

PEOPLE'S COLLEGES

NEVADA COMMUNITY COLLEGES
THE FIRST TWENTY-FIVE YEARS

by

CHARLES GREENHAW

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EPILOGUE, by Cliff Ferry

TIMELINE

Acknowledgments

This is a story of the founding of Nevada's community colleges. It is told by people who had a hand in the opening and building, each life a part of the mosaic. There is a common set of characters--regents, advisors, governors, legislators, chancellors, presidents, deans, faculty, staff members, and students. What happened to any one of the participants was of great consequence to the others. Their resources and destinies were so closely intertwined that each was woven into the fabric of the whole.

"People's Colleges" is the name Charles Donnelly, the first and only president of the Community College Division, University of Nevada System, often used when talking about the institutions. He envisioned them as embodiments of Jefferson's belief that Americans should "establish the law for educating the common people." They should also be guided by Ortega y Gasset's idea that colleges should teach only "what can be learned . . ."

The book is a series of mini-autobiographies with the colleges, in their formative period, being the common thread. My intention is to allow some of the founders, within the ambiance of their world, to tell their stories about how Nevada community colleges came to be the way they are. The book is more concerned with the way people felt about decisions and events than with statistics or chronology. Readers who want sequence and chronology may read the historical timeline that has been included in the appendix.

The book, then, is not a formal history. It is a collection of recollections and perceptions. Oral history, like life in general, churns with contradictory personal perceptions. Oral history is a disputatious art in which different persons perceive the same event or action in amazingly different ways. Part of the reason is that persons in the different rungs in the hierarchy of the educational system will each take credit for an accomplishment or spread blame above or below, when in fact all may have contributed to an achievement or failure.

The book implies three parts: (1) the political background, (2) the era of the Community College Division, and (3) the aftermath of conflict and partial resolution. But there is much going forward and backward in the personal narratives and no "deus ex-machina," for resolutions of conflict are merely temporary.

When these oral histories are read together, a panorama can be discerned--the sweeping rise of Nevada's community colleges in less than a person's working lifetime.

The story has gaps beyond those one normally expects in oral history. Some faculty members declined to participate. Others, being bold in their interview, were less so when they saw their

printed transcript. They either withdrew or revised their comments so severely that nothing remained but cotton candy. Evidently some faculty feared their comments might be used against them.

Clark County Community College (CCCC), as I knew it, only recently became Community College of Southern Nevada (CCSN), Elko Community College (once Nevada Community College) is Northern Nevada Community College (NNCC). Western Nevada Community College (WNCC) retains its original name, although Truckee Meadows Community College (TMCC) arose from WNCC. From 1969 to 1977 there existed an entity called the Community College Division, which I have shortened to CCD. Recently the University of Nevada System (UNS) changed its name to the University and Community College System of Nevada. But most individuals herein will remember the organization as the University of Nevada System, a name which lasted for twenty-five years, and I have used UNS to denote the system. These are not economical names. They derive from both regional affinities and long-standing prejudices about levels of higher education in Nevada. Because of their length I have used their acronyms freely.

I owe thanks to many people who helped with this book. Mark Dawson wanted it, perhaps before the departing educationists of old Nevada could leave no memoirs. I think Mark would have preferred a ceremonial history. Tom Radko suggested that it be oral history. Bob Laxalt supported it. John Caserta's 1979 dissertation was a constant guide through a maze of events and names. Pamela Galloway and Cliff Ferry offered timely suggestions and editing. Linda Stapley showed me that it could be done. Candace Kant offered me the use of her history of CCSN. And JoAnne Dain not only encouraged it, but came to my rescue when I was faltering. So did Carley Sullivan and little Faun Dixon of WNCC. Janet, my wife, once again saw me through a manuscript. Greg and Leslie Greenhaw rescued me many times when I was lost in WordPerfect.

I want to dedicate the book to Mark Dawson and ask his acquiescence at the same time; I am temperamentally unsuited to ceremonial institutional history. The book is also dedicated to a wily Democrat--Norm Glaser-- and those fervent Republicans-- Bill Wunderlich, and Paul Sawyer. Their tenacity, which stirred a state to action, has been something to behold.

Charles Greenhaw
Elko, Nevada, 1993

Prologue

August 21, 1969, was a glorious summer day in little Elko, Nevada. Overnight, there had been a wayward shower in the desert and the wet sage left a luxuriant smell that morning. The flags whipped and popped in the breeze and the famed Nevada blue skies enclosed the tiny town. That day I was moving my young family through Elko eastward to be an assistant professor of English in Arkansas. The waitress at the Commercial Hotel, where we had chirizos and pancakes for breakfast, talked about an opening ceremony that day for a community college. That term was vague to me, although there had been rumblings about an Elko college at the University of Nevada where I had studied since 1966.

A ceremony for a new college

Elko was beginning to celebrate its Centennial, several months after the town had actually become a hundred years old. Probably the officials wanted the anniversary to coincide with the county fair. That would be a time when many people would come from the ranches. Others would return to their old hometown from distant places for the annual Labor Day weekend festival. As for Elko Community College (ECC), well, it had been born two years earlier, as a renegade in a state that had always looked to the state university as the center of education. But now, after much struggling just to exist, ECC had itself become, on July 1, 1969, a part of the University of Nevada System.

The governor, Paul Laxalt, whose drive for community colleges made him firmly a hero in Elko, would be in town. Regent Thomas Bell from Las Vegas would also be present. Some people hoped that Robert Maheu, aide to Howard Hughes, might come with good wishes from the reclusive billionaire who was still living atop the Desert Inn in Las Vegas. Hughes was an elusive hero to Elkoans. He had rescued their college with a donation when it was sinking. But Howard Hughes would accept no thanks in public and no one knew how to visit with him personally. At the ceremony, the VIPs would appear in front of the townsfolk who had been prominent in the creation of Nevada's first community college. ECC, which had known two presidents and two other homes in its first two years, had just started operating from Elko's vacated old Grammar School #1. Thus the scene was the school yard at 8th and Court streets, only a half block from 9th and College Avenue, where nearly a century earlier the University of Nevada Preparatory School had held classes for over a decade before the fledgling university moved to Reno.

Elko Community College opened in 1967 as Nevada Community College. Both the college and its name, encompassing all of Nevada, perturbed some persons in the political and educational establishment. They insisted that the college be, if indeed it had to be at all, Elko Community

College. At this opening ceremony, Rev. Charles Lindsey from the Presbyterian Church gave the invocation and benediction. The college's second president, Richard Lynch, introduced dignitaries. Mel Steninger, soon to be a regent of the university system, came both as the chairman of the ECC Advisory Board and to cover the event for the *Elko Daily Free Press*.

Mike Marfisi, the lawyer, would say a few words. Intense Paul Sawyer, the GMC dealer, with fire in his eyes, reminded those gathered that they stood on almost sacred ground, "the cradle of education in Nevada," site of the first community college and within spitting distance of the original university and the first county high school in Nevada. Bill Wunderlich, World War II pilot, now New York Life agent and friend of the Laxalt family, beamed his delight at the occasion. Governor Laxalt was the main speaker, and properly so. He told how he had seen the Elko college near death many times, and how it would refuse to die because spirited people of Northeastern Nevada had kept the faith. Joan Gaynor (Chalmers), who had been Laxalt's Elko political chairman and also an important fundraiser for the college, stood proud in her work for both the college and the Republican governor.

Thoughts on the American West

If there is an American story, its setting is the West, its characters the pioneers, its action the desert trails and lonesome towns carved out by emigrants. The frontier forged a national character. It made Americans a bootstrapping lot, individually resourceful, and willing to bend in cooperation for the sake of community improvement.

The realities of frontier life established the American as a restive soul who usually did things for material gain, sometimes for the pure unvarnished Hell of it, and often with some practical objective of progress in mind. The frontier became notorious for treasure hunters--for raiders and boomers--but it was also peopled by folk with a civilization-building impulse.

That curious mode of organization known as frontier democracy carried both a spirit of optimism and a distrust of established institutions. In Nevada, every man was as good as the next. Social institutions in the West always depended upon the cooperation of neighbors, but they also relied on individual get-up-and-go and the willingness to believe that results were more important than refinement. Given enough effort and some ingenuity, people believed, most projects could be accomplished.

Westering came to an end when the land along the Pacific Coast filled up. One of its last stopping places was Nevada, a land so lonely, so expansive, so narrow in resources, and for so long merely crossed over that it was, in many ways, the last frontier. Well into the 1950s many tourist maps treated much of Nevada as uninhabited space.

The emigrants of the 1840s-1860s and the Forty-Niners poured down the California Trail across Nevada to the Golden State. Later, many returned to Nevada, as if its mining camps--those

in stark places like Treasure Hill, Goldfield, Manhattan, and Rhyolite--were El Dorados. Gold-seekers came to early Nevada walking, by pack train and by wagon. When the mines of the bonanza era played out, they left, their debris piled high, the quickest way possible. Later, visitors came by automobile, railroad, and plane to the glitzy Nevada that arose from desert sites after a Winnemucca assemblyman--Phil Tobin, a cowboy--created successful legislation legalizing gambling in 1931. And by the time the state's population had passed a million in 1988, it was coming clear to many people that it was in Nevada, of all places, that some Americans were working out the answer to another important question: What do people shaped by the frontier experience do when the frontier closes?

Why not just stop pioneering and start to play? Many people in Nevada have done just that, for the state has become a retirees' haven. But what astonishes other Americans is that Nevadans have never stopped pioneering: they simply turned from the physical frontier to the frontiers of mining and tourism innovation, of thought, and spirit.

Early days of the community college in Nevada

The American community college is an important story, too. Such colleges did not exist in Nevada until 1967. Few stable cities large enough to support colleges had developed. Schools and city recreation departments scheduled community adult education activities, and hospitals and schools combined to train students in allied health. Lower division off-campus collegiate courses originated with the university extension program, which offered course work at Ely, Elko, Winnemucca, Fallon, Hawthorne, and Carson City. Elements of community colleges existed but they were fragmented and scattered. The tyranny of distances in Nevada and the sparse and mobile population combined made collegiate offerings costly and unpredictable.

In building community colleges in Nevada, people rose above day-to-day hum-drum existence. When Nevada Community College opened in Elko in 1967, the action was not under the auspices of government but the work of ordinary people. That communal effort was their greatness.

Why did the people begin to push for community colleges? There is the historical answer. The time was the Great Society, when the nation developed institutions intensely. There is the social answer. Americans have a long history of turning to education for solutions to problems. In Nevada, the old system was giving way because it was too fragmented to meet needs. Nevada had come to a parting with its past. The state, for so long a volatile satrapy in the union, was growing steadily. The old desert horse and sheep cultures were waning. Quasi-urban areas began to form in the Washoe and Clark counties.

The early stirrings for community colleges occurred in both Elko and Carson City. Elko, a fabled railroad/cowtown of 6,000 situated deep in the desert, is a long way from everywhere. It is the middle city in the Great Basin desert--a kind of continent within a continent. It was a city only

by Nevada standards, but being on a transcontinental highway so far from an urban center, the town had to act like a city. Elko could still bestow the baptism of solitude in the 1960's. In 1967, the closest college was 230 miles east, in Salt Lake City, although a community college had recently opened in Twin Falls, Id., 175 miles northeast.

When Nevada Community College opened, Elko retained many frontier vestiges. Had its hotels and multi-facaded stores been frozen in time, it could have been the Williamsburg of the West. Two sets of railroad tracks cut the town in half. The main drag was old U.S. 40. It was also Idaho Street. Its architecture revealed the town's nature. Idaho Street was lined with motels and gasoline stations. It had one fast food eatery, the Arctic Circle. More than thirty saloons within a three-block radius of downtown soothed the dusty palates of railroaders, Basque sheepherder, drillers, miners, tourists, livestock people, and assorted pariahs with bristly beards. Elko had a tacky brothel district, three old-time drugstores, and three sagebrush casinos. But, while there were important undercurrents that would eventually transform the town, it displayed little prosperity in 1967. Some downtown buildings were boarded up. The town had lost much of its vaunted political clout in the one-man, one-vote ruling of 1964. The casino border towns of West Wendover and Jackpot seemed destined to capture much of Elko's tourist trade. It was the least likely town that any outsider would have imagined to become the birthplace of a new type of institution. But the town had a band of vigorous cohorts who envisioned a new Elko and who could convince its strong-willed inhabitants to work for the common good. Elko's isolation and its frontier nature would prove to be iron-willed protagonists in the development of community colleges.

Carson City, then the smallest state capital in the U.S., was also pivotal ground for community colleges. It was the home of Governor Paul Laxalt, who encouraged expansion of higher education opportunities. In 1966 some citizens had supported Carson College, a private liberal arts school. That "Oxford of the West," as Carson College was called by its founders, was the hallucination of three rainbow chasers. They believed that there was such a thing as a "proper college age" and that young students would flock to a place where they could have a Platonic intimacy with the exalted professorate. Had the founders been keen to real needs, they would have focused on young people excluded from the state university or on part-time adult students, that is, the people who would form the student body of the soon-to-be-born community colleges. The year Elkoans opened a community college, Carson College failed. That same year, 1967, Dr. John Homer, an assemblyman, sponsored a bill to create Kit Carson Community College. But legislators did not give it a hearing. Eventually, the setting of our story would include Las Vegas and Reno, and also Henderson, Fallon, Winnemucca, Ely, and just about any place that could muster enough people for classes. When the community college movement became visible, many towns in Nevada wanted to have one, just as, a century earlier, many towns contended to be the site of the state's land grant

university.

In the 1960's, Nevada had begun to pass from what Paul Laxalt described as "a horse and buggy state." Most of the small towns of rural Nevada seemed suspended between life and death. Las Vegas and Reno had really been only towns until the 1950's, lively with the summer tourist traffic, barely stirring in winter. "Biggest Little City in the World" was a statement of aspiration by people of Reno, not a depiction of reality. Not until the 1980's did a permanent town in the Nevada interior reach 10,000 people.

The university

The state's major civic symbol was the university. A rudimentary university, fostered by the Morrill Act, had opened in Elko in 1874. But it was born in the midst of political strife, and the citizens of western Nevada mocked it instead of supporting it. The university moved to Reno in 1886. One gaunt building, Morrill Hall, a common name at land grant universities, rose from a sagebrush clearing north of the Truckee River. Cattle competed with hogs for turf. Reno was a railroad town, a Hell-on-Wheels town. The lumber camps of the nearby Sierra shut down in winter, and the lumberjacks came to Reno where they joined miners, railroaders, and cowboys to bestow rowdiness upon the settlement. Reno was a hopping scene with scores of saloons, some of them civilized places with great mahogany bars. Reno also had its back alleys of sin with sleazy dives that attracted the lonely transients and the Miss Kitties of the night.

After the Good War the campus had become a visual stereotype of an American college. Movie producers used it several times as a backdrop for dramas, for it was an idyllic little set-aside. It would have qualified in its setting and in its mission as the incarnation of Jefferson's idea of the academical village with its tree-lined quad, its undulating brick buildings on each side, the original Morrill Hall at the south end and the statue of John Mackay, the Comstock silver baron, guarding the College of Mines at the north end.

By the 1960's the university had developed a certain respectability. A legendary American author--Walter van Tilberg Clark--sometimes lectured there, and Professors Robert Gorrell and Charleton Laird had become nationally famous rhetoricians. A fledgling press, directed by author Bob Laxalt, brother of Paul Laxalt, had begun to publish books that could teach the state something about itself. The Basque Studies Program, unique in the world, commenced in the 1960's.

Outwardly the university had aged gracefully. But its picturesque old buildings had become a financial drain on thin budgets. Occasional political eruptions sent some scholars fleeing to less reactionary environments, but faculty believed that the university--provincial, as for so long it was--was coming of age. The university regents had reaffirmed shared governance, a policy that had been instituted in the 1890s, but lost with the iron rule of President Minard Stout after World War II. University facilities had grown spectacularly in recent years, especially with the addition of the

Getchell Library in 1965. The Reno-based Fleischmann Foundation provided money for a new facility for the College of Agriculture. A futuristic atmospherium-planetarium had been built north of the campus on Virginia St. That facility also was built with Fleischmann money, which often seemed to be the source of more public bricks and mortar than were the taxpayers.

After World War II Nevadans turned to the university for solutions to a constellation problems. President Stout, who extended democracy beyond, though not to, the faculty, had insisted on an open-door admissions policy. The faculty, who were more concerned with academic standards than the access of students, had little sympathy for Stout's concern for serving the general public throughout the state. The university extension program tried to deliver courses to the smaller places in the far reaches of Nevada and also Las Vegas. At one time the extension program had 1500 enrolles, mostly in collegiate courses. Little technical education was offered. But university faculty members expected students to come to Reno because they were attempting to solidify departments and colleges on campus. Many faculty resisted traveling into the Nevada outback. Registrations were unpredictable and attendance irregular. Students were older adults who had not passed placement tests. Formidable distances and the scanty populations made educational delivery difficult and costly.

In 1966 the university began conducting technical programs at the Stead Air Force Base through the newly created Nevada Technical Institute. But the programs got little support from citizens. Enrollments were poor. University personnel had their hearts in the staples of a university-- in research and advanced degrees. In the 1960's it began to expand doctoral programs. The regents agreed to co-sponsor with the Washoe Medical Center a medical research facility in Reno. From that agreement would grow the School of Medicine, but only after a bitter intrastate fight. Some influential persons believed it should be placed in growing Las Vegas.

A Las Vegas college, notable for boisterous boosters, began to emerge from the extension program the Reno university developed there in 1951. Regents speculated that Brigham Young University might extend a permanent program to Las Vegas. That would embarrass them and perhaps undermine state support for the Nevada university. In 1954, meeting in Las Vegas for the first time, the regents announced that they would develop a campus with a "full junior college program." By 1959, the institution had two buildings and was officially named Southern Regional Division of the University of Nevada. Popularly it was called Nevada Southern University. Set in a desolate area on Maryland Parkway behind the Flamingo Hotel, irreverent Las Vegans, seeing the sands collect against Maude Frazier Hall, sometimes called it "Tumbleweed Tech." By the early 1960's it gathered speed in shedding its negative image. As its boosters clamored for independence from Reno, the regents made it Nevada Southern University in 1964. Its feverish supporters were bold in fund-raising, in protesting the dominance of the University of Nevada, and energetic at lobbying. In 1968, the year before the Legislature authorized a state system of community colleges,

the regents gave the institution autonomy. It was UNLV. Thus the university in Reno was now UNR. Within a year the two universities, the Desert Research Institute (DRI) and the infant Community College Division would be units in the recently formed University of Nevada System.

Many institutions had burst forth at once, though in fact they had been developing willy nilly. Nevada had paid little attention to community colleges, even though next-door California had built nearly a hundred. In 1967 the Legislature, acting upon Gov. Laxalt's request, created the Higher Education Advisory Committee. The group commenced a "needs study." Its recommendations were published in two volumes in December, 1968, as "Nevada Higher Education to 1980." The study mentioned the future potential of branch university campuses at Elko and Tahoe. The study noted that Nevada had a high proportion of poorly prepared freshmen students and a very high drop-out rate at the university. The committee recommended that "a study be undertaken by the Advisory committee, in cooperation with the University, of the feasibility of establishing at the Reno and Las Vegas campuses coordinated community college programs under unified University administration." The recommendations of the committee were published over a year after Elko Community College opened.

A changing, growing state

Few long-time Nevadans knew what a community college was, even though such colleges dated from the early years of the twentieth century. But change was speeding in the 1960's. Just west of Elko, the Carlin Gold Company, which started production in 1965, had begun mining invisible gold, microscopic flakes that when leached from 2,000 pounds of rock, could yield a tenth of an ounce of gold. Within a few years the new process would be abetted by the highest gold prices in history and new electronic and mechanical technology. The greatest gold rush in history began in the late 1970's. But unlike earlier gold rushes, this one was driven by geologists, huge haul packs, and skilled labor. No mining songs, no romantic aura accompanied it. By the late 1980's more gold would be produced in the mines of the Carlin Trend in one year than had come from the Mother Lode and the Comstock combined. The new age in mining transformed a large part of rural Nevada, especially the valley of the Humboldt River, from the old horse and cattle culture to a modern mining culture. During the same period Reno and Las Vegas surged in population. When Nevada Southern was in its infancy in 1951, only a few resort hotels made up the Strip. Of those, the Flamingo had been opened only a few years, the Desert Inn but a year, and the Sahara and Sands were under construction. In the 1960's Howard Hughes bought more than half the state's casino business and expanded much of it. In 1974 the colossal MGM opened. Las Vegas was inventing itself as the "Adult Disneyland," the term Governor Donal "Mike" O'Callaghan used to describe his state. And Reno was changing too. The old family-owned casino operations were giving way to corporate

gaming and an onrush of job seekers. When the MGM Grand opened in Reno in 1978, its casino seemed as big as the playing field in the Superdome. The old sagebrush casinos were becoming, in their new guise, glitzy tourist destinations. Old Nevada was transforming itself into New Nevada. It would need more accessible education than the universities could provide. The scattered functions of occupational, remedial, general, and community education were ripe to be unified under community colleges.

Elko, the cradle of education in Nevada

In 1966 Paul Laxalt made "self-sustaining community colleges" an issue, at least for rural voters, in his campaign for governor. Governor Grant Sawyer, Laxalt's opponent, accused him of promising a college for every county. Two of Laxalt's advisors, Jerry Dondero, an ex-adult education director in Washoe County, and Dr. Thomas Tucker, UNR professor of education, had promoted the concept. The colleges Laxalt envisioned would use community experts as instructors and community facilities for classrooms. They would keep the costs of education low. His advocacy of the colleges did not motivate the centers of population of the state to action, for in Reno and Las Vegas both the universities and the adult education officials worried about competition for tax dollars. The year Laxalt started his governorship, 1967, some Nevada Southern University students--pushing for UNLV--hanged him in effigy on the campus because they thought his attitude on expenditures, actually quite liberal fiscally, was insensitive to their interests. The university in Reno, knowing that it would have to share more state funds with Las Vegas, had no interest in seeing state money go to community colleges.

Springtime in Elko in 1967 was a period when the spirit of revitalization swept through the citizens. Letters to the editor exhorted them to build a better city. Already, members of the historical society were building a museum. Townspeople were developing an indoor municipal swimming pool, and others planned to abandon the nine-hole golf municipal course for a larger one. Some Elkoans lobbied their congressional delegation for funds for "Project Lifesaver," an ambitious and costly plan to relocate the railroad tracks that spit the town in two. The first shopping center, with a J. C. Penney's and an Albertson's, was being designed. Three writers worked on "Nevada's Northeast Frontier," the first real history of the area. The National Basque Festival had its fourth season in July.

An Elko real estate salesman, Fred Harris, had long been interested in a college for the eastern Nevada town. He had talked about a junior college at least as early as 1962. He tried, with no success, to convince the Board of Regents to build a college on land he and his friend Mark Chilton would donate. In 1964 he managed to get the regents at least to accept the gift of land. Those acres, located near the Mountain City Highway, would eventually be traded with the City of Elko

for the municipal golf course, which had to be abandoned because Interstate 80 would bisect it. The Ruby View Golf Course was destined to be the campus of Elko's college.

But the victory of the Elko people required much more than donated land. Behind it was a sort of fortunate ignorance--optimistic ignorance. Before the war for state support was won, many bruising battles would be lost. But people close to the frontier were inured to strife, as people in the Great Basin wilderness had to be, expecting nothing to be easy. Still, some boosters averred in their memories that relocating the railroad tracks that for a century had cut the town in two was easier by far than starting a college.

Some Elkoans knew that the University of Nevada once belonged to Elko, but only a few residents, devoted to town history, understood that it was but a preparatory department for a state university that the 1864 constitution proposed. Still, local newspapers always referred to it as "the state university" or "the university." The school annually announced a wide range of academic offerings. The announcements contained more courses than there potential students. David Sessions, its first principal and only full-time instructor at first, taught "spelling", "word analysis," "mental and moral philosophy," and several types of mathematics. The program was vaguely akin to the developmental education program of a modern community college.

Elkoans of a century ago had donated land and funds for a building, worth at least \$20,000, to the "university." [The "university" had been awarded to Elko in the midst of a political feud between Reno and Carson City. Carson, said Renoites, got all the spoils of government--state offices, a prison, an orphan's home. Reno got nothing, and would see to it that greedy Carson did not land the university. Reno citizens wanted the university for Reno itself. The editor of a Carson City paper repeatedly joked about the university being housed in wickiups in Elko. Some western Nevada citizens thought Elko was ideal for a prison. That L. R. Bradley, an Elko area livestock man, was the governor must have been a plus in bringing the university to the town.]

The regents, beginning an enduring tradition, granted the institution to the town that proved its interest by raising money. Indeed, little money ever came from the state for support and expansion of the university, and eastern Nevadans believed that the state wanted to choke the it. The biggest expenditures were salaries. In 1883, the principal was paid \$166.66 monthly and the geology professor slightly more. Thereupon, Elko citizens began their time-honored habit of digging into their pockets for civic improvement. The Elko people not only raised money for the university but also participated in fund raisers to sustain it.

The Elko community college activists at work

A century later, in the 1960's, nearly every incorporated town wanted a community college. Most of them quickly found "free" land for a campus. Those that failed to become the site of a

college developed an enduring rivalry with those in the vicinity that won a campus. Winnemucca and Fallon coveted a college. Even tiny Wells wanted one, along with Carson City, Las Vegas, and Henderson. So, rather than building up, that is, instead of developing one college at a time, the system was destined to spread out. And the colleges would be located on sites guided by the principles of frontier democracy and not by site location studies.

In 1967 Elkoan Fred Harris inspired several of his business buddies to take action on a college. The role model would be Treasure Valley Community College in Ontario, Oregon. Harris' friend, Bill Schroeder, was a trustee there. Schroeder preached the virtues of community colleges to Harris, and Harris extolled the concept to his Elko peers.

People of Elko went headlong into the task. By September 1967 they had opened a college, only a few months after Harris and Schroeder presented the concept to a small group of leaders. That spring Elkoans began to bootstrap after some of their leaders who had visited Treasure Valley, and returned to town with a vision of a local college. They had a letterhead for their Nevada Community College in April. They had a fund-raising campaign in May, hitting their \$40,000 goal quickly. Money continued to come in during the summer and fall. They hired a president and dean by July, taking them from Treasure Valley. They opened their college for classes in September. Elkoans taught classes to Elkoans who enrolled. It was pure frontier Americana. They had done all this while members of the education establishment looked on, some laughing, some disbelieving. The most aggressive leaders--namely, Paul Sawyer, Bill Wunderlich, and Mike Marfisi--drove the bandwagon of community progress. This was not government on the move, but people on the move. The distinction is of considerable significance in understanding many of the conflicts that surfaced when the Elko movement became a statewide thrust. In a real sense the state would eventually have to ratify what had been demonstrated as accomplished fact. They had few "proper collegians" enrolled; but they had adult citizens--the people who would soon become "non-traditional students" everywhere. The Elko boosters were people for whom free enterprise was a password to life. No doubt they would have preferred a private college. But no church or individual had the wherewithal to be its parent. They would have to ask Governor Laxalt, their friend and star politician, for state help. The Elko group amounted to a political godsend for Laxalt, for Elko, unlike rivals Reno and Las Vegas, was neutral ground.

On a March morning in 1967 Fred Harris and his friend Bill Schroeder, a trustee of the Oregon college, made the community college concept sound like morning in America at a breakfast meeting of a few town leaders in the Commercial Hotel. A community college would schedule freshman and sophomore courses. Citizens who needed academic review or remedial work could enroll in developmental English and mathematics. There would be community education courses--community orchestra, arts and crafts, stock dog training. And counseling. That had always been

lacking in rural Nevada. But the chief appeal would be the occupational function. That hit home with the Elko businessmen. Better secretaries. Mechanics who could fix a transmission. Electricians to wire homes. Bookkeepers for taxes. Indeed, they looked to vocational education as the handmaiden of economic health. Some of them had a distrust for academics, that is, for anything they couldn't get their hands on. Elko people prized occupational competence. People who could perform secure welding, people who could build and plumb a house, people who could repair a diesel engine--these would be the untold heroes of a town which still had one foot in the western frontier.

Five Elko business leaders toured Treasure Valley Community College in April 1967. That tour increased the fervor for a local college. TMCC was rural and folksy. It had a mechanical technology program. Elko could blossom with a program like TMCC's, the visitors thought. The college was far different from the Nevada university in Reno, which, to some Elko leaders, had become a habitat of eggheads and aloof bureaucrats. Ever since the university had moved to Reno, many eastern Nevadans had warned against Reno as a wholesome place for rural youth.

If a small farming town like Ontario, Oregon, could start a college, so could Elko. Unlike Ontario, which provided a local tax base for the college, Elko had no such provision, nor a base on which to levy such tax. Any public postsecondary institution in Nevada, therefore, had to operate on funds from the Nevada Legislature. Some authorities, but not all, said that a public college must also follow the policies of the constitutionally autonomous Board of Regents, overseer of public higher education. Almost no Elko leaders wanted affiliation with the state university. By the principles of frontier democracy, it was a monopoly. Eugene Voris, the president of TMCC and its virtual founder, inspired the Elkoans during their visit in 1967. Would he, they asked, be interested in moving to Elko as a president and repeat what he had done in Oregon? Maybe. The Elkoans did not know that the TMCC leader was in trouble with the local board, but that would have made little difference anyway. They wanted a promoter, and they saw Voris as their man. On the 280-mile drive south to Elko, Paul Sawyer, the GMC dealer; Bill Wunderlich, the New York Life agent; Mike Marfisi, an attorney; and Robley Burns, Jr. the undertaker, conceived a fund-raising campaign. When they had money in the bank, they would hire Voris and his dean, Carl Devin.

Back in Elko they began to preach the virtues of community colleges and to raise money. They carried their message like frontier evangelists throughout Nevada. Governor Laxalt, who had staked his political career somewhat on community colleges, opened many doors in places of influence for the missionaries from Elko.

They ran head-on into the champions of status quo, the system maintenance people. Officials and faculty members in the university perceived a threat. Already some had been alarmed by the clamor for an autonomous university in Las Vegas. Also, Howard Hughes, who moved to Las Vegas in 1967, had offered money for a medical school. Reno would want the medical college and so would

Prologue

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Las Vegas. Could Nevada, all at once, afford another full-fledged university, community colleges, and a medical school? The new buildings would require millions and the old buildings at UNR were costly to maintain. University funding was driven by numbers of students, and community colleges, with their everyday low prices, would pull some of their students away. No conspiracy developed against the upstart college, but barriers aplenty surfaced.

I came back to Nevada after teaching a year in Arkansas. I came to Elko as an English instructor for ECC in June 1970. I had been hired over the phone by an outgoing president who seemed to think I was jumping into the frying pan. After a few weeks in Elko, I wondered if a college could really work in so small a town. I had always had wanderlust. But I was broke and no longer a spring chicken, and had a family to raise. Here I would have to make a stand, and here I would get to know all of the people whose memories are printed in the following pages.

Paul Laxalt, Washington, D.C.

THE COMMUNITY COLLEGE GOVERNOR

Driving to Paul Laxalt's office on Pennsylvania Avenue, I wondered how to talk with him. Would he say that his humble upbringing by Basque shepherds had made it easy for him to be a supporter of community colleges? Would he confirm what some people had told me--that as governor he had pressured Howard Hughes to make a huge donation that would speed the development of the colleges? Would I learn if it were simply destiny or canny political skill that had made him perhaps Nevada's most famous politician--one who had actually raised funds to be a candidate for president after he left the U.S. Senate?

I found Laxalt Associates on the seventh floor of a Pennsylvania Avenue building about a mile from the White House. Laxalt's great friend, Ronald Reagan, had left the White House in triumph three years earlier. Laxalt had remained in the capital city to work in the higher levels of lawyering.

He was as suave as I remembered him from a day in 1973 when I toured him through the construction site that was becoming NNCC. That college had been one of his political triumphs. Laxalt described the creation of community colleges as "the most emotional experience of my governorship."

He was well prepared for me. He retold his experience with the colleges without pausing, without repetition, as if he were dictating his memoirs.

Was his upbringing a consideration in his support of community colleges? No. The community college was the right thing to do, politically right. The state needed to support higher education. Did he badger Howard Hughes? No. He never saw the man. Hughes called him about saving the Elko college when it was about to close. Did he like Virginia? Yes. It was now home.

At the end of the hour, he showed me a mural-sized color picture of Marlette, the Laxalt family grounds, in the mountains above Carson City. And he asked me to convey his greetings to his brother, Bob.

Many people around me were school people. From the time I was lieutenant governor in 1962, I was constantly aware of the deficiencies of our Nevada educational system. I knew early in my political career that the best contribution a governor could make would be to respect education.

When I decided to be a candidate for governor in 1966, I had to put together a platform to see where Nevada might go. One day I read in the *Wall Street Journal*, or maybe it was *The National Observer*, about a wave of education called community colleges. The article referred to a successful college in Oregon that the citizens were receiving well. So I checked it out and came to the conclusion that such an institution could serve people in Nevada well. We were in

those days a very, very small state of about 250,000 people, a kind of horse and buggy state. We had far too many students unable to participate in postsecondary education. Some couldn't afford to go to a university, and many didn't want that kind of education. Community colleges, I thought, had a place in Nevada. So my 1966 campaign advocated community colleges, and the idea was received enthusiastically before the election and maintained after it.

After I was elected, I felt the "drop dead" moment when I would have to carry out my campaign promises. Jerry Dondero, a teacher, was very close to me and was a great supporter of community colleges, as were some of his friends in Reno. That was a plus.

But I think what ignited me more than anything else, outside my political family, was a little group in Elko. At the time I didn't know them all that well. I did know that they were--on their own--going to raise some bucks and start a community college there. That was like political manna from heaven. It gave me something I could get my teeth into. So I contacted the people in Elko and we decided we would try to pursue the idea together. Although they were raising private money, obviously they would eventually have to have public funding.

So we put together some trips. Some key legislators and some people from Elko visited a community college near Portland, Oregon, with me. During that visit I became even more impressed with the concept. Very early in my governorship, I went public with the idea that the state should support the colleges. I thought this idea was akin to motherhood and morning in America. But like most young governors, I didn't realize that what seemed like motherhood to me was like poison to some others. The idea encountered geographical problems. If Las Vegas was against it, then Reno was for it, and vice versa. And it was Elko against the world. The University of Nevada, protecting its turf, considered community colleges a threat. Many jealousies emanate from the academic world. I knew that politics in the ordinary world was pretty tough, but I found it to be nothing compared to politics in academia. That is a tough, tough world.

Nonetheless, we pursued the goal. But we ran into trouble getting started in the 1967 Legislature. Nevada was having a kind of recession, especially in Las Vegas. The savings and loan companies there were having troubles, and many casinos were having difficulties. The state had a budget pinch. But we didn't give up and the Elko group kept pushing. Elko was neutral territory and the idea, though it seemed to die many deaths, kept coming back.

Sometime in the middle of my governorship . . . the dates are foggy to me . . . probably springtime, 1968, the Elko group called me. They said they could not go on with only private funds. They were going to have to close Nevada Community College. Well, this was really sad news. They asked me if I would come up and help them participate in a closing ceremony. I said, "Hell, yes!"

Naturally, the event received a lot of press. That very morning I was going up to Elko I received a call from Howard Hughes. He said he had been following the Elko story. He thought the private fund-raising showed real gumption. "I really hate to see that college die," he said. "Can I help?" I practically yelled into the phone, "Hell, yes!" He said, "I'd like to help. I'm going to send Bob Maheu (his right arm) up to Carson with a check." Hughes was true to his word. Maheu came to Carson immediately with a check for \$250,000. "There is a lot of drama here," I said to Maheu. "Wonderful." I didn't tell anyone about the gift. Hughes, of course, never talked to anybody.

I flew up to Elko to this mournful ceremony, It was like a wake--actually a burial more than a wake. The members of the Elko Rotary Club and the Lions Club and women's clubs had come together in the Commercial Hotel banquet room. They were long-faced. They were doing a postmortem on their college. They had worked hard, dug deeply into their pockets, made many trips on behalf of Nevada Community College. They had done their best, but to no avail. They were going to have to bury their community college.

I shared their concern and commended them as I spoke. "But there is one small development that I must share with you today," I said. I told them about the Hughes donation. There was an electric, unbelievable reaction. I don't recall seeing anything like it in my public life. All those grown men . . . hard asses like Snowy Monroe . . . just broke out in tears!

Great publicity followed. And that was the trigger for the community colleges. The event was so filled with drama and emotion that other Nevadans felt that what Elko was doing they should also be doing. That is, they were trying to do for themselves before looking to government. That attitude really helped eventually in 1969 in getting state legislation for the colleges.

From that time on, I must say that every hope we had for the colleges has been realized. During my governorship and later as U.S. Senator when I would visit the campuses, I saw all those people who wouldn't have been served without community colleges. I suspect that the colleges are the most valuable part of our Nevada educational system."

**Hugh Collett, M.D., Elko
PHYSICIAN PRINCE**

He is a retired surgeon and one of the Elko college's founders. He served on the NNCC Advisory Board for a quarter of a century. An advocate of strong academic standards, he also encouraged occupational education for that majority of young people who do not study at a university. He would not vocationalize community colleges for he believes that they must educate from the cultural fund.

I sometimes sat as a guest at ECC Advisory Board meetings when the members discussed the construction of the college's first building with officials of the Public Works Board. The funding had been uncertain, for Governor O'Callaghan had not included it in his budget for 1971. Elkoan Roy Young was chairman of Assembly Ways and Means. He and Senator Norman Glaser steered a bill, with an appropriation of \$325,000, through the Legislature for the building now named Lundberg Hall.

The planning meetings would sometimes last until midnight. They became highly contentious, even after federal grants had raised the construction money to \$585,000. Simply, there was not enough money to build a plant for all the college's programs. And some board members insisted that an auto shop be a part of the facility. At one point, the board proposed a "Butler Building," then a macadam floor to save money and gain space. They decided also that portable walls would make the building more versatile. The director of the Public Works Board smiled at those suggestions. Still, when Lundberg Hall was completed it did have movable walls which did not reach to the ceiling. No one could control lighting or air conditioning from a classroom.

I remember one fierce confrontation in which Dr. Collett complained about the architect's fee. The Elko people didn't understand at first that about 20 percent of the appropriation would go for the architect's fees. Defiant with their self-reliance, they said they would get a volunteer architect. But that was against the rules. Now ECC was beginning to emerge from its communal origins, from the processes of frontier democracy, and confront the state bureaucracy.

Elko in the 1960s might have seemed a sleepy place to outsiders, but it was a network of busy bees. The town was very small, and we were always looking for ways to improve the economy. Elko's economy was very fragile, so citizens tried to build in even the smallest way. Just the addition of a physician at the Elko Clinic was big news and would make a headline story in the newspapers. There seemed to be just enough people to make a town work, but no spares. Fortunately we had a leadership of professionals who always strived to improve the city. Elko Community College was one of many projects carried out by active people in a vibrant, small

city. When we were discussing the college's first building, the members of the board were led to believe that Lundberg Hall might be the college's only facility for a long time, so they tried to put shops, labs, classrooms, nearly everything, in it.

I doubt there could have been a grassroots origin of a community college elsewhere in Nevada then. The timing was right in Elko. The Elko area has quadrupled in population since then, but I doubt if we could get a college started in 1993. Elko has a different character now. People still cooperate on community projects. But most energy goes to single issues which show potential for immediate personal reward. People work very hard but the breadth of vision is missing.

The ingredients for the college were present in the 1960s. Elko was more isolated then. We didn't have 24 airline takeoffs a day, and Interstate 80 wasn't finished. The town had grown up providing for itself. The community had its own nursing program. It was operated by the county hospital and the school district. The physicians lectured in the program. The leaders were individuals with a mutual respect for each other. They had great civic spirit and involved themselves in everything from community theater to community recreation to a new museum, which was started in the late 1960's.

Under the leadership of Mark Chilton, Elko started--and eventually completed--Project Lifesaver. That was an enormously imaginative program to relocate railroad tracks that cut the town in half. It involved virtually all of downtown and even the rechannelling of the Humboldt River. That project became a national model. Project Lifesaver, along with the creation of the college, symbolized a concern for civic improvement by the citizens. There were a few naysayers. There always are. But it was cooperation of the citizens more than individual heroics that got things accomplished.

Elko had many devoted leaders. They worked hard. I'm speaking of people like Dutch Stenovich, Norman and Art Glaser, Dr. Tom Hood, Bill Wunderlich, Robley Burns, Jr., Hugh McMullen, Tom and Morris Gallagher, and Mel Steninger. These people enjoyed improving Elko with little desire for feathering their own nests. It was the dream of a better community that provided the fertile ground for a college in Elko in the 1960's.

The Elko Toastmasters Club was a sort of local think tank. The members debated ideas thoroughly. It would be hard to overestimate the importance to Elko of the Toastmasters. Education was a frequent topic because the people knew they were deprived without a college. Elko lacked cultural and economic advantages a college could bring and the contributions of professional educators. At Toastmasters, an underlying question was: "How can we get a college and what kind should it be?" In the 1960's the Elko Volunteer Fire Department conducted the "Firemen's Ball" to raise money to lobby for a junior college or technical school. Assemblymen Roy Young and Norman Glaser got a resolution through the Legislature in the

early 1960's asking the Board of Regents to develop plans for a junior college or technical school.

In spring, 1967, we learned about community colleges when a group of businessmen and professionals went to a breakfast meeting at the Commercial Hotel to listen to Bill Schroeder of Ontario, Oregon, explain what a community college was. He was a trustee of Treasure Valley Community College. The college movement went beyond the discussion state at that breakfast.

I doubt if any of us thought about the consequences of our push for a college. We had no idea how strongly some university people would resist us. We knew nothing about the Public Works Board and the hoops you had to jump through with it. The university architect considered us a joke. If it had not been a grassroots effort and the dream of the citizens, it could not have endured several "down" years after it got under way. Its roots helped it survive three presidents until Dr. William Berg came in 1973. He guided it for 16 years into a mature institution.

The college struggled several years until the legislature could understand the concept and benefits of community colleges. One member of the Legislature, State Sen. James Slattery of Storey County, was especially arrogant when we were first trying to get legislation. During the special session of 1968, when Norman Glaser and Roy Young were pushing a small funding bill for the college, Slattery, who was a member of Senate Finance, would not even discuss the idea. He scorned the idea by shouting, "I'm agin' it!"

Elko Community College survived the opposition of department heads at UNLV and UNR who did not want to accept courses that students attempted to transfer. It survived, though at great cost over many years, an architect forced upon us by the Public Works Board. The architect designed Lundberg and McMullen Halls at NNCC--those flat-roofed buildings that have had so many costly remodelings. After all these years, I can recall the architect saying: "I don't care what you want. I'm the architect!" No matter that flat-roofed buildings in the cold desert are disasters waiting to happen. They collect snow and ice and insure leaking roofs.

The college survived the negativism that was bound to set in with so many obstacles. I know. I was chairman of the Advisory Board. The college was staggered by the politics behind the firing in 1977 of Dr. Charles Donnelly, the statewide president, who was just a great guy and a fine administrator. He was one of the few people in the top of the education pyramid who had any understanding of higher education. At a Senate Finance Committee hearing, I was astonished at the arrogance on the part of Don Mello, the chairman. Charles Donnelly had convened a statewide meeting of college advisory board leaders. I became the spokesman for these boards and mentioned the outstanding work of Charles Donnelly before Mello's committee. "I don't want to hear anything about Charles Donnelly," he shouted. Donnelly listened to the Elko people. He was fired, I think, because the whole system was afraid of a

person who was becoming potent. The different college advisory boards respected him enormously. And that put fear into politicians.

Today, looking at the thriving state system of community colleges, it is easy to forget those bitter years of struggling.

Helen Harris, Elko

HER HUSBAND STARTED IT ALL

She is the widow of Fred Harris, an Elko ranch real estate salesman who had long advocated a junior college for the area. Fred Harris was no mystic, but a businessman who took the long, sharp view of things. He was both a booster and a visionary, and also, to use Wallace Stegner's term, a "sticker," a person who loved the life he made and the desert he made it in. His Elko business colleagues --Paul Sawyer and Mike Marfisi--believe that part of Elko's destiny was defined by his vision.

Helen Harris lives on upper Court Street, and from her window she can look out at the Ruby Mountains toward Lamoille, where Fred Harris developed Talbot Creek into his idea of "oasis." The Fred Harris Grove on the NNCC campus was started by Sarah Sweetwater, NNCC art instructor, with aspen trees from Talbot Creek.

Why was Fred so strong for education? Well, Fred and I were raised in the Dirty Thirties when there was no money. After the fashion of the present crop of feminists, we often went "dutch" on a date, though for different reasons. We had to. If the woman was lucky enough to have two quarters, she bought the movie tickets. Or each paid when we were lucky enough to afford a ticket. When we were at Utah State, not more than ten students had cars. They were the kids of dentists and doctors. A new Chrysler cost about \$1,000 and you could get a Studebaker for \$800. Fred and I were rural Utah kids, and things got really bad in rural areas. But we still found ways to laugh.

Fred was the first in his family to go to college and I was the first in mine. It was not a given in those days that you could go to college. We both started at junior colleges, he at Weber in Ogden, and I at the junior college in Cedar City. We were devout about education. Anytime we could learn, we did. Anywhere. We loved college. When we came to Nevada, we understood the feelings and difficulties of the small-town kids and the ranch kids who lived hundreds of miles from college. Many were scared of a university.

Fred was president of students in high school and president of the student association at Weber. But typical of him--once he got things going, he let others take over. He just moved things along until other people were ready--people who often didn't know they were headed in some direction.

He graduated from the very first class in range management at Utah State. Afterwards, he visited Elko with a BLM survey crew. He was part of the group that developed standards for grazing fees on public lands.

We got married in 1938, but we couldn't afford to live together for the first six months. I stayed in Utah and worked at the college library for 37.5 cents an hour to pay off tuition loans. He got a job at the University of Nevada College of Agriculture, and I joined him in Reno in 1939. After a year, he was transferred to the Agricultural Experiment Station in Elko. The town was really isolated. Not even a radio station hooked you up to the world.

We liked Elko from day one. But the bureaucracy got to Fred. In two years he had it. Then he got to be what he always wanted to be. A cowboy. He started managing ranches. Luckily, I liked that too. We managed some of the biggest ranches in Elko County during the period when it was the heart of the western Cattle Kingdom.

I think it was in 1962 that Fred bought a section of land north of town for nothing down and \$5 a week. We were struggling. We were in hock up to our eyeballs. Fred had been thinking about a junior college for Elko for a long time. We didn't know what a community college was then. But we had been to junior colleges. Fred wanted to give land for a college. In fall 1963 the university regents were meeting in Elko. Fred took them out to see the property. He offered them 50 acres. Regent Broadbent of Ely, Chris Sheerin of Elko, Molly Magee (Knuttsen) from Austin, and Eyer Boies inspected the property. They weren't interested at the time, but Mark Chilton and Fred and I gave them 60 acres just north of Elko to the university system in 1964.

Bill Schroeder, Fred's friend in Vail, Oregon, first told him about community colleges. Bill was a trustee of Treasure Valley Community College in Ontario, Oregon. Afterwards, Fred discussed community colleges with his Elko friends, and he also arranged a breakfast meeting between them and Schroeder. I think Bill Wunderlich, Paul Sawyer, Robley Burns, Jr., and Mike Marfisi participated, and I'm sure there were others. When the idea was planted, the Elko group decided to visit Treasure Valley and see the college. They came back all fired up.

The community college idea set loose many adventures. Once Paul Sawyer and Fred set out to get a donation for their budding college from a rich Elko widow. Paul was the GMC dealer and a salesman, and Fred was one of the best bullshitters around. How could they miss scoring big? The rich lady asked lots of questions and showed real interest. And Fred and Paul went into great detail about the merits of a college in Elko. After several sweaty hours, the lady wrote them a check for \$25.

They were able to start the college on local donations. Then the supporters tried to get funding from the Legislature in 1968. Roy Young was our assemblyman. One evening in February, we were sitting at midnight with a bottle of Jim Beam waiting for Roy to call. We were feeling a little ridiculous. We had a college started, but with no money to keep it going. We had hundreds of people signed up for courses so we could present impressive statistics for the Legislature. Twenty per cent of Elko enrolled. And, as I think back, some of our antics seem ridiculous. I

mean, some middle-aged women taking welding. But in 1967-68, if you weren't signed up at Nevada Community College or you weren't teaching there, your friends weren't speaking to you. Elko was a community where people depended upon each other to get through life. People cared about your business. A group of dowagers called the "Washerwomen" met to sort out the good and bad gossip.

Sometime in the wee hours Roy called. "We got no money," he said. "The Assembly supported the idea, but Senate Finance killed us," Roy said. No recognition. Nothing. But Elko was marching. The citizens had a bond. The people were a tribe. Of course, we weren't literally in the streets marching like many groups at that time. But everyone was dreaming the same dream, going the same direction, as if a whole community was holding hands. I think that's why Paul Laxalt supported us and Howard Hughes saved us. For six weeks, we had a marvelous feeling of cohesion. I wish people could be together like that again.

The dream came true after many ups and downs. And Fred lived to see many wonderful results. Young people who would have never gone directly to a university got a start. Many didn't have the money to leave home. The pickins' were pretty thin in Elko in those days. And some of the rural kids were very naive and scared of the city. If you lived in Lamoille, Reno was a big city.

I have been thrilled with that college. Isn't the important thing to be headed in some direction? Nobody ever gets it finished.. . ever gets there. If you're headed somewhere, that's what counts. I think there is hope for the future when we learn better how to handle ourselves. I hate to see colleges not teaching people to care for each other. Some of my friends are cynical about life today. They talk about how bad things are compared to the "good ole'days." But that kind of thinking is a trap. You've got to be headed somewhere. And you've got to remember that bad things happened in the "good ole' days" and that good things, like the college, are improving our lives.

P. Michael Marfisi, Elko
MEMBER OF THE YO-YO CLUB

He was born in Reno and he grew up in Elko, Winnemucca, and Battle Mountain. He did his undergraduate work at UNR and completed law school at George Washington University in Washington, D.C., after which he moved to Elko, where he has been an attorney since 1960. He is one of the NNCC's founders. In the college's early days, he was in the forefront of the action and an early chairman of the ECC Advisory Board.

He agrees with MacDonald's founder Ray Kroc's ideas about education. The best education for most people is trade school. He is not anti-intellectual. He thinks of himself as being "anti phony-intellectual." He envisioned the Elko college in part as a center for training teachers of vocational education. A strong critic of the academic purists, he preaches that community colleges should prepare trained workers for local businesses. Because most students don't transfer to a university nor complete a degree program, they should not be forced into academic pursuits. They should acquire skills for survival in the work-a-day world and be adequately paid for the services we all need.

Back in April of 1967, Fred Harris, who as far as I am concerned was the pioneer of community colleges in Nevada, led several of us businessmen into a discussion about a college. I didn't know anything about a community college, and neither did any one else. But Paul Sawyer, Bill Wunderlich, Dr. Hugh Collet, Bob Burns, Jr., Carl Shuck, Mark Chilton, and several others became interested.

Fred got his friend Bill Schroeder to explain the community college functions to us. Bill had helped start Treasure Valley Community College in Oregon. Fred said that Nevada was the only state left without a community college.

A community college, which could offer vocational training, seemed ideal for Elko. Number one, Elko has been the cradle of education in Nevada. Elko started the university in the good ol' days by raising local money and having benefit balls. After about ten years, the university moved to Reno and left us far, far away from predictable higher education. In the 1960's, the Elko economy was pretty grim at times. Especially in winter, when the tourists stopped coming. In the long winter months Elko people lived off each other. So why not start a system of community colleges, with Elko as the leader? The economic impact was obvious. A college would bring teachers and students. An academic hub would also be good for the arts, although most of us thought first of vocational training.

In a breakfast meeting at the Commercial Hotel in Spring 1967, Fred was impressed by the fact that Treasure Valley CC had been built on the site of a golf course. I'm getting ahead of my

story, but the irony is that ultimately NNCC would end up on our old Ruby View Golf Course, by the generosity of Mark and Cathy Chilton and the Harris'. A wonderful story in itself.

Some of the people who met that morning at the Commercial did visit Treasure Valley, at Fred Harris' suggestion. After they returned, the members of what was to become the Yo-Yo Club decided that if a little berg like Ontario could have a college, so could Elko. To a great measure, the credit for leadership thereafter must go to Bill Wunderlich and Paul Sawyer. They beat the pavement in and around Elko selling the college idea and raising money for it.

But our biggest job, overall, was convincing the education establishment in Nevada that the state should have a system of community colleges. Always money is tight in education. Competing for that almighty dollar was going to be difficult.

UNR didn't want to talk to us because it had an extension program and they said they could gear up and offer more courses. K-12 had so many problems and money shortages that they didn't enjoy the prospect of cooperating and sharing. But Bob Zander, the Elko superintendent, understood adult education needs and he liked the idea of vocational certificate programs. He really helped us, even though many of the teachers didn't want "moonlight educators" messing with their classrooms.

Since I was a lawyer, the Yo-Yo Club members knew I had typewriters and a secretary and could keep files. The other guys would do behind-the-scenes political work and beat the sagebrush for students and money. Eventually it all came together, but each day that we met--and we met almost every day and every other evening--there would always be a crisis. The school district was going to shut us out, or we couldn't attract qualified teachers. We had so many ups and downs that we called ourselves the Yo-Yo Club. One day things would go great, the next day the project seemed dead.

Fred Harris led us to a concept that went right to the hearts of the people. Many of us got caught up in the vocational/technical function of a community college. But we wanted to emphasize training of practical use to the area. Gene Voris, the first president, of course, advised us that we needed to develop all the functions of a community college--developmental, vocational, and general education. Also community services.

We realized we couldn't be all things to all people. So we tried to focus on real needs. Elko had already developed the School of Nursing, which trained practical nurses. We brought that under the college, and the program was improved with laboratory science courses. And now we were trying to grow a college, with programs in welding, automotive, business and office. The needs of the area were starting to be met.

I've been a critic of education for many years. I believed the vast majority of people were not being served by the existing system. Only a small portion of the people had an opportunity to

improve themselves. People who needed to learn a trade--people who carry on the everyday work of the world--they were left out. They gravitated to a service station or became chambermaids at a hotel. They received some in-house training and that's about all. One thing that really impressed me about community colleges was the emphasis on counseling. Counseling and the open door admissions--that was something I had never seen in all my experience. Here was apple pie and motherhood and good morning America, all for the taking. One thing I regret, though, is that the community colleges are starting to charge students too much because they are tied to the University System.

That first semester in 1967 we put on every kind of course that would attract everybody and anybody. We had courses in diesel mechanics, square dancing, and history of Nevada. Anything some willing soul was qualified to teach we scheduled. And people enrolled for a pittance. We got the college launched and then we had to bring on the professionals who knew how to put it together. We needed to work toward accreditation.

I fought being tied to the University of Nevada System a thousand per cent. I didn't want the educational eggheads running this type of college. I'm an advocate of vocational training for the workforce. University systems are so overflowing with "know- it-alls". . . people who in fact don't know or teach anything practical. University "academia" is out of touch with our real day-to-day world. Few of our "educators" have ever experienced the practical business world and pay only "lip service" to the vocational and technical training and educational needs of the vast percentage of America's work force. We fall into their grasp and they tell us who is and who isn't qualified to teach. We opposed the idea of the strict education credentials for community college instructors from the start. We fought against being a part of the university system. But we had no choice in the end but to join it. Our good friends Paul Laxalt and Mike O'Callaghan thought that we had to be tied to some existing branch of education in the state if we were ever to get funding. They didn't think Nevada had any appetite for funding a third entity in education. On balance, we were better off to go under the university system, for a time, because it brought about an immediate image of legitimacy. However, I still firmly believe our Community College Systems should have separate, but equal, autonomy in Nevada education.

Paul Sawyer, Elko
UNSUNG HERO

He started delivering the community college gospel almost the moment he learned it. He took the good news from Elko to Reno to Carson City to Las Vegas. He turned state human services meetings into his personal pulpit. More than any other person of his time, he changed the way Nevadans thought about education.

Known for his behind-the-scenes work for Republicans and his fund-raising crusades for community causes, he is widely acknowledged as a driving spirit of the NNCC founding group. If there is a "Type A" personality, he is its embodiment. He is the epitome of frontier individualism--a lover of the outback, a hard-arsed realist, a builder of community. He distrusts planners and their product, conformity. Paul Laxalt called him "an effective man." The late Fred Harris said of him: "I can see him sitting on the back of a chair, as he pounded on the merits of community colleges and what they would do for Nevada." Paul Laxalt invited him to a Manpower conference in Las Vegas in November, 1967. He rose to speak and electrified the participants with his firebrand endorsement of community colleges. Bob Brown, editor of the Review Journal, wrote: "The most exciting thing that came out of the Manpower conference was the community college concept."

He did not continue to serve on the NNCC Advisory Board after the college became as part of the UNS. I think, maybe, he was uncomfortable with bureaucracy, and needed to do his own thing. But he continued to help the NNCC Foundation--Jeanne Blach and Bonnie Bilbao raise private money for college advancement. That foundation, by 1993, had raised more than nearly \$3,000,000 and built the college-community center on the Elko campus.

Born on a ranch north of Winnemucca, he moved to Elko, where he was a automobile dealer from 1945 to 1977. He has a strong distrust of the "educators" who, he believes, through their unions, take education away from the people. He is unwavering in his opposition to governance of community colleges by the Board of Regents.

It was the spring of 1967. I got a call from Fred Harris asking me to come to breakfast at the Commercial Hotel. To get a free breakfast from Fred, I'd go anywhere.

Next morning, he had with him Bill Schroeder, an attorney from Vail, Oregon. Fred and Bill worked together on range management matters.

I may not remember everybody who was there, but I definitely know Bill Wunderlich, Mike Marfisi, Robley Burns, Jr., and Mark Chilton came. Maybe Carl Shuck and Dr. Les Moren came, too. It is easy to get confused about the members of the Yo-Yo Club because when we started the college, we were busy raising money, getting organized, and selling the project.

When we needed someone's expertise, we'd get them involved at the time. So it's hard to remember everybody and just when they got into the action. But I can tell you, there was an outpouring of energy. Many people became young at heart again, and some of the heroes will go untold.

But one person stands out. Fred Harris. It was his vision, enthusiasm, and his constant urging that kept us going. There can never be enough credit given to Fred and others like Bill Wunderlich, Mike Marfisi, and Paul Laxalt.

Schroeder told us what a community college was. He was really pepped up about it. He said it would vitalize a community and be great for businesses. And it was a workable way to get education to rural areas.

I didn't pay too much attention at first because I had lots to do with my business at the garage. At Rotary two weeks later, someone suggested, 'Let's go up to Ontario and take a look at that college.' We started contacting people to go. Fred Harris was going to be at Ontario and would meet us there. Mike Marfisi, Wunderlich, and Bob Burns, Jr., and I drove up and met Fred at Treasure Valley. We spent a day there. We talked to students and to the faculty. And we talked a couple of hours with Dr. Eugene Voris, the president.

That was the first taste any of us had of a community college. Seeing the attitudes and listening to the enthusiasm of the faculty and students for that kind of education--well, that sold us.

In the car driving back to Elko that evening, our enthusiasm soared. How to start? Go to the state? To the Department of Education? To the university regents? We reasoned that if we sold the idea to some official entity of the state, then the funds would go to the metro areas--Reno and Las Vegas. We'd be left out in the cold. Maybe 25 years later we would get a college.

In conversations with Dr. Voris, he was asked what it would cost to start a college in Elko. He indicated that the cost wouldn't be great. He said you wouldn't have many professional faculty at first, but you could expect volunteers. "You can probably get by with \$40,000," he said.

Driving to Elko that night, I said to the others, "If you guys want a college, I'll raise \$40,000." And the fund-raising drive started that moment. After I got home, I thought, 'My God, what have I done?' The economy in Elko was sick at the time. That was a lot of money I had promised to raise. But I thought to myself: 'This is just like selling a new car. I have to start with a prospect list.'

I called Carl Shuck, a close friend. We got a bottle of Jim Beam. He owned the Cave Motel. We went into one of his vacant rooms with a legal pad and the booze. We brainstormed our list and wrote down the amount of money we expected from each person. We were in that room until nearly daybreak. The list of names got longer and the amounts of money we were going

to collect skyrocketed as the evening wore on. As we got more booze into us, we thought our contributors were generous people indeed.

We decided to test the list before we went to the Yo-Yo Club with it. We needed some fresh, country air as an antidote to the evening before. Driving in the country and looking at the snow-mantled Rubies made us feel like Nevadans. Come to think of it, the Jim Beam made us feel like Nevadans.

So we drove out to Clover Valley. The hour-long drive would give us time to build up our thoughts about asking for money. We stopped at Russell Weeks' ranch. He was on a tractor in a hay field. We visited him a few minutes and I told him what we had come for. We all went to the ranch house, and Russell got his checkbook from a desk. "How much do you want?" he asked.

"Five hundred dollars, Russ," I said. He wrote out a check, and that was our first collection. It was a good start.

On the way back to Elko, Carl asked me why I had asked for five hundred. "It was the first figure that popped into my mind," I said.

With this success, we got organized. We selected solicitors and assigned the volunteer workers to different names on our target list. A week later we met in the judge's quarters and counted over \$6,000. And that was before we had gone public. Clearly, Elko was sold on the idea. The reason? We had enthusiastic workers. And this has always been a town of miracle workers. They told the community college story to anyone who would listen. In about a month we had raised \$45,000, and the money kept coming in even after we had opened Nevada Community College in September. We had to sell the people in the state what community colleges were all about. The press--the *Elko Daily Free Press*, Paul Leonard of the *Reno Evening Gazette*, Hank Greenspun of the *Las Vegas Sun*, and Bob Brown of the *Las Vegas Valley Times*--all were receptive. In fact the press throughout the state understood what we were trying to do. Chris Sheerin and Mel Steninger of the *Elko Daily Free Press* did a super job with stories and editorials. I believe it was Earl Frantzen who inserted our slogan "Give a Day's Pay" in small print between front pages stories of the *Free Press*.

We let our businesses go, or worked late at night or early morning. At first we got our big donations. Then, to get everybody involved, we took anything people would give, even pennies. I came up with the idea of a "Give-a-Day's Pay" promotion, and we asked the girls to carry that out. Joan Gaynor and Louise Collett helped organize that drive.

With the money coming in we hired Gene Voris to come to Elko by July 1. I had sensed that he might be interested in the job when we first talked to him at Treasure Valley. They had to start in Ontario with no money and no facilities. They raised some local funds, and held

classes in basements. Gene had engaged all the problems we were about to encounter. He seemed right for Elko. I must say that a lot of resentment arose from the educators, who in turn influenced the legislators, about Gene Voris. He was an outsider. The university people and the regents didn't want him because they didn't hire him. He wasn't one of the ole' boys. They told a lot of damn lies about Gene. If anybody was ever entitled to a slander suit, Gene could have slapped one on them. 'The stories you are getting about Gene are not true,' I told some legislators. People in the university fought us from day one. To them, we were local yokels, butting into what they considered their expertise, their neighborhood.

Our experience with the educational establishments convinced us that community colleges should have their own governing board. From the first we had problems with the local school board and the university. Classroom teachers at the high school thought the rooms belonged to them. Even using the chalk bothered them. But that's human nature.

The Arthur D. Little Study recommended that community colleges should have their own board. And the study was right. Feelings got so bad. We were infringing on the territory of school and university people. They resented it. During the next elections for school board members and university regents, Bill Wunderlich and I got deeply involved. Some incumbents lost. We wanted people with different thinking.

Paul Laxalt told us he was going to put community colleges on the agenda for the special session of the Legislature in 1968. So we had to pre-sell the idea to politicians. We were community college activists. The concept was our gospel. We told the story countless times. Not many people in the state knew what a community college was. To the politicians, of course, a college meant another column of figures. We were a problem for them, just another group asking for money.

It was the local people in 1967-68 who made the difference between success and failure. I have mentioned some, but there are many others. People volunteered to raise money and to teach classes. Others enrolled in classes and twisted arms of others to enroll. The people supported the college with money and time and didn't expect any thanks.

'Bury this bunch' was the marching order in the state senate. And that's what they did in the special session. They ganged up on us and we were dead. Norman Glaser and Roy Young worked their tails off for the college. The bill passed the assembly because of them. However, Senator Snowy Monroe was lukewarm about the college. This showed up as the bill was killed in the senate.

But we got them to acknowledge that there was a community college in Nevada. They changed our name. We had named it Nevada Community College because it was a pilot project to show the rest of the state what a great type of education could come from the people. I don't

know if it was the politicians or the educators who were behind the name change. Whoever, they believed that the college was going down the tubes, and they didn't want the state's name connected with failure. The attitude was: "They started this abortion up there, so let it go down in flames with the name Elko Community College, not Nevada Community College. It's going to fail. Those sagebrush monkeys aren't educators. They can't run a college."

After the Senate buried our bill, we were down in deep dumps. We hung out hope that somehow something would happen. But when May came and nothing happened, we started closing down. During late May or early June, Mike Marfisi called a community college stockholders' meeting at the Commercial. The term "stockholder" is accurate. It belonged to the people. Everybody who had contributed--and there was over \$80,000 eventually--was a stockholder.

At the meeting were Rotarians, Lions, and Soroptomists. Mike introduced Paul Laxalt, who had come with his hang-around entourage of press people from over the state. Paul thanked us for our work, and spoke on political matters for a while. He praised community colleges. 'Too bad the money is gone,' he said. Then he made the announcement about Howard Hughes' \$250,000 donation.

Clearly Paul was squeezing all the drama he could out of this. Paul was good at that. The Commercial banquet room was packed. It had been deathly quiet. Then all hell broke loose. I saw a bunch of handkerchiefs come out. It seemed like everyone had to blow his nose.

I was sitting next to Hank Greenspun, publisher of the *Las Vegas Sun*. He poked me and said, 'This is for real; it's for real.' He got out his pad and made notes. We had a friend in Hank from then on. He couldn't do enough for us. Ted Lunsford closed the meeting by saying simply, "Thank you Howard, wherever you are."

**Norman Glaser, Halleck
CLEARING THE WAY**

He is a rancher from Halleck, a small community east of Elko. The Glaser ranch (which he operates with his brother Art) is the setting for the novel "Treble V." ECC's second president flew an airplane through a power line at the ranch. Miraculously escaping death, the president vowed never to fly again, and he didn't.

Norman Glaser was an assemblyman from 1961-72, then a State Senator from 1976-84. Faun Dixon, instructor at WNCC, was once his student aide in the legislature. She says of Glaser that "he had a special way of grinning and smiling. He would look at you with a gaze that seemed to be 200 amperes. He would rivet on you without a blink. He heard what you said and would answer levelly in a baritone voice. The perpetual grin and the voice--he was like Gary Cooper."

His work in the Nevada State Legislature, along with Elko Assemblyman Roy Young, also a rancher, resulted in the "early" legislation for community colleges. Hearing his constituents' complaints about troubles college students had trying to transfer their courses to the universities, he introduced bills for an independent board of trustees for community colleges. In the late 1970's, his measure proposing a constitutional amendment for a community college board passed the senate but failed in the assembly. "The regents lobbied it to death," he said. Even so, Glaser believes, the bills were therapeutic, "because the regents started letting the community college presidents sit around their table at meetings."

I was in the Nevada Assembly in 1967 when Fred Harris, Paul Sawyer, Bill Wunderlich, Mike Marfisi, and Mark Chilton were spearheading a drive for a college in Elko. I didn't know anything about community colleges in the 1960s. In 1967, Mel Close, Speaker of the Assembly from Las Vegas, appointed me Chairman of the Ways and Means Committee. It's one of the most powerful committees in the Legislature and if you get on it you're in the catbird's seat. The chairman of the committee has the power to move a bill fast or sit on it and, let it die.

Carson City was the first place to sponsor a community college bill. Dr. John Homer, an assemblyman from Ormsby County, proposed Kit Carson Community College. He drafted a bill in 1967 for the college, but the bill didn't come out of bill drafting until late in the session. It took Russ McDonald, a capable bill drafter, a long time to put it together. It grew to the size of a small book by the time Russ assembled it because he had to review many pertinent statutes. Russ, a Rhodes scholar, complained that the bill cost \$5,000 because of attorney bill drafting time. It went to Ways and Means because it asked for an appropriation. Kit Carson Community College died a quick death in my committee. It asked for too much money. Also, no one on the

committee knew what a community college was. The idea of having community leaders teach college courses flabbergasted us. We weren't ready for that idea.

In Elko in 1967, nearly everyone pushed for a college. They gave money, taught courses, enrolled, and lobbied. The Elko people were following the first rule of politics. Which is: You have to organize to get what you want.

In 1966 Governor Laxalt had come out in support of community colleges. Every governor wants to be remembered for something. Mike O'Callaghan wanted to be remembered for starting the first physicians assistant program in Nevada. Laxalt wanted to go down in history as the father of community colleges. In 1967 he appointed a study committee on vocational/technical education and community colleges. I was one of the members along with Burnell Larson, the state superintendent; Senator Carl Dodge; Al Seeliger and Tom Bell, university regents; Jack Davis and Tom Tucker of the UNR College of Education; Stan Jones, commission on labor; Lewis Paley, AFL-CIO; Jerry Dondero, director of employment security; and Russ McDonald of the Legislative Counsel Bureau.

The committee met in the fall of 1967 at Elko High School, where the community college was holding classes. Dorothy Call, who was one of the first instructors at the college, was teaching business courses. Senator Dodge wanted to know how the program worked. He questioned her, at length, until it became clear he was interrupting her teaching. Dodge was skeptical. I had a great deal of satisfaction several years later when I was a member of Senate Finance and he came with his hat in his hand asking for a college program and building for Fallon.

The governor's committee once met in Reno in a downstairs recreation room at the home of Dr. Thomas Tucker. It had a well-stocked bar down there and I remember also a coffin and other antiques. He was a political powerhouse with the school districts because he was the head of the Graduate School at UNR. He was an old Tennessee boy who could enliven stories--especially when he was into Wild Turkey, which he liked very much. He had once run for Governor of Tennessee as a Republican and lost by a handful of votes. He was politically powerful. He bragged about putting every principal in every school in Nevada. The educators would go through his master's program and he would place them in a friendly superintendent's school. He was a very strong community college supporter. I know he supplied Laxalt with statistics and recommendations, and he probably had a big hand in picking some of the first community college executives, including Charles Donnelly and Bill Berg.

