



Kiss

Teacher Richard Lancaster "kisses the pig" in WTC's annual event. See story, page 12.

Stucco repair described as major project

Building woes date back to campus' early days

By Janice Northerns
Texan Staffer

Repairs expected to exceed a quarter of a million dollars in cost will begin soon to correct problems that have plagued Western Texas College almost since its inception 20 years ago, according to Dr. Harry Krenek, WTC president.

Bids for materials were accepted in October and work should begin "soon after the first of the year" to repair damage caused by cracks in the stucco facades of many buildings around campus, said Leon Pettitt, director of maintenance.

College officials believe the cracks resulted from improper construction techniques complicated by settling and shifting of the ground the college is built on.

Memos on file at WTC document that the existing problems date back to the first year of college operations. The memos are from Dr. Robert Clinton, WTC's first president, to the architects, and point out cracks were already occurring during that first year, Krenek said.

The buildings were constructed with expansion joints, but apparently not a sufficient number. In addition, sheets of metal lathing beneath the stucco were apparently improperly aligned when attached to the metal studs, thus hampering expansion and contraction even more, Krenek explained.

WTC sits on a layer of red clay which expands and contracts at different rates, causing some areas to shift more than others. The construction flaws pointed out and the shifting land have caused cracks in the stucco which allow moisture to seep in.

The moisture can cause serious problems, and the repairs are "not just for looks," Krenek said, noting the moisture penetration is damaging the metal lathing holding the stucco to the frame of the building.

He commented that a couple of years ago a "whole section" of stucco pulled loose from a wall on the Fine Arts Building, and that if not repaired now the damage will only worsen.

The cracks and moisture have caused water condensation inside some of the buildings, in particular, the game room in the Student Center. In addition, the damage creates insulation problems, resulting

See FIXUP, page 3



Christmas Songfest

The Christmas season was ushered in on the campus of Western Texas College with the traditional tree-lighting ceremony in the courtyard area Nov. 28. Members of the WTC choir provided carols. Singers shown include Sandra

Elias, Gena Grammer, Shanna Byrd, Barbara Chapman, Autumn Shelley, Todd Perry, Frank Pointeau and John Howard. (Texan Photo by Wylie Dakan.)

Coed recalls Nov. 17...

Fire leaves vivid memories

By Misty M. Stevens
Texan Staffer

All was quiet and well on the WTC campus around the noon hour on Nov. 17. Students had just completed lunch and were sitting around watching TV, visiting with friends or taking an afternoon nap.

This peaceful Friday was soon disrupted by a dominating smoke smell. Someone screamed "The dorm's on fire, get out, I'm serious, the dorm is really on fire!"

The stairwells were instantly filled with people, everyone emptied into the lobby and outside in the cold, crisp, winter air. Once we were all outside, we could hear the sirens of the approaching fire trucks. They pulled into the parking lot around the west wing of the dormitory.

By now, hundreds of students, faculty and

interested persons were gathered at the site of the burning dorm.

West Room 303 was in flames, the window had already shattered and the explosion of various aerosol cans sounded like a fireworks display on the Fourth of July.

We watched as the firemen struggled to get to the burning third floor. The fire escape door could not be opened and the firemen could not come close enough to extinguish the flames. All the while, the third floor was burning.

Finally, firemen standing on the ground began to aim their hoses up to the third floor window in an attempt to put the fire out. At last, a utility truck with a movable bucket arrived on the scene. Firemen were lifted to the level of the flames and after a matter of minutes the fire was out.

See MEMORIES, page 3

Campus swings into action immediately after dorm fire

By Janice Northerns
Texan Staffer

Though students received an unexpectedly long break for Thanksgiving due to the Nov. 17 dorm fire, there was still plenty of activity on campus.

Maintenance personnel and as many as 15 faculty members spent much of the Monday following the fire cleaning up the damaged wing and hauling away debris, said Dr. Duane Hood, WTC dean of student services.

Clean-up efforts have been underway since the day of the fire, and basically all the debris and damaged material has been re-

moved from the dorm, leaving "just a shell," Hood said.

College officials are waiting to begin actual repairs to the third floor for several reasons, Hood added. The wiring and mechanical systems have to be examined, and he noted that they "want to look at all the options" before replacing furniture, wall covering and so on.

Water damage to the roof of the first and second floor of the dorm was repaired in time for students on those floors to move back into their rooms when classes resumed after the Thanksgiving holidays.

External repairs to the dorm will be completed as soon as feasible, according to Leon Pettitt, director of maintenance. He said they are waiting on a sprayer which is on order for the general stucco repair project.

Damage from the fire, which broke out shortly before noon on Nov. 17, was largely confined to a wing on the third floor of the dorm, which housed the women's basketball team.

Fire Chief Terry Don McDowell, said the cause of the blaze was determined to be a frayed extension cord which ignited bed

See INVESTIGATION, page 3

Instructors reflect on fall semester teaching at new prison

By Sharon Doty
Texan Staffer

Now that one semester is behind them, WTC instructors who taught at the newly opened Price Daniel Unit prison have had time to reflect on a year that was beneficial for themselves and also for the students.

Looking back on the year, Gil Fleer, philosophy and sociology teacher, said that the experience reminded him of the human principle that everyone has the right to dignity. He said this was certainly a part of his classroom spirit.

Jim Rambo commented that he enjoyed his class and would be willing to teach a class there the next semester. He commented that the

students were like sponges, and said they were "eager to learn" and "well prepared." He characterized the in-class discussion as "excellent" and called his prison pupils "totally dedicated."

He said as the year came to an end, it was "hard to realize I wouldn't see them again at the end of the semester."

The college is now preparing for the next semester by choosing teachers and planning for registration.

A Texan story early in the semester profiled the WTC instructor's initial responses.

On Sept. 7, WTC officials registered inmates at the 1,000-man unit for fall courses. Bettie McQueen, WTC dean of instruction, was one of those registering inmates.

The group expected around 40 inmates to enroll, and found themselves facing a turnout of more than 90.

To enroll for the first fall term, the inmates had to have at least three hours of college credit.

To encourage inmates to take classes, the state paid for one course and good time was earned by taking classes.

Finding instructors to teach the classes was no problem, according to Mrs. McQueen.

"More teachers volunteered than there were classes offered," she said.

The final list of teachers and courses were James Durham, govern-

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TEXAN

OPINION

Instructors were asked to submit exemplary work from students. Dale Williamson's essay was from a team teaching Burke, Jim Durham, Jimmie McGee, Dan Osborn, Jim Palmer, Jim Rambo and Ray Robbins. Janice Northern's essay was submitted by English instructor Bill McGlothing.

Man's Ethical Values: Situation Ethics in Lieu of Known Absolutes

By Dale Williamson

Since the beginning of philosophical thought, man has tried to determine if absolute, universal values exist. The existence of absolutes is generally refuted for two reasons: man's reasoning ability should allow him to determine right and wrong for himself, and scientific observations of man do not show evidence of universal values. Because of these two facts, most modern philosophers believe all ethics to be relative, subjective and situational.

As other philosophers have noted, though, for an absolute value to exist it must be supported by a theological foundation. "Except for this theological context," Erich Fromm writes in his book *Man for Himself: An Inquiry into the Psychology of Ethics* (Fawcett Publications, 1947, page 26), "the concept of absolute is meaningless." Men are all subjective and even when agreeing with one another they are unable to create objective source; a god must exist. To answer the question, "Do absolute values exist?" requires an answer to the question, "Does God exist?"

The existence of God can first be seen using the scientific observations which, to some, suggest that no absolutes exist. All persons are expected to understand and adhere to a standard of fairness. While people do not always live up to this expectation, that does not mean that the standard does not exist. Additionally, all of the major religions of the world illustrated the same basic moral teachings. Based upon these facts, the existence of overriding values seems only logical.

Others refute the existence of god based upon the scientific "fact" of evolution. The problem with this argument lies in the scientific definition of fact. According to a current biology textbook, a scientific theory becomes "fact" if, after many attempts, it is not disproven through experimentation (Biology, 3rd ed., by Arms and Camp, Saunders College Publishing, 1987, pp. 5-6). Using this definition, the existence of God and the creation of the universe is no less a "fact" than is the scientific theory of evolution. Neither theory can be disproved through laboratory experimentation.

Finally, many noted scientists have discussed the major flaws in the theory of evolution. Lincoln Barnett summed up these sentiments when he stated, "the problem of initial origin remains. It [evolution]

merely pushes the time of creation into the infinite past." In other words, even if evolution did occur, this is no proof that a God does not exist.

Once the existence of a God has been accepted, the existence of absolute values is determined through the consideration of two additional questions: "Has God created objective values by which man should live?" and if so, "Does man know what those values are?" These two questions yield four possible results: (1) No absolute values have been created; (2) No absolute values were created by God, but man created values of his own which he regards as absolute; (3) Absolute values were created by God and man knows what those values are; or (4) Absolute values were created by God but man does not know what those values are.

The evidence seems to show that God has created absolute values which man should uphold. As stated earlier, the great religions of the world all present the same basic moral philosophy; all persons recognize the existence of a Moral Standard among humanity. These facts suggest that there is an overriding force in the universe urging men to do good. It is, therefore, apparent that the God who created mankind also created values by which man should live.

Why are their different moral codes in the world, then? Why do men who acknowledge the Moral Standard break these rules? The only justifiable answer to this question is that the absolute values created by God are unknown to mankind. While man knows in what direction the absolutes lie, he is unaware of their exact identity. Hence, the fourth of the possible results listed above is the answer to our question: God has created absolute values, but man does not know what they are.

Many will argue that man does know the absolutes. Taking Christianity as an example, the Law of Moses set down guidelines to be followed. Is it not true, though, that the Law of Jesus replaced that of Moses? This new law was broader in scope and stricter in application, extending the law to new limits. The Law of Moses was not absolute, else it could not have been bettered; rather, the Law of Moses was an indicator for man, showing in what direction absolutes lay. There is no evidence to suggest that the Laws of Jesus will not, in due time, be

replaced by an even more-encompassing law; again, the law simply serves as an indicator, not as the absolutes themselves.

This may seem untrue to some, but man's human nature almost dictates that God reveal the absolutes in such an on-going manner. Humans are, by nature, subjective and incapable of fully understanding objectives. Even if the absolutes were to be revealed, man would be unable to fully understand them. Rather than allowing for misinterpretation, God seems to be protecting man from himself by merely pointing toward the absolutes.

The apostle Paul provides an illustration that can apply to this subjective nature of mankind. In I Corinthians 13:12 Paul states, "Now we see but a poor reflection; then we shall see fact to face" (NIV). This is an illustrative statement of man's plight: he is unable to see the absolutes clearly. Man currently sees a poor reflection, since God has not revealed the absolutes fully. At a future time, man will see the absolutes fully, face to face. To extend this illustration, man would be unable to fully understand the absolutes, were God to reveal them, because of his subjective nature; to do so would be for a man to look directly into a mirror and see the back of his own head.

Through the answers to these questions, the question, "Do absolute values exist?" is resolved: absolute values do exist but mankind is not certain what they are. It is because of this that men utilize situational, relative, and subjective ethical values when resolving dilemmas. Knowing only in what direction the absolutes lie, this is all that man is able to do.

There is one final question to be answered: "Why act ethically?" The answer to this question may seem obvious to those who believe in immortality, the rewards and punishments associated with the after-life provide motivation for mankind to follow ethical standards. Unfortunately, not all persons hold to such a belief. As Peter Singer admits in the conclusion to his book *Practical Ethics* (Cambridge University Press, 1979, p. 220), "Why act morally?" cannot be given an answer that will provide everyone with overwhelming reasons for acting morally." This is a question, however, that the reader must be prepared to answer for himself.

In Search of Wisdom

By Janice Northern

"Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding." Proverbs 4:7

This familiar quotation from the Bible reminds us that for centuries mankind has considered the acquisition of knowledge to be of primary importance. However, there is growing concern that this may no longer be true.

In the Sept. 10, 1989 issue of "Parade" magazine, Carl Sagan argues that American knowledge of science and math is pathetically inadequate. Sagan says "A recent survey suggests that 94 percent of Americans are 'scientifically illiterate.'"

Another writer, Kenneth Hudson, contends in his book, "Jargon and the Professions," that we are in danger of focusing too much attention on technical fields in education, to the exclusion of liberal arts studies. He fears this is leading to a general inability to communicate well with others.

And, a recent "Dallas Morning News" editorial sums up the results of a just-released Gallup Poll of college seniors: "the Gallup survey . . . looked at what young people know—and, more precisely, don't know—after four years of college. The results are truly depressing."

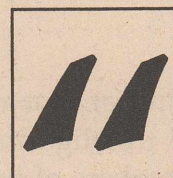
Not only do these examples point out that college students are failing to get "wisdom and understanding," but apparently they are not "getting" much of anything. But if young people are not attending college to acquire knowledge, then why are they attending? Unfortunately, students seem to believe it is the diploma that is important, rather than the knowledge that a diploma supposedly represents. How has this attitude developed, and what can be done to change it? Real change will not occur until students switch their focus from one that is degree-oriented to one that is learning-oriented.

A college degree is important; many jobs and professions are not open to a young person without one. So much emphasis has been placed on the degree, however, that students have gotten tunnel vision. They see a college diploma as something they must have to get a job, but view the subjects they are studying as merely a means to the end they are interested in—getting that degree and getting on with life.

I have been attending college classes only a few months and already have heard plenty of comments to that effect. I asked one student what his plans were. He said he was planning on getting a business degree, because he had a relative who could get him an upper level job in his company if "he had a degree." This student seems more concerned with biding his time through four years of classes just to get that degree, than in trying to learn how to run a business.

A mass communications major in one of my classes dropped English, saying it was "too hard." The student plans to take it during the summer, thinking it will be easier then. There is nothing wrong with wanting to accomplish a goal in a faster, easier way. But shouldn't a mass communications major be concerned with learning as much as possible about English, rather than trying to get through it in the least painful manner? Clearly, these students and others like them do not see much of a correlation between what they are being taught in class and their future. This is unfortunate, for it is the knowledge they need, not just a diploma.

Without a general knowledge of a wide variety of subjects, students face the world ill-equipped. The "Dallas Morning News" editorial recommends a broad core curriculum consisting of "foreign language, the humanities, math, science, and the social sciences," and



the Gallup survey . . . looked at what young people know—and, more precisely, don't know—after four years of college. The results are truly depressing."

quotes the National Endowment for the Humanities as saying "our society . . . depends for its cohesiveness on common knowledge." This common knowledge is essential if we are to function as contributing members of society. To vote intelligently requires some basic knowledge of the history of our country and how government works. To relate to others, to cooperate on the job or in a community setting, to work together to achieve common goals, all require effective written and spoken communication skills. The broader a person's educational background, the better-equipped he is for whatever situation may arise. If being well-educated in a variety of subjects is so important, how is it that we have failed so miserably at getting that point across to the average college student? Why do they not see it as a worthwhile pursuit—an essential pursuit?

Human beings do not start out snubbing their noses at knowledge. Babies are born with an innate need to learn as much as they can. My six-year-old, Jordan, is genuinely curious about why birds can fly, about how spiders spin their webs and at least a million other questions. And yet Carl Sagan notes that "something [happens] between first and 12th grade." He says high school students "memorize facts," but that "the joy of discovery, the life behind those facts, has gone out of them." What happens?

