and admissions area, a lounge, business office, administration offices, and faculty offices. All areas are open and in view of adjacent offices.

The faculty offices are not totally enclosed, and are not spacious individual rooms. Students will have easy access to administration, student services, and faculty areas. The designed structure gives each module unity within itself and flexibility with related modules.

Total costs, including site development, construction, utilities, roads, consistent and architectural fees will amount to $2,500,802. The 1977 Nevada legislature appropriated the initial funds to get the project off the ground, and the 1976 legislature delegated funds to cover the portion being constructed now. The University System's capital improvement program will present to the 1977 legislature a request for approval of a major addition that will triple the area of present construction.

Wells said, "Under construction now is the first part of a structure that is contemplated to eventually contain 500,000 square feet of floor space and serve a student body of 3,000." Wells also pointed out that there is a definite need for more space and additions to the building may take place over a space of several years as the legislature takes two years to process and appropriate funds.

The property on which the new building is located was given to the University of Nevada by the Bureau of Land Management after a request from the Board of Regents. Originally planned as the site of a Desert Research Institute building, the regents decided to use the land for two separate facilities in order to save money. The DRI building is in the initial stages of construction and is a few hundred yards from the WNCC building. The DRI and WNCC buildings are completely independent, but site development costs were saved.

Landscaping of the college building will be relatively simple because a naturalistic approach is being used. The natural vegetation and contour of the hills will be retained. Boulders and rocks will remain on the hillside and natural vegetation with planting that utilizes a minimum of water and fits well into the site landscape will be used. University of Nevada System architect Harry Wood says, "The building is designed to fit into the particular site. It creates numerous interesting interior spaces as well as a delightful entry court. It's different from the stereotyped institutional box."

The scheduled completion date of the building is December of this year, and instruction may begin there as early as the spring semester in 1977.
Comments opinions

This issue product of journalism class

WILDCAT STAFF

For this issue:

Managing Editor

Don Lynch

Instructor

Lee-Ann Keever

Students from these United States are still a viable political force. Their influence is felt in every major political unit in the world, according to student leader, Lewis Hardy, South Carolina president at WNCC, a member of the National Advisory Board of the Student National Association.

Speaking after his return from a recent NSC meeting in Washington, D.C., Hardy stressed that students are perhaps the most moderate and forward-thinking group of people, since a new political organization along these lines.

The 36-year-old son is now the oldest and largest and best represented of any student body registered with the federal government. "Unfortunately," says Hardy, "the right-wing groups are better organized and have the money to spend on the campaign." We are well known to the federal government, most foreign governments, and state and local governments on the East Coast. By contrast, he says, "There is far Western United States, where a large concentration of students in large universities and colleges, which, through the power and services of the United States National Student Association.

Recently, we are attempting to acquaint students in this area with our organization.

Hardy, along with Debra Barbell of El Monte, Calif., represents the far Western United States, which includes the states of Alaska, California, Nevada, Utah, Washington, Idaho, and Oregon.

Western Nevada Community College (Stead Campus), has been given a nickname: "Tumbleweed Tech." This term is appropriate to the great number of abandoned Air Force MiG-80 that have been redesignated as "Wasteland MiGs," and are surrounded by brown and black means.

While the term "Tumbleweed Tech" is spoken among young people, it is understood worldwide as a means of communication. This seemingly harmless name—calling hasty the further demise of the Stead Faculty. Such a statement can only serve as a note to other advertisers. It has sometimes been stated that a WNCC there are lower standards of education and differences between "Tumbleweed Tech" and the University of Nevada, Reno, is that one serves the needs of the working man and his children, and the other serves the rich. It is a fact that an education at UNR costs nearly twice as much as at WNCC and the rivalry of the two schools is not as intense as that between the University of Nevada and Washington.

Students are no different from anyone else in society. They are no different from anyone else, regardless of his wealth or social standing. In this sense WNCC is a friendlier place to work.

