THE WESTERN ECHO
Reno/Sparks Campus
Volume 3
January, 1979
Issue 4

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WNCC Great Freeze
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Phase III Begins
The Western Echo welcomes letters to the Editor.

Western Echo
Remarks to Students

Dear Editor:
The paper of WNCC, the Western Echo, relates well to the students and to their needs. It forms the students of changes that are taking place. Such as the fact that hot and cold soda, yogurt and chips will be sold from now on by room 1017. This is a much needed service to the students. Now the students don't have to stand in front of the vending machine and say a prayer, hoping they might get something in return for the money put into the machine.

The Western Echo also informs students of problems facing the community and what is happening on campus. It informs the reader where help may be available, such as C.A.M.O. to old students women.

The Echo also represents the interests of different students. It prints material submitted from students who otherwise couldn't get it in the Western Echo.

Once again, thank you for your support.

Hillyus Thanks
School Board Member

The Echo welcomes letters to the Editor.

Dear Ethel:
Please accept my sincere appreciation for the generous assistance and support you provided to my campaign for the Washoe County School Trustee position in District C. There is no doubt that your help played a very important role in the success of my campaign.

Such activities as advertising, phoning, preparing and installing yard signs, mailing brochures and walking precincts are all part of the hard work required to be a good candidate for any public office. The better the team the greater the chance of winning.

As you probably know, I have a firm commitment to the welfare of the students of Washoe County. I will work hard to be a good board member. My door or phone will always be open to you for any important or relative to education in the district.

Once again, thank you for your support.

Gene Hillyus
School Board Member

Guest Editorial
Off-Campus, Evening Activities Top Priority

By: Kim Webster

"The week of September 18-22, 1978 is going to be a success." That thought occupied a lot of time in all Associated Student Officers and staff minds earlier this week. The day the Associated Student Officers met to make the plans for the CASW's first week of Welcome. There was a lot of energy spent planning W.O.W. - brain work and leg work. Unfortunately, there was also a lot of wasted. The number of student participants in all activities leading up to the climax Second Annual Country Jamboree Barbecue could have been counted on the fingers of the Friday evening barbecue was a success, with about 450 people in attendance.

The week after W.O.W. wasn't a high energy time in the Associated Student Officer's office. People walked around with puzzled "where did we go wrong looks on their faces. After talking to several faculty members and to David Woodruff, the director of Student Activities, a Student Activities Survey seemed like a welcome alternative to the present guess work method of planning activities.

When the survey was given out, in 278 Student Government officials would have black and white evidence as to what activities and services students feel would meet their needs in the WNCC.

Of the 5,000 surveys mailed, 78 were returned by the Post Office for various reasons. Of the 5,022 remaining, we received 1,692 usable surveys, giving the response rate at 10.82 percent, as follows: (1) Check if you would attend activities - 126 Daytime, 359 Evening, 276 Weekend; (2) Check if you would attend activities - 345 On-Campus, 360 Off-Campus, (3) Should your student fees be used to pay dues to a statewide student lobby organization - 183 Yes, 233 Senate members' minds during the 1977-78 session; (4) Group Psychotherapy 10, Group Physical Recreation 10, Group Big Band 10. Students seem to be concerned about the lack of activities/services students would attend/utilize: (The following is a rank-ordering of results): 336 Used Textbook Re-Sale, 308 Weekend Bands/Concerts, 284 Arts & Crafts Show/Sale, 279 Evening/Weekday Dance, 239 Weekend Outdoor Recreational Activities, 238 Weekday Phonics, 236 Evening Outdoor Recreational Activities, 234 Phonics, 232 Evening/Weekday Phonics, 141 Daytime Phonics, 135 Daytime Outdoor Recreational Activities, 141 Intramural Sports, 130 Intercollegiate Athletics, 116 Lunchtime Lectures, 116 Community/Public Relations Activities, 113 Child Care Services, 110 Student Sponsored City League Sports, 87 Senator Citizen's Activities, 72 Local Residents, 60 Associated Student Officers. The result of an Associated Student Officers' survey of a list of activities/services that students are interested in attending. In the 1977-78 semester, student response was specifically indicative of the expressed need in the survey. In the two weeks of operations, the Associated Student Officers sold 37 books and we will again sponsor a book re-sale at the onset of the Spring 1979 semester. Interested students should call or drop by the Associated Student Officers office on the second floor of the main campus, room 2007C.

"Arts and Crafts Show and Sale" also scored a top priority activity, student government members should look at the Arts and Crafts Show and Sale for a pre-holiday activity next year.

An interesting note is the student's negative response to the question regarding student lobby. Perhaps the question as stated on the survey card was unclear. Or, perhaps students at the Community College genuinely do not feel that they need representation in the State Legislature. Again, when it comes to tribe deals for dues for the USLINS (Unrelated Student of the University of Nevada System), Neva- da's student lobby, in June of 1979, the results of the survey - student views - will, surely, be taken into ac- count.

Surprising to me is the small number of students who expressed interest in "Campus Policy Making Committees." With the 1960's only a few years behind us, it seems students have already forgotten their predecessor's attempts to make public policies which will effect their student lives.

Aside from the number statistics, the comments proved particularly persuasive. Students are concerned about student library organization - 183 Yes, 233 Senate members' minds during the 1977-78 session; (4) Group Psychotherapy 10, Group Physical Recreation 10, Group Big Band 10. Students seem to be concerned about the lack of activities/services students would attend/utilize: (The following is a rank-ordering of results): 336 Used Textbook Re-Sale, 308 Weekend Bands/Concerts, 284 Arts & Crafts Show/Sale, 279 Evening/Weekday Dance, 239 Weekend Outdoor Recreational Activities, 238 Weekday Phonics, 236 Evening Outdoor Recreational Activities, 234 Phonics, 232 Evening/Weekday Phonics, 141 Daytime Phonics, 135 Daytime Outdoor Recreational Activities, 141 Intramural Sports, 130 Intercollegiate Athletics, 116 Lunchtime Lectures, 116 Community/Public Relations Activities, 113 Child Care Services, 110 Student Sponsored City League Sports, 87 Senator Citizen's Activities, 72 Local Residents, 60 Associated Student Officers. The result of an Associated Student Officers' survey of a list of activities/services that students are interested in attending. In the 1977-78 semester, student response was specifically indicative of the expressed need in the survey. In the two weeks of operations, the Associated Student Officers sold 37 books and we will again sponsor a book re-sale at the onset of the Spring 1979 semester. Interested students should call or drop by the Associated Student Officers office on the second floor of the main campus, room 2007C.

