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INSIDE ENGLISH 1010

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A Journal of First-Year Writing

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Inside English 1010

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Staff

Acknowledgements

Here we are, now in the late stage of this modern pandemic. The last two years have not been easy, and I think it's safe to say that most of us in higher education are exhausted. We've been through the wringer backwards. But we're here! And that is cause for a thimble full (or more) of optimism. It's time to celebrate UW student writing!

The essays in this volume are notable: they reflectively address varied perspectives on be-longing, on how we find our community identity through the things we eat, the ways we are expected to perform, and the relationships we seek out. That said, it's not all about us as individuals. As we are reminded through Zach Bearden's "Pay It Forward," even as we find rich and comforting ways to be together, we should also think beyond ourselves.

With that relational accountability in mind, many thanks are due! Andrew Meyer, as our Lead Editor this year, has deftly managed the process of selecting essays to include, working with student authors on final revisions, and facilitating the compilation of this volume. Janie Marino added her creative visual flair as our Production Editor, and our team of dedicated graduate student reviewers met the challenge of sorting through all the submissions. These folks have my major gratitude for the quality of this year's Inside English 1010.

But of course, none of that would have been possible without all our 1010 student authors and instructors. The sampling in these pages is just the tip of the iceberg. Many top-notch projects come from our writing community, yet only a few can be highlighted here. Cheers for all the smart thinking, the provocative topic choices, and the beautiful storytelling hap-pening at UW!

Last year, we introduced a storytelling project as a new form of Public Genre Assignment (PGA). With more thanks due to Andrew Meyer, the podcasting version of that student work is now also available. Please head over to Trails: Stories from the University of Wyoming (https://anchor.fm/uwenglish/) to listen, and check in as more stories will be published there.

My time as Director of First Year Writing is ending, so look for new leadership starting in fall 2022! While I'm happy to have more time to concentrate on my own teach-ing and research, I certainly can say that the past five years have been a true honor and a great learning experience. Thank you for reading, and I hope you find something here that resonates with you!

Signing off and looking forward to 1010's future—

Nancy Small,
Inside English 1010 Faculty Advisor
Director of First Year Writing
Assistant Professor of English
May 2022

Letter from the Editor

Thank you for taking the time to read this issue of *Inside English 1010*. This journal brings out the best of our student body here at the University of Wyoming because the submissions so often, as you will read, highlight local issues, concerns, and creative perspectives directly from our students. In the seven selections offered this year, the editorial board is especially impressed by the range of writing abilities that are showcased here. I hope that you will be able to see these exemplars of student writing in the first-year course for what they are: articulate, engaging, and creative. It is rare for a first-year writing course at any institution to integrate all three of these components, and for that, I must give a sincere thank you to the great instructors and their students for their hard work and thoughtfulness in the classroom.

Sincerely,
Andrew D. Meyer, MA
Inside English 1010 Lead Editor
May 2022

How To Use Inside English 1010

Inside English 1010 showcases work in a variety of genres taught in English 1010. The es-says included in this journal were written by University of Wyoming students in the calen-dar year preceding publication and were recommended by instructors who feel this work represents some of the best their students produced.

Reading this introduction, you are probably enrolled in English 1010, and likely haven't written in some—or even all—of these genres before. Inside English 1010 is a resource designed for you; these essays will clarify evaluation criteria for the major assignments and will model rhetorical strategies that you will learn and practice in your own writing this semester.

As you read the Expos Essays, pay particular attention to the writers' use of summary, para-phrase, and direct quotation. Can you follow the arguments of the articles being summa-rized? How do the writers indicate which points are most important? How do visuals and layouts contribute productively to the essays?

What topics have writers chosen for their Researched Arguments, and how have these top-ics been narrowed into specific arguments? What kind of evidence do the writers use to support their claims, and how do these claims build towards their theses? How are para-graphs organized? What make the introductions and conclusions effective?

How do the writers incorporate personal experience and pathos into their Public Genre As-signments (PGAs), and what other types of evidence do they use? How is the writing style of the PGA different from the Researched Argument'? How do writers engage storytelling and adapt their approaches for different audiences?