At Tucker's home we discussed the introduction of college legislation for the special session that Laxalt had called for early 1968. We talked about how to get the support of Senator Jim Gibson of Henderson. Gibson served 30 years in the Legislature, in both the assembly and the senate. He was a well-informed man. He was tight-fisted with money. If you wanted to get a

program passed in Nevada, you had darn well better get Gibson convinced.

In the 1968 session Gibson had just moved into the Senate from the Assembly, and that allowed me to become chairman of Ways and Means. I went to breakfast with him several times in the special session. I tried to get him to support community colleges. He was attentive, and he always tried to support education. But he backed off from the colleges for a time because he knew that K-12 was hard pressed for money and the university system was chronically short of dollars. So it was natural for him to view the community colleges as another layer to be sandwiched between the schools and the universities. One thing, however, did appeal to him. And that was the idea that the state could economize by getting the community colleges to take over the freshman classes. A study had just come out indicating that the universities would have to hire more professors and build more classrooms to gear up for surges in enrollments. We knew that there was a 50 per cent fallout between the freshman and sophomore years. And the universities lost a lot of juniors and seniors. Only about one in four who started actually graduated. I suggested to Jim that the community colleges could save the state a bundle by accommodating freshmen and maybe sophomores at a lower cost.

But I'm not sure he was convinced. When the Nevada Community College bill came to Senate Finance in the 1968 special session, he voted against it. But, later, when Henderson got interested in a college, I was gratified to have Senator Gibson wanting my support.

The first state-level community college debate came in that 1968 special session. Governor Laxalt had called the session primarily because of pollution problems at Lake Tahoe. He wanted to develop agreements with California to keep Tahoe blue. Only the governor can put an item on a special session agenda. A legislator cannot introduce a bill unless the governor has placed the topic on the agenda.

The Elko group got the governor's ear, and the college bill made the agenda. The Elko activists wanted to make a good impression. They were, I recall, asking for \$390,000, a huge sum in 1967. That got my attention, too. They convinced me that the community college concept was worthy. I became interested when they explained the mission of the colleges. But I knew the money request had to be chopped drastically. Laxalt had recommended \$96,000.

I thought it would be a good idea if the Elko people would meet with some of the legislators to explain the colleges, for the idea was new in Nevada and foreign to the senators and assembly people. It never hurts to polish apples and grease skids.

I called Mary Frazini, assemblywoman from Washoe: "Mary, can you get a group of legislators together? I'm bringing President Voris of Nevada Community College to Reno to explain this new kind of college." She got all the Washoe legislators to the meeting. We hosted them at a posh restaurant, Vario's. In politics, food is a wonderful diversion and catalyst.

After that meeting, I arranged a meeting with Las Vegas legislators. We--Dr. Voris and I--took them to breakfast at the Fremont. Floyd Lamb, Mahlon Brown, and Jim Gibson came. After Dr. Voris outlined the concept, they seemed to understand. But you have to remember that in those days UNLV was just coming into its own, after being Nevada Southern. Much attention was on university matters.

One thing the Elko people did to impress the Legislature was to get big enrollments. That first fall semester I enrolled in a cattle herd—health course, taught by Dr. Bruce Branscomb and Dr. A.A. Cuthbertson, veterinarians. Nelda, my wife, signed up for a course taught by Pat McGuire, "Business Charm and Grooming," which Nelda later taught.

Nelda was a great help with the Legislature. While "babysitting" the spacious Charles Harper House while they wintered in Mexico, she cooked several gourmet dinners for the regents and key legislators while extolling the virtues of community colleges.

Around 450 people enrolled that first year. Armed with such numbers, I could plead with the Legislature for some help. "Elko is just crying for this kind of college," I told legislators. And those numbers did cut some ice. In a special session you've got to get your work done in 21 days. New bills have to be carefully structured and planned. Roy Young, my Elko colleague, and I agreed that AB3, the Nevada Community College bill, had to be introduced right off the bat. We planned to hold hearings within ten days, just as soon as we got the Tahoe bill out of the way.

When the bill was about to come up for a hearing, I talked to Floyd Lamb, chairman of the Senate Finance Committee. "We're having a hearing on the college bill. A group from Elko will be testifying. I would like you to bring the committee to the hearing." He did. He was a gracious gentleman in some respects. He liked me because I was a rancher. He was a rancher in Lincoln County. We had comradie.

At the Ways and Means hearing the room was jammed. Elko had come in force. They talked fervently about their college and its benefits. When they finished, I didn't want to cover the same ground. I said that one of the side benefits was, as a student, I was now sleeping with a coed—my wife. Nelda had registered at the college. Floyd Lamb, who sometimes didn't have much humor, punched me in the ribs, "Cut it out, Glaser." But there was laughter in the room and the hearing ended on a high note. Floyd was a supporter after that.

The college bill got caught in the crossfire about the proposed medical school, which Howard Hughes had funded with a large donation. Roy Young and I were afraid we would get shot down in the crossfire. Clark County didn't want Reno to get the medical school. The rural counties threw in with Reno. It got the medical school by one vote.

Now I was one of the few Democrats from rural Nevada, and Clark County was mostly

Democrats. So they leaned on me heavily to help them stop the medical school. I needed their votes for the college bill. During the session we all stayed at a new motel called the City Center on Carson Street, a few blocks from the Legislative Building. I had a room on the third floor next to a corner room. The motel people set up the corner room for use as a meeting area. At first I thought I had a bad deal because different groups would caucus next door. Their arguments got heated and kept me awake. I could hear nearly everything through the wall.

The session came to day 14. On day 15 the college bill and the medical school bill were up for a final vote. The legislature had three readings for a bill--the introduction and referral to committee, the committee hearing, and second reading. Roy Young and I were really concerned that the medical school issue would kill our bill.

The prior night 14 of the Clark delegation were meeting in the corner room at the motel. I couldn't help but overhear them. I heard my name mentioned. I put my ear close to the wall and listened to their strategy. Assemblyman Keith Ashworth said he would put pressure on Glaser. "If Glaser wants his community college, he'll have to vote against the medical school," he said.

When the meeting was over, my phone rang. I didn't answer. Next morning, the phone rang again. I didn't answer. I was careful not to be seen leaving next morning. All of us usually had breakfast together at the Carson Nugget. But I slipped past the Nugget. I waited until the last moment to go to the Assembly Chamber for roll call. It would be too late for Ashworth to talk to me.

I looked up at the general file board and saw that the medical school vote was first. Bad news. If I voted for the medical school I would turn some Clark votes against me and the community college bill. So I arose and moved that the college bill, AB3, be moved to the top of the agenda. I said that my good friend Roy Young would then be able to vote. I told the legislators that he had to leave for a directors' meeting of the First National Bank. He really did have a Reno meeting that day.

The college bill passed Ways and Means by 9-0. It passed the Assembly, 32-9, if my memory serves me. Then it went into the Senate's court. The senator in those days from Elko was Snowy Monroe. How many votes could he influence? Especially in Senate Finance? Floyd Lamb was chairman, and the other members were Archie Pozzi, from Carson; Jim Slattery, from Storey County; Jim Gibson, from Henderson; John Fransway, from Winnemucca; Emerson Titlow, from Tonopah; and Mahlon Brown, from Las Vegas. Originally we had asked for \$92,500, but we whittled it down in Ways and Means to make it more palatable. But that didn't help. It went down, 5-2, with only Lamb and Pozzi voting "yea."

As you can imagine the people in Elko had their fingers crossed. The phone was ringing off the hook. Scotty Sawyer and Mike Marfisi called about every hour. I gave them a blow-by-blow

description, and they were deeply disappointed. "Take the money out of the bill, and get it reconsidered," one of them said. So I called Floyd Lamb and asked if Senate Finance would vote for the bill if we left the money request out. He polled the committee, and they said "no."

I reintroduced the bill in the Assembly, but without a provision for funds. AB17 would place the community colleges under the Nevada Department of Education. It passed the Assembly, 42-0, as an emergency measure. This time Senate Finance saw how strongly we felt about the college, although some complained that our bill was a "foot-in-the-door" mechanism. They knew we'd be back in a year asking for money. In truth, it was a foot in the door. They tried their best to kill the idea. They amended the bill by taking "Nevada" out of the college name and substituted "Elko." Also they placed the college under the school district. They wanted to divorce the college completely from the state. Then they passed it. It was a hollow bill.

But they couldn't kill the idea and they knew what a community college was.

Burnell Larson, Carson City
PRINCE OF EDUCATION

No one earned more respect than Burnell Larson in public instruction in Nevada in the 1960s. He was at the center of the state's powerful forces in a time of great change. The desegregation of schools, the reorganization of Nevada school districts, the big federal thrust into vocational education, and the birth of community colleges--he was deeply involved in these events.

He retired in 1972 as Nevada Superintendent of Public Instruction after a distinguished career in education. He began his career after the Good War as an instructor of foreign languages at the University of Washington. Later he was a teacher at several rural schools. He was once a teacher at Battle Mountain High School. He played in dance bands on weekends at places like Beowawe and McDermitt. Eventually he became the Superintendent of the Elko County School District and later the State Superintendent. He was an advisor to Governor Laxalt during the formative years of the colleges. He believed the occupational function of the colleges would have received more attention had the colleges been an extension of the public schools and not a part of the UNS.

The community college movement was extremely important to Paul Laxalt. You might say that its success was one of the milestones of his political career. The crowd in Elko was really vociferous for a college in 1967. They got lots of press. Chris Sheerin, publisher of the *Free Press* helped them, and Paul Leonard, who had worked in Elko, was an editor at one of the Reno papers. Paul, who had worked in Elko, editorialized for the Elko college in the *Nevada State Journal*. Eventually Hank Greenspun tried to fire up people in the south through the *Las Vegas Sun*. And, of course, my good friend Mel Steninger helped too, maybe more than most people know. Mel became co-owner and editor of the Elko Daily Free Press after Chris Sheerin retired, about 1969. Mel was an outspoken but competent newspaperman. He certainly didn't pull his punches in editorials. Some Las Vegas newsmen called him a "pistol." Technically, he was a realist. It was hard for anybody to pull the wool over his eyes. He helped to keep the fire going for the college at Elko.

More than any group in the state the Elko people had influence. They traveled in Nevada like the Apostles traveled the Mediterranean lands. They got Laxalt to put them on the agenda at job and education conferences. They sold their idea all over the state.

When I was superintendent in Elko in the 1960's, comments would sometimes appear in the paper recalling that "one time we had the university here. Why shouldn't we have a college?" I think some of the Elko old-timers felt a sense of loss to Reno about the university, although that had happened long ago.

In the beginning there was hot and heavy controversy about what would go on in the

community colleges. Who would govern them? What would their function be? Much of the controversy ended in my office, probably because the university system was not receptive to an institution that had some non-academic tendencies. The Department of Education had helped with curriculum when the Elko college was starting and also with vocational funds.

I thought community colleges should have been an extension of the public schools. I think Governor Laxalt felt the same way, originally. Maybe I am putting thoughts in his head that weren't there. But we were working very closely on the community college project. I chaired his committee on vocational education and community colleges in 1967. The committee's mission was to study the possibility of starting a system of community colleges in Nevada. He asked for a report back to him by the end of 1967. When we made our report, I don't recall any opposition. But that would be unique. In all my years in education, I think at one time or another I had opposition to anything I ever proposed.

And I think the Governor believed that the vocational function of the colleges would be more potent if they were an extension of public education. Maybe Howard Hughes did too. I say that without knowing but he did send his \$250,000 check to me as chairman of the study committee.

Laxalt had been touched by the spirit of the Elko people. They really favored vocational education. He was always asking, "How is it going up in Elko?" But the attorney general ruled that the university system was constitutionally responsible for public postsecondary education, although that was later contradicted. Finally Laxalt said, "Forget it. We just can't do it. It can't be under the public school system."

Laxalt took the study committee up to Portland to look at community colleges. One group gave us a great big banquet. The people at Portland accused me of being Howard Hughes. I honestly think they believed I was Howard Hughes.

We spent two days there. They had a great presentation of their programs and their physical plant. The college, I recall, was a new one, but enrollments were surging. In Oregon, the Department of Education had a community college division, and the Portland college was a part of that. It was much like what the people in Elko wanted in terms of organization.

Apparently we had to change the law in Nevada to have that kind of governance. So Laxalt said, "Forget it."

I was a neophyte as far as community colleges were concerned, but the Portland college looked wonderful. That tour at Portland opened my eyes and I think also the eyes of the people on that committee. At the time, I was working on integrating the schools in Las Vegas and, as I remember, the independent school districts were just coming on. I wasn't fully aware of all the aspects of a community college.

I'm really gratified by the way the colleges developed. The people needed them. I hate to see

the costs always going up and up. I feel the cost is getting out of reach for many of the people the colleges were meant to serve.

I hear my good friend Mike Marfisi feels the same way. I met him when he was a senior in Battle Mountain High School. The principal there said to me, "We've got to get an orchestra for this boy. Will you come out and play the piano for the prom?" I did. It was the coldest night I can ever remember, but I played the piano all evening. Mike was the master of ceremonies. The truck steering froze up on my way home that night.

Bill Wunderlich

COMMUNITY COLLEGE GADFLY

To some people in the upper tip of the UNS pyramid, Bill Wunderlich is the franchise community college vigilante. Only his friend Paul Sawyer and Marvin Sedway, a Las Vegas optometrist and later state assemblyman, proved more vocal in the community college effort. But no one was more vigilant. He is a community college trailblazer, one of those who got there first. He served on the NNCC advisory board for nearly 25 years. His wife, Marge, a classmate of Bob Laxalt, says that her husband and Paul Sawyer "never let up" once they set their minds to starting a college in 1967.

Wunderlich could flare like a rocket and show much passion for the vocational programs that lay close to him. And his passion proved fruitful as he constantly stirred up legislators on matters relating to the community college mission. During the founding period, almost daily he phoned or wrote to persons around the state selling the college idea. When I began to compile these pages, he gave me extensive journals and letters relating to the early years of the movement.

My New York Life office was right next to the college office in 1967, upstairs in the old First National Bank at 5th and Railroad Street. The bank had an extra space at the end of the hall, and that's where the college started. Gene Voris, the president, and his right hand man, Carl Devin, had offices close to mine. Carl's wife Patricia taught some classes there—modeling, as I recall. This was before ECC began to use Grammar School #1 in 1969. For 1967-68, we just converted the top floor of the bank building into some offices and classrooms. We started working with the school district, using their classrooms at night. Bob Zander, the superintendent, wanted the college to develop. He always preached that many high school grads needed certificated programs, not university degrees. He appointed one of his assistants, Chuck Knight, to coordinate the transfer courses with the university, which offered them until the college came under the university system in 1969. Zander asked Don Elser, who had been in charge of adult education, to develop vocational training. Bob, like every superintendent in Nevada, wanted Dr. Tom Tucker, the UNR education professor, to be an advisor to ECC. Some school board members objected to that, probably because he was identified with the university. Since the college had no public authority until 1969, it was under the school district. In the early days, the school trustees appointed members of the college advisory board.

At the end of that first year, we were about to close the college. You know, money was the big item. We had gone to the bottom line and nothing was left. Our "Give-a-Day's Pay" funds were gone. Everybody had just about given up, including Governor Laxalt. The Legislature had

stalled on us in the Special Session of 1968. I had Paul Laxalt's private number. One night in the spring of 1968 Paul Sawyer came by my house about 10 p.m. We got the governor on the line and said, "Hey look, we've done everything we can do, it's up to you now." He said, "I'll take it and we'll go from here." Shortly afterwards, Howard Hughes gave the money to save us. Elko had raised money many times for many good causes. But never anything like \$125,000. In 1968 that seemed like a ton of money. A full-time instructor would get maybe \$7,500 a year in 1967.

We first learned about community colleges from Fred Harris. The strange thing is that no one in our area had even thought of a community college as a project. It just happened--it kind of grew with Elko. Fred really pushed the idea, or, you might say, he pushed us into it. He was a real estate broker, dealing mostly with ranches. He went all over the country and so he learned about the colleges out of state. He came to Scotty Sawyer and me because we were salesmen. He wanted us to sell the college idea. That's why he joined up with us.

We knew we needed education to fill a big void in Elko. Fred's ideas were the first we had ever heard about community colleges. And that's when we decided that was the route we wanted to go in Elko. We were impressed with the occupational function. No question about that. We knew what our void was in our little community, and if we had a need for people with vocational competence, it had to be that way in all the other communities. We knew that Las Vegas was primarily interested in their university, but they also had started a vo-tech center. Reno had the university and Nevada Technical Institute. Neither of the tech schools was successful. They did not appeal to students. They were money losers. We could see that the community college could fill in this big gap and eliminate these technical schools that weren't practical.

When we were trying to get legislation, we had to negotiate with Ely and White Pine to support us. Ely and McGill at that time had their own adult vocational program. They had been going for a long time. Ely had a strong citizens vocational council. They had done a good job. Kennecott Copper supported the program with funds and employee incentives. It had clout. They were training their people for the jobs that they had there.

A state senator from Reno said that Ely's evening adult program was better than our community college. During the special session of 1968 he spoke out against Elko having a college. (He said it should be in White Pine County). One guy down there that was on the college advisory board initially was Frank Stanko. He was on the board near the beginning. He helped with relations in White Pine. The Ely people agreed to support Elko if we would develop a center there to offer credit courses and support vocational training.

It was always a struggle to keep the colleges on track. During the early years, most of the regents were helpful. They were for the underdogs. Several of the regents had ties to Elko, and

that helped. Harold Jacobsen, from Carson City was born in Elko County. So was Paul McDermott, a Las Vegas insurance executive. Dr. Louis Lombardi had relatives in Elko, and Dr. Fred Anderson was born in Ruby Valley. And, of course, Mel Steninger, who became a regent in 1970, lived in Elko.

But things started going wrong with the regents about 1975. The university academicians started putting up intense resistance to the colleges. And so did the new regents, who were pushing physical education programs. In the late 1970s the state's power brokers wanted the huge sports pavilions and the university system was the vehicle to get them. So the state began to ignore the colleges. Charles Donnelly, the CCD president, became the sacrificial lamb. Politicians criticized him for "high administrative costs." Well, nobody has ever seen the universities' administrative costs in one figure. Nowhere. Period. The figures were carefully distributed into budgets for colleges and departments. They wouldn't dare put the amount on paper.

With Donnelly gone, the head was cut off. I know as an advisory board member that the colleges started to stagnate in the late 1970's. The regents made certain that the new campus presidents were would be errand boys. They were not to be spokesmen. But, even with neglect and hardship, the colleges worked.

In retrospect what would Elko be if we hadn't moved ahead with the college?

Frederick Anderson, M.D., Reno
HEALER AND PUBLIC SERVANT

For nearly a century, the state university at Reno was the center of the educational universe in Nevada. The university was, in a small state, a source of status and power. It was virtually a monolith. If Utah revolves around the Mormon Square, Nevada revolved around the university. Its president might become as powerful as the governor. No person's name coincides with the university in Reno more than that of Dr. Fred Anderson.

Anderson is a retired surgeon who sometimes thought of himself as a dabbler in politics. He was born on a ranch near Secret Pass in Elko County in 1906. He graduated from White Pine High School. He became a Rhodes Scholar after graduating from the University of Nevada and studying medicine at Yale and Harvard. He was a regent from 1960-76. He was a pusher for the medical school, which bears his name. Once he was the Republican candidate for the U.S. Senate against Howard Cannon.

He and his associate Harold Jacobsen were among the first regents to support community colleges. He was, nevertheless, university bred and he respected its endless system of gradations. He saw community colleges much as other influential Nevadans saw them--as an additive change in education, not a part of the substructure. The idea that a community college was an addition to the system--rather than an integral institution with its own niche--persisted for many years.

The regents started, in 1966, to move in the direction of forming a vo-tech school in each end of the state. Clark County School District had already constructed a facility of this sort between Las Vegas and Henderson. It could provide vocational training not available in high school to students who might not want to go to high school or finish it, or who might not wish to go on to college, but who were prepared to go to work at other things such as heavy equipment and welding and carpentering and such things as that.

Both universities had certificate and two-year vocational courses before the community colleges came on the scene. The latter did not belong in the four-year schools, as they were both striving for higher standards and more advanced courses and advanced degrees with a greater percentage of Ph.D. faculty. Although there was some foot dragging in turning loose these courses on the part of the universities, they were persuaded to gradually transfer them to technical institutes when the buildings and grounds were ready. We had already started ours at Stead (a deactivated Air Force base north of Reno).

The development of the community colleges changed all that. Most of the colleges provided their own land--200 acres were transferred from the Nevada land register for Western

Nevada Community College. A portion of land at Stead--232 acres and some buildings--had been in 1966 considered as a site for the technical institute. By 1967 the community colleges were already on their way.

The university attempted to serve the outlying areas of the state through General University Extension beginning in 1951. Eventually the universities formed a statewide office for extension, but it was rather unsatisfactory. In many instances we were unable to give places like Ely, Battle Mountain and Pioche the university-level courses they wanted. We could either hire faculty there--providing we could find ones with the appropriate qualifications (which of course would have to equal the qualifications of the university faculty)--or members of our own faculty would go out when we couldn't find qualified instructors. The members of our own faculty were not too fond of this, so many of them would not go out and give their courses.

At this time the state was particularly short on the intermediate types of education usually found in vocational schools, in which students are educated to handle heavy equipment or work as a painter or a carpenter or a welder or cook or baker or something not normally taught in the university. So, under Governor Grant Sawyer, there were state meetings in which needed manpower was discussed. I was a delegate and, had a chance to hear many of the arguments about needs. Because of this, the university planned to form new branches--one of them in Reno, which would be called the Nevada Technical Institute, offering terminal two-year degree programs and located at Stead. Meanwhile, the Clark County the public school system had constructed a vocational education facility partway between Henderson and Las Vegas. It was in essence a technical institute. One of our plans was for the university system to cooperate with the school district and develop the programs together.

During this period, a college was on its way in Elko. President Armstrong made an inspection trip to Elko, but he returned with the opinion that there were not sufficient students and resources to support a technical institute or a community college in that area. I think he was probably correct. However, Elko did give their college strong support and made a concerted effort to get at least part-time students from behind every sagebrush in the near and far vicinity. A little less than a year after Armstrong had been in Elko--and because they were making such a determined and vociferous effort to get something started--I visited there and found they had more than 400 of the citizens enrolled—I think many of them just to get the enrollment up and get the college recognized.

At the next regents' meeting I moved that the university take Elko Community College under its wing, thus myself incurring the considerable wrath of President Armstrong. Using some of the money donated by Howard Hughes in 1968, the regents employed the Arthur D. Little research firm to study the feasibility of a system of community colleges. The group

recommended a rather rapid extension of two-year colleges in Nevada, however, we were not obliged to adopt the study in its entirety.

In 1969 the regents approved the Little recommendations in principle, and the Legislature put Elko Community College under the regents. The university at once took up the task of creating a system of community colleges.

The Arthur Little report originally had advised a separate board of regents for the community colleges. Governor Laxalt, I think, wanted that too. He had his assistant, Jerry Dondero, call me to see if I would take the affirmative side for the university--that the colleges should be under the university regents--while they would provide somebody else to take the other side to arrive at a decision through the courts. After thinking it over and after talking to Chancellor Humphrey, I decided I wanted no part of such a court procedure. I thought we had an ideal system and didn't want to see two boards each going over to the Legislature and competing for funds. I called Governor Laxalt and told him I didn't think we should do it, and the matter was dropped.

Elko Community College certainly had its ups and downs in getting started. Governor Laxalt commented at a ceremony there, "I have never worked on a project that died so many times; but it wouldn't stay dead."

There were many disputes during the first years when community college students wished to transfer their credits. The courses were not equivalent to university courses; the students may not have even graduated from high school. And, if they did, they may not have had sufficient grade point averages to be admitted to the universities. So there was no automatically going on from a community college to a university.

The colleges did well under Charles Donnelly, who was a very knowledgeable person but a rather plain-spoken individual at times. Responding in the Legislature to some exasperating questions, he apparently offended a few legislators who I think unfairly contacted several members of the Board of Regents. Some Regents--Molly Knudtsen and Bucky Buchanan, among them-- suggested that he be fired, and he was.

Soliloquy I

If the Elko's Commercial Hotel were able to talk, it could relate some truly great moments, and not just cowboy poems, or speakeasy gossip, or tales of million dollar deals consummated by a handshake or scribbled by ranchers on napkins, or trysts involving experimenting rurals, or whores who liked to dine there Sunday nights when business was slow at the nearby brothels. After I moved to Elko I learned that Newton Crumley, Jr., who had been a regent and an aspiring politician, had risked absurdity by bringing premier American entertainers to the Commercial's Frontier Lounge starting in 1941. The townsfolk thought him crazy. But it worked, and the townsfolk came and so did tourists, month after month, to see what Crumley had wrought. Sophie Tucker, Paul Whiteman, Chico Marx, Tommy Dorsey, all these and many more performed at the Commercial in its golden age. Crumley had sent a message to Nevada casinos. Bring in the big names to get people to the gaming tables.

Pat McCarran had made deals in the Commercial's suites. Bing Crosby and his family knew the place well. Young Wayne Newton trained there. And Grant Sawyer, Alan Bible, and Mike O'Callaghan dined there. The idea for a community college in Elko was first discussed at the Commercial coffee shop. Paul Laxalt announced in that brittle, much—remodeled edifice that Howard Hughes was, by dint of his \$250,000 donation, *deus ex machina* for community colleges. Could a two stop-light town so enterprising as to host the greatest performers of an age and attract a huge gift from Howard Hughes--could it fail at anything?

Howard Hughes' donation not only saved a college, but it also inspired a system. Half of the Hughes dollars had been earmarked for a study to decide if community colleges were needed. The Arthur D. Little Company, a San Francisco needs assessment firm, completed the study. Little submitted a report, titled "Recommendations for Community College Education in the State of Nevada: A Report to the Superintendent of Public Instruction," in late 1968.

The Little report boosted the community college movement. It recommended in professional terms what the Elko disciples had preached over the state. Unserved Nevadans would have consistent, quality, low-cost occupational programs, and lower division university parallel courses, community, and developmental education, supported by counseling and job placement.

Little also recommended an independent governance structure that could set policy for a complex operation. Nevada should be a single community college district. The district should have a single president, answering to community college trustees. Local colleges, located in south Reno, Elko and east Las Vegas, would have citizen advisory boards.

When Governor Laxalt gave his State-of-the-State speech to the Legislature in January 1969, he did not embrace all the Little recommendations. The state, he said, could not afford to implement them all. He said he did not want to weaken K-12 and university funding. He proposed a stringent

budget in which the state would fund college operations. The communities themselves would have to raise money for facilities according to local desire. Laxalt proposed that the university regents develop the instructional program.

The regents agreed but only if the Legislature appropriated money to cover the costs of the division. With Assembly Bill 659, enacted in April 1969, the Legislature charged the regents to develop and govern the colleges. UNS Chancellor Neil Humphrey was directed to create a plan for the new division. Elko Community College was no longer a private college; it had been boosted into the fourth institution in the year-old University of Nevada System.

Chancellor Humphrey developed objectives for the division for the 1969-71 biennium of the Legislature. The tasks: to continue the operation of the Elko college and to establish the administration of an emerging division.

Charles Donnelly came to Nevada in March, 1970, but for a while there was uncertainty as to whether he was to be called director or president of the recently created Community College Division. He was an undramatic Michigander. He was 48. He had been English teacher and baseball coach at Flint Community Junior College before becoming the academic dean and later the college's president.

Some observers described Donnelly as never quite belonging. After all, this was Nevada and he was from "back East." He quoted Emerson and Jefferson. In the world of school administration the heirs apparent got in line and awaited their turn to move up in the pyramid. Few of them were academicians. A reputation for knowledge and scholarship might do an administrator harm. Experience had taught them to be averse to risk and it would be risky to quote Emerson in public. Donnelly was a risk taker and a fighter. He was an outsider. It was precisely because Donnelly was the different one that he could be the realizer. Donnelly was seen as an unconventional administrator among the men of the Nevada network. He had seen what had happened through community colleges in Michigan and had fought the good wars there. In Nevada the familiar and acceptable solutions--the fiefdoms and centers of power--would not work with the new enterprise of community colleges. The known, the usual, the separated programs with their various directors, had no freshness of vision.

Donnelly and the curriculum assistant, Leon van Doren, began immediately to prepare a state plan. They presented it to the regents in January 1971. The plan argued for "open door" admissions. It reiterated what Donnelly had publically declared: The colleges would be egalitarian learning centers. They would focus on the individual as learner, not on the instructor as the center and purveyor of knowledge. Learning resources--e.g., the library plus its learning aids--would be vital in the student experience.

The colleges would be weighted toward practical training, but they would also offer a fund

of general learning, which every citizen had a right to obtain. Any ordinary student should be able to acquire this social inheritance by going to college. "I think of this body of knowledge as the cultural fund, meaning the basic knowledge, from every discipline and profession," Donnelly said.

So nearly everybody who could profit from instruction could enroll. "With its fierce dedication to teaching, the community college will mold the practical purpose of educating for jobs, the political purpose of educating for citizenship, the cultural purpose of educating in the arts and humanities, and the democratic purpose of providing a college education for everyone who wants it," Donnelly said. To do all this would require flexibility, innovation in scheduling, individualized lab instruction, and the extensive use of part timers. And those things would be resented in the established centers of higher education, where the professorate had several veterans who had fought many wars for shared governance and higher standards.

The colleges would remain community colleges and not develop into state colleges. The maximum enrollment at a college would be 5,000 full-time equivalent students. Sixty per cent of the effort would go to occupational-technical education; 20 per cent to university parallel courses; the remainder to developmental programs.

An important goal was to serve all people in all parts of Nevada. That would require campuses in Clark County and in western Nevada and study centers in any town that demonstrated an interest. CCCC and WNCC would open in fall, 1971. As the Elko College had done, they would start in existing facilities in the community. Each of the three colleges would have an extensive service area. The Elko college would serve Humboldt, Lander, Eureka, and White Pine counties, a land mass, including Elko County, of about 45,000 miles. WNCC would have a territory that included Ormsby, Pershing, Churchill, Mineral, Lyon, Storey and Washoe counties. Lincoln, Nye, Esmeralda, and Clark counties--these would be served by the southern college. The state plan indicated that the universities would admit community college graduates as juniors. The colleges would be ever conscious of keeping the costs low to students.

Right away Donnelly angered some members of the university professorate. The pay scale for part-time faculty would be only \$150 per credit hour, about half the university pay scale. Part-time instructors teaching say a university course in sociology might be paid \$900 for the course; the identical course at a community college would net them \$450. This was shocking to university department heads.

Donnelly angered others over his interest in community education. Wasn't college based on academics? What college worthy of the name would teach "country swing dance" or "horse hair braided ropes"? And the policy of giving no "F" grades--to some regents and university faculty, that was an heresy. Wasn't it a fundamental fact of life that about one third of the freshmen fail? It had been that way for as long as anyone could remember. And didn't many sophomores and even juniors

fail? Wasn't it almost a natural law that some students be "weeded out"?

Donnelly never looked upon community colleges in the same way many Nevadans did, especially those who had grown up with the monolithic university. He was a disciple of the Mott Foundation, an advocate and benefactor of community education--of sharing facilities and schedules and focusing on community needs. Community colleges were not simply an addition to the system. They were processes with a niche. Everywhere he looked he saw that change was needed. Only a fraction of Nevada people had higher educational opportunity. "There are 100,000 waiting," he said. With the universities, those who got the "F" had no second chance. When they failed they often became minimum wage employees in fast food. A community college was a second-chance college. A third. A fourth. The world changes, the job market changes. People need to find their place, but they make mistakes. Give them counseling, help them find their place, and forget the "F" grade.

The regents, perhaps not fully appreciating what they had done, accepted the state plan and endorsed its policies at their January 1971 meeting. But no sooner had they approved it than they started discussing colleges for Ely and Lake Tahoe. About the same time, Governor Donal "Mike" O'Callaghan, in his State of the State Address that January, proposed that the Legislature fund colleges in Las Vegas and Carson City.

Sue Ballew, Elko
SECRETARY OF EK-TECH

She was the first state-funded classified staffer of ECC. In its early years, the Elko college suffered both external and internal samurai warfare. Sue Ballew was a witness to a college adrift toward the shoals. She was the main symbol of stability in the early years, a "sticker" in a world of transients. She was both the accountant and controller, the president's secretary, and the receptionist. "Our ignorance about running a college was nearly complete," she said. The first Advisory Board did not want to relinquish control to the school district at first and not later to the Board of Regents. Sometimes the Department of Education seemed to be in charge; sometimes the school district, which didn't want the college; and later the Board of Regents, which was ambivalent about ECC. Internally there was warfare for position and prestige so debilitating that "it almost broke the back of the little school."

Sue Ballew assisted John Bunten, consultant from the Nevada Department of Education, when he developed five vocational programs to be offered by ECC: highway technology, law enforcement/corrections; secretarial science; business mid-management; and automotive technology.

ECC was still an unsettled college when I first met her in 1970. I can imagine there were times when she wanted to say out loud, "God damn Ek Tech." The problem: "Our trouble was that everybody wanted everything and wanted it now. We didn't have the staff for everything people wanted and there weren't enough wanters in some fields to justify courses." So we had to compromise. We had to do conduct courses for those that had the most enrollees.

Outsiders must have thought Elko had flipped. I mean here was this tiny town asking its citizens to give money for a college, to give to a school which didn't have anything. No facilities, no teachers, no books. There was no church to sponsor it as you see in the little towns back East. Only some people wanting it to happen.

I gave a day's pay for ECC. Nearly all my friends did too. I never thought about working at the college. But eventually I did. Nearly everyone I knew gave a day's pay. I would have been an outcast if I hadn't given. I enrolled in a few classes that first year--1967. I signed up for psychology. The college ran out of money before the first year ended.

The president, Gene Voris, had moved back to Oregon. Some people thought he mismanaged the funds and spent the donated money unwisely. Some university people said that. He was basically a promoter and some leaders said he did just what he had to do.

The first three presidents at the college didn't last long. You might say they all got crucified. I lasted only five years. It was hard work. It was a time of traumas. I just gave out trying to do

so many different things.

In the summer of 1968 Bob Zander, superintendent of Elko schools, told me that the college needed someone to manage the business office. The college was administered by the school district then. I took the job. There were only three of us at first. Dorothy Call, who had been a high school commercial teacher, was the business and office department. John Bunten from the Nevada Department of Education came down from Carson to help. He was acting president and helped coordinate the Elko activities with the Department of Education. The federal government was giving out lots of funds and he obtained vocational grant money. One of the first vocational programs was law enforcement and corrections. So for a while we had lots of employees from the Nevada Youth Training Center. Also highway patrolmen enrolled. The other programs were highway technology, secretarial, mid-management, and automotive mechanics. The college Advisory Board insisted on an auto shop in the first building for Bill Bellinger to teach in.

The three of us did practically all the work--trying to organize classes, to register students, sell books, and account for funds. Richard Lynch, the new president, came in the fall. We had classes all around town, in at least 30 places. We worked out of the Elko County School District administrative offices in 1968. They built us a little cubby hole that was the home base. Some of the school people resented us. They started calling us "Ek-Tech" and "Sagebrush Tech." After we got the semester going, John Bunten went back to Carson.

I registered students, greeted people, answered the phone, typed letters, but I was primarily the business manager. I watched the money. I was supposed to be the bean counter. There were no deans or directors then. President Lynch didn't have a secretary, and I did his clerical work. I think he wanted his wife to have my job. He did bring along his buddy from Texas, J. B. Cudd, who taught psychology and corrections. Cudd and an electronics teacher named Casino, I believe, were the first full-time instructors. Royal Orser from the school district offered several art classes. Hub Stenoish, an NYTC teacher, also taught art. Eventually, Lowell Swendseid from the High School taught watercolor and ceramics.

We started getting a lot of electronics equipment with federal vocational funds the Nevada Department of Education helped to obtain. Don Elser and John Bunten started a combined high school-college electronics program. All that year we kept looking for part-time teachers. I got teachers for sewing and cake decorating. The university agriculture extension people in Elko wouldn't have anything to do with us. I think they saw the college taking away some of their community activities.

In fall 1969 we moved into the old Grammar School # 1 at 8th and Court St. The school district made it available and the college only had to pay for janitors.

Everything was very difficult in 1969. Dick Lynch, the new president, always hesitated about

closing a class. People could continue to enroll anytime. He was trying to get the full-time-equated student (FTE) count up, and I was trying to balance books. We could never really supply accurate figures to the public or to Chancellor Humphrey. It was impossible to balance funds with the student count. In 1969, when we went under the University of Nevada System and started receiving money from the state, we had to be able to prove to auditors that we had the FTE we reported. The only way we could do that was with money received through registrations. Well, Mr. Lynch never seemed to understand, or agree with that. I think he was confused because the Department of Education had originally told us that our funding would be based on ADA--average daily attendance. I think the Department really expected to govern community colleges.

Someone decided that the General University Extension would have control of the collegiate courses. At first we thought we could just buy the credits from the university, but we found out that students had to qualify to enter and that only the university departments could approve instructors. And they said the college didn't have any qualified instructors. I also had problems balancing the funds, because the students didn't necessarily have to pay when they signed up. So, you might say, the business procedures were fluid.

When I was worrying about balancing the books, someone from the Controller's Office complimented me and said I shouldn't work so hard. "This college isn't going to last, you know."

But there was always a place for a college in Elko.

Lynch was doing everything possible to get numbers. Elko was small and many classes would have five, six, or seven people. So we enrolled people nearly to mid-semester, trying to build the classes up. One day Norman Glaser was in my office while I was enrolling a young lady. I had to hold her baby and also try to get all those forms to her at the same time. Norm complimented me on having the community college spirit.

We didn't have basketball until 1970. But if Bill Wunderlich had his way, we would have. He kept saying, "The only way to start a college is with a basketball team." And basketball really did bring in several full-time students from Battle Mountain, Ely and Winnemucca. For a few years the college actually had maybe a hundred students who looked like freshmen anywhere. The college started basketball by getting donations around town. The ECC team was called the Cowboys, and they had to travel many, many miles to compete, and that was really costly.

When we went under the university system in July, 1969, they made me take a test in clerical. If I passed, I would become a state classified employee. I was doing accounting, but no accounting was on the test. What I learned about accounting was from the Controller's Office--from Henry Hattori and Tish Pezak. A fellow named Mark Dawson was very helpful to me then. He would alert me to heavy problems before they came down on me.

Chancellor Humphrey fired Lynch in the spring of 1970. I got the letter. I think the Advisory Board wanted a president with more of a vocational outlook. I first saw Charles Donnelly that spring in the Arlington Towers in Reno, where the UNS office was located then. I learned to respect Charles Donnelly. He was a good administrator. He wanted to hire Bill Berg after Lynch left, but Bill could not come then. So he and Tom Tucker interviewed Elmer Kuntz who became the president in July, 1970. Elmer lasted about two and a half years. It was a tough period. Everybody seemed to be fighting each other. And then Bill Berg came and pacified the place and stayed for 16 years.

I don't think I fully appreciated the impact of the college at that time. The president was always doing goofy things. Once he bought a million paper clips just because he got them cheap at state surplus, and he flew an airplane through power lines on the Glaser Ranch. That made the state news.

But--there was something to be said for that little college for the people eventually pulled together and made it work. Maybe some of the instructors weren't the most qualified people in the world, but they knew how to equip students to survive in the world. They learned in the community college that there was no such thing as people who were so totally stupid that they could not perform in some field. That quality was really the heart and soul of the place.

Delna Day, Yerington
PIONEER OF RURAL NURSING

There was a time when rural Nevada was regarded by many outsiders as virtually uninhabitable space. It was good for activities like the MX and bombing ranges, weapons storage, and nuclear testing. The desert was never appreciated until people started reading Wallace Stegner, and listening to cowboy poems extolling the goodness of solitude for those who had learned that the famous bumper sticker was right: "Nevada Is Not a Wasteland." In the small towns of rural Nevada, the only way to have nurses was to train rural Nevadans to be nurses. Delna Day was the instructor and coordinator of the Elko School of Nursing from 1961-1978, a period in which scores of practical nurses were trained for rural health care. The one-year practical nursing program, which had been co-sponsored by the Elko school district and the Elko General Hospital, was adopted by Elko Community College in 1968. It was not unlike other community-based nursing programs taken under the wing by each of the community colleges. Under the colleges, LPN programs became certificated programs because general education courses--biology, chemistry, and psychology--were added to the curriculum. In 1979, the NNCC expanded the program to two-year associate degree nursing, but only after the college boosters raised money in the community to operate it for a year and prove to the Legislature that it would work. Delna Day retired that year. When I visited her in Yerington for this interview, she had become a steadfast anchor of the crisis hotline from her home.

My career was in clinical nursing. Before I moved to Elko in 1960, I was working for Dr. Bill Ririe at Kennecott Copper Co. in McGill. In those days, Ely was a hopping town.

In 1960 Fay Wallace from the Department of Education visited me and asked me if I would consider moving to Elko. He wanted me to take a teaching job at the school of practical nursing.

"I'm no teacher," I said. "I'm a nurse."

"Think it over for a week. I'll call you," he said.

I talked with Dr. Ririe about teaching.

"You can tell your students what you know about nursing, can't you?" he asked.

"Sure. I can do that," I said.

"Then you can teach them," he said.

I was planning to make a move anyway because Kennecott had sold their hospital in Ely to White Pine County. The head nurse had seniority over me and she wanted the job I had at McGill emergency. She wanted to retire with Kennecott benefits.

So I went to Elko. Burnell Larson was the superintendent, and the LPN program was under the school district. Don Elser was my immediate supervisor. Margaret Clevenger, the state

supervisor of health occupations programs, came from Carson to help orient me to the program. She had started the in 1957. She was the organizer and first teacher of the Elko School of Nursing. Mary Rang was the second instructor.

"I have never been a teacher," I told her.

"You've never taught anything?" she asked

"Sunday school."

"You'll do all right."

In those days, the program had one full-time person. I taught everything. Math. Medical vocabulary. Biology. Child development. Anatomy and physiology. Clinical. The whole schedule. But I did have the help of the doctors. They were excellent guest lecturers. Dr. Les Moren lectured on obstetrics. Dr. Tom Hood helped with orthopedics. Dr. Hugh Collett lectured on surgical situations. Dr. Roger Seyferth taught pediatrics, and Dr. Jake Read gave presentations on heart conditions. All the Elko physicians were involved, and as volunteers. They cherished that LPN program, because they just could not get nurses to move to rural Nevada.

My only assistant was "Mrs. Chase, " who joined the program early, early, early. Mrs. Chase was a mannikin. During the first six weeks of the one-year course, we had academics from 8 a.m. until noon, and in the afternoon we would have practicum until four. During the following six weeks, clinical training was in the morning, and classroom training in the afternoon. Primarily we practiced on "Mrs. Chase." I think she was named for the Chase Company that manufactured her.

I became really excited about going under the community college. For one thing, I wouldn't have to teach sociology any more. I could concentrate on nursing. LPN came under the college when Dick Lynch was president in 1968. Under a college program, nursing students would have more prestige. They would have courses in biology, chemistry, psychology, and composition. The graduates had really wanted to broaden their education, and the college opened doors to them. The more they got into their LPN studies, the more they realized they needed the non-nursing subjects.

I believed the college would provide a stabilizing force for the program. Working with the director of nursing at Elko General Hospital had sometimes tested my patience. She expected too much of students who had just graduated. The day after graduation she would schedule their duty. June Sutherland was put in OB alone at night. She had graduated but she hadn't been licensed. And Nancy Houghson was put in surgical with one nurse's aide.

I confronted the director. "These girls need to have more experience before they take so much responsibility."

"What I do with your students after they graduate is my business, not yours," she shot back.

Elko General had an unstable hospital administrator. He kept interfering in the clinical training. He wanted to have the students do just what he needed done. He would have them working in the laundry or cleaning rooms. Burnell Larson, the school superintendent got so irritated with him that he discontinued the program for a couple of years. I trucked off to Denver, until Margaret Clevenger called me up and said there was an LPN program in Yerington. I went there before returning to the LPN program in Elko in 1966.

I had the utmost cooperation from the ECC faculty, from Marilee Harper in child development, Maxine Palmer in the library. And, of course, Bill Berg, when he became president, took a strong interest in the program. He saw nursing as a program to build on, for nursing students enrolled in non-nursing courses. He and Dr. Les Moren accompanied me to Las Vegas and to Reno to meet with the Board of Regents to present our cause toward having an associate degree program in nursing. They deserve the credit for our having the two- year program at NNCC.

Our goal was to graduate ten LPNs annually. But the number varied. One time we started with 15 students, and sometimes we had a hard time coming up with ten to start. Along the way a few males came into nursing. But to Elko eyes, nursing was definitely a female occupation, and the pay wasn't very good. You couldn't support a family on that wage.

We had Indian students in every class. I remember especially Barbara Healey and Edna Brady. Lila Sam, a Shoshone in Margaret Clevenger's time, was one of the first. Some of the older women came down from Owyhee. Many had to take a GED test to qualify. Owyhee didn't have a high school when some of them were young. They had to study much harder than those who came with high school completed. Actually, people from many backgrounds came from LPN training. We had several women in their 50's take the program. I think Carol Turney's children had already studied at ECC when she entered the LPN program. Occasionally one of the students would graduate and then fail the state exams for licensure. But almost always they would pass after more study. Almost nobody who went through the program failed to get a license.

Graduates went to work all over rural Nevada, and some in southern Idaho. Naturally Elko General Hospital provided the single biggest opportunity. Without exception as far as I know, graduates were always able to get a job.

I left the program in 1978 because it had to be upgraded to associate degree nursing, and I did not have the credentials to continue. I had the best of both worlds--teaching and nursing. Some good people inherited the program--Georgeanna Smith, Ruth Holland, Marilee Kuhl. Dolores Middlebrooks in Reno was always a big help. And Bill Berg, the president, was always so easy

Delna Day

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to talk to. He was a dear man.

Russ Lundgren, Lame Deer, Montana

ONE OF THE VERY FIRST

One day, after I began teaching English at ECC in 1970, Russ Lundgren pointed out to me that Nevada's first community college, the original University of Nevada, and the state's first county high school--had started within a few blocks of each other. A giant school bell marks the first campus of the university at 9th and College Avenue.

Lundgren was one of the first full-time faculty members of ECC. He taught the first class in computing, using a teletype connected to a main-frame computer at the university in Reno. He was a boxer, and, as a community service, conducted a boxing program for both college and high school students.

He angered vice president Elmer Kuntz by wearing sandals to class. Soon the president had drafted a dress code but the Faculty Senate refused to endorse it. After three years Lundgren left ECC and began teaching in public schools in Montana and Wyoming.

During the summer of 1967 I returned to Elko to teach in the high school. I had taught mathematics at Elko High in 1962-64 and left to get a master's degree in California.

I found a new spirit in town. Everyone, I mean everyone, was excited about starting college. I got excited too. I had taught evenings in adult education under Don Elser during my earlier tenure at Elko High. So I called Hugh McMullen, a member of the Advisory Board, about teaching. He told me to go to see President Lynch.

You couldn't help but getting fired up for the college. "Sure, I'll teach," I said to Lynch. The college idea was on a roll.

The first president--Gene Voris--had a reputation for working miracles at Treasure Valley Community College in Oregon. That reputation did not last through the year in Elko. Some people began to think of him as the Elmer Gantry of the education circuit, but board members thought of him as a salesman--just what the college needed that first year.

Teaching at Elko High and moonlighting for the college gave me a first-hand view of the territorial battles that went on between the college and the school district. The college was taking over adult education in the community and that bruised some people. So the principal, Ed Jensen, complained about the improper use of the copy machine, messy classrooms, lack of communication from the college. You know, the eternal bitches of the education world.

A soft-spoken and gentle man from Texas--Richard Lynch--became president in 1968. Bob Zander, the Elko superintendent, worked hard with Lynch to end the turf wars. Bob was a real help with the school board. The old Grammar #1 building near downtown was vacated, and the

college moved there in fall 1969. It was the archetypal school. It looked like a school. It had a half-century of graffiti on the lower bricks. It smelled like a school.

In spring 1969 I asked the President Lynch for a mathematics position for fall. He got approval from Chancellor Humphrey and I was hired.

Those early years were trying and left some scars. A great deal of negative energy went into the high school-college turf wars. At the high school, I started a brand-new course in computer programming, using a teletype tied by phone line to the university computer in Reno. When I told the principal that I was moving to the college, he said that my computer class would probably just die. "That's too bad," he said. "I have a large group already enrolled." I told him that we could arrange for the students to take the class at the college, which was only a block away. Already the students were taking electronics at the college. Why not computer programming? Well, we started the course but no one wanted to pay me to teach it. Not the high school. Not the college. I had to write to the school board to get my pay.

I started a boxing program at Nevada Community College as a community service. Most of the participants came from local schools, but there were several college students boxing. I spent many hours coaching, arranging contests, traveling with the team.

Many young Shoshones from the Elko Indian Colony participated. Nathan George, an Indian kid, seemed headed for a title, for he had class and boxing talent. But there was trouble, and the glory ended for Nate. And he was dead in a few years. Looking back, I can say very honestly that coaching boxing for two years was one of the most rewarding activities of my life. I had lost my family in divorce in Elko, and the boys made up a sort of family for me.

I think the kids thought of the group as a family. Scores of them came to boxing, and I will always appreciate what they accomplished. Two fellows stand out, because they were such great role models for the younger students. Dick Prunty, the president of the student association at NNCC, eventually transferred to UNR where he had an excellent record. Doug Montrose was actually the student who asked me to start the club. He was a good man and supported me those years I coached boxing.

Pepper Sturm, Jr., Carson City

FACULTY BRAT

He was among the first graduates of Elko Community College. A traditional student, he worked to get student activities started--clubs, a yearbook, a newspaper. As ECC became NNCC and became dominated by non-traditional students, these early trappings slowly disappeared. The basketball team, the Indian Club, the faculty-student games--these reveal both the early aspirations about college and the evolution of the community college concept in Elko. His mother, whose oral history appears elsewhere in this book, developed the library at both NNCC and TMCC.

Pepper Sturm, Jr., is a principal research analyst, specializing in higher education, in the Legislative Counsel Bureau. He follows the minutes of regents' meetings and analyzes their policies and compares them with those of other states.

I was a faculty brat, so I knew all the intrigue at the college. For as long as I can remember my parents were connected with colleges. My father was an instructor of political science and my mother was a librarian for over 50 years. Elizabeth Sturm is the name of the learning resources center at Truckee Meadows Community College. She built the learning resources program at Elko Community College. She also had a big hand in the learning resources program at WNCC.

My father got involved with Carson College, a private college in Carson City, in 1966. When it failed, we moved to Myers, near South Lake Tahoe, to work at Tahoe Paradise College. When that college was floundering, Nevada was expanding into community colleges. My father took a position at Elko Community College in 1969 teaching political science. He also had various administrative duties. My mother became the librarian there. She established the learning resources center with the help of a \$100,000 donation from the Fleischmann Foundation.

Technically, I was a high school senior when we moved to Elko. But I was allowed to enroll as a freshman while completing a high school government course. I graduated in 1971 with about 15 others. Governor Mike O'Callaghan spoke at commencement. Paul Laxalt spoke at the first commencement. In the 1970s community colleges had become hot political stuff, and nearly every candidate for office boasted that he was the father of ECC.

ECC held classes in Elko Grammar School # 1 until 1973. It was a fine old brick building, seemingly very solid. Water pipes ran under the ceilings, multiple layers of paint had built up on the walls. Radiators popped and cracked on cold Elko mornings. Brittle hardwood floors were preserved by ancient oils and waxes. It was your basic old school house with windows aplenty and a combination gym and auditorium. Students were always using that gym for ping pong and plays and music. And basketball, too. On weekends the rock bands came and the

whole community vibrated into the wee hours. They always had the amplifiers at capacity. Surprisingly, few people in the neighborhood complained. No policeman ever showed up that I can remember. We just danced and danced and danced.

I have special memories of the facility itself. My parents worked there, I studied and played there, and I met my wife there. My gut wrenched when they tore it down. Some engineers had condemned it. But it didn't fall easily. In fact, the cables pulled by Caterpillars were supposed to collapse the building. But the cables kept breaking. Finally, the wreckers had to bring in a crane and a huge demolition ball. The old building defied the destructors for a long time.

When I started at ECC, the college had just come under the university system. So we began to set up student government, give names to activities, start a newspaper and a yearbook. We did all the things a student group does to found a school, and some nutty student things as well. Janice Wolfley, who works in the next office here at the Bureau, had the first Honda Civic Elko ever saw. It was really small, a motorized beer can. Now and then, some basketball players would pick the car up and put it in a fenced power plant area on the school ground. When she came out of school, she was shocked to see her fenced-in Honda. But they were good guys and would lift it back to the street for Janice.

Steve Dollinger, the student services director, advised the students who put out the newspaper, the "Roundup." It was a good paper. Eventually Barbara Gardner, a reporter, helped the students publish it. We had technical help from Chris Sheerin and Earl Frantzen at the *Elko Daily Free Press* at first, and then the Steninger family afterwards.

I understand that we were an enthusiastic class, like Elko itself in those days. We tried lots of things. Fred Betia, Jr., one of the first ECC graduates, was always doing community projects. Greg Crapo was known as the gentleman of the college. Kevin Dressi became the college artist. Shane Stahl started a fishing derby, and students went to Lamoille Grove for an annual fun day of picnicking and volleyball in May. Naturally, snow would blow in and we played volleyball in several inches of white stuff. Many of the activities we started have been dropped, I hear. In those days we were Cowboys. Now they are Knights. No wonder many activities died. I mean, Knights in America's buckaroo country!

We even had a basketball team. We had a contest to name them. They became, as a result, the Cowboys, and that set the tone for other activities, "Roundup" was the paper. "Vaquero" the yearbook.

The team won one game in 1970-71, and maybe only one the next year. Cheerleaders and students conducted fund raisers and banquets for travel money for the team. I remember Jim Justice, a smallish but excellent player from Tonopah. Some other players were Les Preader, Jody Dwyer, Ed Williams, Bill Hicks, Tom Anderson, Lynn Cunningham, the Bilbreys from

Battle Mountain--Bruce and Paul. Bruce Aranguena, who was a student body president, was on the team. To the consternation of Elko gentry, George Corner eventually became mayor and presided over the town for 16 years. Paul Anderson were players too. Our sports director was Bob McCausland.

The student body turned out very well for games, at first. Some people in town didn't appreciate some players with long hair. I remember that the college officials were going to cancel games if players didn't cut their hair. Shane Stahl asked if he could wear a hair net. But the team, although some were Vietnam veterans, submitted to the community standard and cut hair. They played at the new Centennial high school gym.

My academic experience was quite excellent. Education is mostly what an individual puts into it. Basically, everything was there to get a good foundation. An education is matter of what you reach out and grab. Freshman courses like psychology and sociology were rewarding because of the small ECC class sizes. There was plenty of interaction with the instructors, and with the other students. Elko was still excited about its college in 1969, and if you look at that first yearbook, you'll see older people, housewives and young people. The student body had a large number of individuals now called non-traditional students. People pursued things they hadn't been able to study before. And that kind of excitement communicated itself in the classroom and in student life in the founding years. ECC had cowboys and Indians. A fair number of free-thinking types showed up for classes, and even a few hippies, and they were always in conflict with the black-hatted dudes from the ranches. The dynamics of the groups kept things honest.

If the community college had an inferiority complex, it was institutionalized from the university system down. That probably affected me most when I tried to transfer ECC credits. Although there was an agreement in place to transfer those credits, there was reluctance at the UNR Registrar's Office to do so. When I had trouble I just called the president of ECC to get things straightened out. I never really thought of community colleges as inferior institutions.

Here at the bureau, I get the regents' minutes and I have to read them carefully because we make interstate comparisons of policies for the Legislature. Higher education is my assignment in the bureau. I detect from the Board of Regents minutes that the community colleges are still asserting themselves with their University colleagues. Transfer of credits is still a problem. There's a dynamic tension between the autonomy of the different institutions in the system and the autonomy of the university system. You have program directors who want to be free to do their own thing in the colleges and then you have the university wanting to call the shots. In the recent cases I've been reading about the nursing programs. You have leadership at the dean level saying, "We are not going to compromise our principles about what constitutes a good nursing education to accommodate community college programs." It probably amounts to turf battles.

Amy Emerson, Elko

TRAILBLAZER OF DEVELOPMENTAL EDUCATION

A visitor from the University of Utah once looked at a graduating class at NNCC and exclaimed, "They're so old!" That angered Amy Emerson, who liked to teach those who, when there was a "proper college age," were called "non-traditional students." Nevada's community colleges have never attracted great numbers of traditional students, those young people with the vitamin-fed look, those who become cheerleaders and appear in yearbooks. But the colleges found a willing clientele in the working adult population and also those who need to prepare themselves for work. Twenty-five years after the colleges opened, only a fraction of the students might be considered full-time and traditional.

Developmental education may have been originally designed to help young traditional students succeed in college academics. But, for a long time, an adult learning center, like the one Amy Emerson helped to create at NNCC, was peopled by classes of thirtyish and fortyish individuals. A black man from Carlin, a railroader, learned to read there before he died at 65. In some years the group would be two-thirds female.

These people were not refugees from the universities. They were usually working people (often single parents) who had dropped out of school or had been out of school so long they needed to review basic mathematics or English usage. In the NNCC Adult Learning Center, which combined college developmental classes, tutoring, and adult high school, they had no fear of becoming casualties of the unwritten law that a certain number of students must be flunked each semester.

Necessity made developmental education a function of community colleges. But how do you spread it over the huge NNCC service area . . . half of Nevada? That is, you are the only mathematics teacher? One way was to videotape courses and make them available to students at their convenience. Amy Emerson never considered it the ideal way, because she made a career of meeting with students personally to solve mathematics problems. But her videotaped basic math and elementary algebra courses eventually made up a small library. They were used at Winnemucca, Ely, Battle Mountain, and in Elko for students who couldn't attend scheduled classes. Not only that, they were conducted at five prison sites. A sheepherding operation in the White River Valley, moving between Alamo and Ely with the seasons, used the tapes for home schooling.

Some engineers said that the old Elko Grammar # 1 was unsafe for children. Maybe that's why it became the first identifiable home for ECC. I liked the place. It had broad hallways and high ceilings and gigantic classrooms with creaking floors. Behind the classrooms were long, narrow coatrooms, which we used for offices. When I first arrived each room had an oak desk and

matching oak chairs. Then one day some maintenance people took more than 20 of them outside, chopped them up, and took the pieces to the city dump. We got Army surplus steel desks to replace them.

I had no problem with a college being in a grammar school but Shelley Hanna did. Shelley, who had studied at Oxford and who had directed the University of Maryland's European branch was put down by a college being in a grammar school on an asphalt campus. To him, any self-respecting college had a green campus. He thought of a campus in the traditional Latin sense--a bowling green surrounded by dormitories and lecture halls adorned with names of founders and sculptures of great individuals. A campus would probably be anchored by a bell tower and graced by statues of military heroes. Our little college was set on asphalt. And the one we would move to in 1973 was a dusty place with desert crested wheat grass, sagebrush, and some Russian Olives, and millions of ground squirrels in June.

Elko had one piece of sculpture. It was in the city park. Lowell Swendseid, a truly special art teacher, created it. The next closest thing in town to a statue was the imitation polar bear on the Commercial Hotel. A simple sign on nearby Idaho Street directed people to "Community College" just as similar signs directed people to the "Police Station" or the "Welfare Department." No fanfare anywhere.

What would Shelley tell his academic cronies if one came to visit him in Elko? One was a famous economics professor in Nebraska. Another was a law professor in Maine. In our minds' eyes, we created an expansive campus around town, something like Walter Mitty might have come up with. Elko General Hospital was our "medical school", the county fairgrounds became our "equestrian center," the Elko County Courthouse our "law school." And since military matters were important to Shelley, the National Guard Armory was "ROTC headquarters." Although we created our campus of the imagination in jest, our imaginings were not so far-fetched as you may think. We did use the armory for physical education courses. Student nurses trained at the hospital. The judge taught courses in criminal justice at the courthouse.

I began teaching at NNCC as a part-timer in 1972. My recollections go back to the fall registration that year. I went to the college to see what was being offered. ECC conducted registration in a multipurpose room that was both a basketball court and an auditorium with a stage. For registration, a row of tables ran the length of the north wall. Behind them were college instructors looking bored. I arrived at mid-afternoon. There was not a student in sight.

Shelley Hanna was sitting at the social science table. He appeared dejected. "Doesn't this college have any students?" he asked. He had been in Elko a week and was already contemplating his next job. He didn't realize that in Elko the fall semester couldn't start until after the Elko County Fair, which ran over the Labor Day period. Nearly everybody in the small

town was involved in the fair.

Classes were small. None ever filled a classroom, except for a community service course in Basque language and square dancing. The administration was reluctant to cancel classes so there was no incentive for students to pre-register. They just showed up when they were ready, but never before fair time. People called this syndrome "Elko Standard Time."

At the college I picked up a schedule and saw a course titled "Introduction to the Computer." Having been a systems analyst and programmer in Indiana, I went to the dean, Bernie Sadowski, to check it out. I asked him who was teaching the course.

"I thought you were," he said.

I was flabbergasted. No warning. No build-up. No teaching experience.

"Is there a textbook?" I asked.

"No," he replied.

"Where is the course outline?" I asked.

"Mr. Lundgren must have taken it with him," he said. Mr. Lundgren had a disagreement with Vice President Kuntz over wearing sandals to class. Kuntz was a fundamentalist.

"How many students?" I asked.

"None, yet," he said

He said I should go around town recruiting for the class. Almost all teachers recruited their students. The banks were planning to buy computers and they might be key places to start.

"Does the college have a computer?"

He said "no" but indicated that Carlin Gold Company was planning to buy one, so there was a need for an introductory class.

"Is there anyone else in town who can teach the class?" I asked.

"No. You are the one and only," he said.

Bernie had interviewed my husband, Dave, who had applied for a life sciences position. Dave had related my background to him, and Bernie had placed the computer course on the schedule. He assumed he could talk me into teaching it when I arrived in Elko.

I was in panic. "When would the class begin?" He said he could delay it a couple of weeks until I had rounded up the students.

I agreed to do it. I had not yet learned to say "no."

"How much will I be paid?" I asked, timidly.

"\$150 per credit," he said. "Less if you don't have twelve students."

I taught the class but never received any pay. I had been shanghaied into a new career. Eventually I would settle into teaching developmental mathematics. For the computer class in 1972, eight students enrolled, and I lectured 15 hours during the term from library sources.

Students had access to the university computer through a teletype. But it never functioned once during the semester. The closest my students got to a computer that fall was a picture I xeroxed from a library book and handed out to them. It was a perplexing experience, but my teaching career was launched. And I think I became a kind of symbol to follow because for many years several new instructors at NNCC would begin as part-timers in adult education.

We were like an extended family in those days. Shelley Hanna taught a Friday evening course titled "Civilization" using the Kenneth Clark film series as a basis for discussion, provided the film arrived from Reno by Friday afternoon. Most of the faculty participated, and there was a good turnout from the community. After class, we would all go to someone's house for spirits.

That was a great age. The people of Elko had their hearts in their college. A class like Shelley's "Civilization" became a social event. It was a town-gown gathering that was positive beyond the mere academic content. What was most exciting about the discussions was the interaction of diverse points of view. Elko residents tended to be conservative politically and the faculty was too, except that in Elko many people thought it to be decidedly liberal.

In the Friday night discussions on "Civilization," Shelley would bring in an anthropological perspective. Charles Greenhaw would present a literary or philosophical point-of-view, and Dave Emerson, who had a Pd.D. in biology, might bring in scientific background. The Elko people would offer social and political comments and discussions would take on unexpected targets and last well into the night. Anyone who left before midnight was leaving "early." It was the vitality of these not-always congenial interactions that fueled the growth of the college. People in the Nevada outback actually did have intellectual curiosity, plenty of it. When our differences would get the upper hand, it seemed as if the school would split apart. But when these energetic forces pulled together, as mostly they did, there was no stopping us.

NNCC produced Maxwell Anderson's "Valley Forge" for the Bicentennial in 1976. It had a huge cast, including Greg Corn, Dave Emerson and me, Ray Gardner, who owned the radio station; Bill Bilyeu, who became Speaker of the State Assembly; and Dr. Jake Read, a physician. Shelley was the director-producer, and he also played General Howe, the British Commander. Students and faculty helped build the setting. Royal Orser, of Elko High School, painted the sets. The Elko Community Orchestra recorded a Mozart Minuet for background. The British redcoats were sewed from the red table cloths donated by the Commercial Hotel. The play toured Ely, Winnemucca, and ended in triumph at Church Fine Arts Theater at UNR.

ECC had an excellent library. Betsy Sturm, who had a wealth of experience in libraries, built it. Betsy did not have a degree as a professional librarian. So the college hired a pro who had been a Jesuit priest. He was a middle-aged stereotype of a male librarian. He was distant, unsmiling, and severe. He wanted a library to be a quiet, orderly place meant only for study. So

he was constantly in turmoil. The library was in the basement directly under the multipurpose room where students constantly played ping-pong or basketball. Their jumping and landing noises magnified in the library. So the librarian was always on the verge of having an internal explosion.

Betsy Sturm also caused him consternation. She actually talked and laughed with students when checking out books and materials. This violated the "quiet policy" of the library and infuriated the librarian who would turn red. The librarian also had a policy that Betsy inventory the library weekly to determine if books were missing and if they were stored properly. He believed order to be more important than reading.

The fact that Betsy was gregarious and helpful was bound to create conflict with his prim, prissy, closeted personality. After the fashion of academia, he built a case against her. She talked to students, she didn't follow directions, she was unqualified. Betsy, having built the library and actually having worked months without pay, had a strong sense of ownership. The male librarian tried to get vice president Kuntz to fire Betsy, but he wouldn't. Finally the male librarian took the battle to President Donnelly. The outcome became known as "Bloody Friday."

It was a Friday in April or May of 1973. President Donnelly visited the college. He ordered Kuntz to fire Betsy. Kuntz refused. Instead, Kuntz fired the librarian. Then Donnelly fired Kuntz. He told him he had to be out of his office by 5 p.m. He was not to set foot on college property after that. In the melee the librarian left. Betsy stayed. Eventually she transferred to WNCC in Western Nevada.

At 4 p.m. on Bloody Friday, we all gathered as usual at the Ranch Inn. The jukebox played "American Pie" and "Sweet Caroline". Some people were drinking Jim Beam, some beer. It was a tense TGIF. In a few minutes in walked Donnelly and Kuntz, chatting like old friends. Donnelly ordered Jim Beam, Kuntz a coke.

Paul Shelley Hanna, Elko
MR. CHIPS CARRIES ON

He was a rifleman in World War II. He was shot in his right leg by German soldiers north of Rome in 1944. He walks with a cane and, even before Banana Republic became popular, he wore a bush jacket and an Aussie hat. He champions military veterans and he once protested that Elko, his favorite town, failed to observe Veterans Day with a proper tribute. He retired from NNCC as distinguished community college professor of history in 1987. His abiding interest is military history, and he created a popular course titled "War and Western Civilization." On some weekends in the game room at his home, students join him in lengthy strategic simulated battlefield games.

Although he continued to teach 15 semester credits, he was for a few years Athletic Director when NNCC had a basketball team. He made impassioned appeals before the regents for their support of athletic programs for the community colleges. Some regents, at first, thought he was joking.

"Where in the hell is Elko?" one of my friends said when they learned that a college in the middle of the Great Basin needed an all-purpose history instructor. I first heard about Elko at Texas A&I, where I was teaching in the history department in spring 1972. "They need someone who can teach five or more different sections, including the Constitution," a friend said to me.

"They need a triple threat," I said to myself, using a football cliché from the 1940s. "Someone to pass, kick, and run. Wow!"

I applied. A few days later I got a call from Elmer Kuntz, the Executive Vice President of ECC. "Can you come for an interview?" he asked. "I want to see you and you need to see Elko. It's not like Texas at all. More gambling here than New York City." Elmer was a Texas Aggie and a fundamentalist. He was always bothered by the Elko's frontier traits.

The Elko airport was not very inspiring, but it had historical significance. The airline that later became United Airlines made the first scheduled air mail flight to Elko from Pasco, Washington, in 1926.

Truly Elko was different from the flat, tropical landscape of Corpus Christi. In the distance, rising above the gray sagebrush desert, towered a range of mountains with a cap of snow. They were the Rubies.

Dr. Kuntz picked me from the small group leaving the Frontier Airlines prop-jet. He conducted my job interview over a cup of coffee. After only one or two questions he departed for a most important meeting with president Donnelly, leaving me at the Stockmen's Hotel, a sort of caravanserai in the desert.

The suddenness of his departure surprised me. I stood for a moment in front of the Stockmen's and looked across two sets of railroad tracks at the giant polar bear replica rising above the Commercial Hotel. Some heavy duty pickups and Winnebagos came down commercial Street. The wind swirled a tumbleweed along the sidewalk.

I was still nauseated from the mid-day bumpy airplane trip. I went to my room to lie down. I remember saying to myself, "So this is Elko! This is really out in the tundra. I'm glad I have a good job possibility in Gainesville, Florida."

Later in the evening I took a long walk up Court Street, which was clearly the street of the Elko gentry. I circled the gaunt old grammar school that housed the college at 8th and Court streets. I headed up to Elm Street where, I was told, Elko Community College would have its campus. The place had been a golf course, but the desert was reclaiming the site. There was only one home in the vicinity. In the twilight the mountains had turned purple. I had never experienced such deep silence. The prospect of a campus seemed remote. I wondered if Elko had enough people to support a college. But I did not know then what a community college was.

Walking back downtown, I noticed the neon of the casinos lighting up the summer evening sky. The dry desert air energized me. The mountains, turning purple in the twilight, exalted me. At the Stockmen's a jolly crowd had gathered. A craps dealer hawked people with verses. Scantly dressed young females carried cocktails to the gamblers. My only other casino experience had been Monte Carlo, where the clientele wore evening dress. The Stockmen's teemed with ole dudes with big hats, and geriatrics playing slot machines.