Parents are partly to blame. Even in babyhood, the child who is quiet is complimented as being a "good" baby, while the one who demands attention and is always "into" everything is considered "difficult." It is difficult at times to deal with a child's constant curiosity. It is easy to say "Go play, don't bother me now," but every time a child's question is rebuffed, or his attempts at exploration are met with "no no's," parents send a message to the child that curiosity and love of learning are not desirable traits.

The problem worsens when formal education begins. It only takes a few years for most children to resign themselves to accepting school as something they "have to" endure, not something they enjoy. Too often, school becomes a rigid, achievement-oriented environment. The student finds that to succeed, he must learn only certain things in certain ways. He becomes concerned only with passing the test and making the grade, not with acquiring knowledge. Original and creative thought is not encouraged or rewarded.

The student who earns "A's" easily is not motivated to learn

anything beyond what it takes to make an "A," even though this student has the potential to go much further. And students who struggle even to make "C's" end up feeling inferior and dumb. Sometimes they are actually trying harder and learning more than the "A" student, but if no one tells them that, they soon give up, feeling they "can't" learn anything. We do need some way of measuring progress, but placing so much emphasis on grades is teaching the students to value the measurement—the grade, more than the product—learning.

Another important factor is the teacher. Every school has a few really good teachers, but many are merely competent, if even that. Teaching does not pay well; the requirements to become a teacher are not difficult—it is seen as an "easy" major. The best and brightest often choose another occupation, and teaching is too often left to those who are unable to do anything else. Most students encounter plenty of examples of poor teaching. There is the coach teaching history or science as a sideline who does little more than have students read each chapter and answer the questions printed at the end. Then there are teachers who may have been enthusiastic at one time, but have long since experienced "burn-out." If a teacher does not love what he does, it is difficult for him to spark that interest in knowledge in his students. There are exceptional teachers, to be sure, but they are all too rare. When a student walks into a college classroom for the first time, he has been programmed for 13 years to see earning the grade, and passing on to the next level as the important thing. Is it any wonder that he enters college with the same attitude?

There are no quick, easy solutions to correct this kind of thinking, but as parents are part of the problem, they can also be a major part of the solution. The students who do make it through our educational system without losing their desire to learn usually receive strong support at home. Most parents do not have the answers to all of their children's questions, but there is nothing wrong with saying "I don't know." The key is to follow that up with "Let's find out," instead of "Don't ask me questions like that." Encouraging reading is another step parents can take to ensure that their children remain excited about learning. Books enable a child to learn on his own, helping to fill in the gaps left by the educational system.

TDC classes proved memorable for 'first' group of WTC teachers

Continued From Page 1
government, Franklin Pruitt, U.S. History to 1865; Gil Fleeer, psychology; Robert Adams, Spanish; Ed Barkowsky, Composition I; Jim Rambo, Fundamentals of Speech; and Bill Halbert and Joann Snider, who taught two separate Introduction to Business classes. All classes met once a week from 7-9:50 p.m.

Teachers at the time noted some common anxieties.

"When that last door shut behind me, I became somewhat apprehensive. I was locked in a prison," Durham said.

Mrs. McQueen noted that same feeling while registering students. She said, however, that the feeling was gone in about 10 minutes and the registration at the prison was like any other college registration.

To calm their uneasiness, some of the teachers shook hands with the inmates.

"Shaking hands with them helped me to get rid of my own butterflies," Adams said.

Durham also found shaking hands to be helpful.

He said, "I shook their hand and gave them that book. They really wanted to look at that book. I've never seen a bunch get after the textbook and read it like they did. They couldn't wait."

Being a woman may have made teaching at the prison more difficult for Mrs. Snider.

"They asked me, 'Is this your first time to teach at a prison?' I said Yes. For a split second, I thought about lying... But decided to tell the truth. They then said, 'I bet you were scared to come out here.' I told them that yes, I was a little nervous at first, but also, that after they got to know me, they would find out that I wasn't afraid of the boogy-man either," she said.

Pruitt pointed out that uneasy feelings held true for all, even the inmates: "I think they were as apprehensive as I was."

Mrs. Snider said that when class began, the inmates would not make eye contact with her, but by the end of the class the students were practically "sitting on the edge of their seats."

"When they went out, they all filed by my desk and said, 'Thank you Ma'am,'" Mrs. Snider said.

Adams thought that his students were appreciative of his efforts also. He said that as his students left the classroom, they all tried to say some Spanish phrase.

Embarrassing moments seemed to come easily at the prison. For Durham, this happened when he realized that his words "I'm glad your here", might not be the most appropriate words to these students.

"The students are just like any other students. They are eager to learn and are interested in bettering themselves," Mrs. Snider said. She continued, "I found the students to be very into it. They stayed on the subject and were very interested, I was really impressed."

As the semester began, Mrs. Snider also stressed that the classes were not to be watered down.

"I'll run the classroom just like any other. I expect them to write reports, read chapters, and do projects—whatever. They are going to be doing the same things as my other students."

The students at Price Daniel

Unit may be more like the ones at WTC than one might initially think.

"One sobering thought about the inmates, for those that have young sons, they look just like them. The majority were born af-

ter 1960 and they are some of the finest looking young men you'll find anywhere," Durham said.

Mrs. McQueen also agreed with this comment. She said, "It really bothers me to see young people so messed up."

Campus now facing long range fixup plan

Continued From Page 1

in higher heating and cooling costs.

Krenek said he did not know why appropriate action was not taken at the time problems first began occurring, or why measures were not utilized to better prepare the land prior to building on it.

He noted that the architects and contractors should have been aware of potential difficulties, and said there are various methods of stabilizing the underground conditions before construction. To his knowledge, he said, nothing was done.

He emphasized his main concern now is not "pointing fingers," but assessing the situation and deciding what can be done at this point.

An original estimate of \$738,000 was proposed by two separate consulting firms out of Dallas and Midland to repair the damage. This would be for a "turnkey" job by an outside firm to be completed in one phase.

WTC officials expect to be able to achieve the same results for less than half the original estimate by doing the work "in-house" and spreading it out over a longer period of time.

Edwin Galyean has been employed to head the project and Krenek describes him as having a "strong background in masonry and stucco." Galyean has been working with consultants in preparation for the repairs, and the consultants have advised in what order the work should be done.

Many buildings are affected, and will be repaired on a priority basis. Repairs are expected to extend over a three-to-four year period. Slated to be repaired the first year are the Learning Resource Center, Student Center, Fine Arts Building and dormitories.

Necessary steps will include repairing existing damage and adding more expansion joints. All stucco surfaces will be cleaned with a high-pressure hose and then a heavy-textured "elastomeric" coating will be applied as a protective sealant against future damage.

Repairs will also begin soon on the campus apartments. All of the stucco will have to be removed and replaced. In addition, a layer of plywood will be placed over the metal lathing before re-stuccoing the apartments.

Preventing future problems due to the shifting ground will be much more complicated, Krenek said. Additional consultants are likely to be called in to deal with the situation. For now, present consultants advised that the plan outlined should be the first step and the foundation difficulties can be dealt with later.

All repairs will be paid from "reserve funds" set aside for just such a purpose. Krenek commented that adequate funds are available, "particularly with the approach we are taking." It is a "pay me now, or pay me later" situation. If the problems are not dealt with now, the damage will be compounded, he said, and even \$738,000 would begin to look like a "rather insignificant amount."

Krenek added that repairs are not expected to disrupt classes or campus activities in any way.

Memories bring back fire

Continued From Page 1

The sky was filled with black smoke that drifted over the city of Snyder. Students stood there in what one might call a state of disbelief. What do we do now?

Huddled in a group were the Western Texas girl's basketball team. The third floor was what the Dusters once considered to be home. As tears streamed down their faces, a heartfelt sympathy was felt by everyone there.

There were crowds of people idly chatting around the scene, waiting to see what happened next. At that time a rumor broke out that school would be cancelled until after the Thanksgiving holidays. This news spread like wild fire throughout the campus. Although the circumstances for the extra long vacation were traumatic, we were certainly glad school was going to be called off.

"Everyone gather on the basketball courts," yelled Dr. Duane Hood, and he confirmed the rumor that school would indeed be dismissed until after Thanksgiving.

Soon after that, we began to gather our things from the now evacuated dormitory. Everything we owned now needed to be washed or aired out to get rid of the smoke odor. The scene was one of departure. It was as if we were all going home never to return again. Dorm students were loading their belongings into their vehicles and heading out.

Goodbyes were said and happy Thanksgiving hugs were exchanged as the dorm parking lot began to empty. We really did have a reason to be thankful. We experienced what could have been a very fatal accident and we were all extremely fortunate.

The dorm was closed and everyone had gone home. The only sound that could be heard was that of the wind blowing through the shattered window of Room 303.

The dorm rooms also have solid core wooden doors, and a room near the outbreak of the fire suffered very little actual fire damage simply because the door was closed. There was extensive smoke and heat damage throughout the wing, though. McDowell explained that temperatures in such fires can reach 1,000 degrees.

McDowell noted that the ceil-

ing insulation also helped in containing the fire. He said even some types of "nonflammable" insulation will ignite if heated to a high enough temperature, but added that didn't happen in the WTC dorm.

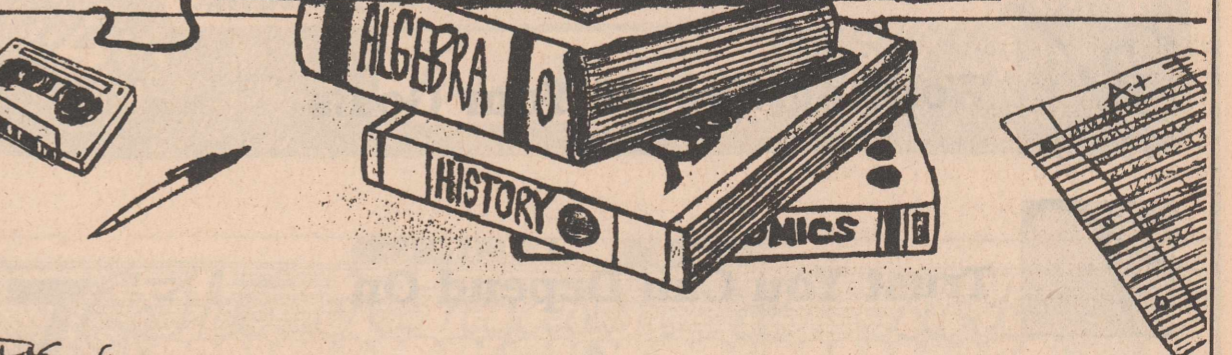
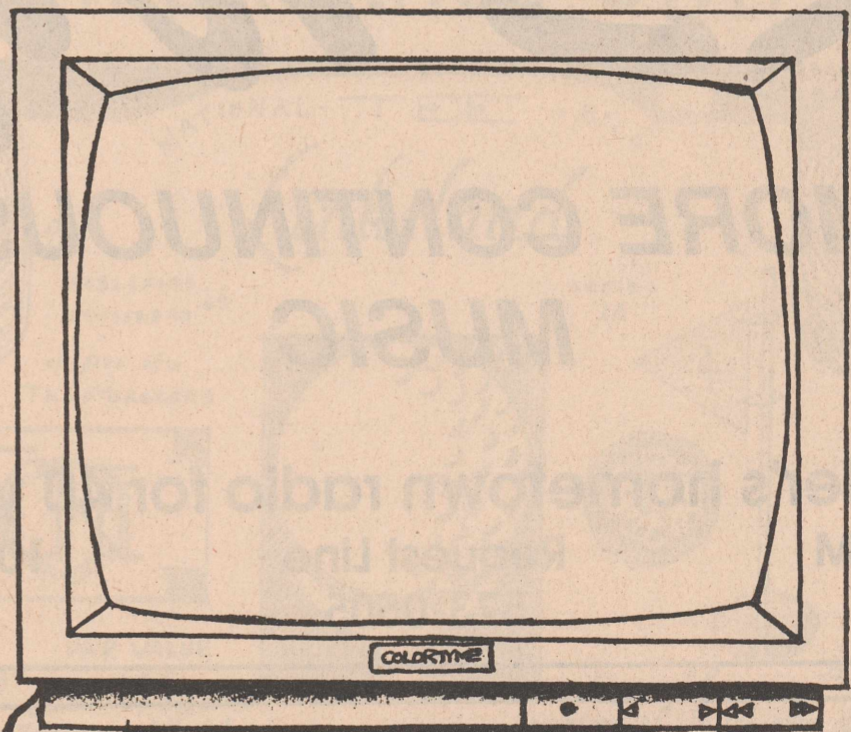
He said the fire itself was contained in approximately 25-30 minutes, but that firemen remained for more than two hours.



Artistic racer

WTC art major Cole McKenzie created this image of a race car as part of his studies this fall in art. The painting, which actually measures some 17 inches by 21 inches, was primarily done using acrylic paint.

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Investigation follows WTC dormitory blaze

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clothes. No injuries were reported from the fire, and McDowell added that it could have been much worse.

He credited construction materials used in the dorm as being an asset in controlling the fire, saying the masonry and metal construction helped to keep the fire from spreading.

TEXAN

13 honors brought home...

Hamlet ESP earns awards

By Tabitha Lewis
Texan Staffer
The "Hamlet ESP" cast received 13 awards at the American College Theatre Festival at Lamar University the weekend of Nov. 17-18. Members of the crew received

awards were Galen Price, Snyder, for set design and light design; Teresa Rambo, wife of director Jim Rambo, for costume design; Richard Lack, Snyder, for sound design; and Mel Branch, Lubbock, for graphic art design. Acting honors were given

out by both the critic for the competition and by the combined vote of the directors entering shows. The recipients for the critic's award for acting were Jeff Hicks, Muleshoe; Brandon Neeley, Snyder; and Scott Weaver, Leveland, who combined to play the character Hamlet in "Hamlet ESP," and Richard Lack, Snyder, for his portrayal as Polonius.

The Irene Ryan nominations for the director's choice for acting went to Lack's portrayal of Polonius also and to Joy McSpadden, Snyder, for her version of Gertrude.

The Irene Ryan Nominations for the critic's choice for acting went to Ken Kern, Dallas, who portrayed Horatio; and Lea Ann Bonner, Albany, for Ophelia.

The school chosen to advance from the competition was Lamar University in Beaumont.

The next project for the WTC drama department will be a children's show. The play will be performed on campus and will also tour.



Original faculty

Members of the original WTC faculty shown in this early picture are (front row, from left) Velma Clay, Janet Halbert, Frances Clegg, Albert Giere, Warren Cullar, Carol Cullar, Linda Miller; (second row) Mickey Baird, Jerry Baird, Marvin Genuchi, Harry Dietz, Ted Martinez, Mary Hood, Rita Colley; (third row)

David Hiltbold, Jerry Corkran, Dean Morgan, Toni Turk, James Palmer, Bill Halbert, Sam Walker; (fourth row) Wendell Jones, J.M. Kayser, Ray Robbins, Sid Simpson, Mike McBride, Andy Daniel; (top row) Jerry Clark, Larry Thompson, Ed Barkowsky and Larry Anderson. (WTC Photo)

Fourth class graduates for TDC guard training

By Sharon Doty
Texan Staffer

The fourth graduating class for TBCJ correctional officers trained by WTC were graduated Nov. 30 at 7 p.m. in the Fine Arts Theatre. Speaker for the graduation was Mamie Proctor, a member of the Texas Board of Criminal Justice and an attorney in Houston.