Too many students at UNR are concerned with their social pro-acts rather than their educational goals. Granted, at WNCC we might be of a different "class" of people, but we are, for the most part, anxious to learn. This is due to one significant difference in maturity; most of the students at WNCC have already been on their own, working in the community, and have learned the hard way that they lack the education which is so essential to their survival. At UNR most of the students are straight out of high school and haven't the slightest idea of what survival in the Age of Technology means. How could they know if they have not yet experienced it, they cannot associate with it? Yes, we need a totally different kind of school than UNR, but this does not mean that WNCC is any less important to the needs of the community.

Broken-down buildings and long drive through the desert to school should not keep students from deciding to study here. The area is wonderful, and as strong as anywhere else, provided the student knows what he is to be gained from it.

There is nothing, at WNCC, in my opinion, than to be a member of a large class of over a hundred students, and to listen to a lecture which education through his own experience. In the smaller classes at Stead a student is given more opportunity to express his own views, and students have a direct influence on the staff, and can feel more "at home." The learning experience is shared at WNCC, not just given.—Daniel Wood.

Atmosphere differs but learning same

Student government needs involvement

All forms of government seem to dwell in the presence of certain, almost identical, ideas. The same statements expressed in student governments are, of course, no different and would be similar to any other being cured, can claim no exemption. In conversations recently, our student leaders seemed to collectively agree that their difficulty with two primary deficiencies. Until now, generally acknowledged, are recognized by all student government.

The first problem that is encountered by almost any student government is maintaining active contact with students and encouraging them to be involved. Of course, isn't necessary to say that apathy abounds, although it is a part of the overall picture. Rather, the constancy is that, as a whole, well thought-out ideas and input exist, they must be sought out and encouraged to be actively pursued. Many times, this will means meeting on a one-to-one, semi-private, type, it is difficult to encourage a student to dedicate a part of himself to what may be an elusive goal with little immediate or tangible reward.

The second problem that is often vocalized is that of mishandling credibility in all circles despite opposing factors. This may not concern student governments until one considers that a student's government's focus is subject to more exposure than most elected bodies. An elected official must see that he is ever careful in being open, truthful, understanding, and, above all, consistent. A single move taken with a lack of good faith immediately destroys months of work and preparation. Unfortunately, a leader and spokesman for a government body will sometimes be as damaged by the unauthorized comments, inaccuracies, and contrary remarks by a member of his own organization. Their responsibility is not, of course, little, but the issue here is what happens if it happens.

The solutions to these problems have been repeatedly reviewed and time again, but still remain elusive, for it is up to the individual to provide them. First, get involved — your help is always needed. As a matter even. Your thoughts are invaluable. Second, unity — it is true that "in unity there is strength." Certainly, no one expects blind acceptance of any student legislation, poor organization, but discussion and compromise will bring many of the problems involved. Work for that major role, and always try to accept leadership as well as participate in it. — Lewis Hardy

Lewis Hardy

 Comments opinions

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Is gun ownership a dying freedom?

A great national controversy on gun control continues to rage between opposing sides. The mere mention of gun control gives gun owners a justifiable fear of the government, as gun control ideology with considerable enthusiasm and support.

At this time most of the public on gun control involves the private ownership of handguns. Anti-gun senators Jacob Javits, Abraham Ribicoff and Charles Percy all support gun legislation. Senate anti-gun bills, S. 2132 and S. 2133. Both laws would abolish private ownership of all handguns and require registration of all other firearms not classified as handguns. The passage of these two bills into law would be disputed by millions of gun owners across the nation. Also, these bills would surely result in a close-knit group of anti-gun oriented robots working within the Justice Department—probably using the courts to further their goal.

Larry Klewstrom, firearms instructor at WNCC and detective for the Reno Police Department said, "Certain legislation on existing gun control laws is needed, but confiscating handguns is not the answer, how would the U.S. Government collect all the handguns?" Klewstrom also spoke about gun registration, "I do not think registering firearms would achieve its desired effect, although it would help. The ideology behind automobile registration was to stop thefts, but it has not accomplished its objective," it is easier to identify or find a stolen car, but registration does not affect auto theft.