Ladies Intergenerational Basketball

SIGN UP NOW Room 2019
“Good morning, Western Nevada Community College. . . . I’m sorry, I can’t put you through, we have no telephone service. . . . yes, we paid our bills . . . yes, it’s due on the 2nd. This Vice President Earlyd can’t have a telephone in his office. . . . And so it went the first week of 1979 for Sonia Sterrett, switchboard operator for WCNC Radiostation." The continued cold weather, with temperatures dipping below zero, had taken its toll on the Reno/Sparks building scene. High above a hill north of Reno, a cold draft entering through the furnace vents in the second floor science lab had frozen the water line to the emergency showers, causing the line to break. Because the building was closed for the New Year holiday, it isn’t known when the break occurred. By the time the telephone company discovered that the Sun Valley steamage was indeed being shut off by the WCNC telephone switchboard, several gallons of water had escaped from the split pipe.

As is the case, water runs down, and down it runs. The administrative office located directly below the lab was deep in water. Some of the walls were full of water; boxes of books stored in the telephone equipment room were full of water; Vice President Earlyd’s office walls and ceiling were full of water; several carpeting tiles in the office area were full of water. It wasn’t a case of water, water everywhere, it was worse. Ice had formed on both outside covered walkways on the ground floor, the outside walls of the first floor office area was covered with a sheet of ice; majestic icicles hung from the overhead walkways.

Jim Dickens, WCNC’s ever-faithful custodian, worked through the night of January 1 mopping up water and doing whatever he could so the offices could be used. He greeted returning administrators and secretarial staff with his usual bright smile and a cheery “Did you ever see such ice before?”

Structurally there is considerable damage. It is not known if the west outside wall withstand the strain of the freezing water. It may have to be replaced along with the ceilings, and carpeting in some areas inside the building.

Main telephone service to the building was completely knocked out. The only telephone that worked were the elevator emergency to UNR police and the pay phone on the second floor. Emergency phone lines came in Tuesday afternoon. Musting all the help she could get, Sonia saw to it that the four temporary phones (all that rang the lines were answered, and callers, as well as staff, weren’t in communication any more than necessary, since the water level of the phone system had been surprised, to say the least, when told; they would have to leave a message to be called back. In order to return calls, it has been necessary for staff to go to the administrative offices on first floor to use a phone.

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A look at the Copyright Revision Act of 1976
to "Xerox Or Not" BURLINGTON, VT. - (AP) The "fair use" guidelines of the Copyright Revision Act of 1976 attempt to offer guidelines for educators to follow in daily "to Xerox or not" situations. The following steps are listed in an article published "This Week at the University of Vermont."

A teacher may - make a single copy for his or her scholarly research or use in teaching or preparation to teach a class of the following: A chart, graph, drawing, cartoon or picture from a book, periodical, or newspaper. A teacher may - make multiple copies for classroom use only, and not exceed one copy per student in a given class of the following:
- A complete poem or less than 250 words and if printed on not more than two pages, or, from a longer poem, an excerpt of not more than 750 words; A complete article, sort of an essay of less than 2,500 words; An excerpt from any prose work of not more than 2,000 words or 10% of the work, whichever is less, but at least 500 words; One chart, graph, diagram, drawing, cartoon, or picture per book or periodical.

A teacher may not: Copy more than one short poem, article, story, essay or two excerpts from the same author, nor more than three from the same collective work or periodical volume during one class term; Make multiple copies of works more than nine times for one course during one class semester; Use "pieced" materials to create or replace substitute for anthologies, compilations or collective works; Substitute copy for the purchase of books, publishers reprints or periodicals; Continue to copy prevalent materials for the use of students above the cost of actual cost of photocopying.

Among its more certain passages, the law clearly states, "The fair use of a copyrighted work, including such things as research and teaching (including multiple copies for class room use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of any particular is fair use, the court will consider the purpose and character of the use, including whether the use has been made for profit or not for profit, the nature of the copyright holder. The amount and substantiality of the portion used in relation to the copyrighted work as a whole will be used in making the use of the copyrighted work as a whole. The effect of the use upon the potential market for or value of the copyrighted work.

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Chalmers Retires Leaves impressive record

By: Frank Buehrnham, Director of Administrative Services takes his

Chalmers, the first LRC library director, has left WCNC. Since he left WCNC he has been working as a librarian in various colleges and universities. He is currently working as the head of the Library at the University of California, San Diego.

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Everyone took turns answering phones here, Frank Buehrnham, Director of Administrative Services takes his

The sign above the main holding the four phones reading, "Communication Center or Your Local Bureaus", the secretaries wearing galoshes and jeans, the current traffic in and out of the "communication center", and the relatively high humidity, has brought administrative staff to working in a draft. The first floor has also confirmed there's a great bunch of people working for WCNC with a great sense of humor, that can overcomes any obstacles and get the job done.

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Chalmers Retired from the WCNC teaching staff in December. She plans to move more of the United States and will also take some fun classes at WCNC.

Chalmers has devoted most of her lifetime to teaching practical nursing. Coming to Reno 19 years ago, she was taught for 14 years in the Washoe County School District but before teaching in the WCNC practical nursing program in 1973. Rather than one year of practical nursing to the program. During the past 14 years she has taught 267 of the 280 in the WCNC nursing program.

Since she began teaching, Chalmers has seen a lot of changes in nursing. She said, "Since the first time I worked here it has been 14 years now. She attributes this to everything moving faster these days. Students are expected to do a lot more planning and study. I think teaching for Chalmers, because it "is they who will carry on."
Computers in the Classroom

TICCIT and PLATO Potential Remains

PRINCETON, N.J. — College teachers maintain essential roles in educating students even when computers are used in classroom teaching. Studies by Educational Testing Service (ETS) have found.