After a nightcap, I called Jewel my wife. "It's pretty raw here, Jewel," I said. That was more than 22 years ago. Who would have guessed I'd still be here after all these years? Not I. Not I.

The job in Florida didn't work out for me. I decided to spend a year at ECC and start looking early for a job in a real college.

Jewel and I drove into Elko in an overloaded Ford station wagon in August 1972. After getting situated, I visited the "campus." It was officially the Kate St. Clair School, but it had been Grammar # 1 so long that it would remain that way. The first person I met was Bernard Sadowski, the dean. Then I met Charles Greenhaw who had been teaching at ECC for two years. We became good friends. As we were talking, he quoted some Chaucer in Middle English. I knew then we were going to be pals. I met Dave and Amy Emerson, and we became close friends too. Sarah Campsey introduced herself to me and talked about teaching art classes in the locker room. Sarah was about ready to introduce to Elko the famous Pioneer Arts and Crafts program, which did so very much to bring gown and town together.

I was eager to meet students on registration day in September. By noon no more than 50 had enrolled. The pace was very tiresome. I had been used to long lines of students at registration,

and here there were more workers than students.

I wondered if I had come aboard a sinking ship. But eventually, over several days of registration, classes began to form. I learned from that experience the meaning of "Elko Standard Time". The college had gotten into the habit of keeping registration open after the official close, and students would wait, knowing they could make a deal with the Registrar's Office. A fee was on the books for enrolling late, but it was not enforced.

The faculty was a friendly and partying bunch. Every Friday afternoon at 4 p.m. we went to the Ranch Inn, only a block from school. In those days the Ranch Inn still had world-class bands, and often we would revel into the late night. Sometimes after an evening class faculty and students would go to the Ironhorse Pizza. We were really a large, extended family, just as the people of Elko seemed to be in those days.

The first thing that struck me about ECC was the predominance of older students. Many were middle-aged--much older than I had been used to at the universities where I had taught. There were young mothers and older mothers. Many of the young men were Vietnam veterans, not long out of the jungle battlefields. They proved to be among the most interesting students I had ever encountered because nearly all of them brought a world of experience into the classroom. My classes also had more than a few Shoshones. Young ranch kids with big hats sat as a group in the back of the room. They had a custom of wearing their hats in the classroom.

The place had a pronounced western flavor. Jack, the janitor, had been a buckaroo, and he liked to tell stories of cattle drives in Elko county. I related one story in class once.

"You students know that Jack was a real cowboy? He has been ridin' broncos and ropin' cattle since he was 10."

"What took him so long to start?" asked a black-hatted kid in the ranch section.

A uniformed Nevada Highway Patrolman wore his gun in class, and that was definitely a different experience for me. In one of my anthropology classes was a quiet, weathered kid. He was a professional trapper who spent months in the far reaches of the Great Basin. He wrote beautiful poetry. I nick-named him "Jim Bridger." An Indian woman, Beverly Crum, stood out in the class. In high school track meets she could win some races against the teenagers. She was well into her forties. She had completed a GED for admission. She had been unable to attend high school at the Duck Valley Reservation, because no high school existed when she was young. She spoke Shoshone to other Indians, and she organized a Native American Club. At her graduation the students selected a fiery Indian speaker from Berkeley, and some of the Elko gentry boycotted the ceremony. Beverly continued her studies at the University of Utah, and became widely respected as a careful scholar in Great Basin traditions.

My classroom was spartan, but some beautiful coeds brightened it. I can recall only a few of

the names that stay with me over the span of years. I remember well Kay Steninger and Dolly Thompson. They helped me in my first anthropology class simulation, "Tribes and Anthropologists." I learned quickly that the community college students responded well to visuals. For that simulation the class members dressed in tribal costumes. I will always remember Arlene Van, who created reproductions of paleolithic cave art. And Jane Pilotte, who overcame huge obstacles to learn Koine Greek and to have a nearly perfect academic record. She was already in her 50's when she transferred to UNR to complete a bachelor's degree.

I still bristle when I hear uninformed people call community colleges "intellectual wastelands" and "glorified trade schools." Robbie Call prepared a research paper--"Mystery of the Neanderthals"--that would have met graduate requirements at many universities. Dan Baumgardner built sculptures of humanoids evolving through various stages of prehistory. Jim Davis, who gave up a trade to become a student, is now a Ph.D. microbiologist. Whatever we faculty may or may not have been, our students were often superb performers, the older ones especially. Teaching youth is more difficult.

I have always had a special affection for war veterans. What the GI Bill of WW11 was to university campuses, community colleges were to the veterans of Vietnam. We had a full contingent of them at ECC in the 1970s. I had a special rapport with them as I had been down that road, though it was not really the same path. I had been hurt, but not the way they were hurt. Every day in every way they were told by someone that the war was immoral and unwinnable--and yet they went on bravely performing their duties. Some of their names stay with me. A gifted young man named Rod Hart, my best history student, later traveled the world over in his wheelchair. Stan Inzer, who worked at Carlin Gold Mine by day, studied by night. Lee Miller, a veteran of the Cambodian incursion, always brought a hot thermos of coffee for our after-class talks.

Elko, a place where I planned to stay for a year, opened new doors for me and introduced me to wonderful friends. Before I retired in 1987, I had a breadth of adventures and acquaintances unknown to most college profs.

Remarkable young people like Fred Pascarelli made the times memorable. He led the charge for changing the name of the college from ECC to NNCC in 1973. And Steve Juenke who gave me his Green Beret as a keepsake from the heart. And dear Amy Emerson was always there as a steady hand. One night in the spring of 1973, when our shaky little college seemed about ready to sink, she stopped by my trailer house and said, "We have a new college president, Shelley! He's William Berg. You are going to like him." She was right. I did.

William J. Berg, Ed.D., Elko and Apache Junction, AZ
KING OF THE NNCC HILL

He became NNCC's executive vice president in 1973, the year the college moved to its present campus, 901 Elm St. He retired in 1989 as president. He became the second longest reigning "king of the hill" in UNS history, next to Walter E. Clark, who served more than 20 years as president of the University of Nevada (1917-38). Before Berg, three presidents had already tried to lead NNCC in its turbulent six-year history.

He was an inscrutable man. You could never know what he was thinking. But you could believe he wanted to do the right thing for everyone. Some brief comments on rare occasions revealed him to be an intellectual--somewhat liberal in his social thinking. But he was a verbal tightwad and a pennypincher of legendary proportions, perhaps because he was a child of the Depression but probably because of NNCC's poor financial condition through most of his presidency. Amy Emerson, early chair of the Faculty Senate, said that he always treated the specific example rather than the issue. He was, despite his inscrutability, the most predictable of men. He disliked change. While traveling, he tried always to eat at Denny's, at the same table if possible, usually ordering either a "patty melt" or a "chicken fried steak." He would go out of his way for strawberry shortcake.

Unlike most college administrators, who resemble corporate CEOs, he taught classes . . . U.S. history--two or three sections--each semester and in the summer. Maxine Palmer, NNCC audio-visual technician, taped his lectures and these he used in several off-campus sites. At night he would come to his office and talk to students in Ely or Owyhee or Battle Mountain by phone. Often, his student count was equal to that of full-time faculty.

He came to Elko from Arizona Western, where he was a dean. He knew the habits of a small town's heart. So early on, he became a paramedic, driving an ambulance for the emergency medical service. He served as a director of the Chamber of Commerce and also the Elko Senior Center. He was, and still is, a member of the Lion's Club. When I first met him, he seemed puzzled that I would be teaching in a community college and be completing a Ph.D. He was an Ed.D. He thought Pd.D.'s had no place in community colleges. I think maybe he was right, but I was near-to a failed academic and I had kids to feed. I kept office next to his for 15 years.

He was WWII Navy in the Pacific.

I was interviewed by the NNCC Advisory Board in spring 1973 for the job of executive vice president. I think Thomas Tucker and Charles Donnelly asked me questions. I had dinner at the Ranch Inn with the Advisory Board--Jerry Warren, Deloyd and Connie Satherwaite, Marla

Boies (Griswold), Jerry Warren, Hugh McMullen, and Mel Lundberg. I was impressed with the Ranch Inn because Bing Crosby, once the Honorary Mayor of Elko, had performed there. I think the board members were impressed that I could tell them what a community college should be doing and that I had been living in a small western town. The Elko Chamber of Commerce tried to convince everyone that Elko had a population of 7,500. In no place in the world would a town so small, I thought, be trying to develop a college. But few places were 230 miles from a college. And few places so small had so many people coming in and leaving every year. The permanent residents created NNCC and helped sustain it, but it was the movers who kept the enrollments up.

NNCC had a topsy-turvy early history. The college had had several presidents and deans and high faculty turnover. And turnover was troublesome because there were only nine full-timers in 1973. So college development had been slow. Until we abandoned electronics about 1978, I think we had a new electronics instructor every year, and the new teacher always had a different approach to electronics. The college had a stable nursing program. I knew we could start building around nursing. We would expand general education and hire core instructors. Then we could add vocational programs the community needed and build around them. Of course, it didn't go as fast as everybody wanted. Elko was not growing much in the 1970's.

We received state funding based on FTE and we had a service territory of about one person per square mile in those days. Many of those were cowboys and migrants who had no interest in college. Charles Greenhaw used to call our college the "Sherwin Williams College." Eventually we did manage to get rural factor funding. That helped offset the expense of serving places that were 200 miles from campus.

I've been looking through the archives. In the fall registration in 1973, we had 208 FTE and a student headcount of 647. Our full-time authorized staff was about 10 faculty, three administrators, one librarian, and four classified staffers. The contractors were putting the finishing touches to the vocational building (Lundberg Hall) and the learning resources building (McMullen Hall). Our budget was about \$450,000. We had classes scattered over half of Nevada, all of them with small enrollments. All off-campus courses were taught by part-timers. But I never looked upon part-time faculty as a detriment, although they may not prepare as faithfully as full-time instructors. They bring vocational competence and a everyday reality to the academic world. One of my memorable days came when one of my history classes grew to 20 students.

Shelley Hanna and Amy Emerson became the key people in our self-study for accreditation. The Northwest Association was to visit the college in spring 1974. Amy was good at analyzing data and Shelley and his wife Jewell knew how to do surveys. So we did an institutional goals

inventory--using students, Advisory Board members, faculty and staff. That gave us information to plan with. I'm sure the visiting accrediting team must have been shocked at our small size and also our immense territory. They didn't visit our biggest off-campus centers at Winnemucca and Ely, but they gave us a five-year approval. In 1984 they accredited us for 10 years. I think Jim Taylor, the president of College of Southern Idaho, put in a word for us. He was a kind of legend in the association. Ed Haynes, the dean of Treasure Valley College, was on the visiting team. Ed and Shelley Hanna and Amy Emerson hit it off. They escorted Ed to Elko hot spots--the Stockmen's Hotel and the Ranch Inn.

I remember Ed telling me on the exit interview that we could really begin to roll with just four or five more full-time faculty. He knew. He had been down the road. I knew too, but there were years in which we got no money for increases in faculty. We were always in poor financial condition. And that troubled faculty already on board. They had a hard time understanding budget realities. But Elko didn't grow much until the Freeport Gold Company opened operations in the late 1970's.

I was told during my first year that our public information and our public relations weren't very good. I think "lack of communications" is a disease like the common cold. It's always there and there is no lasting cure. Another unshakable campus disease is "low morale." Elko had gotten used to a lot of positive press about the college. And people had great expectations. For a long time they rode the emotional high that got their college started. But there came a letdown. The Elko people who had enrolled almost en masse in the early years eventually pulled back. We had to pay a price in the transition from adult education to community college. So growth was slow at first.

Some people wanted us to start training programs for things like roofing and histology and horsemanship. How many roofers does a town of 7,000 need? It would have been far less expensive to pay tuition for one or two students to learn roofing somewhere else than to start a program. But we did have horseshoeing and horsemanship. There was no demand for technicians in Elko, and some of the town's tourism was being lost to the border casino towns--Jackpot and Wendover. In those days the only electronics technicians worked for the phone company--CP National. When you called from a pay phone, you dialed the number. When someone answered you dropped in a nickel. That five-cent phone call and the fact that Elko had no parking meters and water meters--well, that was simplicity.

We built gradually. I think one of our best accomplishments came when we turned our negative relations with the school district into positive relations. The superintendents--Bob Zander, Don Elser, Roy Smith, Chuck Knight and Paul Billings--they all helped. We started an advanced placement program in which high-achieving high school students in their senior year

could complete 12 credits of college freshmen courses. The school district was trying to encourage rural kids to consider college. Parents loved it. I taught history for about 15 years at Elko High, and Genie Goicoechea taught English and then Cyd McMullen and Richard McNally joined the faculty and taught freshman composition to high school seniors.

Elko was not only small, but it had very little housing for students. I had always thought of Elko being the place where students from Ely and Battle Mountain and Owyhee would come to get two years of college. But there was no student housing. One day, in 1975, George Atwood and Bob Regnier, local businessmen, brought in a plan for student housing. They had a good idea. For about \$120,000 they could get loaned to them they could build affordable housing for 20 students, and if that worked they would expand. It depended on the UNS leasing them some land on campus. I presented the plan to the system. In those days UNS had a system architect. He didn't like the plan. So he nixed it. That was a very bad decision.

We were trying to live up to the town's expectations of being an academic hub for Nevada. The regents had hired the Tadlock Associates to study community college needs, after they caught so much flak from the Legislature in 1979. Tadlock recommended that we get student housing. About 1980 we received an offer from a Reno developer. He would put up housing for 48 students if the UNS would make the land available. The regents approved it, but it was a flawed project. The design was a problem. Four students would have rooms around a common kitchen. That might have worked for a traditional college. But we had very few traditional students. I don't think the developer understood the community college student makeup. Many were married and had children. The rule was one person per apartment. And the cost was a killer. The apartments were built during the period of 15 per cent interest. So the rent was much too high and the place became a liability. It stayed rented, probably to people coming to work in the gold mines. but it was never student housing.

Still, we made some good strides in the 1970's. One of the best was the Pioneer Arts and Crafts program. Sarah Campsey (now Sweetwater) organized it, and over a period of three or four years, with funds from the Humanities Committee and the Arts Council and student fees. I think nearly everybody in Elko signed up for something. There were classes in soap-making and horse-hair rope braiding, quilting, banjo making, ethnic foods--you name it. It was all the stuff Senator Lamb didn't think a college should be doing. But he was watching CCCC. One of the good things about being in Elko was that the regents and the Legislature weren't watching us all the time. But the community started coming to NNCC in force. In May, Sarah would have a folklife festival in the City Park to cap the year and thousands came. There was a tent for cowboy storytellers and poets. I think the Cowboy Poetry Gathering grew out of that festival. It got international attention.

In 1979 we decided to develop a registered nursing program. The state was trying to upgrade health care. As always, we had to prove the need to the Legislature before they would fund it. So people like Dorothy Gallagher and Paul Sawyer and the hospital trustees helped raise the funds for a pilot program. Delna Day, who had been the nursing instructor-coordinator for many years, retired and Georgeanna Smith took over. "George" brought a lot of class to the program. She left Elko for a few years in the early 1980's. Ruth Holland replaced her and the program soon needed another instructor. That's when Patti Crookham joined NNCC. Marilee Kuhl and Martha Fenger came to nursing later.

In 1979 we got a diesel mechanics program going with federal CETA funds. Stan Aiuzzi was one of the movers for diesel, and it was a natural for Elko. When the Legislature was convinced the program would work, they funded it after a few years. Then Bret Murphy became the instructor and it started to develop as a classy program. Bret, by the way, also brought the Vocational Industrial Clubs of America (VICA) to NNCC. His VICA students won both state and national awards. The diesel program was just right for Elko. When the mining boom came, it was the centerpiece for training for mining companies. We were able to develop mill maintenance, with Scott Hawkins and Ralph Siler; automotive with Carl Cook, welding with Ed Martin, and industrial electricity with Lou Temple. Stan Popeck, the coordinator, was a force in the program.

The growth of computing gave us a shot in the arm. John Luebben and Trudy Kenney had been teaching a few classes using a few of the old Tandy TRS-80 machines. Then we got \$180,000 from Fleischmann, and Trudy had some funds to start a computing center. When Trudy moved to the UNS Computing Center, Carl Diekhans decided to join NNCC. He was out of work and hungry. He really carried us into the computing age. Pretty soon, we were having computing classes all over our area . . . in the BIA hospital at Duck Valley, at the Duckwater Reservation, at Wendover. I remember Carl once taught a class at McDermitt. He would drive up there on a weekend--carrying several Leading Edge computers--and teach the class in a room above the "Say When Casino." That Fleischmann grant also gave us funds to improve our child development program. The Child Center became a showplace, thanks to Marilee Harper.

The regents waffled about the colleges having foundations. First, they didn't want to let us develop a foundation. I think they thought local foundations would hurt the UNS foundation. But they changed their minds. Our faculty got behind the idea. I think the initial move came when Bill Bellinger, the first automotive instructor, gave the college \$10,000 back in 1979. The money came from a service club that had disbanded. The first event was a flea market the staff and faculty got going. They gathered all their junk and their friends' junk and bric-a-brac and put it in the parking lots and in McMullen Hall. Boy, did the people come! Marilee Harper,

Tony Salvatierra, Karen Martin, Cyd McMullen, Linda Carter, Louis and Alice Horton--they worked their butts off. And it paid off. Eventually we got the foundation on its feet and if you look around NNCC today, you'll see a fine student-community building they put up. But I think the great thing that came from it was the community support it generated. People in Elko got a better understanding of the college. Chuck and Mary Harper, Syd and Joan Chalmers, Charlie Ballew--these people really gave a lot of effort.

I resisted getting into fund-raising. For a while, I said to them, "I wasn't hired to do that. I learned to do it, but I never really liked asking people for money."

I did not like my last two years at NNCC. Once again the faculty at one or two of the colleges were talking about collective bargaining. They believed the regents favored the universities and looked upon community colleges as second class. In the early 1980's, during recession, faculty had gone through some years without pay raises. And some UNS people wanted to change the Code so that faculties couldn't have tenure. Later, we were mandated to have a merit pay system. That was divisive. So there was unrest and unpleasantness. But I had a lot of special memories of special people-- Leslie in chancellor's office, and Ron Sparks. Mary Lou Moser, Lois Ledbetter, my first secretary and Linda Carter, the second. Both were special. Truth is, they ran the college. And Maxine Palmer and Jesus Silva, and Jill Jones. And Dorothy Gallagher, who became regent in 1980 . . . she had the energy of ten people and she rescued the system more than anyone can know . . . lobbying the legislature. So did Bob Cashell, when he was a regent. He opened his pocketbook to NNCC in Winnemucca. And Chris Karamanos, a regent, always wanted to help an underdog, and he thought NNCC was an underdog compared to the big boys of UNS. Dick Culver was the workhorse of NNCC. He was builder, thinker, creator. The collegial spirit was there, in those people.

Richard Culver, Elko
ONE-MAN GANG

If anyone was entitled to believe that architects were high paid hustlers, it was Dick Culver. To him, NNCC's first two buildings, now known as McMullen and Lundberg Hall's, were architectural nightmares. They had scant office space for faculty and even less storage space.

He came to NNCC in 1975 just after the completion of those buildings. When he wasn't repairing the sprinkler system or dislodging the elevator in McMullen Hall, he was building, building, building. He added faculty offices in corners of classrooms. He built huts in concealed places for storage. He built classrooms within classrooms. He built laboratories.

In another setting he would have been titled superintendent of buildings and grounds. But he was a general without an army, a one-man force. He was a classified employee. The CCD budget had no provision for extraneous functions like maintenance and security. As a classified employee, he was like an enlisted man at the officers' club. For to be a classified employee in a university system was to be in a minefield of abuse. The rules of day-to-day protocol were laid down by the campus aristocracy. And, within itself, the classified system had all the features of a caste system.

But Culver never allowed himself to be treated as an obedient servant.

He had a worthy occupation--carpenter--and in the world of carpenters he was the noblest and most creative of them all.

I know the meaning of the term giants in the earth. The early people at NNCC had to be giants because everything was an obstacle. Building a campus from scratch was not easy. The grounds were on hard pan and trees didn't grow well. In Elko, you can get a freeze any time of year. Once on June 22 the temperature went down to about 20, and that killed some trees. We always had winter kill. Also the kids who mowed sometimes scraped the young trees with a riding lawn mower. So everything seemed to work against a campus.

The college service territory was difficult. Someone once called NNCC the "Sherwin Williams College" because it covered so much of the earth. You could spend a day on a trip to Ely, and maybe the person you went to see wouldn't show up. Or the coordinator had just quit. But it was still an experience to rejoice in.

I came to NNCC in 1975 when the college had only been established at 901 Elm Street for two years. I came about the same time Bill Davies did. (He later went to WNCC to be dean of students.) Bill Bellinger was still teaching automotive, and Stan Aiazzi was the director of cooperative education. The institution at that time had been accredited only one year. It was still in a struggle for survival. At that time we were governed by the CCD. Dr. Hugh Collett was the

chairman of the Advisory Board. Dr. Bill Berg was the person who knew all the students, faculty and staff. He spoke to each one of them every time he saw one. He sometimes took time to play ping pong with students.

Bill and I developed an excellent working relationship and a very special friendship. He always seemed to be there when an extra pair of hands was needed to shovel snow, to paint or to hang dry wall. We worked together with Bob Cashell when he was regents' chair to obtain a facility to house our diesel technology program. Cashell also paid the bill on the facility in Winnemucca for several years. Bill worked very hard to get funds to construct Berg Hall, the College-Community center and also the Technical Arts Center. NNCC didn't really spurt until the early 1980's, about the time computers were coming in and gold mining made Elko grow. So we remained small and not very well off. We couldn't get much help from the state for capital improvements, so we built facilities ourselves. The architect who designed Lundberg and McMullen Halls planned offices for only eight faculty, so we had to build offices in many nooks and crannies. The architect designed almost no storage space, so we built some small huts for tools and equipment. We--Bill Berg and I mostly--built an art barn for ceramics and other art. It was the first passive solar building in the UNS.

I began teaching construction classes in 1976. Among the facilities we constructed that still remain on campus were the cow barn and several sheds for the practical experience farm we once had. Students in the construction classes got their practical experience building projects on campus. We put up a building and grounds facility, also a hut for a low-power public television station. An agriculture storage building we built we later converted to a construction trades building with a fire assaying lab.

Charles Greenhaw was the director of the off-campus and adult education programs. That later changed to the dean of instruction. I had a very good working relationship with Charles. I traveled many miles with him to off-campus centers. I was always amazed at Charles' positive attitude in view of all the hurdles to cross in bringing this vast area to one body.

I started my position with 40,000 square feet of building space and two and a half acres in landscaping with one helper. Today NNCC has nearly a 100,000 square feet of buildings and over ten acres of green landscape. The crew has expanded to seven.

For several years we used the CETA summer program workers to do campus projects. They built the picnic pavilion and the exercise trail, which has since been obliterated by campus expansion.

Working at NNCC has been a very positive aspect of my life. I have met thousands of people--students, faculty, co-workers. Believe me, some brought a challenge to the workplace.

The climate of northern Nevada creates special challenges also. Trees don't grow well in the

high desert. Then there are years when the ground squirrels are prolific and tunnel through the grounds. The original architect left us many challenges to get the bugs out of his designs. The first two buildings were flat tops, so with the winters' accumulation of ice and snow, they were soon leaking. In fact we have literally had waterfalls in the faculty offices of both McMullen and Lundberg Halls. Ugly air conditioners rose atop Lundberg Hall, which has always been an abortion of a building. Then for several years NNCC got no money for landscaping and the place was dusty and weedy. I wonder if the state people really didn't expect the college to fail so they must have had other uses in mind for Lundberg Hall. It would have made a pretty good warehouse. The walls were portable and didn't reach the ceiling. I think they meant it for a warehouse. It was about as far from an educational facility as anything I've ever run across. You couldn't lecture in it because sound from the adjacent classrooms would come over the walls, and if someone was showing a movie the sound carried throughout the building. We tried to compensate by carpeting the walls and lowering some muffling curtains from the ceiling, but that didn't help much. If I believed in the conspiracy theory of history, I would say that Lundberg Hall was a plot to kill NNCC. After the state spent a couple of million in roof repairs and remodeling, it turned into a fair building.

I was able to hire Jesus Silva, also a rodeo girl from Fallon who worked first as a co-op student. I also brought in Crystal Roberts.

One large building with a central heating plant would have better served our purpose. But the system was trying to expand, and our enrollment grew slowly, but steadily. Costs for upkeep would have been far less with larger buildings instead of small ones on many acres. The number of machines it takes to service the buildings would have been less, and there would have been fewer roads to maintain. I think that probably we could have cut maintenance costs in half with two large buildings.

When you work for NNCC you also have to maintain facilities at Winnemucca and Ely. I had to shuttle video machines between Wendover, Round Mountain, Ely, Winnemucca, and Wells. And typewriters, too. Then computers took over. It's a lot of space.

But I had high satisfaction every time I finished a project. I can't imagine a better working life than at NNCC--seeing the whole thing take shape. I think we grew as the college grew, watching people learn.

I really don't believe that Bill was a part of a university system brotherhood. He never fell into a particular group. He had good political insight but he wasn't a politician. He was just a straight arrow. He was fair. I think it irked some faculty that he would sort the mail, sweep the floors, pull weeds. He did what had to be done.

I noticed that he did not hang out in Reno or Vegas. He always made an effort to get right back

to Elko, even if he had to drive all night. He talked to me as much as anyone about how he felt. And that wasn't much. He did not get into personnel matters or anything like that. He endured a lot of pain all of the time that I've known him. He did not display that on the job. The arthritis got so bad he had both knee joints replaced. I think those years just before he retired in 1989 must have been nearly unbearable.

I understand that in the early 1970's the students had lots of activities. After I came in 1975, there was not a great deal of student life on campus. However, most all of the students knew each other in the 1970's and that's impossible with the number of students now. Students do not stay on the campus much longer than to finish their classes. They might stop and play a game of ping pong, or pool, but they don't hang around much. When I first came, the students averaged 30 years old. The population has become younger now that the college is more popular. We're picking up a lot of young full-time students now. They'll get an associate degree and move on to a university. But some are staying and enrolling in the degree programs UNR is beginning to offer here.

The campus has expanded so much that's its almost impossible visit all of the places during the day. Now you do not have contact direct with a faculty. You have to communicate through division chairs. It has become very departmental. Its a completely different atmosphere. But faculty and staff and students are starting to come together in the new student center.

**Fred Fogo, Salt Lake City
COACH OF THE HEART**

He came West to Reno in 1967 from Wabash College along the Keroauc Highway, participating in the "revolution of the 1960's," which turned out, he says, to be merely a demographic blip and a sandbox revolution. The economy of the times couldn't absorb all those kids. Emulating their predecessors, they went West. Many hitchhiked. Many traveled in Volkswagen vans, which in Nevada came to be known as Hippiewagons.

He is professor of communications at Westminster College in Salt Lake City. He once taught freshman English at the failed Tahoe Paradise College and later at Western Nevada Community College, where he had been hired by Dr. Jack Davis.

I met Fred Fogo when we were graduate students in English at the University of Nevada in 1966. He became an instructor of English at NNCC in 1975 and there we renewed a friendship. At Wabash College he was a basketball player. When Don Morris, the long-time volunteer coach of NNCC's basketball team quit, Fogo assumed the role, while teaching the customary 15 semester credits of English.

I coached NNCC's last basketball team. I'll leave it to whoever does the definitive history of the college to grapple with causation. But I'll always be grateful that I was in the right place at the right time to live out a Walter Mitty fantasy. It was 1976. That fantasy was that of an ex-jock English teacher becoming an intercollegiate basketball coach. Like the Cinderella story, it was not forever. It lasted just one season before the clock struck midnight and a romantic experiment quietly expired.

Steve Sneddon, the sports editor of the *Nevada State Journal*, put the matter in perspective in his 1976 season preview of NNCC: "Northern Nevada grows lots of sagebrush, but few basketball players." The main problem with establishing any intercollegiate sports program at NNCC was simply isolation. It was hard to make a schedule and hard to recruit any but local players. Demographics were crucial, too. Community colleges have tended to serve adult populations, increasingly female. In the spring of 1977, I had only three actual students on my team. So help me, that spring there weren't five healthy males between 18 and 22 who could dribble a ball up and down the court twice without bouncing it off their feet. I just finished out that season with some local kids who had attended the college and had played on previous teams. In fact, Bobby Regnier made a career out of playing at NNCC. I think he played in parts of five years at a two-year college! But, hey, the kid could go to the basket and could hit from the outside when you needed it. That's how coaches think, anyway.

I got the job because nobody else wanted it. The team had always been coached by a part-timer from outside the faculty and staff. Part-time pay back then in the college was insultingly low. To coach was pretty much an act of volunteerism, and NNCC had apparently tapped that market by 1976. I took the team for the last two games of the 1975-76 season when the regular coach had a family emergency. Bill Berg asked if I would be willing to give the program one more shot. I got the bug and said, "yes."

How bad was basketball at NNCC? Well, I'll spare you a Henny Youngman routine. We lost our home opener to a very good Treasure Valley Community college team. They were big and fast. We were neither. I think the score was around 100-69. We did not get embarrassed, though, and we stayed within five points of them for the first half. At a very nice party at Professor Shelley Hanna's house after the game the mood was positively celebratory. People from both the town and the college kept congratulating me on how well the team played.

"We lose by 30, and I'm a hero," I said to myself. "Well, so much for pressure."

The roster soon began to unravel, and just before Christmas I had to suit up the team manager, Danny Sullivan. Steve Sneddon, the sports writer for the *Gazette-Journal*, wrote a moving piece about how Danny had been born with one kidney and never could participate in sports but finally got a chance to play. It was a great story and nice publicity for NNCC. In fact, we got better coverage from the *Nevada State Journal* than we did from the *Elko Daily Free Press*. I guess the Journal saw us as a wacky operation, always good for either a laugh or a sob story. I tried not to disappoint them. For convenience, I scheduled some teams for two-game home and home series.

After we had beaten Clearfield Jobs Corps for the third time in three weeks a night desk reporter at the *Journal* asked if we weren't getting tired of playing the same team so much. I blurted out, "Hey, our school's been losing since the last Ice Age. I would schedule a wheelchair team if I thought we could get a win!"

I can't talk about NNCC basketball without mentioning its grandest, most loyal supporter, Professor Paul Shelley Hanna. Shelley always wanted NNCC to be a "real" college campus and he supported all kinds of measures (some of them quixotic, to be sure) to give us an old-fashioned college identity. I think he chose not to see that NNCC and all the other Nevada college campuses were on the fringes of town, land filled with sand dunes or sagebrush. And they were stepchildren in the university system.

To Shelley the idea of a sports team was dear to his heart. And that's what he always had, plenty of heart. He and Bill Berg and some of the students like Jeri Cobb would raise funds for the team in a fundraiser called "Day of the Knights." I remember sitting on the bench with him beside me watching our boys take a real drubbing. With the score about 112 - 47, the

cheerleaders on both sides filing their nails, and the crowd long since headed for the parking lot, I can still hear Hanna's thin but earnest imploring, "Go, Knights!"

Oh yes, we did have one real, old-fashioned athlete. Ron Marrujo out of Ely was a fine player who caught the eyes of several of the opposing coaches. A skinny 6'1", he could dunk with both hands and actually seemed to enjoy playing defense. After we took it on the chin at College of Eastern Utah, one of their assistants came up and handed me a note. It read simply, "Number 12 is fantastic!" That was Ron. He was an excellent student, too. He earned an A in my American literature class. He was very religious. He transferred to a Bible college in California. He was the kind of kid you dream about.

I loved Wade Wright, although he probably won't believe it to this day because I was often hard on him. He had played guard at Elko High. Maybe he was their first black player. At NNCC he showed an uncanny ability beneath the basket. He often outmuscled and outmaneuvered bigger opponents. I called him "Elg," after the great NBA star, Elgin Baylor. Wade had style.

There are others I remember fondly, too. Andy Erickson, a gentle giant with a wry sense of humor. Bill Hassett and Rick Cornu, a couple of kids who worked hard and got a crack at college ball at NNCC. Matt Burner, one of the really gifted athletes, is one of the players people remembered after watching our team.

I don't want to leave the impression that basketball at NNCC was one big joke. We won 8 of 20 games in that last year and provided small but enthusiastic crowds at the old Junior High Gym with flashes of good and exciting basketball. And more than that, enduring memories were forged. In my present position, I advise a student newspaper, I often remark that it feels like my old coaching days--that sense of bond and purpose with students when you share in a common enterprise. Whatever is said about extra-curricular activities in college, one thing is certain. They provide important experiences that cannot be found in the classroom.

And whatever is to be said about the sometimes sorry moral state of big-time college sports today, I know what it feels like to bond, to play, and, yes, even to win. You win, you lose. There's no in-between.

What I feel most when I think back on those days is love--a deep love for those kids. I could see any one of them today or even ten years from now and we would share something deeper than I can share with any of my academic colleagues in my building right now.

Dick Munson, McGill
VOLUNTEER OFF-CAMPUS COORDINATOR

White Pine County was once the economic dynamo of Nevada. Kennecott Copper Company had its mine at Ruth and its mill at McGill. In between was Ely, the business center of eastern Nevada. Some Elyites remember that the five-story Hotel Nevada was once the state's tallest structure. Much of the state's mining activity was centered in White Pine after the bonanza era. Kennecott Copper was for a long time one of the state's major employers and it was the main benefactor of adult and community education in White Pine. Until its shutdown in the early 1980's, White Pine was prosperous, if never wealthy.

White Pine was an anomaly among towns of the Intermountain West: People joined unions and they voted Democrat. McGill had more than 500 elementary students in the 1960's. After the Kennecott shutdown, the number declined to about 130 in 1993.

People in McGill and Ely instilled a reverence for education in their children. Several people from White Pine became prominent in education. Among them, Frank Bergon, the author of "Shoshone Mike," a professor at Vassar College; Father C. J. Caviglia, former state superintendent of Catholic Schools and virtual founder of the Henderson campus of CCSN; Russell Elliott, UNR emeritus professor and author of "History of Nevada"; Proctor Hug and Marvin Picollo, retired superintendents of Washoe County schools, Todd Carlini and Craig Blackham, who were both superintendents of Lyon County schools. V. James Eardley became the director of adult education for Washoe County, the first president of TMCC, and, after retirement, a member of the Board of Regents. Charles Knight, recognized in Nevada for his knowledge of school finance, became superintendent of Elko County schools.

Dick Munson stayed in McGill, and was the first coordinator of NNCC in Ely. His cousin, Bert Munson, moved to western Nevada and was dean of instruction of TMCC. Dick's son, Joel, became the coordinator of NNCC's Ely Center in 1991.

Max Blackham was high on community colleges. He once told me that White Pine came very close to having the first community college in Nevada. Being so isolated, certainly we needed higher education. Here we were, 250 miles from anywhere--from Reno or Vegas or Salt Lake City. But there was a question about how much financial support might come from the Ely area for a college. It was blue collar. People worried about the money. So the White Pine Vocational Advisory Board negotiated with the founding committee of the Elko college. If Elko would heed the board's wishes and extend collegiate education to the area, then White Pine would support the Elko thrust.

I became coordinator for Elko's college in Ely in 1970, but I was never on the college payroll. I was the director of adult education for the school district. I worked for John Orr, the superintendent. He always supported the college. It was okay if I worked for it, but I was not to spend any school district funds for the college.

Actually, when we started the college program here in 1970, the area already had a thriving community education program. We would enroll 2,200 students in adult and community education. That was almost a fourth of the population. We had the model in the state. Some said in the whole West. We got complimented by the Communi-Link Project out of Colorado State in 1971. They invited us to Fort Collins to tell western educators about our program.

The school district made its facilities available to after-school programs. Of course, Kennecott helped with funds and equipment. And the White Pine Advisory Council determined needs. So when the college appeared on the scene their program just fit in nicely. It was a natural. I'm certain that Ely was the first off-campus center for NNCC. I recall that Bill Wunderlich pushed the Elko board for us to become an off-campus center.

People on the advisory council were pushers. Syd Hollinger was chairman for maybe ten years. A. Z. Joy was another strong individual. He was the extension faculty member from UNR. He was a mover. Jay Carson persuaded the union to make one of the first donations of money from White Pine to NNCC. It was \$300. Frank Stanko represented us on the college Advisory Board.

We were using local experts to teach. We scheduled many vocational classes--things that would help workers become journeymen at Kennecott. Welding, electronics, machine shop, electrical. We offered business courses like bookkeeping and typing. That was before computers. The first collegiate courses were freshman English and U.S. history. Just by natural evolution we eventually put nearly everything under the college. The school district got out of most things, except adult high school. By the time I left to become principal at Ely Elementary in 1976, the college had pretty much taken over community education. Of course, both UNLV and UNR offered graduate courses for teachers. UNR had a (extension) coordinator here, but it was tough to get courses. Faculty would fly out on United, on the old four-engine DC4s. The planes were being phased out, and they often missed flights. And United really didn't want to be in rural Nevada. So getting university faculty to Ely was difficult.

I turned over the coordinator's position to Mary Chachas in 1977. She stayed several years and then Peggy Hogan took over. After her, Jan Halstead was the coordinator before my son Joel took the job in 1991.

Bill Berg came down here regularly when he became NNCC president. He attended the Advisory Council meetings. The Council would tell Bill about the community needs and the

college responded with programs such as practical nursing and clerical skills. I got along with him famously. He was a most gentle man. We had practically the same ideas about adult education. He knew the feeling of the small town. Bill had no pretensions. He was no big shot. After I left the college program he would always come by and visit me. He made things work smoothly. And John Orr deserves credit, too. He could have sabotaged the whole effort. But he wanted to strengthen the Advisory Council. We added members. Eventually Scott and Judy Hase became members. We took pride in that council.

It was just great fun to be with NNCC from the beginning and watch it grow. I became a little sad to see the college becoming more and more an independent entity. It seemed like everything changed. NNCC became the college and the schools became schools. We had community processes and that seemed to end when the college opened its own office and received funds for a campus.

The Ely Center is on the verge of having its own campus. People here in the last year have given a million dollars to the program.

Floyd Lamb, Alamo
MISTER FLAMBOYANT

As I drove into the Paharanagat Valley in October 1992, I became somewhat nervous about interviewing Floyd Lamb. He had been very powerful in Nevada politics. In a way, the Lamb family was to Nevada what the Kennedy family was to Massachusetts. I had once testified in behalf of community education before the Senate Finance committee, which he chaired. He allowed but five minutes and was clearly agitated that I was proposing state funding for community education. I later learned he had just criticized CCCC for conducting some "far-out" community education courses.

In the mid-1970's I had once sat next to him on a Scenic Airlines flight from Las Vegas to Elko, where he had a meeting of the directors of Nevada National Bank. It was Sunday. Elko had no taxis in those days. I offered to drive him to his motel. Reluctantly, he accepted. I was driving a state vehicle and I sensed that bothered him. As he left the car he said to me, "All you have at that college is an LPN program."

Floyd Lamb's formative experience was growing up as Nevada's horse culture was fading and modern Nevada was beginning a period of mercurial growth with its resorts and the shift of political power away from the rurals to the urbs. He was once a very powerful politician. Now he lived alone on the Buckhorn Ranch at Alamo.

My visit, I think, moved him briefly into a reverie. I reported to him that the Laxalts--Paul and Bob--told me he truly was a "good guy." "That is good to know," he said. He showed me rodeo awards he had won as a youth. And he showed me memorabilia of his political life, including photographs with John F. Kennedy and Paul Laxalt. His predecessors, bound for legend, may be traced back to the Mormon movement West and to the Mountain Meadows Massacre. His family includes eleven brothers and sisters. In his twenties, Lamb was elected to the Lincoln County Commission. In 1946 he was elected to the state senate and was among the first community college supporters in the Legislature.

He had been endowed with great strength. Bob Laxalt recalls how he pulverized a Texas cowboy with a right fist flush on the chin. He had been endowed with a great mane of wavy blond hair and his looks added to his charisma. He had been also stricken with hubris, which proved as painful to politicians in contemporary Nevada as heroes in ancient Greece. Hubris was his downfall though many believe he was the victim of entrapment. But he paid his debt to society, and the people in Lincoln county elected him in 1992 to the office where his political life had begun held a century earlier--the county commission.

You say a lot of people in the community colleges think Marv Sedway is their champion?

Really? That's hard to believe. Before Marv, people like Norman Glaser, Roy Young, Archie Pozzi, Jim Gibson, and Carl Dodge cleared the way for the colleges' beginnings. I know very well. I was the chairman of Senate Finance. You got nowhere without those guys.

In 1968, after the Watts riots in Los Angeles and some civil disturbances in Las Vegas, especially areas in the black community on the Westside, I went to some of the leaders in the Westside and asked them if there was any help I could give them. Long before the unrest I had talked to the people about local problems. The discussions always turned to the question: How can we improve the opportunities for black youth?

Las Vegas's work and living environment was mostly segregated at the time. I was concerned with ways to improve the opportunities of the people on the Westside, and to do that in such a way as to be permanent. I hoped to find ways for people to do things for themselves rather than have government do it for them. We always came back to education as a solution.

I grew up on a ranch. Nobody gave you anything out there, except maybe the greatest gift of all... self-reliance. People in the community taught you to be physically competent. I rodeoed all over Nevada and the West. I'm famous for fighting. I was always getting into scrapes, and I learned very early I had to do things for myself. Elko, Reno, Las Vegas, Arizona--I rodeoed everywhere.

I went to a rodeo in Tonopah with my father in 1938 when I was 18. He got killed in the rodeo. I covered him with canvas, put him in an old truck, and drove back to Alamo over 150 miles of cowtrails. I had 11 brothers and sisters. My mother had \$32 to her name. It was tough. It was the Great Depression. But we made it. We made it on our own.

I always had the philosophy that you had to start doing things for yourself. A community college sounded like something Nevada could afford. It sounded like the best place for young people to learn a craft. They could become electricians, mechanics, carpenters, chefs. They could take pride in themselves. You know, some of these kids on the street really thought becoming a pimp was a career. And to me that was very sad. If they could get a real education and learn to work, then they would have something to make themselves proud.

We all agreed that Nevada Southern University was not a realistic solution to the problems of the poor people, neither the blacks nor the whites. First, the place was too formal and it took four years--much too long for the kids on the street. It didn't really address the problem of people needing jobs and needing them quickly.

"If I can get a community college here, will that help?" I asked. "The people in Elko have started one. They have opened the door. They had needs like Las Vegas has."

They thought community colleges would be the ticket to better conditions. The two-year college could concentrate on occupational development for people already working. It would

improve their chances of advancement. It would fast track students toward a career because they could study just those subjects essential to a job. Also, a community college would admit students without a diploma, and there were plenty of those in Las Vegas in the 1960's. I remember calling a formal meeting after talking with the people on the Westside. I was then a director of the Nevada National Bank, and we had a conference room. About six people came. Woodrow Wilson, an assemblyman, was there. He was the first black person elected to the Legislature, maybe the first elected black official in Nevada. Dr. Kenny Guinn, the superintendent of Clark County schools, came. Otis Harris was there. And Jackie Timmons. And, of course, Nedra Joyce. Nedra worked very, very hard to get Clark County Community College rolling. She lobbied all over the state for it. All the people saw a college as a bridge between high school and collegiate study and they really believed that community college classes were scheduled with working people in mind. They thought that people wouldn't be intimidated by a community college.

After we got the system started and Dr. Charles Donnelly was hired to be its president, we began to have advisory committee meetings to start CCCC. I recall participating in a meeting--at the Hilton, I believe. I think Fred Gibson attended and so did Otis Harris. A main issue was how the college could help black people. A site selection committee was appointed, with the voting strength weighed heavily toward the black community. Five of the seven-member committee were black. The members were David Hoggard, Sr., Robert Archie, Tyrone Levy, Otis Harris, Woodrow Wilson, and Jack Petitti. Dr. Donnelly served as chairman. It made no sense to put the college in a place in Las Vegas where most houses had swimming pools.

Nedra Joyce was a journalist. She worked very hard behind the scenes to convince the community at large that the college was a worthy project. She was from the *Las Vegas Review Journal*. That's one of the reasons the college was located in the old RJ building on Main St. before they got a campus in North Las Vegas.

After the college got started, I had some problems with some of the things they were doing. Naturally as Senate Finance Chairman, I got wind of things. Some of the things I didn't like. When we heard that they were offering a community service course in "Witchcraft," the roof went off at Senate Finance. Here we were trying to help improve the lot of young people who needed to learn skills, and they were offering things like that. It made no sense. And they also offered knitting, I think, to matrons. Well, that sort of thing ought to be done by private means. What they were doing was hard to defend to some of the committee members like James Slattery and John Fransway. To some of the people on Senate Finance, it looked like a carnival.

Fred Gibson, Las Vegas
INDUSTRIALIST, FRIEND OF EDUCATION

He was a member of the original advisory board of CCCC whose members were Boyd Bulloch, Robert Archie, Lyal Burkholder, Dr. Marvin Sedway, Otis Harris, V. Dale Hedges, William Dolan, Oscar Heinlein, and Kenny Guinn.

He is the brother of the late Jim Gibson of Henderson--a widely respected legislator known for his statesmanship and his concern for education. Fred Gibson was once a member of the advisory board of the Mackay School of Mines, from which he graduated. He is CEO of American Pacific Corporation.

I decided to run for the Board of Regents in 1970. I spent some talking about the possibility with Juanita White, who was then a regent from Boulder City. Her main focus was community colleges. She was doing everything she could to encourage the Legislature to support the concept.

My campaign was very, very limited. I wasn't able to raise much money. And I was running countywide against Bill Morris and Helen Thompson. They were elected and I came in third. As a result of the campaign I was asked to be on the CCCC Advisory Board when Charles Donnelly created it in 1970, a year before the college opened.

If you looked at the board at that time, more than one of us had been a candidate for the Board of Regents and hadn't succeeded. Marvin Sedway, a friend of mine, had the same problem I had. He ran and lost and he was named to the CCCC board.

After CCCC opened, one of the first goals was to get it accredited. Once we were having a meeting with the Northwest Association of Schools and Colleges. One of the visitors asked us why we were interested in community colleges. Sedway said, "It's because we failed to be regents of the university system." The CCCC board was my first interest in community colleges. Most of us on the board started with an interest in the college and that continued to grow.

The biggest thing happening in Las Vegas in the late 1960's was the activities of Howard Hughes, who really gave the community college movement a shot in the arm. His being here really changed the character of Las Vegas. His purchase of all those casinos and properties was a tremendous infusion of capital into the state. He changed the character of the gaming industry. It was the beginning of the period of great expansion. Pretty soon there is the MGM and a bigger Hilton and everyone is adding space to hotels and casinos. Hughes brought credibility to the gaming industry. What was once thought to be a frontier vice started to become an economic virtue.

I was on the committee that studied college sites. To speak very candidly, the recommendation

that came from the consultants was for a site on East Charleston Boulevard. They looked at demographics. They made plenty of concentric circles on a map of Las Vegas. They projected about how far people would walk and how far they would drive to classes. I also thought CCCC should have a campus on East Charleston because people from southern Clark County had fairly easy access there. The city commission, for some reason, didn't want to make their land available. Boyd Bulloch, who was on the Advisory Board, offered some property in North Las Vegas. The North Las Vegas City Council got into the act in some manner with Mr. Bulloch. And the Board of Regents couldn't pass up something that cost nothing, or so they thought. I really never got over that criticism . . . that the site of the Cheyenne Campus was going to be on the fringe of town, out in the desert, not near the center of population. I think that was one reason why the college had such a volatile early history. The system never approached site selection in an orderly way. Take Henderson, for example. Caesar Caviglia made a community college for Henderson the passion of his life. He and my brother Jim sometimes clashed because Jim was an engineer and preferred method over politics.

But it turned out very well anyway. The growth of the Las Vegas valley eventually spread around the sites.

I think Herman van Betten has made the Henderson program work. The people really like him. He told me when he went down to Henderson that he was going to teach Latin. I was tempted to enroll, for I had studied Latin as a young man. I imagine that Herman, with his warm personality, would be a fine teacher. Also, as a member of the advisory board, I wasn't just interested in vocational education. I think most people on the advisory board thought they existed to assist with career programs. And that's wrong. That's a weakness with community colleges. Advisory boards should also be involved in connecting liberal arts to the community. It makes no sense to have liberal arts confined just to the classroom. They teach courses in politics . . . why not relate that to the county commission, to the courts? One of the problems of the community college is that it has so little freedom to do its own thing in general education. I wonder if the regents ever considered the possibility that these colleges might be better suited to develop general education than the universities.

CCCC developed in Las Vegas as a natural evolution of the state movement. I don't recall that it was mainly a response to the black community. Certainly the black population was underserved. It still is.

Steve Nicholson was the first campus executive, and a good one. He may well have been the best we have had. He had good support from the faculty. Of course, everybody was pulling together at first. They didn't have much of anything. Charles Donnelly, the president, was a great administrator. He got caught in a difficult situation. Marvin Sedway didn't help. He was

chairman of the advisory board when the ruckus came up about the transfer of money in the college budget. The administration used some money for instructional equipment and some politicians said the money had been appropriated to hire teachers. Unfortunately, Sedway was the wrong personality to be leading the charge for CCCC. He so antagonized people that he actually hurt the college and Donnelly too. I had known Sedway so long that I could tell him to shut up. But he didn't. There was a donnybrook when Donnelly called a state-wide meeting of community college advisory boards. Sedway kept arguing that community colleges ought to be governed separately. He thought they were stepchildren in the university system.

Judith Eaton also was fairly divisive. But I really liked her. Father Caviglia and Judith were at loggerheads all the time.

During the mid-1970's there were some desperate times with the budget. The Legislature cut back hard after the controversy over the transfer of funds from instruction to equipment. That put enrollment in a tailspin. I interceded with my brother Jim, who was in the State Senate, on behalf of CCCC as I had done with the School of Mines. I also tried to get the college people to get their act together before going to the Legislature. Some of the college officials weren't going as a unit. Some of the legislators were accusing President Donnelly of laying claim to things that were not true. For instance, they would take issue with his report on the number of students. Donnelly got surprised a couple of times by the Clark County legislators. And it just wasn't his personality to call up some of these divisive people in his system and read them the riot act.

I think Russ Bloyer, who came in after Nicholson, suffered the most. He came in during the controversy over sites between West Charleston and Henderson. He walked right into the big middle of a mess. Lilly Fong and some of the regents supported a facility on West Charleston Boulevard. Bucky Buchanan and Mike O'Callaghan wanted a campus in Henderson. So Bloyer was here only about a year. Then Paul Kreider inherited the job as interim administrator. A member of Senate Finance asked him to answer an impossible question. Either way he would have answered was wrong. The CCCC proposed budget in 1977 asked for a library at Cheyenne and a building for Henderson. The politicians asked Kreider which of the two he would choose, if money was not available for both. He said the Henderson building was a higher priority. What the administration did was reasonable and understandable. They were trying to build a college. And some legislators then asked him if books weren't important in a college. So Paul left.

So the college had a rough, choppy time after Nicholson left. I haven't been on the board in a long time. But I think they have gained some pride and they're doing a fine job.

John Rosich, Las Vegas
EDUCATIONAL ENTREPRENEUR

In the diaper days of the CCD, he was dean of administration at CCCC. In 1975 we visited when he came to a regents meeting held at NNCC. He asked if I had any insight about surviving in administration. "I have never had a course in personnel supervision. I just try to follow the Golden Rule," I said. But if I did, it didn't always work in academic society. In that world, as Paul Laxalt observed, political intrigue is ever afoot.

We talked about curriculum, about the nightmare of courses just popping up and about how hard it was just to visit with the part-time faculty. They were a multitude and they taught varied schedules in a dozen sites. The CCD office had developed a master file of courses. It was created in an attempt to standardize courses between the colleges and to help articulation with the universities. But within a few years it had more pages than the Las Vegas phone book. The community colleges, looking for students, were eager to please. The "open door" admissions policy encouraged part-time students and the budget realities insured more part-time faculty. The system was always an expression of individuals. Students dropped in and out at their convenience, and the curriculum became known as "cafeteria style." But that was characteristic of most colleges in the 1970's. The charge that community colleges tried to be "all things to all people" was not unfounded. College personnel rarely talked about what constituted general education. Essential knowledge was what ungoverned faculty liked to teach. FTE was what counted most. "More! More! More!" became the goal. FTE meant money. The colleges had to enroll students to receive money from the state. Many courses in the Master File never reached the advertised schedule. There was little integration of courses. By 1988, the core curriculum of the universities required attention to content and sequence.

Dr. Rosich left administration for the business classroom soon after the departure of Steve Nicholson, the CCCC executive, in 1976. Rosich operates private schools in Las Vegas, including a school to train casino dealers. During the interview, he talked about the continuing expansion of Las Vegas, about how the new Circus-Circus "Pyramid" would boost the population by 30,000, counting the multiplier effect. Also the theme parks, when completed, would make the population soar even more. "This new wave of building will put us over a million people. Las Vegas is no longer a dinky town in the desert. We are a thriving metropolis." I asked him if that meant more community colleges for Las Vegas. "Maybe, but what we need most is another university. What choice do our transferring students have? UNLV. UNLV. UNLV."

I came to Las Vegas in November 1971, just after CCCC first started classes in August. Before I accepted a position, I understood that Governor O'Callaghan had asked the Legislature

in January to support a community college in Las Vegas. The Board of Regents agreed that both Las Vegas and Western Nevada should have colleges.

The present Cheyenne Campus was nothing but desert then. The site was out in the boonies. We were downtown on Main Street in those days, and people were just beginning to talk about a campus. Dr. Steve Nicholson had been hired as the campus administrator. I had worked for Steve in Chicago. We came from what is now called William Daly Community College.

I liked the idea of starting a community college from scratch. I had been an instructor at other community colleges, and I wondered why they did this and that. Dr. Charles Donnelly had just issued the *State Plan for Community Colleges in Nevada*. It explained the mission and philosophy of the CCD. It was a positive document with liberal attitudes about education apparently never much discussed in Nevada. I think Nevada had been accustomed to punitive policies with regard to students in postsecondary programs. Donnelly's plan focused on individual successes and not on "weeding out" students. He didn't think faculty should use "F" grades.

Growing with CCCC allowed me to understand the importance of developmental education. The college had hundreds of students in English grammar, basic math, reading, and English as a second language. Val Garner really performed beautifully for this college as the director of Adult Basic Education. He inspired literacy programs. After he came over from the school district, he didn't let any grass grow under his feet. I know he was sometimes frustrated by the constant shuffling. And he had reason to be. Every new administration changed his title, but he was always there somehow as the leader of the dispossessed. Nobody who came after him ever reached the level of success Val did in providing education for the drop-outs and illiterates. His division had huge enrollments in ABE and ESL and the money he generated for adult education had a good impact for the disadvantaged people. He created and trained a cadre of literacy volunteers and they were trained to work with the hard to teach. I think he regretted not being able to get more black people more involved in basic skills courses.

In outreach he was sensational, working with Nellis Air Force Base and the prisons and the Tonopah Center. He carried the college right out into the communities. But he was always getting jerked around in the changes. You know, everybody got caught up in the restructuring, especially the one Judith Eaton was ordered to do. It seemed to me that with every change of governors we had administrative restructuring. We had many changes when O'Callaghan's term ended. Russ Bloyer and Paul Kreider were presidents briefly before Judith. When Bob List was gone as governor Judith Eaton was gone as president.

I think it was frustration that motivated Val to run for State Assembly. I think he believed that nobody at the college much cared about poorly educated adults. He got elected to the assembly.

He saw what his colleagues could do. Nick Horn, one of Val's friends, became a state senator. And also Ray Rawson and Jack Regan made it to the Legislature. Rawson pushed for health sciences. Nick Horn helped get funds for cultural programming in Nevada. So Val got elected and reelected many times, and he was able to improve state funding for basic skills programs. Would you believe that so many people in the Legislature would come from this college? Where else but Nevada could that happen?

Donnelly's plan, I recall, also held that graduates from the colleges would be admitted to the universities as juniors. I always thought that the regents had accepted that item as policy when they accepted the state plan. But it was not followed. We had a tough time with university transfer courses, especially with the UNLV business department.

I think Steve Nicholson and the staff and certainly the Advisory Board had already been looking for a campus site when I arrived. It was supposed to be donated land. The community would have to come up with a campus. Well, Howard Hughes' name came up. He was the sugar daddy who had helped get the whole state program rolling, so people naturally turned to him. I don't remember any involvement from Hughes, however, in the Cheyenne Campus. I think he left Nevada about the time I came.

I can remember some of the handful of faculty that first year. UNLV had some occupational programs that had to be turned over to CCCC. That's how Beverly Funk came to the college. She had the secretarial program at UNLV and that got moved into CCCC. She was not pleased because CCCC had a poor reputation then. Barbara Agonia was the first English instructor, and LaRene Watts, Don Starr, and Jim Keeton were full-timers. Tom Brown started the same year I did. Phyllis Nelson and Laurean Brown also were faculty. A guy named George Nichols was the academic dean.

That first semester we offered our first off-campus courses at Boulder City, and in a couple of years we became active in Henderson.

CCCC was a restive place for a time. There has been a lot of heartache and too many casualties. Nobody buries their dead faster than Nevada. I don't understand why the system is so deep into politics. I wish somebody would explain it to me. Maybe Val Garner can, now that he's been in the Legislature.

Val Garner, Las Vegas
ASSEMBLYMAN, LITERACY ADVOCATE

Few leaders of Nevada's colleges have stood strongly for the idea that the colleges are centers of lifelong learning. Legislators, faced with money realities, have taken the traditional view that occupational education and academics were the funding priorities. Many times a bill with a token appropriation had been submitted to the Legislature, authored by Jerry Nielsen of the Nevada Department of Education, for the support of Adult Basic Education (ABE). Eventually, the legislature actually appropriated funds to complement the federal dollars. ABE, a federal program, provided funds for adults whose inability to read and write English kept them from participating fully in society.

Val Garner, longtime CCCC community and adult education administrator, helped the cause after he became an Assemblyman. To Garner, adult education is a natural extension of the idea that community colleges are egalitarian institutions. ABE is the "open door" for minorities, the disadvantaged, the non-English speaking peoples.

It's very hard to be a good community college. A community college is basically a delivery system of services and instruction, not an ivy tower operation. It's easy to slip into being a junior college and forget people whose lives have been shattered. I fear that the Nevada colleges are on the verge of doing that.

In the early 1970's I remember Ray Sturm, Gary Peterson, and Norm Christiansen talking about how the new CCCC might have an impact on adult education in Clark County. I was busy in the adult program. I knew that Kenny Guinn, the superintendent, and the school board were trying to find ways to do away with some parts of the program. Mr. Sturm became interested in CCCC as a way of making a more efficient operation of the Southern Nevada Vocational Technical Center. It wasn't being used as much as the planners had projected. Kenny Guinn called it a "white elephant."

There was some talk about making it into a community college. It was centrally located in Las Vegas Valley. Some of the people there no doubt had visions of the center becoming the new college or at least being in the middle of what would happen. The center had some good programs--airframe and power plant, refrigeration, culinary arts, and cosmetology. But the high school students weren't buying into them. Mostly the center was serving adults. So if it could be made into a community college, two problems would be solved at once for the administration. They talked about having the last two years of high school and the first two years of college under one administration.

That idea had some appeal. I myself had been in a program like that at Dixie College in St. George. That was good for high school kids. They had access to the finest instructors and they became interested in college at the same time.

I was busy with the Adult Basic Education program then. Congress had started appropriating funds for it in the mid 1960's. I wasn't deeply involved in the discussions about CCCC. I had just replaced Dick Lundquest and I had my hands full organizing basic skills classes around the valley. I never thought much about whether ABE would be best if it were under CCCC or if it remained with the school district. I think the decision to move under the college was made by Charles Donnelly and Steve Nicholson and Kenny Guinn. The administrators had warned us not to go to Nicholson and make deals on our own. So we came to the college lock, stock, and barrel without being involved in the decision.

But I can't complain. I was treated very well. I received a significant increase in pay over what I was making at the school district. I think the CCCC administration was euphoric about the deal. Their enrollment more than doubled by bringing adult education under their wing. That would give them some funds to start building CCCC.

What did CCCC get? Well, there were no outreach programs to speak of outside Clark County. But we did have plenty of adult education around the valley. We had evening courses at most high schools. The school district didn't give up everything, and editorial writers criticized the school board for holding on to some choice programs. The district kept the adult diploma program. Legally they had to. There was real debate over giving ABE to the college because they saw it as K-12 in subject matter. ABE catered to adults functioning at very low levels. I imagine one of the reasons it went to the college was that it carried its own funding. It was 100 per cent federal money. So there was no cost to the college. I was the administrator at the time and remained so for many years. Ray Sturm, Bob Whalen, Eva Baty and Marjorie Putt moved to CCCC when I did.

I haven't reflected much until now on the move. I'm concerned that the community colleges look upon ABE as a kind of homeless program. It doesn't have much glow like physical therapy or interior decorating. The colleges really are not giving the kind of attention they ought to undereducated students. They claim developmental education as part of their mission. But I think their commitment is lacking. I don't think most administrators are in touch with the underclass. They become directors of boards and see life at the top. I continue to be very concerned about the neglect and I do all I can to get their attention. The colleges go out of their way to help those who really can help themselves. But the academically unprepared adults are the most disadvantaged people in the society. As long we ignore them and their needs, they're going to cost the taxpayers dearly.

The community college was really created for those students who need special help and another chance. Who are they? Some are vets of Vietnam. Some kids from Desert Storm. Some are jobless. This group has the lowest level of advocacy of any group in society. For one reason, they don't constitute an obvious threat to anyone. The only threat that occurs from the group is their involvement in crime, and the statistics reveal that many who are in prison lack basic skills and vocational competence. We've built a lot of prisons in this state, and they are costly to operate. So the functional illiterates really do pose a threat, but most people don't realize it. They don't know that at all. When I say that they are the lowest on the totem pole in terms of advocacy, I mean they don't have protest marches and don't have letter-writing campaigns. They're just a silent group out there who really impact our lives daily but nobody recognizes the fact.

No, there is nothing in my background that propelled me to have a commitment to literacy and training. My early involvement in ABE revealed to me that the society had tremendous unmet needs. Something needed to be done to get these people prepared for work, so I committed myself to literacy programs for adults.

Schools don't like to deal with hard-to-serve people. Let's face it, illiterates are difficult. Teachers really do have to teach them. These people are not capable of helping themselves. Mostly they've been haunted by the trauma of urban neglect. They don't know where the gas to get the car going is coming from or the milk to feed the baby or who will care for the baby while mom goes to class. If we're ever going to get them off welfare and keep them out of prison, then we're going to have to redirect the money in education. We're already spending it on prisons and welfare. The community colleges have made great strides, but they have not made much of a dent with one of their major missions. So, in a way, they're not yet complete community colleges.

It wasn't until I was elected to the State Assembly that we were able to get money into the governor's budget for ABE. It's still mostly federally funded. Now we continue to get increases in that budget each time I've been in the Legislature. I hope that trend continues. If you were in the Legislature and looked at the funding you'd see that adult education gets only pennies compared to K-12 and the university system. I have pushed for a more equitable appropriation of the resources.

A separate board of trustees would insure that community colleges fulfill their mission. I've been in the Legislature several years and the issue of governance continues to surface. The late Marvin Sedway did everything in his power to get independent governance for the colleges. Others feel the same way he did. I think Nick Horn, who died recently, felt the same way. But I have to say that the status of the colleges has improved somewhat in recent years. The colleges

are now put in the title of the system--University and Community College System of Nevada. My feeling is that the colleges would have a better shake from the Legislature if they had their own board. I continue to believe that UNR, UNLV, and DRI take most of the resources off the top and the leftovers go to the colleges. If we put all the community college facilities on the UNLV or UNR campus, they wouldn't make much of a dent, would they?

Charles Donnelly lost his job because he really wanted a community college board. I remember meeting him at an adult education conference in Elko. Charles Greenhaw was taking us to a restaurant in Lamoille and I rode in Donnelly's car. Well, the restaurant was closed when we got there, so I had a good talk with him on the way back to Elko. I enjoyed his fresh view of education, and later I went to his home in Reno a couple of times. His loss to the colleges was a major setback.

I think maybe one problem caused by his loss was the administrative turmoil at CCCC. When I came to CCCC, Steve Nicholson was the campus executive, and he left just before Donnelly did. Russ Bloyer succeeded Nicholson, but we hardly got to know him and he was gone. Then Paul Kreider was the interim president for a year. And along comes Judith Eaton for about four years. Dale Johnson was a fill-in president. And we had lots of second-in-command people. John Rosich, Larry Tomlinson, Paul Kreider, Jerry Young, Al Balboni and now Herb Peebles. Good people, all of them. We had a real parade of administrators until Paul Meacham came about 1984.

We had a difficult time in those years. We were changing presidents on an average of eighteen months. It started when the governor and Charles Donnelly went head to head. When Donnelly was pushed out, the turmoil began. But there were other reasons. Some personal problems crept into CCCC administration, but I don't want to talk about that. There has been a little more stability since Paul Meacham came.

I am about to retire now, and I've been thinking how much I've enjoyed the college experience. When I came to CCCC, my only responsibility was ABE. I went to John Rosich, the dean, and said, "This isn't enough to keep me busy. I need more to do and I want more." He told me the sky was the limit. So I started pushing the community services program and I established the outreach centers. I went to Nye and Lincoln Counties. I worked with Rocky Johnson, the superintendent in Tonopah. With the help of people like Darlene Clause, CCCC organized many classes there. We had the district attorney teaching law, the dentists were teaching, the cops were teaching. You name it. I was fortunate to work with Eldon Matthews at Panaca High School . . . also at Pahrump. I initiated the program at Nellis Air Force Base. When I came to the college, there had been no courses at Nellis. Well, that program took off. We had basic skills and university parallel courses and the military guys loved it.

I also started some of the first programs in the prisons at Jean and at Indian Springs. I put my heart into outreach. I still remember people like Orgie Orsey and Wayne Tonoka.

I think I remember most the ABE people. Steve Shiebel left education because of the poor pay. He's been a success in the insurance field. And Bert Coon and Don Dallas who coordinated ABE at Yerington. And, of course, Jerry Nielsen. I have a high regard for Jerry. He put the whole thing together across the state.

One of the things I wanted to do was to have in Las Vegas a facility dedicated to adult education. Then we could really put basic skills into focus under one roof. Instructors would be devoted to the undereducated people. Something similar to that exists in the school district, but I would put it under CCSN. It would cater only to the people who need basic skills.

That is my vision. I'm still talking about it.

David Hoggard, Jr., Las Vegas

IMPRESARIO OF OCCUPATIONAL EDUCATION

The Vocational Education Act of 1964 meant a surge of federal monies for community colleges. In 1968, \$48,000,000 was distributed to the states. By 1974 the amount had jumped nearly to \$1 billion. The U.S. Office of Education also supplemented money in special categories for programs that focused on disadvantaged and handicapped students. CCCC was a major player in occupational education because it had Nevada's leading spokesmen for it, the Hoggards--David Sr. and David Jr. David Hoggard, Sr. was an original member of the CCCC Advisory Board. As the universities began to devote their resources to professional schools in the 1960's, the Hoggards recognized the opportunities in semi-professional careers to support professionals. The training entities of semi-professionals had become scattered. In Nevada, before the community colleges came into being, occupational education was offered by the school districts and the universities. The community colleges grew partly because they provided a central focus for occupational training.

David Jr. came to Las Vegas from New Jersey with his father in 1946. The elder Hoggard had been stationed at Las Vegas Air Force Base. After his military term, he decided to move to Las Vegas. After high school, David Jr. completed a bachelor's program in Virginia and taught public school there for seven years. He returned to Las Vegas and in 1965 took a position with the Clark County schools. In 1970, he became interested in the Manpower Development Training Act (MDTA), a federal training program. The southern Nevada Manpower training program was an outgrowth of the act. Funds from the act created the Skills Center, which was originally sponsored by CCCC and UNLV.

Glen Owens, a friend of CCD President Charles Donnelly, was the leader of the Skills Center. Owens, who thought he might become the CCCC executive, made David Hoggard, Jr., aware that a community college was a certainty for Las Vegas.

I have had 17 different titles since I started at CCCC. I was once dean of student services, and later dean of occupation education.

The first thing that CCCC did was to take over the adult training under the Manpower Development Training Act from Clark County School District. That act had been in existence since 1962, long before CCCC came along. CCCC had its beginnings in the programs of the Skills Center when it assumed the adult training under MDTA.

Before there was a college, we just referred to it as the Skills Center. It was at 301 S. Highland Avenue, where the Walker Furniture store is located. That was the first home of CCCC. That was before the opening of the Main Street Center in the RJ building in 1971.

Business and clerical was the first program transferred from the school district. The first floor was the administrative complex. Several rooms were converted into classrooms on the second floor for business English, typing and office machines. They also had a "World of Work" class. The original CCCC administrator was Bob Thiel. He and his assistant, a guy named Dondero, moved in July from the school district into the facilities. By December 1970 Dondero had taken a job with the U.S. Office of Education in San Francisco. Thiel had already taken a job at the U.S. regional office in Seattle. They were the original directors of the Skills Center and of CCCC.

In those early days several people moved around in a variety of administrative roles, and the counseling position became available in February of 1971. An office was designated for the president for the Community College Division, Chuck Donnelly. When he wasn't in Las Vegas, George Nichols was in charge. He had been hired from UNLV. It was George Nichols' responsibility to develop class schedules and find locations for classes. While this was going on there was a search for the first college executive--then called executive vice president.

Interestingly, several local individuals felt that they were good candidates for that position. George Nichols wanted the job. But Steve Nicholson from Chicago was selected.

The gains of the community college really started at the skills center. As that program continued to develop, automotive and electrical were added--along with small appliance repair, and boat repair. The college did not have a facility at that time to handle technical programs. Culinary arts was located on Wall Street. The facility at 700 Main Street was primarily administrative offices along with some classroom space, and general education that did not require special laboratory facilities. We made an agreement with CCCC that in exchange for college credit for our students that were completing occupational programs at the skills center we would allow CCCC to use Skills Center facilities for the college's occupational programs.