Examining strong work in these genres will help you recognize what is and isn't effective in your own writing. Use these essays as models and inspirations, and to remind you that you have multiple paths—including some you may creatively craft!—for all kinds of writing.

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Expos

The Lost History of the Northern Arapaho: Reclaiming Food Sovereignty

by Reilly Gilbert

Native Arapaho Indians standing by a tipi (Early 19th Century)
Photo Credit: Gerhard Sisters, Library of Congress LOT12808

In the article, "Restorying Northern Arapaho Food Sovereignty," authors Melvin Arthur and Christine Porter articulate the devastating loss of Northern Arapaho food sovereignty through stories of the Arapaho's own people and how recent tribal generations are beginning to reclaim that food sovereignty, along with their history, traditions, and identity as a tribe. As foreigners began intruding on indigenous land and forcing Natives onto reservations, their cultural food system essentially disappeared. Natives such as the Arapaho became reliant on government food hand-outs, directly affecting their health and diet, but also their identity as a people. From this point on, the Northern Arapaho began a stark transition from their original hunter gatherer lifestyle to a typical American diet. However, their story does not end there, as tribal members today are beginning to reclaim their cultural roots through the reintroduction of buffalo herds and self-sufficient-at-home-farming.

Fighting for His People

Though Indigenous himself, author Melvin Arthur did not grow up hearing the multigenerational stories of his people passed along by oral tradition (Arthur and Porter 71). Instead, he was taught like any other American student, through the perspective lens of European colonizers. By the time Arthur learned the true history of the Northern Arapaho, that is, through

Evening on the Wind River Reservation in Wyoming
Photo Credit: Northern Arapaho Tribe / Facebook

the tribe's point of view, he had grown indignant at what he perceived as the horrific treatment of his own people. Their loss was his loss, their pain his pain. This uncovering led Arthur to where he is today, fighting to reclaim the food sovereignty of his people, and along with it, their identity. He is not alone though, as Christine Porter, a professor at the University of Wyoming who specializes in Community and Public Health, is also fighting alongside Arthur hoping to one day end social health disparities on a global scale.

Still, while many Western academics may consider Arthur as being biased on the part of the Northern Arapaho people, he claims, rather, that his purpose is to "retell our [the Arapaho's] story from an insider standpoint" (Arthur and Porter 72). He asserts the idea that only through the objective view of the Arapaho people can the loss of their food sovereignty be fully understood.

The Rise and Fall of a Tribe

The Arapaho's story begins with their creation, as they "were born and borne on the back of the Turtle" (Arthur and Porter 74). Little is known about the ancestral roots of the Arapaho tribe apart from their original hunting and gathering grounds, located in and around the Great Plains, and that the buffalo were essential in providing them with "food, tools, clothing, and shelter" (Arthur and Porter 75). By the middle of the 18th century, however, everything would begin to change. Colonizers arrived in the Americas in full fashion, at first peacefully, leading to an exchange of ideas and tools between Natives and Europeans. However, relations took a deadly turn. European foreign intrusion became so prevalent that Native-European contact was inevitable, leading to smallpox outbreaks among Indigenous peoples.

Learn More About Food Sovereignty

Quick Facts

1 in 5 global deaths are a result of whole grain, fruit, and nut diet deficiencies (Nicoa)

The largest Native Reservation in the nation exists on a food desert (Nicoa)

Suggested Videos

Documentaries & Specials Regaining Food Sovereignty | PBS

Food Sovereignty - YouTube

Who Are the Northern Arapaho? - YouTube

An assortment of treaties soon followed between the Arapaho and U.S. Government which were originally aimed at providing peaceful relations between the two groups. As the years progressed, an undeniable shift began to occur in the motives behind the passing of such treaties. While early agreements like the Fort Laramie Treaty of 1851 sought to ensure "the safe passage of Whites on the Oregon Trail," later ones such as the Little Arkansas Treaty (1865) focused on enticing Natives to give up their ancestral lands and move to reservations (Arthur and Porter 76). By the late 1800's Whites and Indigenous were no longer sharing the lands of the Great Plains but were instead in constant contention for them.