Two evaluations conducted by ETS at the community college level also demonstrated that while computer systems designed to teach students have not reached the stature often claimed for them, the potential remains for their continued development and application.

Both evaluations were sponsored by the National Science Foundation.

One of the computer-assisted instruction systems examined, TICCIT (TimeShared, Interactive, Computer-Controlled Information Televising), was devised to provide a complete and independent alternative to entire college courses in selected subjects, allowing students to exercise control over the pace and sequence of their lessons.

The PLATO (Programmed Logic for Automatic Teaching Operation) system was created to fit into a regular teacher-managed study program and supplement college course work. In the demonstration of PLATO evaluated, the system accounted for less than one-third of total class instruction.

In an evaluation directed by Donald L. Alderman of ETS, TICCIT was found to have had a positive impact on student achievement. Students able to complete a course using TICCIT generally attained higher posttest scores, particularly in mathematics, than those reached by similar students using common teaching practices. Higher achievement in courses given on the TICCIT system was especially evident among students with a strong initial grasp of the subject.

The study also found that TICCIT had a negative effect on the likelihood that a student would complete all requirements for course credit during a single academic term. For example, in mathematics courses at one of the colleges only 16 of 100 pupils enrolled received a grade with credit during an academic term, compared to an average of 56 percent for lecture classes.

When the subject matter itself is active teacher participation, such as in reviewing essays or discussing themes, the gap in completion rates between TICCIT and lectures closed.

Student attitudes toward TICCIT were more often less favorable than toward conventional teaching methods, but when English classes taught on the TICCIT system were supplemented by small group discussion with an instructor, attitudes improved over those expressed for lecture-discussion classes.

ETS's Richard T. Murphy, who directed the PLATO evaluation, and Lesa Milies Appel found no consistent positive or negative effects on student achievement or attrition — the drop-out rate — that could be linked to PLATO's use. The study determined, however, that PLATO did provide a medium of instruction with broad appeal to both students and teachers. In fact, PLATO students showed more favorable attitudes toward computers and computer-assisted instruction than non-PLATO students.

About half the students thought that course material presented by PLATO helped them learn better than course material presented in class lectures. Large majorities (70 percent to 90 percent) said they continued their instruction on PLATO beyond the end of class, felt PLATO made good use of examples and illustrations, believed they could make mistakes without embarrassment and could take part in their instruction at each step in the lesson, and expressed a desire to take other PLATO courses.

Observers found that students were attentive to their work, relaxed and enthusiastic, neither confused nor frustrated, and able to use PLATO terminals easily.

More than 80 percent of the teachers surveyed said PLATO had a positive effect on student attitudes and achievement, and better than three in five believed PLATO was beneficial to student-student and student-instructor interactions.

A critical factor that accounted for PLATO's high acceptance and usage was the control the teacher had over the system. Each instructor determined how much his students would use it and for what lessons it would be available.

PLATO is a large educational computing network developed at the Computer-based Educational Research Laboratory in Urbana, Ill. The display screen for a PLATO terminal is a panel that can provide simple repetitive skills to give students practice in basic concepts, or relay graphics to illustrate principles in the physical sciences and simulate laboratory experiments. Input is channeled through a typewriter-like keyboard.

Developed by the MITRE Corporation, TICCIT combines minicomputers and television receivers in its instructional system. The terminal is a color television set modified to accept digital computer signals and translate them into display frames. Students use an electronic keyboard that accompanies the television set to communicate with the computer system.

In the PLATO evaluation, lessons were computerized and integrated into current accounting, biology, chemistry, English and mathematics courses at five Illinois community colleges. More than 8,000 students participated in the study.

The TICCIT evaluation involved over 5,000 students in nearly 200 sections of certain algebra and English composition courses at two community colleges, one each in Arizona and Virginia.

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Emphasis placed on size, speed and value of product

Consumer Weakness Becomes Central Core of Advertising

Advertising's continual growth has created a persuasive force so strong that consumer have become its victims. This power advertising has developed, results from the unique techniques used to attract the general public. Though the techniques used may seem unrelated, they do center around a central core: "consumer's weaknesses".

Advertising uses a wide variety of methods in order to stimulate an individual to become a consumer. Many times an advertisement will only create an appealing image without informing the consumer about the product's quality, price, features. An example of such, involves the advertising of certain types of appliances or furniture where the consumer imagines this ideal product but soon becomes discouraged after he buys the item and discovers the outrageous price or poor quality. Often an advertisement may mislead an individual, and dishonestly promote the product. The Campbell's Soup Company was taken to court in response to their misleading commercial involving the placing of marbles in a soup bowl. When viewed on television, this commercial seemed to present a hearty bowl of vegetable soup, yet, in reality this mass of vegetables rested upon the camouflaged marbles below.

One of the most successful tools advertisers use involves tempting the right person at the right time. This type of persuasion often results in the product being sold which is usually unnecessary for the buyer. The midafternoon soap opera's prime viewer is the housewife who continually becomes bombarded with commercials stressing the importance of thousands of household products. Because of this continual exposure the housewife begins to believe she is lacking essential items, which she must obtain in order to become a typical American housewife.

The originality, packaging, and design of a product all contain aspects important to the art of persuasion, an advertisement as well as product must be original in order to attract attention and break the monotony. Commercial jingles, and all the paraphernalia that goes into a commercial becomes vital for a product's success. An example of such originality appears in any of the McDonald's commercials where the songs, dances, costumes, etc. all combine as a strong attracting device. The use of advancing colors in the packaging of products becomes a strong means for catching the consumers' eyes, and thus his interest in the product. If Tide were outfitted in a dull brown box, its success would not have a chance standing up against the fluorescent box of Bold. Along with the significance of packaging, design has its strength when focusing on style and convenience. Two brands of multipurpose cleaner stand on a shelf; one's manufacturer has taken an extra step in designing an easy spray-pump handle. Due to its convenient design, the consumer will reach for the gimmick product and ignore the energy-expending squeeze bottle brand.

As advertisers continually search for originality, many times they turn toward the standards that society has set for itself in order to get ideas for their advertisements. It seems as though people are in a continual competition to be like everyone else, if not better. Advertisers realize this continual movement towards conformity and prestige, and thus manipulate their commercials to draw the crowd's attention. People are often afraid of being different and missing out on what the majority possesses. Because of this conventionality, advertisements stress the popularity of its product.