The graduating class of correctional officers makes the fourth for WTC and raises the total number of graduates to 113.

Members of this year's graduating class, two of which are women, were Serapio Gomez Alamanza, Cynthia Ann Ball, Sidney Kent Brunson, Joel Haugh Buckley, Wilford Wayne Buckner, Mikeal Parker Cade, Leo Castillo, Travis Ray Cawthorn, Aubrey Ray Darden, Christopher Ray Doles, Robert Norman Ford, Lance Shawn Hughes, Nick T. Jimenez, Richard Paul Kruger, Ronnie Bob Landis, Matthew Earl Mitchell, Charlie Elliott Murdoch, Jerry Carl Mc New Jr., Pete Olivarez, Miguel Ortegon, Tracy Michele Polk, Douglas Wayne Thamez, Tommy Wayne Trammel and Danny William Wash.

'Texan' tracks down original staff from WTC's first campus faculty

By Maci Taylor
Texan Staffer

As WTC nears its 20th year of operation, 12 members of its original faculty are still employed with the institution.

The original 36 began teaching in the fall of 1971 after the formation and construction of the

college in 1969-70.

Of these 36, four are now deceased, three have since retired and at least 14 have relocated to other parts of the country.

Original staffers who still remain, listed alphabetically, are:

Larry Anderson, associate professor and the director of library and media services; Jerry Baird, director of the senior citizens center; Mickey Baird, associate professor and the director of student activities; and Dr. Edward Barkowsky, English professor and chairman for the Letters and Communications Division.

Others include Gerald Corkran, associate professor and director of the developmental reading center; Bill Halbert, business administration professor and chairman of the Business and Mathematics Division; and Janet Halbert, associate professor of English.

Also still at WTC are Dr. Duane Hood, dean of student services; Dr. Mary Hood, psychology professor and director of counseling services and testing; and Dr. James Palmer, professor of history and geography and chairman for the Social Science Division.

Others are Ray Robbins, professor of criminal justice; and Sam

Walker, associate professor of welding.

The four original faculty members who are now deceased are Dr. Ben Brock, vice president of WTC; Marvin Genuchi, professor and chairman of the music department; Jimmy McDonald, instructor of automobile mechanics; and Gene Robertson, director of occupational and technical education.

Three of the original faculty members retired while still with WTC. They are:

—Rex Hopkins, who served many positions, first as business manager. He retired from WTC as the director of maintenance in August of 1987.

—Dr. James Tully, who began in August of 1971 as the dean of learning resources. He retired from the position of director of financial aid in February of 1988.

—Merrill (Mule) Kayser, who also served in many capacities throughout his time at WTC. He retired in the spring of 1977 as an assistant professor of history and anthropology.

The following 14 have relocated to other parts of the country and are working in a variety of fields. They are:

—Leslie Albin, an assistant

professor of science when at WTC, is now teaching at Austin Community College.

—Velma Clay, instructor of the LVN program, is now working for Howard County Junior College as instructor of the RN program that is taught at Cogdell D.M. Memorial Hospital.

—Frances Clegg, an associate professor of science, has since married and is now Frances Clegg-Ferris. She is living on a farm at Wayside, Tx. where she and her husband have two boys.

—Rita Colley, an instructor of business, is now Mrs. Tom Crain and is living in New London, N.C. She is the mother of two boys.

—Warren Cullar, assistant professor of art, is currently living in Austin and owns an art studio there.

—Harry Dietz, assistant professor of mid-management, has since married Linda Miller and they own and run Dietz Flower Garden and Bridal Shower in Seguin. Linda Miller was an instructor of mathematics on the original faculty.

—Charles Holland, assistant professor of drama, is living in Dallas and is running an advertising agency.

—Wendell Jones, assistant professor of foreign language, is working for the Midland Independent School District.

—Ted Martinez Jr., instructor of business, is currently living in Dallas and working for the Dallas Community College.

—Dean Morgan, director of the Christian Student Center, is with Amarillo College.

—Van Rigby Jr., assistant professor of agriculture, is now teaching agriculture at Sycpris-Fairbanks ISD.

—Sid Simpson, associate professor of physical education, is now the director of athletics at Pine Bluff High School in Arkansas.

—Toni Turk, assistant professor of history and government, is the assistant superintendent of Cahoun County ISD in Port La Vasca, Texas.

Of the original 36, the Texan was unable to identify the whereabouts of three staffers. They are:

—James Clark, who was the instructor of diesel mechanics.

—Albert Giere, who was the professor of physics and mathematics.

—David Hiltbold, who was the assistant professor of electrical technology.



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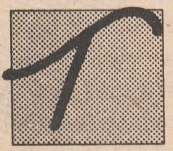
Request Line

101.7 FM

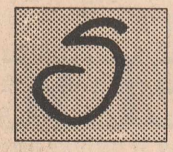
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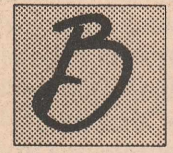
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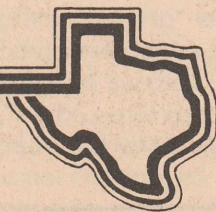


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CIA tactics questioned by New Mexico students

(CPS)—The Central Intelligence Agency resorted to fake and misleading statements to pacify students at the University of New Mexico and Middlebury College who object to its recruiting in October. At New Mexico, CIA recruiters confused demonstrators by showing up one day earlier than scheduled to interview students.

At Middlebury, a recruiter convinced protesters to disperse by sounding like he was promising the CIA would never recruit at the Vermont campus again.

"I will not come back on campus to do any more recruiting. I promise you that," Brian Peters, chief of the agency's new England recruitment center, told 15 students who had staged a sit-in at Middlebury's placement office while more than 50 others demonstrated outside.

Mark Mansfield, a CIA spokesman at the agency's Washington, D.C., headquarters, however, quickly clarified that Peters had not meant the CIA would not return to Middlebury.

Though Peters signed a statement saying that he "will not initiate interviews" at the 1,600-student school, other CIA recruiters might continue to conduct interviews, Mansfield said.

"Peters was trying to quell a very tense situation," Mansfield said, noting Middlebury had not provided any security for Peters.

In a separate incident at the University of New Mexico, the CIA began recruiting on campus on Oct. 5, a day earlier than scheduled, to avoid confrontations with students.

Last year, UNM students disrupted recruiting and took CIA literature during a government career fair on campus. CIA officials left, and said they would not return.

Men end fall play with 11-4 record

By Todd Perry
Texan Staffer

The WTC men's basketball team are boasting an 11-4 mark at the end of the first semester of the 1989-90 school year—showing that they can play tough with the quick fast-break offense.

The men are 1-1 in conference after falling Nov. 30 to Midland College, 110-99, in the first conference game. Midland is ranked 15th in the nation and was pulled to win the conference.

Dominick Byrd led a group of five in double figures with 23. Toney Joyce had 14, Jeff Shelley had 13, Kenneth Critton had 11 and Alfredo Porter and Cedric Mason had 10 apiece.

The men bounced back with a win against the Bulldogs of Clarendon College here Dec. 4. The Westerners were paced by Dominick Byrd who had 21 and a "highlight film" alley-oop slam. Jeff Shelley had 18, Cedric Mason had 14, Ray Johnson had 11, and Toney Joyce and Allen Smith had 10 each. The final was 99-83.

Over the Thanksgiving holidays, the team played in the Odessa College Thanksgiving Tournament. The Westerners scored a Thanksgiving day victory against Pratt College with a 97-90 win. Six men were in double figures for WTC led by Allan Smith with 25.

Smith was followed by Alfredo Porter who had 18 with three 3-pointers. Jeff Shelley had 14 followed by Dominick Byrd who had 12, and Kenneth Critton and Cedric Mason with 10 apiece.

In the second round of the tournament, WTC posted a victory over TSTI 102-83. Dominick Byrd was the high man for the Westerners with 24 points. Tony Joyce and two others were in double figures. Joyce had 19 while Alfredo Porter sunk 15 points with two 3-point-

ers. Allen Smith had 11 to round out the double digit scorers.

Final round action found WTC winning again against Ft. Bliss 124-87. The Westerners were paced by Tony Joyce who had 23. WTC had five more in double digits including Dominick Byrd who had 18, Ray Johnson who had 14, Alfredo Porter with 13 and Jeff Shelley and Cedric Mason with 12 apiece. WTC went into the Western Junior College Athletic Conference with an impressive 10-2 record.

On Nov. 20, WTC faced Ranger for the third time. Ranger finally defeated the Westerners 109-102 after losing the first two. Kenneth Critton and Jeff Shelley had 19 apiece to pace the Westerners followed by Allen Smith with 13 and David Smith with 12.

The Westerners faced Ft. Sill on the 19th with a 139-131 victory. Dominick Byrd paced the team with 29 points followed by six more in double figures. Cedric Mason had 19 followed by Jeff Shelley and Lester White with 16, Toney Joyce and Allen Smith with 12 apiece and Alfredo Porter with 10.

The Westerners game against Cisco on the 10th found a six game winning streak snapped. WTC lost 100-96 in the South Plains College McDonald's Classic. Kenneth Critton had a season high 34 points in a losing cause. Critton was 10 of 12 at the free-throw line including 12 field goals. Four others were in double digits including Dominick Byrd and Allen Smith with 13, Jeff Shelley with 12 and Alfredo Porter with 11.

In the first game of the tournament, WTC pounded Western Oklahoma College 118-80. Kenneth Critton again led a group of six double digit scorers with 16. Cedric Mason had 14, Allen Smith and Ray Johnson had 13 and Toney Joyce had 11.



Closely Guarded

The WTC Lady Dusters defeated the Clarendon Lady Bulldog's by a score of 62-43 in a game played in the Scurry County Coliseum Dec. 4. The high point shooter for the Dusters was Tami Wilson with 23 pts. During the Monday night action,

Duster, Vicky Jones, guards a Clarendon player closely. Also shown at right is Duster Jeana Stocket. (Texan Photo by Tabby Lewis)

Dusters beat Clarendon, now 12-1

By Carol Johnson
Texan Staffer

The WTC Lady Dusters pulled the covers over the Clarendon Lady Bulldog's eyes on Monday, Dec. 4. Final score was 62-43.

It took the Lady Dusters a while to put up a strong defense but as always they came out smelling like roses.

The high point shooter for the Lady Dusters' win over the Lady Bulldogs was Tami Wilson with 23 pts.

On Nov. 27, the Lady Dusters continued to keep their heads high and their spirits lifted. The ladies managed to take the lead over Cisco Junior College and win another victory 68-62.

Leading for the ladies were Tami Wilson with 25 points and Bobbie Brown with 13.

On Nov. 20, the WTC Lady Dusters demolished Ranger Junior College with a victory of 97-62.

Bobbie Brown led the ladies with 20 points, Carla Gladden and Tami Wilson with the same double figures of 17 and Tammy Williams poured in 15 points.

The Lady Dusters continued on with a victory in the Howard Tournament to defeat Temple Junior College, Nov. 17, 65-55.

The leading scorers for the Lady Dusters were Tami Wilson with 28

Lady Dusters finished in double figures in the Howard Tournament, held in Big Spring Nov. 16.

The Lady Dusters ran away from Weatherford Junior College, 69-46.

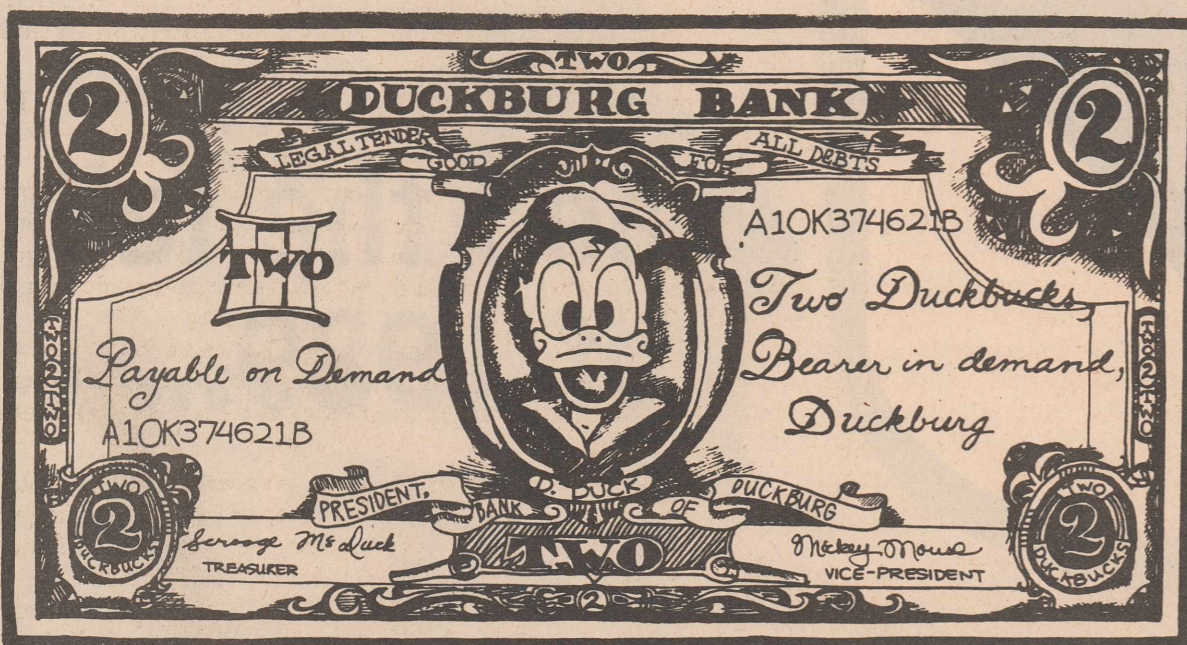
Tami Wilson led the Lady Dusters pouring in with 14 points. Tracy Rome helped to build up the score for the ladies with 13 points and Bobbie Brown ripped the cords to add 11 points.

Schick sponsors 3-3 games

(CPS)—It's halftime of a Celtics-Lakers game at the Boston Garden. Larry Bird and Magic Johnson are in the middle of a classic duel and more than 15,000 fans are on their feet. As Bird, Johnson, McHale and Worthy head for the locker rooms, another grudge match begins at six Boston area college students hit the famed

parquet floor. This sports fan's fantasy is being made possible by the Schick Super Hoops 3-on-3 Basketball Tournament. Each year, more than 225,000 male and female college students at over 800 schools have competed in the intermural tournament for the opportunity to play the championship game.