When the Manpower Act changed to CETA (Comprehensive Educational and Training Act) in 1973, a different approach was taken. It was determined that CETA would be administered through the City of Las Vegas instead of a separate entity. They would do most of their programs on a contractual basis. CCCC would be the major contractor. That was a boon. That meant that now the college had access to all the equipment that would be purchased with a federal dollars for occupational programs. Practically all the equipment at the skills center became the basis for the development of vocational programs of the college. The problem then was for CCCC to develop an independent program. Training programs were spread out because the facility on Main Street did not house skills training. We had a variety of locations throughout Las Vegas.

We had an industrial complex at the corner Oakey and Industrial Road that was a former bus

company garage. We put the electronics program there. We were servicing the buses. So we started many occupational programs. We were able to transfer many of those programs from there over the region. One of the major problems was space. We didn't think about what was going to be inside that facility once they gave it to us. The facility didn't provide for equipment, or furnishings and it created some nightmares for administrators.

One of the things that Dr. Nicholson promoted was individualized instruction. By using audio-visual teaching, larger numbers of students could be served by fewer faculty than in the traditional classroom. Steve was able to take the funding that was allocated for faculty salaries and purchase furniture and equipment so that we could get in and use the building. The college came under heavy criticism for doing that. The UNR Faculty Senate made a big issue of the budget transfer and it became both a political and media event. It took a long time for CCCC to regain its credibility with the state and the Legislature in terms of spending funds according to legislative intent. That problem resulted in an ongoing battle that quite frankly did not get resolved until the late 1980's. A dark cloud hung over this college for many, many years.

But we did overcome. We now have three campuses of significant size. The Henderson program is growing. Henderson has a special titanium welding program and they have started an interior decorating degree. The West Charleston campus has the health sciences, which, incidentally, are offered cooperatively with the UNS medical school. And Cheyenne is probably the largest campus in enrollment headcount in the state, including the universities. If you look back twenty something years ago, you'll find it amazing what has happened to this institution. It went from the ugly duck to super star.

The health sciences program has really been a leader. It really goes back to the emergency medical services training when CCCC was just getting started. EMS was a very good program. We needed trained personnel for the growing emergency response needs of the area. So we provided the training with the ambulance services and the fire department personnel. It grew as we added the paramedic program which had been hospital-based. We transferred it from the hospital to the CCCC. As Las Vegas Valley surged in population, health sciences flourished, and we were eventually able to put in registered nursing. RN has been one of the largest. There is no end to training nurses. It's a major need. It has turned out 80 to 100 individuals annually. I suppose nursing programs probably get the institution the most attention. But the dental hygiene program has been a good one. There was not a dental hygiene program in the state of Nevada when we started it.

I feel good about what has happened. We haven't done what should be done for rural people. They need to be served. But here in the valley training is becoming more comprehensive. Technical programs at CCCC and the other community colleges are finally emerging.

Dr. Larry Tomlinson, Ed.D. Las Vegas
HOLY FACULTY EVALUATION!

The new faculties had the enthusiasm of children. For most people connected with the movement, everything that happened kept on being a beginning. They enjoyed a kind of primal relatedness that became impossible as the colleges grew large enough to have departments and divisions. The growth of the colleges meant also a growth of faculty power. Evaluations became more complex, especially when officials decided to reward meritorious faculty with money. The process of evaluation soon required the input of students and peers. Elaborate guidelines setting forth the many steps were established. In time the process had become "epic," with rules about who did what and how often; how long and when. Who would watch in the president's office as results were tabulated? Who would tell faculty who was "excellent" or "satisfactory"? Who would maintain the evaluations and for how long? Who could see them? How could faculty appeal the results?

Ostensibly the process was meant to improve teaching and learning. As Larry Tomlinson presents the case, the purpose of evaluation became distorted and did little to actually improve instruction.

Larry Tomlinson's academic preparation is American history and teaching methods. He teaches American politics, logic and philosophy. He came to CCSN from Idaho State University, where he supervised candidates for the doctor of arts, a community college teaching degree.

Clark County Community College was using lots of part-time faculty when I came to Las Vegas to find teaching positions for interns in the Idaho State University Doctor of Arts program. CCCC was happy to have them. I worked with Faculty Senate chair Rick Tilman and John Rosich, the academic dean. John and I thought along the same lines about what good teaching was, so he suggested that I apply for a position at CCCC. I was hired in August 1974.

CCCC was a special challenge. It was new and I felt I could have a real impact. I would be part of the start-up of a new college. How many can say that? We were all full of enthusiasm. We could bend the rules to get things, and there was very little red tape. Decisions were made by an informal network. We all worked together to make the college a success, and there were very few formal rules or petty jealousies. I got my first wind of the future during our first accreditation visit in 1976. One of the accreditation people told me to "seize the day." She said, "The morale on this campus is superb. But one of these days the red tape will catch up with you. Divisions that now cooperate will become competitors."

Before that year was over the legislature got antsy because the college had moved money from faculty salaries to equipment. They pressured our first president into changing jobs, and then came accountability which begat red tape.

In the college's early years, we managed to get by with virtually no formal system of accountability. We had a short student evaluation form which had little value, and nobody took seriously. I remember the form because it advised students to disguise their handwriting so that the teacher would not be able to penalize them. That was the extent of accountability in the 1970's. Today the college has a comprehensive form several pages long on which faculty indicate their future goals. There is also a supervisor evaluation, and the college administers about 25,000 student evaluations every year.

Student evaluation was a big item when I taught in California. In 1971 I participated in a San Francisco workshop designed to get faculty, administrators, and community college regents together and come up with a comprehensive plan for making faculty accountable. The workshop eventually approved self, peer, administrative and student evaluation as part of a package to make sure the process was "comprehensive."

During the San Francisco workshop, a University of California professor named Chester Case warned us that we were stepping into a paperwork quicksand. He basically said, "If you do this, you'll end up with endless check lists. These lists will be like a template laid over every teacher and you'll all be forced into a common mold. And you'll have more paperwork than you've ever seen. It'll produce a paper zephyr. And evaluation won't change a thing because people who teach are set in their ways."

Case proposed that teachers have small-group meetings and work together to improve their teaching. New teachers would talk to the experienced faculty about what works and what doesn't work. Well, nobody at San Francisco wanted to hear that. Teachers don't like to talk about what their classroom problems, especially when we're all so egotistic. And the administrators in San Francisco couldn't comprehend a group process that didn't involve checklists and computer print-outs.

Now we have comprehensive evaluation. We have self-evaluations of our annual plans, the students fill out a check-list form, and the administrators write up an evaluation after they talk to faculty about their annual plans. Whenever I suggest to my colleagues that the process is a paperwork nightmare, some insecure wimp always pipes up with "I'm not afraid of being evaluated." This type of mind-guarding kills any serious attempt to get rid of student evaluation. And too many administrators truly believe that teachers read their evaluations and then change all their bad habits.

Student evaluations are interesting. When a student likes the class, he or she makes bland

comments like "This was a very interesting class." When they are unhappy, the comments are much more detailed and precise; namely, "On September 21 the techur embarased me by saing i cudnt spel rite."

The best way to improve learning is to give lots of homework and lots of praise when the work is done properly. Getting students involved is also a key. Some of them really like to talk and give their opinions. Most prefer to talk about what's important to them. Students will argue heatedly over a law to censor Madonna, but they get bored when you mention the electoral college. The other night my logic class spent nearly the whole period arguing over the Jerry Tarkanian controversy at UNLV. I asked myself, "Why are we talking sports in a logic course?" But the students knew what they wanted. Several stayed after class to continue the argument, and I had to run them out.

Several of my colleagues would like to see the community colleges under separate boards. I'm not sold on that idea. Being part of the university system gives us prestige and we can hide while UNLV takes all the criticism. The local newspapers barely have time to find out the proper titles for the community colleges. Both the *Sun* and the *Review Journal* keep referring to us as either "the community college" or "Clark County Community College."

For the most part, the Regents have been fair to us but they sometimes get a little crazy. In the mid-1970's the Regents approved a reasonable, logical tenure system for the community colleges and universities. Then in the 1980's for some perverse reason they tried to get rid of tenure. We called that era the "Great Code Wars." Tenure gave faculty the independence to be honest. The chairman of the Regents at the time was a former federal civil service worker, and didn't appreciate such behavior. He seemed to believe in the notion that government workers surrender their freedom of speech when they are employed. We fought the tenure change bitterly. I remember speaking before the Regents and getting lots of smiles, but little understanding. I think the attack on tenure reflected a mentality that teachers should be treated like, well I hate to say it--government bureaucrats. In the academic community, tenure is a necessary evil. It lets us discuss the important controversial issues.

We've had good leaders at CCSN. Steve Nicholson was the most creative, largely because he didn't have to cope with so much red tape and accountability rules. Dr. Nicholson had served a mission in Japan and introduced us to their style of management, which combined a benevolent dictator with group decision-making. He often treated us like we were an extended family. During my first year at CCCC, Dr. Nicholson took the entire faculty to Furnace Creek for a retreat where we worked on our upcoming accreditation report. We worked in small groups all day, and partied at night in the room below the president's. We were so loud that the hotel security was called, but Dr. Nicholson slept right through.

Dr. Nicholson's idea of an organizational chart was a sun surrounded by orbiting moons. I asked him once if he was the sun, and he said "No, I just put it there. Whoever is in that position is not over people, but is more like the source of energy...an enabler."

The other presidents, Russ Bloyer, Paul Kreider, Judith Eaton, and Paul Meacham have all been personable and competent. And each in his/her own way has made CCSN a success. With so many budget cuts coming down, we're lucky to have Paul Meacham. He really knows how to squeeze money.

On balance, I'd say our students are getting a solid education. Our students tend to be older than university undergraduates, and I like that. The majority of students at the college are good workers who will respond well to positive reinforcement. There are a few in every class, however, who will take advantage of teachers who are too generous or too easy going. Our students seem to reflect the problems with our society in general, namely the many who work hard and play by the rules and the few who take advantage of everyone else.

I'd say students are getting a better education than when we opened the college over twenty years ago. We have a much larger and more qualified faculty today. Every program has its share of talented faculty. Unfortunately, the teamwork of the past has been replaced by departmentalization and specialization. Now we have elected representatives to the Faculty Senate instead of full faculty meetings. And our degree programs have proliferated beyond reason. In the beginning, the college offered only three associate degrees--one in arts, one in science and one in applied science. That's all we needed. The requirements were simple, and the paperwork minimal. Now we have a degree for virtually every department on campus. Students have less flexibility. They need counselors to explain the degree requirements. UNLV chops up their programs mercilessly, and they end up taking more undergraduate classes to satisfy university requirements. There is a rule in nature that says strength requires diversity. In our case, it means confusion. I think we need a rule which says "Keep It Simple Stupid." Problem with school teachers is that we're too intelligent to keep it simple. I think George Orwell meant teachers when he wrote that the greater the education, the greater the delusions.

C. J. Caviglia, Henderson
VOICE OF HENDERSON

As both rector of St. Peter's Church and a canny political powerbroker, he is definitely counselor and father figure in Henderson. People of the church seek his counsel hourly, and community leaders want his support. He lobbied regents and legislators alike for a college program for Henderson. Among his parishioners: Charles Donnelly and Mike O'Callaghan. On the day the regents abolished the CCD, Charles Donnelly was staying at the church house in Henderson.

I have been friends with Paul Laxalt since I lived in Carson City in 1955. His sister is a nun at St. Peter's. Bob Laxalt used to say that she was Paul's secret weapon in elections because she could neutralize a lot of Democrats.

Paul was talking about community colleges when he became governor in 1966. He knew that kids in Ely and Elko had to leave town to get an education. I was at Paul's house often before and after he became governor. When I moved to Henderson he came to visit me.

Paul really felt that he had responsibility for education. After the Elko college got going and was absorbed into the system, CCCC became as a natural outgrowth of the movement in 1971. I was Superintendent of Catholic Schools at the time. When my term ended, I asked to be rector at Henderson. Right away, Hal Smith and I and a few others wanted to get a college in Henderson. We had an old parochial school that could be used. We tied in with Steve Nicholson, the first president of Clark, and John Rosich, who was academic dean then. They got me to teach a sociology class at the old *Review-Journal* building in Las Vegas. Then they used the old *RJ* building until the Cheyenne campus had facilities.

I wanted things done in Henderson. The town had a much higher unemployment rate than Las Vegas. I think it was about 14%. The mean level of education was less than 12 years. The people from Henderson seemed to be the last hired, the first fired. Henderson also had a real split between the Hispanics and the Anglos.

We were fortunate to hire Betty Scott to teach English as a Second Language (ESL) and also Spanish. People needed to be able to talk with each other. Doctors, attorneys, business people, and civic leaders attended those Spanish classes. I remember that Charlotte Crowley (Sam's Boyd's sister) started taking classes. Then we added other courses. Ralph Denton, originally from Elko, taught courses in law, and Bob Taylor taught psychology. The ESL and the Spanish classes helped heal many wounds, for conflicts subsided.

I started rattling the regents' cage about 1974 for more attention. I knew all the regents. I knew Fred Anderson, Dr. Louis Lombardi, John Tom Ross, Bucky Buchanan, and Molly Knudtsen.

Neil Humphrey, the chancellor, didn't appreciate my efforts. I am not your basic system-maintenance person. When I got no action, I went around the regents dead on to the Legislature. Paul came down from Washington. I had a dinner with Paul, Jim Gibson, and Floyd Lamb to discuss a community college for Henderson.

Betty Scott hired a person to help us with a needs assessment, and Bob Gordon developed the site plan. Las Vegas people who favored a campus on West Charleston--especially Lilly Fong--got mad at us. They said we were trying to undermine them. But we were serious about going for the first building away from the Cheyenne campus.

After Steve Nicholson left in the summer of 1976, Russ Bloyer came as president in September. A lot of controversy had arisen between President Donnelly and some important people in Las Vegas. Governor O'Callaghan planned to cut Donnelly's central office staff, and there was a stir about the failure of the college to hire the full-time faculty it had been budgeted for. In those days you couldn't say anything in Nevada without it getting back to O'Callaghan. And some people spread unfair stories about Charles Donnelly. And he was becoming powerful, and O'Callaghan didn't like that. And neither did some of the campus executives. Howard Barrett, the budget director, indicated that the CCD hadn't supervised the colleges, and claimed that funds that had been appropriated for instruction had been used to cover administrative costs.

So Bloyer walked into a difficult situation in 1977. He seemed always caught between Henderson and the regents. Some regents wanted a campus on West Charleston, some in Henderson, and some didn't want a campus at either place. I don't think Russ ever knew where he stood, and he was gone in less than a year. It was rumored that he came to town with Arizona license plates and never changed them.

After Russ, Judith Eaton was president. I was on the selection committee but I didn't vote for her. She quickly became friendly with Governor Bob List. In his 1979 State-of-the-State address, he advocated a campus for Henderson. The state senators, Jim Gibson and Floyd Lamb, supported the idea.

I got into difficulty with Judith while the new building was going up. The reasons? Well, the chairman of the regents, Bucky Buchanan, was not to be trusted. Also, the architect didn't expend all the funds. Some Henderson revenues were being pumped into the Cheyenne campus. Judith would not bridge any confrontation at all. She saw strength in Henderson. The people of the town were tied together. Many had worked hard for the college; many had given freely of their time. Pride went up in the town when the college became visible. It became almost a sacred symbol of town unity.

In April 1981 I asked several people to attend an advisory board meeting in Henderson. Half the town showed up. That frightened Judith. In May, Betty Scott was set to get the keys to the

new building that she had worked so hard for. Instead, she got a letter indicating she would be transferred to the Cheyenne campus in North Las Vegas. All of Henderson was smoking, for Betty was a favorite. I had a rally and the people sent letters of protest to the regents. Bob Cashell, who became chairman of the regents, betrayed me, too. I went up to Elko to give the commencement address at NNCC in May. The regents and presidents were having chicken dinner at Tom and Dorothy Gallagher's home. There I told Tom Ross, an old friend and a regent, I thought something bad was going to happen at Henderson.

"Let's call Cashell over," he said. "I'll get it straightened out."

"I think she is threatened by Henderson," I said. "I think she's going to do us in."

"No," Cashell said, "I'll take care of it."

Well, he didn't. A few weeks later Betty was given a contract as assistant to the president on the Cheyenne campus. She was not to be executive dean and she was left without any protection. She wouldn't take the new job. She went back to teaching until Judith left town about 1983. The first person sent to Henderson to be the administrator alienated the community entirely. Another woman followed her, and things didn't get any better. Betty had served as a Rotarian. Both women had tried to follow Betty by forcing themselves into Rotary. This was not received well in Henderson. So the college went downhill.

I did not make it a happy time for Judith Eaton. She was a crusading feminist, and a poor manager. Bucky Buchanan tried to placate me by giving me an honorary doctorate at commencement. I worked against him in his re-election campaign. He got really mad at me. Finally, Judith left, and Paul Meacham became president.

I saw what was happening to Donnelly. I knew they were after him. I just didn't know it would happen that night he was staying here at the church house.

Archie Pozzi, Carson City
GADFLY OF THE LEGISLATURE

He was the essential Nevada senator, the archetypical citizen-legislator. Once a Ford dealer, he was a promoter who backed the ill-conceived Carson College. But not to be daunted, he got his way with spittingfire rhetoric. He proved to be the American model of partitianship who could bend slightly to snatch a hometown college for Carson City. He and Senator Floyd Lamb were early supporters of community colleges on the Senate Finance Committee, but Lamb favored a WNCC site in South Reno, not the Capital City.

I was always interested in a college for Carson. Like Paul Laxalt, I supported Carson College. But it folded. It proved that in Nevada a college would have to have state help to prosper. The governor invited several people, me included, to go to Oregon to visit a community college in 1968. Roy Young of Elko and Mahlon Brown of Las Vegas were part of the team. I became really interested when the people at the Oregon college said they had enrolled about 5,000 students their first year, 1965. And they just kept growing. That hit me pretty damned hard. So I went back to Carson gung-ho on the whole thing. So when Elko came in with their proposal to the Legislature, I supported them. You know, the people of Elko always put their money where their mouths are, and not many do that.

I was on Senate Finance in the special session of 1968. Norman Glaser and Roy Young had pushed the community college bill through the assembly. I supported it when it got to the senate. Fransway (Winnemucca), Titlow (Tonopah), Slattery (Storey), and "Brownie" (Mahlon Brown, Las Vegas) voted it down. I think Floyd Lamb, who was chairman of Senate Finance, voted for as a courtesy to Norman Glaser, who chaired Ways and Means in the Assembly.

That night after the vote we were down at a pub--the Melody Lane--with the people from Elko. The place is gone now because they wiped out about three blocks along Carson Boulevard for the new legislative building.

The Elko delegation thanked me. Afterwards, they called Laxalt. Well, did he help them! That was the period when Howard Hughes was operating in Nevada. He was buying up casinos and mines. He promised the Elko people money. He sent a check for \$250,000, half of it meant for Elko. Money talks. People got on the bandwagon. Elko got some state funding a year later.

Then I started working for a college in Carson. I located some state-owned land in the northwest part of town. I can't remember how many acres. I introduced a bill in the Senate in 1971 to transfer the land to the Board of Regents. Western Nevada Community College sits on that land today.

And that's how we got started in Carson. And that's when I got into another feud with Floyd Lamb. We clashed a lot because he always had to get his way. He didn't want a college in Carson. He wanted it in Reno. So I fought Floyd all the way down the pipe.

Mike O'Callaghan got into the act. He came over to the Legislature. We were having a recess, and I was standing in a hallway and he said, "Hey, how's our college coming along?"

"It's not coming very well, Mike," I said.

"Why?" he asked.

"I've only got three votes--mine and two others," I said. I had Titlow's and Fransway's. I needed four votes. Len Harris (Reno), Jim Gibson (Henderson), and Mahlon Brown (Las Vegas) were against me. And so was Floyd.

O'Callaghan asked, "Who would be the easiest to talk to?"

I said, "Brown," I think.

"Let me go to work on him," Mike said.

That very day we sitting down for the 2 p.m. session. The sergeant-at-arms said to me, "The governor wants to see you in the hall."

Mike said, "I've got Brownie. But I've also got a little problem. I've got a fair housing bill. It's needed. It allows blacks to get into hotels and apartments. I've got to get that bill out of committee. I'm not asking for a swap"

I said, "Geez, Mike, that's a heavy one for me. I wouldn't even vote for that when Laxalt was governor. And Laxalt and I were raised three blocks from each other and he was my personal attorney."

But I didn't hesitate very long. I said, "Okay, you get Brownie. I'll go for fair housing." So that got the land. My bill was aimed at getting the land, for starters. Funding for the college would have to come along later. But that was incidental. I knew that Senate Finance wasn't going to buy land any place for a college. It had to come free.

But I wasn't home free. Toward the end of the 1971 session, with only ten days to go in May, I went to Senate Finance for an 8:30 a.m. meeting. The room was packed with blacks.

"What's going on?" I asked.

"It's the fair housing bill coming up," Floyd Lamb said. "We want to get these folks back on the noon plane to Las Vegas."

We had only two bills left in committee. We had cleaned out everything except fair housing and my college land bill, which I had introduced in January.

Floyd convened the committee and dragged out the fair housing bill. I was sitting at one end of the committee. Gibson was next to me and Brown was next to Floyd. I reached around Gibson and tapped Brownie, "Hey, tell the chairman we're not voting on that bill until we vote

on the college bill." I heard Brownie say to Floyd, "We don't have Archie until we vote on the college land bill."

Floyd was doing a slow burn. He was planning to bury that college bill. But he slipped it back on top, and said, "There will be no discussion on this bill. All in favor of Senate Bill 179, raise your hand."

This was a new twist. We always responded "yea" and "nay". We had not voted by hand during the entire session. He looked to his right. (I was on his left.) He said, "Titlow, you're not voting for this college bill, are you?"

Titlow said, "Yes, I am."

Floyd said, "Fransway, are you voting for Pozzi's bill?"

"Yes," Fransway said.

So he turned to his left and looked at Brown. Well, Brownie's hand was up . . . half-heartedly.

"Here's the fourth vote, Mr. Chairman," I said, raising my hand.

Then he asked for those opposed to raise hands. He and Harris and Gibson raised their hands. That was a Monday morning. Then we passed fair housing. Floyd put a "Do Pass" recommendation on it, but nothing on the college bill.

In the general session, the fair housing bill appeared on the agenda. But the college bill wasn't. It didn't show Tuesday. It didn't show Wednesday. It didn't show Thursday or Friday either.

And it didn't show on Monday. In the general session that day I was sitting next to Carl Dodge and Mahlon Brown in the front row. When the session adjourned for lunch, I walked over to Floyd and asked him, "Are you going to be here this afternoon?"

He said, "Sure. What's on your mind?"

"You see that cubicle up there with the big sign, Press Only?" I pointed. "Well, under Order of Business # 14, Remarks from the Floor, I'm going to have some remarks this afternoon. I think you may be interested in what I'm going to do. That press box will be full of people. Senator, I'm going to blast your ass right out of here. I'm going to ask why that college bill, which passed committee before fair housing, hasn't come up."

At 2 p.m. that day SB 179 was on second reading. It passed easily. Then I started to work getting money into the budget for a building. Mike O'Callaghan has to be given credit for getting that key vote switched. He was a Democrat and I a Republican, but we were always friends. You have to thank O'Callaghan for creating the budgets for the community colleges in Nevada.

Jerry Nielsen, Carson City
ARCHITECT OF ADULT EDUCATION

I was working on a dissertation in the basement of the old Grammar # 1, the home of ECC in the summer of 1971. Someone in Reno had told Jerry Nielsen that I had some promise as a proposal writer and program developer. One day in August he found me and introduced me to Adult Basic Education (ABE). It hadn't occurred to me--being a Pd.D. candidate in English--that there were many functional illiterates in the world, in truth, more than you would believe. ABE was a federal program geared to people who were having difficulty in society because they could not do simple arithmetic nor read and write. Non-English speakers also enrolled. Many of the early students in the English program at ECC were Basques, who had originally come as sheepherder and who had settled in Elko when the sheep empire came to an end. Later came Mexicans, many of them rurals from Zacatecas. In the 1980's waves of them came, making the college off-campus centers like Jackpot and Wendover nearly Spanish-speaking places. CCCC programs had many Cubans, who had left Miami when Las Vegas started to grow rapidly.

In 1971, about one-third of the Nevada adult population had not graduated from high school, so ABE programs were fruitful for the colleges in their early years. As much as any other person, Jerry Nielsen opened the doors to adults in the state's community colleges in their infancy. He introduced the concept of learning centers for poorly prepared citizens. The centers popped up all over the state, often as joint adult schools and college remedial programs. ABE funds were also used for training teachers in adult education. Many community college faculty worked their way into the colleges through ABE. Amy Emerson, Cyd McMullen, and Cliff Ferry at NNCC, Michon Mackedon at WNCC-Fallon, Val Garner at CCCC--were originally ABE personnel. Adults who were reluctant to enter college found a home in the learning centers--some after circling in the parking lot for many evenings before finally building up nerve to go into the center. Phil Torera, Evie Ashcroft, Judy Cole, Ted Burner, Jackie Banghart, Edith McComb, Rae Edwards, and Jacque Grose all tutored and taught in these centers from Battle Mountain to Roy Martin School in Las Vegas.

I was one of the teachers at Carson College in 1966. The place was started by Pepper Sturm, Sr., and two guys who saw Nevada as a kind of last frontier. One was Walt Magnuson, a California millionaire. Another was Bob Wheeling, who had been a writer for Walt Disney.

In those days the university didn't have much presence outside Reno. Nevada had started to grow. So these guys had the notion that the state was going to have an Oxford of the West. They said so in a brochure. Students would learn by almost living with the professors. The college did have formal classes, and each student had a mentor. But the whole thing was mostly an idea--the

self-directed, tutorial college. It never worked because the directors had no way of putting their ideas into action. They were rainbow chasers.

But the community backed them at first. Some of the same people backed the community college here a few years later. I've heard it said that Paul Laxalt, who was a contributor, vowed that Carson would then have a community college. Most of the business community was in favor of Carson College. But only one of the guys had real money and he wasn't willing to finance the whole operation.

The university fought Carson College from the beginning. The university people didn't want any competition, so they fought the licensing process. I don't know how, but Carson College did eventually get licensed. There was no postsecondary commission then (it was formed about 1972), so the State Board of Education had the responsibility.

Carson College had 87 students when it opened. The leaders filed for bankruptcy 13 months later. It started with no money and then accumulated debts of \$300,000 within a year. It owed people rent money for leased buildings. The leaders leased a whole apartment building for professors. They bought desk and materials. I don't know if they ever paid anybody. They had no income and a lot of debt.

They hired 12 faculty. They set up a Faculty Senate which had the same power as the Board of Directors. That was the undoing of the idea because the faculty in the end scuttled the college by voting no confidence in the directors. Most faculty taught six or seven months. Nobody got paid.

Carson was hungry for a college. The business people wanted it. A local man was going to give a million, provided he got his name on a building. And the Carson Nugget was considering giving them the casino building and then leasing it from the college. That would have been a source of income. Even the government backed the idea. [QZ] The BLM turned over 24 acres on a hill south of Carson for a campus. Some architectural planning was done to present to the community, and there were all kinds of schemes to get money from people. The directors were just inept. But they did prove that there was an interest in postsecondary education in Carson.

I knew I had to get a real job, so I quit teaching biology and took a counseling position at the prison. I had a minor in psychology and the state of Nevada didn't have very high standards for its personnel. So I qualified as counselor. After about 18 months, I got another teaching job. Afterwards, I got a position at the Nevada Department of Education. Burnell Larson hired me. I became the adult education consultant in 1969. It was just about the time the state decided to have community colleges.

The school districts organized adult education in those days. They had flourishing adult programs--especially Washoe and Clark counties. So there was a political decision, probably

involving Charles Donnelly, Thomas Tucker, and the superintendents. The colleges would take all programs that might be considered as postsecondary. The colleges also agreed to hire school district personnel who administered the adult programs. So that move generated an instant student headcount for CCCC and WNCC.

In Clark and Washoe some people who were school district employees one year became community college people the next. That included the directors and the secretaries. I think the agreement between the school districts and college was in writing. The school boards took action on the transfers of the programs. Strange as it may seem, they acted on written agreements.

In 1972 the Legislature funded the Adult Diploma Program. That put the districts back into adult education. They alone could offer adult high school for dropouts and would get reimbursed by the state. That made the college people really nervous. They wanted to administer the adult high school courses. College people and school districts got into a verbal wrestling match, for a huge sum of money was at stake. Millions of dollars. The college people referred to the written agreements, and the school people claimed that they were responsible for secondary education. The districts won out.

Early on, however, we decided that the community colleges were the best places for ABE. ABE is a basic skills program and it fit nicely with the developmental programs of the colleges. ABE funds also gave the colleges real support for English as a Second Language. The ABE grants generated a great deal of faculty development activity. I think ABE money made the early community college faculties sensitive to adult students. And that was really important because teaching adults is much different than teaching kids.

By the time I retired in 1990, the combined adult programs were serving 15,000 people statewide. We would have about 3,000 in ESL alone. We started out small in the 1960's. School districts weren't sure then that they ought to be teaching basic skills to adults. One Elko superintendent put it in words I'll never forget: "These adults had their chance along the way. We gave them the chance. We shouldn't have to be teaching adults to read." And some school officials would even deny they had dropouts in the county.

I met with Charles Donnelly many times. He had a deep interest in adult education. He had grown up in the very home of community education--Flint, Michigan. The Mott Foundation in Flint supplied much of the money for adult education, not just in Flint but in many places. Charley came from "the" place where community education was born. He understood what was happening in Nevada. It's too bad what happened to him here. He just didn't assess the political landscape and understand all the things that could happen to him. What he didn't understand was that everybody wants autonomy in this state. The colleges in his division wanted to do their own

thing. The only way a central administration could have endured in Nevada was with an ole' boy as president . . . an insider with political juice. An outsider was required to jump start the system. But if Thomas Tucker had taken the office, he could have stayed until he retired.

When you think about the colleges' beginnings, what do you see? There wasn't anything. No buildings. No programs. No money. Well, actually, there was a lot of federal money in vocational education. And that was crucial to the colleges. If that money had been taken away, the colleges would have been much longer developing.

There were some titanic efforts and there was always political infighting. As soon as WNCC started, a rivalry sprung up between the Reno campus and the Carson campus. That was predictable because everybody wanted to be number one. So there was a power struggle. And there was a struggle inside, too. When the adult education administrators came to TMCC from the school district, they kept shifting upwards and hitting different spots. So there was turmoil in the administration. As the college grew, it was like any fledgling. It created its own problems. So it was stormy at first, and it was stormy later when all those administrators--so set in their ways--couldn't change as the state was changing. But, obviously, things worked out. The campuses are parts of the Nevada landscape.

I don't think there is any doubt that the community colleges would have fared better with an independent board. They would have been far better organized. Policies would have been more reasonable for them. Policies would have been thought out based on the goals of the colleges. Transfer of courses would not have been so troublesome. For a long time, the regents never debated community college issues. The colleges just seemed to be strays in an academic universe.

On the whole, I think the colleges have made peoples' lives better. If you compare Nevada with California, you would probably say that the little communities in California do not get the educational opportunities that the little places in Nevada do. That is not to say that the service is always good. But can you imagine many towns in California the size of Fallon having a community college? I can think of the College at Butte. On the basis of delivery of service you have to give Nevada an A. It just doesn't happen in other places.

Jack Davis, Ed. D., Carson City
AN OFFICER AND A GENTLEMAN

He had powerful friends in Governor Mike O'Callaghan and Thomas Tucker, The patron-oracle of Nevada educationists in the 1960's. Tucker persuaded Charles Donnelly to make Davis the campus executive of WNCC. Davis was a Stanford man, a military man, a man who got his way through an incessant use of facts, flattery, rewards, and old-fashioned threats. He was an early associate of V. James Eardley, whose college, TMCC, split away from WNCC. That break left wounds "people will carry to their graves," said former WNCC dean Marcia Bandera.

Some of the reflection about Davis are motivated by territorial hostility, which readily evolves into personal hostility. Jack Davis made enemies insofar as he was successful. He had political allies and could decide authoritatively what the terms of community colleges debates would be. He had the power, gleefully exercised, to make or break teachers, principals, presidents.

He won his spurs in public school administration and in the College of Education, whose clientele are public school people. Despite their egalitarian pronouncements, many community college people became the home base of the autocrat--administrators who had a primary connection with public schools but who had freed themselves somewhat of public restraints. With their political connections they could get things done. They could go directly to the Legislature and the governor. They also assumed a fatherly attitude about faculties, staff, and students.

He is fond of donuts and boxing. He donates time to Friends in Service Helping by cooking meals for the homeless. Marcia Bandera said of him: "He was brilliant and opinionated. Any man as positively domineering as Dr. Jack had to be a skull basher. He was partly tyrant, partly saint. Many people thought he could walk on water."

I was completing a doctorate in school administration at Stanford in 1961. Tom Tucker called me from Reno and said that the Legislature had funded a position in the College of Education. Would I be interested in teaching superintendents and students pursuing a master's in school administration? I knew Nevada. After I got out of the Merchant Marines after WWII, I received a scholarship to play football at Nevada. I played linebacker on a couple of Wolfpack teams that went to bowl games.

I worked for Tom Tucker in the College of Education about five years and then became the director of the Research and Planning Center. It was the time when Governor Laxalt was working to get community colleges started. Tom Tucker was an advisor to Laxalt. Tom provided basic, factual material that helped Laxalt understand how community colleges might help Nevada.

Laxalt put together a study committee on vocational education and community colleges just about the same time the college in Elko opened. Tom and I were members, and so was Jim Eardley, Burnell Larson, and Jerry Dondero. And there were others but I can't remember all the names. The committee was to study the feasibility of community colleges and to make recommendations before the Special Session of the Legislature in 1968.

The committee did its work and outlined the functions of the colleges--which are pretty much intact today. But it was the people in Elko who really made the difference. Community colleges would have come to Nevada eventually, but--without Elko-- not at that early time. And there were people outside Elko who supported the idea. I recall that Louise Marvel in Battle Mountain gave a substantial sum to the Elko campaign.

While I was at the Research and Planning Center, Paul Sawyer from Elko called me. He was most emphatic. Did we have any money? Well, the Center had been created by the Nevada Department of Education and was funded by the U.S. Office of Education. We had money, but we also had government guidelines.

"We need \$20,000," Paul said.

"It doesn't work that way, Paul," I said. Basically, the money had to be used for planning.

"Probably we can fund some people to help the Elko college plan program and staffing needs," I said.

"We don't need plans or people," he said. "We need money. Thanks anyway."

In 1969, the Legislature authorized a division of community colleges to be governed by the Board of Regents. Tom Tucker then advised Neil Humphrey that someone had to head that division. Dr. Charles Donnelly from Flint, Michigan, was chosen. He knew what he was doing for he had 20 years' experience in community colleges.

I don't know how the selection was made, but Donnelly came in spring 1970. Tom Tucker continued to be an advisor, now to Donnelly. He was helpful with raw facts. He also knew which legislators might be favorable to community colleges. He helped the division to move quickly.

Carson City got the first campus after Elko. There were political reasons for this, for the logical place to start in Western Nevada was Reno. Governor O'Callaghan can speak to this. He was the person who made Carson go. Archie Pozzi worked hard for Carson, and Harold Jacobsen, who was a regent from Carson, helped grease the rails.

In 1971, Leon Van Doren became the acting director of the Carson program. The college operated out of the old Civic Auditorium on Carson Boulevard. Leon, a curriculum expert, was filling in until they could do a search for an executive vice-president. Sherie Silva was hired as the first secretary by Van Doren and became the Executive Secretary for the college from that

time until the mid-1980's. She did an excellent job.

Tom Tucker talked to me about the position. "Jack, I think you can do the job well. You know administration. You know the state. You know people in the Legislature. I think you can get Carson going quickly, and it makes more sense than bringing someone in from out of state."

I did not know Dr. Donnelly at the time. But I know Tom Tucker called him about me. I met with Donnelly and he offered me the job after outlining his expectations. I moved to Carson from Sparks in June 1972.

The city had agreed to support the college with money for three years with start-up costs. The figure \$50,000 comes to mind. Now in 1972 that was significant, and with no strings. Just get the college going. The city was saying, "We want it and we'll pay." By then the state had stepped in with funding.

Another boost for WNCC was the transfer of the Washoe adult education to WNCC. Jim Eardley, the director of that program, provided an instant boost with a large group of students who had been enrolling in the evening program in Reno. Boom. All at once comes hordes of students. And Jim brought some capable people with him, people like Bert Munson, George Travernia, Max Johnson, Ken Johnson, and John Caserta. Instantly, Reno had a community college program. Our state funding was driven by numbers of student credit hours. So the adult program bankrolled us. It allowed us to hire more permanent faculty.

We had good relations with the school districts. I remember especially the encouragement of Todd Carlini in Lyon County, Gene Scarselli in Douglas, Arlo Funk in Mineral, and Marvin Picollo in Washoe. We had been given a service territory that covered Washoe, Pershing, Carson City, Mineral, Storey, Douglas, Churchill, and Lyon counties. We moved ahead rapidly because these people welcomed us. And in the 1970's, the U.S. Office of Education had scads of money for community colleges.

The fact that the City of Carson gave us startup funds, that Eardley brought an already organized program into WNCC, and that the school districts supported us was a blessing.

We moved into Churchill County quickly. Mr. Elliot Lima with the School District opened the doors for us there. And Carl Dodge and Vergil Getto really pushed in the Legislature. (Eventually, they got a facility funded for Fallon.) Lawrence Jacobsen and Gary Sheerin were state senators. They helped the Carson campus get a building in 1973. The day after Christmas that year we moved out of the old Civic Center and started having classes on our own turf.

By and large the university was negative about WNCC.

I understood the people at the university. I was a professor there for 11 years. I knew what made them tick. Nobody is more jealous of turf than university people. When students started

going to WNCC for English and sociology courses and general education, university people figured they were losing FTE, which equals dollars. That meant they couldn't add to their staff. It didn't matter to them that one reason the community colleges had been started was to let students take lower division courses near their homes.

Several university departments hit us hard. Our courses weren't up to snuff, they said. But I can tell you that in many cases WNCC students were getting better courses in anthropology, sociology, math and English. At the very beginning we had put our focus on teaching. That's the trademark of a community college. We hired good people at WNCC. We hired people with experience, with good backgrounds, and, in some cases, we recruited real scholars. I had foreseen the criticism coming and I insisted we hire the best available. Ron Panik in biology, Jeanette Mellow and Sable Shaw in nursing, Michon Mackedon in English, to name but a very few--they were superb. We hired three women who were among the first women in higher education administration in Nevada. After serving as counselor, Michele Dondero became a fine administrator at Fallon, and Pat Miltenberger (nobody was better counseling students), is now an administrator at UNR. Marcia Bandera proved most capable in curriculum development and implementing programs.

We had a real fight with the university about transferring our courses. People from the universities would tattle to the regents about our "poorly prepared faculty." Well, the university people never really examined themselves. Many of their lower division courses were being taught by teaching assistants. They were graduate students working on a master's or a doctorate. They were often people with little teaching experience and always people who would naturally put their own graduate course work ahead of the teaching. I knew our students were getting first class teaching in an excellent learning environment.

On the matter of the universities rejecting our courses, I faulted Dr. Donnelly. He and Chancellor Humphrey should have seized the stage and forced the regents to listen, "This is the way it will be! These are our transferrable courses!" But we didn't win the battle, and it still hasn't been won. My hunch is that the regents even today don't think community colleges teach equivalent courses, and there is no leadership to call their hand.

In looking back, there was a chance to really do something in the 1979 Legislature. Donnelly had left and there was a vacuum. The community college budgets had been cut drastically in 1977. Many people in the Legislature were outraged. Many of the legislators were saying, "Let's get the community colleges out of the university system." They saw what was happening to students who couldn't transfer some courses. They knew the huge flunk-out rate at the universities. They also knew how important the colleges were going to be to the labor force. The split was ready to happen. The bill was drafted. And the colleges would have gotten immediate

financial improvement. Now, I'm not mad about it--not letting it occur--but the university people laughed and chuckled about our not running with the ball that had been pitched to us. Some are still smiling about it. We community college presidents knew we had some deep problems but we still thought being in the university system was the right way to go. It just seemed best to have all postsecondary education under one roof. So the college presidents told the Legislature, "We are going to work together in one system." We told the regents that, too.

Don Baepler, the chancellor after Neil Humphrey, was a dutiful university man, especially oriented to UNLV. His mission was to support the university and he did it well. Once the community college presidents were going public with an issue of discrimination. We weren't getting a housing allowance. All over the country presidents were getting a housing allowance. We had the data to prove it. The university presidents were getting an allowance and so was the DRI president.

We had informed the regents about the problem. But in steps Baepler with a big speech against us. "No other states are doing this," he said. It was a flat-assed lie. We had the data. So Baepler didn't help us. They were walking right over us.

The start-up of WNCC was no cakewalk. During our second year, we received only 60 per cent FTE funding. All the other colleges got 100 per cent of their FTE money. We had an enrollment surge when Jim Eardley brought his adult education program into WNCC.

But we hadn't been budgeted for them. I asked Dr. Donnelly and Chancellor Humphrey to go to the Legislature's Interim Finance Committee and tell them that we had grown more than anyone could have anticipated. Tell them WNCC is getting only 60 percent funding. But they were afraid to go because they thought the committee would cut funding from another college.

"Okay, we'll canyon this time. We'll get the job done, but we'll get our fair share in the next round of funding. I'm not going to whine and cry and run to the governor," I said. We made it on 60 per cent by using many part-time faculty. It was okay. Part-timers were as able as full-time faculty in some fields.

I remember another problem with the central office. Chancellor Humphrey called one day, saying he and Dr. Donnelly would like to talk. The Legislature was meeting at the time. We met at Enrico's on Carson Boulevard. They had good Italian food. Humphrey said that they had come because they thought I was causing a morale problem with the presidents of the universities and the other colleges. As I ordered my raviolis and sausage, I said to myself, "What is this all about?"

Donnelly said, "It is very serious and it may cost you your job. You have to stop this continuous calling of Governor O'Callaghan and telling him what your needs are and also reporting negative things about the rest of the system."

"It's the other way around. O'Callaghan has called me a number of times asking, 'How in the Hell can these things be happening in the university system?'" He's also called and asked, "What do you need? How can we improve these community colleges?"

"I answered him," I said. "I suppose the solution is for me to tell him next time that Donnelly and Humphrey told me not to talk to you about the university system. I'll do that, if you want."

"No, don't do that," one of them said.

"Then what do you want?" I asked.

Well, I do get exercised over that episode. We had lousy leadership. We were getting trampled by the universities, and I was being told to clam up.

Not too long after that, in the spring of 1977, Dr. Donnelly started blaming O'Callaghan for gutting the colleges. He misread the governor, who was a real top supporter. I know of one instance at a WNCC commencement when Donnelly made a negative statement about the governor. I heard he did the same thing at Clark County's commencement. Then he couldn't understand why the regents told him he didn't have a job. If you want to lash out and you think you're right, okay. But you had to be prepared to say, "I don't want to work for O'Callaghan anymore." For some reason, Donnelly got a real thing in his throat about O'Callaghan. I think the regents were embarrassed by it all. Anyway, it was over for Donnelly.

Charles Donnelly did a helluva great job starting from scratch with the community colleges in Nevada. He was the right man at the right time. He knew what he was doing and he brought in the right components to get things moving. But the time came when the executive vice presidents felt they could move along and do their jobs on their own and there wasn't a need for a person to oversee all the colleges.

I am very pleased to have been selected to be affiliated with the start of the Community College movement in Nevada. It is a positive entity for the State!!!

Donal "Mike" O'Callaghan, Henderson
THE LAST STRONG GOVERNOR

He communicated with unmistakable intensity, riveting his unblinking eyes uncomfortably on you. He always knew the substance of an issue. He had an unsurpassed feel for politics.

Nevada's 23d governor is, like his friend Jack Davis, fond of boxing. He was wounded in the Korean War. Many Nevadans see him as the state's best governor, as fair, as a straight-shooter, a real person; as a man's man who set an example by avoiding regionalism. He could shame greedy lobbyists and errant state employees. Once in Winnemucca, just after being elected, he came near fisticuffs with a state employee. He has a reputation for going directly to the source of problems and would make calls at any hour to reprimand state employees who, in his eyes, had brought discredit to state service.

He volunteers his services for others: making coffee at a shelter for the homeless in Las Vegas; working with the Israeli army repairing diesel engines.

I first met him when he came to the Elko Kiwanis Club's Buckaroo Breakfast in the Elko City Park at fair time in 1974. I cooked eggs for the fund-raiser. I met him again, in 1989, when he wanted to see the NNCC diesel shop. He asked me if McMullen Hall still had a leaking roof. "You remember that?" I asked, astonished. He smiled. McMullen Hall had been built 16 years earlier.

When I entered his office at the *Las Vegas Sun* for an interview, I thought to myself, "Big Mike is still the governor in many ways." His column, "Where I Stand," carries weight.

Paul Laxalt tried to get a fair housing bill passed during his time as governor. But he was unable to do that. In 1971 I was within one vote of getting such a bill passed, and the key to it was a senior senator named Archie Pozzi from Carson City. He was not only a very effective senator but also a friend of mine. And I knew that he wanted a community college in Carson, and I wanted it there too. But I had to use it as a bargaining chip. I finally told him that the next community college wouldn't be going up in Carson. It would be going up in Reno because Senator Cole Swope was going to vote for fair housing.

I remember Archie saying, "You live in Carson, and you can't turn us down for a community college."

I said, "I'm the governor, and, yes, I live here. But I'm the governor of the whole state and the fair housing bill is a necessity out of fairness to the people of the state."

"I'm just not going to change," he said.

We visited again after he had time to think it over.

"You won't get the college unless I get fair housing," I told him.

I got fair housing.

And the guy who led the opposition to fair housing is also a friend--John Fransway--a really good man from Winnemucca. He had all the votes lined up against it. He went into Senate Finance that fateful day thinking he could kill my bill. He told me beforehand, "Look, I didn't vote for it for a fellow Republican, Paul Laxalt, and I'm not going to vote for it for you."

I said, "We'll see."

Even now, when we go fishing, he reminds me of what I did to him on that. And that's how WNCC came about. I'm proud of it and I think we did a nice job there. I mean we got both fair housing and a college.

I read what John Caserta had to say in his 1977 study of community colleges. He misinterpreted what happened to Charles Donnelly. Cutting out the central community college office wasn't as simple as Caserta makes it. I liked Charles Donnelly. My problem with the CCD was in Las Vegas. They were not using the facilities they had built at CCCC. They had no classes on Fridays. Yet they were asking for new buildings. That bothered me when they asked for more funds. No classes on Fridays and a lot of the rooms on the Cheyenne campus weren't being used. So I did get involved on that aspect of the problem. I was criticized for it, but I wasn't trying to run the college. I was trying to get as much bang for the buck for the state as possible.

While this was happening, Elko was running along fine. They never wasted money. They needed more money. But here we had in Las Vegas a college that wasn't developing. CCCC is doing very well now. But they had nobody much involved in 1976-77, say, compared with Elko. Elko started out with citizens involved, and the college kept them involved. You know, I still work for that college. Just last year, Jeannie Blach came to see me about helping raise funds for a college-community center. I went to the Legislature for them. I wrote columns in the *Sun* about what Elko was doing. I was trying to get the community college people to understand. Nobody down here was raising money or being deeply involved. And the people in that small isolated town pulled together.

Later on I got involved when some people in the system wanted to extend the Cheyenne campus out to West Charleston. They wanted to do that before they started a campus at Henderson. I saw two problems with that. One problem, very simply, was that they wanted to have a black campus and a white campus. The whites would go to West Charleston; the blacks to Cheyenne. And I spotted that. That bothered me. Secondly, when the zip code numbers were scanned, students were already coming from the West Charleston area to Cheyenne, but they weren't coming from Henderson.

Now I came from Henderson. I taught high school in Henderson. So the *Review Journal* got

all over my case because I supported Henderson. Well, thanks to Jim Gibson, Henderson did get a campus. It belonged at Henderson before West Charleston. Henderson could also serve Boulder City. And just take a look at Henderson in 1992. It is the third largest city in the state. It's getting close to 100,000 people. And people with foresight, like Jim Gibson and Caesar Caviglia and Herman van Betten, knew it was going to be. And now they have a very nice campus at Henderson and plenty of students.

The community colleges have made great progress. I was the speaker at the Elko Community College commencement in May 1971. In October 1971, I spoke at the dedication of the Cheyenne campus in North Las Vegas. There was no political background to the Clark County Community College. Simply, there was a need in Las Vegas so a college was promoted. I'm the one who got the funding for it. And it grew and it's a large college today. They need a decent student union.

I don't think the colleges have had a bad president. And that includes Charles Donnelly. He came out to the desert and carved a new college system. And he had problems. Las Vegas was not Elko. Elko had get-up and go. But the college in Las Vegas didn't have that kind of support. I guess I was one of the problems but only because they wanted money for a building when they weren't fully using what they had on Cheyenne. I had to be "hands on" as governor. Somebody had to be responsible.

Another problem was Marvin Sedway of the college advisory board. Now he was going to do this, and he was going to do that. I had to keep reminding Marvin that he was an advisor and not a policymaker. I was fond of Marvin. But he wanted to turn the board into a policy-making group. And then he was going to split the community colleges from the university system.

A separate board might be a good idea in a different situation. It was my position that the colleges would have more power in the university system. The regents would have more power with the colleges and so would the colleges. I'm not sure people would see the benefit of having two elections for governing boards for higher education. But I do think the presidents of the universities (and I've told Bob Maxson this) have short-changed the colleges by not recognizing their courses. Students can go to CCCC and take a business course and transfer it to USC, but not to UNLV. Now that is wrong. With that attitude, I can see why college supporters want to split off from the system. But the university people keep promising me that the problem is getting straightened out. Just the other day I asked Paul Meacham if transfer problems had been ironed out and he said, "No." But he did say it's going to get better. The problems should never existed in the first place. Why should USC take a course that UNLV won't? I might say that USC is almost as good a university as UNLV.

I'm happy to have been the governor who brought the community colleges' budgets into being. We had the largest growth in the university system during my terms. We built all those

buildings, not with bonds, but with surplus funds. Whatever was left at the end of a biennium, we used for buildings. Budget surpluses paid for those university and community college buildings.

And the community colleges are doing a lot of good. I have a son who spent six years as a sergeant in combat engineers. He and his wife are back home now. He drives 120 miles roundtrip twice a week to attend community college. Another son is taking courses in Henderson. I have a daughter enrolled at the university but she started at CCCC.

The colleges make education accessible to people at different hours and different days and students can work and still attend classes and that's what the colleges are about. I think that Paul Laxalt did a helluva good job for the state.

Marcia Bandera

QUINTESSENTIAL ADMINISTRATRIX

She was the dean of instruction of WNCC during the Jack Davis era, and, along with Pat Miltenberger, among the first high-level women administrators in postsecondary education in Nevada. Unlike most college administrators who sought to move upward in the UNS pyramid, she looked outward to the public schools. There she found her niche, while her early associates--Eardley, Bonaudi, Remington, Calabro--remained long with community colleges.

She became the deputy superintendent of public instruction in the Nevada Department of Education in January 1986. There she received good marks for her lobbying efforts for education. But the pay in the department was notoriously low. She became superintendent for curriculum, Elko County School District in 1992.

After all these many years, I still get a catch in my throat when I reflect on my time at WNCC. First there was the happy time at Stead when we were all working as one in a great enterprise; then came the split of WNCC into two colleges and people who had been friends were suddenly on another team. Finally the CCD was abolished and the colleges took a major hit. It was a time of bombshell decisions. And they left scars.

It is interesting the way I wound up at WNCC. Pat Miltenberger and I worked for Jack Davis in the Upward Bound program at UNR in the early 1970s. Dr. Jack was the director of the Research and Planning Center of the College of Education at UNR. Pat was the director of Upward Bound and I was a tutor-counselor. I was also the nurse. Pat later went to WNCC as Dean of Student Services. She called me about a year later and asked if I would be interested in a position as coordinator of nursing and health occupations at WNCC. I interviewed with Max Johnson and Jim Eardley at the Stead campus. In those days WNCC had the north campus at Stead and the south campus at Carson. Eardley was the Chief Administrator at Stead.

I decided I didn't want to work there. Soon I got a call from Dr. Jack, who had now become the WNCC executive vice-president. He asked me to drive to Carson and discuss a position. He offered me the job as director of occupations at Stead.

I decided to take it.

An interesting part of those early years was the Stead facility itself. It was a mostly deserted Air Force base with mostly temporary buildings. But it was exciting to me and to the other faculty too, I think. The staff had been hired for their enthusiasm more than for a long list of degrees. Some of us were real novices and we'd tumble over each other and have conflicts. But the group really wanted to make things work. Jim Conkey and Bill Bonaudi and Pat and I would

meet often and get really excited trying to figure out how what to do to build a college.

The facilities were, at first blush, a hindrance. Nowadays, some of us in our middle years might look at Stead and the old hospital unit and say, "You can't run a program here!" But to younger eyes there is no poverty and no indifferent place when you are busy creating. Somehow, we would have made our college work no matter what. In my office I had a choice of either heat vents or light. The temperature was between 48 and 52 degrees in that office that first winter. I wore woolen underwear and mittens.

I was trained as a nurse so I remember the allied health instructors well. Esther Chalmers (Washoe Medical Center), Marge Goff (St. Mary's), Nancy Gaskill (Carson Tahoe Hospital) taught licensed practical nursing. Bernice Martin, Mary Ann Kafchenski, Dolores Middlebrooks, Sable Shaw, and Jeanette Mellow taught registered nursing. Ernestine LeFevere was in the radiology program and Shirley Wolfe taught in the operating room technician program. The LPN program in Yerington had Eupha Harvey. At that time the LPN programs were being transferred from the school districts to the college. We had this "on again-off again" program in Fallon by Darlene Cunningham. Bernice Martin eventually became the Director of Nursing at TMCC.

I felt tension between the north campus and the south campus fairly early. Part of the tension came from the fact that the main campus was in Carson, which had a much smaller operation than Stead. Washoe had a thriving adult education program when the college came into being. It was directed by Jim Eardley. Jack Davis had been a professor of higher education and Jim Eardley was a practitioner of adult education. Several people from Washoe adult education were hired en masse. That troubled the collegiate faculty. Some people had a difficult time breaking down the geographic and philosophic barriers. And there were personal rivalries as well.

Dr. Davis had the attitude that if you have a service area that includes Reno, Sparks, Fallon, Carson, Hawthorne, Yerington, and Lovelock, you have to try to be even-handed with your attention and resources. I don't think the people who came out of Washoe adult education shared that attitude. In Nevada we are always having the problem of the big place against the little place, of neither understanding the other. Regional rivalries run very deep in the state, and if one place gets something, the other may feel as it has lost something.

In spite of the tensions built into WNCC, the work was fun. The faculty was a wonderful, happy group. In those days we didn't have much bureaucracy and we got a lot done. We settled squabbles and differences Friday afternoons at Shakey's. I doubt if people try to bridge problems that way anymore. They divide into camps. One in this building, one in another. And you're lucky if you have only a couple of camps. With all the protocols in place now, the things we did almost instantly then would take months now. Some things couldn't even happen at all.

I was reading the regents' minutes the other day and I became sad. The regents were discussing articulation. And I thought back to all those times we discussed course transfer in the 1970s and 1980s. Not just the nursing program, which Orvis always contended wasn't acceptable, but also the lower division collegiate courses. And I said to myself, "It hasn't changed a damned bit."

My darkest time at WNCC came when the decision was made to split the college into WNCC and TMCC. The staff had to make a choice about working at Carson or Reno. All of us had worked very hard and the tension of the split was pretty deep. I made the choice to work for Jack Davis in Carson. Pat Miltenberger chose Reno. We had, most of us, been really close friends, but relations became sticky. Paranoia set in because we had to choose a camp. I felt a hurt for years.

I don't know if the decision to split was bad for students, but I do wish it had been made differently. I wish the decision-makers had discussed the consequences. But after each group had set up camp, and its members watched people on the other side. They started comparing situations. "What are they getting for titles? How much equipment did they get? Are they making more than we are?" I believe there's a way that decisions can be made so that they don't come down like bombshells and cause so much pain. People who make decisions should know that the organizations they govern reflect their judgments. People affected need to be prepared for decisions that will have great impact on an institution.

Everyone, of course, weathered it, in one sense. But the rancor never went away. The college in Carson got enough distance and finally got its own identity. Truckee Meadows became its own college. New staff came in and helped dilute the hard feelings. You can't talk about the same things forever.

For WNCC the struggle became Fallon versus Carson. Apparently that one hasn't been resolved. I used to go out to Fallon to visit with Elliot Lima, who really started the Fallon program, and Michelle Dondero, the counselor. Elliot and I would take what we called "world tours" to all the county centers. We drove to Lovelock, Yerington, Hawthorne. Elliot felt very strongly that resources should be shared fairly. Establishing equity, of course, is difficult, and it is a constant source of contention in Nevada.

Dr. Davis loved rural Nevada. He had taught at Fallon High and in Battle Mountain. He was involved in ranching at Battle Mountain. He promoted Fallon, and I think that fact also was part of the tension within WNCC that led to the split. People in Reno and Sparks saw Fallon as another drain on resources.

It's too bad Elliot isn't still alive. He would have been a wonderful person to talk to. He wasn't given to small talk, but he really made sense when he did talk. But I'm not sure that even Elliot could have resolved the perceptions of inequity. Somehow the feeling seemed to intensify that

Carson siphoned off resources from Fallon. Also Carson was seen as a center of authority always telling Fallon what to do. The people in Carson didn't appreciate the good job being done in Fallon, so the Fallon people thought.

After we got to be WNCC and TMCC I became dean of instruction. Bert Munson was the academic dean at TMCC. At Carson, I worked with wonderful people like Bob Peere and Ray Oster and Mary MacDonald. Also Mary Sue Farrell who started at day one with the college and organized the library with the LRC director, Larry Crandall. It was a good time. People worked very hard. In a way it was as if we were starting a college all over. I had great respect for those people. After we got an addition for Carson, Fallon got a campus with a building.

The hardest time for me was the period before I left WNCC. When Dr. Davis retired, I had worked for him for 11 years. I always felt that I worked for him rather than Max Johnson or Jim Eardley, even before the split. When he left, the atmosphere changed. The new president came in with changes and it was hard to make those changes. After all, I had 11 years of doing things a certain way. I wasn't very old at the time, but for me the fire had gone out at WNCC. When you are the one left from the old regime in administration, you are made to feel that anything that went wrong the previous 11 years is your fault.

I had, for the first time in my life, a feeling that I didn't belong. I can't say I was treated badly, for it took me nine months to get out. A lot of people left, and many of them were those who had started at the beginning or when we were starting anew after the separation. With Jack Davis gone, the exalted moments were gone.

I am a real fan of Dr. Jack. He built a foundation for both WNCC and TMCC, and he did that well. He worked very hard at finding the right people to develop the college, people who would commit their hearts and teach with enthusiasm. And those are the kind of people he hired. I think he would have difficulty with the present bureaucracy. The timing--the 1970s-- was right for him. He was tight with Mike O'Callaghan, he was tight with a lot of people in the Legislature. Some of the regents and some of his peers called him Captain Jack because he would privateer with the Legislature. He was impatient with barriers. He was definite with "yes" and "no." He was never guilty of pussyfooting around. He could get things done. Some people didn't like that.

I should give Jim Eardley some credit, too. After the separation, he became president of TMCC and guided it well. He knew a different contingent of legislators. He had the power to get things done, and when you have power you've got to use it. Both Davis and Eardley used power for the good of their institutions.

Jack ran afoul of Charles Donnelly. He didn't see a need for a central office. Maybe the other vice-presidents felt that way too. Jack was totally committed to WNCC and its service area. He

and Charles Donnelly were so very different. It was like oil and water and you could see it. I think they both tried to deal with the team concept. Jack could see through that instantly. I feel really sad about what happened. The problem should have been foreseen and dealt with before the damage was done.

The demise of the CCD left the colleges with their heart cut out. They had long been at war with the universities trying to find acceptance. Trying to get courses articulated with the universities. Trying to get equitable salary schedules. Trying to get fair workloads. To have an effort for a community of community colleges, a central voice, travel such a rocky road to end the way it did, in flames, was like giving the gun to the universities. And they already had the attitude that the colleges were little poltergeists just running around in the desert as unschooled ragamuffins.

Pat Miltenberger, Ed.D., Reno
ACTIVIST FOR STUDENTS

Someone has said that the "open door" of the community college is more like a revolving door. The colleges are very good at attracting students, but absenteeism is epidemic and dropping out common. Pat Miltenberger saw the student services office as the redeemer. To her student services was a religion, and counseling as a poem in its liturgy.

Before the golden age of community colleges, the office of student services was the president's arm for regulating the behavior of students. Eventually student personnel services emerged as the part of the institution that provided counseling, registration, record keeping, and student activities. Pat Miltenberger personifies the evolution of student personnel services from an era when it was a passive regulator to an activist support process for students. Since community colleges promoted themselves as "student-centered," student services became the pivotal agent, especially so since the colleges enrolled so many non-traditional students--dropouts, single parents, immigrants.

Pat Miltenberger became the torchbearer for processes that would make community colleges user friendly.

After I finished my master's at the University of Oregon, I worked a couple of summers for Upward Bound at UNR. Upward Bound people reported to the Research and Planning Center, whose director was Dr. Jack Davis. In 1972 I became director of the federally funded project. One day Jack asked me, "How would you like to work for the community college?"

I said, "What's that?" I had been to a few meetings at UNR and had heard people talking about the threat of community colleges. People in the Nevada Technical Institute at Stead were fearful of being merged with the talked-about college. And I would hear names like Leon van Doren and Dave Wilkins come up as community college people. But I wasn't paying much attention, until Jack talked to me about working in a community college.

I asked Jack what kind of work he had in mind.

He said, "I just want you to think about whether you would want to be associated with a community college. You've said you want to be a dean of students some day. This might be an opportunity for that to happen for you. I do not know if the university has that opportunity for you. The university has plenty of bureaucracy and the path to the dean's office might be a long one. Think about it."

I had tutored at Lane Community College in Oregon, but the classroom was in a warehouse in Eugene, and not on the campus. So I really had no clear picture of a community college. I

began to think about the possibility. One morning in 1972 I saw that Dr. Davis had been appointed Executive Vice President of Western Nevada Community College. "So that's why he's asking me questions," I thought. "He's on his way to Carson City and he wants help."

I visited with him and congratulated him that same day. I began to consider my future. I thought about Upward Bound and my commitment in counseling to minority and low income students. I talked to Jack about what kinds of students a community college would serve. He said there would be plenty of adult students. Some of the students had been poorly prepared in high school or had dropped out. The more he talked, the more I became fascinated by the prospect of being a part of something brand new. A community college sounded like a place where those kinds of kids might have a chance to survive.

Jack Davis was an incredibly wonderful motivational speaker. He could convince you to follow him--almost anywhere. He had a beautiful irony about him. He was an autocratic sort of guy, but he was deeply sensitive to educational issues. He had vision. He laid out what a community college could do for all the people and the neglected majority. I liked that.

I said to him, "I think I would like to be in Carson City and become a part of WNCC." That July, I packed up my bags, drove 30 miles south on U.S. 395, and moved into the old Civic Auditorium where WNCC started. By then, Jack had moved into his office there. There weren't many people around. Larry Crandall was there, and a couple of faculty, and some classified staff. WNCC had taken the old Proscenium Players' Theater and converted it to classrooms. It was no campus, but it was a place to start.

I asked a staff member for a copy of the college catalog. She looked puzzled. I wanted to look at the curriculum. Guess what? No catalog. "How are we going to advise students?" I asked.

"We've been thinking that we ought to do a catalog," one person said.

My job title originally was counselor. My first student client was a woman about 50. I was 23. I tried to advise her, but I was doing a terrible job. I didn't even have a catalog of courses to lean on.

About three minutes into our conversation she leaned over to me and said, "What can you possibly teach me? You are so young you don't know anything about life. There's nothing you can teach me." I had never worked with adult students. I mean, I'm right out of grad school, right? And my total counseling experience had been with 15- and 16-year-olds. I kinda looked at her and said to myself, "She's right."

I said to her, "You know, the best thing I can do for you is get out of your way." That was my first lesson with adult students. It served me well. I learned over the years how motivated adult students were. I participated in the adult education workshops developed by Jerry Nielsen of the Nevada Department of Education. The adults really approached the bureaucracy differently than

kids do.

I have always been grateful to that woman. I began to adopt a cadre of adult students to advise and counsel. As the fall semester came on, more and more students walked into the front door.

They would say: "What is this place?"

"We think we are a college," I would say. And we tried to act like one. Sometimes it was hysterical.

A stream of Vietnam vets started that year. It was the early 1970s. The vets were coming in bitter and angry. We were losing the war. They weren't feeling very good about the system, about the Veteran's Administration. The VA was really rigorous in qualifying them for the GI benefits. The VA caused a lot of pain. A lot of emotion. They wanted us checking attendance and progress. The vets felt they were being spied on and we felt we were being overrun with bureaucracy. Between the north campus at Stead and the south campus in Carson we had over 1,400 vets at one time. A lot of them didn't have a sense of direction. Many of them just wanted the money. There was a recession in the early 1970's. Every time we turned around we had a new form and a new rule. Joe hated bureaucracy.

Charles Donnelly entered the picture while we were in turmoil over the GI benefits. I remember sitting in our building and this herd of men came through and met with Jack periodically. And in the herd would be Charles Donnelly, Leon van Doren, and Marvin Picollo. George Travernia, Bert Munson, and maybe Frank Burnham. All would march behind Eardley into the meeting. I'd see all these guys come in, not a woman in the group. They'd meet with Jack. And Jack had a way of turning red and beating on the table when he wanted to make his next point. I got invited to the meetings sometimes and I would sit in. What was going on was the merger of the Washoe County School District Adult Education program with WNCC. They were negotiating all the deals. Larry Crandall and I would be periodically involved. That was my first discussion period with Charles Donnelly.

Initially the meetings bored me because Donnelly constantly repeated the five-fold mission of the colleges. Eventually that sank in and excited me. I'm sure he had to do that often and at every place in a state that had little understanding of this new kind of college. Naturally, I liked to hear him advocate counseling as a part of the mission. My frustration with the university was that it didn't value the student side. So I really liked Donnelly. He had a vision and a maturity that I didn't see in the others. They seemed focused on the political arena or some specific hobbyhorse. Donnelly had a nice grasp of what an institution should be. Every time I was in a meeting with him, I would come out all charged up, ready to save the world. I thought community colleges were the second coming and that Nevada was going to be an incredibly better place.

One night I was touring classes and we were trying to decide how we were going to register the students in community college. Well, Frank Burnham and that crew wanted to do it the way they always had done it. Larry Crandall and the Carson people wanted to do it another way. There were verbal fights and wars. I was walking down the hall with Eardley and he told me a story. Later we called it the "Fat Lady in the Chair Story."

A class was going on. There was a very obese woman. It was clear that this woman would never be able to sit in a Reno High student desk. While we were walking and talking, Eardley saw this problem coming on. He spotted a regular chair and put it in the classroom so this fat woman could sit. He saw all this out of his peripheral vision. As I was talking with him, I said to myself, "This is a man who knows students." Most people would not have seen that scenario. Probably not the teacher. Most people would probably have said, "She shouldn't be here."

The wonderful thing about Eardley is that you never ask him a direct question. He doesn't know why he does things. He just has a marvelous instinct.

Jim would point at me a lot. I think he saw me as the kid who needed to be trained. "This place is about adults," he would say. "It's about what adults need, not kids." He would go on and on about being responsive to adults. He seemed to be saying to me, "You don't know anything about adults. You've got to understand the differences between how adults learn and how kids learn." And then he would use the "Fat Lady" story and say, "This is how insensitive schools are to adults." He preached about making flexible schedules and about classes on weekends and nights. "Who says you learn something in 15 weeks?"

I knew early that conflict was going to start between the old adult education group and the collegiate faculty of the north campus. As soon as the merger occurred, there would be thousands of students enrolled there. And conflict would grow with Carson because it had but few hundred students at first. The Fallon Center was bound to be rebellious. People at Fallon were going to put some energy into the place.

By the time I was 25 the politics were heating up. Of course, that would eventually lead to the division of WNCC into two colleges. I think the seed of separation was there from the start.

Jack made me associate dean of students. At first we had no deans. We couldn't have deans because the university didn't want us to. I traveled to Reno twice a week because the majority of students were going to be there. It was clear that the student services office would be located there. I told Jack that students services needed to be based in Reno. That was tough for him. I don't think he agreed, although he seemed to. I think he already sensed conflict emerging between Reno and Carson. I wasn't at the time thinking about dividing the college. I was looking at where my workload was. It was in Reno. Eventually Jack agreed that I should move back to Reno and report to Eardley at Stead. I could commute to Carson once or twice a week.

Well, Eardley would talk sarcastically about counseling. I didn't know it at the time but he was mentoring. I thought I was being picked on because I was a counselor. You could not have asked for a better mentor than Jim. In terms of commitment to students and especially adults. He had that sort of "roll-up-your-sleeves-and-wallow-in-the-garbage-and-get-people-what-they-need-attitude." He wanted to have conditions for making each person important. Jim was very political, but I never had a sense of political decision-making from him. I always had a sense that students mattered.

Jim made it easy for student services. Even though he said he hated counseling, he really believed in supporting students. We began building a student services division. We had eight counties of western Nevada. We were on the road in a station wagon--going to Lovelock, Hawthorne, Yerington. Frank Burnham would put a cash register in the back of it. We'd pack another station wagon full of textbooks. Off we'd go in the afternoon. The first night we'd go to Lovelock and register students. Then we'd be in Fallon a couple of nights. Then we'd register Hawthorne. Two or three classified people would go to help. I think Marv Wycoff joined us a little later. The next week we'd go back and do adds and drops. Then another week for another set of late registrations and drops. We were like a traveling performing group, a show. We'd have cashiers, counselors, and a mobile bookstore. If someone from instruction were with us, then we could do all things for all people. And we broke all kinds of rules. If someone didn't have money, we'd say, "Come back next week. We'll hold your registration."