"This is what everyone has now!" Emphasis is also placed on the size, speed, and value of the product. "It must be bigger, faster and better!" Such words cause the consumer to dump out his old box of rice and buy the new premo rice which only cooks three minutes faster than his old brand. Yet those three short minutes have made the product "better".

Another method becoming more and more popular to captivate a consumer's interest is that of humor. With this method a celebrity or an admirable character is used to charm the consumer. Once the advertiser has gained the necessary attention, he can then link his product with the well-known character. When Joe Namath appears on the screen advertising shaving cream, the viewer refers back to this when shopping. Faced with the decision of which shaving cream to buy, the individual becomes satisfied with his choice of "Joe Namath's brand".

Though individuals cannot prevent themselves from being continually bombarded with advertisements, they can maintain an awareness of the various persuasive techniques used. With this awareness, the consumer can then ask himself questions referring to the item he is about to buy: "Do I really need this item, or has the advertiser just convinced me that I must buy it?" The advertiser does his job only to promote the product; it is the consumer that decides to buy it.

Due to the tremendous competition involved in the advertising world, advertisers have found it necessary to strengthen their convincing power in order to gain the consumer's interest. As the persuasive techniques continue to expand, advertising continues to become more and more complex. This complexity centers on the individual's weaknesses in order to focus his attention on the advertised item.


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New AOJ Courses Added

In the past semesters, WNCC has been developing a new area of study at its AOJ program. This semester, several courses have been successfully held and will be continued in the spring. It is planned to hold four courses specifically aimed at security personnel.

**Motorcycle Maintenance**

**Motorcycle Maintenance**

Motorcycle Maintenance and the benefits of motorcycle safety at all levels of experience. The lectures cover nearly every phase of maintenance in a fairly basic manner and in this format of interest to all motorcycle owners.

Instructor Raymond Bitzer has ridden motorcycles for nearly 20 years and was in mechanics for a few years prior to beginning his interest in motorcycle. He will cover anything relative to motorcycles that is not included in his lectures, with students on an individual basis. Put some ideas and projects as simple as inspecting a component to see how and why it works, to things as vast as a major engine overhaul.

Check the class schedule under Trades and Industrial for day and time of this class. This is a Community Service course of WNCC and is a three credit non-university parallel class.

**Four Solar Energy Courses Offered**

In the last two semesters, WNCC has begun offering courses in solar energy field. Because of the lack of shop facilities, these courses have generally been theory and design types. However, plans are to continue these classes with hands on refrigeration and air conditioning courses to help train technicians in this area.


All instructors of these courses are experienced in their field. The instructors are John Carver, Joe Potter and Dr. Stephen Wells.

**Music Classes Highlight New Concept $50 $40**

Wish to learn to play the guitar? How to write down the songs you've always wanted to compose? Join a choral group? Or, as an adult, take up the piano? You can do all of these things and have fun while learning the basics, notes and how to count rhythm. After that you're on your own.

Make your instrumental study reap benefits much faster by enrolling in Fundamentals of Music, MUS 101, Monday evenings 7 to 9:45 at Hug High School, Joyce Williams, Instructor, a university parallel course.

Pick up your guitar when you left off back in grade school. Sharpen up your skills, review your basics by enrolling in Fundamentals of Music, MUS 121, 3 credits transferable to the university. Classes meet Monday evenings, Hug High School, 7 to 9:45, Joyce or Williams, Instructor.

Interested in what really goes on in "fight" concerts? Want to learn a bit of the classical musical masterworks? How music fits into history with art and literature? You can make Bert Hoven an intimate friend – al che! Bert, Verdi, and the other music masters. Enroll in Music Appreciation, MUS 121, Monday evenings 6 to 7:45 at Hug High School, Joyce Williams, Instructor. A University parallel course, and two hours of Humanities credit.

Extend your life in another direction. The arts are everywhere and quite often free, Learn to enjoy music that may be new to you now, concepts and performing experiences for you. New friends and social contacts await you. Enjoy the music, meetings and gatherings. You can fulfill two hours of your Humanities requirement by enrolling in Music Appreciation, MUS 121, Monday evenings 6 to 7:45 at Hug High School, Joyce Williams, Instructor. A university parallel course.

NEW COMPUTER TO MEET DPAP REQUIREMENT

The use of computers is at least at the lure of 10 years. To meet the demands for the new course, WNCC offers or will offer the following:

1. Introduce the students to the computer. This course, which is offered through their college, and introduces the student to the computer.

2. Teach the student a common usage in the Renaissance period. The course is designed to be taught in DP 141B English 142B in the schedule while small-scale computers are in use.

3. Teach the student a computer for business and graphics. This course is designed to teach the student the basics of computer use.

4. Teach the student to use the computer systems. This course is designed to teach the student to use the computer systems.
**NEW COMMUNITY SERVICE CLASSES ADDED**

**TI 129C DEALING 21** 2 credits

Instruction in rules and regulations. Students learn how to shuffle and deal cards, where bets should be placed and how to pay out. Use of a shoe for dealing is taught. Counting proficiency is emphasized; extensive practice given in handling money and chips. The course is taught in a laboratory situation with actual experience on Blackjack tables with real supplies and equipment. Substantial time is spent in practice and students are taught to work in teams. Carolyn Keller, a former dealer and floor person, will be the instructor.

**TI 144C DRY CLEANING - SPOTTING** 2 credits

A study of what is involved in spotting and pretreatment of the properties of fabric and fibers. Attention is given to methods of identification of fabrics, dyes, stains and finishes, and to the nature of stains and methods for removal, how to use equipment and tools in the spotting department, how to test for starch and how to use the different spotting agents. Students get actual experience in the use of supplies and equipment in a Reno laundry. Ray Bennett, will be the instructor.

**TI 143C DRY CLEANING - FINISH** 2 credits

Students learn different processes used in a modern dry cleaning plant to make garments approximate their original appearance. Course deals with actual experience using equipment in a Reno dry cleaning plant. Instruction given in fabric, synthetics, garments, and how to handle garments, and how to finish garments and household items. Students learn how to use dry cleaning machine, the safe use of machinery, and how to load and clean machines and pruse, and how to hold a garment. Nadine Daniels will be the instructor.