Klewstrom went on to say that "guns don't kill people, people kill people; it is the person behind the trigger that you have to worry about." Perhaps encouraged by Klewstrom would dictate that tougher laws are needed for criminals using a gun during the commission of a crime, and not laws directed toward the common law-abiding citizen.

Maybe revisions are needed in specific areas of our gun laws in order to make our circuits, gun laws, and having all other firearms registered is not the answer to a crime wave in some areas. United States. Senators such as Percy, Ribicoff and Javits must realize the full effect and derogatory impact that both laws would have on the gun owner's situation.

Gun control advocates have a selfish, impractical dream that crime can be eliminated. By contrast gun owners are threatened with losing some of their most cherished possessions, as well as their right to keep and bear arms.

Jim E. Lopy
Position of sportsmen, gun owners defended

Wildcat Editor:
Dear Confused, On-the-banqueted, Bas Bunting, Etc.: I would like to clear up a few points which were either fully or partly untruthfully implied in your "Guns of Autumn" article, Oct. 31, 1979. Also, I want to present the hunter's and outdoorman's viewpoint of the controversial program, "Guns of Autumn."

Before getting into the meat of this letter, I want to say that, if you are one of the small minority of Americans who are a vegetarian and who do not consume any products of animals, fish, or a plant, then this letter does not concern you. If, however, you do consume such products as beef, eggs, chicken, fish, or even chocolate, then this letter concerns you and your way of life.

First, I would like to reply to the statement made in your article, "It is absolutely incredible that Gov. Mike O'Connell should attack the C/SNS network for its airing of both the "Guns of Autumn" and "Echoes of the Guns of Autumn."

As admitted in a letter paragraph from your article, Gov. O'Connell is not only an "avid outdoorsman," but is also the governor of a state which is heavily populated with hunters and outdoorsmen. I fail to find anything "absolutely incredible" about an elected official who is responsible to the majority of his constituents as well as one who is not afraid to voice his own opinion.

I can only assume the author of the letter is not familiar with the work of the American Sportsman (Hunting, Fisherman, Camper, Hiker and Alike). Yet, I have no hesitation in asking him to ask a question. What is the difference between the public and private lives of an elected official? And, what is the added cost of the public dollars spent to make sure he or she is at a "public" event.

As I was saying, the subject of the American Sportsman (Hunting, Fisherman, Camper, Hiker and Alike) is the most public and controversial issue today. Yet, no one asks questions about it. In either case, the fate of the animal, fish, or the human being is the same. It is dead. And, as just as you have said, it is dead just because it is there.

I feel that, in regards to fairness, the action of hunting and fishing at least gives the game a chance to use its own natural talents and abilities to outwit the "sportsman" in its own natural environment, whereas the animal, fish, or bird is to be slaughtered as coldly and methodically executed with no chance for reprieve.

I hunt and fish, as do many of my friends, but I do not condone nor believe in the torture of game. This is a practice that is against every sportman's code or set of rules which he has been taught from childhood. "A natural death." As the author of the article, you have stated that the fallow deer is wounded, and as it lies on the ground, it is speared with horrified and helpless sportsmen."

I will refer to the November 1979 issue of the American Rifleman magazine, where an article entitled "How the "Guns of Autumn" Hunting Program Damaged Nature and Wildlife" is stated that the fallow deer was hunted on a private preserve and not on the preserve of the person objected to by the author. The deer was shot, staked, and penalized with great pain and the death of the animal. The objection was over-ridden for the good of the animal and the environment. However, this article states that "an animal's environment is really like the ocean and the stream. The sport of hunting or fishing is not a lust to kill as it is presently described in the media. I am quite sure to some extent the author of your article and the "sportsmen" are really like those who are interested in nature, our country would not be as beautiful as it is today and we would not be able to enjoy the many things we now for granted, such as hydro-electric production, holding naturalists, and all kinds of food. It is through controlled harvesting of wild game, (which is provided for by nature's own cycle whereby the fittest survive and the strong prey on the weak), as well as control of our natural resources, that we now have as many healthy populations of wild game as we do today.