According to Arthur and Porter, these disputes forced Natives to make an exceedingly difficult decision: either fight for their land and protect their culture and way of life, or give into American westward expansion. The Arapaho chose to surrender. The loss of ancestral hunting grounds had disheartened them, and what came next would completely crush their spirits. The U.S. Army devised a plan to kill off the remaining buffalo, resulting in herds of millions being reduced to one or two thousand (Arthur and Porter 77). With the loss of their primary food source, the Arapaho's food sovereignty began to fail.

Anything but Home

In 1878, the Northern Arapaho officially made the transition to what is the modern-day Wind River Reservation (WRR) yet, no longer with them was their cultural food network (Arthur and Porter 77). Instead, Governmental food provisions were provided to Indigenous peoples. These rations became vital to the Arapaho, but they were not enough to nourish the tribe, allowing disease to ravage the weak and frail. Their identity was also under attack as the U.S. Government instituted boarding schools for Native children, and demonstration farms to teach Natives to farm like the White man. After forced participation, one could say there was no more "Native" left in their tribe, just Americanized men.

As the 19th century concluded, the Northern Arapaho became more reliant on the food rations issued by the U.S Government, so much so that foods like "fry bread" were now integral to their

diets (Arthur and Porter 78). This reliance on foreign foods marks another major shift away from the original hunter-gatherer food system used by the Arapaho. Most notable about this shift is that the Northern Arapaho people did not seem to care that they were leaving behind their food sovereignty (Arthur and Porter 79). This is partly due to the fact that the idea of food sovereignty had been lost to them for decades, disrupted by foreign intruders.

From Shortcomings to Community Revival

By the 1970's, the United States food machine finished off the remainder of Arapaho food sovereignty (Arthur and Porter 79). The health and diet of Natives was negatively impacted by American processed foods and an overall lack of access to fresh foods which continued well into the 21st century. However, the tide is shifting. Arthur et al. believe it is now his generation's moment to begin restoring food sovereignty to their tribe (78). Contributions such as a Tribal Farmers Market and the introduction of a small herd of buffalo on the reservation are allowing his people to return to a mode of self-sufficiency. As more buffalo roam their land, combined with families that garden, the Arapaho grow closer to reclaiming food sovereignty.

Students can look back on the history of the Arapaho and understand their story in two different ways. First, they can perceive their losses as a necessary step towards progress in the name of Manifest Destiny; or, they can look through the perspective lens of the Natives, through their stories of tribulation that made them who they are today (Arthur and Porter 81). It is clear to Arthur that as the Arapaho lost their food sov-

Protestors advocating for Food Sovereignty
CrePhoto Credit: Carlos Fernandez

ereignty they also lost their identity as a people (Arthur and Porter 81). To him, everything is connected through culture and community, and as their food sovereignty is restored, so too will their identity as the Northern Arapaho people be reclaimed.

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Writer's Bio

Born and raised in Georgetown, Texas, Reilly Gilbert is a current Freshman and first year swimmer on the Wyoming Men's Swimming and Diving Team. Pursuing a degree in Kinesiology, he plans on attending graduate school to obtain his master's in physical therapy after completing his undergraduate degree. Reilly enjoys being outdoors and playing ultimate frisbee with his friends, as well as making late night food runs to the local McDonald's and Wendy's in Laramie.

Defogging the Window into Online Learning

by Lexie Schroeder

Valeria Luquin Works on Her Online Classes during the Pandemic

Luquin, Valeria. "Staff Writer Valeria Luquin Works on Her Online Classes during the Pandemic."
Students Struggle with Distance Learning during Quarantine, 26 May 2020, www.thepearlpost.com/
24936/showcase/online-learning-brings-difficulties-to-stdents-during-quarantine/.

The article "'Teachers Act Like We're Robots'": TikTok as a Window Into Youth Experiences of Online Learning During COVID-19," shared the recommendation to "allow student' voices to be heard" (Literat 12) Allowing students to be heard, gives room for researchers to provide support and care for overarching themes of feeling overwhelmed, the need for support and the newfound socioeconomical views (Literat 11-12). Showing students support during online learning would greatly improve the mental, emotional, and physical aspects of students' online learning experience. To create a positive online learning experience, we must first defog the window into understanding youth's perspectives of learning by letting students' voices be heard.