**TI 145C SHIRT FINISHING** 2 credits

Students learn how to finish shirts and laundered in an actual work situation with instruction provided in a Reno dry cleaning plant. Students learn to use the machinery in the two basic shirt finishing processes - the hot head machine and the Aja machine. Students learn how to use equipment and have actual experience in the use of equipment. Virginia McGowan will be the instructor.

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**ASSESS INTRODUCTORY LECTURING DEMANDS**

Business is expected to grow 10% for the next 10 years for data processing personnel. This information was provided by the U.S. Bureau of Labor Statistics. The number of data processing personnel is expected to grow 10% for the next 10 years. The number of data processing personnel is expected to grow 10% for the next 10 years. The number of data processing personnel is expected to grow 10% for the next 10 years. The number of data processing personnel is expected to grow 10% for the next 10 years.
Population and Pollution Problem

A Student's View of a Possible Solution

Reno was a small city when I moved here eight years ago. I remember no smog and no traffic jams. But now, Reno is growing at an incredible rate. Soon we will have more people than the Truckee Meadows can handle. The more people we have, the more air pollution we will have. Several possible solutions could be lowering the population limits, traffic control, and smog control devices. The Reno-Sparks area has been one of the fastest growing urban areas of one of the fastest growing states in the United States. The biggest increase in population comes from people migrating from other states to Nevada to seek employment in the casinos. In Washoe County the population is 178,000 and the federal government estimates that it will increase to 215,000 by the year 1980.

People outside the Reno-Sparks area are informed about all the new hotels and casinos in the Reno area. They decide to come to Reno and find a job in one of the casinos; therefore, most of the job seekers will be low-paid, and unskilled workers. This will probably result in low income housing such as mobile homes. Most of the workers will be single, because they are not making enough money to support a family.

Reno isn’t ready for this big “growth boom.” The traffic is unbelievable. I don’t think people have ever heard of “bar pooling.” I look in other people’s cars and there is usually one person per car. It takes at least twenty-five minutes to drive across town. Put two people in every car and you cut down on the traffic situation, and on time spent in your automobile.

Therefore, the more people Reno has, the more pollution we will have. People are asking where the pollution is coming from. Reno is a perfect breeding ground for smog. We have the Sierra Range on the west side, the Virginia Range on the east side and foothills on all sides of us. We are trapped in a bowl-shaped valley. In the winter the cold air can’t rise above the warm air. The cold air stays close to the ground and picks up pollutants. They call this condition “stagnant air.” The wind is the only thing that can get rid of this condition. But, when the wind blows, it creates airborne dust which results in another air pollution problem.

Our main source of pollution is car exhaust. Cars put 94 percent of the carbon monoxide and 80 percent of the pollutants in the air. Carbon monoxide levels exceeded federal, state and local standards during late fall and winter of 1976 because of the area’s inversion problems. Some other pollutants come from unpaved roads, throwing dust into the air, construction, open burning, gasoline storage and handling.

Washoe County is a year and a half behind the rest of the country in developing a plan to control air pollution. The Reno-Sparks area has a smaller volume of air for dilution than Los Angeles. This means, every person in Washoe County is equivalent to fifty people in Los Angeles. Los Angeles has taken pollution control measures. The control measures don’t mean Los Angeles doesn’t have pollution problems anymore. It simply means that pollution isn’t as bad as it would have been without pollution control.

Air pollution, how can we stop it? We can set population limits throughout the Washoe County area. This means letting 10,000 people per year move into the area, while approximately 2500 people move out of Washoe County. The gain in population per year would be 7500 people. The population limits would let Reno grow at a steady rate, not at once.

While we cut back on population, we are cutting back on pollution. To stop air pollution we can have automobile inspections every year on all cars. Check to see if all cars have smog control devices. If they don’t have one, give the owner a certain number of days to get a smog control device. Tell them if they don’t get one they will be fined or put in jail. Don’t let anyone get away from the penalties put before them.

Reno can stop its air pollution and population problem if everyone is willing to do their share. Start "bar pooling" instead of driving by yourself. It can save you money too! Give your car regular tune-ups and put a smog control device on it. Make Reno a better place to live by doing your share.


LEARNING RESOURCES CENTER

We are here to provide you with the information you need. You may find us in Room 203. Come and see us today.

WHAT GOES "OUT"

Books .......... 2 weeks
Magazines .......... 7 days
Reserves .. limited periods
Typewritten .......... 2 days
Calculators .......... 2 days
Cassette Players .......... 7 days
Cassette Recorders .......... 7 days

A new "Circulation Code" became effective September 1st. Copies are being reproduced. One is on file at the Center.

MUST COME "IN"

Hours
8:00 a.m. - 8:30 p.m. Mon - Thurs
9:00 a.m. - 5:00 p.m. Friday

Fines
2 week loans - .10 per day
(after 7 day grace period)
Magazines - .50 1st day
.25 each following
($3.00 maximum)
Reserves - vary by period
($4.00 maximum)
AV Equipment - $1 per day
($10.00 maximum)

THE ECHO REGRETS the following errors: In the CITIFARE article in the November Echo. The article stated that CITIFARE presently commutes 1,000 plus passengers per week...it should have read "presently commutes 1,000 plus passengers per day..."

The cover photo on the November issue was taken by Billie Metz. Sorry, the credit line was omitted.

The article about the Renaissance Fair in the September issue was written and submitted by Debbie Leiferman and was a project from English 101.

If there are other errors or omissions in the past issues which we have not made note of here, please accept our apologies. Names are not left off submitted works on purpose, and are simply an oversight. Oh yes, Kim, sorry we said you were ASUN Vice President. What can you expect when an old UNR grad does the typesetting? Don't ask us who needs and picture captions?
NEW PROGRAMS OFFERED FOR WOMEN & MEN RETURNING TO COLLEGE

The Counseling Center is in the process of developing a program for women and men who have been out of school for a number of years. The main focus of the program at this time is to develop classes to make the transition into college easier for the older student.