Now in reply to your statement that hunters are men who have lost their sexuality and identity, and should be placed in the same category as the drug and murderers. I know that I believe in and support controlled hunting and fishing. I also like hunting and fishing, and I do not pretend to condemn a part of our way of life which I enjoy, that of eating meat. I don't believe, nor does my wife, that I have lost any of my masculinity because of my botulism or beliefs. Neither I nor the law of the land, believe that hunting, hunting and fish I should be placed in the criminal category.

Lastly, I would like to present a comparison, and then I will let the readers judge whether or not "we've seen the truth" printed in your article "Guns of Autumn," or in the film "Guns of Autumn," and "Echoes of the Guns of Autumn." Everyday, on the TV, we see dead and mangled bodies of human beings who have been killed by the numberless killers in our country, from an innocent drunk, to a bank or carjacker.

Yet, because this type of driver is still a minority, we don't attempt to ban him or remove him from our roads. We don't attempt to stop the licensing of people who are not required to take physical examination and an actual driving test each time they apply for a new license. We don't do anything about the hunting of wild animals, than to push for better legislation to help stop the number one killer of human beings. It is this "absolutely incredible" aspect of people like yourself that I cannot understand.

Thank you for taking the time to read this letter, and if you believe in fair play, and equal time, please print it.

David O. Snyder.

Stead library serves entire north area

By Linda Roed
If you think the Stead Library's primary function is to serve the needs of the Stead campus, you are wrong. The Western Nevada Community College, a relatively new institution in its role at the college, the Stead Library is the base for the Washoe County Extension Department and the most comprehensive library in the area.

The three Washoe County bookmobiles and the Jiffy Book Service originate at the Stead Library, Extension Department. The book collection for this department is stored at the Stead Library.

In serving the needs of the surrounding community, Stead Library is planning to make area schools and colleges library resources. The projected summer programs include a first aid course and a weekly craft program for adults and teen-agers. Mother's Helper Program for young boys and girls who are thinking of going into the babysitting business or who are left alone and need to know what to do in case of an emergency. In addition to the weekly children's films, the Stead Branch Library plans a one-day marathon of old-time films for the adults.

With these programs continually ongoing, it's easy to understand why the Stead Branch of the Washoe County Library's circulation has grown so dramatically. The first three months of 1979 produced circulation totals of over 3,100 a month. The Stead Library is well equipped to handle these increases in terms of available materials for their patron. There are over 31,400 books, 94 magazines and 10 newspapers housed at the library. In addition, there are Super 8mm movies available for circulation or in library use and a public, color-operated Xerox machine.

Western Nevada Community College has available for students a special collection of materials as well as other materials. These materials will continue to be available to students during the summer. They include special books prescribed by Wright State University's students, some audio-visual equipment and typewriters for the use of community colleges. The community colleges books are shelved according to the Library of Congress or LC classification. The same is true of the materials of the Gotchell Library, University of Nevada. If you haven't had any experience with the LC classification, and are relatively new to library work, the Library of Congress has been created to familiarize with the system. This will enable you to better understand LC as the collection is much bigger than Stead and for that reason, it would be easier to find the areas of interest to you.

The summer hours at the Stead Branch Library began May 1. They are 9 a.m. to 6 p.m. Monday through Thursday and 9 a.m. to 5 p.m. on Saturdays and Sundays.

The library is located in upper Stead at the corner of Bob's House and Mr. Charles McMillan's home. The library is a Washoe County Library card, the librarians at Stead Library are prepared to help you get one. If you have a library card from the Sparks or the Reno Main Library, you may use it at the Stead Branch.