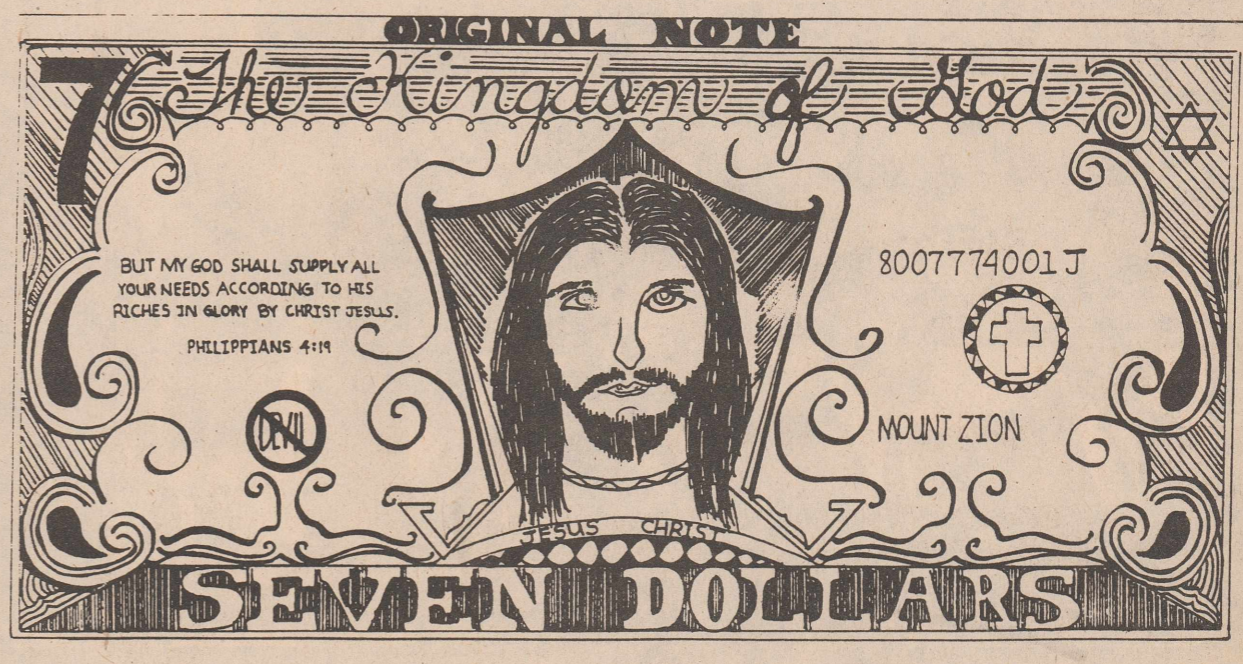
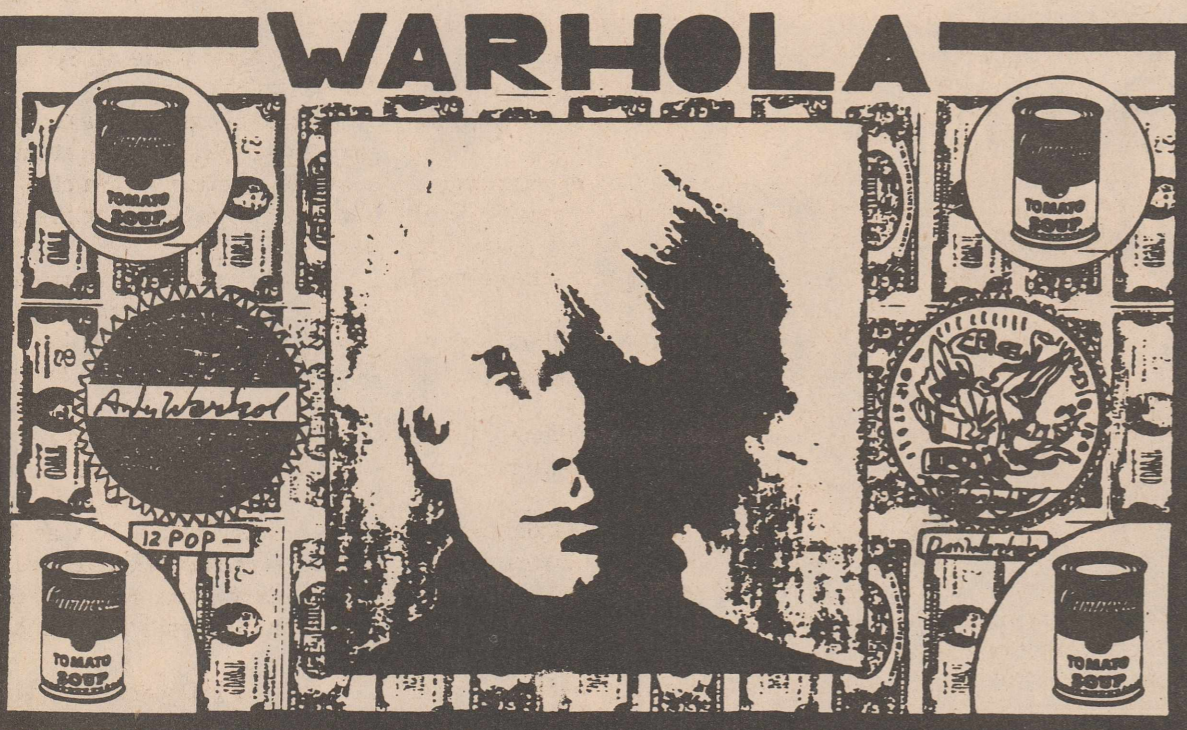
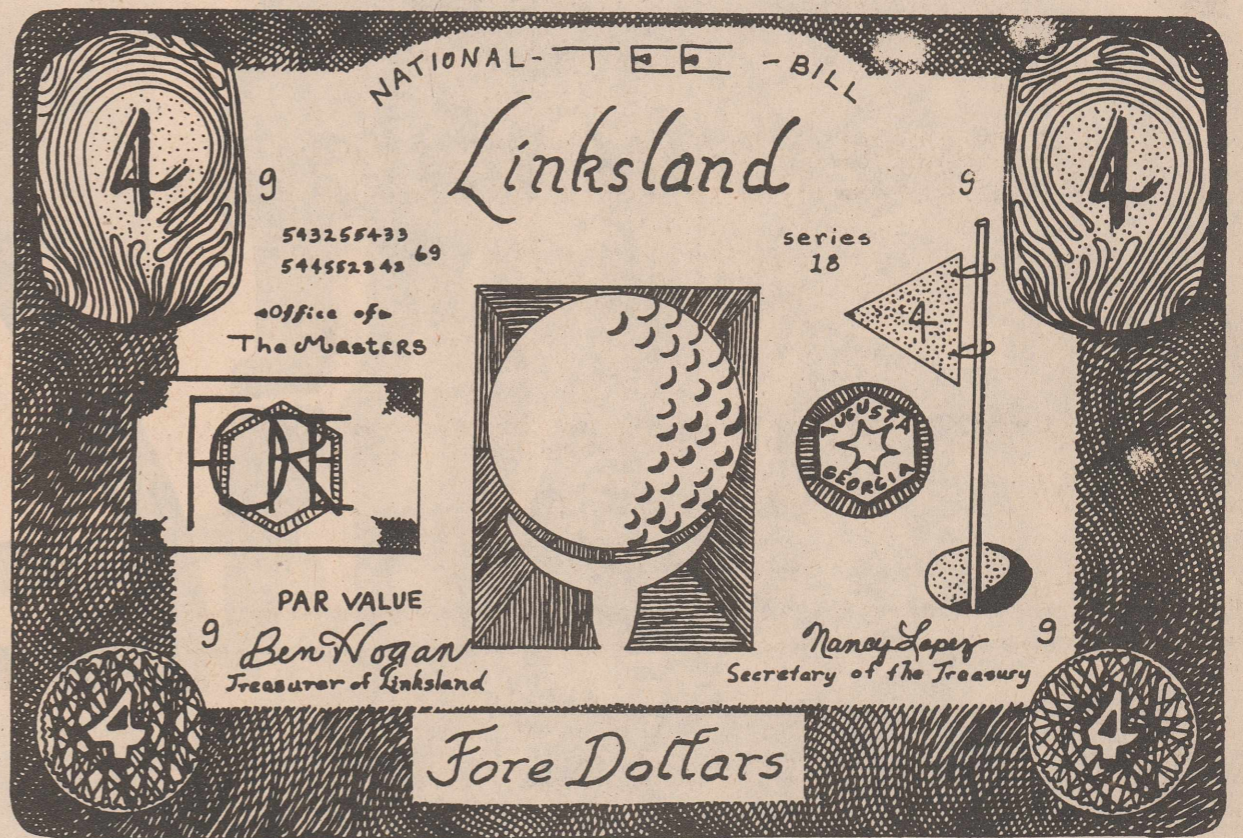
Funny money: students learn to make their own



Funny Money

This is a sampling of the "money" made by students in Art 2-D Design, taught by Ty Brunson. The "duck bucks" (upper left) were done by Kristi Carter, and the "Linksland" dollars at right were

created by Helen Hatter. In the lower examples, the "Warhola" dollars were created by Cole McKenzie, and the religious-related dollars are the product of Felix Yanez.



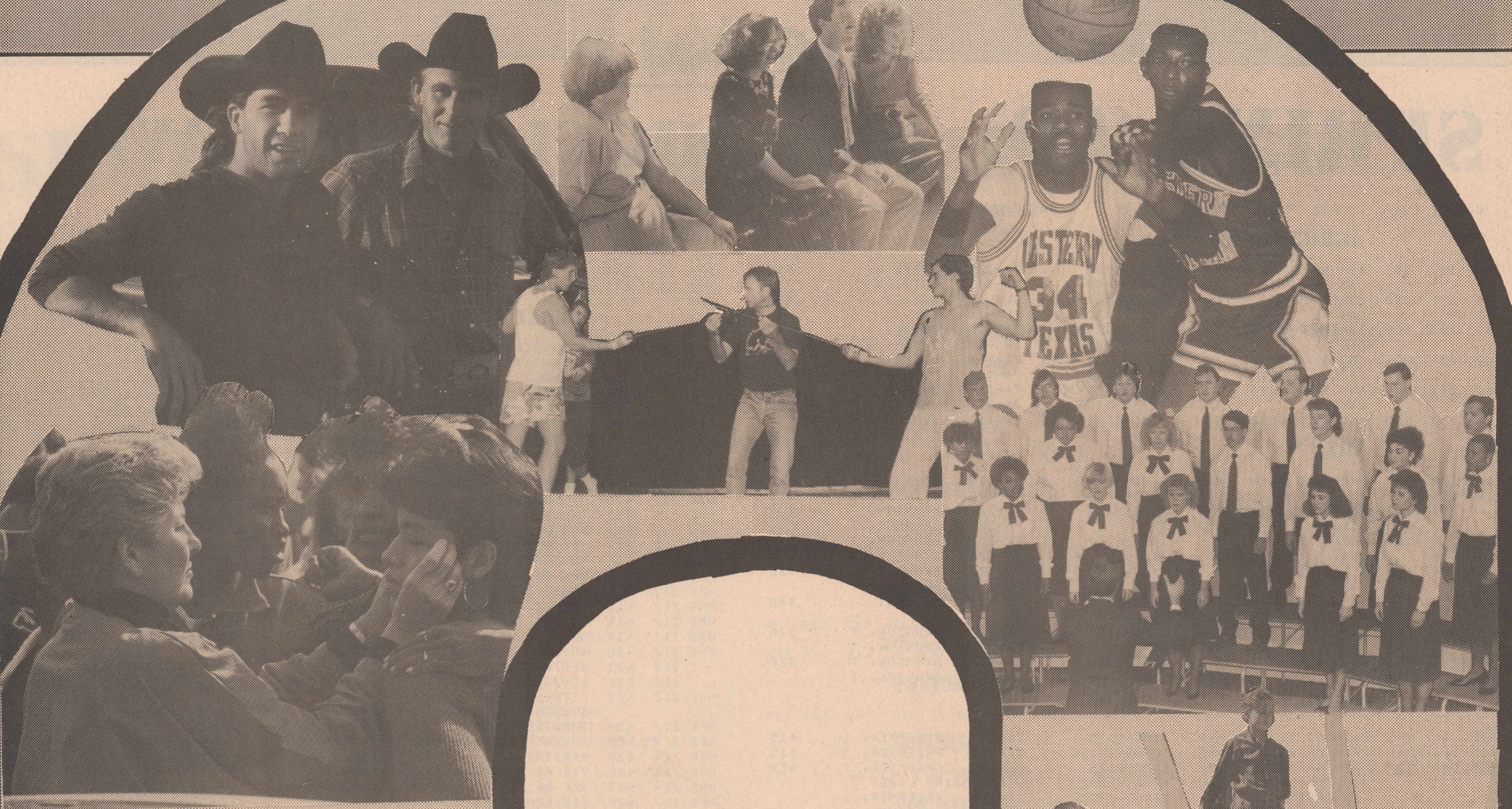


**You've seen
the past...**

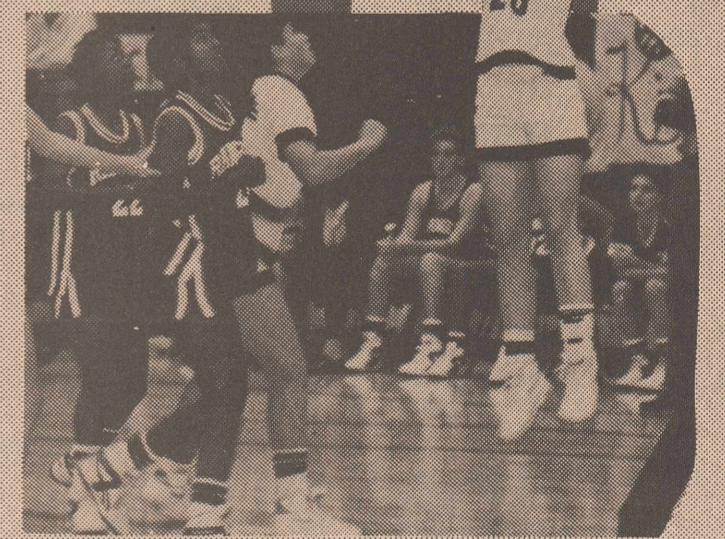


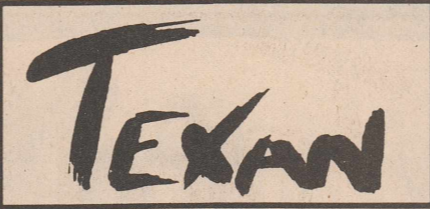
**and the fall
of 1989...**





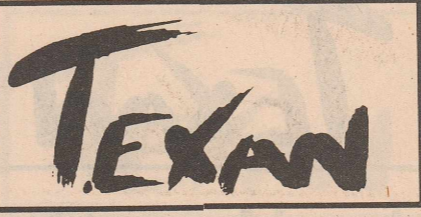
**In February
look forward
to the
future**





SPRING '90: ACADEMIC CLASSES (DAY)