Two courses have been designed primarily for the returning student. Start with Yourself, is designed for the woman who's ready to make some kind of change in her life, whether it be personal, educational or vocational. The course, How to Survive in College, is designed to help the older student develop the academic and personal skills necessary for success in college. The greatest potential benefit of the program is the support the women receive from each other.

Sometimes it really helps to know that there are other women who are experiencing similar situations. Personal counseling and other support services will be available.

Start With Yourself (no credit - fee) M and F, 9:30 a.m. to 11:00 a.m. January 29 - March 25

COPS 1228 - How to Survive in College (three credits) T & TH, 7 p.m. - 8:15 p.m.

For more information please call Faith Milonas at 673-4666, ext. 245 or 246, or drop by the Counseling Center on the second floor.

Opportunity Act Increases Financial Aid

On Nov. 1, 1978, President Carter signed the Middle Income Assistance Act (College Opportunity Grant), which will greatly increase the availability of financial assistance to middle income students effective July 1, 1979. Students throughout the nation whose family contribution (income) range as high as $25,000 to $26,000 per year may be receiving at least 50% Basic Educational Opportunity Grant depending on home equity, number in the household, member in college and other criteria used to determine eligibility of the grant. The College Opportunity Act will also increase the availability of other campus based federal grants and loan programs.

As of Nov. 1, 1978, the provisions affecting the Guaranteed Student Loan Program went into effect. The new law removes the income ceiling in determining eligibility for Federal Interest Benefits. Thus, all eligible loans disbursed on or after Nov. 1, 1978, are eligible for Interest Benefits. Another very important change is that income is no longer a determining factor a needs analysis must no longer be performed on the applicant.

Financial aid directors and officers throughout the nation estimate that the number of financial aid recipients resulting from the passage of the College Opportunity Act could double or possibly triple. You may be eligible to receive financial assistance. Come into the WNCC Financial Aid Office, room 2019, pick up the appropriate applications, and apply for financial assistance NOW.

For your convenience, the Financial Aid Office will be open Monday, Tuesday, Wednesday and Thursday from 8 AM to 9 PM and on Friday from 8 AM to 5 PM.

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Dear Gabby:

Why does it cost WNCC students 10 cents for a Xerox copy and UNR students pay only 5 cents? I sense a competition between the two universities. Why?

Dear Concerned:

The answer is very simple. Students at WNCC have to pay a higher rate because the machines are more expensive. However, the cost of providing these services is lower at UNR because the machines are older and their maintenance is cheaper. The situation is not as bad as you think.

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Student Services Operates Job Placement Office

As a part of its student services program, WNCC operates a student job placement office. Ms. Helen Molder coordinates the office and is available Monday through Friday, 8 a.m. to 5 p.m., to meet with students who are interested in full or part-time employment. The office is open daily and from 5 to 9 p.m. on Mondays.

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Dear Curious:

The reason for the all night classes is that the largest percentage of WNCC students are enrolled at night. The Community College was designed to meet the needs of those interested in attending classes who were not able to attend the University. That's not to say that all students aren't welcome at WNCC, you are, and we love to have you on our campus.

From your spelling, I suggest you run, don't walk, to the nearest dictionary.

Gabby

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Dear Adonis:

Your letter is most interesting. It sounds like you are not only beautiful but also very macho. I'm still waiting to hear from Not Wendy. I'm hoping she will speak up after reading your letter. I sure hope she's not "not willing" to get in touch with me and going to break your heart.

Write Soon.

Love, Gabby

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Christian Science Counselor Available

Mrs. Lacy Bell Richter, an experienced Christian Scientist who is working with college students in the area is available to talk with you.

Students seeking healing ideas on issues affecting their world, their campus and their future are most welcome to come and discuss these ideas with her.

Mrs. Richter will be at the Center for Religion and Life for several hours each week, starting April 15th and continuing through the Summer Term. Please call the Center 329-8448 for her scheduled place and hours.

For special appointments or help, you may call her day or night at 825-3312.

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Student Justify Cheating

Malibu, Calif. (AP) - Beyond cheating for cheating's sake, alone, Dr. John Nicka, vice president for academic affairs at former instructor at Sever College, Pepperdine University, believes there are other circumstances whereby students justify cheating on a test.

"Some do it under pressure, while others cheat because they can't afford to fail a course and lose all that tuition money. Some have been sick and have fallen behind in class," he adds. "I guess there are many reasons." Hysterically, Dr. Nicka likes the idea of an honor code at Sever College. "Most students feel strongly about squealing on other students, however - most don't want to do it. I'm in favor of an honor code in principle, but it would be tough to work out in practice," he concludes.

Discussion of his withdrawal image, scanning several hundred test-taking students, Bob Gilliam, professor of sociology at Staver College and instructor of "Men and Society," a large lecture course, also favors an honor code. Students should police themselves. That way, "I'd be free to work the problems I should be doing outside the classroom at those times." Gillian concludes: "I've taught for 23 years, and I have to admit I still don't know all the techniques of cheating."
"Guilt and Belief" Top of Talk at Center for Religion and Life

The Center for Religion and Life, 1101 N. Virginia, presented a talk by Dr. Robert McAfee Brown on the subject, "Guilt and Belief: Coming to Terms with the Holocaust", on Monday, Dec. 18. The talk was open to the public and the admission was free.

Since his World War II days as a Protestant Navy Chaplain, Dr. Brown has taught religious subjects at five colleges and has received ten honorary degrees. As a speaker, observer, or delegate, he has attended many major religious conferences around the world. As a translator and writer on religious topics, he has been widely published, and he won the first Sacred Heart Triennial Award for Ecumenical Literature for "The Ecumenical Revolution," Doubleday, 1967.

Dr. Brown is currently on the editorial board of three religious journals, and, next June, he will become professor of Theology and Ethics at the Pacific School of Religion, Graduate Theological Union, Berkeley, Calif.

In the afternoon, in conjunction with the National Institute for Campus Ministries, Dr. Brown met with members of the UNR faculty to discuss topics and courses for both the Committee on the Philosophy of Inquiry (COPI) and the Religious Studies Program.