Personally, I think the mission of the university is not just to prepare people for the economy but to get them thinking about education as well. Perhaps the university should get out of the military-industrial complex where it is now. We have many programs, because that may not be its mission either."

GEORGE EMGUND G. BROWN JR.
College administrators had become acutely aware of the time and expense they were demanding of staff and faculty that had duties to fulfill both in the Reno-Steod and the Carson City areas. The results were that neither campus had many full-time faculty, or many fully developed program areas. In addition, rural areas suffered from a lack of proper attention.

So it was in January, 1976, that Dr. Charles Donnelly, President of the Nevada Community College division of the University of Nevada, Reno, suggested that WNC be split into two separate administratively controlled campuses: both to be known as Western Nevada Community College, but one being the North Campus and the other the South Campus. The South Campus, in addition to Carson City, includes Fernley, Fallon, Hawthorne and Yerington; while the North Campus comprises all of Washoe County.

The effects of what came to be a partial militarization of WNC are these:

* Transfer students are decreased, as is non-productive time on the road.*

* Emphasis on programs is changed on both campuses.*

* The North campus is to consist most of River’s occupancies and related areas, thus reducing any direct “competition” with UNR for students. The South campus, on the other hand, is expected to concentrate more on University parallel and community service areas.*

Programs, excepting to some extent the law enforcement and fine science programs, will be administered directly on the campus where they are taught. Instructors and administrators, hopefully, will be able to spend more time in development, participation and improvement than on the road between campuses.

The Learning Resources Center will continue to serve both campuses, likewise as it would take a great investment in money and time to add an additional center.

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Summer school offers usual list of courses

Summer school courses at Western Nevada Community College have been designed this year to permit an unprecedented variety of courses in many fields. The first day of registration will be alphabetical. Brochures showing the alphabetical, course, and credit hour information are available at all campus and centers.

The registration for July classes will be on July 5 for classes starting July 9. In computing the summer term, Dr. Charles R. Swann, Community College Division president, said, "The courses have been selected carefully so that our students who wish to do so can continue their educational programs on a year-round basis. The emphasis is on courses which can enable occupational necessity to transfer to complete their degree programs." Executive Dean James Eakle noted that there are 26 sections of courses offered during the first week of classes starting June 5. Of these courses are offered in a five-week session, but part of them make up an eight-week session held starting the same evening, June 7.

In addition, there are several courses offered during daytime hours at 9:30 AM, he said, and there are classes offered in the second five-week session starting July 5.

After the first day of alphabetical registration, the remaining days—Thursday and Friday, June 3 and 4—will be reserved for on-campus registration for classes on a first-come, first-serve basis until the classes are filled.

Registration for the WNCC summer classes at both Reno High School and Steam will be at the building in the afternoon workload for the College.

The first day of registration will be held at 9 AM.

students display art

An art exhibit, representing works from students attending all centers of WCDC, will be held at Bells River gym in conjunction with "Arts 76," the UNR art festival.

Art instructor Bob Hill, who has been at the school for six years, expressed pride in both the art and those who created the show.

schedule for...

ALPHABETICAL REGISTRATION

Wednesday, June 2 and July 7 for Both
RENO AND CARSON CITY AREAS

Students planning to register on June 2 and July 7 must follow the alphabetical schedule below. Students will be admitted prior to their designated time sequence. Eligible students in Reno must enter the southeast door of the Pavilion Gymnasium, which faces Main Street. Eligible students in Carson must enter the main entrance to the campus building.