CLASS	COMP	COURSE TITLE	DAYS	PERIOD	SEM HRS	ROOM	INSTRUCTOR	LAB FEE											
AGRICULTURE																			
AG 132	001	AGRONOMY	MW	9:00-9:50	3	7A-111	DOTY, B	\$10	HIS 132	240	US HIS 1865-	MWF	9:00-9:50	3	2C-101	DURHAM, J			
AG 136	002	HORTICULTURE	MWF	11:00-11:50	3	7A-111	DOTY, B	\$10	HIS 132	241	US HIS 1865-	MWF	10:00-10:50	3	2C-101	ADAMS, R			
AG 230	003	AGRI COMPUTERS	W	12:00-12:50	3	7A-111	EBY, J	\$10	HIS 132	242	US HIS 1865-	MWF	11:00-11:50	3	2C-101	ADAMS, R			
AG 235	004	RODEO PROD/MGT	TH	1:15-3:00	3	7A-118	JUDAH, J	\$10	HIS 132	243	US HIS 1865-	TTH	8:00-9:15	3	2C-101	DURHAM, J			
AG 237	005	ANML/CARC EVAL	TH	11:30-12:45	3	7A-111	JUDAH, J	\$20	HIS 132	244	US HIS 1865-	TTH	9:30-10:45	3	2C-101	ADAMS, R			
AG 238	006	MKT AG PRODUCTS	TTH	9:30-10:45	3	7A-111	JUDAH, J		HIS 232	245	WESTERN CIV	MWF	12:00-12:50	3	2C-101	DURHAM, J			
ART																			
ART 133	100	FREEHAND DRAW	MW	1:00-4:00	3	FA-117	GIBSON, J	\$10											
ART 135	101	3D DESIGN	TTH	1:00-4:00	3	FA-122	BRUNSON, T	\$20											
ART 233	103	ADV/3D DESIGN	M	1:00-4:00	3	FA-122	BRUNSON, T	\$20											
ART 234	104	CERAMICS I	M	1:00-4:00	3	FA-122	BRUNSON, T	\$20											
ART 234	105	CERAMICS II	M	1:00-4:00	3	FA-122	BRUNSON, T	\$20											
ART 236	106	SOPH/LIFE DRAW	TTH	1:00-4:00	3	FA-117	GIBSON, J	\$10											
ART 237	107	SCULP/CERAM I	M	1:00-4:00	3	FA-122	BRUNSON, T	\$20											
ART 237	108	SCULP/CERAM II	M	1:00-4:00	3	FA-122	BRUNSON, T	\$20											
BIOLOGY																			
BIO 146	025	PRIN OF BIO II	MWF	9:00-9:50	4	2A-101	FREEMYER, S	\$15											
BIO 146	026	PRIN OF BIO II	MWF	10:00-10:50	4	2A-101	FREEMYER, S	\$15											
BIO 146	027	PRIN OF BIO II	TTH	8:00-9:15	4	2C-103	FREEMYER, S	\$15											
BIO 242	028	HUMAN ANAT/PHYS	MWF	8:00-8:50	4	2A-101	CARTER, J	\$15											
BIO 242	029	HUMAN ANAT/PHYS	TTH	8:00-9:15	4	2A-101	CARTER, J	\$15											
BIO 244	030	BOTANY	MWF	10:00-10:50	4	2A-105	CARTER, J	\$15											
BIO 247	031	MICROBIOLOGY	TTH	9:30-10:45	4	2A-101	FREEMYER, S	\$15											
BUSINESS ADMINISTRATION																			
BUS 131	175	INTRO TO BUS	TTH	9:30-10:45	3	2F-106	HALBERT, W												
BUS 232	176	BUSINESS LAW	MWF	10:00-10:50	3	2B-106	HALBERT, W												
BUS 232	177	BUSINESS LAW	TTH	11:30-12:45	3	2B-106	HALBERT, W												
BUS 238	178	PRIN OF ACC II	MWF	9:00-9:50	3	7A-117	HALBERT, W												
CHEMISTRY																			
CHM 144	032	COLLEGE CHEM	MWF	10:00-10:50	4	2A-102	OTTO, F	\$15											
COMPUTER SCIENCE																			
CS 130	179	INTRO/COMP SCI	MWF	9:00-9:50	3	LRC-203	CANADA, W	\$20											
CS 130	180	INTRO/COMP SCI	MWF	11:00-11:50	3	LRC-203	CANADA, W	\$20											
CS 131	181	COMP PROG/BASIC	TTH	9:30-10:45	3	LRC-203	CANADA, W	\$20											
CS 235	182	COMP PROG/COBOL	MWF	10:00-10:50	3	LRC-203	CANADA, W	\$20											
DRAMA																			
DR 112	120	THEATRE ACT	TBA	TBA	1	FAT	RAMBO, J	\$5											
DR 132	121	ADV/STAGECRAFT	MW	1:00-2:30	3	FAT	RAMBO, J	\$5											
DR 212	122	THEATRE ACT	TBA	TBA	1	FAT	RAMBO, J	\$5											
DR 234	123	ACTING II	MWF	10:00-10:50	3	FAT	RAMBO, J	\$5											
ECONOMICS																			
ECD 232	225	PRIN OF ECO	MWF	10:00-10:50	3	2C-104	PALMER, J												
ECD 232	226	PRIN OF ECO	TTH	9:30-10:45	3	2C-104	PALMER, J												
ENGLISH																			
ENG 131	300	COMPOSITION I	MWF	9:00-9:50	3	7A-101	MCGLOTHING, W	\$8											
ENG 131	301	COMPOSITION I	MWF	11:00-11:50	3	7B-101	MCGLOTHING, W	\$8											
ENG 131	302	COMPOSITION I	TTH	9:30-10:45	3	7B-105	LANCASTER, R	\$8											
ENG 132	303	COMPOSITION II	MWF	8:00-8:50	3	2B-110	BARKOWSKY, E	\$8											
ENG 132	304	COMPOSITION II	MWF	9:00-9:50	3	2B-110	LANCASTER, R	\$8											
ENG 132	305	COMPOSITION II	MWF	11:00-11:50	3	2B-110	LANCASTER, R	\$8											
ENG 132	306	COMPOSITION II	MWF	12:00-12:50	3	2B-110	HALBERT, J	\$8											
ENG 132	307	COMPOSITION II	TTH	9:30-10:45	3	7B-101	HALBERT, J	\$8											
ENG 132	308	COMPOSITION II	TTH	1:00-2:15	3	2B-110	HALBERT, J	\$8											
ENG 135	216	COMPOSITION I	MWF	8:00-8:50	3	7B-105	STAFF	\$8											
ENG 135	217	COMPOSITION I	MWF	9:00-9:50	3	7B-105	STAFF	\$8											
ENG 136	309	COMPOSITION II	MWF	10:00-10:50	3	7B-105	BARKOWSKY, E	\$8											
ENG 232	310	ENGLISH LIT	MWF	11:00-11:50	3	2B-106	HALBERT, J												
ENG 232	311	ENGLISH LIT	TTH	11:30-12:45	3	2B-110	MCGLOTHING, W												
ENG 234	312	TECH WRITING	MWF	10:00-10:50	3	2B-110	HALBERT, J												
ENG 236	313	WORLD LIT	TTH	9:30-10:45	3	2B-110	LANCASTER, M												
GEOGRAPHY																			
GEO 132	228	WORLD GEOGRAPHY	MWF	11:00-11:50	3	2C-104	PALMER, J												
GOVERNMENT																			
GOV 231	230	US/ST/LOC GOV	MWF	8:00-8:50	3	2C-103	MCCEE, J												
GOV 231	231	US/ST/LOC GOV	MWF	11:00-11:50	3	2C-103	MCCEE, J												
GOV 231	232	US/ST/LOC GOV	MWF	10:00-10:50	3	2C-103	MCCEE, J												
GOV 231	233	US/ST/LOC GOV	TTH	11:30-12:45	3	2C-103	DURHAM, J												
GOV 232	234	US/ST/LOC GOV	TTH	9:30-10:45	3	2C-103	MCCEE, J												
HUMAN DEVELOPMENT																			
HD 113	060	LIBRARY SKILLS	TTH	11:30-12:45	1	LRC-203	STEPHENS, K												
HD 113	061	HUMAN DEV	TTH	1:15-2:30	1	2B-109	OSBORN, D												
HISTORY																			
HIS 131	238	US HIS TO 1865	TTH	11:30-12:45	3	2C-101	PALMER, J												
HIS 132	239	US HIS 1865-	MWF	8:00-8:50	3	2C-101	ADAMS, R												
HEALTH, PHYSICAL EDUCATION, & RECREATION																			
HPE 212	400	BEG RACQUETBALL	MWF	8:00-8:50	1	RB-COURT	CHADWICK, K	\$10											
HPE 212	401	WEIGHT TRAINING	MWF	9:00-9:50	1	GYM-103	BURKE, D	\$10											
HPE 212	402	STRENGTH/TONE	MWF	10:00-10:50	1	GYM-108	HALL, L	\$10											
HPE 212	403	BEG/ADV SWIM	MWF	11:00-11:50	1	POOL	HARRISON, M	\$10											
HPE 212	404	BEG RACQUETBALL	MWF	11:00-11:50	1	RB-COURT	BURKE, D	\$10											
HPE 212	405	COED AEROBICS	MWF	11:00-11:50	1	GYM-108	HALL, L	\$10											
HPE 212	406	BODY CONDITION	MWF	12:00-12:50	1	GYM-101	BURKE, D	\$10											
HPE 212	407	COED AEROBICS	MW	12:00-12:50	1	GYM-108	BEAVER, M	\$10											
HPE 212	408	AQUA AEROBICS	MW	1:00-2:15	1	POOL	HARRISON, M	\$10											
HPE 212	409	AIKIDO	MWF	1:00-1:50	1	GYM-101	BURKE, D	\$10											
HPE 212	410	SPRING/BD DIVE	MW	2:15-3:30	1	POOL	HARRISON, M	\$10											
HPE 212	411	REC VOLLEYBALL	TTH	8:00-9:15	1	GYM-108	MAULDIN, T	\$10											
HPE 212	412	REC BASKETBALL	TTH	9:30-10:45	1	GYM-108	MAULDIN, T	\$10											
HPE 212	413	BEG GOLF	TTH	9:30-10:45	1	G-COURSE	FOSTER, D	\$24											



SPRING '90: ACADEMIC CLASSES (NIGHT)

CLASS	COMP	COURSE TITLE	DAYS	PERIOD	SEM HRS	ROOM	INSTRUCTOR	LAB FEE																											
ART																																			
ART 137	109	ART HISTORY II	M	6:30-9:20	3	FA-107	GIBSON, J																												
ART 233	110	ADV/3D DESIGN	M	6:30-9:20	3	FA-122	BRUNSON, T	\$20																											
ART 233	111	ADV/3D DESIGN LAB	T	6:30-9:20	3	FA-122	BRUNSON, T	\$20																											
ART 234	112	CERAMICS I	M	6:30-9:20	3	FA-122	BRUNSON, T	\$20																											
ART 234	113	CERAMICS I LAB	T	6:30-9:20	3	FA-122	BRUNSON, T	\$20																											
ART 234	114	CERAMICS II	M	6:30-9:20	3	FA-122	BRUNSON, T	\$20																											
ART 234	115	CERAMICS II LAB	T	6:30-9:20	3	FA-122	BRUNSON, T	\$20																											
ART 237	116	SCULP/CERAMIC I	M	6:30-9:20	3	FA-122	BRUNSON, T	\$20																											
ART 237	117	SCULP/CERAMIC I LAB	T	6:30-9:20	3	FA-122	BRUNSON, T	\$20																											
ART 237	118	SCULP/CERM II	M	6:30-9:20	3	FA-122	BRUNSON, T	\$20																											
ART 237	119	SCULP/CERM II LAB	T	6:30-9:20	3	FA-122	BRUNSON, T	\$20																											
BIOLOGY																																			
BIO 242	034	HUMAN ANAT/PSYS LAB	T	6:30-9:20	4	2A-102	CARTER, J	\$15																											
			TH	6:00-10:00		2A-105	CARTER, J																												
COMPUTER SCIENCE																																			
CS 130	204	INTRO/CS/VOC	T	6:30-9:20	3	LRC-203	CANADA, W	\$20																											
			TBA	TBA		TBA	CANADA, W																												
THIS CLASS IS RESERVED FOR THOSE STUDENTS CURRENTLY ENROLLED IN VOCATIONAL/TECHNICAL COURSES.																																			
ENGLISH																																			
ENG 132	314	COMPOSITION II	W	6:30-9:20	3	2B-110	MCGLOTHING, W	\$8																											
		LAB (1 HOUR)	TBA	TBA		TBA	MCGLOTHING, W																												
ENG 232	318	ENG LITERATURE	T	6:30-9:20	3	2B-110	LANCASTER, R																												
GOVERNMENT																																			
GOV 231	235	US/ST/LOC GOV	T	6:30-9:20	3	2C-102	MCGEE, J																												
HISTORY																																			
HIS 132	246	US HIS 1865-	M	6:30-9:20	3	2C-101	PRUITT, F																												
HEALTH, PHYSICAL EDUCATION, & RECREATION																																			
HPE 212	433	AQUA AEROBICS	MW	5:25-6:40	1	POOL	HARRISON, M	\$10																											
<table border="1"> <thead> <tr> <th>CLASS</th> <th>COMP</th> <th>COURSE TITLE</th> <th>DAYS</th> <th>PERIOD</th> <th>SEM HRS</th> <th>ROOM</th> <th>INSTRUCTOR</th> <th>LAB FEE</th> </tr> </thead> <tbody> <tr> <td>HPE 212</td> <td>434</td> <td>COMBO AEROBICS</td> <td>MW</td> <td>6:00-7:15</td> <td>1</td> <td>GYM-108</td> <td>HALL, L</td> <td>\$10</td> </tr> <tr> <td>HPE 212</td> <td>435</td> <td>AQUA AEROBICS</td> <td>TTH</td> <td>5:25-6:40</td> <td>1</td> <td>POOL</td> <td>HARRISON, M</td> <td>\$10</td> </tr> </tbody> </table>									CLASS	COMP	COURSE TITLE	DAYS	PERIOD	SEM HRS	ROOM	INSTRUCTOR	LAB FEE	HPE 212	434	COMBO AEROBICS	MW	6:00-7:15	1	GYM-108	HALL, L	\$10	HPE 212	435	AQUA AEROBICS	TTH	5:25-6:40	1	POOL	HARRISON, M	\$10
CLASS	COMP	COURSE TITLE	DAYS	PERIOD	SEM HRS	ROOM	INSTRUCTOR	LAB FEE																											
HPE 212	434	COMBO AEROBICS	MW	6:00-7:15	1	GYM-108	HALL, L	\$10																											
HPE 212	435	AQUA AEROBICS	TTH	5:25-6:40	1	POOL	HARRISON, M	\$10																											
MATHEMATICS																																			
MTH 132	200	INT: ALGEBRA	W	6:00-8:50	3	2B-109	ANDERSON, E																												
		STUDENTS ENROLLING IN	MTH 132-200	MUST ENROLL			IN DMT 012-201.																												
MTH 133	202	COLLEGE ALGEBRA	W	6:00-8:50	3	7A-117	BURRIS, R	\$8																											
		LAB	W	8:50-9:50		7A-117	BURRIS, R																												
MUSIC																																			
MU 212	153	FLUTE ENSEMBLE	TH	4:15-6:00	1	FA-102	HARDEGREE, R																												
		(\$10 UNIFORM FEE PAYABLE FIRST WEEK OF CLASS.)																																	
MUS 234	154	INTER/THEORY	M	6:30-9:20	3	FA-102	HARDEGREE, R																												
PSYCHOLOGY																																			
PSY 231	256	GEN PSYCHOLOGY	W	6:30-9:20	3	2C-101	OSBORN, D																												
RELIGION																																			
REL 131	341	HIS OF RELIGION	M	6:30-9:20	3	CSC	ROSSON, R																												
SOCIOLOGY																																			
SOC 231	255	PRIN OF SOC	M	6:30-9:20	3	2C-102	FLEER, G																												