We had great experiences. We showed up in Lovelock one night and no students came to register. It was our first venture in Lovelock and we were really excited. We sat all night and no one came. One night we were in Hawthorne and some good citizens were supporting us. Lots of people in the civil service were interested in courses. A woman of 80 came in. She had her daughter, who was in her 60's. The daughter was helping her mother to register. She was going to enroll in shorthand. She wanted to renew her skills. She completed the course.

I think during the early years going out to the small places was the highlight. We didn't have on-site staff in the small towns so we had a traveling group to register students. This was Nevada at its best. The rurals were excited to have us. People were grateful about education coming to their doorstep. Their appreciation and warmth was a special reward for our effort. On campus students come to expect certain services but in the small towns they appreciated them. Those were great times.

It was a free-wheeling time. John Caserta started what he called "Night Owl College" for casino workers. John had pictured some of the occupational courses being popular. But it was psychology that became popular in "graveyard college." You could never predict what people were going to enroll in. That was really true for the rurals too. It was the shotgun approach to

scheduling. But it had to be that way because we scheduled what local part-time instructors wanted to teach. I don't think I ever saw rational curriculum development. I saw people trying to do it. I saw Charles Donnelly take swipes at it through statewide meetings. He would urge the colleges to develop programs. Every time someone got hired the curriculum grew and was based on whatever they knew. People literally created their own jobs.

Every college had individuals whose personality and background got manifested in the college itself. Every person brought a circle of energy which poured into the institutions. As I look back now I think about why each of the colleges is so different. They have their own personality, because strong people built them in their image. None of it was based on logic or planning.

It worked. But we missed some opportunities. There were some gaps in occupational education and in developmental education, some holes in the process. But never with malice. Everybody was filled with enthusiasm. The instructors, the administrators, and the people. Charles Donnelly called them people's colleges. And I really got attached to that term. I had the best job, trying to get the people in and then trying to keep them there until they satisfied a need. I got my payback in the hundreds of stories of changed lives.

Muriel Breland, who was Bert Munson's secretary for years, was once a student. She told a story about calling out to north campus at Stead when she was 42. She said she had lots of barriers. She wanted to take a class but she felt she was too dumb. I listened to her. She had many reasons why she couldn't enroll.

"You know, there is a bus out to Stead," I said. "I want you to catch that bus. You'll do just fine."

"That's what I needed to hear," she said. We developed a schedule, and she began her classwork. Then she got a job as the college as a secretary. Later she got her AA degree. The college sent a message to adults: "We're informal. Don't sweat it." The real and imagined barriers around the university made it easier for the community college to attract older students.

I saw the splitting off of the Reno campus from WNCC from the beginning as philosophical. Jack Davis had his special leadership style and had his vision of a college. He also had a political base in Carson City and in the rural towns. He had been a school superintendent in Churchill County where I grew up. In fact he was superintendent when I was a kid in Fallon. Jack knew rural Nevada through the schools. Jim Eardley knew adult education. He understood the vocational legislation. Jack was proud of being a Stanford man. He was a facilities man. His teaching discipline was higher education. Jim was a baseball coach and drivers' education teacher. These two men came together and they were trying to run one institution, with eight counties and three campuses. Politically, the split seemed inevitable to me. Jim and Jack had a huge philosophical difference. Not only in terms of education and how it is delivered, but also

in management style. Jack was executive vice president and Jim was executive dean. There was no president on campus until Charles Donnelly left.

Jack would come over to Stead once every week to hold cabinet meetings. It was a strange dynamic. Jack would bring in Larry Crandall and Ron Remington. Jim would bring in this herd of guys he brought in from the Washoe County School District. It felt like a lot of management.

The faculty used to have organizational charts that showed 17 full-time managers, and there weren't even 17 full-time faculty. That's how the deal was cut. The community college got the adult education students and also Jim Eardley's managers. That was a jump start.

When Jack would hold meetings, I felt as if I were at military briefings. Donnelly and Tony Calabro and Ray LaGrandeur came from the central office. I was the only woman. I remember sitting in those meetings and saying to myself, "I aspired to this, huh? This is my future? This is what educational administration is? Well, it is not like the book."

I saw the strife begin in those meetings. And it felt natural in a way. There was simply no way out of it. Reno was going through urban growth after 1975. The focus of Reno was so different from Carson. Not only was there this huge inflow of adult education students but also Reno inherited the occupational programs from Nevada Technical Institute. Carson was definitely rural then. It was allied with the rural centers. Carson and Reno faced two different worlds.

Student services and learning resources people had to live in both worlds. Larry Crandall and I would look at each other once in a while and feel that we were driving over the Golden Gate Bridge. We were going from one island to another. His interest was library and mine was registering students. We tried to avoid the politics of the separation. But we all got dragged into it eventually. For me, the political heat began when resources started getting divided up. When staff started to be assigned to Fallon, and Reno would get no science instructor, Carson would get a full-time position and Reno wouldn't. That hurt. The Reno people had the feeling that Reno had the numbers and it ought to get the resources. The faculty felt the college had no depth in curriculum nor the staff to be responsive to needs. How can you run a transfer program with one full-time English instructor and one history teacher? You have got to have several full-timers to have departments.

Two or three times, at really critical points, I saw Jack put staff in small communities. Obviously, I had become a part of the Reno campus, which, in time, would become TMCC. We had a community waiting for a college in Reno. We had a chance to really build a dynamite college. We had talent . . . maybe a little strange because nobody much had the right background to be there. Almost nobody came out of a community college. Some came from secondary education or adult education. Me, out of nothing. I came out of childhood.

The strain between Carson and Reno increased. I sometimes found myself on both sides. I

leaned to Reno philosophically but grew up in rural Nevada and I knew the antagonisms between the small and large places as now I know the rivalry between Reno and Las Vegas. During the meetings I watched Jack become more authoritarian and Jim more confrontational. At the same time the faculty started to demand a greater role in the decisions.

There had been a proposal to put the permanent campus site in South Reno. That way it could serve both Washoe County and Carson. Everybody in Reno believed it was a mistake to put the first college building in Carson. A lot of people moaned over that for a long time. Then we finally decided to move forward. But where to go? I thought we ought to be close to the minorities and low-income. Somewhere around Hug High School so we could use their shops. And I think Jim Eardley wanted that too. But DRI got involved with Charles Donnelly on that issue and so the campus went to Dandini Drive. Jim wasn't a decision-maker. Jack had the main role in that. During all that turmoil I tried to keep my eye on student services. Much of the energy people were spending was negative. I always thought they couldn't pull it off--the separation. I didn't think the state could afford two institutions. But the struggle became so intense that Carson and Reno couldn't work with each other. They were just too different. Eventually the faculty got into the fight. They started picking sides. One group wanted to be associated with Carson, another with Reno. Politically some joined Jack, some felt better with Jim. Some got asked to pick a side. We were able to keep student services together after the split for two years. But, in truth, what we did for Carson and the rural areas was never enough.

It was one of those deep, dark periods. I can't say enough about Jack Davis, and I can't say enough about Charles Donnelly. I don't know of anyone else who could have brought the vision Donnelly did. It must have been very hard coming to a state like Nevada. The university was fighting him. Some Nevadans were dead set against him and some were determined supporters. Then put into the picture a guy like Jim Eardley, whom I admire greatly. Every one of them walked away with a lot of pain. In this wonderful experience, each got bitten by it.

Soliloquy II

When the Legislature met in the fateful year 1977, the CCD had grown from a struggling college at Elko to a division with budding campuses in Las Vegas, Carson City, and Reno. Enrollments were nearly identical with the projections of the 1970 state plan. In 1970, the student headcount was less than 1,000. By 1977 it had reached 16,000, with about 5,000 FTE. The rate of growth was alarming to some people. Senator Floyd Lamb worried about "the proliferation of community colleges." Expansion was not fast enough for people in Fallon and in Henderson. Both towns wanted a college. And regents were divided about whether Henderson should have a campus before West Charleston in Las Vegas. Some regents also wanted more money directed to the universities' sports programs. Jerry Tarkanian was ready to make headlines with the Runnin' Rebels.

The O'Callaghan administration planned to cut many state boards, and had proposed a spartan budget. President Donnelly claimed that community colleges' operating costs had been kept way below national averages. One reason, he stated, was that seven campus sites--including Fallon, Henderson, and West Charleston, which would soon begin to take shape--had cost the taxpayers nothing. That argument, seen against the vastness of uninhabited Nevada real estate and the state's tradition of finding free land for public institutions, probably didn't stir much sympathy. Donnelly also pointed to the prudent use of part-time faculty and efficiencies of individualized instruction. He said that the state appropriation per FTE-student had increased from \$1,000 in 1969 to \$1,250 in 1976, or twenty-five per cent. The enrollment gain was 3,500 per cent.

The gains did not translate into a gush of funds. The regents requested \$12,210,540 for the CCD. The governor and the Legislature whittled that to \$8,883,526. Governor O'Callaghan's budget proposed an increase of only \$66,117 for the 1977-79 biennium for the CCD, despite a projected 15 per cent increase in students. That would not even pay the salary increases the governor's own budget required. The difference would be made up by cutting two places. CCCC, which had been so much criticized for being a wayward institution, would be cut nearly \$200,000. The CCD office was to be gutted. It was to be reduced to a mere \$67,737, down from the \$358,050 in the UNS proposal. That would leave it with money only for Donnelly and a secretary. It was being amputated.

"I'll never forget opening up the state budget and not being able to find our office in it," said Dave Wilkins, the CCD business officer, now a mathematics instructor at TMCC. "We leafed through the pages and we were gone. Donnelly's position was still funded and one secretary. But no Dave Wilkins, no Tony Calabro, no anybody else. Turn out the lights."

To fervent community college supporters things were going backward. In 1976, the colleges had received 16.8 per cent of the state appropriation for the UNS. Under the governor's proposal, that would go down to 15.5 per cent.

If the upstart colleges had become anathemas to the universities, they had gained popularity

with working adults and human services agencies who wanted training for their disadvantaged clients. They were also popular with the residents of small towns like Battle Mountain, Hawthorne, and Lovelock. The citizens of thirty rural communities had come to expect the colleges' fall and spring schedules as regular occurrences. They did not have the variety of the campus programs and the communities supplied their own instructors, but citizens could enroll in courses in history and English, welding and woodshop. They had art classes--painting, sculpture, jewelry making, and that rural community college staple, calligraphy. The Elko college offered a community service course titled "graphoanalysis," and that, surely, was salt in the wounds of the professorate.

At Winnemucca, Lois Craver, the first coordinator, scheduled a photography course with optometrist Dallas Lighthouse teaching in 1971. Years later, when Barbara Tenney was the administrator, Winnemucca hosted an annual national photography conference, "Shooting of the West." Probably that activity can be traced indirectly to those early photography courses.

Given a growing number of students and diminished funding, the colleges had to make compromises. They would employ many part-time faculty. Administrators knew that the hiring of a single full-timer could easily be a million dollar investment over a tenured career. They knew also that some individuals in the community, willing to teach only a course, had special expertise that could be had for a pittance. And no off-campus program except WNCC's, with the example of Fallon, could staff rural centers with full-timers.

Another solution was individualized instruction. Many colleges used learning laboratories during the 1970's. With their flexibility, the labs had the promise of serving working adult students at their convenience. NNCC used an audio-visual-tutorial laboratory program for several courses in office administration. Study carrels with videos and synchronized audios provided instruction in typing, business machines, and business mathematics. Students could develop their own schedules and proceed at their own rate. A laboratory assistant coached students with the multi-media materials, books, and tested them at intervals.

The traditional lecture format was out of the question for NNCC office administration courses. Class enrollments of 15 to 20 sometimes occurred in warhorse courses--e.g., freshman composition, history, and psychology. But not in specialized courses. The potential numbers of students was limited, even more so at Ely and Winnemucca. No college could afford full-time faculty for a full range of office administration courses (or any other program) in any place in rural Nevada. Few of the courses, traditionally scheduled, would have had more than six or eight students. With a laboratory, open for 60 hours a week, students could arrange personal schedules around work or other courses. Fifty to 70 students might enroll in the full complement of office administration at the Elko campus in 1974, although some courses in the office administration sequence might have only one student. Still, the course need not be canceled for low enrollment. And the laboratory also served

students Saturdays and in summers. CCCC had similar problems with rural sites. But it also had a different problem. Instead of using "individualized" instruction to compensate for a small population base, CCCC had more students than it could serve at Cheyenne. It attempted to relativize the problem of large numbers of students with "audio-visual-tutorial" instruction.

The practice of individualized instruction did not escape the espionage of university faculties. Some community college liberal arts faculty also thought that individualized instruction was mere expediency. Liberal arts faculty have a long tradition of contempt for disciples of the education college and many of these, with Thomas Tucker as leader, had worked their way into positions of influence with community colleges. Some in the university professorate had the belief that teachers who had not passed through the obstacles to a Pd.D. were failed academics.

Some of the UNR faculty had long bristled about the meager CCD pay scale of \$150 per credit hour. That amounted to but \$450 for a three-credit course for a semester for part timers with no longevity. Indeed some of the university part-time instructors might teach the same course for WNCC and receive but half their customary pay. In 1974, Associate Dean Edgar Kleiner, of the College of Arts and Sciences, UNR, expressed faculty concerns about community college practices that had been growing, he said, over two years. By spring 1975, he wanted to air "problems" before the UNS Articulation Board. He cited Richard Hendrix, a student enrolled in courses in the Department of Sociology, to illustrate the shortcomings of WNCC. A sociology professor, not identified in the dean's report, learned that Richard Hendrix had no A.B. degree. He had been teaching a course in criminal law at WNCC in the fall 1974 semester, and was scheduled to teach criminal justice courses for the upcoming spring semester. The complaining professor noted that Hendrix had an associate degree from UNLV and "some police experience." The professor wrote, "He is a slightly above average student but he is by no means qualified to teach a course in Criminology and Collective Behavior." The professor then summarized Hendrix' academic background: ". . . he appears to have taken various courses in criminology at various junior colleges. He took our courses in criminology and received a C. He also has taken one course in collective behavior . . . and received an A." The professor complained about WNCC screening procedures for hiring. He also complained that other part-time instructors at WNCC had told him that WNCC had a policy "to water down the course to meet the needs of students rather than to force the students to rise to the requirements of the course."

The complaining professor admits prejudice about community colleges because "they draw a great number of students away from our own courses . . . they are easier. . . it is the policy not to flunk any one . . . they are cheaper. Students can take these courses at Stead and save money. The college (WNCC) . . . is directly competing with the University of Nevada."

The professors envisioned themselves as the standard setters and the keepers of the gate.

Probably the issue was less a concern for standards than a perceived threat to the professorate. The university was well known for using graduate students, who held at least a bachelor's and who called teaching assistants, to teach lower division.

The essence of contention between the colleges and the universities could usually be found in the ambiguities of their different missions and traditions. The university was interested in refinement and that meant exclusion. The community college focused on delivery and responsiveness. It was fiercely egalitarian. University faculty saw in Donnelly the equivocal presence of someone who had come in triumph to a domain that would have been purer if he had failed. The student--Mr. Hendrix--had been made a straw man. To the university faculty he had no credentials to teach. To the community college he had police experience and he was willing to teach in an occupational field for little pay. Community colleges everywhere used cops to teach cops, especially during the era when the federal grants subsidized police education. To the unbiased observer, here was a classic case in which the degree-granting goal of the university and the practical training of WNCC clashed. And the solution, too, was classical--it would be political. The Kleiner report did not go directly to Donnelly. It took the political routing.

Charles Donnelly, in a few years, had been besieged by complaints that his colleges compromised standards to gain FTE. There were problems. A president of the Elko college, fired by Donnelly, had once taken UNR College of Agriculture upper division courses and reduced them to lower division. Some people, who had marginal qualifications to teach, were hired. A WNCC course roster once placed "Cake Decorating" under "Liberal Arts."

Donnelly had written responses, but the complaints rarely came directly to him. That curious organization known as Faculty Senate has never been notably concerned with civil graces. To Donnelly, community colleges were almost a religious vocation, a poem of the common man. He had crushingly entered the world of the UNS with little familiarity with its politics. He came to build community colleges. He had traveled a similar route in Michigan, and probably had little appetite for engaging ancient enemies in Nevada guise. In the case of Dean Kleiner's report, he wrote that he had, in his 28 years' experience, worked to solve articulation problems by going directly to the source of the problem. He had tried to get people to negotiate, face to face. In all this time he had found no instances so "demeaning as those in Dean Kleiner's report. . . The whole report once again is full of academic snobbery and assumes that the ultimate in quality is to be found in UNR's courses." Donnelly suggested that the WNCC and UNR faculty cooperate to resolve transfer problems. The hiring of faculty was WNCC's prerogative; it was none of UNR's business. He suggested that the issue not be presented to the Articulation Board. That board was meant to establish policy, not be a referee. Donnelly knew that the board was weighted toward the universities.

Soon Donnelly would have to respond to the complaints of the UNR Faculty Senate, voiced

by Jim Richardson, its chairman and also, by interesting coincidence, a sociology professor. In a letter to regents' chairman James Buchanan in January 1976, Richardson questioned the credibility of an institution which had 700 part-time faculty and had requested funds for 175 full-time faculty, but hired 113. He wanted the regents to reject Donnelly's request to transfer \$434,000 of "salary savings" money for CCCC to other areas of the college. Richardson reminded the regents that Donnelly had said he was pressed into hiring so many part-timers because of lack of money. "His current request (for budget transfer) flies in the face of his earlier statement. If he has no money to hire full-time faculty, then how can he request transfer for nearly a half million dollars in salary savings?" Richardson sent copies of his letter to all regents, to faculty senates, to the Nevada State Education Association, and to some politicians. It was a common case of faculty politics. No copy went directly to Donnelly.

The CCD, using part timers, was teaching innumerable freshman courses with a fraction of the usual cost. Donnelly could have 25 courses taught by part-timers for the cost of a single full-time professor, who could teach five three-credit courses at most. That was a disturbing fact.

The tempest once again emphasized the differences between the university orientation and that of the community college. A small division, with much less money, was attempting to fulfill its varied mission and to serve all sections of the state. The extra money not being used to pay full-time faculty could be used to build a college.

In the war of words, Donnelly responded that no one seemed to notice that the universities also used part-timers, and that the average pay for full-timers at the university was \$18,000 versus \$13,000 for the colleges. He asserted that having 60 per cent of the faculty as full-timers was not low, by national comparison, and hardly "astonishingly low." He refuted the charge that the transfer of funds violated legislative intent. "We have tried to explain to them our audio visual tutorial individualized instruction--that it is effective academically and also cost effective. We have invited the Legislature's committees to visit our colleges. Rather than chastise our administration . . . Dr. Nicholson ought to be complimented for trying to save money . . ."

"It is unfair and wrong to accuse the Chancellor's Office of acquiescence. He demanded a thorough explanation of other transfers and Don Jessup (the controller) had several discussions with us on it and it made sense to him," He wrote that Dr. Richardson would have received the same explanation, if he had merely asked.

Charles Donnelly's daily experiences surely convinced him that community colleges would have fared much better under a different governance. Later, after the CCD office had been abolished and he returned to Michigan, when yet another threat to develop separate governance arose in the 1979 legislature, he summarized reasons why community colleges should not be a part of the UNS. Mostly they were based on the complaint that the regents did not understand the community college

concept. Some members of the board had refused to accept the "no fail" policy of the CCD. They never understood that simply giving an "F" was no assurance of quality. They didn't understand the wide range of abilities in an open-door college, from "genius" to "barely there." Mostly well-educated doctors and lawyers themselves, they never understood that an open-door college had a social heterogeneity of students that causes a broadening of offerings, and more realism about what may be taught and innovative instructional methods and materials. Non-punitive grading was the right thing . . . a real emphasis on helping students.

The regents had forced the CCD to renumber its courses for conformity but did not require the universities do likewise. The universities tried to dictate not only course content but also hiring practices of the colleges. UNR would not accept community college nursing courses that readily transferred to out-of-state universities. From the beginning no funds were available to the colleges for campus sites, but millions were spent for land for the universities. The board never supported athletics for community colleges yet permitted the universities to spend more on athletics than on the entire budget of NNCC. College advisory board members were forbidden to speak to the regents on budget matters. This could never have happened, Donnelly said, with a community college board. Budget formulas were university formulas and did not allow for innate differences of the colleges-- e.g., great numbers of part-time students, service to isolated people, emphasis on counseling. There was never categorical funding for occupational education, which the state plan had set forth as the function requiring the most effort.

Joe Ayarbe

CHAMPION OF STUDENTS

He remembers White Pine County when McGill, Ely and Ruth were in their mining heyday. He was a classmate of Fr. C. J. Caviglia, rector of St. Peter the Apostle Church in Henderson and one of the founders of the Henderson campus of CCSN. He was a public school teacher and coach. In 1966, he became a member of the faculty at Nevada Technical Institute at Stead, and moved to WNCC with the phased-in demise of NTI. He retired from TMCC in 1983. He works part-time as an advisor at the Old Town Mall on South Virginia Street, where TMCC conducts classes.

I know the powers-that-be in the state didn't want us to have basketball at WNCC in Reno. But some people don't want love and marriage either. Basketball was good for the kids and the rest of the college too. Basketball meant involvement--something we didn't have. If a coach can improve poor kids with confidence, sports teams are one place where social class doesn't matter. Also, if people feel good about themselves in extracurriculars, they can do well in academics.

We played in an 11-team conference, mostly in California. From the College of the Redwoods all the way down to Los Angeles, people learned that there was a WNCC. Believe it or not, in Reno, Nevada. We got on television in the Bay Area, playing Consumnes College. People kept asking, "Where is this Western Nevada Community College, anyway?"

What did the WNCC team mean? Well, I can tell you that almost every kid from Carson and Reno who played on the team either graduated from the college or transferred to a university. We had a good graduation record. Sadly, it all ended in 1984.

I was raised on a ranch in northeastern White Pine County. Then I moved to Ely, where I finished high school. After I graduated from Utah State, I took a teaching position at Carlin High. Then I taught nine years at Elko High. After that, I taught at Wooster High in Reno for three years. From there I went to the Nevada Technical Institute at Stead. I was director of two-year postsecondary programs. In those days, the Institute was under the University of Nevada, Reno.

In the early 1970s the Institute went belly up and WNCC came in and took over everything. I thought the Institute was doing a good job. Harry Wolf was the overall director. We were told to hang tough against community colleges and to fight them. N. Edd Miller, UNR president, said, "Fight for your programs."

But the community colleges got their way in the Legislature. Those of us who were full time at the Institute were offered jobs as WNCC. I was hired by Dr. Donnelly as a counselor. For

seven years I was financial aid director, working with Pat Miltenberger. When I first went into that office, I didn't know whether I was on foot or horseback. I traveled all over the WNCC service territory, helping set up schedules at Yerington, Fallon, and Lovelock.

I would make recommendations on staffing to Leon van Doren, who assisted President Donnelly. Leon never got much credit for his work, but he actually put together the community colleges' curriculum. He was the first administrator of WNCC. He was the acting executive until Jack Davis came on board. He was the very first one. Leon's office was in Carson. I was at Carson for a little while and then he moved me to Stead, and I became a kind of director of Stead while things were getting going. It makes me feel bad to think that Leon died without getting any recognition for his work in Nevada. I think he got a raw deal here. A raw deal. Period. I don't know what happened, but he got a raw deal. It wasn't a square deal at all, and I don't care who knows I think this way.

A lot of people in the Legislature didn't know what a community college was. Some of us who worked at WNCC didn't even know. We just went out and worked hard, you know. I'd be telling you a big fat lie if I told you I was well versed in community colleges in 1972. Because we worked hard, the students came pouring in those doors.

I felt this way about Charles Donnelly. He made a stand and the regents fired him. Finally he had to make a stand. And he had to make his stand before a new Board of Regents. I recall that he was criticizing the budget at a graduation speech at the Nugget in May 1977. I don't really remember what he said. I'm thinking back 15 years, and I don't listen to everything that's said at graduation. Donnelly had to make a stand for a separate Board of Regents for community colleges. I agreed with him. What do I know, you know? I was trained under Dr. Donnelly and Leon van Doren. I don't know if I was mad or not when he was fired. But I was mad that the universities always had a much higher place in the regents' minds than WNCC. Let's face it, our students were second-class people. Until we started stealing their students, they didn't give two hoots in hell for us. All of a sudden we start to steal their students. They're taking the college transfer courses cheaper at TMCC, with as good or better instruction. Our instructors had a master's degree and were well qualified. We had small classes. The students started to hear about this.

At first, our students didn't want to be identified as community college people. I had them come into my counseling office, and say, "I've got to come over here and get my grades up so I can get into the university. And as soon as I do, I'm leaving this place." Two years later, they graduate from WNCC with an AA degree. They would come back to my office and say, "I don't want to leave this place." That happened with bunches of them.

Not that I have anything against UNR. It's just a fact that our students were happy with us. Dr.

Donnelly predicted that would happen. You know, he made some ten-year projections about enrollments in the State Plan he and Leon wrote. And the powers-that-be around me laughed at his predictions. Like, we are going to have 7,000 community college students in Nevada in five years. Look what the enrollment is in 1993. I hear the colleges have 35,000 students. It has surpassed the university enrollments. Donnelly's predictions were right on.

Who am I to criticize a man who is successful like Donnelly? I just went along and did what I was supposed to do. I was counseling, I was setting up programs, I was assistant dean of this and that. JoAnn Dain was a great lady who worked with me.

There was always strife between the north campus and the south campus. It was a power struggle. That's what it was. When the split came, I mean when Reno became TMCC, we were in a nice new building in Carson. Dr. Davis, who had been president a few years, called about 14 administrators to a meeting to explain what was going to happen.

After he explained that there would be two colleges, he asked, "Are there questions?"

I raised my hand and asked, "Why?"

He explained the split in terms of rural needs and urban needs. I got the feeling that he was opposed to the idea. Someone after the meeting asked me why I was against the split. I said, "It's just not the right thing to do. It makes no sense and it will cost more money. I'm not a decision-maker but I can have my opinions. There will be competition and duplication of effort, I thought. Why spend money at two places, say, for auto mechanics training? That's just one example. "I don't know to this day if they've ever filled the classes in auto mechanics at either college."

But maybe I was wrong. Obviously the two colleges have really grown. My thinking was, why not build up one college before you try to build another? It should have all been Western Nevada Community College. Carson really wanted a college early. The people wanted a college a long time. Reno didn't want a college until they saw that community colleges were successful. Period. That's the way I saw it.

What are my fondest memories? Maybe basketball coaching. I thought students needed some participation. They had nothing outside class. I was at a party one night in 1972 with Dr. Donnelly and he said, "See what you can do with basketball." He also said, "You can't use state funds for athletics in community colleges."

I went to the student association with the idea. They had some money. Some of the tuition money went to the student fund. The students agreed to have about 30 per cent of their revenues go to an athletic fund. I spent some of my own money on the team.

We had seven years of fun. We played all over. We beat NNCC every time. We always kept the trophy. The team was all local kids. No tuition waivers for them. They paid for everything.

Except for trips. I paid for the gas.

Title IX killed us. In 1976-77 women's athletics became an issue. The women had to have equal amounts of money. We didn't even have enough money for the men's team. So I made a request for money from the state. Jimmy Eardley kept it in the college budget, and Jack Davis supported it.

Howard Barrett, the state budget director, threw it out. I told him I wouldn't stop trying because of him. I attended the Assembly Ways and Means Committee hearings. They gave me four minutes to get athletics back into the budget. I was very careful in my spiel.

"Don't you know that the Legislature passed a resolution that said there would be no state funds for athletics in the colleges?" a legislator from Vegas said. "I know that," I said. I pointed my finger right at him. "How can you fund the grade schools, fund the high schools, fund the university, and ignore the community colleges? We have all these students dropping out. Sports is one place where there is discipline any more. It's about the only place for some people to be a part of a team, and kids of single parents to have role models."

Don Mello shot back: "That's enough. Get down from the podium." The chancellor came up to me and said, "Nice going. That's the best argument I've heard since I came to Nevada."

I wanted men's basketball and women's basketball. We could have had something nice for the students if the Legislature had not stopped us. We weren't asking for a gymnasium. We just watched the Legislature build those big sports centers on the university campuses. They cost more than all the buildings of all the community colleges at the time. I never fought the women's team. I wouldn't deny anyone opportunity. As a matter of fact, I went out and bought them uniforms. They were cheapies, for my budget was meager. I got some illegal players, and we played Lassen Community College in basketball. The girls weren't even in college.

But Title IX killed us. I was through after the episode with the Ways and Means Committee.

Charles Donnelly, Phoenix, AZ
THE RINGMASTER

Many politicians proclaimed themselves fathers of a community college. In countless political ads of the 1970's, candidates identified themselves as benefactors and originators of the movement. Always Charles Donnelly found himself in the middle of Nevada's most powerful forces. He was constantly having to educate the people on the nature of community colleges. And the state always viewed the colleges more narrowly than he did. Powerful people like Senator Floyd Lamb hammered away at colleges' community services function. Donnelly saw that function as the place where a college renewed itself in the community; community services was to community colleges what research was to universities. He saw his colleges as the last hope of the masses, as the hearts of vibrant communities, as problem solvers, as bringers of culture and training. But the liberal arts faculty viewed them as junior universities. Nevada politicians saw them mainly as places for occupational training, more as training stations doing things the universities didn't do. Donnelly was plagued by the unending criticism of the universities and by the wish of several towns to have colleges, all at once.

Like Moses, his talk was direct. Fred Anderson said he was "plainspoken." Supposedly Nevadans were plainspoken and straightforward. He did not have the instinct to do the popular thing so that people in the network would like him, though most did. He was somewhat easily moved to anger over his colleges, although anger was sometimes his strength. He was always a fighter who would not stop fighting. He left a mark on Nevada. When he departed, people knew what community colleges were, and the Legislature was poised to liberate them from the UNS. But no one in the colleges gave a word of encouragement; their paychecks came from UNS.

His achievement is not that his colleges made history, but that he expanded the state's vision of what colleges could be. He believed his dogged persistence served a high purpose. But no man can change a state's history in seven years, and it crushes everyone in the long run. Surely Donnelly, who did so much for so little return, and at so great a sacrifice, had the instinct of selflessness. His struggle in adversity is what remains in our minds.

I always liked Elko, and I would have liked to go there to teach English after the regents abolished my position in 1977. But Elko had an English teacher. And I never would have worked in a system where someone didn't want me. Someone asked my why I didn't stay in Nevada. "If they didn't want me in one position, why should I stay in another one?" I responded.

You ask me about beginnings. I think it is easier for humans to imagine beginnings than

endings. I can remember with great clarity when I became the president of the community colleges in Nevada. But I can only guess when my tenure in Nevada started to end. I can never cut through the charges and ambiguities and the second starts. I know exactly when I left Nevada and returned to Michigan, but I can't say when it really started.

All my professional experience has been with community colleges. I interviewed for a teaching position in English at Flint Community College in 1947, when two-year colleges were called junior colleges. They needed not only an English instructor but also a baseball coach. I was both for 14 years. In 1960 I was asked to be assistant dean. I had to give up coaching then, but I continued teaching. In 1962 I became dean and two years later I was acting president.

The college was still a part of K-12 in those days. The Flint superintendent of schools really didn't support the college. He fell in disfavor with the Mott Foundation which, of course, is Michigan-based and strong for community education. They are the people who really started the community education movement during the Great Depression in Flint. Their money helped open public schools almost around the clock.

When Bill Early became school superintendent, we really campaigned hard for the separation of the college from K-12. And we pulled it off. After I left Nevada in 1977 and became president of Alpena Community College, I worked for separation of Alpena from K-12 there. It happened.

My position as president of the Nevada colleges got eliminated because the Board of Regents said I was trying to separate them from the UNS. Actually, a lot of people pushed for separation - Norman Glaser, Paul Sawyer, Marvin Sedway and many Advisory Board members. I very much thought they should have separate governance. No question in my mind that they would do better on their own. The regents were oriented to the universities.

But I never really tried to bring about a separation. Board members accused me of trying. I did express my view. After all, I was the chief spokesman for the colleges. I ought to speak my mind. I did. But I never pushed for legislation nor politicked the board for separation. I think I am astute enough politically to know you don't try something like that unless you've got the votes. We never had the votes. Mike Marfisi on the Elko board and Marvin Sedway on the Clark County board were very vocal for separation. I tried to tell them we didn't have the votes. They wouldn't listen. It was full speed ahead for them.

I don't do things spontaneously. I think you have to plan. First, you get the votes and we were working toward that. The problem was that the bill for separation was put into the 1977 Legislature. Marvin Sedway was really the force behind that. Bucky Buchanan was chairman of the board. He wanted me to testify against the separation bill in the Legislature. That really created a problem for me. I tried to tell the regents that you don't just do things like that without studying the problem. I told them I thought the board should study the issue and not tell the

Legislature automatically they were against something. I said we ought to treat this as an educational rather than a political matter. But that didn't go well with the regents. They reminded me that I served at their pleasure and that they were ordering me to testify against the separation bill. Probably my downfall started right there. I thought I testified against separation, but some of the regents didn't think so. Some said that I had uttered some things that would indicate I was for separation.

Coming to Nevada in 1970 was a strange experience. All we had was the Elko college. I walked into my office in the Arlington Towers in Reno. All the division had was a desk. Right then, I was hit by the gravity of the problem I faced. I was hired to start a system of colleges and then I was told the only money available was the leftovers from the Howard Hughes donation.

Chancellor Neil Humphrey said the Hughes grant had enough money to run Elko and the division office for a year. Both Humphrey and the board told me that if the Legislature didn't fund community colleges by June, 1971, I was done.

I thought to myself, "Boy, oh boy, can I convince people that Nevada ought to have community colleges?"

Paul Laxalt told me that the community colleges should start under the university system so as to benefit from their knowledge. No doubt that would make things a bit easier in terms of getting them up and running. Laxalt also said that once the colleges got on their feet, then they ought to have their own governing board. With their own board, the division could develop much faster.

Many university people helped at first. But after I had been in the system four or five years they started putting up roadblocks. They stacked the Articulation Board with university people. They gave us problems with transferring courses. They were always complaining about the number of part-timers we used and how little we paid them. Some university people wanted to tell us what to teach and whom to hire. But when we asked them for a course syllabus, they usually didn't have one.

I came in 1970 and the Legislature didn't meet until early 1971, so I had plenty of time to prepare. My office was in the same building with Neil Humphrey, the Chancellor. Don Jessup, Dave Wilkins, and Mark Dawson were three young guys in the Chancellor's Office. I always had really good support from Neil's people. Mark Dawson was the business person. He always wanted to work in the CCD. I had planned to hire him when we got enough money to have a business manager. I'll be damned if Jack Ward at the Desert Research Institute didn't talk him into working for him. Mark would have been the first business manager for the colleges. He went with DRI because he was not sure when the CCD would get funding. He took a sure thing. You can't blame the Utah farm boy for that. It was Mark who recommended Dave Wilkins as

business manager.

"But Dave doesn't have any experience in a business office," I said.

"He's smart. He can learn," Mark said. So Dave got the job and did well.

I think he was the second person hired for the CCD. Leon van Doren was the first. It wasn't until 1973 or 1974 that Tony Calabro came to the CCD. I was happy to get Tony. He was very helpful.

In 1970 we had Elko going. The Elko support was as good as I've ever seen from a community. It was always a pleasure for me to go there and work. The people were warm.

The universities didn't understand that they would prosper if the colleges prospered. They felt threatened. But community colleges were never a threat. They could help the universities by providing students who would never have gone directly to them and by educating students who couldn't qualify for university admission.

Las Vegas provided good support, particularly the secondary schools. Tom Tucker, I think, generated that support. He convinced the superintendents that they needed the colleges. The universities had not done well in providing services to rural Nevada. Many people believed the colleges would be capable of developing outlying areas. So I had really good support from all superintendents. Burnell Larson and John Bunten from the Nevada Department of Education were always helping with counsel and occupational funds. In Las Vegas, we took the Skill Center and started a Manpower Development program with the Clark County School District. That was the origin of Clark County Community College. The Gaughn Building, next to the old Review-Journal place, was the original facility. Harvey Thiel was the first administrator and then Harvey Moore. David Hoggard, Jr., was the third administrator. Eventually we fused that operation with CCCC.

In 1971, when the Legislature met, Neil Humphrey did all lobbying for the UNS. No presidents lobbied at the time. About the first of February he came back from Carson and said that Senate Finance had voted, 5-2, not to fund community colleges. He said to me: "You're all done."

"What do you mean? I'm all done?" I asked. "I just got here!"

Not many people remember this event. It was a blow.

Neil said, "Well, go to the Legislature and see what you can do. I've done all I can do. I tried to convince them and couldn't."

I went to Carson. The first guy I talked to was Governor O'Callaghan. He said to me: "You work on these guys and I'll work on the others, and we'll get funding." Then I talked to Paul Laxalt and he told me he'd talk to Frenchy (Bob Laxalt). Frenchy would help me with John Fransway, senator from Humboldt County. I rode the plane from Las Vegas to Reno with Fransway. We talked about community colleges for the whole flight. He was one of the guys

who voted against an appropriation. He changed his mind and became a supporter. Jim Gibson and Archie Pozzi voted for funding, but Mahlon Brown and Floyd Lamb had voted "no," because he had been a supporter at first. I never could understand why Lamb voted "no." And I tried to convince Mahlon, but that was not easy. O'Callaghan persuaded Lamb and Gibson to change. So a 5-2 vote against funding in 1971 changed to a 6-1 favorable vote.

The appropriation gave us enough money to fund the division office and keep Elko going for two years. And that appropriation also brought WNCC and CCCC into being. Not many know that the colleges had been voted out of existence by a senate committee. I believe the prevailing opinion was that once the Arthur Little study had been accepted, the colleges were home free. But it wasn't that easy. It was never easy. Never.

One of the fascinating things about the Board of Regents was their attitude about campus sites. They said they would support funding for the colleges but wouldn't spend money on land or buildings. They said they didn't have money for campuses. I thought that was strange. They reasoned that the colleges could use university facilities in the evenings and money would become available to rent other facilities. So the first thing we had to do was to try to find sites, if we were ever to get buildings. And of course we had to find facilities to rent.

It was wishful thinking that the universities would permit extensive use of their facilities. They would not. I do not recall a single time that UNR or UNLV would permit the colleges to use their facilities. Of course, that would have been a good relationship. When I was president at Flint, the University of Michigan offered upper-division courses at the college.

I had been in Reno only a week when Dale Bohmont, Dean of the Agriculture College, called and told me that the university had a council that supervised community colleges. They held their meetings out at Stead.

"We'd like to meet with you," he said. "I've got a proposal about how you can operate."

I agreed to participate. At the meeting, Bohmont handed me a paper with rules for community college operation. He had been in Wyoming and said the colleges here were going to operate the way they did in Wyoming. UNR would run the colleges. Under Bohmont's proposal, I'd report to the university deans. They would tell me what to do. I would be a kind of messenger to college people in Reno, Elko, and Las Vegas.

"You don't have to give me an answer at this time," he said. "But I need a detailed answer in a couple of weeks."

"I don't agree with a damned thing you are proposing," I said. Later, I wrote an answer to the group spelling out my objections.

The deans were Ed Cain, Jim Anderson, Bob Weems, and the dean of mining along with Bohmont. Eventually, I learned that Bohmont was the only person of the five who wanted the

colleges to be subservient to the universities. He was not especially interested in the colleges, but I don't think he wanted to kill them.

Actually the universities put up plenty of barriers to the division. Clearly a major problem was articulation of courses. I was just looking at my 1970 desk calendar and one of the persons I talked to was Leslie Sheehan, who was very helpful. She was the head of a nursing program. Later she came to work for us at WNCC. We were always having problems with the transfer of nursing courses. Before the colleges came into being the vocational nursing was often hospital-based, though a school district might be involved along with a local hospital. The courses were geared to train nurses for work, and that practicality didn't always coincide with the university objectives in nursing education. I had plenty of meetings about nursing courses. Someone told me the problem continues with UNR after all these years.

Neil Humphrey always scheduled a meeting of presidents and deans and Faculty Senate chairs before regents' meetings. Invariably things would come up about course transfer that would scuttle the regular agenda. The Articulation Board grew out of the transfer issues that came up in those meetings. What really griped me was the policy adopted by the board that forced the colleges to use the same course outlines as the universities. That wasn't right. UNR didn't have consistent course outlines for the same course. Yet the regents insisted we follow UNR or UNLV. Often they didn't have course outlines.

The group that Neil presided over also decided that community colleges couldn't offer correspondence courses. The group, with me dissenting, said that correspondence was a prerogative of universities. And yet the failure of the extension program in rural area was one of the reasons for starting the colleges in Nevada. So we were denied a major procedure for delivery of courses.

Dr. Fred Anderson, a physician and regent from Reno, supported me in every way, personally. Yet, early he was a reluctant community college supporter because he had grown up with the university. It was "the university" to most people. Nevada had a very difficult time understanding that some other form of education might be worthwhile for the state. But Tom Tucker helped me convince Fred to think about the role the colleges could play.

Tom Tucker, who brought Jack Davis into the College of Education, was unable to get the cooperation of Jack Davis. I think hiring Jack as president of WNCC was the biggest mistake I made in all my years as a president. He scuttled the division all the way through. I think he is one of the primary reasons I was let go.

In 1976, when Governor O'Callaghan put out his budget for 1977-79, he planned to cut 13 positions from my office. He also cut the colleges' budget. That was the start of real problems. I wasn't about to take that sitting down. I criticized that action all over the state. I said it was an

assault on community colleges--that it would hinder their development.

I wasn't the only person to complain about the budget. We had a meeting in Las Vegas with chairs of each college's local board to discuss the budget. The meeting was held with the vice-presidents of the three colleges. I always called a meeting with them before a regents meeting. Jack Davis came. Mel Lundberg came from Elko, Grant Anderson came from Carson, and Marv Sedway, who was on the Clark board, attended. They were angry. Maybe I contributed to it, but it didn't take much prompting before they knew the situation was bad. Before the regents' meeting, Bucky Buchanan, the chair of the regents, ordered me to stop talking about the budget. And he also told those three people to quit talking about it. Sedway just stormed out of the meeting. I was upset too. Here were people, very capable professional people, who had taken time from their work and who had paid their own expenses to come to Las Vegas to talk. And Bucky wouldn't even let them have their say. That didn't help my relationship with the chairman.

During that meeting Governor O'Callaghan was on the phone at least three times talking with Jack Davis. Davis was the governor's liaison at that meeting.

I have always felt privileged to be associated with community colleges. They are the salt of the earth. They opened the way to education to people who could never participate in higher education. They are as American as baseball. I'm just happy to have been a part of their growing up, particularly in two states-Michigan and Nevada. I still call all six colleges--two in Michigan and four in Nevada--"my colleges." They're still mine. Seventeen administrators who worked for me have become presidents of colleges. I have seen community colleges in all 50 states. I have watched them grow from obscure operations to the point where they enroll more students than universities. To start a statewide system from a small, rural college, which was pretty much private until the year I came to Nevada--that was really something. I just marvel when I look back to things we did against so many odds and in such a short time.

I will always have a warm spot in my heart for Nevada because of the people. You know, I traveled the whole state. We started out with classes in every watering hole-- Tonopah, Owyhee, Hawthorne, Lovelock, McDermitt. I visited almost every site. That was an exalting experience, starting from scratch. When I get depressed about the bad experiences in Nevada, all I have to do is to think of the people who were very good to me there. The people gave land for the campuses. The carpenters union in Las Vegas remodeled the R-J building without compensation. The West Charleston property in Las Vegas didn't cost anything. We got it from BLM. Father Caviglia was helpful in every way in Henderson. And Count Alessandro Dandini got the site for Truckee Meadows from BLM. He was an engineer with vision. I liked him very much. I remember walking over that hillside above Reno with him, and hearing him talk about the vision he had for DRI to be there. BLM had some regulation that prevented DRI from

purchasing the property. As I recall, a college could purchase the property but there had to be students, Well, DRI had no students. Dandini did the paperwork for the division to get the property. Then we transferred part of the property to DRI since it was a part of UNS. So there was always somebody who came along to make things work. So many people gave so much of themselves.

When I got fired nearly every newspaper in the state editorialized in support of the division office. I think that was a vote of confidence in the colleges, not for me personally. The good that happened far outweighed the bad.

Once we got property for campuses the question became, "How are we going to get buildings?" One way was through the famous slot tax rebate. In 1971 every slot machine was federally taxed \$250 a year. For years, Nevada politicians had been trying to get the money back into the state. In December 1971, a delegation went to convince Congress to pass a bill that would give Nevada some of the slot tax. Neil Humphrey went. Bill Swackhamer was one of the group. Walter Baring was Nevada's lone congressman at the time. Wilbur Mills was chairman of the House Ways and Means Committee. The bill got its start in that committee. The delegation presented the case to Mills.

"Baring, how come you didn't tell me about this before?" Mills said. "We could have gotten this bill through a long time ago. We have four Democrats on a committee of seven. We'll pass it."

Well, surprise. They voted the next day and it was defeated, 4-3. One of the Democrats bolted.

Neil Humphrey woke me up the next morning "Do you know Martha Griffith." he asked.

"Yeah, why?" I asked.

"She voted against the bill," he said. "Can you do anything to convince her to change?" Neil asked.

Martha was from Michigan. I knew her there. But I also knew that if I called her directly she would be stubborn. She voted against the bill because she believed that Nevada skimmed on money for education. And I agreed with her. So how could I convince her?

I knew Soapy Williams well. I was an active Democrat when he was governor. When I got into administration I had to quit party politics. I called Soapy's office, but he wasn't in. His office suggested that I call Phil Hart, the Michigan senator. I did.

"I've got an idea," he said. "I've been trying for years to get this sleeping bean Dunes project up at Traverse City as a federal park." Alan Bible, U.S. Senator from Reno, was the chairman of the Interior Committee of the Senate. Bible wouldn't let Hart's bill out of committee. "If you can get Bible to get that bill out of his committee, I'll get Martha to change her vote on the slot tax."

And he did.

The story would have been better if it ended there. But it didn't. The guy from Hawthorne was working on the Republicans and he got some votes changed. So when the vote was taken I believe it was five to two.

Norm Glaser had a bill written in the Nevada Legislature that if Nevada ever did get the monies the first \$5 million would go to community colleges for construction. Norm got that through the Legislature. It was an innocuous bill because it was an iffy bill. Neither of the universities would help us get that bill through the Legislature. This wasn't a case of throwing up a roadblock. This was a case where they could have helped us but didn't. Eventually, they benefitted from the bill. I believe the state got back \$200 of the \$250. That's how we got the money for the second building in Elko.

Jim Eardley, Sparks

HEAD OF THE HOUSE OF EARDLEY

Other than his senatorial mane, his talk is his distinguishing feature. His utterances are a strange combination of platitudes and conventional wisdom adorned with yogisms. His agenda is totally public. He has spent most of his life becoming director, dean, president, city councilman, regent, and chair of regents. What does he show for all the years he has spent accumulating power?

"Jim is Jim," say his supporters. Translated, this means that his foibles are forgiven because (1) he isn't an obstructionist, (2) he knows how to conduct meetings, (3) even after lunch he is still smarter than the people he has taken to lunch. When he talks at a board meeting, exaggeration, hyperbole, and plain old reminiscence are his tools.

He is an inimitable Nevada native from White Pine County and a poster child of Reno. After two years in the Navy, he attended Utah State on a baseball scholarship. UNR didn't have varsity baseball then, and Utah State was recruiting Nevada students. He became a drivers' education teacher and coach at Carlin High School.

He once played semipro baseball for the Commercial Hotel in Elko. Later he worked for the gaming commission, and there he peered deeply into Nevada's soul. But he was born a politician, and when he talks he sometimes seems to be having a personal dialogue with his thought processes. "He was using political rhetoric in high school," said one of his Ely friends. "You cannot catch him when he's not running for office," said JoAnn Dain, "and that's his charm." In 1955 he was hired to teach and coach at Reno High School. In 1962 he became assistant director for adult education. With the emergence of TMCC he became its first president. He was elected Sparks City Council. After advocating the licensing of child care programs, he was threatened with voter recall, but it never materialized. He became a regent in 1986 and was re-elected in 1992. He was the spokesman of conventional wisdom, of the down-to-earth K-Mart or chicken fried steak outlook.

I believe that most people understood what went on in building a community college. They knew there was little advanced education for a large number of Nevadans. The university was not geared to the interests of ordinary citizens. The people realized that no matter what the name--whether it was Western or Truckee Meadows--there was something there for them. Had the colleges not developed there still would have been a public school adult program. But it did not have university transfer courses and could not grant associate degrees. The State Board of Education couldn't issue those. So what you had were certificates--one-year training programs. The school districts offered short-term training for adults. Adult education served a purpose in the 1960's. But it didn't satisfy the mass of people who wanted higher education.

The idea of community colleges developed around a study that Jim Sharp prepared in 1968. In the 1960's everybody felt that they should have the opportunity to attend UNR. The university in Las Vegas was just developing. Sharp's study showed that the majority of individuals who were attempting to go the universities should have gone to a community college for developmental reasons. In those days we used to say, "It's better to be a two-year graduate than a university dropout."

The community college idea caught on and gained status. The Manpower Development Training Act (MDTA) was in vogue in the early 1970's and it was a boost for WNCC. The training was for only six weeks, and then adults could continue in a college program. I was in charge of the first MDTA training in the Reno in 1962.

Later, MDTA became the Comprehensive Education and Training Act (CETA), then the Job Training and Partnership Act (JTPA). All of these programs helped adult education obtain equipment. The federal government paid for the equipment but the colleges wound up with it. Typewriters, business machines, welders, computers. Much of that equipment came into community colleges when they were getting started.

Jerry Dondero was Washoe adult education director in 1966 when Laxalt won the governor's race. He and I did a study on community colleges. We were going for the master's degree at UNR. We studied with Tom Tucker. Jerry came up with the idea that we could develop adult education into a college. Jerry talked to me about that. We then started talking to Tom Tucker about it. We were doing our work with him as graduate students and asked him if we could do some research on community colleges. So we did some papers. Tom was very interested.

Jerry knew Paul Laxalt. After Paul got elected governor, Tom Tucker kept him briefed on education. We worked on Paul's campaign, so we got connected politically with the college movement. But it was the people of Elko who really pulled it off. They pushed their movement with the citizens. The citizens of Reno or Las Vegas were never involved in the movement. Only people like Tucker, Dondero, myself and Laxalt were involved. But, Elko had Paul Sawyer and his friends who marched right out and pulled it off.

After Laxalt became governor, Dondero went to work in his administration. So I became Washoe adult education director. At that time I became kind of leery about community colleges. I didn't think the Board of Regents would have much sympathy for them. Indirectly I was pushing for the State Department of Education to administer them until I found out that arrangement would be unconstitutional.

I think having the colleges as part of the UNS was the best thing that ever happened to them. I totally disagree with people who say the colleges have not been treated fairly. There's been a major emphasis by the recent boards to be fair. Now, I'm not saying earlier boards were fair.

But a community college was really new to them. The regents just didn't understand. Nowadays the colleges get plenty of attention and respect.

In 1971 Chuck Donnelly, Jack Davis, Jerry Dondero, and I got together and agreed, "Okay, we'll move adult education over to the college from Reno High." About 1972, Jack Davis moved to Carson from the university and became WNCC president. I moved from Reno High to the north campus and I set up everything under adult education at Stead. I moved it all over except the adult high school. Jack Davis started developing programs in Carson.

The first Tadlock study was on the campus sites, and the other one, done in 1977, was on organization of the colleges. There were a lot of questions about how they would be organized. The idea of a main campus in Carson with Reno as a satellite never worked very well. That was a mistake at the beginning.

The Tadlock study indicated that there should be one college for western Nevada, and Reno would be the headquarters. Originally we tried to get a south campus, but couldn't get free property in South Reno. So they decided that the only place they could put it was on the free land on the hills north of town. Stead was the day operation for the north campus for several years before the building went up on Dandini Drive.

What they did to Chuck Donnelly was totally wrong, though some would disagree. Chuck had been picking on Governor O'Callaghan's budget for the CCD, criticizing everybody, and got himself in hot water. Looking back, it was probably the right thing to have a president on each campus. Had they created presidents and called Donnelly a vice-chancellor for community colleges, that could have worked because he knew his business. He would have been a good spokesman for all of the colleges. It would have made sense to have a chancellor for community colleges to go alongside those university-oriented chancellors. I'm not sure we understood that in those days. All of us, me and Jack and the deans, had been connected with UNR and Tom Tucker. It was the pinnacle of education. We were conditioned to it being the source.

I always felt that the colleges needed to have some advocate in the chancellor's office. It would be much easier for the chancellor himself to be fair if he had someone to talk to about the colleges. Presidents have a tendency to guide the chancellor to the issues of their own institutions, not the broad picture. Doug Burris has been in the Chancellor's Office as a kind of consultant since 1991. He's helped straighten out a lot of problems between the colleges. He understands the situation. He knows exactly what's going on because he's been president of three different colleges over in California. He was really needed. Not putting anything against the chancellors, but they have a small staff. Until they did a couple of studies showing problems in the colleges, there wasn't a major emphasis put on them.

As president of TMCC, I remember getting a heavy memo from one of the chancellors before

Mark Dawson. It just came down, university style. Well, there's a distance there. I didn't have much time to be keeping the chancellor informed of everything, particularly in the developing stage of TMCC. You've got all these other things going on in your college. I didn't like to leave the campus because you might get back-doored. So, when we got into budgets and ratios and a number of things over the years we needed a strong third party in the Chancellor's Office to really help push for the colleges, to show that the president who proposes a budget is saying the right things. He's not just agreeing . . . he's giving it all. When any kind of disagreement occurs between the universities and colleges or within the colleges themselves, you need a third party. With Doug Burris involved as the assistant for community colleges, that opened things up for the chancellor.

I was one of the advocates that everybody's children should go to community colleges whether they are good, bad or indifferent. My daughter got two associate degrees. I couldn't get her to go to the university. I felt that the community college environment really helped young people. I found a number of people around Reno had never been involved in community colleges. Townspeople who talked to me told me they would have their kids go to a university. On many occasions I've had many of those people call to talk about what to do when the kids are not doing well down here at the university.

They kind of eighty-sixed me at TMCC. So I got elected a regent. I've got a perspective of the whole system and I know how regents think. They really respect these community colleges. They see a great need for them.

The old thing, the colleges versus the universities, is gone now. It took a little while to teach people not to compete with the university. The colleges, particularly the city ones, make the two universities better universities. Because there's the option first to go to another institution. I think that being in the UNS gives the colleges a little prestige. Some people would disagree with that. I think that if the colleges were not under the Board of Regents and under a separate board they would have pretty messy battles over relationships. Being under one roof with the universities is a protective device. If they were under a separate board, I think they would get the shaft. But I'm not positive.

Tom Tucker was probably the real political motivator of community colleges in northern Nevada. He had lots of guts to go out and do what he did, being a UNR employee. He wrote articles supporting the community college idea. He lobbied Laxalt. He was the guy that did all of the screening for the first executive vice-presidents. Everything went through Tom's office. Neil Humphrey, the chancellor then, allowed him to do that because he had been so involved with the idea. So Tom would call a few of us up to look at applications and check people out and stuff like that. So it was kind of a focal point for us. You'd never think a university professor

would be that involved, but he was. He was really a good spokesman for us.

I wasn't looking for a presidency when TMCC separated from WNCC. I think I lost a friendship over the split. Some people thought I carried the thing off to spite Jack Davis. Actually, we had many discussions over the years about whether he should move back to Reno as president. We talked about how to reorganize to make things work. Both of us were getting close to retirement and both of us were getting pretty independent. It was tough for both of us because the faculty was feeling the split too. Donnelly and Jack probably felt it more than me. They both worked hard to make things work. I can't tell you to this day whether Jack wanted separation or not. They got down into the last part there where I knew I am running, I might as well take the title of president. Had they not given me the title, that would have been fine. I didn't have to prove the title. A person has to prove himself. I knew it and I had talked to Bill Berg about it. I think also in the practical sense they knew I brought all the adult programs over from the district. I guess that must have been the respectful thing to do--that is, to give me the title.

What are the high moments? I think my retirement. You know I am independent now. I do have some obligations being on the board, but I think the coming to the end of my career after 34 years was a high time. I felt that was the time, and I had kind of planned it. I planned to retire just a little bit earlier. One of things that really got to me was that I hadn't been president for very long. I think if I had retired when I wanted to, I would have only been president for a couple of years.

I don't think the regents have looked at me as community college regent. I think they saw me as a president. On many occasions they felt I should have been saying more to them, because I knew all the presidents. They even had a little meeting over it, and I told them much of what we talk about as presidents doesn't pertain to the Board of Regents. My talks with presidents is just friendship. I am not going to pass on conversations with a friend. I told them that if they wanted to get to know the colleges or the presidents' council I would talk about that any time. On a number of occasions, I heard through the grapevine, "Jim will support those presidents on that vote." Jim will do that. How would they know that? I wasn't on the board for the presidents. I was an elected official. Some regents still call me president.

The influx of people in the state has taken a lot of attention. We had fairly small enrollments in our institutions until we had this influx of people. In the beginning, the college continually grew, but everything was relatively new to everybody. Then it got political, the articles started hitting the paper. You had to say now, "That's a new political approach. We've got something else to talk about instead of Joe Conforte out there at the Mustang Ranch. We've got some school problems."

The newspeople are saying, "We have another group to talk about. They lumped community colleges all together. It still kind of UNR and UNLV and the community colleges. They wouldn't specify what their names were. That still goes."

I think the students built the college. I think that was a pure fact. If they had not come like they did you'd still be doing the same thing as you've done then. But they saw a great need to go the college. I think TMCC has about 10,000 students. The first day I went up there on the hill (the TMCC campus) I heard that they were going to drill into the ground. I went up and talked to the drill guy, I said, "What are you doing?" He said, "I am drilling to see how the soil is to hold a building." I kept looking at the sage brush and I kept looking at no road up there and I said, "Oh, my gawd, why are we going to have community college way up here?" It's a rotten deal.

The longer I stayed up there the view got better. You could see all of the Truckee Meadows from Sparks to Boomtown. But, the hill did affect the students. The youngest, they liked it up there. It was the night older students--they would not drive that mountain. But, I still think they have a problem with that. They are still struggling with that. When they first built that building we thought it was weird. No one understood. It looked funny. I suppose we expected it to look a little like UNR. But, we thought, "It's great, it's ours!" It wasn't like Western, which was set off in the boonies and looked like a sewer plant from a distance. The TMCC building was hard to describe.

We moved out of Stead as fast as we could. We saw visions of the campus on the hill developing. In talking to the staff as we went on, and even after they had left a lot of us sometimes talk about we had that great feeling, "a building, a building!" and students, and getting this and getting that. They say they've lost some of them. It's now a college, it's really departmental. Everybody went together and now they see it as well their problems are internal than what we had. Our problems had to be more visible than what they had, we had more space.

It took a lot work to build it--it took a lot of people. You just can't pin down one because there is so many involved. You've got to give your faculty tremendous credit for taking on some bad assignments. A lot of part-timers that took a lot of heat and lots of varieties of people out there teaching for hardly anything to make this thing go.

Besides all of the faculty and all of that, you've got to give your students a lot of the credit to go to something they didn't know for sure what it was. Taking a risk on something that had not been proven. We developed this. We developed that. We did a lot of politicking and a lot of this really to bring it through with some dedicated staff.

Robert M. Gorrell, Ph.D.
KING OF RHETORICIANS

The day Donnelly was fired in Las Vegas--it was a Board of Regents' meeting, and poor Donnelly, I guess, didn't ever get the word. But it was floating around--all around, you know, that he'd been fired and, well, he managed to get drunk, as I recall, with probably good reason . . . And he got into trouble. . .

That was the start of a series of very uncomfortable regents' meetings about that time. And I think they maybe took a vote on Max Milam at the time and couldn't quite come up with enough votes to fire him, but they did have enough for Donnelly.

One of the things that worked for articulation, I think, and made it simpler, was the organization of the community colleges with a president and then local administrators under the president. This was stopped. The board had developed a number of people who didn't like Chuck Donnelly so that again, in order to get rid of a person that some members of the board didn't like, the entire system was changed and there was put in a set of presidents for each of the colleges, each of them reporting to the board. And I think this is probably not as good an organization. . . And for a long time there's been talk about appointing a coordinator of the college presidents, which makes a kind of interesting way of manipulating things so that you multiply administration--that is, you fire a president and then create four presidents, and then you have to hire a kind of super president over the other presidents so that instead of cutting down on administration, you multiply it considerably.

The major purpose of the community colleges is to handle a lot of subjects that the universities cannot and should not be burdened with. That is, university faculty are not trained to teach courses in --say, business machines or shorthand, or typing. Universities are not the best institutions for doing it.

The community colleges on the whole are accurate in their claim that they attract few students who would otherwise go to universities. They do attract some because of lower fee and tuition scale, and because (this may be a false charge, but, I think, not totally) because the courses are easier in many instances and they can get through them, and then transfer the credits and then be all right. And an amazing number of them transfer credits from bad courses and get along all right in the universities, and so the universities are not spotless in academic standards.

The community colleges did affect university extension in that they took over some of the lower-division courses. Because the colleges were established in more communities in the state, some of the need for university extension disappeared. Elko used to be one of the major centers of university extension. The community college there developed during the year I was dean of the Extension Division, pretty much. And I think if we had done a little better job and if our PR

with some legislators had been a little better, there really wasn't much need for a community college in Elko.

Neil Humphrey, Reno
FOUNDING CHANCELLOR, UNS

He came to Nevada in 1955 as the executive director of the Nevada Taxpayers Association. When one of his Elko acquaintances--Grant Sawyer--became governor, he asked Humphrey to become State Budget Director. Two years later university president Charles Armstrong recruited him to be the university's business officer.

In 1968 he became the first chancellor of the University of Nevada System. When he realized that community colleges were coming to Nevada and that the University faculty were considering unionizing, he pursued a doctorate at BYU. His studies concentrated on community college curriculum and collective bargaining in higher education. He witnessed the birth and demise of the CCD. Mary Lou Moser, regents' secretary, said of him: "He believes, first of all, in being neat and exacting. He believes you ought to take pride in your work. By example, he promoted the old fashioned American values you don't see much today. He sees beyond the moment. He tries to envision how units fit together in the whole shooting match."

He finished his career as president of Youngstown State University in Ohio. He and his wife Mary returned to Reno in 1992 because "it was more home than any place else." He is retired but continues as a director of Commercial Intertech Corp., a multi-national manufacturing company headquartered in Youngstown.

He believes that the UNS should now to think its way through the whole concept of governance. "Possibly it would be appropriate to change the Board of Regents into a coordinating board and have a board of trustees for each of the community colleges, UNR, and UNLV. It may be that real study would reveal that the concept of a central governing board such as the Board of Regents has served its purpose and now should evolve into something else, maybe a statewide coordinating board."

I'm not sure anyone could have had it better than I did. I participated in the establishment of the UNS and I had the joy of being a part of the creation of community colleges. Those things are definitely the highlight of my career. At the same time we were able to continue the advancement of UNR and bring UNLV along. I hope I was helpful in all of this. I doubt that everyone would agree that I was; however, we had painful money problems, and as we would try to bring one college along another unit would fall a step back. It was always a juggling act. Nevada was in recession some of the time and we never had enough money.

My recollection of the effort to start community colleges goes back to the early 1960's. I was vice president for finance at the university. A group in Elko wanted to create what they were

then calling a junior college. Governor Grant Sawyer called President Charley Armstrong and asked him to give them every help. Dr. Armstrong turned to executive vice-president Kenneth Young to work on this project. Ken Young did what any academician would do; he reviewed the literature since he did not have experience with community colleges. Dr. Young and I made a trip to Elko and talked to several people who were interested. Then we reported to Dr. Armstrong that there was considerable enthusiasm in Elko; however, based upon everything that Armstrong determined from Dr. Young's review, Elko was just too small to support a college.

Eventually people in Elko decided that they would go on their own and try a private school. They did and with considerable enthusiasm. There were a number of movers and shakers whose names stay in my mind from that early effort. You would have to mention Mark Chilton and Fred Harris because they were so deeply involved. Mel Lundberg also, and the three legislators-- Roy Young, Norm Glaser, and Snowy Monroe. Hugh McMullen, Mike Marfisi, Bill Wunderlich, Paul Sawyer, Bob Burns, Dr. Hugh Collett, Dr. Les Moren, and Carl Shuck were also leaders. They were hard-driving men with a vision for their community.

The university was not giving them any help because the Elko college was a private school. It was not part of the university system. People made overtures to the university but it was really not receptive. The university was trying to become a real university, to rise above mediocrity, and at the same time develop Nevada Southern. So there was an attitude that the university was protecting turf. But the people working for the university were doing what they were hired to do, which was to develop the University of Nevada.

The breakthrough came when the attorney general decided that the state constitution meant that a single Board of Regents for public higher education was a meaningful restraint. If the Elko people were going to do anything within the framework of the constitution with a public institution, they had then to work with the regents. Governor Laxalt discussed the matter with the regents and me. At that point I was acting president. Charles Armstrong had left Nevada.

Laxalt's lead person on the whole thing was Jerry Dondero. He was a former adult education director for Washoe County. He sympathized with the desire of the Elko people. Also, he was politically astute. He knew that there was need in other communities.

The University of Nevada System became official in 1968. It consisted of UNR, UNLV, and DRI. We were having desperate times getting finances to meet the growth that was coming, also to resolve the geographical differences. Any time Reno wanted something Las Vegas was suspicious, and vice-versa. DRI was drawing strength from that fight.

Dondero advised that we contact Jim Eardley. He became the adult education director of Washoe County after Dondero. I contacted Eardley and gained a considerable benefit from talking with Jim about what our problems would be if we tried to develop community colleges.

We had the Nevada Technical institute at Stead AFB. It was hobbling. NTI had been put together to provide some service but also with the idea that the UNS needed to claim Stead as a vocational center. It was having problems.

When it became clear that the UNS would develop community colleges, I by then had become the founding chancellor. The system was really developed by Dr. N. Edd Miller, chancellor of the Reno campus before the UNS came into being, Dr. Don Moyer, chancellor of the Vegas campus, and I. When the UNS was formed the campus executives and the head of the DRI were called presidents.

As I was grappling with the problem of how to develop one or more community colleges, I asked Eardley if he would leave the public school system and take over that responsibility. He thought about it for a few days and came back and said, "No." He felt he didn't have sufficient experience in community colleges, and he was a little fearful of leaving the security of Washoe County schools.

So we decided to recruit nationally for a president of the CCD. There was a great deal of argument at that point. Why have a president for the division? Why not have a president of each of the colleges that we had visualized in Elko, in western Nevada, and Las Vegas?

The two universities took exception to the dilution of their authority within the system with three additional presidents reporting to the chancellor. So they lobbied very hard for the CCD to be established with a central executive. We used a faculty—staff screening committee. I don't remember everybody on that committee. Tom Tucker was an important member, probably the chairman. Tom was professor of educational administration. He had written a position paper on community colleges, and he was politically powerful. Tom's strength came from the fact that many of the school superintendents and principals had studied under him. He followed their careers, assisted them, and a great deal of political power came from that.

We came up with three excellent candidates in the search. One was president of YMCA Community College in Chicago. Another man was a president of a college in a suburb of Chicago. Charles Donnelly was president of Flint Community Junior College. I went to all three college campuses and interviewed them. And they came to Reno to be interviewed. After the normal review, Charles Donnelly was selected. His experience was extremely significant. He was a leader nationally in community colleges.

He was an excellent choice. Donnelly did a very fine job during his time in Nevada. The problems focused immediately when he started to set up the CCD. The first problem was the articulation of courses with UNR and UNLV. That problem was severe. The fact is that it is a problem in every state.

A part of the problem in the early days is one that all community colleges have. It's in the

colleges' mission as seen by universities. Is it a junior college? Is it to offer the lower-division baccalaureate courses so that one can transfer into a university? Is it a vocational-technical school? Is it to offer public service courses to interest the general public? I guess the really successful community colleges can be all these, but many can't. So the community college can be an ambiguous institution.

The problem arises in the matter of allocation of resources for these different functions, and the plan in Nevada called for a great effort in vocational programs. That was a signal that the collegiate function wasn't to be very strong.

One of the ways that Elko established their college was by involving so many people in courses. They really made something appear to be happening which wasn't in fact happening. The people were so enthusiastic that they signed up for courses that you wouldn't get people to do in any other place. That formed a picture in the legislators' minds that regardless of why those people were enrolled, they were there wanting services.

Norman Glaser keeps coming back into my mind as a savior of sorts. When most people had become discouraged and had given up, Norm would come up with new ways of pushing in the Legislature. He was extremely effective. Roy Young tended to follow Norm's lead, but he also was helpful. Hugh McMullen wasn't as involved but, as a respected ex-legislator, he offered his counsel. And of course there was Paul Laxalt. Without his interest, the colleges would have been delayed significantly, or maybe not have happened at all. Governor Laxalt handled the Howard Hughes donation deftly. A less diplomatic person might have frightened Hughes off. As the colleges developed, Jim Eardley came back into the picture to be a leader of the effort in Reno and made a significant contribution.

Jack Davis was employed by Chuck Donnelly to be WNCC's executive officer in Carson City. One of Jack's strengths was the fact that he was very close to Governor O'Callaghan. They were friends and that was both a blessing and a problem because the universities were complaining about Jack's having the governor's ear to the disadvantage of the universities. So there was constant objection to him by university administrators. At the same time, no one believed that you could tell him that he should stop talking to the governor. I tried and Donnelly tried to encourage Jack to utilize appropriate access without negative implications for the rest of the system.

The colleges continued to gather strength and students. Chuck Donnelly made an heroic effort. Part of Chuck's problem was that everybody wanted everything today. They wanted it right now. Regardless of what the funding was, it was a very difficult thing for him. He got a great deal of criticism from the Fallon area. They were critical that he wouldn't establish a college out there. It didn't matter to them that Fallon had not been in the state plan. Fallon was intolerant of the

plan. Also people in Henderson, led by Father Caviglia, wanted a campus and were intolerant of delay. About that time Fred Gibson from Henderson got involved. His brother Jim was a powerful legislator. Fred was a very helpful man, very balanced and well-educated. He was not only helpful in counseling Charles Donnelly and the rest of us, but he was helpful in presenting the case to Jim Gibson in the Senate. Jim had been somewhat cool towards the whole idea of community colleges because he worried about funding the operation.