The Mouse's Sneeze

By: Eric Weisstein

The chairs in the student lounge are like the salesmen, complete with orange double knot suits and black shoes. In the chairs sit two national guardsmen on campus to recruit students. Their closely cropped hands look like brassiry stroll to the thin stalks of their necks. The younger one looks like an upstart sprout, since he is stiff and unaccustomed to the surroundings. A turntable head of hair curls indifferently on his legs. His pants are too short.

His friend is enjoying the students, their thoughts and his own, and is stimulated by young ideas. Behind his glassy eyes, he is interested and intrigued by fish in a bowl. With his thin lips, open wide and his forehead reaching for the sky, the friend is laughing out loud.

In a bond, two fingers clip a lemon, and a well-dressed woman in her mid-twenties takes a smooth, slow drag. After exhaling, she begins talking with a friend. They enjoy themselves sitting in the casual comfort of the stuffed chairs.

In one of the more frigid corners of the lounge sits a mute. It sits on a lip, its eyes thoughtful. What is he thinking about? Only he knows.

"ADMISSIONS" says a brown sign with clean white letters as it dangles into life. The mice get up now, taking the lip, the face and body attached to it, and walks to the coke machine. Is he lucky today? Will he score? Yes, for he comes back with a "no return" in his hand and resilient to the pillow—"he's a chair."

A p amount of mint, foliage, creeps forward with his shiny green leaves waving at me from the top of their smooth, flexible arms. With such a night before me, I feel obliged to be a hand above. I leave for a less threatening place—my empty seat. Empty now. I sit in the lounge alone among the gummy chairs. Outside snow is falling on the patio deck. Snowflakes drop with sheep-grace through the cold air, gliding down. Whump! and they land with a sound like a mouse's moom. Liquidating their assets on the ground. I feel happy to be made and relief around me. The squat chairs huddle together like trolls whispering secrets. Do they remember the coiling of tinned hands tucked beneath a quiet thigh? The exclusive pressure.

As I have been thinking, the room has become full. The air is filled once again with communal talk of life and death. People and friends are examining their happiness out loud. They are in their tight fitting orange suits are happy too, now that they are keeping themselves occupied in the student lounge.

The Guest Report

A Venerable Disease for the "Trendlies"

By: H.N. Guest, M.D.

"Trendlies" is a new word that has crept into the pop-journal vocabulary. They are the in-people who are always up on the latest trend—the latest fashion, the latest disco, the latest restaurants, etc. To help the trendlies keep their life as exciting as possible, this article will examine the latest veneral disease—Herpes Simplex-Type II or Herpes Genitalis.

Herpes Simplex are cold sores that are caused by a virus. The Herpes Simplex-Type II virus causes sores, or lesions, usually found about the waist, especially on the mouth and lips. The Herpes Simplex-Type II virus causes lesions below the waist, especially on the penis, labia, vagina and anus.

The Herpes Simplex-Type II virus contains DNA and is related to the virus that causes Chicken Pox. Apparently, 40% to 50% of the population have antibodies to this disease that prevent or redue the symptoms.

There is a good deal of mystery as to how the virus affects us. The most popular theory speculates that the virus infects us as children, but the symptoms do not appear until adulthood. Apparently, the virus remains dormant in the skin and the eruptions are precipitated by sunlight, upper respiratory infections, fever, and physical and emotional stress.

When the Herpes eruptions appear on or near the genitals, patients sometimes panic and think that they have syphilis. However, the sores are relatively easy to cure and usually disappear within ten days. There is no specific treatment for the infection. A mild drying agent, such as a paste of aloe-mustard, may be used by the early stages when the eruptions appear as blisters. Patients, however, should be careful not to use any medicaments without a physician's advice. Even alcohol can damage the sensitive tissues in the genitals.

After the lesions begin to crust or scab, they can be treated with medicaments, such as a paste of mustard. The most problem is the possibility of secondary bacterial infection, which might require the use of antibiotics to clear it up. After the lesions have appeared, the skin appears to be normal. However, many authorities believe that the virus is not destroyed but remains in a latent state and can be reactivated in the future. The physical and emotional stress that aggravates sexual activity often seems to produce a recurrence of Herpes' lesions.

As trends come and go, so do all cases of Herpes genitalis. Infection with the Herpes Simplex-Type II virus is privates, however, being in vogue with VD does have some obvious disadvantages.

The Guest Report

Herpes Simplex-Type II virus is privates, however, being in vogue with VD does have some obvious disadvantages.
In the conference opener, Dunn scored 24 points in the 89-69 loss to Lassen. He also scored 12 in the Feather River game, and added 11 in the first game of the year against Lompoc, on December 1.

Dunn also feels the Wildcats are not as bad as their record indicates.

"Despite the tough going at the outset, I'm pretty happy about the team's play," said Dunn, who is averaging 11.8 points per game. "We are a young team, with no height at all. We need to establish a running game, as well as better shooting, to be competitive."

Other key players have been Randy Miller, Jeff Smith and Andy Hargrove.

Miller, who joined the Wildcats just shortly after the team's fourth game, has averaged 13.5 points per game, while playing excellent ball, both on offense and defense. Miller has already had games of scoring 22, 15 and 14 points.

Smith leads all Wildcat scorers, averaging 12.5 points per game on 100 season points. He has reached double figures five times, including a big 21 point effort during the loss to Chabot.

Joe Ayarbe, athletic director and assistant coach, offers a vivid look at the 1978-79 Wildcats, a team that has been plagued by both inexperience and lack of height. Ayarbe feels the Wildcats are in a stage of development and progression, especially as the season begins to take its toll, where the tough games are right around the corner.

"We turned the ball over quite a bit," Ayarbe said, referring to the first two games of the year. "But this issue is due to the lack of experience. Most all of our players were in high school last year. Not only are they in college ball. They just need more seasoning, and they will definitely get better."

"Plagued by Lack of Height

As one small team, in terms of college size," Ayarbe went on to say, "but nevertheless, the kids are great to watch. This is because we are competitive — we just don't have the size that the other teams in the league do. To compensate for this, we have to protect the ball, and cut down on turnovers. "The kids hustle quite a bit, and have great attitudes. This is a very promising factor."

In dealing with a young team, Coach Olivas knows he will have periods of adjustments to make. How does he cope with this? When taking the reins of a young team, with or no college experience, they must be taken to compensate for the inexperience of the Wildcat.