VOCATIONAL CLASSES (DAY)

CLASS	COMP	COURSE TITLE	DAYS	PERIOD	SEM HRS	ROOM	INSTRUCTOR	LAB FEE
AUTOMOBILE MECHANICS								
AM 161	500	ELECTRICAL SYST	DAILY	1:00-2:40	6	7D-105	IVIE, C	\$24
AM 162	501	ENGINE TUNE-UP	DAILY	2:40-4:20	6	7D-105	IVIE, C	\$24
AM 164	502	PRIN OF ENGINES	DAILY	1:00-2:40	6	7D-105	IVIE, C	\$24
AM 165	503	GEN OVERHAUL	DAILY	2:40-4:20	6	7D-105	IVIE, C	\$24
AM 262	504	AUTO TRANS	DAILY	1:00-2:40	6	7D-105	IVIE, C	\$24
AM 263	505	CHASSIS/PWR TRN	DAILY	2:40-4:20	6	7D-105	IVIE, C	\$24
AM 264	506	AUTO AIR COND	DAILY	1:00-2:40	6	7D-105	IVIE, C	\$24
AM 265	507	TROUBLESHOOTING	DAILY	2:40-4:20	6	7D-105	IVIE, C	\$24
RELATED COURSES								
AS 131	599	APP PHYSICS I	TTH	1:00-12:15	3	TBA	OTTO, F	\$15
		LAB	T	T		TBA	OTTO, F	
OFFICE CAREERS								
BUS 130	617	KEYBOARD/TYP I	MWF	10:00-10:50	3	7A-102	WESSON, T	\$15
		LAB	TTH	TBA		7A-102	WESSON, T	
BUS 131	618	INTRO TO BUS	TTH	9:30-10:45	3	2B-106	HALBERT, W	
BUS 133	619	KEYBOARD/TYP II	MWF	9:00-9:50	3	7A-105	WESSON, T	\$15
		LAB	TTH	TBA		7A-105	WESSON, T	
BUS 135	621	BUS MACHINES	TTH	1:00-2:15	3	7A-107	WESSON, T	\$15
BUS 139	620	PROF SPD WR II	TTH	11:30-12:45	3	7A-107	SNIDER, S	\$15
		LAB	MW	TBA		7A-107	SNIDER, S	
BUS 232	622	BUSINESS LAW	MWF	10:00-10:50	3	2B-106	HALBERT, W	
BUS 232	623	BUSINESS LAW	TH	11:30-12:45	3	2B-106	HALBERT, W	
BUS 233	624	BUS COM	TTH	11:30-12:45	3	7A-118	BARKOWSKY, E	
BUS 234	625	OFFICE PROC	TTH	9:30-10:45	3	7A-105	WESSON, T	
		LAB	TBA	TBA		TBA		
BUS 235	626	AUTOMAT ACC I	MWF	12:00-12:50	3	7A-107	SNIDER, S	
		LAB	TBA	TBA		TBA		
BUS 236	627	AUTOMAT ACC II	MWF	9:00-9:50	3	7A-107	SNIDER, S	
		LAB	TBA	TBA		TBA		
CRIMINAL JUSTICE								
CJ 133	600	FUND/CRIM LAW	T	8:00-10:45	3	7A-118	ROBBINS, R	
CJ 231	601	POL SYSTEM/PRACT	TH	8:00-10:45	3	7A-118	ROBBINS, R	
DIESEL MECHANICS								
DM 130	521	INTRO DIESEL	DAILY	11:15-12:05	3	7D-106	DENNIS, J	\$15
DM 161	522	PRIN DIESEL ENG	DAILY	7:40-9:20	6	7D-106	DENNIS, J	\$24
DM 162	523	DIESEL ENG SYS	DAILY	9:30-11:10	6	7D-106	DENNIS, J	\$24
DM 163	524	DIESEL ENG OVER	DAILY	7:40-9:20	6	7D-106	DENNIS, J	\$24
DM 164	525	ELEC SYSTEMS	DAILY	9:30-11:10	6	7D-106	DENNIS, J	\$24
DM 235	526	INT AUTO/DIESEL	DAILY	7:40-8:30	3	7D-106	DENNIS, J	\$15
DM 236	527	INT AUTO/DL CHA	DAILY	8:30-9:20	3	7D-106	DENNIS, J	\$15
DM 261	528	ADV DIESEL	DAILY	7:40-9:20	6	7D-106	DENNIS, J	\$24
DM 263	529	INJECTOR SERV	DAILY	9:30-11:10	6	7D-106	DENNIS, J	\$24
DM 264	530	DIESEL ENG TRBL	DAILY	7:40-9:20	6	7D-106	DENNIS, J	\$24
GOLF-LANDSCAPE TECHNOLOGY								
GLT 130	536	LANDSCAPE/MAT	MWF	11:00-11:50	3	GLT-106	BUCKLAND, D	\$15
		LAB	W	3:00-5:00		GLT-103	BUCKLAND, D	
GLT 131	537	LANDSCAPE MAINT	MWF	8:00-8:50	3	GLT-106	BUCKLAND, D	\$15
LAB								
GLT 132	538	TURFGRASS MAINT	MWF	1:00-3:00	3	GLT-106	BUCKLAND, D	\$15
		LAB	MW	10:00-10:50		GLT-106	BUCKLAND, D	
GLT 133	539	BAS LANDSCP DES	TTH	9:30-10:45	3	GLT-104	BUCKLAND, D	\$15
		LAB (2 SECTIONS)	W	6:00-10:00		GLT-104	BUCKLAND, D	
GLT 134	540	BAS SUR/EAR SHL	MWF	9:00-9:50	3	GLT-106	EBY, J	\$15
		LAB	W	1:00-4:00		GL-106	EBY, J	
GLT 135	541	RELATED WORK	TBA	TBA	3	GLT-101	EBY, J	
GLT 138	542	HERB PLANT MAT	TTH	8:00-9:15	3	GLT-106	BUCKLAND, D	\$15
		LAB	F	1:00-3:00		GLT-106	BUCKLAND, D	
GLT 141	543	CHEMISTRY/INDUS	TTH	8:00-9:15	4	2A-102	OTTO, F	\$15
		LAB	T	1:00-5:00		2A-104	OTTO, F	
GLT 142	544	GC/LANDSCP CONS	TTH	9:30-10:45	4	GLT-106	EBY, J	\$15
		LAB	TH	1:00-5:00		GLT-104	EBY, J	
GLT 230	545	SOIL FERTILITY	MWF	11:00-11:50	3	7A-111	JUDAH, J	\$15
		LAB	T	1:00-3:00		GLT-103	JUDAH, J	
GLT 231	546	ADV/LANDSCP DES	TTH	8:00-9:15	3	GLT-104	EBY, J	\$15
		LAB	M	6:00-8:00 PM		GLT-104	EBY, J	
GLT 234	547	TURF IRRIGATION	MWF	8:00-8:50	3	GLT-104	EBY, J	\$15
		LAB	M	1:00-4:00		GLT-104	EBY, J	
GLT 235	548	COM PROPAGATION	TTH	10:45-11:45	3	GLT-107	EBY, J	\$15
		LAB	F	1:00-4:00		GLT-103	MCDANIEL, M	
GLT 236	549	WEED/PEST/HERB	MWF	9:00-9:50	3	GLT-107	BUCKLAND, D	\$15
		LAB	W	1:00-3:00		GLT-103	BUCKLAND, D	
GLT 239	550	DRIP IRRIGATION	MWF	10:00-10:50	3	GLT-104	EBY, J	\$15
		LAB	F	1:00-4:00		GLT-104	EBY, J	
MANAGEMENT								
MGT 132	610	PRIN OF MGT	MWF	10:00-10:50	3	7A-117	PRICE, J	
MGT 135	611	MGT INTERN I	TBA	TBA	3	7A-117	PRICE, J	
MGT 136	612	MGT INTERN II	TBA	TBA	3	7A-117	PRICE, J	
MGT 233	613	MARKETING	MWF	9:00-9:50	3	2C-106	PRICE, J	
MGT 237	614	MGT INTERN III	TBA	TBA	3	7A-117	PRICE, J	
MGT 238	615	MGT INTERN IV	TBA	TBA	3	7A-117	PRICE, J	
MGT 239	616	MGT SEMINAR	MWF	11:00-11:50	3	2C-106	PRICE, J	
WELDING								
W 131	560	WELDING SCIENCE	DAILY	TBA	3	W	WALKER, C	\$5
W 132	561	INTRO WELDING	DAILY	7:00-8:00	3	W	WALKER, C	\$24
W 151	562	BASIC ACETYLENE	DAILY	7:00-9:00	5	W	WALKER, C	\$24
W 152	563	ELEC ARC WELD	DAILY	9:00-11:00	5	W	WALKER, C	\$24
W 153	564	ELEC ARC WELD	DAILY	7:00-9:00	5	W	WALKER, C	\$24
W 154	565	ADV ACETYLENE	DAILY	9:00-11:00	5	W	WALKER, C	\$24
W 251	568	BLUEPRINT READ	DAILY	12:00-1:00	5	W	WALKER, C	\$24
W 252	566	ADV PLATE WELD	DAILY	7:00-9:00	5	W	WALKER, C	\$24
W 253	567	ADV PIPE WELD	DAILY	9:00-11:00	5	W	WALKER, C	\$24
W 255	569	SPEC WELD (TIG)	DAILY	7:00-9:00	5	W	WALKER, C	\$24
W 256	570	SPEC WELD (MIG)	DAILY	9:00-11:00	5	W	WALKER, C	\$24
WORD PROCESSING								
WP 137	628	INTRO TO WP	TTH	11:30-12:45	3	7A-105	WESSON, T	\$15
		LAB	TBA	TBA		TBA		
WP 138	629	WP APPLICAT I	MWF	11:00-11:50	3	7A-107	SNIDER, S	\$24
		LAB	TBA	TBA		7A-104	SNIDER, S	
WP 231		ELEC KEY/TYPING	MWF	11:00-11:50	3	7A-105	WESSON, T	\$15
		LAB	TTH	TBA		7A-105	WESSON, T	
WP 238	631	MICROCOMP WP II	TTH	1:00-2:15	3			



Rodeo team takes 1st half

Men finish first, women second

By Todd Perry
Texan Staffer

The Western Texas College men's rodeo team completed the fall competition by placing first overall with 1,195 total points. As the fall season ended, the WTC women's team placed second.

In the men's all-around category, WTC's Troy Cattoor lead the conference with 265 points. He was followed closely by Randall Thornton of Howard College with 215. Denny McLanahan is in the running also with 160 points.

In the bareback riding, McLanahan leads with 315 points, followed by Cattoor with 285 points and Tim Ryan with 180 points.

Buddy Reed leads the WTC team in bull riding with 60 points, but is behind Patrick Trujillo of

Eastern New Mexico with 155 points.

In team roping, Barry Bird had 20 points for WTC. This competition was led by Kevin Bennett from Odessa with 165 points.

Steer wrestling was dominated by the WTC team with Ty Robertson, 150 points; Russell Merchant, 140 points; and Scot

Berger, 135 points. Ray Brown also had a good fall with 80 points followed by Terry Graf with 30 points.

Troy Cattoor had a good saddle bronc season with 135 points. He was followed by Shane Guldbransen and Shawn Tibbs, who had 20 points each.

Ray Brown was the only WTC team member in the calf roping

event and he finished with 80 points.

The women's team placed a strong second with 510 points which was 215 points behind Vernon Regional Junior College.

Jackie Parker led the Women's All Around category with 295 points. Jackie's closest competition was from Howard College's Jodie Heath, who had 265 points.

In the goat tying competition, Jennifer Lee had 165 points to win the event overall. Jennifer was followed by Jackie Parker with 100 points.

Jackie was the winner in the break-away roping category with 225 points. Krista Jefferies also placed in the event with 30 points.

In the barrel racing event, Shannon Ragland had 70 points.



Rough Stock

On the front row are Aaron Perkins of Abilene, Shawn Moreland of Clyde, Buddy Reed of Lorena, Denny McLanahan of Canadian, Troy Cattoor of Nephi, Utah, Steven Moorman and Kevin Wilson of Liberty. On the back row are Tim Ryan of Fort Worth, Michael Gaffney of Tularosa,

N.M., Shawn Tibbs of Dupree, S.D., Brian Peterson of Queensland, Australia, Kyle Ham of Abilene, Shane Sanders of Water Valley, Shane Buldbransen and Darrin Cook of Queensland, Australia, and Chris Viramontez of Hazelhurst, Miss.

Meats team gains 2nd place win

The WTC meats judging team took second place in the Collegiate Meats Contest in Garden City, Kans., finishing the fall season on a high note, Jim Judah, team coach, said.

The team took first in beef grading, third in questions and fourth in placings. Mark Faulken-

berry was high individual on the team and finished third in the overall contest. He tied for high individual in beef grading and seventh in questions.

Derrick Bruton was third high individual in beef grading and Shad Cox was ninth in beef grading. Michelle Cox was 10th in beef

grading. Quenna Shurbet judged as an alternate and was fourth high individual among the alternates.

The team will go to Denver, Colo., for the Western Stock Show in January. This competition is rated the national meet, Judah said.



Ropers and Wrestlers

Pictured on the front row are Barry Byrd of Snyder, Billy Brown of North Platte, Nev., Jim Yeatts of Kaufman, Shawn Moreland of Clyde, Shawn Quinn of Schuyerville, N.Y., and Brian Debois of Greenfield, N.Y. On the second row are Donnie Jones of Poolville, Ray Brown of North Platte, Neb.,

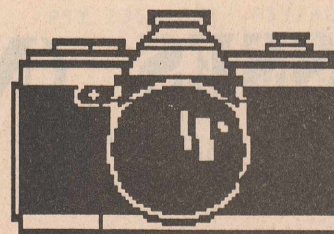
Terry Graff of Ainsworth, Neb., Tim Ryan of Fort Worth, Ty Roberson of Pleasanton, Carl Gholson of Girard, Russell Merchant of Madisonville, Jim Phillips of Iraan, Troy Cattoor of Nephi, Utah, James Martin of Albany, and Jamie Hannis of Hazelhurst, Miss.