Marvin Sedway was also a problem although his intentions were good. He kept calling for a separate board, which could only come about by amending the constitution. That would take at least five years. Meanwhile the regents would have to discharge their responsibility for the colleges while thinking that they might leave the UNS. All these problems came to a head for Dr. Donnelly and for me in May 1977. There was a regents' meeting at UNLV. It was the time of the year when contracts for the presidents of the four divisions and for the chancellor were decided upon for the coming year. We all worked on one-year contracts.

The presidents were excused from the board meeting. I, as chancellor, remained. There was lengthy discussion concerning the various complaints that different people had concerning Dr. Donnelly. These mainly centered around his perceived unwillingness to establish a campus in Fallon immediately. The regents discussed dissatisfaction that Governor O'Callaghan had with Dr. Donnelly. The board was concerned about responding to O'Callaghan. They believed that if they didn't respond to him that he would in some way act negatively toward the UNS. When I realized they were talking about dismissing Dr. Donnelly, I took strong exception. He obviously hadn't done a perfect job, but he had done a good job and should be retained. The board did not agree and my memory is that by a five-to-four vote the decision was made not to offer him a new contract. I tried to locate him and tell him what had happened, but I wasn't able to reach him in Las Vegas. By the Monday following in Reno, he had learned his fate from other sources.

At that same meeting the discussion then went on to President Max Milam of UNR and there was a motion made to dismiss him. I believe that motion failed, five to four, and so he was retained. There was discussion about me. I was asked to leave the room. They were debating whether my contract should be renewed. When I came back one of the regents got me aside and told me that I would be renewed but that the vote was five to four. So both Dr. Milam and I were offered new contracts; however, it was obvious to both of us that we had a serious problem with at least four members of the board of regents.

I had long expressed my view that any time two or three regents wanted me leave, I would, and I set about finding other employment. Max Milam was able to weather the storm and stayed a year or so longer.

With Chuck Donnelly gone, the board decided to go back to the original concept. Each college would have a president responsible to the chancellor. They would try that concept and see how well it worked. I can't comment on that because I left in 1977.

One more important person is Howard Barrett, the State Budget Director. Many of us knew him as "Gene." He had the difficult job of trying to advise the governor on the allocation on the state's resources. In my opinion he was always extremely even-handed with the UNS. He did his best to meet the system needs and he was interested in the community colleges. He wasn't any more knowledgeable than the rest of us when we started out, but he made it his business to understand. I think you'd have to put a golden star by Howard Barrett's name.

In my view there were no villains in this drama. There were people who had different responsibilities and different perspectives about what they were trying to do. As far as I am concerned, they were all heroes. I don't mean to be to pollyanish about this, but it's a huge state with a small population with many demands upon its fiscal resources. What was true of the state was true of the University of Nevada System.

If you want to think about heroes, the early faculty of the community colleges certainly qualify. The staff too. So many people did really outstanding work. One that sticks in my mind is Betsy Sturm, who really built two or three of the colleges' learning resources centers. Every year we--Betsy and I--applied to the Fleischman Foundation for money. Every year they distributed a total of about \$5 million. It was understood that the university system would typically get about a million if worthwhile projects were advanced. Every year we tried to find the right projects that would appeal to the Fleischmann board. The learning resource centers were naturals and the Fleischmann Board devoted millions to libraries in various places in the System.

Soliloquy III

The breakup of the Community College Division was a defining event for higher education in Nevada. The message was sent that no official in the system pyramid would lead the colleges. They would have local presidents, who sat at the head table at regents' meetings, mingled with them at their parties, and reported to the chancellor, more or less. The surviving officials relearned an old lesson: be wary and do nothing that might anger the gods.

The colleges were freed to become competitors. More than one cynic was heard to say, "The community college presidents get paid a lot of money to be quiet and not make decisions." Perhaps it was this context that led John Caserta to write in his 1979 dissertation, "A History of Community College Movement in Nevada, 1967-1977," that the colleges' continuation was not assured.

The people in the CCD were not the only casualties. The regents had decided to clean their house. Shortly they would attack the presidents of UNLV and UNR and Chancellor Humphrey. From that time onward the system would tolerate no outlaws, and it seemed to community college personnel that the regents came down hard on them. The canning of Donnelly was a political act. And it meant that politics would beget politics. The instability that was to follow would breed discontent and wounds would fester for more than a decade.

Mel Steninger, published of the *Elko Daily Free Press*, wrote: "We are not privy to all the behind-the-scenes politics involved . . . but there is a strong aroma that suggests the public reason given by the officials involved in the hatchet job are specious."

The political maneuvering to gut the CCD is symbolized in the UNR Faculty Senate charge that money budgeted for full-time faculty in CCCC had been used for equipment. The charges over the budget transfer turned out to be a ruckus without much substance. Nevertheless, the governor's budget officer--Howard Barrett--was able to parlay that issue into justification for abolishing the CCD. Barrett suggested that the colleges weren't being supervised, although no specific examples appeared in the news. He used that accusation as a reason for moving the community college presidency, reduced to the president and a secretary, under the Chancellor's Office.

By the time the regents fired Donnelly in June 1977 the event itself was anticlimactic. He was the scapegoat in an insecure and uncertain system, one whose leaders felt perhaps that it had no business having community colleges within its turf but that would feel insecure if they left the UNS and lobbied on their own.

The governor, the Legislature and the UNS had barely paid lip-service to the state plan of 1971. Campus sites had been selected for political reasons, not for advantages of service or economies. In the attempt to build at several sites in phases individual colleges had not been funded to develop fully. NNCC, for example, was already 20 years old before it could hire a counselor.

The charges against Donnelly were mostly scapegoating. Some officials said that abolishing

the CCD would save the state money. That idea clashes with the proposal, made by the same people, to build the huge athletic arenas--the Thomas and Mack Center at UNLV and the Lawlor Center at UNR. Regent John Tom Ross, Carson City, charged that Donnelly did not give proper attention to the rurals. Donnelly had spent much time in Elko, even teaching a course on the nature of community colleges there. Donnelly was, of course, reluctant to establish a campus for WNCC at Fallon. To do so would dilute funds to build campuses already started. But so were some of the regents, except for Ross, whose district included Fallon. When the first building was completed in Fallon, some regents talked openly about not accepting the facility which the Legislature had funded for they would have to find money to equip and maintain it. Many observers thought that one campus, located in South Reno, could have served the centers of population and the rurals with outreach programs. But politicians in Carson City and citizens of Fallon and the governor had another idea.

No one wanted to tell the truth about why Donnelly was fired. Governor O'Callaghan said simply, "Elko was not Las Vegas," meaning apparently that regents from southern Nevada were not pleased with the man. Regent Molly Knudtsen, wrote to NNCC Advisory Board Chairman Bill Wunderlich, who had protested the firing: "It was never the intention of the regents to harm the community college system when we discontinued the position of the president for lack of funding by the Legislature to enable it to function effectively." Regent Knudtsen had a strong connection with the university, and its College of Agriculture developed an experiment station on her Grass Valley Ranch. Other regents also blamed the Legislature. James Kosinski, then a legislator from Washoe County, wrote to Donnelly: "I want to express my disappointment at the recent action taken by the Board of Regents, in abolishing your office, and to express my appreciation for your tremendous efforts and accomplishments in creating an excellent community college system in the State of Nevada. It is disappointing to see an attempt by some members of the Board of Regents place the responsibility on the Legislature. The least that residents of our state can request from their elected representatives is the 'guts' to take responsibility for their own actions."

Regents' chairman James Buchanan, writing to Don Mello, chairman of the Legislative Commission, offered more reasons. He said that "Some (regents) believed that he (Donnelly) had not worked effectively to keep the community colleges together as part of the University of Nevada System, but had allowed, perhaps even encouraged, actions by individual members of college advisory boards which were divisive and contrary to the best interests of the University of Nevada System." No doubt the statewide meetings of the college advisory boards had been threatening, especially so when Dr. Marvin Sedway, one of the group, continued to advocate separation of the colleges from the system.

Buchanan also wrote that some regents had become distressed because Donnelly had criticized the governor and the Legislature at college commencements in May 1977. In the same

letter, he wrote: ". . . we intended to control the University in such a manner that no official of the University would believe that he was encouraged to criticize and dispute the Governor, an individual Legislator, nor the Legislature itself."

Donnelly, a populist liberal, knew one of the favorite mottos of universities--that one about knowing the truth that is supposed to make you free. He had told the governor and the regents in not so polite a way--to go straight to hell.

With Donnelly gone and the legislature, which had been favorable to community colleges, out of session for a year and a half, the regents could reconnoiter and regroup. Donnelly received editorial support, and advisory boards protested. But his CCD personnel moved on, two of them-- Dave Wilkins, the business manager, and Tony Calabro, the curriculum assistant, to the north campus of WNCC, which would soon be TMCC.

There were legislative commissions to study the colleges. Senator Glaser once more urged that there be separate trustees for the universities and the colleges. He proposed that the regents be appointed. As a means of damage control, the regents themselves called once more upon the Tadlock Associates to study organization and governance of the UNS.

Who can measure the cost of what had happened? Dr. Donald Baepler, the UNLV president, was soon the chancellor. With the support of the UNLV faculty, he had worked for the re-election of Senator Floyd Lamb. Perhaps the job of chancellor was his reward. Some observers believed he had been dispatched to get a sports pavilion for UNLV. Whatever the objective, he seems not to have preserved early documents of the CCD office. An ornithologist, he must have seemed the enemy incarnate to community college people. Although he proclaimed the goal "to beef up community colleges," many in the ranks felt betrayed. The faculty at the colleges, already concerned about perceived inequities, became restive. They began to complain that they had little time on the regents' agenda. The period became known to many in the colleges a time of peaceful coexistence. Some college programs, coming up for approval, were derided in regents' meetings. Community college were forced to go through long bureaucratic processes to get their degree programs reviewed, even when all the courses had been approved. The faculties, however, rarely joined the small chorus for a separate governing board. They turned once more, as they always do in a presidential or governance crisis, to threats of collective bargaining as a device to bring them justice and equity.

But the colleges had their chance to break away, to go it on their own. Leaders of the Legislature were mostly behind them and, as always, ready to go to war with the regents. But the college personnel preferred both the status and the safety of the UNS, even if they regarded it as a caste system. The pay check was for certain. Being a community college in a university system meant being in a marginal zone. The colleges were orphans, adopted in self-defense by a status minded university which sought to gain acclaim through research, publications, and athletics. Even

a supporter like Regent Fred Anderson said in his 1984 memoirs: "I did not consider a community college . . . to be the equivalent of a university granting advanced degrees . . ." The universities had many levels--a "bonehead" level, freshman and sophomore, upper division, and graduate levels. And these were ever on the tongues of the university supporters. They had a hierarchy: lecturer, instructor, assistant professor, professor, and distinguished professor, doctor, and honorary doctor, distinguished professor, and visiting professor. At regents meetings the oft-expressed "community college level" made the college personnel aware of their lower status. In the marginal zone it was easy to be deluded, and delusion was promoted.

Faun Dixon, Reno and Carson City
HEALER AND HUMORIST

She is a teacher's teacher, completely devoted to the well being of the profession, a redoubtable veteran of the first community college experiences in western Nevada, yet she resisted the influences that assured conformity of thought. Perhaps there is comfort in a homogenized postsecondary system, but there is a special sense of individual worth, even perversely, in rejecting it. In that sense she was perverse and that brought her widespread admiration. She fought the good battles and traveled rural roads to teach in the outback. She lived through the split up of a college and experienced the loneliness of an academic administrator. She recognizes the extreme diversity of humanity and welcomes artists, mechanics, writers, musicians aboard the community college ship. Her friend Don Carlson said of her, "She understood both the hope and the limitation of the community college movement in Nevada. Like the rest of us, Faun understood that our history is best remembered not in what we were but in what we thought we were, and know now we'll never be."

I think we in the faculty probably weren't nice to Tony Calabro when he became president of WNCC after Dr. Davis retired. I think he tried to establish good relations with the faculty. He was a people person, but we still had some antagonisms between WNCC and TMCC. He came in as a TMCC man, even though he had once had an office here at the Carson campus. Some looked upon the move and thought the regents were sticking it too us once again. But that's giving them too much credit. Tony became president during the time when the theory was to practice administration by just walking around. You know, the "Thirty Second Manager"--pop management. So he would walk around and hang in your doorway. He'd say, "Hello." And we'd say, "Hello." And nothing would happen. When I think back it must have been horrible for him.

After that he would go into his office and not speak to us--for a variety of reasons. He was very shy. He got laryngitis often when he wanted to talk. He got so scared that he would literally be unable to talk. And you know how faculty are. Like politicians, we see a vulnerability in an administrator and we're circling vultures. We faculty think of ourselves as God's chosen clever people.

I remember the first year he was president at graduation. I don't know if it was Tony's shape or his choice of pants, but his pants would always hang loose to the floor. So he's there at graduation and his robe is too long and his pants are hitting the floor. The guy next to him had pants like high-water pants and that made Tony all the more extreme. The faculty is sitting there being our usual catty selves, watching the performance. Tony lost his money out of his pocket. He tried to get under his commencement robe to stop it from falling. He was wiggling around

on the stage. Nickles and dimes were rolling around under the regents, the speaker, and the platform guests. The choir was signing Battle Hymn of the Republic. Warren Fox and Joan Sheerin cringed. I tried to get the money off the floor. Don Carlson was snickering. Michon Mackedon, from the Fallon campus, turned around and shushed us. The best thing to do would have been to do nothing. We thought it hysterical that she was going to try to make us be quiet.

I sorta came to WNCC with the furniture. I started teaching mathematics at WNCC at Stead in 1971, the first year the college opened. When they started hiring full-timers, Leon van Doren interviewed me. And here I am. Twenty-one years later, I'm still here. At the moment, I'm assistant dean of instruction at WNCC. I know middle management at WNCC does not have a history notable for long-term tenures.

The WNCC Stead operation was bizarre, not unlike the chaos of *Catch 22*. But it had a collegiality about it. Everybody was dissolved in an enterprise bigger than themselves, and that's an experience few people ever have in academia. Once the politics moved in, the exhilaration was over. The place had real classrooms and blackboards, and it was like a real school. But it was still an old military facility, put up as temporary and far from everywhere, 15 miles north of Reno.

You can get an idea about how screwy things were from a few stories. I was the chairman of the committee that hired Don Carlson to teach social sciences. He was one of the first persons hired by committee. Jim Eardley was the executive dean when we were at Stead. He sorted the applications and had Dorothy Caserta, his secretary, give them to us. (Dorothy, of course, was the wife of John Caserta who also came over to the college with Eardley's adult education contingent.)

Not all the applications got to us. So I asked Dorothy, "Where are the rest of the applications?"

"Jim knew how busy you were, so he sorted them for you," Dorothy said.

"That's not how a selection committee works. Please give me the rest of the applications," I said.

Don Carlson's was in the stack being held back. I know why Eardley had put it there. Don had worked for a prominent political consulting firm in Denver. Eardley knew that the last thing he needed was someone with political savvy in his establishment. Several years later, the day after the regents split the colleges, Don Carlson saw his position advertised in Reno one day when he went to teach there.

Poor Don, we brought him out for an interview. And he got his first taste of Nevada. Don had dignified manners and the informality of Nevada must have stunned him. Certainly some of the coarseness did. George Travernia, who was on the selection committee, had this wonderful personality. He was true Ely.

George was a wonderful introduction to Nevada for Don. When he came to WNCC, we all went out on Sunday to set up his office. We were always doing that sort of thing to get the place going. We did that for everyone.

At Stead, you could never tell who reported to whom. The organizational chart had straight lines and dotted lines and lines that crossed each other. Bert Munson eventually brought sanity to the system. Before he came the administration changed almost weekly. We inherited all these people from Washoe County Adult Education program. They were administrators and were looking for people to boss and there weren't many people to boss then. Some of the academic people wanted to be bosses.

Have you heard the story of the "dead wood?" Marv Picollo. We had this guy come in from back East to give a speech. It was about cultural diversity. Max Johnson, one of the people who came to WNCC from the school district, introduced him with some marginal jokes which did emphasize cultural diversity. They would definitely not be politically correct today. In his introduction, he told a sexist joke, a racist joke, an anti-Catholic and an anti-Jewish joke. The esteemed black scholar got introduced that way.

And at the same meeting Marv Picollo, Washoe County superintendent, got up and thanked Jack Davis for taking all the "dead wood" off his hands--that is, all those adult education people. All those guys were sitting in the same room at the time. Ray Embry, one of the first English teachers and Bob Hill, the first art instructor, later went out and got a piece of driftwood from Lake Tahoe. They chained it to Eardley's desk. Dead wood. It was embarrassing, but also funny. These were happy times. People could joke then. Not everything had been reduced to communication.

Jack Davis would hold these retreats up at Squaw Valley for the faculty and staff. One of Jack's friends from the U.S. Office of Education would come out and speak to us about educational matters. Jack called this professional development. He involved Pat Miltenberger and Marcia Bandera--his proteges--in faculty development. He pushed both of them into administration. Eventually Pat went with Eardley and Marcia went with Jack with the split of the college into two.

The year Don Carlson was hired we all went up for the retreat. I don't know that there was a groundswell for splitting WNCC into two colleges. You know the people at Fallon think they never get their fair share of resources. They believe that Carson keeps too much. That's pretty much the way Carson felt about Reno, after the north campus started getting big enrollments. Some people felt they had to drive to Reno to get special courses. And some of the Reno students complained that they had to drive to Carson to enroll in what they wanted. Everybody knows that if you live in Reno, then Carson is very far away. Miles and miles farther than the

other way. If you live in Carson, Reno is closer. That's pretty much the attitude.

Davis was in Carson and Eardley was in Reno where most of the people were. And structurally, even if they had been able to get along, to make it work as one college, the president would have had to live where most of the students were--Reno. Eardley had been in Reno a long time, was Republican and a Laxalt man, and had built the adult education program. It was political. Davis and O'Callaghan were arm and toes together in Nevada boxing circles.

Charles Donnelly helped the split some himself. He came in from Michigan and seems to have thought Nevada ran the same way. Nevada was an anarchy compared to Michigan. A banana republic. Donnelly stepped on toes. There are these invisible people in Carson who make it their business to attend most meetings. Secretaries listen to what goes on also at lunches and then report back to the Governor's Office. Donnelly and a lot of people didn't know that. I don't think he understood how small, how interconnected the state was politically.

Gary Carpenter, Charles Donnelly, and I were having lunch just before he was fired. Well, he said something about the budget situation, referring, as I remember, to Howard Barrett, the budget director. Well, there was a secretary there from Barrett's office. The next day Donnelly was headed out. And I think he believed he worked for the Board of Regents. In Michigan he would have. In Nevada, he worked for O'Callaghan. Anyone who ever got into a power struggle with O'Callaghan lost. He told people what to do, and they did it.

Any time there was ever an issue in the Legislature affecting community colleges we knew for a fact that O'Callaghan would call Jack Davis and ask what he thought.

I think there was some trading by Jack Davis to get a college campus for Fallon. Joe Dini, the legislator from Yerington, wanted an LPN program there. Fallon wanted a building. We always thought Carl Dodge somehow got the LPN program for Yerington and then Dini helped Dodge get a building for Fallon in some kind of deal.

Don Carlson and I talked a lot about the collective bargaining issue. But we also thought about the political nature of Nevada. The state has an inbred anti-intellectualism. That attitude has a lot of origins. Education is actually a detriment to being employed in most casinos. The casinos would turn those card-dealing jobs over to robots if they could. They like the minimum-wage employee. And Nevada is a right-to-work state. Strikes are outlawed. Collective bargaining didn't seem to us to be a really wise position to take in Nevada. All these new faculty coming in to Clark County and Reno from California, which had collective bargaining, could not seem to understand that collective bargaining was not a good idea. The first faculty vote on the issue on the Carson campus was unanimously against the idea, but it lost by only one vote at CCCC.

Through legislation we eventually got the regents to pass the current policy, which has been upheld in court. That policy holds that the system must be considered one unit in collective

bargaining. What had been proposed was that the universities would be one unit, and all the community colleges would be one unit. In essence, this was the Nevada Faculty Alliance proposal. The union's reasoning was that Clark and Truckee would be able to vote union and draw Northern and Western in. It's not that I don't believe in unions or that people shouldn't have the right to bargain. It's just that we have enough trouble with the Legislature already without antagonizing them. I do think that the administrators would be happy with collective bargaining rather than the so-called shared-governance policy that the regents espouse. Collective bargaining would make their jobs easier. They would not have to be creative. They would just follow the agreements.

The Nevada Faculty Alliance has some clout, but they are not treated with the same respect that Jim Joyce and the gaming lobbyists are. So we at Western felt that a union was not in our interests. Why give the universities still another reason to say to the Legislature: "Give us more money and give them less." Legislators are always looking for excuses to reduce budgets.

I don't believe the idea of a separate governing board was ever much of an issue at Western. Of course, articulating courses was for a long time a major issue and people might have thought we would fare better outside the university system. But after a very long time articulation of courses did improve. I think the development of the core curriculum in the late 1980's at UNR helped. That pulled things together. Before that, even the colleges at UNR articulated courses between each other, and sometimes students changing a major might lose credits. I don't think that was ever really understood by community college people, who often thought they were being singled out to be punished by non-transfer. The problem of transfer existed inside UNR. Still, though articulation is better, I think they still have the view that they are superior to us, and I guess that's only natural considering the hierarchies of a university.

The most famous story about articulation involves a Nevada Highway Patrol guy who flunked out of UNR and then taught criminal justice courses at the north campus. I don't know if he was apocryphal or really existed. When there was a meeting with the UNR people we would hear that story. They always centered on the qualifications of the person who taught, not the course outline. It was as if UNR never hired an unqualified instructor, knowing all the while that teaching assistants were carrying a lot of the load. The director of admissions at UNR--Jack Shirley--had his famous oration: "The University of Nevada, Reno is the grandfather, and UNLV is the father, and the community colleges are the children in this family." Who knows who the mother was?

For a long time, there was simply no process in place to deal with articulation. As a UNR graduate, I simply talked directly with a chairman to get things resolved. I knew the ropes. But if you taught chemistry and came from California, you didn't know anybody. So you were out

of luck. The system was based on personalities. UNR had bachelor's degree teaching assistants in English, and we had their MA grads, and they wouldn't transfer our English courses. Transfer problems hurt students. I think at first UNR thought we would go away. For them, it was bad enough that they had to deal with another university in the state for the first time, UNLV. They discovered that our demise wasn't a choice for them, so they made life just as difficult as they could. It didn't start to change until Jack Shirley left UNR.

**Don Carlson, Carson City
TEACHER AND DOER**

He is an instructor of sociology and coordinator of institutional research. He is a student of public opinion. He conducts polls for politicians, political consultants, advertising firms, governmental agencies, special interest groups as well as marketing research for business. He has also managed several campaigns.

He grew up in Iowa and came to Nevada from Illinois, where he first taught. Before he went to graduate school at the University of Detroit, he worked four years in political public relations, in many states and for many campaigns.

He was elected twice as the WNCC Faculty Senate President, served on numerous senate, college, and system committees and chaired the 1990 steering committee for accreditation. In 1991 he was named Outstanding Faculty by his peers.

He has served 10 years on the Carson City Charter Review Committee and was elected chairman his last term. He is vice-president of the Truman-Orr Foundation.

I doubt that politics in the UNS is much different than the politics in other higher education systems. Education is innately political because there are so few crumbs. That leads to a lot of turf wars and to some subterfuge.

I moved to Carson City to teach. I also thought Nevada was a marketable business opportunity. And I'm proud of my business, which is measuring public opinion. I don't mean to be arrogant when I say that teachers ought to practice their disciplines. I believe I'm a better teacher because I practice my discipline, and I think I am better at my discipline because I teach. And, yes, I'm in business to make a profit.

I cannot imagine why I would want to become a college administrator because the world of teaching while practicing your discipline is, to me, the ideal world. I wonder if some people who don't practice their discipline are driven to gain status by trying to move up in the UCCSN pyramid. And that underlines the politics--too few slots in the pyramid and too many people with ambition. If you've ever been to a regents' meeting, you've been in a room full of ambition.

I began teaching at WNCC in 1974. My first classes were at Stead. When the first building on the Carson campus was completed in 1975, I taught at Stead and in Carson. When the "Great Split"--TMCC breaking off from WNCC--came about, I elected the Carson campus. My wife and I decided when we first came to Nevada that we preferred a small town.

For Ursula and me, the West was really a magnet. I had never heard of WNCC (it was one

year old), but I had previously visited Lake Tahoe. I made Tahoe and Carson my regional favorite. It's just odd that I got to teach at a young institution. And in the place we wanted to be.

I went through the interview process that WNCC had developed. I learned later that I was the first experiment of the personnel committee-review/selection process. Until then, I think Vice-President Davis had pretty much done all the hiring himself. Faun Dixon, Dale Donathan, Max Johnson, and George Travernia were, among others, members of the selection committee. Also Ron Remington, who drove me to the interview at Stead. I met Jim Eardley on the first visit, but I didn't see Jack Davis until a pre-semester retreat at Squaw Valley.

The early period, when WNCC was the only community college in Western Nevada, was one of those once-in-a-lifetime electric experiences. It was chaotic too, for we conducted courses all over the area--in junior highs, churches, community centers. You name it. The faculty was young--eager to bring light and change the world. I remember especially Faun Dixon, Jeannie Pontrelli, Ray Embry. Many of us came to WNCC after being in the military. I came from a poor home but I had the GI Bill. I started at a community college and had very strong feelings about how that college changed my life. It was a tiny college--Burlington College in Iowa--started in 1902.

I have had something like 18 deans during my tenure at WNCC. At times I had three or four deans at once. There was a supervisor for one part of the action and a supervisor for another part. I have watched them come and go. Some have become dean from the inside, others from the outside. Many faculty members are uneasy when a new dean takes office. But once the dean settles in the atmosphere is positive for a while. I think there is an unofficial game called "Get the Dean." At some point, we start to have problems. Maybe it's when too many people try to move up the ladder--higher in the pyramid. The context in which a dean has to work is very messy. They aren't bad people. The job eats them up and it's very, very sad. I never knew a happy dean.

I had a great opportunity as an undergraduate at Drake University. The chairman of the department of political science--Professor Willis--was a pioneer in statistical political science. He was truly fascinating, a different kind of thinker about observing, explaining, and predicting political behavior. Originally he taught at Purdue but practiced his discipline working for Adlai Stevenson during his tenure as governor of Illinois, as well as through the 1952 and 1956 presidential campaigns.

I'll never forget one series of lectures in 1966-67. He developed a thesis that the Republicans would capture the White House for the rest of the twentieth century with momentary interruptions. During my first course with Willis I was assigned a state senate campaign. It was a fine experience--having read books and discussed ideas and then do real work in the field. I

had to put the campaign together on paper and then implement the activities.

Several years ago Roberta Trease, Chairman of the WNCC business department, and one of those beautiful human beings God puts on this earth, said to me, "Don, we have a problem in the business department. We have a marketing course and only part-time instructors for it. It has a lot of demand and needs more development. I know you do public opinion research and marketing research. I want to try an experiment."

"What kind? I asked.

"I want to go to my dean and I'll go to your dean--if my dean lets me go to your dean--and ask if you can teach the marketing course," she said.

I weighed the idea in my mind for a couple of weeks. Then I told Roberta, "What the hell. I'll try it." And all the powers-that-be agreed, after much deliberation.

The syllabus was on file. A dean handed it to me. Frankly, I didn't like the approach. I went to Roberta and told her, "I want to teach marketing next semester, and I want to approach it differently."

"Go to it, tiger," she said.

The course was an introduction to the subject. I asked students to develop marketing plans. The student effort required would be similar to that of a research paper in freshman composition. The class members included owners of businesses and employees referred by the owners. Some people in the class were planning a business and some were simply business majors. The range of skills levels was as wide as individual needs. Conducting that course taught me to refocus. I tried to have a relatively scientific experiment. I put one group of students to work on Project A, another on Project B, and others on Project C and required them to work as a team. The arrangement had some ups and downs.

"I'm going to try another way," I said at the next meeting.

"I'm going to take this diverse group and create a common assignment. The assignment will be something you can relate to." I asked the students to write a paper discussing WNCC--their college--from a student perspective. What's right about it. What's wrong with it. I got some delightful papers. And then they developed marketing plans.

Having the Assembly Ways and Means Committee hold hearings at the colleges was a blessing from heaven. Republican Carson City Assembly Bob Thomas, Ways and Means Subcommittee on Higher Education Chairman, asked me in 1985 what could be done to help WNCC. I told him that having hearings where faculty and students could testify on a campus would be good both for the Legislature and the citizens. Very few, if any ever went to the Legislative Building to testify, listen, and observe. So Ways and Means started to hold budget hearings at Nevada's community colleges.

Charles Greenhaw, of Elko, tells me that he believes that was a big help in getting funding for the NNCC Technical Arts Building. Las Vegas Democrat Marvin Sedway, Way and Means Committee Chairman, conducted a hearing at NNCC and Senate Finance met there a little later. Pretty soon they were advocating the NNCC Technical Arts Center.

In 1989 Sedway was conducting a hearing at WNCC. Well, he found the place absolutely offensive to students because they had no place but classrooms to sit, except for a lounge. Students really didn't converse much except in the classroom, and Sedway knew that some good learning goes on in after-class discussion. WNCC had no snack bar where students could have a sandwich, and the college was out in the sagebrush a mile from a cafe. Sedway thought it was silly for the state to spend so much money on faculty and facilities and not have a place where students and faculty could continue after-class talk.

He was absolutely determined to put \$250,000 in the state budget for a place for students to have a coke and talk. "This college is going to have an area for students to eat and to have after-class exchange, and maybe even get to be friends," he said at the budget hearing.

An individual from WNCC stood up and thanked him for the faculty. Sedway shot back, "Rest assured this area is not for staff and faculty. It must be for students. Now, understand that."

After the hearings I asked students, in 1990, to prepare a marketing plan on the cafe that Mr. Sedway wanted. They did some primary research. They drew up a sample and then went out and interviewed their peers. What kinds of food? What would be the hours? After the interviews, they wrote plans. About three students emphasized the name of our cafe. They knew also what Mr. Sedway wanted. One student wrote that the cafe should be called "Seddy's." Two others named it the Sedway Cafe. Sedway knew nothing of this, for he had become very ill.

I passed on the two best plans to the administration. Weeks and months passed and no response came. I was frustrated and angry. Sedway was lapsing into his final illness. Marvin and I were friends, even though we had some real differences. He was a man who really fought for what he believed, and I respect that. He especially fought for all community colleges. I had spent time working with Marvin, and I wanted him to see the result of his concern for WNCC students.

The last time I saw him was at a regents' meeting at CCSN in Las Vegas. It was the swearing-in of Regent Berkley. I wanted to tell him about the cafe, for he was failing. I wanted to say, "This damned cafe is being named after you." I couldn't, because I had no confidence I could keep my word to a dying man.

Finally I went to President Tony Calabro. He had not heard about the students' plans. It took Tony about a month. He proposed it to the regents, and they applauded it. An item of interest in this context--some people want to name the new legislative building the Sedway Office

Building. Of course, the acronym for that would be SOB. The Legislative Commission originally decided against that. Now, however, there is a legislative building named after Sedway. The offshoot of it all was that my students had upstaged the Legislature. The regents had a great ceremony during the legislative session in 1991 for Sedway Cafe. For me, it was a real reward because the naming validated my teaching.

Mrs. Kim Sedway came to the ceremony. I picked her up at the airport and drove her to Carson City. And finally I could tell a Sedway about the origins of the cafe. Roger Sedway, a son, lives in Carson. I had the great honor of taking him to Sedway Cafe for a Sedway Combo. Mrs. Sedway asked me if I had told Marvin before he died. I wish I could have said yes.

Bus Sharmann, Fallon

THE DISCIPLE OF COMMUNITY EDUCATION

I met Bus Sharmann in a Nevada Community Education Association Conference in Tonopah in the mid-1970's. He had been well-schooled in community education processes and along with Dick Horyua, Duffy Bride, Carol Bunell, and Jerry Nielsen, was a leader in the Nevada movement.

We rural community college coordinators sometimes thought we were victims of colonial repression. I wondered if the big boys in the UNS ever took us seriously. Having to represent so many functions at once, we must have seemed like a yokel out of Dickens. I suspected that we were the straight-men in the city-slicker jokes. We hailed from a land beyond the Philistines, horseshit on our boots. We represented chicken-fried colleges in Nevada's "big cities" in the 1970's. Their desire for growth and elusive urbanity made us project a hayseed aura.

Ben Martin from Charles Donnelly's office interviewed me. He was a true believer in community education. But probably out of his element in Nevada. The idea in those days was that community education was a neighborhood process involving cooperating agencies. Community agencies would have a joint schedule, they would share facilities, and resources. It was very idealistic. It would have been novel in Nevada. Ben didn't last long. I think some of the campuses didn't want someone from the central office butting in to their turf. Also, Ben was not noted for his diplomacy. He was more like a steamroller.

He called me when I got back to Manteca in April 1974. "We want you to serve an internship in Hawthorne," he said. I had never heard of the place. I got a map and noticed it was directly across the Sierra from Manteca. I said to Lana, my wife, "If anything goes wrong, we're only a tank of gas from home."

I spent three months in training at BYU. In September 1974 I reported to work at Hawthorne. WNCC had a counselor, Ada Cook, who served both Hawthorne and Yerington. But she was moving to Stead. So I became the WNCC counselor and was able to complete the objectives for my master's degree while working in Mineral County.

WNCC was really taking off in 1974. People in the small towns really valued the college. Vietnam vets would enroll in anything we offered. They got GI benefits. The Hawthorne center was pulling about 40 FTE--pretty good for a town of 4,500 people. WNCC got to count those students without much expense--using almost exclusively part-time instructors who were paid only \$150 per credit.

The off-campus centers are still valued, but in a different way nowadays. In the early days, full-time instructors from the main campus had to travel to small places to get enough classes

to complete their official teaching load. Now it's different. The enrollments in Carson and Fallon are so good that instructors don't have to travel. We are lucky because some still choose to.

In the early days, instructors like Don Carlson, Faun Dixon, George Fry, Mike Sady, and Ron Remington would jump in their cars and drive 60-130 miles to teach. These faculty put students first. Carlson drove pretty fast and he and others periodically got tickets and Governor O'Callaghan would call him up and chew on people for getting tickets while driving a state vehicle. Mike didn't write you a letter. He got you on the phone.

Wally Peterson was the coordinator and I was counselor at Hawthorne. After a year I became a full-timer. Half my pay came from the school district and half from WNCC. With that, the positions of counselor and coordinator merged into one.

I met some characters in Hawthorne. One night a student became angry. I heard him arguing with the instructor, Faun Dixon. I knew he had a short fuse because I played basketball with him. He'd take a swing at anybody. When I came up his fist was clenched. He had missed a number of classes and Faun had given him an F on a paper. They were just nose to nose, little Faun and this vet. I knew he was going to punch her, so I stepped in. That's just the way life was for him. Cross him and he'd punch. But he didn't hit her or me this time.

I came to Hawthorne thinking I'd have time to get to know the place and the procedures. But the first day I walked in Wally handed me the WNCC catalog. He said, "I'm going to Oregon. My mother is ill. You take care of things." He walked out as I walked in. WNCC registration was to start in three hours.

But we had support from Joe Ayarbe, Pat Miltenberger, Burt Munson, Dave Woods, L. D. Lovett, and others from Reno in those days. So people would come to enroll and lines would form outside the building.

I kept busy developing community education. Classes like wild game butchering, sewing, and early morning exercise were really popular. People in the small towns were hungry for classes. In Hawthorne, the only thing for people to do was to go to the El Cap, a casino. If you didn't go to El Cap you stayed home. The people were really primed for the community school concept or community education when I arrived.

Wally Peterson, the director of special services, supported me from the start. "The schools are yours when we're not having classes. Here are your keys." Wally even went with me to community agencies to raise money for the program. And the school board was receptive as long as I didn't ask for money. But when my internship was over they put their money where their mouth was and I got on full time. They wanted their schools to be community centers.

Hawthorne was great for me. I was 23. I'll never forget the experience. There, reality tempered my idealism about community education. I got a liberal dose of common sense. I learned the

guiding principle of the common people: "What is best for the greatest number is fair democratic policy." I moved to the Fallon center in 1977, where I had soft money positions for a few years. There was no campus then.

Elliott Lima was the person who built the Fallon center. He transformed the school district's adult education into a community college. He and I became friends. Elliott had an interesting relationship with Jack Davis, the WNCC president. Both were WWII veterans. Jack was an officer, a commander. Elliott was enlisted. That relationship held up in civilian life. Jack came over to Fallon from Carson as the superior officer. But Elliott seemed to like it that way. He'd just take us over to the spudnut shop, which was a kind of ol' boy hangout. There I got to know the basic people of Fallon, people like Carl Dodge and Virgil Getto. Both were in the Legislature. Just their presence would temper Jack Davis. Jack worked well with these people. There was a mutual respect because one of his first administrative jobs in education was superintendent of schools in Churchill County. When Elliot retired, Ron Martin, who eventually went to Carson as dean, took his place.

For a long time I felt like an outsider in the wider circles of WNCC. Was it paranoia? Or was I a pariah from Fallon? Jack Davis invited me to meetings at Stead. But I didn't see the Reno people very much and no one knew who the heck I was. They didn't know how to relate to me nor I to them. I worked for WNCC for several years and people would ask me who I was. I just did my job. Not many questions as long as the FTE looked good. In fact, I don't even think that mattered much. The college was fulfilling a basic part of it's mission, postsecondary education, in rural Nevada. That's what really mattered. In those days, when Reno was caught-up in growth, I think they thought of rurals as hayseed.

Our fortunes at Fallon improved when we moved into our first building in 1980. But we had to scream out here to get any attention from Carson. We got very active in WNCC Faculty Senate. We wanted to see that our interests were heard. For a long time all the WNCC full-time faculty made up the Senate. In the late 1970's it became a representative group. That happened because eight faculty from Fallon would show up and only three from Carson. We were out-voting them on everything, right in their own building. So they wanted the senate to be a representative body. We didn't mind because we would still be heard. We've always been the loud ones. You ought to hear Bonnie York and Doris Dwyer. They--and all our faculty--have been strong-willed and independent and able to say what was on their minds. In the last few years, we have dropped that kind of antagonism in favor of a team mood. We think of WNCC as a whole most of the time. But we were the loud stepchildren for a long time during the early 1980's.

A part of our unrest was the unrest of WNCC and all the things, like the collective bargaining

issue, going on in the system. Naturally, we were concerned about the split between the north campus in Reno and the south campus in Carson. What would happen to us? The north campus was a question mark. We always thought it strange that the administrative office and the president were in Carson, the smaller place. We wondered who would take in the Loud Ones from Fallon after the split. We were led to believe that Jack Davis wanted us because we were rural and Carson people identified with us. Jim Eardley, who was going to become president of the new TMCC, never seemed interested in rural programs. I believe he felt responsible for Reno and Sparks. We Loud Ones never got into that fight. Both Davis and Eardley were right. Carson was oriented to the small towns. Eardley had plenty to do in Reno and Sparks. He didn't need our problems, too.

Being rural, we felt a kinship with NNCC in Elko. We had good relationships like Bonnie York and Carl Diekhans working together for rural computing classes. NNCC seemed to be the system renegade. They would experiment with activities the other colleges couldn't get away with. They videotaped classes and used them off-campus. They had dinner theater, arts and humanities programs, the Cowboy Poetry Gathering. They had whole mathematics sequences on video all over their area. Nobody else did that sort of thing. So we had a gleam in our eyes, wanting to emulate NNCC.

After Ron Martin went to Carson and Michelle Dondero became dean of the Fallon Campus, we became more aggressive. We experimented. If we got caught in a mistake, we just claimed ignorance and asked for forgiveness. We'd try anything that would be new and exciting for students. We tried a slot machine mechanics program, and it had Jack Davis' blessing. It was run on federal funds, a CETA grant, so it wasn't going to last long even if it got started. After all, three or four slot mechanics could handle Fallon.

It was my first chance to direct a program. I kept the pavement hot recruiting students and got the training going. It was doing okay, and had a great teacher. Then CETA people decided to move it to Carson. I felt really bad. I mean, it was my baby, and they took it away. I got a call from the Fallon newspaper about it. I was pissed off and I was still only 28. The reporter came and asked me questions. I spoke my mind, which was exactly the opposite of what the CETA director said to the reporter. They printed our comments side-by-side the next day. "Oh, boy, what have I done?" I asked myself. I took the paper to Ron Martin.

"Jack Davis already knows," he said.

"It's been nice working with you," I thought to myself.

When the word got to Dr. Davis, all he really wanted to know was if I learned from the experience. When Ron indicated that I had, Jack was satisfied. I never heard a word about the incident again.

I respected Jack because he gave you space. He didn't keep his thumb on you. He let you make mistakes.

Maybe my paranoia . . . my belief that I've been looked upon as a subordinate is wrong. But in my mind I think Carson people looked upon me as unequal. I always felt I had to talk louder. Of course, I had to attend more meetings. In a small operation you have all the tasks of the larger one, but not as many workers. I had to wear so many hats and got involved in so many things that I must have looked crazy sometimes. One day I'd be at a meeting of student services people in Reno. The next day I'd be in a meeting with the academic people and Warren Fox, the academic affairs chancellor. In a small operation like Fallon I was supposed to know it all, do it all, and it was tough sometimes. Nowadays, we are more specialized. "Bus, you do this, and let somebody else do that." Hell, at times there's nobody else to do it. Sometimes, even today, if we take the 'specialist' approach, we aren't serving students properly. I find being a "generalist" in my work is still the best approach. From my first day in Hawthorne I was taught that the one thing we didn't want was unhappy students. We have to be user friendly.

When I first came into the system I started comparing the little centers with a community college I attended in California, San Joaquin Delta College. It had 7,700 students. Well, if we could have signed up half of the adults in the towns of Lovelock, Fallon, Yerington, and Hawthorne, we couldn't get that many students. I thought it was just wonderful that Nevada had such faith in postsecondary education that the state would provide education in the little towns. Then I understood why the colleges got started in the first place. They were meant for unserved people. The urban areas had universities. People out in the tundra had next to nothing.

When Tadlock Associates was doing its study in 1978 we were hoping they would support us. Fallon had started pushing for a building. But Tadlock didn't help us. Some of us went to the regents' meeting in Reno to hear the report. Tadlock said that Fallon was just too small for a campus, with only 3,900 people. Mike McGinnis stood up and said, "You're wrong. That's the elevation of the town." I guess Tadlock missed a sign.

I have always felt the "B" designator was a good example of the relationship between the state's universities and community colleges. Kind of that "stepchild" philosophy. The "B" designator means the course doesn't transfer very well. Elliott Lima had a great idea one day. He would have Carl Dodge teach "Introduction to the Political Process." Carl was one of the strong people in the legislature. We were told he couldn't teach it because he didn't have a master's degree. So we had to put that "B" on the course number to satisfy the system. And the teacher was Carl Dodge, the guy who got the legislation for a campus in Fallon.

Being with WNCC has been a good trip. It is true, the bureaucracy is bothersome at times and the state system is much larger than years past. After all, I don't think anyone's gotten a call for

a speeding ticket from the governor lately. But it's still a great place to work. Acceptance of your work by your peers and superiors is important. And yes I care what my president thinks about my work, but I have no regrets. I've always done the job the way I saw the need. I'd like to think I've made a difference in the "Cow Counties." I feel good about it.

James Conkey, Reno

BLOWIN' WITH THE WIND

He is a science professor at TMCC. In the Cold War he served with the U.S. Navy as a Seal, an underwater demolition expert. Before joining TMCC, he taught science for nine years for the Washoe County School District. He was also prominent in the administration of Environmental Education programs at the former Foresta Institute for Ocean and Mountain Studies located in Washoe Valley. Conkey taught at Sierra Nevada College and at Tahoe Paradise College before it closed. When TMCC was getting involved in emergency medical services, he designed and implemented the initial curriculum. When the AIDS/HIV epidemic began receiving attention in 1983, Conkey developed the TMCC AIDS Education Project that started the State of Nevada on its way in AIDS Education.

I was brought into WNCC by Dr. Jack Davis in fall 1973. I had an extensive background with the National Science Foundation. I wrote proposals for science grants for environmental education for summer science education for high-ability high schoolers and teachers. Jack Davis wanted me to develop a science program at Stead. While I was at Stead first year Bill Bonaudi, also a science instructor, and I developed courses in biology and anatomy and physiology. Before that time, there were really no full lab courses to go with traditional biology. The courses were geared to health care students--RNs, LPNs, x-Ray techs, and radiology techs.

That was an exciting time because we were dealing with raw material. Not only were we molding a science group that would become a department, but we were expanding on what we thought a science department should be. We moved very, very fast and also developed chemistry courses to support allied health students.

At the end of 1973 I asked to take over coordination of the Carson City campus. It had been going two years. Jack Davis' primary office was in the old Civic Auditorium on Carson Blvd. The new building was scheduled to open on the campus in the northwest part of Carson in the fall 1974. I was asked to remove myself from the science group at Stead to become the coordinator at Carson, which included working with the Public Works Board in developing our first campus building in Carson, and also help in hiring and campus curriculum. The job sounded exciting so I took it. I suspected that being a full-time administrator could be very deadly. I knew that I had to keep my sanity by teaching at least one course. I chose to teach environmental planning.

Things went very, very well at first. We were under the gun to move into the new building

by late 1974 because we had to vacate the Civic Auditorium. We had lots of problems getting into the facility--some legal, some physical. A lot of furniture had to be moved. The building was on a hillside, and we had to get an easement to get the facility off Winnie Lane. This became a difficult political and legal problem for me. The Public Works Board had slipped up. The director hadn't realized that easements were needed. No one had a handle on the problem, but a lawyer sought me out. A week before we moved into the building we learned that we did not have access. And a gas line still had to be completed and permission obtained from the owner, who owned the property for the easement and lived in Chicago. We had movers coming. Winter was coming on and it was getting very cold for the move and occupancy. It was an eleventh-hour trauma. I was the manager--trying to pull things together and trying to keep the WNCC family together.

I was able to pull it off. The easement took place. We moved into the building, but the air-conditioning system was installed backwards. So, instead of heat, we got cold air. It was December. Secretaries could work only half-day because of the cold, even though we brought in space heaters. Everything was going to hell. Sheri Smith--Jack Davis' secretary--told me he was out of the country. So it was Jim Conkey's problem. Jim Eardley was out of the picture, and so was Bert Munson. It was my show, and, now, thinking back, I prevailed. Finally, we got heating.

By the time WNCC moved into its first facility, the faculty had increased by 12 and we had 25 part-time instructors. We used Carson High, the junior high, and our own building for classes. We had a great increase in enrollment in 1975. We were pleased. It was like launching and commanding your first ship. It was extremely stressful but rewarding to have done so much in so short a time. No rewards were sought, nor acknowledgment for good work. I just did things for the fun of it.

We had a series of problems, one particularly scandalous. Governor O'Callaghan apparently had the feeling that we ought to be providing education at the state prison in Carson. President Davis wanted to cooperate with the governor, so a system was set up to provide classes out at the prison. The inmates would get credit in classes that were taught by other inmates and some WNCC faculty from the outside. Up front, this looked very good. Jack Davis told me he was protective of this program because it was worth a million dollars in the biennial budget recommended by the governor and passed by the Legislature. The trouble came when I learned that some students were getting credit even though they had not attended classes. The inmates paid other inmates to attend and the ones who paid picked up the credits. Well, this came close to being a full-blown scandal, especially when some of the classes were taught by prisoners. The thing was completely out of hand. When I reported the problem to Davis and Max Johnson, I

was really threatened. "Leave it alone--it's none of your business," I was told. Even though I was coordinator of the campus, I was simply to stay away from inmate education. It had a lot to do with politics.

We developed a series of wonderful courses. Our nursing program proceeded beautifully. Academically and administratively we were doing well. But there were always problems on the horizon that had to do with politics. I don't have a clue about them in relation to the big picture. But times became very, very uncomfortable. Governor O'Callaghan was getting ready to present his budget to the Legislature in 1975. Carson City at the time was going through a severe recession. People were out of work. I wanted to develop courses to train unemployed people for work. This meant that I would have to float courses that would cost money. The governor wanted to cut \$3 million from the CCD budget. I was asked to speak to a series of service clubs in Carson about the development of the college. I started talking about the need to develop courses to train the unemployed people. I did attack the governor's proposal to cut the budget. I think the Legislature really whacked the CCCC budget, and Chuck Donnelly, president of the community college system, was complaining, too. I said the college desperately needed the money. We could help put people back to work. The third time I gave a talk a stringer showed up from the Carson City newspaper. My words were in the paper the next day.

Then Jack Davis was in my office and was extremely threatening and upset. He said the governor was on his case and very mad at what I had done. I had better be thinking about leaving Carson City. A few hours later he came back and said, "Well, Senator Raggio feels that you did exactly the right thing and you are standing very tall in relation to what you did say." Two days later Jack came into my office and said he desperately needed me as a science teacher back at Stead and that I had a week to prepare to go back to Stead.

"Am I going back as chair of the science department?" I asked.

"No, you are a teacher and you're going back there to teach."

I wasn't sure what I did wrong. I felt very, very badly that I had made a mistake. I was out of there in four days, and I went back to Stead to teach the spring semester. I went back trying to figure out what the hell went wrong. I never did understand. Jim Eardley, Bert Munson--no one said I did a bad job. No one said I did a good job. I only knew that it was political and I had to get out of Carson. My self-confidence really bottomed. I was the strong, assertive type and now I was deflated. It took me about five weeks to get up again. But I did get back up. Some consulting jobs came up in California involving environmental impact studies. I conducted a series of studies for some water districts in the South Sierras. I got involved with things besides my teaching.

So it all worked out. But I've always wondered if people ever really knew what happened to

me in Carson. Does it matter anyway? It really doesn't matter in the long haul.

I think I should address the phenomenon of Tom Tucker, who was Dean of the College of Education at UNR. Tucker took great pride in influencing a large number of the public school administrators in Nevada. They were his former students. And he had tremendous power with the Legislature. He was Jack Davis' mentor and they had been office mates at UNR in the College of Education. Tucker was always in the background of the community college political situation. He definitely had a lot to do with what happened to Charles Donnelly.

I was sitting in Davis' office one day. At the time I was being asked to take the Carson job. The Legislature was in session. Tucker came in. He and Jack started going on about lobbying the Legislature. Apparently they had decided to show off in front of me. They took turns talking to each other about how inept Donnelly was with the Legislature. Then they would laugh. They said they were going to pull the rug out from under Donnelly. I was wide-eyed. My mouth was open. I was somewhat close to Tom Tucker. When I was teaching in public school, I had his daughter in an 8th grade class and she was flunking. I was given a silver dollar key fob by way of her from Tom. She passed on her own, of course, and is now herself a teacher. I also took a series of graduate courses from Tom, and he liked me an awful lot, probably because I was poor at the time and had 8 kids. He was probably behind my going to the community college to develop the science program early on. He was extremely Machiavellian. I think he was more of the--what should I say--Svengali to Jack Davis and everyone else. Jim Eardley and Bert Munson and many of those adult education types who came to TMCC early on were students of Tom Tucker. Tom Tucker called a lot of political shots.

After we moved from Stead to Dandini Boulevard in the new building, the faculty increased substantially. The college became much more formal, but nothing like it is in 1993. It was extremely academically oriented at Stead, and now it is more or less a business rather than an educational institution. I'd say we went from a very student-oriented academic program to one in which academics is secondary and the business of the college is the business, you might say, from 1987-93 and heavily loaded toward the administrative end.

When TMCC split from WNCC and became its own college, I didn't care. When I realized what had happened to me in administration, my whole world was the classroom and my consulting work. I became involved in emergency medical service, and developed that program for TMCC. So I didn't have any feeling about the split. But what was interesting to me was losing President Donnelly. I thought, God, there is another Conkey. He was buried politically, but on a larger scale. And then to see Jack Davis lose favor and end up running "my" campus in Carson City--that was fascinating. Then Jim Eardley, the second in command and his friend for all those years, became owner and manager, you might say, of the new campus.

Betsy Sturm, California
LIBRARY MEGABUILDER

If you could win a black belt for building libraries, Betsy Sturm would have one. She was the first employee of Elko Community College I met when I moved to town in June 1970. Before I was officially on duty, I worked with Betsy in selecting books for the library. She allowed me to concentrate on an American Indian collection, and I was able to get the Basque Studies program to donate books for a Basque collection. The books came from Libreria Monterola in Bilbao. I was still an aspiring academician, believing that Basques would want to read about Old World Basques. But the Basque population in Elko was never much interested in the books. As a matter of fact, Elko was never a heavy-reading town.

Betsy Sturm established two community college libraries and helped with a third in Nevada. She created the NNCC learning resources center and she designed the TMCC learning resources facility, which is named in her honor. She also worked in the WNCC library in Carson City. She, her husband Pepper Sr., and her son Pepper, Jr., were early participants in Elko Community College. She had no degree in information (library) science. But Chancellor Neil Humphrey told her that her 35 years' experience was an adequate substitute for a degree.

She and Pepper, Sr., live exceedingly modestly near the entrance to Yosemite National Park. She volunteers for the local library. He continues to write westerns he does not wish to publish. Of Betsy a friend has said: "In the world of libraries, she was the greatest Roman of them all."

When I came to Elko in 1969, someone had set aside a basement room (it was once used by first graders) for a library in Elko Grammar # 1. It had about fifty donated books when I arrived. My job was to set up a working college library. Pepper, Sr., and I moved our personal collection into the room and some faculty members loaned their books. Then Chancellor Humphrey helped us obtain a Fleischmann grant of \$100,000, and we were on our way. We--Eva Parrish and I--got a list of basic books for a community college from the Department of Education. We ordered books from that list mainly. The Baker and Taylor people (book vendors) also gave us many books. They were good about helping developing libraries.

By the end of the second year we had a respectable library. Chancellor Humphrey suggested that we hold back some of the money so that incoming faculty could make recommendations. A community college library exists to support classes.

In the beginning the college had a very poor budget. I worked without pay for eight months. The budget improved with the Fleischmann grant. Starting a library from scratch, was a special challenge. I enjoyed those few years in Elko. Charles Greenhaw, who taught English, and

Bernard Sadowski, the science instructor, had students using the library. And students like Paul and Bruce Bilbray always lit up the day. April McCloud, an Indian girl, was a dear. I still picture the first art teachers, Lowell Swenseid at the potter's wheel and Hub Stenoish painting with oils.

There was a family spirit between the faculty and students. They did things together--played ping pong, had pie-eating contests, held a yearly fishing derby. Faculty played students in softball. The student association rented a pizza parlor and everyone--students, faculty, staff--went for beer and pizza. Dr. William Berg came to NNCC just as we were moving to the new campus on the old golf course. The campus had to wait a couple of years for landscaping. Dr. Berg got right out there and marked places for cars to park and pulled weeds just like the rest of us. By the time I left for Reno in 1975, the college was beginning to get landscaping.

The new library in McMullen Hall was an adventurous place. It had an elevator to the upper stacks, which often got stuck with Shelley Hanna aboard. It was a lovely, spacious place. And it wasn't just a library. It was the largest meeting place on campus. It was never a library where you would go "shhhhsh!" Students held dances there on weekends, the regents met there, faculty orientation occurred there. We had barbecues in the library and art exhibitions. We also had theater, using a portable stage Dick Culver built. Dr. Ron Wilson, who taught physics and electronics, started the annual paper airplane contest there. Students would sail their planes from the upper stacks out across the great reading room.

UNR really helped me when I was building the library. Of course, the UNR faculty was not so generous. They wanted to approve personally the college courses. About course transfer there was plenty of warfare. But with libraries the cooperation was total. I have nothing but praise for Dean Hap Morehouse and the librarian of UNLV, Mary Dale Deacon, who retired recently.

When we moved from Elko to Reno, Pepper, Sr., began teaching part-time for UNR, and I was fortunate to be taken on at WNCC as a secretary to Larry Crandall, the learning resources director. I drove to Carson to work until I got transferred to the north campus in Reno. There I was secretary to Frank Burnham until they decided to start a library in 1977. So now I would get to repeat what I had done in Elko. We received a Fleischmann grant of \$100,000, just as the south campus had. Since I was in Reno, I was actually able to visit Baker and Taylor and pick books off the shelves. They had grocery carts, and so I went through the stacks of books and filled the carts like a kid in a candy shop.

I worked directly with Frank Burnham, the business manager. Jim Eardley was then the executive dean of the north campus, but became president when TMCC emerged. He knew very little about libraries, but he said "yes" to some requests. We built up the library and the audio-visuals. I knew Jim Conkey when I was at the south campus and he had moved back up to Reno to teach. Bert Munson, the academic dean, cooperated 100% with the faculty and the library.

He made things go very smoothly. He was wonderful in every way. And so was Pat Miltenberger. We missed her when she left. Pat had a personal oath to help students. She always worked for them. Pat wanted to be president when Eardley retired. I believe that she didn't get the job because she was outspoken about some policies that people with more authority supported. They knew that she wouldn't be a yes-man in any way. Also, she was female. I think the people in the brotherhood wouldn't have accepted a woman who did her own thinking.

We moved into the new building on campus in December 1977. The college was on a hillside and you could look down at all of Reno. During the Christmas holidays that year everyone pitched in to help move desks and equipment from Stead. We were still a big, mostly happy, family. But we were growing larger and larger. So the family aura would end.

In one way it ended with the split from WNCC. Some of the people at the north campus believed that Dr. Davis wasn't giving enough attention to Reno. But how could he? He had plenty of problems with the Carson operation and the centers at Yerington, Fallon, Hawthorne, Lovelock.

There was a lot of administrative and faculty bickering about the larger north campus being under Carson. Dr. Davis had to tend to the Legislature. Politics was his business. He just didn't have time to come to Reno very often. I think Dr. Davis did a great job, but he was an absentee landlord.

The separation of the colleges was a wise move. The two colleges served different clients. Carson was more rural. During the late 1970's Reno was having explosive growth. New hotels--the MGM, the Hilton, Circus--were going up. Reno was becoming urban--at least in Nevada terms.

I think TMCC was located on Dandini Boulevard because the land was free. Many of us opposed the site. For one thing everyone had to drive to it. And the hill was dangerous in winter. There were many, many accidents. Older people were afraid of the hill. Finally, we got bus service.

Now they are trying to spread out the college to compensate for the hill. But you can't spread a library all over the city. They have begun having classes in the Old Town Mall in south Reno, and I've heard the results are excellent.

JoAnne Dain, Reno

COMING OF AGE AT SHAKEY'S AND AT A REGENTS' PARTY

Many community college faculty in northern Nevada graduated from UNR. But that never created much of a complaint as it might have in some states. Instead there was a special effort made to hire UNR graduates because some believed members of the UNS family could nullify charges of unqualified faculty and also grease the rails for course transfer. Old Nevada had too hard a time attracting faculty to pay much attention to nepotism and "in-breeding." JoAnne Dain completed an MBA at UNR in the early 1960's. Women were not always accepted in the business community then. She learned that if she were to use her education in anything but secretarial work, probably the field would be education. She became an office administration teacher at Sparks High School.

At TMCC in the early days she was business department chair and division director. She also served as Faculty Senate chair from 1975-6. She was a member of the CCD by-laws committee. The committee spent many weekends and holidays completing the by-laws. When their work was finished, they presented the by-laws to the regents about the time the CCD was abolished.

She worked for understanding among the males, and she gave females the idea that if she could do it, they could, too—that women didn't have to be subservient. "A woman ought to be free, as a man is, to earn a living, to improve the mind, to be dean or president."

As Faculty Senate chair, she was once invited to a party given by regents' chairman Bucky Buchanan in Las Vegas in 1975. Many regents, presidents, and deans came. So did political figures like ex-governor Grant Sawyer. "I was horrified to find that Buchanan had invited his legal clients--the ladies of the evening--to join the party. I felt badly for those women. I tried to convince three of them to enroll at the community college and find a way out of that kind of life."

I was looking through Joe Doser's wonderful collection of organizational charts for WNCC/TMCC the other day. They brought back memories of the growth of the college in Reno. They also recalled some of the chaos. The early years were wonderful years but they were definitely chaotic. It was often hard to know who was in charge. Under WNCC, Carson City was headquarters, but there were deans at Stead and also roving administrators. But I think our needs took our minds off the confusion. We needed to start programs. We needed space. We needed equipment and furniture. We needed publicity. In that time of chaos there was nobody to tell us we couldn't do things. We just forged ahead and got things done.

Before coming to the college, I taught at Sparks High and also in the evening adult education program. So I worked for Jim Eardley and Bert Munson at old Reno High School, where they had their offices. In the late 1960's there was a lot of excitement about starting a community

college. Jim knew about the movement and I asked him if he would come over and talk to the high school students at Sparks. The college would be another avenue to them as opposed to UNR and Reno Business College, the only games in town. As he talked, I became really excited about the prospect. Jim made it sound like a certain thing. I wrote him a "thank you" and I also wrote, "If you have full-time openings for a business instructor, I'd like to apply." Within a week I got a call, and he and Dr. Jack Davis interviewed me before I sent in my application. I was hired, and that started it all.

At first I taught everything in business. I also helped put together a curriculum for fall 1971. I purchased equipment. I taught shorthand, typing, accounting, business. Whatever they had, I taught. It was a wonderful change from high school. There I had been teaching typing and shorthand over and over. Now I had variety.

When I first went to the Stead facility, Joe Ayarbe and Linda Church greeted me. Faculty were called instructors. Ron Remington and Dee Stroub were in psychology, Jim Conkey, Bill Bonaudi and Betty Elliott in science, and Bob Rose in math, Ed Hancock, Ray Embry, and Jeanny Portrelli in English, and Dale Donathan in history. It was a wonderful faculty. We really grew a bond.

When I first went to work for WNCC at Reno High, I noticed that about 3:30 p.m. on Fridays all the administrators would disappear. Someone would come around and gather them up and they would go off someplace. They didn't invite me. When we moved to Stead, I learned that Bob Rose and the male instructors were included in the TGIF thing at Shakey's. I was excluded from the network. Some of the liberal arts faculty--Bill Bonaudi--kidded me about it. I had two negatives--I had taught high school and I taught secretarial. I wasn't considered equal. One day I just took off for Shakey's, got myself a mug of beer, and became one of the boys.

I just gravitated into administration. As the only full-timer I had to do some administration. I was the business specialist, the coordinator, the department chair--you name it. There was a lot of politics, of course. There were many administrators over me, some of them not easy to work with. Eventually, I got to be business division director.

That meant system politics. We had problems transferring courses from the beginning. I think I was hired partly because I had a UNR MBA. I could work with Dean Weems and the College of Business. But when I made a move to articulate programs they quoted me the rules from the American Assembly of Collegiate Schools of Business that pointed out that the business courses we wanted them to transfer had to be taught as upper division. They would lose their accreditation if they accepted our courses as fulfilling upper division requirements. It didn't matter if we used the same textbook, had the same syllabus, and even the same instructor.

That stumbling block to program development kept coming back over the years. In the late

1970's, I got really angry, especially after UNR moved freshman and sophomore business courses to junior and senior numbers. I did a survey of colleges throughout the West, including Stanford to see whether they would accept our courses in business. Most of them were far more liberal about accepting our courses than the College of Business at UNR.

I sent a copy of the results of my survey to the system articulation board and the community college presidents. The articulation board called a meeting of CCD, UNR, and UNLV business faculty and administrators and told us to work out our articulation problems. Well, that resulted in a few courses being accepted out of a dozen we thought should transfer. Actually, we didn't gain much for there was a catch. UNR would transfer the courses but not apply them toward degrees. They could only be used as electives. In essence, UNR would not transfer TMCC business courses.

Looking back, I think they had two reasons. One, they didn't think we were a quality college. Jim Richardson, a UNR sociology professor, was very active in politics. He was upset that community colleges used so many part-timers. He wrote articles and made speeches about that. Of course we used many part-timers. Most of them were working in the business world and we believed they brought special expertise to the classroom. The UNR people thought they didn't have sound academic preparation so they challenged us on that. In some instances, they were probably right.

Over the years we were able to reduce the numbers of part-time faculty, and slowly we recruited part-timers with better qualifications. I don't think their concern with our quality is so great now. They were concerned also that we had a "No F" grading policy.

Charles Donnelly had this wonderful philosophy that anybody could get an "A" if the person had time . . . if a person were allowed to develop mastery at a personal pace. The university faculty was semester bound. Their students either had it or they didn't. They were so content-oriented that they never had time to think about development.

We made much progress because of Bert Munson, who was academic dean until he died in 1985. He was one of the finest people I ever worked for . . . he was the best, actually. He had a strength that gave focus to the college. We all knew we were working for the good of students. Bert bonded us. It was a tragedy . . . something went out of the college when Bert died. Something went out of President Eardley then also. He just didn't have the heart for the college he once had. More and more he turned things over to Pat Miltenberger, and got more into the community and more out of the college.

Beginning in 1985, the Legislature required us to award merit pay or return the money set aside for merit to the state. The division directors had to rank the faculty. We had a limited amount of money, so those on the bottom of the totem pole didn't get as much merit pay. That

just tore my division apart. Some of them have never forgiven me. For so long I had joy in the division. That took it out of me. I really didn't want to be director anymore.

When it became clear that Jim Eardley was going to retire, Pat Miltenberger, who was dean, decided to be a candidate for president. She and I had built up respect for one another over the years. She asked me if I would spend a year being an intern in her office because she had a mountain of work. So I became Pat's intern and got a look at upper level administration and some of the unattractive duties. We had meeting after meeting. There was so much infighting. People were choosing sides . . . for and against Pat. If Pat had been chosen as president I would probably have remained in administration. When Jim retired and Pat wasn't chosen, I went back to the classroom. I was disheartened that Pat wasn't chosen. I think the feminist movement hurt her chances. I recalled my own situation when I felt second class when I came to the college. And as TMCC grew, waves of women came into the faculty. We started women's lunches and women's groups. I think she didn't get the job because some faculty reacted to the feminist movement. We were trailblazers, and we made the way easier for women who came along after us. We hoped they wouldn't have the anxieties and barriers because we had chosen to fight.

Of course, there were political problems from the beginning. For example, when TMCC split off from WNCC, I favored the split and, as senate chair, politicked the regents for it during my 1975-6 term. It was clear to me that the rural people had different needs from the people in Washoe County. Carson and Fallon had a rural focus and they needed different policies. The way you lead an institution with ten full-timers has to be different from one with 100 full-time faculty. Before we became TMCC, WNCC insisted that the rules be the same from one center to the next.

We wanted to run our own college. The two campuses had developed their own senates and they couldn't get together. So we had two senates from the same college going before the regents.

I have very strong feelings about the Faculty Senate and shared governance. I think presidents are paid to listen, to heed senate recommendations. But, the buck should stop with the president. But the presidents often have to go to the chancellor. One issue actually went to the legislature. That was the tenure matter in 1977. The regents wanted community college people to have a three-year continuing contract, renewable every year. Our political arm, the Nevada Faculty Alliance, took it to the Legislature, and the legislature told the regents that we would have tenure. In fact, one legislator, Al Wittenberg, told the regents that the Legislature would dot the "I's" and cross the "T's" on the tenure policy. That did not make the regents happy.

A strong Faculty Senate is important. Top administrators come and go. The strength of an institution lies with the full-time faculty. The faculty should be organized to affect policy . . .

to create controls on curriculum and the qualifications of instructors.

I think maybe he recognized that we were looked upon as second class citizens in the system. Even the senates used to look at us that way. We were new at the senate business and probably looked awkward alongside the university and DRI people. Delia Martinez, who worked in the Chancellors' Office, took me under her arm and helped me. So much of the business of the regents concerned the universities. I would go to regents' meetings for two days and just listen. I ran into Jim Eardley a year ago and asked him about being a regent. He said about 90 percent of the time the regents focused on the universities. For a long time, of course, they were bigger, and maybe that was part of the reason. The community colleges should have had their own board of trustees. How could the Board of Regents help us in the Legislature. They didn't even understand us. Many of our concerns never saw the light of day in the Legislature.

The regents didn't want us to do anything but be "team players." They used that a lot. "Don't be a loose cannon on the deck," Dorothy Gallagher would say. The community colleges should have been able to take their budgets to the Legislature directly, Instead they went up through the system to compete with DRI and the universities. The colleges would have developed a lot faster if they could have told their story to the Legislature. We were never able to tell them about technical education--that it costs more than general education. It has never been funded well in Nevada. Take the automotive program, for example. It may not survive in community colleges because there are so few students. But the reason there are so few students is that the programs never get money to update curriculum and equipment.

I'm one of the luckiest people in the world to have been in on the beginning of TMCC. I was able to make a difference. I kept growing, changing from office administration to computer information systems. I had 19 mostly good years. I got to learn new things and visit other colleges. I came back and created new curriculum. I was able to do things to help. When I retired I thought back to my high school teaching and the hall duty and chaperoning dances and parent conferences and disinterested kids. The college students were serious. Many of them were women, most of them worked. They didn't come here for social life.

I think the colleges will be okay as long as they remember that the classroom is what they are about, that faculty are there for students, and that administration is there to help make the whole think work!

Joe Doser, Reno

He is a retired U.S. Marine Corps colonel and an emeritus professor of accounting and business, TMCC. He began teaching at TMCC in 1974 and retired in 1990. Elsie, his wife, is the director of occupations at TMCC.

The place of occupational-technical education has been ambiguous in the UNS. The original state plan called for 60 percent of the colleges' efforts be directed to occupational education. But the realities of the educational system relativized that figure immediately. State funds were produced by FTE and the bigger numbers were in lower division collegiate programs. The early staff was dominated by academicians, by persons who had an unhidden disdain for "vo-tech." And the UNS had little experience with and no desire in accommodating community college occupational courses, even when there was some kinship--as in business, criminal justice, nursing--to university departments.