"First of all," Olivas began, "you must be patient. That's the biggest factor right there. You know at first things will be rough, but after a while, the men will start to mature. You must give them a chance."

"Then there's the realm about knowing the men and giving them confidence. They already have great attitudes, so the confidence aspect is very important."

According to Olivas, the attendance has picked up a little from last year, but he still wants to see fans in the stands.

All of the home games are free, which should hopefully encourage the fans to come out and back up their college team, just like the opposing teams have the backing of their fans. With all of the exciting talent that will be exhibited throughout the league this year, there are two dates that you should mark on your calendar which could possibly prove to be the top-notch games of the season.

On Saturday, January 27, Butte Coll pg, the Golden Valley champions of last year, will be the opposition. Butte looks to repeat again this year, and the Wildcats will have nothing better than to knock off this explosive team.

The other game which should prove to be a thriller will be on Saturday, February 27, when Mendocino, the team which defeated the Wildcats last year, will be in town. Hopefully, the Wildcats will be able to get revenge against this Mendocino ball club, which looks to be very competitive.

Now, if only the fans would start coming back.

**Western Nevada Community College basketball player Jeff Smith (51) shelves a ball against a guy as he drives for a lay in the Wildcats 91-81 loss to Shasta recently. The loss gave WNC 6-10 record, 0-6 in the Golden Valley Conference. Smith, from Carson City, finished the game with 24 points and six rebounds.**

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Phase III Adds 100,000 Square Feet To Main Campus

Phase III, a 100,000 square foot addition to the Westerm Nevada Community College’s Reno/Sparks Campus is another step closer to reality. Excavation for the foundations has begun and is expected to be completed by the opening of Spring semester. By the time you read this, pouring of the concrete for the footings should be in progress.

Bids for construction were opened by the Nevada State Public Works Board in Carson City on November 30, 1978. With a low bid of $5,678,000, the A. J. Amoroso Construction Company was awarded the contract. All bids submitted were below the $7,700,000 available for construction of the addition.

With completion of Phase III, WNCC’s main campus building will grow from 17 to 46 classrooms. Perhaps the most needed in the addition is approximately 3,000 square feet of library space. Learning Resource Center is presently located on the second floor in two separate areas. In a recent survey, a need for new library facilities proved to be a top priority item.

In addition to the new LRC, some other much needed areas will include: shops for the Industrial Education classes allowing automotive, solar energy, electronics, welding and air conditioning classes to be held in the daytime for the first time; Arts and Ceramics classrooms will be supported by a new cluster of rooms for working on and displaying arts and crafts; two dark rooms for photography will be provided on the second floor; Dental Assisting programs will move into a laboratory and X-ray complex near the third floor Radiology classrooms; the Nursing Laboratory will move from the second floor to the third floor; the present Nursing Laboratory, room 2005, will become a second science laboratory; Facilities for storage and use of human specimens in the classroom is also being provided for; Food Service kitchen for use in the instructional programs as well as providing an on-campus lunch program; Student Services and Admissions and Records will be moved to a new area adjacent to each other; the area now occupied by Admissions and Records will become a book store; faculty offices will be clustered on each floor. Faculty members will have a private, four-walled office. Each grouping of 16 offices will be supported by a work room, a conference room and a secretarial support area; A Multi-Media Center with a seating capacity of 225 people and equipped with a stage, complete with lighting and sound equipment; and, last but not least, an open area atrium will enclose the present breezeway (wind-tunnel) just north of room 1016. Rising three floors to a glass roof, balconies and bridges will cross at all levels, allowing for pleasant, free-flowing movement of students between classrooms.

A Brighter Horizon For WNCC

March 8, 1980 Optimistic Completion Date

Don DesJardin, Project Manager for Amoroso Construction Company, admits that March 8, 1980 is an extremely optimistic completion date, but the date will be met, “if all materials arrive on schedule, weather does not interfere and subcontractors show exceptional performance.”

Total budgeted allowance for Phase III structure is $6,903,993. This includes design, costs, construction, terminals and furnishings. Of this amount, $5,245,000 is allocated from slot machines the rebate, $458,000 from capital improvement fees and $2,290,000 is being bonded with a three percent interest and redemption from state improvement fees.

WNCC moved into the new Reno/Sparks Main Campus building in January 1977. The continued growth of the Community College has necessitated building changes in other areas of Reno and Sparks. With the addition of new classes each semester to meet the growing needs of the community, the already overcrowded condition worsens.

To look forward to the next 16 months of construction inaccuracy isn’t a pleasant thought. The addition of the much needed space is a very pleasant thought and surely will make the inconvenience seem trivial. Look to a brighter horizon for WNCC when you feel you can’t stand another construction sound.

Positive Message from College President

By: Kuma Webster

In an end of the year address to the WNCC Reno/Sparks Faculty Senate, December 8, WNCC President J. Clark Davis said, “This is a positive time for all campuses, especially the WNCC Reno/Sparks campus, with the addition of Phase III growing ever nearer.” The contract for the 100,000 square foot addition has been awarded to the S.J. Amoroso Construction Company. “The architect’s are to be complimented for a fine job,” commented Davis, regarding the future, “It has been and will be changed many times.”

The reason, Davis summarized, is the fact that we in the University of Nevada System (UNS) are at the beck and call of the Board of Regents and their diverse constituency.

On a different note regarding the Regents, Davis feels the election of John McBride and Bob Cassell to the Board, “is a real plus for us. Both men,” said Davis, “have offered to help in any way to insure students the programs they need.”

After dealing with regents who haven’t been tuned into the Community Colleges in Nevada, Davis feels this concern on the part of Cassell and McBride is refreshing.

Referring to the future structure of the Community Colleges, Dr. Davis doesn’t feel Senator Norm Glass’ bill for separation of the Community Colleges from the University system will meet with approval in the Legislature.

With another positive note, President Davis thinks the results of the recent gubernatorial election will prove a large plus for community colleges in Nevada. He said Governor-elect List feels community colleges play an extremely important role in higher education in Nevada.

On the WNCC biennial budget, Davis said, “It is a very defensible budget, with not a lot of extra weight.” Feedback from the budget office thus far has been minimal. Davis commented that he’s sure there will be cuts some.