SPRING '90: COLLEGE PREPARATORY (DAY)

CLASS	COMP	COURSE TITLE	DAYS	PERIOD	SEM HRS	ROOM	INSTRUCTOR	LAB FEE
ENGLISH								
DEN 031	323	BASIC ENGLISH I LAB (3 HOURS)	MWF	11:00-11:50	3	7B-103	LANCASTER, M	\$12
DEN 032	324	BASIC ENG II LAB (3 HOURS)	MWF	8:00-8:50	3	7B-103	MCGLOTHING, W	\$12
DEN 032	325	BASIC ENG II LAB (3 HOURS)	MWF	11:00-11:50	3	7B-105	BARKOWSKY, E	\$12
MATHEMATICS								
DMT 012	187	DEVELOP MATH	MWF	8:20-9:00	1	2B-109	ANDERSON, E	\$12
DMT 012	189	DEVELOP MA	TTH	2:15-3:15	1	7A-117	BURRIS, R	\$12
DMT 031	196	FUND/MATH LAB	MWF	12:00-12:50	3	LRC-209	MAULDIN, J	\$12
DMT 032	197	BASIC ALGEBRA LAB	MWF	11:00-11:50	3	2B-109	ANDERSON, E	\$12
DMT 032	198	BASIC ALGEBRA LAB	TTH	11:30-12:45	3	2B-109	ANDERSON, E	\$12
DMT 032	198	BASIC ALGEBRA LAB	MWF	9:00-9:50	3	LRC-209	MAULDIN, J	\$12
DMT 032	198	BASIC ALGEBRA LAB	TTH	9:30-10:45	3	LRC-209	MAULDIN, J	\$12
DMT 032	199	BASIC ALGEBRA LAB	MWF	1:00-1:50	3	LRC-209	MAULDIN, J	\$12
DMT 032	199	BASIC ALGEBRA LAB	TTH	1:00-2:15	3	LRC-209	MAULDIN, J	\$12
READING								
DRE 031	360	BASIC READING LAB (3 HOURS)	TTH	8:00-9:15	3	LRC-207	CORKRAN, G	\$12
DRE 032	361	READ SKILLS I LAB (3 HOURS)	TTH	9:30-10:45	3	LRC-207	CORKRAN, G	\$12
DRE 032	362	READ SKILLS I LAB (3 HOURS)	MWF	11:00-11:50	3	LRC-207	CORKRAN, G	\$12
DRE 033	363	READ SKILLS II LAB (3 HOURS)	MWF	8:00-8:50	3	LRC-207	CORKRAN, G	\$12
DRE 033	364	READ SKILLS II LAB (3 HOURS)	MWF	9:00-9:50	3	LRC-207	CORKRAN, G	\$12
DRE 033	365	READ SKILLS II LAB (3 HOURS)	MWF	10:00-10:50	3	LRC-207	CORKRAN, G	\$12
DRE 033	366	READ SKILLS II LAB (3 HOURS)	TTH	1:00-2:15	3	LRC-207	CORKRAN, G	\$12
STUDY SKILLS								
DSS 011	367	STUDY SKILLS	TBA	TBA	1	TBA	STAFF	\$12
DSS 031	368	STUDY SKILLS	MWF	1:00-1:50	3	LRC-207	CORKRAN, G	\$12
VERBAL COMMUNICATION								
DVC 031	129	VERBAL COMM	MWF	10:00-10:50	3	7A-118	MCCATHERN, J	\$12

SPRING '90: COLLEGE PREPARATORY (NIGHT)

CLASS	COMP	COURSE TITLE	DAYS	PERIOD	SEM HRS	ROOM	INSTRUCTOR	LAB FEE
ENGLISH								
DEN 032	326	BASIC ENG II LAB (3 HOURS)	TH	8:30-9:20	3	7B-103	LANCASTER, M	\$12
MATHEMATICS								
DMT 012	201	DEVELOP MATH	W	8:50-10:20	1	2B-109	ANDERSON, E	\$12
DMT 031	203	FUND/MATH LAB	MW	6:30-7:45	3	LRC-209	MAULDIN, J	\$12
DMT 031	203	FUND/MATH LAB	MW	7:45-9:20	3	LRC-209	MAULDIN, J	\$12
READING								
DRE 033	369	READ SKILLS II LAB (3 HOURS)	T	6:30-9:20	3	LRC-207	CORKRAN, G	\$12



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Receives good news

WTC freshman Belinda Ramirez is closer to her goal of attending college full time with her recent acquisition of an electric wheelchair. Belinda is now seeking an aide, someone who could help her achieve another goal, living in the WTC dorm beginning in the spring. Paralyzed since age 11, Belinda has only limited use of her arms. (Texan Photo by Wylie Dakan)

Wisconsin students fight prohibitions on drinking

(CPS)—Hoping to reverse a political movement toward prohibition and lower their legal drinking age limits, University of Wisconsin at Oshkosh students have staged a series of protests.

Both have ended in mass arrests, and have divided the campus. Acting Chancellor David Ward, for one, refused to take a stand on the drinking age issue, but has pledged to support students' efforts to lower it through political means.

To set an example for the school year, local police in September raided a "party" in the basement of some Oshkosh students' house, confiscating kegs, arresting 80 students and slapping the students who lived there with a \$17,000 fine.

In response, Oshkosh students protested first on Oct. 12 and again on Oct. 19 in angry street demonstrations that led to 55 arrests.

Despite handicap, WTC coed said near goal for fulltime student status

By Janice Northerns
Texan Staffer

A new electric wheelchair has WTC freshman Belinda Ramirez well on her way toward her goal of attending college full time. Now all she needs, as the Beatles' song goes, is "a little help from my friends."

In addition to the wheelchair, Belinda also needs an aide, someone to help her a few hours each day with her personal needs—a paid position which her family is now seeking applicants for.

Paralyzed since age 11, Belinda has only limited use of her arms. Until she received the electric wheelchair last month, she was dependent on others even to move her from place to place.

Belinda, 18, of Roby, originally planned to attend WTC full time this semester, but needed an electric wheelchair and an aide to be able to live in the dorm. She learned just a week before classes were to begin that the wheelchair would not be available in time, and had to change her plans.

Instead of living on campus and attending classes full time, Belinda enrolled for eight hours this semester and must make the 72 mile round trip from Roby three days a week with her mother, Mary Alice Ramirez.

Now that she has her new wheelchair, Belinda is hopeful about being able to attend full time in the spring, if an aide can be found. Mrs. Ramirez said the person does not need special training and will not have to live in the dorm. A fellow student or roommate would be ideal, her mother said.

This is a part-time position with a salary paid by the Texas Rehabilitation Commission, and Mrs. Ramirez said that anyone interested should contact them at (915) 776-2316.

In Belinda's case, the paralysis struck swiftly and without warning one October morning seven years ago. "It was Oct. 1. I remember that day real well," Belinda said.

Belinda's story was first told in the Nov. 6 edition of "The Texan". The exact cause of Belinda's paralysis was never positively diagnosed, doctors felt the most likely cause was Guillain-Barre syndrome. This rare condition attacks the nervous system, causing paralysis, and can sometimes be fatal.

In Belinda's case, the paralysis struck swiftly and without warning one October morning seven years ago. "It was Oct. 1. I remember that day real well," Belinda said.

She had gotten up and was getting ready for school like any other day when she began experiencing "bad pains" around her waist. By school time, the pain was so severe that her parents, who both worked, decided to let her spend the day with an aunt.

Her father, Jimmy, dropped her off at the aunt's house, but within 30 minutes, both he and his wife were summoned back.

Mrs. Ramirez said they walked in and found Belinda "lying on the floor" unable to get up. Belinda remembers "My aunt was giving me some medicine, and suddenly I couldn't hold the glass of water." Then, she says, she "couldn't stand up."

Commenting on how her life is different now, Belinda said "Going from an 11-year-old who could run and play to being in a wheelchair was tough. At first I was mad. It took a while, but I adjusted."

Belinda's parents rushed her to the hospital, and she was transferred to Hendrick Medical Center the next day, where she spent the next two months of her life. Doctors there commented that she was "lucky" that the paralysis did not affect her respiratory system, which could have proved fatal. Mrs. Ramirez calls it "a miracle."

Guillain-Barre syndrome leaves destroyed nerve tissue and atrophied muscles in its aftermath. The extent of recovery varies. Belinda says she had regained some use of her right arm by the time she left the hospital, shortly before Thanksgiving Day, 1982. Further progress has been slow and agonizing.

Belinda continued professional therapy until last summer, and still spends two to three hours a week exercising on her own. A recent addition to her routine is a series of exercises she does at home for college credit. These exercises take the place of her PE requirement for graduation.

Belinda says she can use her right hand "fairly well" now, and has some use of her left hand. A few years ago, she was fitted with leg braces, and uses them some with the aid of a walker.

How far she might progress in the future is uncertain, Belinda says. She recently saw a hand specialist in Dallas to discuss the feasibility of a tendon transplant for her right hand. This procedure, if successful, would increase the mobility of that hand, enabling her to make a fist and "pinch and grasp," things she cannot do right now. The surgery will possibly be scheduled for this summer, as extensive therapy will be necessary afterwards, Mrs. Ramirez said.

Commenting on how her life is different now, Belinda said "Going from an 11-year-old who could run and play to being in a wheelchair was tough. At first I was mad. It took a while, but I adjusted."

After a long pause, she added quietly, "Sometimes it gets to me, though."

Belinda is looking forward to living on campus and attending classes full time next semester. She is nervous, though, about how she will manage.

Belinda says she is excited about "getting out on her own," even though there may be problems. Her mother added "It would be easier on us for her just to stay at home, but we won't always be around to help her. I realize she needs to learn to cope with the world."

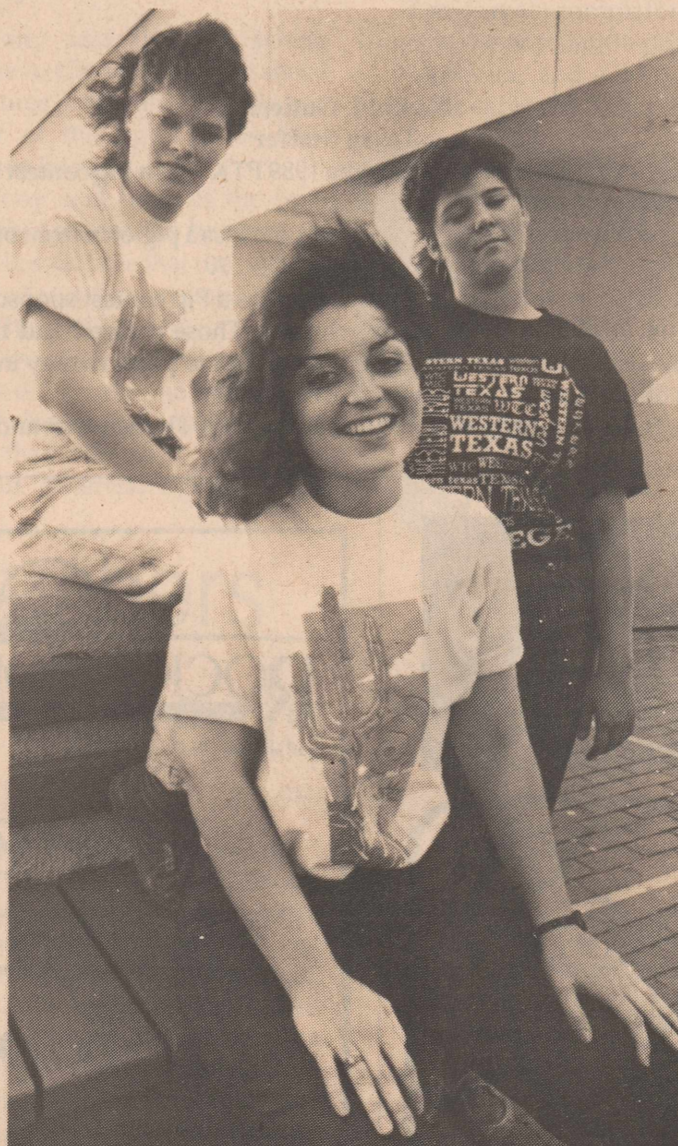
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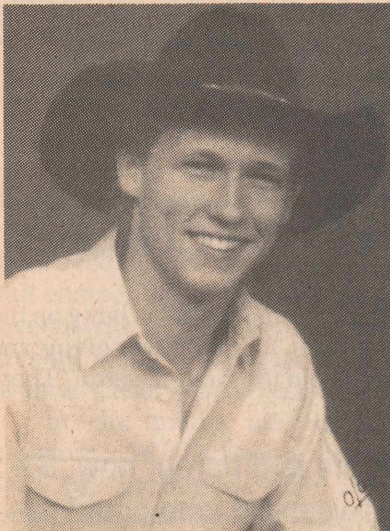
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TEXAN



Ted Cooley

Recovering well

Cowboy prepares for first debut since accident

By Misty Stevens
Texan Staffer

Injured rodeo team member Ted Cooley is said to be up and recovering nicely from his near fatal accident on Oct. 8.

He was injured while riding a bull named Slam Dunk at the Sul Ross collegiate rodeo in Alpine.

Cooley suffered a cut on his chin, one cracked rib and the left side of his larynx was fractured. While at the Odessa Medical Center, a size six tracheotomy was placed in his throat to help him breathe better. One week later, the trach was removed and replaced by a size four.

Over a month ago, the trach was removed completely and Cooley was again able to speak. His doctor said that the way he talked six months after the accident would be the way he would always sound. Friends of Cooley say that his voice does not sound that different.

Cooley will journey back to Sul Ross on Feb. 4-5 for his first rodeo debut since the accident. Rodeo Coach Bob Doty said, "He'll always have this in the back of his mind and after riding a few more times we'll be able to better evaluate his situation."

Cooley's struggle began as just another bull ride at the Sul Ross collegiate rodeo.

The cowboy nodded his head. The gatekeeper released the latch. Out of the chute came a 2,000-pound turning, twisting, raging mad bull.

When the bull began his series of wild turns and hard bucks, Cooley was tossed up and his feet caught behind him. The bull then turned and met him head on.

Cooley was immediately knocked unconscious, then rushed to Odessa Medical Center by ambulance and taken to surgery.

He was in the Intensive Care Unit for three days before being moved to a private room.

After being released, he was placed on an all-liquid, high protein diet, unable to eat solid foods. His doctor also ordered him not to

"This hasn't dampened my spirits and I plan on being out there next semester!"
— Ted Cooley

talk to allow his throat muscles to heal properly. He initially communicated by scribbling on an erasable board.

could have ended his life, he kept his positive attitude. Shortly after being released, he scribbled on his board, "This hasn't dampened my spirits and I plan on being out there next semester!"

Throughout the events that

In Search of Wisdom

Continued from page 2

Concerning that educational system, drastic measures are called for if we ever hope to see a difference in the average student's attitude toward learning. School must be transformed into a place where independent thought and initiative are rewarded. We can start with teachers. Better pay and stricter requirements for entering the field would be a first step in attracting the kind of teacher who can motivate and encourage students, as opposed to one who sees it as "just a job." If we can raise the level of the profession from merely adequate to above average, we will be well on our way toward real progress in having a chance to change student attitudes. Other measures can be instituted as well. A better system of charting and rewarding individual progress should be devised. We cannot do away with grades entirely because certain levels of competency must be measured, but the creative teacher can find ways to reward individual students, either verbally, or maybe by allowing additional classroom privileges.

A school environment that values academic excellence over sports would be another step in the right direction. Every year, money is poured into uniforms, trips, and booster club activities for sports. Why can't some of these funds be spent on sponsoring academic competitions and providing more "perks" for those who excel academically? When I was a high school senior, our honor society attended the state meeting, as we did every year, but for the first time, the school paid for some of our meals. The sports teams routinely got free meals on their trips, but we never had. It

may be too expensive for school systems to institute such measures, but care should be taken that expenditures are equitable in all areas, and not heavily lop-sided towards sports, as they often are.