The regional accreditation association also had a system and maintenance outlook. General education was its dominant concern. "I visited the Elko college on three Northwest Accreditation visits," says Ed Haynes. "They got their house in order quickly--the arts, humanities, and sciences. But they were very slow in developing tech programs. They were in self-defeating system which put the money where the most students were, not in program needs. Great amounts of money when to libraries and academic students could use the books for free. A welding student had to pay a big laboratory fee for materials."

I started teaching at WNCC in spring 1974 as a part-time faculty member in accounting. In the summer I was offered a full-time position, which I took, and remained as a full-time instructor--actually I ended up as a professor--for 16 and a half years. I was discharged from the Marine Corps in Barstow, CA, in August 1973, and I remember telling everybody--well, not everybody, but my friends--that I was going to teach accounting at WNCC. Of course, there was no position when I arrived. I came to Reno because I had seen the most brilliant blue sky ever over the Truckee Meadows. It was pure "Nevada blue," no sky quite so clear anywhere else. I felt just like Brigham Young saying, "This is the place!" I was determined to come.

I talked to Dr. Davis about a position. I also talked to Dr. Ron Remington many times. And I think that Remington (I am just speculating) told Gene Hillygus, who was in charge of occupational education, to hire this guy so he won't be pestering us so much.

When I was hired, Max Johnson, dean of instruction, called me to tell me. I was the second full-time person in the business division. Jo Ann Dain was the first. Later I checked the personnel records and found that I was the 28th person hired at the college. It was a small, small

faculty. I think the 28 included everyone at both Carson and Stead. I remember that Max Johnson did the work of a dozen people. I don't know how he did it. I remember that one semester he was being consumed with a final exam schedule. We had students who were also taking courses at UNR, and invariably there would be schedule conflicts. Max tried to reconcile things. I don't know how much help he got from Carson where the college administration was, but he was up to his nose in trying to keep the college afloat. And so was Jo Ann Dain. She was the business division. She was truly a one-woman division, and it was, even then, a good one.

I've been looking through the 1973-74 college catalog, and I see Ray Embry's name. We were thinking of having a mascot for our basketball team. Someone said, "We're not going to call them the Lizzards. They will be Wildcats." So the team became the Wildcats. But we never forgot the Lizzards. There was a lizzard lamp at registration, and it would light up when some really pretty girl was going down the line. And we had college T-shirts with lizzards.

But the Legislature didn't want us having basketball. During the period when we had a team, it was funded entirely from student fees.

You know, we had 29 people together, and we're trying to keep a college afloat. And nobody had ever done that before. So we were stumbling around. But it just worked out great. We certainly served the community. I don't think people in the community had an inkling about what was going on behind the scenes. People would just show up expecting a class to be taught by someone competent. People don't know what's involved in scheduling rooms, ordering textbooks, and hiring instructors. Students just expect a college to offer courses. I saw in the TMCC newsletter that they are proofreading the spring schedule now, and I'm not involved in that anymore. I'm not going through that damned catalog and do all those updates we had to do.

Jo Ann Dain and I were the only instructors in the business division when we did the first self-study for accreditation. The state plan for community colleges said that 60% of our effort should be in occupational programs. By the time we did the second self-study the 60% had disappeared. The figure just got omitted and hasn't appeared since. I don't know how it got deleted, but I think if you learn who was in charge of the self-study, you can figure it out. That has been a bone of contention with me. I have gone to every graduation since 1975, and 50 to 60 students graduate with an Associate of Arts. All this effort--the buildings, the staff, the faculty--all these resources devoted to the college transfer side of the house for 60 people. I would like TMCC to be mostly technical and occupational.

Brad Tretten and I were the only instructors in accounting for a long time. And we were the absolute cash cow of TMCC. We must have generated a million and a half dollars in FTE, and Brad and I and all the part-time faculty only cost TMCC about \$100,000. I have often wondered what happened to the rest of the money. It never resulted in any more vocational instructors. So

that has been one of my concerns. I still wonder why we have so many liberal arts instructors for so few graduates. TMCC has 10,000 students. Fewer than 1% graduate each year. Obviously, the college doesn't exist to grant degrees. It should exist to train people.

Brad and I and 35 part-timers would offer about 65 classes. It was a chore to handle that many part-timers, but I hired most of them. Once in a while I would get a student complaint. Most of part-time faculty didn't require much attention. They were self-starters. One chairperson could handle 35 part-timers if they were the right kind of people. They never got paid enough. They didn't teach for money. Without them there would be no community college.

Where were the classes? They weren't all on campus by a long shot. People went to TMCC classes in middle schools and high schools. UNR had all those vacant rooms in the evening, but we couldn't use them. Someday there will be enough buildings on the hill at 7000 Dandini Blvd. and students will go to college at a college instead of a middle school. But, in truth, we would have been lost without the support of the Washoe County School District. We could never have conducted our program without their schoolrooms.

It was always a thrill to see your classes fill up at registration. You had to have a certain number of students or your classes would be canceled. In the good old days faculty could get overload pay. Many times I had enough students to get overload. I would teach a sixth class. FTE was something that always concerned us. The college had to crack that FTE nut to get the budgeted amount from the state.

I once went down to Carson City to testify before the Legislature. The chairman of the UNR Faculty Senate was also testifying. The chairman of the committee asked him if he taught any classes. He said, "No." He was busy being Faculty Senate chair. I said to myself, "How dumb to say that to Don Mello!"

We always taught our load, which was 15 semester credits. I had a sign on my door: "We Never Close." In the division office we had an "In-Out" board to sign. After my name I put some Marine Corps stuff: "Always on Duty. Ever at His Post."

When I first came on board, even as a part-timer, I was welcomed by the full-timers. I was impressed. I had attended graduations at the Naval Postgraduate School in Monterey, and there were all these people with doctorates from all over the world. They were parading in the beautiful weather in their caps and gowns in vivid colors. Academia thrilled me. So I didn't feel out of place at Stead. I remember the people who welcomed me--Ray Embry, Betty Elliott, Jo Ann Dain, Dale Donothan, Bob Rose, Chauncey Oakey, Bill Bonaudi, Dee Stroub, Jeanny Pontrelli, Ed Hancock--the founding faculty, really. It was such a tiny place at Stead in the old barracks. Later, when we were planning to move to the campus to Dandini Boulevard Jo Ann Dain and I worked with the architect on designing classrooms and labs. I had never done that

sort of thing before. It was exciting, a once-in-a-lifetime thing--building a college.

At Stead we organized the Faculty Senate, and I served as its chair for six months. I'm not sure the function of the senate has ever been set forth. I've always thought the senate should make recommendations to the administration rather than make decisions. When I started at TMCC, some faculty began talking about starting a union. We had the Nevada Society of Professors, which is now the Nevada Faculty Alliance. I never could understand, and to this day I don't know, what the benefits of unionization would be. I always wondered who wants a union more than the faculty. Is there anybody who wants to be unionized more than faculty? Is there a hidden agenda? What is the benefit of this? I keep thinking, "Follow the money." If we have the NFA, we are talking about \$75,000 a year in dues flowing into coffers somewhere. I got a thing in the emeritus mail the other day, a little check-off list of things that should be subject to arbitration and things that shouldn't be a part of the contract.

There was a time here when the faculty had to make a decision when Truckee Meadows split off from Western. Some people I was really fond of left Reno for WNCC. One was Don Carlson, who was my officemate at Stead. Also Faun Dixon. I really appreciated the comradeship of those two. And Roberta Trease--I am beholden to her. She was a neat friend--still is. Jack Davis was president of WNCC and he used to come to Stead often. He always brought donuts. We could always plan to have donuts when Dr. Davis came. Not everybody appreciated his administration, and when some complained I would say, "But he always brings donuts!" I was beholden to him because he selected me for a position.

UNR wanted to have representation on the TMCC selection committee when we were hiring liberal arts faculty. I never could figure out the "butinskis"--you know, they didn't serve on selection committees for the thousands of community colleges around America which might have students transferring to UNR. Brad Tratten did research and found out that it was easier to transfer courses to UNR from any other college than from TMCC. For some reason they always had problems transferring TMCC courses. For a long time that was really galling--but I'm told it's getting better. I had no idea what articulation meant until I came to TMCC--that it had something to do with transferring courses.

My happiest times at TMCC were my association with all those students. I had 16 years of good times--32 semesters. Over 40 semesters counting summer school. I'm talking about hundreds of students. I still see them around town and they say "hello" to me. I took my daughter down to Hallman's. It's now Champion Chevrolet. And one of the salesmen was one of my accounting students in 1976. He said he remembered my reading from "The Prophet" and I remembered doing that. Maybe he didn't remember any accounting, but he remembered "The Prophet," which may have been better for him after all.

Soliloquy IV

In the early years, community college personnel willingly endured less than desirable conditions because they were directed by transpersonal goals. The faculty and staff had minimal rules. Driven by their lofty mission, they traveled the same road as culture-bringing heroes. For the extroverted people of action, there were buildings to be raised, territories to expand, enemies to be vanquished. For the introverted heroes, there were values of academe to be upheld and civilizing graces to be taught to the collective. Faculty did not dwell on tangible rewards--facilities, equitable pay and status items.

Eventually an institution gets to be about itself. Then transpersonal values erode. That was happening in 1977 when Jewell Hanna (NNCC) JoAnn Dain (TMCC), Don Carlson (WNCC), and Barbara Agonia (CCCC) completed the CCD Faculty Senate by-laws, after much haggling with the campus senates. But the document was still-born, for the CCD itself was soon dissolved. In the dissolution of transpersonal values, another plane of reality is disclosed. It yields its secret to those who, battered around like the world itself, experience the age of origins, which is also their own. In the transpersonal era the system and its personnel are not a duality contending with each other. They are unified. The sun rises in the soul of the participants, and the transpersonal idea of college is you yourself.

In time, the participants see personal benefits as lacking. A salary schedule is needed with strict details to be followed for placement and promotion. Faculty demand equity, internally and externally. They also demand merit and rank and see no contradiction between being equal and being meritorious. Eventually a formal organization surfaces, with strict procedures and attorneys to interpret rules. Division between faculty members comes with departments. Division between administration and faculty becomes sharper, and the old collegiality--the participation mystique--gives way to formality. And as the transpersonal archetype of "college" burned in creators, so its loss amounts to their crucifixion. "No good deed," President Paul Meacham once remarked, "shall go unpunished." Many, perhaps most, of the early builders were smitten by their creation.

A college sometimes seems to be a large lifeboat. The frictions, gossip, and intense social espionage that characterize the lives of the inhabitants are grandly magnified at times. Whereas the founding faculty found its identity in the world of transpersonal goals, now it must be found in turf. The entity called the department or division now must satisfy the need for identity and become the device for communication. But it is a purely nominal entity and can not bind the group into wholeness and unity.

Life is imploded upon college personnel from below and above--by students, administrators, citizens and by regents. Enmeshed together, faculty become one another. Friend and foe dwell in the same skin. "When I was an administrator at TMCC, I testified against her in court. After I

became president of NNCC, she dropped in to compliment me," Ron Remington said to me one day.

After the demise of the CCD, Senator Norman Glaser, who had been an enabler of the colleges, asked his old friend Thomas Tucker, another enabler, what to do about governance after the collapse of the CCD. Tucker, nearing the end of his life, responded with a letter in August 1977, the month Charles Donnelly returned to Michigan. Tucker reiterated what had been said so often. The colleges had arrived at a point at which they needed independent governance, especially since they had nearly as many students as the universities.

"I am much pleased at the tremendous acceptance of the Community College programs in our State . . .," he wrote. " Even though you and I and a handful of other people were on the ground floor in the development--we should have had the governance different at that time, but it was the best we could do under the circumstances--and I am not sure that it was a bad decision even initially . . . we do need to take--in view of President Donnelly's demise--and Chancellor Humphrey's moving to Alaska--immediate steps to insure the Community College Division remains on sound footing."

He said that legal action should be taken to appoint a "Chancellor of the University of Nevada, Division of Community Colleges." He added also that the governor should appoint a nine-member statewide governing board, but that terms should be arranged in such a way as to prevent the governor's control of the members. Several senators, with Glaser as the spokesman, reacted by proposing a constitutional amendment to make the university regents appointive and a bill to create a separate governing board for community colleges.

The regents bristled and complained. They seemed to regard the constitutional amendment idea more as an irritant than a serious move. They knew it would be easier to move Gibraltar than amend the document, but they also knew that there were ways to end-run the constitution. They argued heatedly against a separate board, and according to Glaser, lobbied the proposal to death in the assembly. Regent Lily Fong said a separate board would be justified when the colleges' enrollment increased from the 1979 total of 20,000 to 200,000 students. Chancellor Donald Baepler echoed Fong. The colleges were not big enough, he said. Some of the regents also said the cost of a separate board would be too great. Most legislators discounted that assertion.

The regents had been well schooled in the issue. When the Donnelly controversy erupted they hired the Tadlock consulting firm to come back to Nevada and study system organization, hoping perhaps that they could convince Tadlock to rubber stamp what some of them had already decided. When Tadlock made its report, the regents refused to accept its recommendation that governance should be separate. They asked the Tadlock people to reconsider. Tadlock returned in August 1978 with a revised report. Tadlock said the colleges' interest were being subordinated to the universities. A temporary remedy would be input in decision-making from citizens' advisory boards. For the time being, governance ought to remain under a central office but with some changes. These would

include the establishment of district boards of trustees for the colleges, and appointment of a regents' committee with responsibility for the colleges. Also "a full-time staff officer reporting to the Chancellor with specific responsibility for coordinating community college matters" should be appointed. The recommendations, Tadlock said, should be regarded as temporary only. Eventually the colleges must have their own governing board if they were to fulfill their mission.

The regents' move coincided with the recommendation of a legislative commission, chaired by Sen. Thomas Hickey. It called simply for a reinstatement of the CCD with a president. Members of the commission criticized the idea of a "community college coordinator" as a weak compromise. Senator Glaser and others wanted complete autonomy. But the community college administrators did not like that idea. They preached, though not loudly, the meticulous performance of the regents' code.

In the trenches community college personnel had their own grievances, and these multiplied. By the mid-1980's their list of complaints had crystallized: the colleges were not equal partners in the UNS; communications were poor to non-existent; articulation of courses with the universities remained a problem; community college personnel did not understand or participate in the budgeting process; no salary schedule had been developed.

Some complainers noted that the Chancellor's Office still had no community college spokesman, more than a decade after the demise of the CCD. Few community college issues appeared on the regents' agendas. By 1989 a Faculty Relations Committee, composed of regents, college presidents, and faculty members began to listen to the complaints. These I have presented in the composite:

Composite complaint, CCCC

"The Regents should support a young, proud, growing spirit at CCCC. But they are focused on the universities. Their attitude is reflected in our collective name--University of Nevada System. Some regents' decisions seem to be based on the idea that the faculty are enemies. The UNS Code assumes a business model for decision-making, but faculty assume a collegial model as peers. Look at what the merit pay process did. We faculty used to work together . . . until the merit pay system was introduced. Then we started working against each other.

"President Meacham listens to diverse ideas, but he has an administration that zaps the energy of the faculty and increases the workload of able administrators. Some administrators don't practice the concept of shared governance. The idea of shared governance may be the center of the problem, because, the way it is practiced, nobody is responsible for anything. The buck never stops anywhere. Maybe shared governance is just a high-sounding term for buck-passing. Some of these administrators don't throw crumbs to the faculty, they throw rocks.

"Community colleges are treated as a group, rather than four colleges with their own identity. At system meetings you hear the phrase UNR, UNLV, DRI and "the community colleges." Everyone seems unhappy. They are joining the Nevada Faculty Alliance. One of our newer faculty came to CCCC from an institution with 7,000 students and far more administrators at every level than CCCC. He thinks our problem is not incompetent people but administrators stretched over too many activities. If you compare apples to apples, an institution with 10,000 students has 277 administrators and CCCC has 41 for 15,000 students. Give us 277. Give us 100. Give us 50. We've been at the bottom of the system for the six years that I've been here. Make sure they are competent."

Composite complaint, NNCC

"We are different because every faculty member wears so many hats, being small and having to cover nearly half of Nevada. You can't imagine what that means until you try to make a college work in the territory, where towns are sometimes more than a hundred miles apart. Some faculty members have five different course preparations each semester. We don't even have an off-campus coordinator but a third of our enrollment is at off-campus sites. The 60/40 ratio of full-time to part-time faculty doesn't exist for us. NNCC has 30 full-time faculty and 150 part-time faculty. Part-time faculty aren't supervised. They are scattered over five counties. There are no department chairs. Offering part-time faculty \$600 to teach a 3-credit course is not enough. NNCC can't afford to pay people to supervise, to have department chairs. Faculty have to assume roles as administrators and that diminishes teaching.

"We do not have pay equity with the other colleges. We earn up to \$5,000 less than the WNCC faculty. We've been asking for help on this matter for years but nobody seems to know what to do. People in upper administration blame each other and pass the buck. Once we heard that we should accept less because it costs less to live in a rural area. That's a crock ... We don't understand how the budget is prepared. The non-teaching administrators are not evaluated. Equipment and departmental operating budgets have been the same for the last five years. Our labs are not up to par with the other colleges.

"It is easier for a student to transfer to Idaho than to UNR. UNR did not seek input from us about their core curriculum."

Composite complaint, TMCC

"We have no salary schedule. So new hires are brought in at salaries higher than those who have been serving the college over the years. That is not good for morale. There is a disparity between part-time salaries at UNR and TMCC, and that shouldn't be if we are equal partners in the UNS. We are a caste system, not a system of partners.

"We hope the Legislature will allow merit pay to continue to be distributed equally because determining who is "excellent" becomes divisive. Discontent spreads. Having some people judged "excellent" destroys the faculty closeness. We don't have the cooperative atmosphere we used to have here.

"Faculty are never involved in the budget-building process. The 25.2:1 faculty-student ratio at TMCC and CCCC is too high compared to the 22:1 level at the universities and rural colleges like NNCC. The comma people (a reference to UNR) established a core curriculum that no one understands. When TMCC tried to establish ranks and titles beyond 'instructor', it was rumored that the attempt was shot down by the regents and that UNR didn't want TMCC faculty to hold titles such as professor.

"A community college advocate or coordinator may be needed in the Chancellor's office. Ever since the CCD was dissolved we've gone our separate ways . . . We believe the community college concerns never get discussed by the regents.

"Not everyone here believes that a governance system appropriate for universities is good for community colleges. Nearly all of our students are employed full-time and attend class at night, but the whole operation is geared to the daytime. We're modeled on the university, but we aren't a university. The TMCC Faculty Senate feels left out of decision making. When Frankie Sue Del Papa was regent, she adopted us and visited us. We need a regent to adopt us."

Composite complaint, WNCC

"The regents definitely give most of their attention to the universities. They allow the universities to exclude us when they make decisions that will have an impact on us. Where does shared governance begin and end? Does it just mean that people can come to regents' meetings and listen. There's a feeling that we're left out. Certainly rural students are the last to get any consideration. The urban colleges get better funding.

"Community colleges are supposed to focus on technical education. But there is little straightforward funding for it, and everybody knows it costs more than traditional programs. The FTE-driven funding is a cop out. Who has ever seen an FTE in a classroom? It's hard to serve 3,000 when we're funded for 1,000.

"The pay for part-timers is pitiful. It's half that of the universities. We just can't compete with them for part-time instructors. So we have a built-in deficiency "

Leon Lucchesi, Reno

THE SILICON CHIP AND COMMUNITY COLLEGES

Before coming to Elko in 1971 he had been an instructor at Truckee High and before that at Reno High. He spent one year at Elko. In the early 1970's nobody knew what direction electronics was going. Intel had recently introduced the first microprocessor. That was going to change not just electronics teaching. It would also force education to make adaptations--to build computing centers and to learn communications technology. During the 1980's when computers really got going, the community colleges capitalized. Hordes of students came wanting word processing. Not one student in a hundred wanted to learn computing. They wanted word processing. So they would come back again and again as software changed. With the transition to computing, the community colleges' business departments really got famous. Maybe private enterprise could have done the job. Community colleges seized the day when computing became an everyday requirement.

Lucchesi moved from Elko to Yuba College, teaching electronics there for ten years. There he would be close to high-tech companies. Hewlett Packard, a large solid-state manufacturer, was located nearby. His students got to see high-tech and the Silicon Valley in their adolescence. They got to meet the great innovators like Bob Noyce. "We placed my electronics students in high-tech jobs."

Lucchesi started his own computer company. It grew so rapidly that it doubled in size every year for seven years. It failed when the Yuba River flood of 1986 put it under twenty feet of water. "I went from rags to riches. Within twenty-four hours, I went back to rags," he says. He decided to return to teaching and took a position at TMCC in 1987.

I can still picture people in Reno in 1965. Reno was a toytown then. I would take high school students out to Stead to visit the Learjet facility and observe Bill Lear's steam engine project. We would wander around Reno very casually. Reno was just like Elko is now. People talked to each other on the street. It was easy to get around.

In the 1960's the university had a few technical programs. And so did Washoe adult education. But they were all isolated from each other. The university, the adult program, and Reno High--they didn't interact at all. Reno had the MDTA program, the Manpower training Jim Eardley headed. Students were trained to fix things like washing machines and fridges and TVs. That was considered high tech by Manpower. High technology hadn't come to Nevada then. The state was technologically closer to 1900 than to 2000. The microprocessor had not been invented yet, so slots machines were still mostly mechanical in 1965. But electronic slots were about to come on line.

I moved to Elko in 1971 to teach electronics at ECC. The electronics lab was on the second floor of the old grammar school. The equipment was just piled up, and my wife and I worked two weeks getting the place in shape. The last teacher had skipped town. The lab was a corner room and I could see a one-inch crack in the building. I could see the sky through the gap. I was afraid that if I leaned on the wall it would just collapse. When the college moved to its present campus, the building--Elko Grammar # 1--was demolished.

I said to my wife, "Well, we're here. Maybe I should have gone to Australia. But I chose Elko." I'm really glad I did, although I stayed only a year. You could talk to all the faculty in a five-minute walk through the old building. They almost considered themselves a family. They coffeed with each other, they walked down Idaho Street together, they partied together weekends. They even went to the seafood buffet at the Stockmen's and ate all the lobster they wanted for two bucks. And I mean "all." Some people would eat four or five real Maine lobsters.

Looking back, I think ECC was the purest form of community college I've known. There was no border between the town and the college. I doubt you can find that anywhere nowadays. Truckee Meadows is not a community college. It's a junior university, a stepchild of the system. All that counts is what happens in the transfer courses. Technical education costs money. At TMCC, if it costs money and doesn't have huge FTE counts and if the course doesn't transfer, it has a very low priority.

Maybe we should have stayed in Elko. But the town had no need for electronics. I doubt anyone had even heard about microprocessors. Bruce Aranguena was one of my students. His father had the A&W. The big thing was how to keep the refrigeration compressor going. It was all mechanical technology. Heck, the town didn't even have parking meters, and only two stop lights. What I really taught that year was basic electricity. Now, of course, they have a great industrial electricity program out there to serve the mining companies. But then we looked at the rainbow and left.

Community college instructors in technical education are always having to contend with the academic side of the college. The academics have big numbers of students. Social science has bodies, and that's the bottom line. It's real popular here. If you go to high schools and recruit, half the males want to be cops. So they take sociology and psychology . . . a lot of social science. They've seen Terminator and Son of Terminator and Terminator III and want to be authorities in action. And the females--it's public relations for many of them. There have been several pictures of UNR women graduates on the front page of the paper this May who got degrees in public relations. But when you start looking for grads in technology, you see only a handful and they're mostly foreign born.

One reason technical education is so backward in Nevada is that the state almost goes out of

its way to be known for low wages. We're nearly a minimum-wage society. The gaming industry demands technicians but the wages stay low. People who come out of my program with a degree can get \$10-15 an hour if they leave the area. If they stay here, their starting wage is \$6 an hour. They'd probably be better off bussing tables or making casino change, because they'd get tips. Actually the casinos don't want people to come in trained. They start their people out sweeping the floors or making change. They watch them for two years and if they see that the person isn't a thief, that person can get a slot technician job. After they have some experience, IGT will hire them. IGT doesn't come to TMCC for technicians. So, in Nevada, the main industry really doesn't care if we educate people or not.

In spite of the Nevada economy, we do some great things here. We have a "technology conference" every year. It's a kind of "Where Are We Going?" thing. People come from all over the U.S., Canada, and Australia. Some are electronics instructors who are amazed at some of our activities, especially our individualized instruction. We have integrated computer-based instruction. Capable students can really accelerate their pace. Others go the regular way--the classroom lecture and lab program. They can succeed but at a slower pace.

Judith Eaton, Ed.D.

CELEBRITY OF COMMUNITY COLLEGES

She was an unforgettable presence. She had style. She had verve. She became president of CCCC in 1979, during a turbulent period for the college. She was the first woman to be president in postsecondary education in Nevada. When she left in 1983, she had raised the consciousness of Las Vegas about CCCC. She was not merely a celebrity who made cameramen go wild, but a legend. In Las Vegas people liked to get their picture taken beside her because she was likely to have a media blast. The men of the education establishment disapproved.

I met her first in the Jot Travis Student Union at UNR. It was during the recess of a regents' meeting. Unlike most community college presidents I had known, she pushed for academic achievement. She advocated an honors program at CCCC for liberal arts students, a move that was questioned among the men of the UNS Academic Affairs Council. In Jot Travis that day, she complained that so many students were transfixed by the several television screens.

I think perhaps her identity was lost in celebrity. She was a goddess among mere mortals of the establishment.

"There are two immediate reactions that I have when asked to characterize Clark County Community college and my years as its president. First, that CCCC was, in many ways, an emerging institution, still defining its educational role. Second, at CCCC, as with the rest of Nevada, everything was political.

When I say that CCCC was an emerging institution, I mean that it was young, growing, and still feeling its way toward establishing its educational role in burgeoning southern Nevada. CCCC's mission was that of the comprehensive community college. It sought to provide liberal arts/transfer, occupational, developmental and remedial educational offerings and to sustain student services and community services. Its liberal arts offerings were mainly in the traditional disciplines. Its occupational offerings reflected the community it served--gaming and the hospitality industry and the financial community. CCCC's interpretation of its mission was very much within the mainstream of the national community college enterprise.

The community saw the college as a site of educational experimentation, a place for occupational training, an alternative to the University of Nevada, Las Vegas. It saw the college as one response to minority education. It tended not to view the college as a serious academic institution. Much of the community conversation about CCCC suggested that the institution was not viewed as part of higher education, but something in between high school and the University

of Nevada System.

The college housed competent academic professionals with a great deal of pride and dedication. They saw themselves as collegiate faculty genuinely concerned with building educational opportunity. They were anxious to serve--not only in traditional campus-based ways but also through extensive outreach programs throughout southern Nevada and through important training programs through the American Institute of Banking, apprenticeship training with the construction trades, and the old Comprehensive Employment and Training Act (CETA). The intersection of institutional self-perception and community expectation was a busy crossroads at which, over time, CCCC would assert its place in the community. But, in the early 1980s, there was more to be explored than had been answered.

As its president, I frequently found myself in the position of urging support for the college in terms with which the community would identify but that only partially described the direction in which the college itself sought to move. For example, within the institution, interest in the humanities did not need to be justified in terms of its relationship to occupational programs. In the community, however, humanities education needed to be seen as an adjunct to career education--rather than as worthy in its own right. Even some of my colleagues within the University of Nevada System thought that I was being "high falutin'" about the community college.

Developmental and remedial education was viewed within the college as an indication of the serious commitment to educational opportunity. When speaking to legislators, however, I had to justify developmental education as ensuring effectiveness. If I attempted to justify it in opportunity terms, I was curtly told that the state already had invested in elementary and secondary education and should not be paying--yet again--for this kind of education through taxpayers' support of the community college.

Everything was political. Money was political--and a chronic problem for CCCC. Indeed, when compared with support per full-time-equivalent students at other community colleges around the country, CCCC was very poorly funded. Full-time staffing was a serious issue. Legislative action kept the complement of full-time faculty and staff much lower than national community college norms and limited the scope of our service..

Establishing the degree program in gaming was political. Private schools specializing in dealer training attempted to discourage an associate degree. CCCC eventually prevailed, but not without great discussion.

Closing down the aircraft maintenance program was political. I remember answering my telephone one afternoon with Senator Howard Cannon on the other end. He identified himself and asked why we were not going to provide this service.

Building a second campus was political. The Henderson site where the second campus was constructed was challenged by those who lived in West Charleston. They argued that there was greater need in their area. Some of the North Las Vegas community around the Cheyenne campus were uncomfortable with investing resources in either Henderson or West Charleston rather than North Las Vegas.

Reducing administrative staffing--a mandate laid down by the Legislature prior to my arrival--was political. I chose to use this as an opportunity to reorganize the college. Some of those affected by the reorganization made their unhappiness known to various office-holders. I recall meeting with Senator Paul Laxalt in his Washington office about several matters--one of them was whether he had any concerns about the reorganization. Thankfully, he did not.

Staffing the new Henderson campus was political. I made a major staffing change at that site and recall a member of the Board of Regents, seeing me enter a party immediately after a board meeting, raise his voice and call out, "Hey, Judith, you *#-*+#@. I want to talk to you." He was unhappy with my decision about staffing the Henderson operation.

Talking was political. I remember one of my first regents' meetings when I talked about the college and "Ne-vaa-da."

My good friend, Joe Crowley, UNR president, leaned over to me and handed me a piece of paper on which he had written "Ne-vae-duh."

"That's how we pronounce it here," he said.

I loved almost every minute of it.

Herman van Betten, Ph.D., Henderson
THE ADMINISTRATOR AS SUPERMAN

He is the executive director of the Henderson campus of CCSN. An ex-English professor at UNLV, he became director of the division of communications and art at CCCC in 1982. A tireless supporter of the Democratic Party, he has beaten the pavement for many candidates and issues. He has served as an elected member of the Clark County School Board. I met him first as a member of the Nevada Humanities Committee in 1972.

I visited with him again when he became a candidate for NNCC president when Bill Berg retired. I knew he would not get the job because he would be perceived as a liberal and he was from Las Vegas.

I finished my formal education at the University of Southern California, but I still had to complete a dissertation. It seemed that Nevada Southern University was the place to go in the mid- 1960's. I would be only 45 minutes by plane from my dissertation committee. So I took a position in the English Department at NSU, which was about to become UNLV. By the time I finished my dissertation, the market had dropped for English teachers around the country and there were no jobs anywhere else. I had planned to be in Las Vegas for a couple of years, and then go to a "real" city and not stay in this tinsel town in the desert. Las Vegas was really small in 1967. In those days, the faculty would go over to the Strip for lunch and be greeted by name by waitresses.

So I was stuck in Las Vegas. Patricia, my wife, never bought furniture because she saw so many transient people that she thought nobody wanted to live in Las Vegas. She didn't exactly have fear and loathing, but she did want to go back to the East Coast where civilized people lived.

The longer we stayed the more we actually began to like the place. We liked the political atmosphere, and we got involved. I was elected to the Clark County School Board in the late 1960s. Then I became president of the Nevada School Board Association. I traveled around the state and got acquainted with Nevada. I will always remember Warren Scott from Winnemucca, who was a school board member. He always pushed for a community college in Winnemucca, just like Father Caviglia did in Henderson. He was exceedingly conservative, and I must have come across to him as a Pinko. But we became friends. I suspect my friend, Mike O'Callaghan, has the same feeling for I once made the TV news marching with the welfare moms on The Strip.

I received tenure in the English Department after Nevada Southern became UNLV. I moved

through the academic ranks to associate professor during the 1970s. In 1979 Judith Eaton became president of CCCC. She was a very exciting personality. She became extremely popular and galvanized the community. As a matter of fact, when she left in 1983 the Chamber of Commerce had a huge dinner for her--something they had never done for any college president.

I got to know Judith on the social circuit. She came at a time when the CCCC did not have a good name. In fact, the place was a joke to many people. People thought that CCCC had poor standards. In the mid-1970s the college schedule was riddled with errors. The schedule even had grammar spelled "grammar" a dozen times. People in the community saw some of the early presidents experimenting with education. One president had emphasized individualized instruction and put a lot of emphasis on audio-visual teaching.

People at UNLV looked down on the community college. But some of them were fearful of it. They imagined it stealing some students away from UNLV, which wasn't growing all that much in the early 1970s. Faculty at UNLV needed freshmen students so they could justify teaching assistants for introductory courses.

CCCC started in 1971. Suddenly some of the UNLV courses I had been teaching jumped from the freshman and sophomore level to junior and senior courses. I was teaching classical mythology, a basic course, that instantly became a senior-level course. And for no reason. I mean many students who enrolled didn't even know where Greece was, let alone the hierarchy of Greek gods and heroes. I think the same thing happened with other courses. It was protectionism. Friction commenced between UNLV and CCCC, especially among the business faculty. The dean of the business college at UNLV looked upon CCCC as a kind of varlet.

After I had moved from UNLV to CCCC in 1980, Judith Eaton announced my appointment at a Board of Regents' meeting. The business college dean, a friend, turned pale when I saw him. "Herman, tell me it isn't true!" In his mind, I had become a member of an unsavory underclass.

The college gained respect gradually because of Judith's promotional activities in the city. But not much was changing internally. She was dynamic and flashy and the flashbulbs went off around her. There was really no time for substance then. People began to see the CCCC as something more than Tumbleweed Tech on the northern fringes of North Las Vegas. The reality of a good college would come later as standards gradually improved. Today, I think the community believes that the college has very high standards and has a vital place in town.

In 1982 there was an opening for Director of the Division of Communications and Art at CCCC. The division was an odd conglomeration as so often happens in colleges when departments are thrown together because of personalities rather than any philosophical underpinning for them to be together. The division included printing and graphic arts, computing, English, fine arts, drafting . . . you name it . . . anything that could vaguely be deal

with communication or art. After a couple of national searches, no one was hired. One of my former students, Harvey Allen, a doctoral student at UNLV, actually asked me to apply for the job. Normally, I would not have listened. After all, I was associate professor of English and director of Freshman English and I had tenure at UNLV. Only an airhead would think about moving to a community college with a poor reputation. But Harvey convinced me to apply. He told me that I wasn't exactly the stereotypical English professor who had to lock himself up in the library and write articles for *PMLA*.

"You're a people person, Herman. And community colleges are people's colleges."

I had been deeply involved in the community and especially in Democratic politics. So I applied. But there was an irony. Jean Ford, who had been in the state senate, came to me and said she was not going to be a candidate again.

"We'll have to get busy and find someone progressive like you to be a candidate," I said.

"The Democrats have had a meeting to brainstorm for a good candidate," she said.

"Wonderful," I replied.

"They've decided that person is you, Herman. They want you to run in District 7," she said.

Of course, I agreed. I had been a loyal party worker. I had supported the cause. Now it was my turn, and I was pleased.

But when I was selected for the CCCC position, I began to realize that state senators were paid only \$6,000, and that I would probably be in Carson City half a year. With four children to raise and bills to pay, I couldn't afford to be a senator. This happened as I was being offered the CCCC job. I remember Judith Eaton saying to me, "I wonder whether I should offer you the job, or have you run for the senate where you could be of so much more value to us." I explained my financial problem to Judith, and went to work at CCCC.

I had four secretaries: Celta Hanning, Rita Bedford, Doris Rallo, and Bill Schmidt. The division had been administered part-time by people from other parts of CCCC, and it was pretty much chaos. No records existed to back up decisions that had been made. On my first day the head secretary was negotiating with one of the part-time instructors who wanted a raise. After some fiery words, she finally decided to allow a \$1.50 per hour raise. Later, I had to tell Celta that it was my job to discuss pay with instructors. Then I realized that no pay scale existed. The place was a mess. Thereafter, I worked six-day weeks and 10- to 12-hour days trying to bring some order to recordkeeping and part-time pay. Naturally, some people in the division took exception to changes. They believed they were getting screwed, and I was unpopular with some people at first. But after two years, the division had policies and order, and most people believed I had been fair.

The Henderson position--executive dean--opened in 1984. Mary Burnett had been the

administrator of the Henderson campus since it opened in 1951. (**QZ Date correct?? Also see next para**) Before her Betty Scott had been the coordinator. Actually Betty was the person who put the Henderson program together. She and Fr. Caviglia had nursed the college while it was based in St. Peter's Church. Betty eventually became full-time and had a real sense of ownership for the program. She and Fr. Caviglia complemented each other well. They did the political groundwork. She, I think, built excellent community relations, and he helped get the first building and the land. And then he helped design the building and opened the campus. Jim Gibson pushed the legislation through to get \$1.2 million for the building. Land was donated by the City of Henderson. Bucky Buchanan was chairman of the Board of Regents and faced a tough re-election campaign. Henderson was part of his district and he pushed for a Henderson Campus.

At the grand opening ceremony in 1951, the people of Henderson were in for a surprise. They had watched the college grow with Betty. She was one of the most beloved people in the whole town. They loved her dearly. Well, Judith Eaton hired Mary Burnett for the job and, to put it mildly, that caused consternation and disbelief in Henderson. The people became extremely angry that Judith had hired a stranger when the program was going so well. Judith reasoned that the Henderson administrator had to have a doctorate and that ruled Betty out. She received a letter in the mail when she returned from vacation.

Both newspapers editorialized extensively about the decision. "The college is a political football," one writer wrote.

Mary Burnett was a good administrator but she walked into turmoil. People in Henderson wrote letters to the editor attacking the college. She was unable to build bridges in Henderson. She did not enjoy socializing, and that aggravated the situation. The college actually started to lose a few students, and it really couldn't afford to do that. It was a sleepy little one-building campus and not much was happening.

In 1984 Mary Burnett left for Washington. I applied for the job of director and was selected. There were editorials about the position. The town-and-gown battle was continuing. The *Review-Journal* had an editorial about promises made by Paul Meacham, who became president after Judith Eaton left in 1983. According to the editorial, Paul had said that the new director would have free time to work out in the community. The college had once been the heart of Henderson. Now the college must again become a part of the community. Naturally, when I set up shop I joined everything possible. I became a Rotarian. Mary Malley was my assistant at the time. Officially she was the evening coordinator. Mary was a tireless worker who would come in on Saturdays to plan strategy. We set up tables with CCCC banners in supermarkets. We stopped people pushing grocery carts to tell them about the Henderson campus. We stuffed

CCCC fliers in grocery bags at Safeway. We made posters about college programs and put them in 7-11's and laundromats. I wrote a column about the college for the weekly paper "Henderson Home News."

It was a lot of puff, but the attitude had become so negative that I was pulling out all stops. I made believe we were a full-fledged college, even though we were still having course transfer problems with the universities.

To back up my public relations blitz, I started immediately to work on getting a second building for the campus. I saw great potential in Henderson. The town was growing, like the whole area, and the place really needed the services of a college. To promote the idea, I made courtesy visits to Senator Jim Gibson, to the mayor, to anybody who would let me talk. And I repeated my story about the wonderful Henderson program 10,000 times.

In my rounds in the community I went to see Selma Bartlett, the director of First Interstate Bank. I think if you polled Henderson, Selma and Fr. Caviglia would be ranked at the top of three most important people in town. You'd take your pick for the third. She was a dynamic lady and it was easy for me to believe that she engineered the entire development of Henderson through the bank.

I sought her opinion on college goals.

She believed that the Henderson campus was an abandoned orphan and that the Cheyenne campus held back funds and stymied growth. She said, "I asked President Eaton about the budget, and she told me that the budget was none of my business."

If you knew Selma, you would know the true meaning of fury after such an exchange.

So there were obstacles for CCCC at Henderson. Not only was Henderson upset, but the usual organizational problems cropped up. I went there as director, later I was titled Executive Director, then Dean of the Henderson Campus. But Henderson had been made a sort of appendage to Cheyenne. The position became less executive and more like that of a caretaker. Few academic decisions could be made independently of the Cheyenne Campus. The courses had to be approved by Cheyenne, and the instructors had to be approved by Cheyenne.

When I arrived I had the opportunity to shore up the college by improving the qualifications of the part-time instructors. We had a part-time typing teacher who couldn't type. Somebody was teaching data processing who was computer illiterate. I did manage to make some changes for the better. We were able to get a top-notch lawyer to teach criminal justice, a general counsel vice-president to a major bank to teach real estate and a bank president to teach finance. And every time I did something right I went to my computer and reported it to Henderson in my column. We didn't have much--a smallish building on the edge of town with only 14 classrooms. But people in Henderson came to believe we were a genuine college.

My time at Henderson has been sheer delight. I rather liked the campaigning required to develop the campus. Someone has said that the UNS colleges exhibited a frontier mentality. No doubt about it. The frontier spirit is behind our overwhelming growth. That mentality is crucial to our building empires on a campus. Adding buildings and programs makes us think we are changing for the better. It's a response to dissatisfaction with the status quo. That's what southern Nevada is all about.

June Whitley, Las Vegas
NEVER TOO BUSY TO HELP

She has been a member of the Board of Regents since 1979, when she was appointed by Governor Robert List to complete the term of Brenda Mason, who moved from the state. She has been twice elected to the board and has served as its chairman. She attended a junior college in California after high school. She describes herself as a people person. When she moved to Las Vegas, she became active in political campaigns. She worked politically in the black community for Robert List, who became governor following the O'Callaghan era. List was hesitant about appointing her a regent because she had not finished a degree. But her supporters convinced List she was not only capable but indeed the best person to appoint.

For many people she embodied hope in the establishment. She was champion of the neglected and the dispossessed in a system with few bridges to them.

I enrolled for classes at CCCC before I became a regent in 1978. I worked for Centel and wanted to improve my business skills. When I was appointed to the board I knew nothing about the universities. Early in my term, I spent much of my time trying to learn about the university life. In retrospect, I probably spent too much time on that and not enough on the community colleges. But I spent plenty of time in the frantic world of CCCC.

When I first became a regent, CCCC was under a dark, black cloud. God, Almighty! I had to spend a lot of time there. People would call me and report that they were having a rift with a dean or director. Or that Judith Eaton was having problems. So I would drop what I was doing and run out there. It's not too far from my home. I saw faculty members in a shouting match. I would attend Faculty Senate meetings. They resembled the "Crossfire" program on CNN. I would go to any kind of forum or meeting. I would go just to help keep a lid on things. I was a regent but I began to think of myself as a family therapist. The place was volatile. It was a terrible, terrible place. Some faculty resented my being there and said, "You don't work here, you know." But someone had to try to keep the peace. It was truly awful.

When I came on the board in 1979, CCCC had had five campus executives and countless deans in barely eight years. The administrators must have seemed like people just passing through town. And, two years earlier, the central presidency was abolished. On top of that, the university wouldn't transfer many of the college's courses. Some departments at UNLV wouldn't accept any courses from CCCC. The college had no continuity. So the faculty expected presidents to just come and leave quickly. They believed that the college was being run as a kind of break-in institution for administrators. They didn't pay any attention to the president, whoever

the president was. It didn't make them any difference because in their minds the president wasn't going to be around very long. So what the heck, who cares who sits in that office? Some felt that Judith Eaton was self-serving but they knew she was politically astute. She brought the spotlight on CCCC.

I struggled through that period of upheaval at CCCC pretty much alone. I should have gone to other people for help, but it's my nature to be independent. It was awful. Marvin Sedway would threaten us with the idea that he was going to get a separate governing board for the community colleges. That would upset board members. The board itself was certainly much more interested in university matters.

In reality, however, that pro-university attitude has changed slightly in the last few years. The community college faculties began to stand up and demand that they be equal partners in the system. The committee on faculty relations that Jill Derby chaired really did its homework. All the frustrations came to a head in that committee beginning in 1989. The faculties were threatening to unionize if their concerns weren't dealt with.

Most of the regents' time had been concentrated on university matters. It was like the community colleges were byproducts. The faculty came forth with their grievances. I think Chancellor Mark Dawson did a great deal to resolve the problems. Mark is a man who stands for fairness and he knew that the community colleges weren't getting a fair shake.

Paul Meacham has made a big difference at CCCC. He is not flamboyant person. Sometimes it seems as if he is in the background doing nothing. And all the while he is accomplishing more than people will ever know. The CCCC campus now has the highest enrollment of any institution in the system. Quietly, Paul has led the college out from under the cloud.

I have seen the whole battle and I've been in the middle of it. I think the community colleges may be arriving. They are in a position to come into their own. My concern now is that the legislators aren't putting funds where they are needed. The universities aren't able to admit all the students who want to attend. So students are getting into one or two university courses when they can, and then they're going to community colleges to complete a full schedule. So what's happening is that the community colleges are beginning to look like liberal arts colleges. And it's because of a lack of funds for the universities.

The community colleges were created for people who weren't planning to go to a university. Only 20 percent of their effort was meant to be in liberal arts. It is much more than that. So the community college mission is compromised.

Candace Kant, Pd.D., Las Vegas

She came to CCCC as an instructor in the fall 1976. She was hired to teach U.S. history and Nevada history. Her dissertation on Zane Gray's Arizona has gone through two hard printings and a soft cover.

In 1985 she became director the of the social sciences division. Three years later she returned to teaching, her first love, but became coordinator of the social sciences.

I recently completed a short history of CCSN. Dr. Meacham wanted it for the twentieth anniversary in 1991. It had to be very objective. I based the narrative on newspaper accounts of the college. I found that there was a pattern in the development of CCSN. The pattern sort of fell into four major categories--the early struggling years, then a real period of instability, then a period I called the "Eaton era" because nobody can describe it--it was a time of high style. Then came this last period, which coincides with Dr. Meacham's presidency. It has been a period of stability, maturity and growth.

It's really amazing how closely this pattern ties in with who was serving as the CEO. The period of instability occurred after Steve Nicholson's departure in 1976. There wasn't predictable leadership at the top. The college had a lot of changes and people at the top were merely "acting presidents". Because they were looked upon as interim leaders, they could not really give a direction. The presidency is crucial for an institution. It has to set tone and direction. It conveys purpose.

So the metaphor here might be that of an individual being born and going through stages of development in an insecure family until adolescence. That's what I saw when I was researching CCSN's history in 1991. From 1971 until 1976, the college struggled. It was fighting for survival against plenty of hardships. After the fall of the CCD, there was a succession of brief presidencies and acting presidencies, an unsettled time. Then came Judith Eaton like a whirlwind. There was a style there, just the word style. She had style. You know a term that is often used to describe Judith is "ruthless." When she made a decision that decision held forever. Whatever she had decided was going to occur, that happened regardless of the costs. She would die on principle.

We've seen Paul Meacham change since he came here in 1984. When he first arrived I think he was a little uncertain about his place in the pecking order, and I think he was reluctant to exert his personality in a leadership role. But in the last few years he has just changed completely and he really is on the leading edge--sometimes fighting for this institution. One of the things that I learned about Paul as I was doing research was that when he came to this

institution in 1984 he saw that we had a terrible internal problem. We did not respect ourselves. We were a relatively new institution playing on the same playground as UNLV. We often were our own worst enemies. We regarded ourselves negatively, second best, of some inferior quality. Paul realized this and in a very quiet way he set out to improve our self-respect and our morale. The way we look at ourselves has changed. Now we take great pride in ourselves. I really think that a lot of that is because Paul saw the problem and he quietly worked to solve it. He did it without making a big splash, without saying, "Now we're excellent." We just worked towards excellence and we kept acknowledging the things that we did that were good. In that way we built a sense of camaraderie, a sense of pride in CCSN.

Some of the heated controversies came to a head in the Eaton era. I was teaching faculty then and not close to the decision making, but I do remember the controversy over the Henderson and West Charleston sites. Which would get a campus first? I believe that there was one study that indicated that the West Charleston site might be superior but it might have certain social ramifications. Some people thought that Cheyenne would become a black campus and whites would go to West Charleston. Then we backed off on that. Henderson got the campus first.

Judith Eaton was, I think, the first woman college president in Nevada history. I don't think being a woman was a negative at all. I think Eaton flew into town and took over the place right from the start. I remember her inauguration. Actually, you could call it her coronation. It was a joint ceremony with UNLV. The regents had not done this before. UNLV had a new president - Leonard Goodall. We had a new president. So there was a ceremony for the two of them. All the faculty dressed up and many community leaders came. It was done very nicely. Judith upstaged everyone in that setting. First of all, she was a very attractive person, and she carried herself very nicely. Thirdly, she was such a dynamic speaker. She was just like a shining star sparkling on stage and, frankly, the men kind of faded into the background. This is a frontier state and one of the legacies of the frontier is chivalry towards women. I mean there's a negative side to that, but I think that the men in the state perhaps gave to us advantages of some edge that they thought made them more manly. I think she was able to take advantage of that politically, but doubt that she fit very well in the UNS.

Dr. Meacham is the first black CEO in the Nevada system. We sort of look at that and think that we're on the edge of cutting change. We're pioneers. When he was first selected, there was some flak within the community and also internally with the faculty. I was not really a part of that flak. I do not think that the reaction was because he was black. It was really a protest because there was a favorite son, Dale Johnson. Everybody thought highly of him and was hoping he would get to be the president, and he didn't. There was some reaction to that, but I have never run across anybody who said or intimated the reaction was because the selection

avored a black man.

Sure, a few rednecks in Las Vegas reacted to a black being president. There were some hate letters to the editor . . . that sort of thing. Paul was aware of it, but being the sort of man that he is he made the decision before he arrived that he was not going to react. He was going to rise above it and be a bigger person, and he's done it.

For a long time CCSN wasn't growing. In the early 1980's it was stagnant. The enrollment wasn't increasing. So we couldn't hire faculty to expand offerings. The 1981-82 time period was a period of recession. That really was reflected in the growth of this campus. It took us forever to recover from that. The newspapers made a big display of our drop in enrollment. I truly think that the fundamental growth of CCSN has occurred between 1989 and now. The last few years have been dynamic. At a pace that I can hardly keep up with. I've seen more change in the past three or four years than in all the time I've been here.

Externally, I am trying to look back to think about the prime movers. Claude Howard has been one of the college's main benefactors. He gave money for the West Charleston facility. He has been really oriented to UNLV, and I think continues to be. But later he gave money for an expansion of the health sciences center.

I have been blessed with some excellent students. All I wanted to be was a teacher. To me, that was one of the highest callings. There are days when the classroom can be very tedious, especially when you're dealing with the same material that you've dealt with over and over again. It's not new to you anymore even though it might be new students. But, the students themselves and their reactions to instruction--that's what makes my day worthwhile. The times that I am in the classroom are real up times for me. They are the good times. It's when I come out and have to do the paperwork . . . that's when I question my career. I never question the teaching. We seem to have ever more loads of paperwork.

In my area we have about 40 part-timers. We have 10 full-time faculty. We have good part-time people. They are dedicated and they really enjoy teaching, not because of pay, but because they enjoy the teaching. We really should have more full time faculty--people who have committed themselves to teaching. The situation is better now than it used to be. It's improving--the ratio has changed. The part-time to full-time funding ratio has improved and I would say the actual ratio has improved slightly in our area. We've been able to do some full-time hiring, but the real improvement on the part-time ratio has been in other divisions of the college. I think it's been in the technical fields and health science.

There have been some missed steps at this institution, especially during the early days. I think of one faculty member in particular--Rick T., who was here is now in UNLV. He was at odds with the administration and I am not sure of all the details but he was off on vacation and lost

his job while he was away. I got to know Rick after this had happened. His experience around here was not a good one. But I think the system as well as the institution tends to be a little bit more careful now. . . . I think we're growing up.

Alan Balboni, Pd.D., Las Vegas

HOLY ADAPTABILITY!

He is a large man with an inimitable voice with powerful imagery which contrasts with his gentle nature. People place their confidence in him because, as one colleague said, "He has no quavering tones. He does not come off as seeking alms but as a thunderous leader demanding the rights to which free people are entitled." He has been director of the division of communications, dean of instruction, faculty senate chairman and professor of political science at CCSN. As a member of the UNS Academic Affairs Council, he was a vigorous advocate of students who tried, sometimes without success, to transfer community college business courses to the universities. After leaving the dean's office for the classroom, he became a faculty leader who tried as Faculty Senate chair to improve faculty relations within the UNS.

I think he took on tough issues that the other leaders wouldn't touch. Whether as dean or faculty spokesman, he was among the first to show that a single, informed voice can produce change. His contribution has been significant because he shot straight.

He is a scholar who has spent several years researching the Italian-American influence in southern Nevada. He has published refereed articles on the topic and is writing a book on the subject for the University of Nevada Press.

I met him first when he became a member of the UNS Academic Affairs Council, following the departure of Jerry Young, who became president of Chaffey College in California. I saw him last when he gave a public lecture on Italian-Americans at NNCC in 1992.

After being the chair of the CCSN Faculty Senate, I passed the gavel to Candace Kant. I became again a teaching regular in the faculty. I have been able to see a community college from the perspective of division director, academic dean, Faculty Alliance president, and community college professor. But the best perspective of all was being on sabbatical in 1990-91. I was able to do some writing about Italian Americans in southern Nevada. That kept me out of trouble I had encountered in faculty politics over nearly four years. But I'll be back. I'll probably run again for senate chair in a few months because I like that sort of thing. Gets in your blood. A college is rich and raw in politics.

Why would a Bostonian come to Las Vegas? I had been teaching at Boston State when it was merged with the University of Massachusetts. It was a difficult merger, as those things often are. People who have grown up in Boston don't usually leave. But the merger caused conflict and bad feelings. Academicians don't like change, and the merger was disruptive. But even with several thousand faculty, administrators, and staff affected, only two of us left Boston.

I came out for an interview at CCCC in December 1951.(QZ Date??) The dry, warm desert air made me feel good. I had visited Las Vegas once before, and even then I thought it would be a great place to live. So different from Boston, so completely different. I remember at the airport that well-known entertainers like Toti Fields and Liberace talked on the public address system, telling people to stand to the side and let the fast-steppers pass on the moving walkway. They joked as they played police. I liked that kind of creativity and spirit. I liked Las Vegas.

I had lived half my life by the time I decided I wanted to live in Las Vegas. My wife thought I was crazy, as she often does. When I was selected as a finalist for director of the division of Liberal Arts and Social Science, she said, "Just go out there and interview and have a good time, but don't take the job seriously." My heart swelled with excitement.

I talked first with Tom Brown, the personnel director. He picked me up at the Union Plaza Hotel and I talked with him a few minutes before the interview. He was refreshingly honest. He talked openly about the politics of the UNS and the politics of Las Vegas. He was far more forthright than his counterparts in New England would have been. He had class. The people of the interview committee were genuinely friendly.

I had prepared myself as best I could by reading many of the books in the library pertaining to community colleges. I had some understanding of their mission, but I had never been on a community college campus before. I had taken some post-Ph.D. courses on community colleges. And I had worked with community college people when I was the director of the criminal justice program at Boston State. Most of the students in the program came from community colleges.

I must have done a good job in the interview, for afterwards I was introduced to Judith Eaton, the president. After meeting her, I said to myself, "This place is different." She walked into the conference room wearing a flaming red, form-fitting dress. I could not imagine any college administrator in New England dressing in bright red. "A female president," I said to myself. "This is truly a different college . . . I do believe."

My thoughts were broken by her assertion, "It's very nice . . . all those compliments you gave to Las Vegas and your enthusiasm for CCCC, but I can't believe you would leave a tenured position in Boston, even with the merger, to come out here to a developing college." I tried to assure that I wanted the job, but I was distracted by her verue. **QZ**

After meeting Judith I visited with Dr. Jerry Young who has since gone on to be president of a couple of colleges. I told Jerry, who was academic dean, that I really was serious about moving to Las Vegas and to CCCC.

Back home in Boston I told my wife that I didn't expect them to offer me the job. She said, "I prayed that they wouldn't offer it to you." I decided to write Judith Eaton a note stating that I would come as quickly as possible if I got an offer. When I got the job, my wife didn't complain.

She would give up her job with the Massachusetts Public Welfare Department.

We drove to Nevada by way of Arizona. At Kingman, the weather warmed. "Ah, this is the place to be. I'm so glad we left Massachusetts." On my return to the Cheyenne campus, the people were just as friendly as I remembered. And forthright, too. I liked that, for it was my style also to go directly to people and be up-front.

My division included programs called resort management and criminal justice. I had plenty of experience with that. I had developed a legal assistant program in Boston. I felt really good about that. And I also enjoyed talking to the instructors in the casino-hotel courses, especially Ray Eden and Russ Anderson, who has passed away. In my spare time I began reading Nevada history. Candace Kant, who was completing a Pd.D. in Southwest history, had plenty of insight into the state and its eccentricities.

Jo Ann Zahn, that super person who is now secretary in Herb Peebles' office, set a relaxed tone for the division office. "This is too good to be true," I said to myself, as if I was foreshadowing the future. While I was enjoying the job, division faculty would congratulate me on how hard I was working. I told them I really appreciated the relaxed atmosphere, which was so different from New England. I came to work at 8 a.m. and stayed until 8 p.m. And people would say, "You'll kill yourself doing that." Little did they know that with the Boston area traffic, I spent many hours coming and going.

The fun was not to last. A dispute broke out between Judith Eaton and Jerry Young. God only knows the origin of it. I've heard the story from both sides. But I knew that it was tragic. I enjoyed working with both of them. Over a few weeks the conflict became more severe. Jerry began to talk about going back to the classroom. His discipline was psychology. He asked me to put some classes in the schedule for him but to delay putting his name beside them. "I have some long shots at being president at a few places," he said. Soon he got to be president of a college in Oregon. Shortly afterwards, Judith announced that she would be leaving to become president of Community College of Philadelphia.

Jerry's leaving opened the academic dean's position. There would be an internal search. I applied and so did a couple of others. My colleague Dale Johnson got the job. He was one of those really good people to work with and life was great again after the tempest. Las Vegas continued to be exciting. My wife had learned to love it too. "I never want to leave Las Vegas," she said to me after a few months.

When Judith left, Dale Johnson became the interim president while a nationwide search was being conducted. Dale was very popular. Many people in the institution really loved him--both faculty and administrators. He was decent and hard working. Most people believed that he should get the presidency. As I recall, Regent June Whitley, however, was not an admirer of

Dale's, and she had other ideas about who should be president. So the college was surprised throughout when the regents announced that Paul Meacham, who had been an assistant dean at Austin Community college, got the job. I think no one was more shocked than Dale . There was great concern and tumult in the institution. Dale began looking feverishly for another job, and so did another dean--Richard Berents-- who had been a candidate.

When Paul came aboard my initial impression was that the presidency was somewhat vague to him. He would be learning, I thought. He was noticeably trying to learn quickly the "ins and outs" of being president. The job was different from being dean of a multi-campus community college. Both Johnson and Berents got jobs rather quickly. So the Dean of Instructional Services position opened again. I had tried once for it and failed. Now I would try again.

Allison McPherson, my counterpart in the division of health sciences, was a primary candidate. She was a very hard working, ambitious, and controversial woman. I was motivated to seek the position for the usual reasons. I believed I had some good ideas about improving instruction. What else can I say?

I psyched myself into high spirits for the interview. Some people coached me. I projected much enthusiasm for the job. I was chosen. Someone called me from Palm Beach about the job on a Saturday morning. I was happy. I knew, of course, that I would be entering a difficult situation. I had many supporters but so did Dr. McPherson. There was bitterness. I found the dean's position to be at least as demanding as I had imagined it to be. It was tiring and emotionally draining.

I spent nearly three years as academic dean. I can't think of anything that was truly novel about the experience. The position is a tough one. I spent much time trying to articulate courses with UNLV, especially business courses. It's a human-eating job. The faculty, in all earnestness, are always in dispute with each other. I found them to be in dispute more with each other than with the administration. And the academic administrators seemed always at war with administrators in college services. In administration, you have problems that no one else can see. The tension between faculty and administration often became disheartening.

I became dean during the time when John Unruh was Vice President for Academic Affairs at UNLV. He had just moved up from dean. The College of Arts and Letters, I believe. John was one university person who actually had some understanding of community colleges. He was no elitist. He was open to new ideas. His counterpart at UNR was more doggedly tied to the academic world. Even so, we managed to cooperate on the delivery of a health sciences program. I found people in both UNLV and UNR less likely to stand on ceremony and precedent than their counterparts in New England. I actually enjoyed coming to meetings with my counterparts from the other colleges and the universities. I think I was able to make a

contribution in my work on the transfer of community college courses. We made some real progress on that. And we initiated faculty exchange. I had the good fortune to work with Dr. Jean Thomas Simms, who became Dean of College Services. Her style was different from mine, but we complemented each other. We improved the advising and counseling effort for students.

Naturally, I have ruminated many times on leaving the dean's position. There was a parting of the ways between me and Paul Meacham. I can say that I took too seriously the problems that inevitably develop between the president of a college and an academic dean or vice president. I think we always had some differences in viewpoints as to how fast to proceed on goals. Probably I wanted to move faster on certain goals than Paul thought was prudent. That caused me frustration. He saw no need to move as quickly as I wanted to. In retrospect, I used poor judgment. I tried to push Paul at a time when he had a handful of other problems.

Our conflict arose when the Legislature was in session. Naturally, Paul had to be concerned about the good will of all the important people in the Legislature. Certainly I, being educated in political science, should have been more aware of the cost of my pushing for certain objectives. But, for a variety of reasons internal to the college, I pushed my issues hard. I pushed beyond the breaking point. Paul Meacham was characteristically generous and kind. He suggested that I stay in the dean's office until I could find another similar job at another college. "Maybe you will understand that while your goals are important, the timeliness was not correct," he said.

"Dammit," I said. I had run the Rubicon. I would do my own thing. Going back to teaching from administration for most people would be unthinkable. But I had never actually stopped teaching. Even in Massachusetts I continued to teach a couple of courses when I was a director of a division. When I came to CCCC, I continued to teach and I enjoyed it. I especially enjoyed teaching community college students. I think they have always been under-rated. Once an instructor said to me, "If you ever return to teaching from administration, you will be in shock. The students won't be like those in Boston." And, truly, they weren't. The Nevada students were better. I still have to say that to faculty, and some are unbelieving. My teaching experiences made it much easier for me to give up administration. Not that I don't look for job opportunities. I'll have to admit that I applied for over 100 jobs during the two years after I left the dean's office. I'm quite embarrassed about my lack of success. I have talked with some other people in academia who have obtained high positions after applying to only six colleges. And I've also known others who have applied for 300 jobs. While I was back at teaching full-time, I had the feeling that even if I received an offer I might not take a new job. In all honesty, I really felt bad that I didn't get many interviews. But I don't know if I would have gone to interview. In a couple of instances I was invited, but the jobs were at places in desperate straights. I didn't feel like

moving my family to a college with a history of firing deans. I learned from all this that I was dead in university circles. Being affiliated with a community college meant that my resume was among the first to be trashed by a university search committee. I felt bitter about that. But that's life.

Eventually I got drafted by the faculty for work with the Nevada Faculty Alliance. At the time, Barbara Nelson was the guiding force behind the group. She had enough insight, I guess, to suggest to me that I could satisfy what some people thought was my constant need for power. I could work with the NFA. I did. I became a candidate for president of the local chapter. I think I was unopposed. I served two years. That kept me in faculty politics. I loved Nevada politics. So often frustrating, but always interesting. At the time there was a move toward collective bargaining. Jim Richardson from UNR and Bob Rose from TMCC were deep into NFA and pushed hard for a union.

I could have done without that stint. If I learned anything from it, it was that faculty, in general, are not strong-willed. I found that a lot of people wanted me to play a major role in making collective bargaining more attainable, but they would not back me or Barbara when the heat was on. Several faculty had promised to speak out and when the time came, they backed down. They feared retribution from the Board of Regents if they spoke out. I won't name them. They know who they are. They are fairly typical faculty members. In many cases they are fine people, good faculty members, and excellent teachers. I sometimes think that many people choose to be faculty because they don't have the internal strength to be a part of the world outside academia. Academia is a very territorial world. It's a place set off for certain types of people to function.

We actually got about half the pie in the collective bargaining issue. Then my term ended without great regret. Maybe I would do it again but I would not want to go through the collective bargaining struggle.

I continued in faculty politics as Faculty Senate chairman. And I missed administration a little. Actually, I missed it often during the first year, I ruminated a lot about what I had done. I still missed the job some the third year out, but virtually never after that. I find I have a rather different outlook now. I think it would be very difficult for me to go back to an administrative role for any length of time. I would not like being immersed in the great amount of detail or putting forth energy required to solve problems. I stay away from the arguments about what color to paint classrooms. Those kinds of discussions bored me greatly and I didn't think I had any business representing the faculty on that. Still, I think I made a contribution on the President's Cabinet. I defended faculty rights, and I believe very well. I sometimes had to put my personal interest aside in order to stand by them. I think I benefitted from my relation with

the vice presidents, Jean Simms and Herb Peebles and, of course, with President Meacham. Paul had matured in the job. He even seemed to be comfortable as president. He was playing a more active role in the university system. I thought this was wonderful. This person who was the first black president in the UNS was now a senior president. He spoke out more than I remembered when I was academic dean. I was really pleased that he was more confident, more relaxed, and, in a positive sense, more confrontational. He didn't worry much now about being in a conflict. He took a very pro-faculty stance on governance issues and pay. He had become a real force in developing a community college pay scale. I spoke of my delight to the faculty. I mentioned his positive efforts formally in memoranda. Some faculty were unbelieving, of course, and suggested that I had been bought out. They couldn't imagine that we had a president who responded to faculty needs.

I liked to report to the faculty the good things that do happen. I have to say that I enjoy being in a leadership position. But I also like it to be part time so I can teach too. That way I don't have to be all symbol and fudge. So I'm rather pleased with the trip so far.

I wouldn't urge others who have been in high levels of administration to return to teaching in the same institution. I think, for most people, that move would prove extremely difficult. I'll never be an administrator here again . . . probably. But, then, Dorothy Gallagher is never going to write a book about Italian Americans.

Bob Rose, Reno

DOING IT THE NEVADA WAY

He has been teaching mathematics at TMCC from the college's earliest days. He and U.S. Senator Richard Bryan were classmates in Las Vegas High School when it was really the only public secondary school in the city. He once taught at Reno High. He has always been a watchdog for faculty issues and welfare and a force behind the Nevada Faculty Alliance. He was president of the State Board of Education when he came to TMCC.

He was a member of the regents' ad hoc Community College Faculty Relations Committee, whose members included regents Daniel J. Klaich and Jill Derby and faculty members Mike McFarlane (NNCC), and Dru Raney (CCCC). The committee's mission was to identify and resolve grievances of the community college faculties. Some individuals believe that the work of that committee not only thwarted the collective bargaining movement but also helped to raise the status of community colleges in the university system.

Collective bargaining has been an issue in Nevada's community colleges ever since the National Education Association and the American Federation of Teachers lobbied for successful legislation allowing public employees to negotiate contracts. In the 1980s nearly two in three community college full-time instructors nationally worked under contracts bargained collectively. In a "Right-to-Work" state like Nevada, talk of collective bargaining causes both administrators and citizen supporters to shudder or bristle. And when things don't go their way, faculty, off and on, make the threat.

When you look over the history of the community colleges, you can see why the Faculty Relations Committee's work of the 1980's was so very important. Until a few years ago, the colleges weren't equal partners in the system. For a long time, when money came into the UNS, it trickled down to the colleges. We were victims of double standards. I'm not sure where it all started. Probably we entered the system as unequals. Right away it surfaced when the universities made it hard on some students trying to transfer credits. My students didn't have any problem, but I was one of UNR's grads. I'd just call the mathematics department and get things cleared up if one my students had a transfer problem. But I may have been the exception. Instructors in the business department and in nursing really had difficulties with articulation.

The discrimination seemed obvious to me with the Steve Nicholson flap when he was the leader at CCCC. When I came into the community college (and I was one of the first ones in Reno) we were funded just like the universities, at least in terms of faculty. There was none of this ratio stuff. Now funding is so much for full-time faculty and so much for part-time faculty.

At first we were funded as if all faculty were full time, the way the universities are. But when Nicholson was the head man at CCCC, he decided that hiring part-time instructors would allow him to save money for other things. Maybe it was a half million he saved. It was used, not to hire full-time faculty, but to buy equipment. So the Legislature said, "Wait a minute. If you're going to staff your college with part-timers, then that's the way we'll fund you." So we ended up with a funding ratio. I think at one time it was something like 55% full-time and 45% for part-time. That was started back in 1976. Lately, the ratio has improved, but only a little since then. Maybe it's 70-30 now. We're still living that ratio down. But the universities have never had to contend with that. The name of the game is money in the university system when you get right down to it, and we were coming up a bad second.

Another early grievance was lack of tenure. The university faculty was eligible for tenure. In most of the Donnelly era, we had three-year rolling contracts. Which meant that in the spring of each year you would be notified whether or not your contract was going to be renewed for three more years or you'd have two years to find another job. The faculties asked for tenure through President Donnelly. Finally we went to the Legislature with our issue. Here we were testifying against our employer, the Board of Regents. That was in about 1977. And the Legislature was sympathetic. So the Legislature forced the regents' hand. The regents had to develop a tenure policy. It was the only way to get it done. Actually we wound up with a bit more protection than the university faculty because the bill does mention that community college faculty are to have "due process." That's a term with some power. Also, because the legislation wasn't specific, community college faculty could have a short probationary period. I think it's seven years at the universities, but much less with the college campuses. Another issue was a salary schedule. The community college faculty didn't have one. The problem developed because our real employer is the Board of Regents. I am an employee of the board, not TMCC. Therefore I should be treated the same way regardless of my geographic location. If I teach mathematics in Elko or Clark County, the terms of my employment should be the same. Well, they weren't. Some of the colleges were paying several thousand dollars less in some places for the same work.

So a lot of grievances were built into the system. The universities insisted that CCD courses had to be taught by people with a minimum of a master's degree. The universities would use teaching assistants who didn't always have a master's for lower-division courses. Then community college people noticed that they had almost no time on the regents' agenda. The colleges came off as a nuisance in the system. Regents devoted almost all of their time to university matters. Some faculty at TMCC were upset about titles. Community college faculty had only instructors, but the universities had ranks and titles. It wasn't a major issue with me.

I consider myself a teacher and I try to be a good one. But with some people a title is a big deal. My reward is my paycheck. So overall, faculty felt the community colleges weren't getting fair play.