Registration Schedule

First Five and Eighth Week Sessions

Wednesday, June 2 — Alphabetical Registration
See Schedule Above

Thursday and Friday, June 3 and 4 — Open Registration
8 AM to 5 PM

Late Registration

Monday, Tuesday, Wednesday, and Saturday, June 5, 6, and 7
Open Registration 11 AM to 5 PM

Reno Location: Hug High School, Center Office
Carson Location: Campus Building, 2001 West Nye Lane

Second Five-Week Session

Wednesday, July 7 — Alphabetical Registration
See Schedule Above

Thursday and Friday, July 8 and 9 — Open Registration
8 AM to 5 PM

Late Registration

Monday, Tuesday, July 12 and 13 — Open Registration 12 noon to 5 PM

Reno Location: Hug High School, Center Office
Carson Location: Campus Building, 2001 West Nye Lane

Materials

To register you must have the following:

1. Valid social security number.
2. Meet all previous financial obligations to the College. If you have an outstanding balance and are not eligible to register, you may pay off your balance at the Accounting Office, 100 Humboldt Avenue, Room 203, in Reno or at 3220 West Nye Lane in Carson City.
3. Satisfactory grades on all previous classes.

Advisors

Contact you advisor for registration information.

Add and Drops

To process a change of registration a student must complete an official add/drop form at the designated late registration site. Add/drops will not be accepted until the last registration day. Students attending classes in which they are not officially registered will not be registered.

Scheduling/Withdrawals from classes will not receive refunds unless an official add/drop form is completed within the refund period.

Cancelled Classes

Western Nevada Community College reserves the right to cancel classes in which there is insufficient enrollment. Students enrolled in classes that are cancelled will be notified and offered the opportunity to enroll in another course or receive a refund.

Western Nevada Community College is in compliance with the Family Educational Rights and Privacy Act of 1974, which affords students access to their educational records for review. For access procedures, refer to the 1974-75 General Catalog and contact the Records Office at the Administrative Building.
Dear Wildcat Editor,

I am a junior at a small residential college. I have been trying to keep a job over the summer, but have not been very successful. I have tried several jobs, including a job as a lifeguard, a job at a fast-food restaurant, and a job at a local supermarket. However, I have not been able to find a job that pays well enough to cover my expenses for the remainder of the summer.

I have been searching for a job for several weeks, and I have been very frustrated. I have been spending a lot of time looking for work, and I have been feeling very discouraged. I have been thinking about quitting my job search, but I know that I need to keep looking if I want to find a job.

I have also been trying to keep my mind off of my job search by spending time with my friends and engaging in other activities. I have been trying to keep a positive outlook, but it has been difficult.

I am writing to you because I am not sure what to do next. I am not sure if I should continue my job search or if I should give up. I would appreciate any advice or suggestions that you might have.

Sincerely,

[Name]

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Women in transition

By Deana Black

My experience with anxiety is something that has been a part of my life for as long as I can remember. I have struggled with it for most of my life, and it has had a significant impact on my mental health. I have tried different treatments and therapies to help manage my anxiety, but nothing has worked.

I have been to therapists, counselors, and psychiatrists. I have tried medication, but it has not helped. I have tried different types of therapy, but I still struggle with anxiety.

I have been to therapy for years, and it has helped me to understand my anxiety and to cope with it. However, I still struggle with it, and it is something that I have to work on every day.

I have also tried different relaxation techniques, such as deep breathing and meditation. I have tried yoga and other types of exercise. However, none of these things have helped me to manage my anxiety.

I have been trying to find ways to cope with my anxiety, and I have tried different things. I have tried different types of therapy, and I have tried medication. However, I still struggle with anxiety.

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Students drama trip

By Linda Rose

Four plays in two days were seen by Western Nevada Community College students in Oregon. A group of 50 students from Reno-Stead and Carson campuses went to see Othello on Thursday, and returned March 25. This student body activity was co-sponsored by the Oregon Drama Club. Members of the acting and technical company conducted the group on a backstage tour.

It was very beneficial according to all who had the opportunity to attend, in terms of experiencing the performances and the getting together of students from both campuses.

The Oregon Shakespearean Festival presented: The Devil's Disciple by John Millington Synge, George M. Cohen, Hana by Henrik Ibsen and The Comedy of Errors by William Shakespeare.