A positive step that has been taken locally is the formation of the Council for Educational Excellence, a sort of "booster club" for academics. The council recently sponsored a visit by John R. Erickson, author of the "Hank the Cowdog" book series, to Snyder schoolchildren. This event was well-received. It is innovative action such as this that we need to be seeing.

As far as college students are concerned, the changes in attitude need to be occurring long before high school graduation, but that does not mean it is necessarily too late for change by college age. The changes needed in our educational system as a whole apply to college as well. It should be a stimulating, exciting environment.

The growing outcry over the inadequate results of many students' college experiences demonstrates that this is a large problem with no easy solutions. A college education is a major expenditure, not just in dollars, but in terms of time out of a person's life. If changes are not made, many students will continue wasting their time in college focusing on the wrong goal. They may find out the hard way that simply having a diploma does not ensure success in either securing a job, or in keeping one. They realize far too late that initiative and a desire to learn are important qualities, not just in education, but throughout life. We must help students see that it is wisdom they should be seeking, and not just a diploma.



Kiss the Pig

Students Gina Grammar, Shad Cox, Jim Phillips and Greg Parker gathered among other students to watch Richard Lancaster kiss a pig during activity period last Thursday.

The contest was sponsored by PTK and a variety of teachers volunteered for the fundraising effort. (Texan Photo by Tabby Lewis)

Lancaster smooches pig for cause

Naomi J. Gutierrez
Texan Staffer

Pucker up! The winner for the 1989 PTK Kiss a Pig contest was English instructor Richard Lancaster.

As the winner of the contest he got to kiss a piglet in front of the student body during activity period Dec. 7.

Teachers were asked to enter the Kiss a Pig contest sponsored by the WTC Phi Theta Kappa chapter. Those entered had their names placed in a jar. Students were asked to place money in the jars of their favorite or least-favorite teacher.

The jars were passed around campus by PTK members and the

person with the most money in their jar got to kiss the pig.

Others who volunteered were Mike Otto, Rockford Burris, Jimmie McGee, Deborah Baremore, Bill Halbert, Janet Halbert, Don Clay, and Darla Doty.

Also entered were Dr. Harry Krenek, James Durham, Jim Palmer, Dr. Duane Hood, Dr. Mary Hood, Marilyn Freemyer, and Dennis Carlton, Coach Kelly Chadwick, Dan Dever, Dr. Gil Fleeer, and Mickey Baird.

Others entered were Coach Tony Mauldin, Coach Mike Harrison and Jan McCathern.

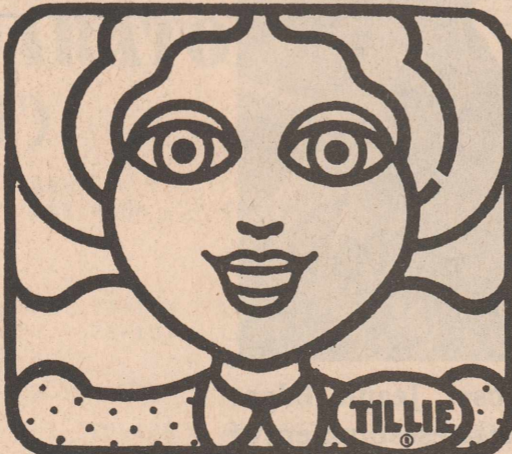
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TEXAN

Fire victims carry on

Lady Dusters win tournament, dorm students take TASP

By Janice Northern
Texan Staffer

WTC Duster Tracy Edmunds said she and her teammates were eating lunch on Friday, Nov. 17, when they first learned of the dorm fire which destroyed most of their personal belongings and temporarily displaced them.

The team did not have long to dwell on their loss, though. Edmunds said they had to leave immediately for a basketball tournament at Howard College in Big Spring.

Dusters coach Kelly Chadwick commented that the girls won all three games at the tournament "in the midst of it all," and said they need to be commended. "They are disciplined, they are tough mentally," he added.

Coach Chadwick noted that the fire and the loss of their belongings has been traumatic for the girls, but said he felt they could "handle it" because of the discipline he sees in them on the basketball court.

The women's basketball team is being housed at a local motel, but should be able to move back into the dorm at the beginning of the spring semester. Repairs on the damaged wing are not expected to be completed for several months, but Dr. Duane Hood, WTC dean of student services, noted that there should be adequate space in the dorm since its use traditionally declines in the spring.

As for how the basketball team is doing, Edmunds said they are adjusting. Most of her clothes and shoes were ruined. "The metal hangers melted right into the clothes," she said. Edmunds was

able to salvage most of her books, even though they are soot-covered and grimy.

Edmunds said that even though they are "doing okay" in the motel, she is looking forward to being able to move back into the dorm.

Dr. Hood noted that while the women's basketball team probably suffered the most disruption from the fire, he felt that "everybody [in the dorm] was affected" in some way. At the very least, they were "inconvenienced," he said. Most had to rewash all of their clothes, and many students who were gone at the time came back not knowing where their things were, he added.

The dorm was closed the Friday night of the fire, and Hood said a place for many students to spend the night had to be found, due to the TASP test which was scheduled for 8 a.m. the next day. Hood expressed gratitude to the many individuals in the community who opened their homes to students that week-end, and for items that were donated.

He said he was impressed that most students went ahead and took the TASP test as scheduled. Out of 108 students registered for the test, only four did not show up, and none of those were dorm students. Hood estimated that as many as 55 of the students who took the test were dorm residents, and said he felt they showed "unusual dedication to what's important," by not letting the fire stand in their way.

Hood added that he has been pleased with students' attitudes, saying they have been patient and he has heard "no complaining."



After Effect

Volunteers Ty Brunson and Lee Burke helped clean up the third floor of the West wing the Monday after a fire blazed the floor on Friday, Nov. 17. The volunteers consisting of WTC staff were

finished about 4 p.m. Monday. The wing is now vacant and no plans have been made to open up the eight damaged rooms for next semester. (Texan Photo)

Chinese man embarks on new life in America, doesn't forget home

By Amy Presler
Texan Staffer

Americans say hello to strangers, but in China, they wouldn't dare.

That is the overall opinion of Xudong (Tony) Liu concerning people here. Tony, 36, is from a city called Wuxi, near Shang-Hai in Mainland China. Tony came here last January to "study the American society" and to get a degree in business administration.

Tony said that in China, one doesn't even smile at strangers so he enjoys the friendly people in Snyder.

"My classmates and teachers will help me out," Tony said one of the major differences between China and America is that in China "we respect the elderly."

"In a Chinese family, you cannot argue with your parents, if you did they would beat you and dislike you. It seems that American children argue a lot with their parents."

He also said he is concerned with the drug problem in America. He feels that the punishment is not enough and the government needs to enhance the anti-drug force in order to control the problem. "I feel the punishment is not enough, I'd even have the death penalty."

Tony also had some strong views on the incident on Tiananmen Square.

"I supported the demonstration but there was some wrong behavior, I would've only staged the demonstrations for a few hours

and then go home, they demonstrated too long to be effective. Chinese society is not easy to control because there is too many problems."

"Chinese society lost confidence."

Tony said that the young people in China face many social pressures concerning politics as a result of the uprising on Tiananmen Square.

Tony said he likes the freedom in America the best and he also likes the idea that the government allows Chinese students to come here and study.

Tony said that the values in China differ from the values here mostly because we value money more than they do.

"In America, money is the

most important thing, in China, it's very important but it's not number one."

Tony said his favorite hobby is swimming and he also likes to play volleyball.

Tony's main complaint about China is the population problem.

"America and China have about the same territorial size but

China has four times as many people living in the same amount of space."

In China the government policy is to only allow one child per couple in order to try to curb the population problem.

Tony said he isn't sure when he'll be going home again to his

wife and child waiting for him.

Tony plans on working for a year in a big city like San Francisco or New York after he gets his degree.

"Right now I just want to work for one year here in America before returning to China," Xudong (Tony) Liu said.

PTK inducts 10 new members to help with local charity projects

Ten new members have been inducted into the Psi Zeta chapter of Phi Theta Kappa, bringing its membership to 47. Dr. Mary Hood, faculty sponsor, said.

Newly inducted members are Alfred Bentley and Deborah Bentley of Sweetwater; Chuck Black of Post; Vicki Dawson and James Farquhar of Sweetwater; Helen Hatter and Wendy Oates of Snyder, and Rogene Spruell, Patricia Trulock and Douglas Watkins of Colorado City.

Phi Theta Kappa is the only nationally recognized honor fraternity for students in junior/community colleges. Membership requires that the student have at least 12 hours of college credit, be

pursuing a degree, and have a grade point average of at least 3.2. There are about 700 chapters in the United States and more than 70 in Texas.

Members of the WTC chapter of Phi Theta Kappa assist with local and community project such as serving as ushers at productions of the theatre department and at graduation and serving at the Senior Center's Christmas Gala banquet.

Activities of the chapter are guided by an executive board made up of David Beard, Aaron Brown, Tami Castillo, Vicky Chavez, Shea Fenton, Marla McCoy, Greg Parker, Lisa Sorrells, Lori Tate and Gigi Tharpe. Miss

Tate is also state vice president.

Representatives of the chapter will attend the state convention in Midland March 1-3, the national convention in San Francisco, Calif., April 7-9, and the National Honors Institute in New York City June 3-10. To help cover the costs of these trips, the chapter is raising funds by operating the concession stand at local basketball games and are sponsoring a "Kiss the Pig" contest involving faculty members.

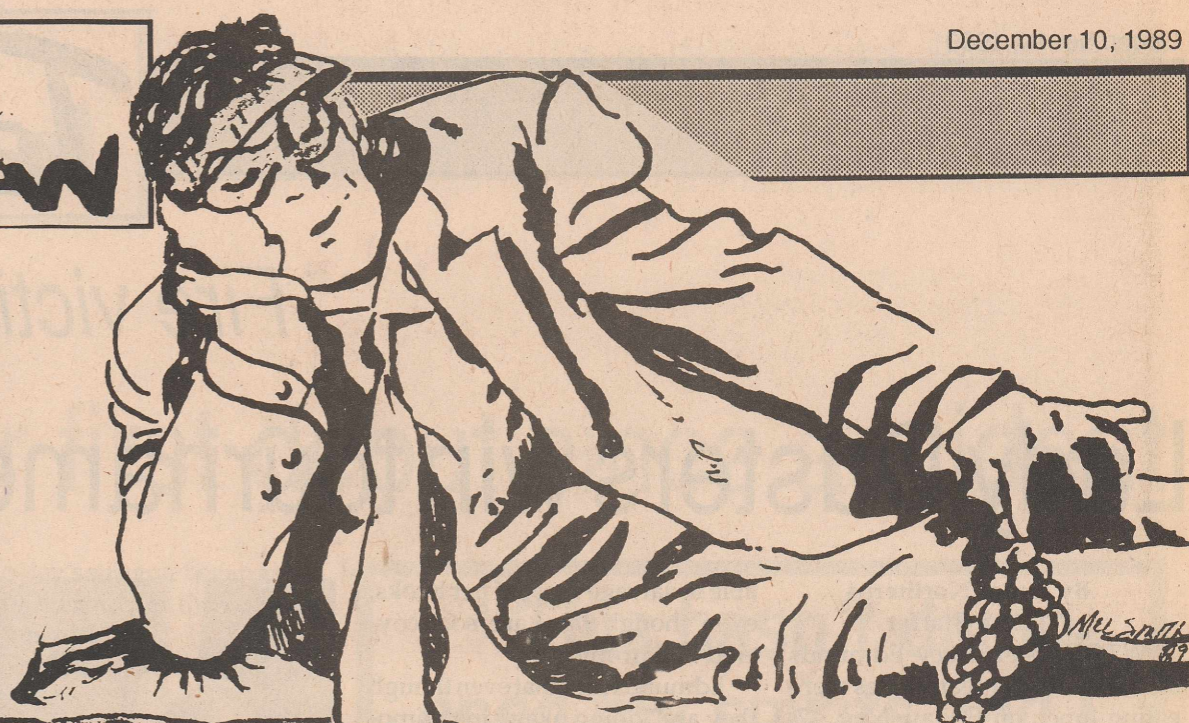
Boxes have been placed in the Student Center for donations to the "Coats for Kids" project, one of the service projects undertaken nationally by Phi Theta Kappa for this year.

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TEXAN



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The Green Eyeshade

Intramural athletics results told

Students participate
in three sports events

By Todd Perry
Texan Staffer

Intramural sports at WTC were in full swing this fall term, consisting of football, volleyball, and 3-on-3 basketball.

In the football league there were four teams that participated. The team names were Coors, Devastation, South and Hey. The league play consisted of a total of six games. Coors placed first in league play with a 3-0 record with South placing second with a 2-1 mark.

After league play, the teams played a double elimination tournament to pick the overall champion. Coors took the tourney with a 5-1 record and Hey placed second with a 3-2 mark.

Football players were David Shipp, Dustin Medders, Scott O'Kelly, Rick Onofre, Tim Shafer, Steve Reeves, Dock Carriker, Greg Meek, Carlos Mays, Clay Travis and Jeff Hicks.

The volleyball league was made up of four teams which followed the same format as the football league.

The team names were Faculty Plus, North, The Chipmunk Funk, and The Officials. The Officials won league play with a 3-0 record followed by Faculty Plus with a 2-1 record. The Officials won the tourney also with a 4-1 record followed by Faculty Plus with a 4-2 mark.

The champion Officials team members were Becky Becerra, Cody Cauley, Teri Sue Henry, John Hernandez, Armanda Herrera, Dana Pennington and Roland Romo.

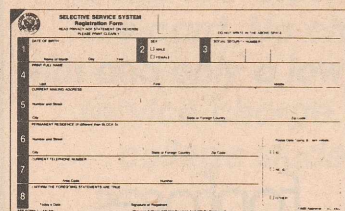
The 3-on-3 basketball league is a national league. At WTC there are six teams in the league. These teams play a 16 game round-robin league and the winner will go to Arlington to participate in the "Schick Super Hoops" regional play-off that is held in February.

The team names are Superstars, Air, Don't Care, Cowboys, All Stars, and Coors. After four games, the Cowboys and the All Stars were tied with a 4-0 record.

All Star members are Jerry Carreon, Rick Onofre, Tyrone Powell, and Anthony Wortham. The Cowboys members are Shawn Quinn, Scott Marshall, Kieth Webster and Donnie Jones.

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from the
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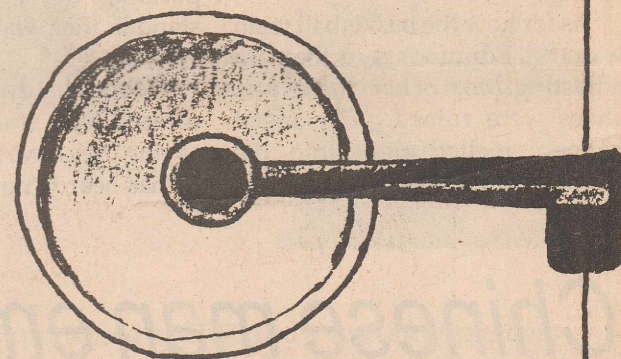
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