After Donnelly and Neil Humphrey left, the colleges had no one in the UNS to speak for them. The new chancellor, Donald Baepler, was definitely not neutral. He was pure university. The colleges were sometimes treated as a division and sometimes as individual units. The talk in regents' meetings showed that. Regents would say, "UNLV and UNR and the community colleges." So the system could have it both ways. When it came to policy, we were a division. When it came to salary and working conditions, we were TMCC or WNCC or CCCC. It was divide and conquer. One of the recommendations that came from the Faculty Relations Committee was that a vice-chancellor for community colleges position should be in the Chancellor's Office. The colleges needed someone to pull things together so there would be some consistency. After they axed Donnelly there was no one to do that. The loss of a central coordinator made the colleges competitors, not cooperators. Well, there was a lot of foot-dragging on this. It went on for many years. The individual campus presidents didn't want any part of a community college administrator in the Chancellor's Office. They saw a vice chancellor as a threat to their political authority.

The work of the faculty relations committee in 1988-89 was crucial. I have to thank Jill Derby, the regent from Gardnerville, for bringing some changes. It was not easy for her. I suspect she had some problems from other regents. Some regents thought they existed as buffers between the public and the Chancellor's Office. I think she may have had problems also with the administration. Some people in the system office didn't want to hear the faculty grievances. Warren Fox, the Vice Chancellor for Academic Affairs, felt threatened. Some of the campus presidents probably were mostly hostile to the hearings. She probably got pressure from three sides--from the academic affairs office, from administrators, and from several regents. I think she did an excellent job. I think it has paid off. Most of the regents are happy with the way things turned out. We are partners now. Even the system name has been changed to the University and Community College System of Nevada. And there is a director for community college affairs in the Chancellor's Office. And a salary schedule.

The colleges had to get political to get equity. They can be intensely political. Some people here don't want to join the Nevada Faculty Alliance (NFA). They just want to teach and not be bothered. But if you compare the faculty with a cross section of the population, we are much more aggressive politically. We're almost totally supported by the Legislature, so we have to be concerned about who's elected.

Things have changed for the better. Legislators, most of them, have always listened to us. But

the system itself had us--a kind of albatross--they thought and was really interested in the universities. Now we're much more structured than when they ignored us. We're much larger, of course. The colleges have more students than the universities, in headcount at least. So we spend more time with regulations.

Times are going to be tougher. The Legislature has really treated us very well. They realized back in the 1970's that good community colleges were important for the state. Many persons have called themselves fathers of the colleges. I don't know who the father was, but I do know that the Legislature certainly ranks high as the nursemaid. But even though they have been good to us, the money is going to be much tighter. We used to have a stronger tax base. It will be interesting from here.

We're getting along toward 25 years, and it's been a good trip. But the colleges need to review the original state plan. We don't want to be wandering away from it. This place is about students, classrooms, and instructors teaching. Period. That's the way you generate the FTE which translates into the goodies that come with the budget. We need to be constantly aware that we're focusing on students.

I like what I'm doing. I walk into the classroom with excitement. I go in there with as much energy and enthusiasm as I did when I first started teaching in 1960. Teaching is important to me, and I'm concerned about the overall operation of TMCC. So I'm never reticent about giving out my opinion. I am much more of a political activist than most faculty. There has been much talk in the past about a separate board for the colleges. I'm concerned about that because of the money situation. Right now, anyway, I think it's good for us to be together with the universities. That way, we're in the same structure when we build a budget. The universities have learned some give and take. I think it is very important that the system be a single voice at the Legislature. It would be tragic for the colleges to get into a fight down in Carson.

Muriel Breland, Reno

TRANSITION IN THE HOUSE OF EARDLEY

No one was readier to love people than Muriel. She was a TMCC student who became a staff member for 15 years. She had never been in a college when she enrolled as a student at TMCC in 1974. JoAnne Dain, who was the supervisor of office occupations, recommended her for a clerical position at the college. Over the years she managed the office for deans--Ken Johnson, Bert Munson, and Ron Remington. When she retired in 1990, many people believe she was running the institution.

Right after I was hired as a secretary, President Jack Davis took all the WNCC faculty to Squaw Valley for a retreat. There I met the people I would be working with for many years--Bert Munson, Ron Remington, Pat Miltenberger and all the rest.

In my 15 years at TMCC I worked for two deans--Bert and Ron. I grew with the college and with my bosses. Bert brought a great deal to the college. He always kept students in mind in his decisions. He believed that keeping faculty keen and up to date was one of the best ways to help students. He was a working boss and was always in the middle of what was happening. He had the confidence of the faculty because he was dedicated to helping them improve. He treated the classified staff as equals.

I knew he was ill. He was born with one kidney. He went through the military that way. He was really concerned about his health but that never interfered with his work. He never missed a day.

After his death, we could function because he had trained us well. He never tried to control everything. But we missed his emotional support. His door was open to anyone, and he would listen.

Pat Miltenberger became the dean of instruction for a short time. And then Dr. Remington came back to Reno from Carson and became the dean of instruction.

When we became TMCC, Jim Eardley became president. The college was really growing. Jim was warm to people. He had an open door to anyone. The faculty really cared for him. He would walk the campus and give people an opportunity to chat. That made the students happy with him. He wasn't president very long. When he said he was retiring, tension developed on campus. People became insecure. And it seemed to go on forever. Dr. Miltenberger was vice president then and she took over a lot of functions. Everybody was concerned about the changing of the guard. Hearts and minds were unsettled and there was intrigue in the palace. It was strange because we had all been working together, and that mood of togetherness ended. Jim Eardley

had chosen Pat to be his successor. He gave her a lot of rope. She made changes and he supported her. He trained her for his job. She had brought many people along with her, and they had great expectations. Many people were disappointed when Pat didn't get to be president. Some people thought the male administrators didn't want a woman. Some people said the place needed new blood.

But troubles came in bunches. Even before Jim Eardley retired, the regents tried to revise the code to get themselves more power over the faculty. So that kept the college unsettled for a long time. Then along comes merit pay. I don't know who started that, but it really shook up the place. Here were people who had been working together. Sometimes, in building up the college, they would have to bend to get along but they never broke. But so many things happened.

When President Gwaltney came in 1986, he brought new ideas. Some really worked well, like having classes in the Old Town Mall. TMCC practically had another campus and it was good for students and faculty. Now some of the people who didn't like to drive up the hill in winter could go to college in south Reno. He was always thinking about improving things, in creating access for students. The faculty wanted to have titles and he fought that battle and won. They could call themselves community college professors.

He and Dr. Miltenberger never saw eye to eye. I know they met behind closed doors and argued. I don't know if he asked her to move on. But she had her own ideas about operations, and I doubt she would have been able to develop them at TMCC. It seemed to me that she was born to administrate. I think one day she will show up as president, because she has a wealth of experience and she's energetic.

Dr. Remington adjusted somewhat to the new president at first. But I think he got tired of not being able to develop his ideas about helping students. So there was some conflict. I liked Dr. Remington because he was so forgiving. He never felt he had to put other people down. I worked for him about 13 years.

I sometimes feel sick at heart that I didn't take time to be a better friend to Bert. I was--we all were--so caught up in building a college that the years just slipped away. Bert opened up and talked to me sometimes. He would talk about his disillusionments, about his disappointments with the petty activities of some of the faculty. I don't think he wanted to have a big title. He thought first of students, and when faculty were being political he would get upset.

My lowest point came when Dr. Remington became president of NNCC and left for Elko. I stayed on an extra year. It wasn't the same any more. I realized the old way had been going faster than I realized.

Dr. John Scally, the new vice president, asked me to stay on. It was like we had all worked to build up the college and had done it, and then it wasn't even ours. Dr. Scally had his own

ideas, new ideas. The whole place changed. I had worked with Bert and Ron. Now I was asked to do some things I couldn't do. I'm glad I retired when I did. But I wish I had done it two months earlier.

Ron Sparks, Reno
Funding Community Colleges

Many of the problems between the community colleges and the universities began with the funding of facilities. Originally, the community college supporters indicated they could carry out their programs in existing buildings and with part-time instructors from the communities. That idea lasted as long as it took two politicians to get together.

The universities were trying to continue their development, and when the colleges started getting money for buildings in 1971, the universities had to share. People who say the universities always got everything they needed just don't know what they're talking about.

The system was trying to start a medical school when the community college movement got underway. The medical school was costly, although at first it was mostly funded by federal grants. State funds available couldn't meet the real needs of two developing universities. So you put a medical school and community colleges in the running and you have conflict. Many of the buildings on the UNR campus were old. They were costly to maintain and the different colleges had outgrown them. Fortunately, the Fleischmann Foundation spent many millions on UNR facilities.

Big changes were going on in the 1960's. Nevada Southern decided they were going to be UNLV. An awful lot of money went to developing structures at UNLV. UNR and the community colleges found themselves competing with UNLV, which was relatively young. People at UNR were wondering why they were coming up on the short end. Almost at once we had a growing community college division and UNLV. It took a truckload of money to develop one of these institutions and they were popping up all over.

Since 1971, \$99.7 million has been appropriated by the Legislature for constructing community college facilities, right on through the 1991 Legislature. It's just under a hundred million dollars. Of that, \$29 million came right out the state's general fund. The citizens paid this in taxes. Another \$37 million came from general obligation bonds. Payment on those bonds also came from the general fund. The combination of those two things paid for the most of the construction of six campuses. That's what UNR and UNLV have had to compete with. So there has been some conflict.

The balance of the money came from revenue bonds and student fees. One other major source of revenue continues to be used for the construction of community college facilities as well as universities, and that's the higher education capital construction fund. This is the slot machine tax money rebated by the federal government. Bill Swackhammer, an Assemblyman from Battle Mountain, was a leader in getting that money along with Hal Smith from Henderson. What they did was convince Congress to rebate or return to the state of Nevada 80% of the federal tax, or

\$200 per slot machine. When they were successful in doing that, the Legislature passed a law that said that the first \$5 million of that rebate would go into what was called the Higher Education Capital Improvement Fund. It would be dedicated to construction projects within the UNS. That was a real godsend.

The only reason the federal government was collecting that money in the first place was that it gave them a foot in the door to monitor the gaming industry. That was so little money to Uncle Sam. We convinced them the state could better use that money for higher education. Any remaining amount of this 80% rebate went into the state distributive school fund. That turned out to be much more than the first \$5 million.

Later, Nevada convinced Congress to do away with that slot tax altogether. We continue to dedicate that money for higher education to construction projects including Fallon and Henderson. That turns out today to be worth about another \$8 million a year. It was these funds that were used to construct many campus facilities, along with the state general fund money and state general obligation bonds. A small amount of the money to construct the buildings came from revenue bonds funded by student fees.

The universities saw the \$100 million spent for community college facilities, at several campuses being constructed at once, as funds being re-directed towards the development of the community college system. That caused a lot of friction. That money was just the capital part of the process. When you look at the need to hire several hundred faculty to develop community college programs, the universities longingly looked at those dollars that might have gone towards enhancing their campuses. But they had begun to realize they had to share those funds with these growing colleges. I can speak from having worked eight years with the Legislature as a budget official, that most community colleges programs were favored by the Legislature and I really believed the Legislature felt strongly about the development of the community colleges.

I know that some of the early community college presidents felt that they really weren't receiving the kind of funding that they were entitled to. But they had the ear of the Legislature. The community colleges were respected because legislators could see where they were helping people directly. Some people in the Legislature have a difficult time understanding research in the universities. But you can't have a university without research. The Legislature gave special attention to community colleges.

The Elko college came under UNS with four state-funded faculty in 1969. Now that was twenty-four years ago. If you look at the 1991 Legislature's capital projects, \$19 million went to community colleges. When you compare that with UNR's construction program which was approved for \$9 million, that gives you an idea of the priority for the allocation of construction

funds. The Legislature has respected the colleges. So the regents have been caught between, and it was never easy for them.

I was Howard Barrett's deputy budget director when the colleges got started. Howard Barrett was the budget director under Governor O'Callaghan. That system grew up when he was a budget director. He was a very close friend of Neil Humphery and I know Neil was a strong supporter of the community college system.

At first it was hard to convince the legislators that the community colleges had been successful. The colleges did some things that seemed wacky. Northern and Western had basketball teams. These never cost the state anything, but there was fear they would. I can still hear Senator Lamb telling community college people, "Don't come back to the Legislature with any damned athletic programs."

I believe once the colleges got their act together they earned the respect of the Legislature and the administration.

I loved what the 1991 Legislature did for the entire system. The biggest increase though, went to the community colleges, and yet I still hear college people complaining that they are not treated equally, that they are treated as stepchildren. I really believe that they're treated very well. If we had all the money in the world we could use it and we'd spend it. It's just the nature of institutions to expand. There's a lot of things that these presidents would like to do on their campuses. I've listened to the president of TMCC and he would like to provide facilities for performing arts. Well that would be nice, but you know the state only has so many dollars.

If we were starting a community college system with today's funding problems and revenue sources, I don't think the state could afford it. I am not sure they can afford it now, but there they are. The system and the state provided for them. We do have these institutions scattered throughout the state, and frankly I think their doing a tremendous job.

Mostly as a result of Senator Dodge, Fallon was able to get a facility years ago. I remember the people from Fallon that used to come into the senate finance hearing and pushed for funding for their facility. You talk about a community that really came over there and voiced its opinion.

We also had some strong opposition in the Legislature against using state funds for community service education. I think that developed because the colleges were funded by state taxes and some legislators couldn't understand the idea.

I think the community college people sometimes don't realize how lucky they are, compared to some states in which they get funds from local taxes where the voters must approve the budget. Most Nevada college funds have come out of the state's general fund. You don't see any local government funding. I think they differ in that respect with a lot of other community colleges. The majority of the money comes from the state. That makes it different for some of

the community colleges. And that fact is a good argument for one system.

Jill Talbot Derby, Pd.D., Gardnerville

A LOOSE CANNON SHOOTING STRAIGHT

Fiercely independent, Derby will inject herself into policy issues and take on an adversary. Mesmerizing in agreement, indefatigable in preparation, incisive in analysis, she is a most dreaded foe and welcome ally.

When she first became a regent, she found herself on the outside when major committee assignments were handed out. She became a kind of roving committee of one, but was intrigued by organizational relations. She studied faculty concerns until she knew more about faculty members than their Faculty Senate Chairs.

The ideal of "shared governance" has long been a stated goal of the higher education system in Nevada. Apparently "shared governance" meant different things to people in the hierarchy. A regents' meeting attracted not only the campus administrators, but also Faculty Senate chairs and student association presidents. All had appointed places in the round of a regents' meeting, except for personnel sessions, which the regents kept for themselves. So there was shared governance with respect to physical infrastructure.

The civic infrastructure apparently did not evolve as the colleges grew. Organizations, like people, develop sclerosis. IBM, Kodak, Sears--it happens to the best of families. Many observers think it started in 1977 when the community colleges had been left leaderless. Others believe that community college leaders had not been strong, had not capitalized.

Along came Jill Derby, from Gardnerville. Admittedly naive, she was elected a regent in 1988. She had completed a Ph.D. in anthropology. M.D.'s often become regents, but it's a rarity, maybe a first, for a regent to have earned an academic doctoral degree. She had specific reasons for becoming a regent: " I could use my social science background towards policy. I thought the higher education system would be a progressive environment. I thought that it would be a place open to change and open to the free exchange of ideas. I couldn't have been more mistaken."

She developed an "I'm one of you" approach to faculty. Somebody, after so long a time, was listening. Not only that, she was accessible. She didn't mind interrupting administrators when questions weren't addressed.

She says that being a regent is a full-time job. "I sit there as a anthropologist watching the social dynamics. I try to analyze it. I watch system people forming coalitions . . . becoming a team, getting drawn into a camp. Then I recall that Dorothy Gallagher calls you "a loose cannon" if you resist conformity." One of the other times I've caused enormous waves was when we were doing the search when I came on as chairman as the academic affairs committee and a search was underway for the new vice-chancellor of academic affairs. I felt very strongly that

we needed somebody from outside who could really bring us a lot of experience. And asked this to be part of the process, and that request was ignored because people wanted their own guy, one of the community college presidents, brought in who would be easy to be on the team who would abide by these rules, an organization man.

I made them stop the search right at the end. I got a call saying, "You are going to be so pleased." I was still waiting to be consulted because I was chair of the academic affairs committee and I made it clear that we needed somebody with some good experience. When I got that call, I got on the phone and asked for their support and said call off your search. "We're going to do a national search, we're going to get the best person we can get." I can't tell you what a stir that caused.

I felt badly about that, but I had been saying for weeks to Mark Dawson, "You better include me in this because it's got to work for me."

When I ran for the board in 1988 I learned about the discontent of community college faculty. The Nevada Faculty Alliance called me and talked about endorsing me. We met for an interview. I learned a great deal that I hadn't realized. Many faculty had grievances about many issues. They were talking about collective bargaining, and their biggest concern was that somehow all faculty in the system had been lumped together as one and had been defined as one bargaining unit.

They objected to that. They thought they should be a separate unit. I told them that I would have to think more about it. But I would listen. Faculty were crucial, so I was interested in their grievances. I thought there needed to be some way of addressing their concerns. The NFA decided to endorse me. I still didn't know very much about the issues.

When I came on the board in January 1989, the issue came forward of dividing the bargaining unit between the university and the community college unit. At least sectioning off the community college unit, and I immediately realized that it was an issue over which there was real tension. I also knew that I didn't know very much about it. It seemed inherently fair that those two units should be separated, just by definition.

The proposal to create two units came to a vote on the board and was defeated. At the same time Regent Lonnie Hammagren wanted to establish a committee to look into community college grievances. June Whitley was chair of the board. In my second meeting as a regent, and I expressed interest in the issue to June and she appointed me chair.

June appointed a committee of four regents, four community college presidents, four faculty

members, one from each college. I sensed from the first minute that there was great apprehension on the part of the presidents. From a perspective now, I see why. I didn't understand that then. There was opposition to the committee by top-level administration in the Chancellor's Office. Campus administrations also opposed the committee. The faculty were very supportive.

Several people told me that I was appointed because I was so new. I wouldn't know what to do, and the committee would probably fail. I wouldn't be surprised if that was true given the resistance I ran into. As a new regent I had a fresh-enough mind to bring into all of this. I didn't have a lot of baggage or understand why there should be enormous tensions. I decided it was a clean-cut task and we would go forward. We needed to do an assessment to find out from the faculty what their grievances were, and then look at what we could address and improve for them. To me it was classical management problem. We had unhappy employees. We needed to listen and learn, to find out what they were unhappy about. Then we would see what we could do to make conditions better. I thought that was pretty straightforward.

I didn't know that there hadn't been a committee like this on the Board of Regents before. Apparently the idea of asking the faculty what their problems were was viewed by campus administrators and system officers as heresy. I said right from our first meeting, "We'll do a couple of assessment processes, a four-college survey, and then we'll have hearings on each campus." Well, I won't go into detail on this because it will take a lot of time, but there was not only resistance, but also sabotage. The intensity of it absolutely shocked me--coming into public service for the first time. I had no idea that there would be attempts to undermine--in the most devious way--the process that I thought was very reasonable. I didn't understand what people were so upset about. I kept saying, "Look, if you have a problem, what's wrong with trying to find out what the problem is, and try to craft a solution to it?" I see now, some years later, I was just barging in. I didn't have that constitutional mind that seems to develop within an institution and looks more to its internal preservation and tries to maintain the status quo. That kind of mind is set on maintaining the system and not toward making things better. If things have to change they prefer musical chairs. People have built their kingdoms on a old model and don't want somebody coming along saying, "We'll invite you into the world of process." I must have sounded enormously naive. But I recognized the resistance and became even more determined to develop recommendations for improving faculty relations. I have a stubborn streak in me. When I saw that there were attempts to undermine and sabotage this committee, the more determined I got that we were going to get to the bottom of the problem.

I believed that if we let the faculty know we wanted to understand their concerns and showed

an honest effort to address them, that would change their mood about collective bargaining. I believed that.

Well, we went through the most incredible time period with the assessment effort. The survey process was the most contentious. It was contentious on both sides. Just simply putting together the survey. The presidents didn't want us to ask certain questions. The faculty wanted us to ask all the questions they came up with, pages of them. The faculty were very leery and suspicious about the process. Would it be fair? Would they be protected against reprisal? Many times I personally had to assure them that I would make sure the process was fair, and that we would make sure that they were protected.

I think faculty became convinced of fairness in the hearings, which we held on four campuses. Still, some faculty said to me that they wouldn't consider coming forward to testify at a hearing. They thought that if the president wasn't there himself he would have people present who would report faculty comments. Now there was tremendous resistance to a detailed survey. The logic given was that if you make it anonymous and allowed open-ended answers, they can tell you anything. I said, "What's wrong with that? Aren't we really interested in what their concerns are?" Again this must have sounded naive, but I thought it was straightforward. So we struggled over this and finally devised a process. We had tension on the committee between the regents, the administrators and the faculty contingent.

Eventually we developed a process that they felt good about. We had a double-envelope kind of process that protected them. I made sure the tabulation was fair. Still, faculty worried that if they could be recognized that they would be in jeopardy. I was surprised at the enormous fears. These were people who held tenure and espoused academic freedom. Their fear really upset me. I wondered about the atmosphere in our colleges with such a degree of fear. Many faculty told me afterwards that they didn't participate in either of those processes because they just couldn't trust it.

Finally we had hearings. I told the faculty we'd make the hearings as friendly as possible so they would feel they could come forward and express themselves. I wasn't able to attend the second hearing. It was videotaped, of all things. At that point I realized I should have been there. When I found out about the videos, I was furious. I couldn't imagine that. It turned out that without my being consulted there had been a check with the Chancellor's Office that videotaping was okay. Later, when I discovered what happened, I called the office and said, "What on earth!" I could see that everybody was ducking. "Oh, we thought that was what you wanted." It was this kind of thing the faculty were furious about. I realized that I had to be at every hearing to guarantee that it went well. I was still new and I thought faculty could speak up and

be protected. When we completed the surveys, we had trouble doing the tabulation of grievances. There was a lot of funny business on the committee. Several members insisted that we also survey the administrators about the views of faculty grievances. So we did that. I demanded that those results be kept separate because to mix the administrators' responses with the faculty concerns would not lead to an honest result. So, somehow they got mixed. The results got presented in a mixed form. There was sabotage. I was told that there had been "a misunderstanding." I learned about oversights and misunderstandings, how often they're not just inadvertent. This was deliberate.

We came up with our two assessment tools. Pamela Galloway from the Chancellor's Office worked with me on this. Another thing that was discouraging to me was that no staff had been assigned to help me. In this way, too, the Chancellor's Office resisted the process. Later that was confirmed to me. I guess I thought there just weren't staff available. It ended up on my shoulders to do and I did an awful lot of work on this whole effort which I never should have had to do. Fortunately, Pamela Galloway was very willing to help me. She is a person committed to the idea that open information is healthy. I probably couldn't have done it without Pamela. Together we collated the results, the hearings, and the surveys, and put it together in a report. Pamela and I that did all the work. It took hours and hours. We had testimony from the hearings. We had the surveys and just doing it was enormous, but anyway we came out with a summary of the issues that had been raised. Then the committee had to sit down to talk about it. What do we recommend?

There were clearly two kinds of issues. One had to do with shared governance. The faculty did not believe they had been involved in decision-making. That issue flowed right into the other. Community college faculty believed that they had secondary status in the system. We realized we had to address the whole package. Now there was less commitment on the part of the committee--particularly the presidents and some of the regents to address the faculty issues. I guaranteed the faculty issues because that's where we had begun and that's how we conceived of our mission, to look at the faculty issues, because we're trying to diffuse the interest in collective bargaining. The presidents were interested mostly in the issue of the secondary status of the colleges. So there was on-going tension. As chair I was able to make sure that faculty issues stayed right in the middle of the table. But that involved a struggle.

Out of that process came recognition that the position of community colleges in the system wasn't good. Actually, terrible. So a lot of our recommendations addressed that part of the problem and of course that was part of the faculty concerns as well. Their specific concern had to do with shared governance. They believed they had no participation in decisions. For me

personally the faculty relations committee was an introduction of the Board of Regents, and it was a quick orientation to the community colleges. I became a committed advocate of the colleges. It was wonderful spending time with faculty on the campuses and in the hearings process. Sorting through the tremendous amount of information about concerns, I became committed.

I read plenty of community college literature. I requested the background material to help the committee read and work so we could establish our mission. Being from an academic background, I knew the importance of delving into a topic and really knowing it. The more I read the more I became committed to the colleges.

I became convinced that they were critical to the nation, to its long range health and the socio-economic well-being of this country. I came to see how important their work was for the social health of this nation particularly at a time in our history when we're getting away from our commitment to higher education for everybody and starting to develop an underclass.

The process ended up being a great success. But I lost many pounds. In the end, everybody was sharing. They were making the process a success. At one point it had seemed impossible. Then I called a couple regents on the committee and said I was thinking about resigning because of the amount of resistance and sabotage that I was faced with. I had come to a point where I didn't think I could finish. If I did resign I was going to do it in a very public way. Hopefully that would bring about enough momentum. I would make public what I had encountered. It wasn't going to look nice and sound good. Dan Klaich and Carolyn Sparks started helping me fight through the obstructions. They became committed to the concept of "process." The project took a year and when our report came out the last meeting of 1989 everybody was cheering--even most of the people had tried to derail the effort. We had twelve recommendations that were very clear and concise. Everybody now recognized how they were needed. We proved our legitimacy. I learned how people are so fearful of change until they start seeing it as positive. In an institutional environment there is just this inherent fear of change. Change will affect the equation and some people will lose their power. So they are nervous about somebody coming in from the outside and saying, "Hey, we need to change things." But the presidents finally saw that we were not only going to raise the issues but that they shared them with the faculty. In fact, they began to see the whole issue of the place of the community college was a larger system issue, as part of the whole. I think they eventually thought some good could come from this after all.

We've had nothing but accolades. The idea of improving the place of the colleges in the system, of having a spokesman in the chancellor's office, of recognizing community college

achievements and problems. We asked that our recommendations be reviewed every six months to a year. Now we hear about the enormous change that this process has made in the enhancement of the colleges. I listen to that, and I have to tell you it is with a great deal of satisfaction.

I've always found that's a point at which something breaks for you and the story comes together. But at one point I was really near my rope's end in frustration. I finally went public with it and at a board meeting read a three-page statement about what I had encountered. I can't say committee because the committee was part of the problem. I had asked another regent, "How can I do this with all the sabotage? I can't be there in the system office 24 hours a day making sure everything is going well." Memos were sent out over my name that I hadn't approve and said things that I wouldn't have said. So I put together a statement which made me very unpopular. I talked about was the resistance. I talked about the resistance in the system Academic Affairs office. I reaffirmed the positive goal. I said we shouldn't be ashamed to say, "We have a problem. We are looking into the problem. We're going to try to make things better.

Some of my colleagues started saying I was not a team player. Now I wear that as a badge of honor, "I am not a team player." I am learning finally to be comfortable with it. I am feeling better and better about it. Sometimes you get bruises and it makes your life harder, but that's what I seem my role as being. Some people think the role of regent is a buffer between the public and the system. "You're just a buffer and not a channel," I've been told. So I am not seen as a team player.

I will never understand why some people don't want to negotiate. They just bristle. They see change as negative. One of the things I came on the board feeling strongly about is the concept of process. One of the reasons I was sympathetic with the faculty is that I am a believer in consensus-building as a process of decision-making and management. I don't care for the old model of dictating from the top down. I mean the Japanese have at least shown us that top-down model doesn't work so well. What I came into was a system that believed in this rigid top-down approach to management. I was saying, "No. No, let's do things together. Let's consult with the people who are involved. Let's build consensus." That way, you don't stifle the creativity of people at all levels. You've got to give people space, and give them a stake in the decision-making process.

Remembrance of Things Past

One mid-December day in 1991, as I was leaving TMCC's ever-expanding facility, Ray Embry walked to the parking lot with me. I had quit NNCC in the summer. But I was trying, one more time, to write a fundable grant proposal for interactive instructional television so that the small places could receive courses. It seemed to be the only practical way of relativizing the problems of great distances and small populations in Nevada. That problem, I now know, has confronted Nevada educators from the very beginning. It was there for David Sessions when he tried to start the university preparatory school in 1874. President Minard Stout tried to improve citizen access to university courses in the 1950s by giving importance to the extension program and had outraged the faculty, which favored exclusiveness. The same problem had become an avalanche that consumed Charles Donnelly.

I was not working alone on the project. Bus Scharmann from WNCC, Mike Metty and Mary Malley from CCSN, Cliff Ferry from NNCC and Jim Claybrook of TMCC were hoping to get funds through Title III grants to create a system of course delivery over the phone lines to television sets at key spots around Nevada.

Down the hillside was the University of Nevada where Ray and I had known each other in graduate school in the 1960s. The sun was now setting on the California side of the Sierra Nevada. The gray winter evening was closing in. Reno was starting to glitter in the cold twilight--Harrah's, Circus Circus, and the Eldorado were lighting up. The Peppermill rose like a colossal Christmas tree in the south of the Truckee Meadows.

From the parking lot Embry looked back for a moment at the imposing brown tiered facility that was TMCC. We were at the site where Charles Donnelly and Alessandro Dandini had dreamed dreams of colleges and science institutes a score of years earlier. "It's a going thing. It stands apart now, on its own. It's hard to believe it's developed so much in so few years. It's a good place. I think we should celebrate it," he said. He had been at the college since it was the north campus of WNCC. He had known the humble years at Stead. He was one of the beginners. He was proud of what had been done. He was affirming that community colleges had a unique history and a special way of being in the world.

He had no doubt that community colleges had been good for Nevada. Whether it was through their programs in visual arts, or culinary, or graphic arts, or interior decorating, or English for the foreign born, the community college was a mirror of the society it worked for. That was what a community college was supposed to do.

Almost any reflective supporter in the early 1990s would have been entitled to look at the colleges with a good deal of satisfaction. Things had greatly changed. The enrollments had grown from barely 1,000 in 1971 to nearly 50,000 in 1993. The facilities had grown spectacularly.

Some citizens might even count the colleges among the state's highest achievements. Over the quarter century, their progress seemed mostly constant, despite political roadblocks and neglect in high places. The colleges had declines in enrollments in some years, but these were rare. Mostly the trend was like that of a successful mutual fund. Indeed the colleges' supporters sometimes portrayed them more as growth industries than as centers of learning. CCSN and TMCC long ago surpassed the 5,000 student limit prescribed by the 1971 state plan. CCSN, with three campuses in the Las Vegas Valley, had itself become something of a system. Perhaps it had learned from the splitting up of WNCC and the wish of the Fallon boosters to be independent of WNCC. CCSN would have a central administration, with a neutral location.

The colleges began in an ennobling era. At the beginning of the period, Americans looked outward to the moon and went there, outward to human and civil rights and made changes, outward to colleges for the common man and created them feverishly. At the end of the era, people had turned inward to net worth, diets, and wellness. Americans became less connected with each other. By the 1990's, the colleges had lost much of the "personal touch" they once bragged about in brochures. Nevada had become a quasi-urban state and the urbs were used to crowds. Huge emigrations had made foreigners of the few erstwhile natives. Most Nevadans of the 1990s--four of five--were newcomers. Some of these were surprised by the spartan nature of the colleges, for they had seen community colleges fully matured in the states they had left. Few of the neo-Nevadans knew what a struggle had been made to bring them to birth and keep them alive, or that Howard Hughes had once saved the college movement, or even that Hughes once lived in Las Vegas. Nevada was now 300 years of Virginia compressed into a couple of generations. People would hardly settle down and learn the state's geography before they were designated as the old guard by more newcomers, who themselves would be ancient in a few months. If the neo-Nevadans had heard of Elko, they knew it from the TV weather person as a place that often reported the coldest temperatures, a remote place where there were cowboy poets and gold mines, somewhere in the far northeast of Nevada. Not many would have cared that it was, as Paul Sawyer claimed, "the cradle of education in Nevada." Even the new Nevadans in Elko, which had become a large mining center just when it seemed about to become a city, would not know that. They thought of it as a great place to get a good-paying job, but, like sometime Nevadans of all the ages, no place to take time to learn history or forego a permanent residence in Montana or Idaho.

Over the quarter century the colleges had become much more varied in their offerings and they had extended their services, sometimes thinly, all over the state, even to prisons that, some averred, had grown even faster than the state had grown. The colleges grew more sophisticated. More and more their programs had become undergirded by technology and

microchips. Their sophisticated health sciences programs had only a faint resemblance to the LPN programs of the humble origins period. They expanded offerings to the unserved people that Paul Laxalt, when he was a young governor, had cited as their reason for being. And by more than a dent. Fallon and Elko, among the rurals, had become college hubs. So had Henderson, which itself had become an urb. But gaps remained. Local people, in the rural sites, still supplied virtually all the teaching power for their courses. In Winnemucca and Ely people continued to hope, as for so long they had, for full-time faculty and a campus.

The emergence period was aggressive, innovative, and fitful. Political reality had a hand in the poor location of most campuses. But the state's growth had actually obscured the problem. For campuses that were started on the fringes of town were now enclosed by housing and commercial developments. The colleges were often tacky in the human reaction to circumstance. When they were bad, they were awful. Chicken-fried K-Mart colleges. They seemed sometimes to put more energy into the politics of leadership than in educating the people. They spent years overcoming embarrassments that grew out their zeal to deliver. NNCC, born in the waning of the horse culture, tried vainly to build an agriculture program, one that had a "practical experience farm." But the ranch kids already had plenty of practical experience, and rejected the concept. TMCC invited artists to display their work in a public place. When one student complained that she was offended by explicit art, college officials covered the paintings with butcher paper. And, when it was removed, they were doubly chagrined. CCSN tried to run an associate of arts degree program at Nellis AFB using telecourses commercially produced; Air Force students were charged double the tuition of campus students who had live instructors. At one time, when a social security benefit was being phased out for students, all the colleges hastily created abbreviated courses to capitalize on a federal windfall. Too often they did what was expedient. Pursuing FTE so vigorously sometimes put more emphasis on processing students than educating them and accountability was too often an accountability to rules.

The colleges have yet to realize their potential for the state. They were taught to be responsive; thus they have been highly permissive about students' dropping in and dropping out. So education sometimes seemed a scattering of fragments. Many part-time instructors, who taught so many of the students, had good reason to feel alienated. In such a permissive environment, a structured curriculum was virtually impossible. General education--that is, the essentials--got undermined.

"The colleges are doing about fifty per cent of the job for Nevada that they could be doing. They could be making a huge contribution to economic and social progress. The faculty are willing and eager, but we get no green light from those who have the purse strings," said

Doug Burris, the chancellor's assistant for community colleges. Too few Nevadans understood or cared that the state could be improved by the colleges. Still, the colleges--once ragamuffins--had become both popular and respectable, if never courageous, as they approached their silver anniversary. They seem likely to remain popular. But the bigger problem lies elsewhere. A great college is aware of the world beyond it. Yet it constantly turns back upon itself, searching for origins, examining focus, criticizing and talking to itself--in short, taking itself seriously. The colleges have not redeemed their souls.

Certainly the community colleges are more varied and interesting than they were a quarter a century ago. Their prejudices are now those of technology, not vocationalism. But they are still stuck in the old Nevada sectionalism that has been there since the idea of a university first surfaced 125 years ago.

A visitor to the colleges in mid-1990's is not likely to think of them as embodiments of Jefferson's academical villages. They have the unmistakable look of modernity, of corporate headquarters, flanked by parking lots. They have no resemblance to the first facilities--the drab military barracks at Stead, the old civic center on Carson Boulevard, the graffiti-glazed Grammar # 1 in Elko, the old RJ building on Main Street in Las Vegas. Administrators refer to the colleges with the term campus, but none has a campus in the Latin sense of the word. The college at Henderson has a xeric, not a pastoral, character. It has been created thoughtfully through the use of Joshua trees, rocks, and cactus. A large solarium in the most recent of two buildings is a gathering place for students to chat and discuss matters arising in the classroom. The Cheyenne campus of CCSN, situated in the great valley between the austere mountains of the Mojave, seems to change annually. It sprawls and rises near Nevada's largest concentration of people. The facility on West Charleston is a business-like complex of academics and health sciences, in many ways a rising star. NNCC, which arose on a vacated golf course, is most nearly a campus. It has a circle of buildings, one a college-community center, another a technical arts facility that surely validates the faith of the NNCC founders, although its reality--the parade of vocational students in welding, millwrighting, automotive and diesel--may not entirely pacify their hope for separate community college governance. WNCC at Carson City is two buildings straddling that boundary where the Great Basin gives way to the Ponderosa forest of the eastern Sierra Nevada, just a few miles below Lake Tahoe. The Fallon Center is a cluster of small functional facilities squeezed into a couple of city blocks. The brownstone, expansive complex that is TMCC rises from a desert hillside north of Reno and Sparks and borders the Dandini Research Park, the place the late inventor envisioned as a scientific hub when he and Charles Donnelly discussed a college facility there during an age when both the DRI and the CCD were still mostly dreams. TMCC has an impressive view of the Truckee

Meadows, ranging from the glitzy hotels beside the river in downtown Reno to Slide Mountain and Mt. Rose, the eastern cradle of Lake Tahoe. Both Ely and Winnemucca have raised money and have plans for college facilities but both have been to the gate before. So eager has been Ely for a college that the town could boast of a million private dollars raised in a few weeks in 1992. Ely also found the federal government willing to help with another million. The Ely area, which had for so long lived in the beneficence of the Kennecott Corporation, had learned to bootstrap itself.

The Nevada colleges enjoy the singular blessing that all colleges must have, a sense of their own apartness. They are skin and bones colleges. No intercollegiate athletics. No dormitories. No yearbooks. Summer school must not be an expense to the state. They are teaching places. In the 1990's they behave more as companions, less as competitors, with the universities in the newly renamed system--the University and Community College System of Nevada. They had their chance, back in 1978, to leave the UNS with the blessing of the Legislature, and they preferred the relative security of the system. College personnel, guarded by tenure and having identity embedded with a lofty ideal, resist change more than most people. The university medical school co-sponsors health sciences programs with CCSN and NNCC. AT NNCC, UNR has established upper division and graduate programs in some fields. The university agricultural extension office, whose personnel once scorned NNCC, has even moved on campus. Although the Nevada schools resemble community colleges anywhere, they have a special history and a special way of being in the world.

Stout-hearted and resolute for community colleges were the early citizen founders and advisors, faculties, and administrators. And the students appreciative. Since I have dwelled mostly on the founding folk, I may fittingly conclude with them. The early administrators were predominantly school district adult educators, sometimes products of the education colleges. The full-time faculty mostly were youngish individuals with zest, near-to or recently out of a master's program. The collegiate faculty, those who taught academic transfer courses, quickly seized political reins and often isolated the occupation faculty. No generalization can be made about the part time faculty except to say that they felt a need to share their knowledge and perhaps to become full timers. Some made the move. It took Maggie Bome nearly 20 years of part-time teaching to become an English instructor at TMCC. But the move to full-time status became increasingly difficult after the period of origins. The citizens advisors were mostly men of commerce but some were physicians and ranchers and miners.

Nearly all of the original personnel learned the community college code through practice. Only a few like Bill Bonaudi, Bill Berg, John Rosich, and Tony Calabro came to the Nevada system with actual community college experience.

Charles Donnelly, the titular captain, left Nevada but his mark was everywhere. His ghost haunted the system for many years and reminded officials that the colleges really did need a central figure of some calling. But there was a certain fear about that also. Tony Calabro, one of the first to be hired, became a kind of community college clearinghouse after Donnelly left. Like Donnelly, community colleges were a sort of religious vocation to Calabro. He was a bellwether of their concerns. But there were many early contributors with great tenacity. Elliott Lima at Fallon, Jim Blattman at Owyhee, Eldon Mathews at Pioche. But there are also women to be remembered. Lois Craver, the first coordinator at Winnemucca was already a retired librarian when she took up a decade-long task of development of that NNCC Center in 1971. The women who followed her--Rae Edwards, Marian Howard, and Barbara Tenney--were tenacious workers in that town. And Margaret Bath in Ely, Jeannie Blach and Bonnie Bilbao in Elko . . . what people have led the fund-raising charge with more diligence and more success than they? Margaret Pizarro, who continues to work at the Fallon Center, helped mastermind the political campaign to get facilities there. Michelle Dondero surely has been a force in the Fallon Center, for what town that size can boast of so vigorous a college? Betty Scott, whose name was great in Henderson, now directs institutional research at CCSN's Cheyenne campus. Val Easterly, who won her spurs in the small business development program, brought energy and imagination to NNCC and so did Joyce Shaw.

The administrators may be considered as a group. To judge by their success in the field, several were unusually able, as Charles Donnelly notes when he recalls that seventeen of his proteges, at last count, had become presidents. Administrators who served at CCSN in its troubled years spread out, most of them, into the national and international arenas. Jerry Young became president of Chaffey College. Paul Kreider, president of Clackamas Community College in Oregon, became a national spokesman for community colleges through articles. Judith Eaton went from CCCC to a presidency in Philadelphia, and afterwards became a director of the American Council on Education. Steve Nicholson served as a president in Arabia. Thomas Brown, who came early to CCCC and who was a "class act" in the words of peers, approaches retirement at Cheyenne.

It is not too far afield to designate a part of the early group as members of the House of Eardley. The members of that House were "stickers" in Nevada. I have already mentioned the ex-White Piners under Eardley's tutelage at Washoe adult education. Some of them followed him into the community college. Although he seems to have resisted the community college movement in its initial stages, he brought many proteges with him in 1971 into the infant college at Stead. He mentored others while he was an executive dean and TMCC president, in which he thought his years too few. Undoubtedly he influenced regents' personnel decisions on behalf

of others after he was elected to the board. Pat Miltenberger, whom he apparently designated as his heir at TMCC, eventually became the Vice President for Student Services at UNR under Joe Crowley, an Eardley associate, if not a member of his ruling class. Tony Calabro stayed in the system after the massacre of the CCD, working as an administrator for Eardley. So did Dave Wilkins, the ex-CCD business officer, who found a place at TMCC teaching mathematics. When Jack Davis retired at WNCC, the regents named Calabro president. Ron Remington of TMCC became the sixth president of NNCC. Bill Bonaudi left TMCC to become the academic dean of NNCC in 1992. Marcia Bandera, who was not a part of the House of Eardley, left WNCC and later became the Deputy Superintendent of Public Instruction and, in time, Superintendent of the Elko County School District.

Special attention should be given to several enablers. Paul Laxalt, U.S. Senator and ally of Ronald Reagan, used NNCC as background in one of his campaign videos. Thomas Tucker, that devoted educator and gifted educational powerbroker, came too early to death, a hero known best by the surviving members of the House of Eardley. Early death came also to Leon van Doren, who had done so much to shape the colleges' goals from the CCD. Jerry Dondero, that great friend of Paul Laxalt, retired from state service and spent no time in community colleges. Charles Donnelly left Nevada to return to Michigan where he finished his illustrious career at Alpena College. He had planned to retire in Boulder City, NV but his Nevada experiences left an unhealing wound. So he chose Arizona. His name is affixed to a courtyard at Alpena College, where he ended his career, and a building at the Flint college where he started his career. Fred Anderson, M.D., one of the first regents to espouse community colleges, saw his name placed on the university medical school. Howard Hughes declined to have his name on anything. Neil Humphrey, the founding chancellor, returned to Nevada after his retirement as president of Youngstown State University. Mike O'Callaghan, through his columns and civic work, continued to be a proud, powerful, helpful Nevadan. Betsy Sturm, who had a strong hand in founding three college libraries, has her name on the library at TMCC. Not far away is the V. James Eardley auditorium at TMCC. And we all know that the name of Marvin Sedway survives the volatile legislator in Sedway Cafe at WNCC. Perhaps some day, the names of Archie Pozzi and Jack Davis and Elliott Lima will be remembered at WNCC in mortar or metal. Bill Berg, that man of strong self-discipline, still lives half the year not far from Berg Hall at NNCC. The names of the primary founders have yet to be memorialized. Fred Harris is the name on a small aspen grove at NNCC. But for Paul Laxalt, Norman Glaser, Mike O'Callaghan, Bill Wunderlich, Mike Marfisi, and Paul Sawyer there is no remembrance in mortar. And there is little mention of Harold Jacobsen and Helen Thompson, among the very earliest advocates of community colleges. As regents' chair in the early 1970's Jacobsen

welcomed the little colleges into the fold and tended them well in their infant years.

The community colleges of Nevada were propelled by a folk movement of considerable significance. The colleges not only brought opportunity to people who had no educational franchise, but they accompanied, and perhaps they helped lead, Nevada into its new age. In a quarter of a century, hundreds of thousands of individuals participated in their programs. The number of nurses trained by the colleges counts in the thousands; the earliest were LPNs, the most recent RN's whose program has been stamped by the National League of Nursing. Thousands of individuals made the transition to computers through community colleges. Countless others learned to develop business plans, to draw and paint, to make jewelry, to build houses. Many immigrants learned to speak a new language--English--in community classrooms. Only a relative handful of community college students obtained degrees, for most were working people who enrolled to learn something of immediate and specific use.

No individual dominates the story of the colleges. Yet we may pay a brief tribute to Chancellor Mark Dawson, although, strictly speaking, he was not one of the beginners. He had wanted to be a part of the emergence, but his need for a steady paycheck outweighed the risk of waiting for a position in an enterprise as unsteady as the early CCD. Dawson was what Wallace Stegner would call a "sticker" in a world of transients and unsteady executives and politicians. It was Dawson who usually insisted that the colleges be treated fairly in the system that, for a long time, nearly everybody believed was meant only for universities. He had a tendency to understate problems. He could hardly be called fervid in his defense of anything. He had never been a teacher and he was uncomfortable with scholars and academics. But he was judicious and fair with people, a chancellor who reigned by the heart and often with one hand tied behind his back, in a system driven by sectional interests. So he had no constituency and it is absolutely amazing that he endured the system for so many years. If we knew more about the games of political hardball he played, we might have to rate him higher.

Not even Mark Dawson can be considered the central hero of the epic of the colleges. The epic tells of hard work and achievement of many heroes and heroines and also of their disappointments and disillusionments. We should recall the lonely art teacher making do in a not always nurturing community college environment, of the English instructor wondering if her efforts have done anything to improve writing of poorly prepared collegians, of the counselor attempting to "turn around" a ravaged single parent. And the forgotten mainstay, the Everyman of colleges--the part-timer, a solitary figure indeed. It is they, these community experts, and their hordes of students who made the Nevada community colleges work, just as Paul Laxalt, Paul Sawyer, Mike Marfisi, and Bill Wunderlich said they would in the age when Nevada was smaller and more naive.

And the achievement is the sweeping rise of Nevada's community colleges in less than a person's working lifetime.

EPILOGUE
by Cliff Ferry

On several occasions Charles Greenhaw introduced me as someone he had picked up off the streets of Reno in 1987 and hired for Northern Nevada Community College. Not far from the truth. I had gone through several years in the Job Corps management steeplechase. I was taking courses at UNR to get back in the swing of mainstream education and working on a literacy survey for UNR and the Literacy Coalition. Myrna Matranga introduced me to Charles by telephone and he interviewed me at Circus Circus in Reno. What a beginning!

Charles Greenhaw retired in 199_ as Dean of Instruction at Great Basin College. Bill Berg and Greenhaw guided the college for many years after the uncertainties and tribulations of the opening years in Elko and in Nevada as chronicled on these pages. Although Greenhaw was an English major in the doctoral program at the University of Nevada, Greenhaw has become more of a historian with special interests in the west and in Nevada's 19th century history. He interviewed over fifty people for this publication, and their oral histories and Greenhaw's commentaries provide a clear picture of the first twenty-five years of Nevada's community colleges. . . . This epilogue will very briefly comment on the years between the completion of the interviews in 1992 and the present, the middle of 2000.

The population growth in Nevada in the last two decades of the 20th century saw enrollment increases and institutional growth in the UCCSN, particularly the community colleges. As the hotel/casinos seem to spring up bi-monthly in Las Vegas, so the growth of the Community College of Southern Nevada. In her interview, Candace Kant speaks of four periods of community college history in southern Nevada, roughly parallel to the presidencies of the college. Since this interview, CCSN has just completed a fifth phase under the dynamic and sometime controversial Richard Moore. Through creative marketing, fast-lane management styles, skillful development of the region's decision-makers, and high college visibility in the Las Vegas community, Moore and CCSN became significant for higher education in Nevada. It is the largest high education institution in Nevada.

CCSN's sixth historical period is just beginning. A permanent president has not been chosen. The sixth period will be greatly affected by the fate of the proposed Henderson State College, a "concept" college under the direction of CCSN's former president, Richard Moore, but at this writing without a campus or teaching staff.

Northern Nevada Community College became Great Basin College in _____, as a prelude to offering baccalaureate programs. As the lone higher education institution within hundreds of miles and serving a region of 45,000 square miles with a significant number of place-bound adult residents, GBC convinced the Board of Regents in 1998 to allow the college to offer selected baccalaureate programs. GBC now has two programs, one in elementary teacher education and one in applied science. In the United States, it has not been unusual for two-year "junior" colleges to become full-fledged four-year (and more) colleges and universities. Less frequently do community colleges--peoples' colleges--become baccalaureate granting institutions. GBC will have the considerable challenge of maintaining the community college mission while developing the capacity and the sophistication to offer two or more baccalaureate degrees.

FIRST DRAFT

As president of GBC since 1989, Ron Remington is guiding the college through this period and will become the senior chief executive in the UCCSN when Joe Crowley retires from UNR at the end of 2000, assuming that Joe really does retire then.

Unlike CCSN and GBC, Western Nevada CC and Truckee Meadows CC have not changed their names. However, they both have had solid growth in the number of students served, the types of programs, and their campus facilities. There have been numerous instances of productive cooperation with the UNR, punctuated by occasional controversy. Par for the course.

For a few years, the UCCSN had a full-time community college person in the Chancellor's Office in Doug Burris, an experienced, long-time community college person. He did provide some focus for community colleges in certain areas and was a knowledgeable advocate. But college presidents and others (including the Chancellor) did not want the position or the person to become in name or unofficially the community college chancellor. So the position had a relatively brief tenure in the modern UCCSN. In a remarkable closing of the circle, an early player in Nevada community colleges, Tony Calabro, now spends part-time coordinating community college issues at the Chancellor's Office.

In general, the regents have come to pay more attention to the community colleges. Gone are the days, at least for now, when UNLV's athletics programs dominated the Board's attention. Long term regents like Dorothy Gallagher and Jill Derby have been reasonable and consistent voices for the colleges in the System.

Most of the people that Charles Greenhaw interviewed have retired. A few have died. A few are still working in education and simply were youngsters in the early days of the community college movement in Nevada--Pat Miltenberger, Marcia Bandera, Bus Sharmann, and probably a few others that I have not followed. Dr. Hugh Collett--retired Elko surgeon--is still a member of the Great Basin College Advisory Board.

And, finally, Bill Wunderlich. As one of the founders of the Elko college, he refused to give up on the publication of this history. Originally, it was hoped that the history would be published by the University of Nevada Press. That didn't happen and the project lay dormant for several years. Forever the super salesman, Wunderlich convinced the Elko Rotary Club to underwrite the costs of printing the book. The founders of the Elko college were all Rotarians and that meeting in Elko when Paul Laxalt announced that Howard Hughes was putting up the money for the second year of the Elko college was a Rotary meeting. So it is fitting for Rotary to continue this support for community colleges in Nevada.

--Cliff Ferry, Great Basin College (Retired)

TIMELINE FOR NEVADA'S COMMUNITY COLLEGES

- 1954 The regents say they will develop a "full junior college program," the predecessor of Nevada Southern University, from the extension program started in 1951 in Las Vegas.
- 1962 University President Armstrong recommends against a college for Elko after two citizens offer land for a campus.
- April 22, 1966 The regents establish Nevada Technical Institute at Stead and authorize masters degrees for Nevada Southern.
- Feb. 22, 1966 The university proposes to develop associate degrees in electronics and drafting in Elko with federal funds.
- Summer 1966 Paul Laxalt, candidate for governor, sends a mailer which proposes a system of "self-sustaining community colleges."
- August 1966 The Clark County School District opens Southern Nevada Vocational-Technical Center.
- Oct. 18, 1966 Harold Jacobsen, campaigning for regent in Elko, says he will work for a junior college system as a part of the university and the first "could very well be located in Elko."
- Feb. 23, 1967 The regents say they will spend \$300,000 to start a two-year medical school and the state senate votes to censure them.
- March 28, 1967 Howard Hughes says he will give up to \$300,000 annually for 20 years for a medical school.
- Spring 1967 Dr. John Homer, assemblyman from Carson City, proposes an unsuccessful bill to create Kit Carson Community College.
- March 21, 1967 University President Armstrong tells the Legislature that a junior college at Elko may be feasible in eight to ten years.
- April 26, 1967 Nevada's population is 500,000.
- April-May 1967 A small group of Elko citizens rallies the town into raising money to operate Nevada Community College.
- July 1, 1967 Dr. Gene Voris, ex-president of Treasure Valley Community College, becomes president of the Elko college.
- Sep. 25, 1967 Nevada Community College opens for classes with an enrollment headcount of 330 in 25 courses.
- 1967 Governor Laxalt names a nine-member council to study the establishment of a state system of community colleges.
- Jan. 10, 1968 An Assistant Attorney General rules that tax-supported postsecondary programs must be under the authority of the regents, but Russ McDonald of the Legislative Counsel Bureau disagrees.

Jan. 1968 The Governor's Council presents guidelines for community colleges.

Feb. 13, 1968 The state assembly passes a bill, 31-7, with an appropriation of \$79,000 for Nevada Community College to be a pilot project.

Feb. 19, 1968 The Senate Finance Committee votes down the assembly bill.

Feb. 24, 1968 Senator Norman Glaser introduces a bill, without funding, for an Elko college and the Legislature says the Elko college can continue under the Elko County School District, but must call itself Elko Community College, not Nevada Community College.

March 18, 1968 Gold is \$39.50 an ounce.

May 29, 1968 Governor Laxalt says Howard Hughes will donate \$125,000 to save Elko's college and an equal amount to study a statewide system.

July 26, 1968 The Arthur D. Little firm is hired to perform the statewide feasibility study.

Sept. 9, 1968 Richard Lynch becomes ECC's second president and makes \$18,000 annually.

Nov. 27, 1968 The Arthur D. Little firm recommends colleges in east Las Vegas, Elko, and south Reno; and says an independent college system, apart from UNS, should provide governance.

Dec. 24, 1968 The Little firms says that Governor Laxalt's idea of local funding will not work and indicates that a system of colleges will "impose a substantial strain on the present budget of the state."

Dec. 1968 The Higher Education Advisory Committee recommends a study to determine the feasibility of community colleges on the university campuses in Reno and Las Vegas.

Jan. 2, 1969 The *Nevada State Journal* editorializes that the state should concentrate on developing the Elko college and wait for better times for a system.

Jan. 10, 1969 Governor Laxalt, facing opposition to his college project from his own party, says the "system is in limbo."

Jan. 22, 1969 Governor Laxalt recommends ECC funding at a rate of \$1,000 per full-time student, up to \$250,000 annually.

Feb. 11, 1969 Chancellor Neil Humphrey begins to implement Governor Laxalt's suggestion that the Community College Division (CCD) be the fourth division of UNS.

March 11, 1969 The Legislature appropriates \$325,000 for two-year operations for Elko Community College (ECC).

July 1, 1969 Following a law of the Fifty-Fifth Legislature, ECC enters the UNS and the CCD is born.

Aug. 1, 1969 UNR President N. Edd Miller and UNLV president David Zorn give ECC a "B" transfer status, meaning that students who transfer can validate their courses after completing 15 university credits in residency with an average of "C."

- March 1970 Dr. Charles Donnelly becomes the director/president of the CCD, with duties beginning in June.
- May 1970 Seven students graduate in ECC's first commencement.
- June 24, 1970 State Senator Chic Hecht says there is strong sentiment for building a community college in North Las Vegas.
- July 8, 1970 Governor Laxalt and state officials tour community colleges in the Portland, Oregon area; Laxalt says that "Nevada needs a first-class system in a first-class plant."
- Aug. 1, 1970 Dr. Elmer Kuntz is selected as the third chief campus administrator of the Elko college with the title of executive vice president.
- Aug. 15, 1970 ECC semester credit hour fees are \$6 each.
- Oct. 28, 1970 State Planning Board Director William Hancock says that the board favors community colleges but may not be able to build them because the UNS has high internal priorities for physical education facilities.
- Nov. 11, 1970 The City of Elko will negotiate a swap of its vacated Ruby View Golf Course for UNS property just north of Elko.
- Nov. 24, 1970 Dallas Cowboys quarterback Eddie LeBaron appears in Elko at a fund-raiser for ECC basketball.
- Jan. 1971 The regents approve the State Plan for Community Colleges; it includes plans for colleges in Las Vegas and western Nevada.
- Jan. 22, 1971 Governor O'Callaghan cuts the CCD budget but says "We'll get Clark County CC off the ground."
- Jan. 25, 1971 Senator Archie Pozzi says Carson City is within an hour's drive of nearly everyone in western Nevada and should be the site of Western Nevada Community College (WNCC).
- Feb. 25, 1971 A group of Elko leaders, with Mike Marfisi as spokesman, goes to the Legislature and asks for funding for a vocational training facility.
- Feb. 1971 Battle Mountain Senator William Swackhammer introduces legislation to create a higher education facilities fund with slot machine taxes rebated by the federal government; the Legislature authorizes facilities for colleges in Las Vegas and Carson City.
- March 27, 1971 The Assembly Ways and Means Committee, with Elkoan Roy Young as chairman, votes for a bill for \$375,000 for a facility for ECC (now Lundberg Hall).
- April 5, 1971 Senator Floyd Lamb asks the Senate to pump more money into the colleges' budget than the governor has recommended because "it will settle things down among the minority groups."
- April 23, 1971 Governor O'Callaghan signs a bill appropriating \$375,000 for an ECC facility.

- May 1971 The regents designate Carson City as the headquarters of WNCC, with Leon Van Doren as acting campus executive.
- July 1971 CCCC becomes operational with Dr. Steven Nicholson the executive vice president.
- July 1971 The regents transfer the occupational programs of the Nevada Technical Institute (Stead) to WNCC.
- September 1971 ECC begins to offer coursework at Ely, Winnemucca, Wells, Owyhee, Battle Mountain, and McDermitt.
- January 1972 An 80-acre site at Cheyenne and Pecos Boulevard in North Las Vegas is chosen as the first campus of CCCC. Dr. Jack Davis becomes the executive vice president of WNCC. V. James Eardley, the director of adult education for Washoe County School district, becomes the director of WNCC's north campus in Reno.
- Spring 1973 ECC moves from the condemned Grammar # 1 to its campus on the old Ruby View Golf Course and decides to change its name to Northern Nevada Community College (NNCC). CCCC begins its instructional program at the Henderson Center.
- May 1973 Governor O'Callaghan is the speaker at the groundbreaking ceremony for CCCC, Pecos and Cheyenne Boulevard, North Las Vegas. O'Callaghan is also the commencement speaker, as 32 students make up the first graduating class.
- July 1973 Dr. William J. Berg is appointed executive vice president of NNCC.
- Feb. 1975 Chancellor Humphrey composes collective bargaining rules for the UNS. Faculty senates refuse to bargain away right to contact the Legislature directly. Faculties decide to abandon collective bargaining discussion and to strengthen the senates.
- Spring 1975 Some legislators--especially Senator Floyd Lamb--are angered about community service courses.
- Spring 1975 Assistant Dean Edgar Kleiner, UNR College of Arts and Sciences, complains to the Articulation Board about "unqualified" faculty teaching sociology courses at WNCC-Stead and CCCC.
- Spring 1976 UNR sociology professor James Richardson, chair of the Faculty Senate, complains to the regents about the extensive use of part-time faculty by the CCD. He asks the regents to reject President Donnelly's request for a budget transfer of \$434,000 from "salary savings" to college operations. CCCC President Nicholson resigns.
- March 1976 President Donnelly argues that the makeup of UNS Articulation Board, with two of the six members representing community colleges, is unfair. Another community college member is added.
- April 1976 The regents decide that a college facility for Henderson should be built as the next priority after a facility for West Charleston.

- May 1976 The regents vote unanimously to lower the priority for Henderson after regent Lily Fong says the board has received a petition with 1,000 signatures of people who want a West Charleston facility.
- June 1976 The regents assign priority 2 to a WNCC facility in Fallon.
- Oct. 1976 Dr. Russell Bloyer becomes the executive vice president of CCCC, and says he has no opinion about whether the next campus should be in Henderson or on West Charleston Boulevard.
- April 1976 After hearing testimony from the WNCC north campus faculty, the regents favor a proposed reorganization that will result in two colleges in western Nevada. WNCC will continue to be headquartered in Carson City and Reno-Sparks will have a campus with a new name.
- May 1976 President Donnelly calls the first of a series of state meetings of representatives of the citizens' advisory boards. Dr. Marvin Sedway, a CCCC board member, proclaims that a separate governing board should be created for the colleges.
- Summer and Fall 1976 Governor O'Callaghan recommends the abolition of 43 state boards. He says that the UNS biennial budget request is "out of line." Gaming opens in Atlantic City. The UNLV Faculty Senate votes unanimously to back the right of President Donald Baepler to be involved in the Floyd Lamb re-election bid.
- Dec. 1977 Governor O'Callaghan indicates his support for a college facility in Fallon.
- Jan. 1977 Governor O'Callaghan announces budget cuts in response to a state revenue shortfall. He recommends the elimination of the CCD office. Budget Director Howard Barrett says that President Donnelly's office represents "an added layer of administration."
- Jan. 1977 The regents, perhaps determining that the Legislature opposes the split of Reno-Sparks campus from WNCC, reverses its earlier stand and votes to retain a single administration
- Jan. 1977 Several members of the Senate Finance Committee attack the governor's plan to trim the administration of the community colleges. State Senator Norman Glaser of Halleck asserts that someone in the UNS is "jealous" of the "successful" community college system "and somebody got to O'Callaghan . . . if they want to eliminate a layer of expense, why don't they look at Humphrey's office?" State Senator Floyd Lamb, chairman of the Senate Finance Committee, declares that some embarrassing questions will come up when the community college budget comes before the committee. He says that CCCC spent about \$200,000 earmarked for enrollment increases that did not occur.
- Jan. 1977 The City of Henderson donates 80 acres for a campus.
- Feb. 1977 Chancellor Humphrey and President Donnelly appeal to the Legislature to restore the budget cuts proposed by the O'Callaghan administration.

- March 1977 Regents' chairman James Buchanan goes on record as favoring Henderson over West Charleston for a facility.
- March 1977 Dr. Marvin Sedway, chairman of the CCCC Advisory Board, criticizes Governor O'Callaghan's proposed 1977-79 budget for community colleges as "punitive." Senator Floyd Lamb says he is worried about the proliferation of community colleges, claiming their budgets have grown from \$175,000 to \$8 million in six years. "You can't have a college in every little town," he says.
- March 24, 1977 The Tadlock Report recommends a separate governing board for community colleges. The regents ask Tadlock to reconsider the recommendation. President Donnelly criticizes Governor O'Callaghan and the Legislature at graduation speeches at three colleges. Dr. Russell Bloyer resigns after serving eleven months as the chief campus executive of CCCC. The first tenure awards are made to community college faculty.
- June 1977 UNS regents abolish the Community College Division, thus ending the presidency of Charles Donnelly.
- July 1977 The executive vice presidents (Berg, Bloyer, and Davis) become presidents and report to the UNS Chancellor.
- Aug. 1977 The *Nevada State Journal* editorializes about the community college presidency: "With the legislature not scheduled to convene again for another year-and-a-half, the matter (a separate board of trustees) could die quietly. If the regents manage to push through their plan to eliminate the community college presidency . . . they will . . . have dismantled every vestige of central authority of the division by 1979. And they can meet any suggestion for autonomy with the simple observance that the division doesn't even have a leader."
- March 1977 Lyle Rivera, chief deputy attorney general for southern Nevada, gives regents' chairman James "Bucky" Buchanan five days to resign from the board because he does not live in the Henderson district he represents. Regent Buchanan says, "I am resigning my position as a regent out of my love for the law and my respect for the University of Nevada System." Later, the attorney general's office discovers Buchanan's "intent" and says he never abandoned his Henderson residence and could remain a regent. Dr. Marvin Sedway states that state leaders are conspiring to gut the community colleges.
- May 1977 Regents' Chairman "Bucky" Buchanan wants the Tadlock report, which is unfavorable to the regents, to be kept confidential. Regent John Buchanan (no relation to "Bucky" Buchanan) releases it to the *Las Vegas Review-Journal*. Tadlock's major recommendation was that the colleges have their own governing board. The regents ask the Tadlock group to reconsider the report. The revised report does not call for complete separation but indicates that a separate board should be created when the state can afford it.
- Sep. 1977 Chancellor Neil Humphrey resigns. UNLV President Donald Baepler is acting chancellor.

- Spring 1978 Another collective bargaining movement emerges among the community college faculties.
- March 1978 The regents appoint UNLV President Donald Baepler UNS chancellor. He announces a goal "to beef up" community colleges.
- April 1978 Freeport Minerals Co. says it will invest \$40 million in a gold mine north of Elko.
- April 1978 The UNS budget proposes \$4.2 million for a learning resources center for CCCC. NNCC supporters raise money in the community to start an RN program.
- April 1978 Senator Norman Glaser accuses the regents of "hanky-panky" for wanting to keep the Tadlock Associates report confidential.
- May 1978 The MGM Grand, with the world's largest casino, opens in Reno.
- May 1978 Senator Carl Dodge says he has been talking to UNS officials about 160 acres of rural land south of Fallon for a college.
- May 1978 The Tadlock Associates, consultants, report to the regents that their decisions seem to be biased toward the state's urban centers. The report recommends a separate governing board with a state chancellor for the community colleges. The Tadlock report recommends against a campus for Fallon because the meager population could not support a comprehensive college. The report also criticizes proposals to build campuses in Henderson and on West Charleston. Instead, CCCC should attempt to use facilities of the Southern Nevada Vocational Center. The report also says that the south campus of WNCC in Carson City should be an adjunct of the Reno-Sparks campus. Tadlock suggests that NNCC should develop housing for rural students.
- May 1978 The *North Las Vegas Valley Times* editorializes that the Board of Regents discriminates against community colleges. The writer says that James Buchanan has "no business being on the board, much less chairman. He is more suited to be dogcatcher in Searchlight."
- May 1978 Dr. Marvin Sedway says Mr. Buchanan is taking the board of regents down a path harmful to community colleges.
- May 1978 UNR students and faculty "boo" Chairman Buchanan as he uses the podium at commencement to protest unjust criticism of the regents.
- May 25, 1978 The revised Tadlock report does not include recommendation for a separate board of trustees.
- July 7, 1978 Regents vote to fund a "top administrator" for community colleges but do not specify duties and do not hire such an individual.
- July 15, 1978 The census bureau reports that the number of Nevada households grew 43.1% between 1970-77.
- Aug. 5, 1978 Chancellor Baepler says the community colleges are slated for a 53 per cent increase in funding for 1979-80.

- Nov. 8, 1978 The *Mason Valley News* editorializes that the regents have held the community college system under their thumbs, since its inception' and have accepted "without comment" cuts in the system's \$54 million capital improvement budget.
- Sep. 1979 The regents make each college an independent unit and the veeps become presidents.
- Jan. 20, 1979 Assemblyman John Marvel introduces a bill for \$500,000 for a community college in Winnemucca.
- Winter 1979 Governor Bob List recommends an instructional building for the Henderson Center.
- Feb. 26, 1979 Thirty-five Fallon citizens appear at the Ways and Means Committee hearing to show support for a bill which would appropriate \$851,000 for a college facility in Fallon.
- Feb. 26, 1979 Paul Kreider, acting CCCC president, supports \$2.9 million funding for a Henderson facility.
- Feb. 27, 1979 Chancellor Baepler, knowing the legislature had recommended the hiring of a president for community colleges, testifies before Ways and Means that a community college coordinator is needed to blend activities within the UNS.
- July 1979 Dr. Judith Eaton, self-described as an "activist, take-charge" individual, assumes the presidency of CCCC.
- Oct. 1979 The National Labor Relations Board conducts an election on each college campus to determine if the faculties want collective bargaining. They reject the idea, 87-68, but it is narrowly defeated at CCCC, 32-31.
- March 5, 1979 Senator Glaser, pushing legislation for community college trustees, says the colleges receive "practically no cooperation' from the UNS.
- March 5, 1979 Chancellor Baepler, supported by the community college presidents, testifies that articulation problems have been solved and there is no need for a community college board.
- March 8, 1979 Dr. Sedway says that the college presidents are afraid to speak their minds about a separate board.
- Feb. 9, 1979 Several state senators, including Norman Glaser, Keith Ashworth, Joe Neal, Jim Gibson, and Jean Ford support a resolution proposing constitutional amendments providing for an appointed board of university regents and community college trustees.
- 1981 Dr. Robert Bersi becomes UNS chancellor.
- Sep. 1981 CCCC opens its first building in Henderson.
- Nov. 1981 At the request of Chancellor Robert Bersi, Paul Parker, a consultant on academic transfer, says there is tension, mostly healthy, between the institutions.

- Dec. 1982 UNLV Faculty Senate calls for the resignation of Chancellor Bersi, because, they say, he attacked mechanisms protecting academic freedom and did not defend the university against misguided regents.
- 1982 A state budget shortfall results in a freeze on hiring and pay raises. The period is sometimes referred to as the “Great Code Wars,” as UNS Regents revise the System Code to provide for elimination of programs and reduction of faculty. Instructors criticize provisions for physical and psychological evaluations of faculty. Collective bargaining fever rises again.
- Spring 1983 Assemblyman Marvin Sedway again proposes a separate governing board for the state's community colleges. Dr. Judith Eaton resigns at CCCC to become the president of Philadelphia Community College.
- Fall 1983 Dr. Paul Meacham is selected CCCC president and announces the goal of developing technical education as a aid to economic diversification. His unproclaimed goals: to bring stability and develop internal pride at CCCC as the college, rocked by the Code Wars, also experiences a sharp enrollment decline.
- June 1986 Dr. John Gwaltney is hired as president of Truckee Meadows CC.
- 1986 The UNS School of Medicine and CCCC join forces to initiate the medical laboratory technology program.
- July 1988 The CCCC Health Sciences Center, donated by retired contractor and philanthropist Claude Howard, opens on West Charleston Boulevard.
- June 1989 Dr. Ronald Remington become the fifth president of NNCC.