"A clash of cultural attitudes of epic proportions" best describes the conflict involved in The Devil's Disciple. This melodrama takes place in a small New England village during the War of the American Revolution. The hypocrisy of the Puritan society and the conflict in the British military system produced both losers and heroes. Shaw said of his play that it contained "not one notable incident." Regardless, it was agreed by all that it was an excellent melodrama of characters who were struggling against their fate.

THE TAVERN BEGINS on a wild and stormy night when the arrival at a lonely tavern are: a romantic vagabond, a homeless woman, and the governor of the state and his family. They had been held up by footpads at a neighboring crossroads and developed as to the identity of each of the characters in turn. To the vagabond it is like a dream, an adventure in life directing the peculiar characteristics of the parts. Finally the keeper of the saloon takes certain of the characters back home, and the governor then takes on the optimistic tone in this sassy world gone mad somehow gives the audience a feeling that all is not lost.

A common crime

by Jimi Befkin

Rape is a crime. It is a crime directed against women even when the woman is physically incapable, mentally disabled, and even harder to prosecute. At almost any time or place a woman can be attacked, robbed, and raped, either by a friend, an enemy, a stranger or an acquaintance.

Rape is a matter of one person's taking what he wants whether the woman agrees or not. It is flaunting the powerlessness of the victim in court, but it is still so new that many convictions have yet to be won. Existing laws which demand that a woman's morals and past sexual history go on trial in a rape prosecution seem to be held, however, by the Victorian attitudes in which every woman was considered the property of man.

The dictionary defines rape as the carnal knowledge of a woman without her consent. Yet, the law which treats women as property, requires that the woman prove that she did not consent and that she actually has been violated. Corroborating evidence must be in the form of cuts, scars, bruises or force to show force and woman must be present in the underclothes or the vagina to show penetration.

Some states, however, have limited the use of a woman's past history in a courtroom. Her past history can now only be used if conversation relating to such is first screened by the judge or chancellor. If it is deemed admissible in determining whether she consented, it will be presented before the jury. Defense attorneys often try to open up a woman's sexual and social background to public display; she may be asked if she wears a bra, whether she goes to bars frequently and what she enjoys sexual intercourse. Of course, the purpose is to create the impression of a woman who is not only a typical victim but a potential victim that appears to be untrustworthy or carless about her sexual freedom. No other crime requires such strict corroboration as rape. When a burglary charge is made, the word of the victim is all that is needed to establish that a crime has occurred. But rape is a crime for which the burden of proof is reversed.

Another misconception has been that only big, burly, black brutes around raping innocent young white girls. It has been said that 11 percent of the arrests for rape were white, 67 percent were black. Another study shows that in 77 percent of the surveyed cases both the offender and the victim were black, and in three percent, Oregon plays seen

Student drama trip

the offender was black and the victim white. All statistics point to the fact that the black woman gets raped more often than the white woman. A fact often left out of the discussion is that the victim invites a violent assault, if not possible.

The reasons for rape are complex and do not lend themselves to quick analysis. For example, if rape is an everyday occurrence, it is important to make an attempt to get the women to report it when it happens and to help women avoid it whenever possible.

Letter to editor

Parents urged to speak out

Wildcat Editor;

Some weeks ago there were several articles printed in the Reno Gazette-Journal on the problems in Wooster High School. Expressed in these various articles were several points of view from teachers, parents and students. Some of the people who wrote the articles were about their concern for this school. I have children who go to middle school and even in these schools there are problems. Most of the problems seem to be with the small group of children. For some reason or another, these particular students feel that they have to be alone, assert authority and just plain hassle the other students. They do not hesitate to use physical abuse or threats to get what they want. Even though these children are few in number, they get the message across and scare the other children into submission. These assaults have been taken care of by the teacher because teachers don't want to get involved, the incident usually goes unpunished.

If these incidents start at such an early age, then it is not surprising to see the same thing happening in high school. It is up to the public, as concerned parents and citizens, to look at the problem and try to correct it before it gets out of hand. When a child comes home and tells his parents about abuse from another classroom, the parents should go to the teacher or counselor and find out what actually happened at school. If more parents checked into their children's activities, there would be a lot less unhappiness could be avoided. The school authorities could then try to solve the problem once they understand the situation.

A child, who is being abused or bullied in school, is not only unhappy and afraid to go to school, but he is also unable to do his work to the best of his ability. The same could be said for the child who is teased or not only unhappy and bullying child. The differences in the problems of different set of problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for.Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming problems, this is the difficult for schools to set different problems to work out and get help for. Without forming
Explore desert beauty

Who says there’s nothing to do in the desert? As a matter of fact, there is a lot to do in the desert. In particular, the hills around Las Vegas are quite a fun thing to visit. If you’re a trail enthusiast or enjoy riding a motorcycle or a four-wheel drive vehicle, you can choose one of dozens of trails surrounding Peavine Peak.

One trail in the Peavine area is actually a road which was cut into the hills to provide access to a television transmission tower. The view from the top of Peavine Peak is perhaps the most unexpected observation in the Washoe Basin, which is also easy to get to. If you don’t have a motorcycle or four-wheel drive to get there, it’s just a short walk.

Wrestling boost

Offering sports such as wrestling at WNCC would give Nevada athletes a tremendous incentive for attending our college. Our school needs more recognition and full-time athletes. Right now, we’re in third place in a tough even team conference, and I think that is remarkable for a team that has existed for only four years.

WWE

Olivas named

Mike Olivas, Wooster High School’s basketball coach, was named coach at Western Nevada Community College this season.

The Western Nevada coaching job, essentially created to fill the void left by the departure of basketball coach at the present time, is a part-time position that Olivas said he will continue as an instructor in the Washoe County schools, but that he will resign his Wooster coaching position.

He doesn’t know whether he’ll be teaching at Wooster or some other school.

Olivas will replace Joe Ayarbe who resigned as basketball coach at WNCC in February to become director of student affairs, a post in which he also retains the position of athletic director.

Ayarbe, who has been with Western Nevada since the school started classes in 1969 and who started the basketball program at WNCC in 1971, has recorded this season.

Olivas’ Wooster Colts have already qualified for the State AAAA basketball tournament and three Northern Nevada AAAA Conference titles in the past two years.

Student wins national title

by Jim Lepay

Check Sampson, a sophomore at WNCC, has won the National Indian Activity Association Boxing tournament held April 24, in Pocatello, Idaho. Sampson defeated last year’s champion, Gary Konya of Colorado, in a three round unanimous decision for the championship. Sampson fought a total of four times in the tournament, battering his opponents with two first round knockouts and two unanimous decisions.

The NIAA tournament represented by Indians from 24 states, included entries from Canada. Some of the tribes represented in the tournament were Palaute, Shoshone, Sioux, Oniedas, Haneacks Chockta, Blackfeet and Chipewa.

Boxing trains body and soul

by Wayne Sampson

Boxing is a good way to help maintain mind, body and soul. It develops a sense of discipline. It also teaches you to be more fit as well as self-controlled.

Many people thin boxing is bad because you can get hurt. But under proper guidance, it’s safer than football or soccer and is safe as baseball and basketball. Minor injuries due to boxing include sore arms and hands, bloody nose, and if you don’t watch yourself you could get a black eye.

Boxing teaches you to be prepared, expect the unexpected, think, react, watch what you’re doing, and don’t lose control of yourself. In today’s world you never know what to expect from day to day.

It teaches one to be his own boss and be more of an individual. It teaches one to stand up for what he thinks is right. It also teaches a

need for improvement as one learns about competition and the desire for bettering yourself. You are what you think you are, and there is nobody except yourself that can become you.

Learning about boxing is like other sports, when it teaches you right and wrong, and the need to understand in order to cope with everyday life.

Boxing is a sport, and as more people take an interest, they realize it’s more than just punching someone in the nose.

It’s a sport that teaches one to be an individual. It teaches one to stand up for what he thinks is right. It also teaches a

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