From the Classroom to the Computer

The window to understanding online learning for youth has previously been fogged as older adults try to view and understand students' struggles during COVID-19 online learning. In an analysis of the social media platform TikTok, the article, "'Teachers Act Like We're Robots'": TikTok as a Window Into Youth Experiences of Online Learning During COVID-19," by Ioana Literat, describes the view of how students find emotional, academic, and mental support through peers online. Columbia

University researchers worked to improve online education by understanding the motivation, support, and socioeconomic factors that influence online learning. Defogging the window into youth's experiences of online learning is crucial to create educational implications and changes for students (Literat 2).

Lack of Resources

Online learning during the pandemic created a lack of resources and support for school systems and students. Online learning came as an abrupt change, leaving students, teachers, and the states' economy with a lack of preparation to endure emergency remote education (Literat 2). Literat states, "Research has repeatedly shown that the level of funding affects student outcomes, particularly for vulnerable or disadvantaged students" (2). One student states, "I used to get A's all the time but now I gotta do everything on my phone cuz I don't have a computer" (Literat 9). Literat finds that schools' lack of preparation, due to funding, hindered students' ability to further their education.

A Community through the Screen

Literat defogged the window of how youth use the social media site TikTok to connect and interact with peers on an honest level (Literat 2). Social media creates what Literat describes as a "Digital Neighborhood" (Literat 2). This idea allows students to fulfill the needs of identity, belonging, self-expression, and social connections with their peers. "Digital Neighborhood students" created a bond supporting one another; one student saying, "I ZOOMED straight to the comments to find comfort" (Literat 6). Another student adds, "IF WE ALL PITCH IN AND DO ONE ASSIGNMENT FOR YOU WE CAN HELP U" (Literat 6). This social connection provides connection and support during separation.

Viral Learning

To better understand students' perspectives, Literat conducted qualitative research using the social media platform TikTok. To create a specific data representation, Literat used hashtags, age, and timeline selections including #onlineclass created by high school/college age students from March

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Student's Daily Routine During Online Learning:

8:00 AM Wake up

9:00 AM Breakfast

10 AM – 1 PM Do homework and study

1 PM – 2 PM Eat lunch and take a break

2 PM – 5PM More homework and studying

5 PM – 6PM Creative time!

6 PM Eat dinner

7 PM – 9 PM Downtime

10 PM Bedtime
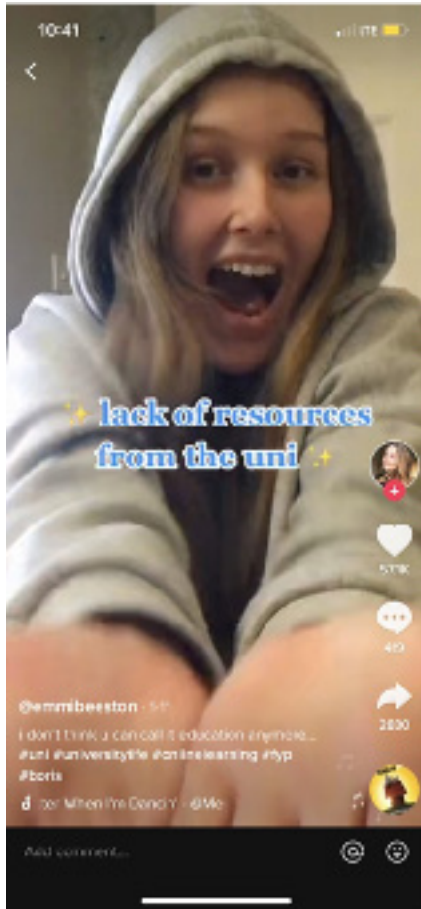
@emmibeeston posts a video about college students' struggles during COVID-19

Beeston, Emmi. "Videos." TikTok, 2020, https://vm.tiktok.com/ZMR9K9oQ7/

2020 to June 2020 (Literat 3-4). Three key themes emerged from the data: "the portrayal of online learning as overwhelming and demotivating; the desire for support and empathy, perceived as lacking from teachers but present among peers; and the newfound visibility of the home, in terms of both family dynamics and socioeconomic contexts" (Literat 4). These themes Literat uncovered, show the direct impact online learning has on students.

Connected through a Cord

Literat's study found motivational struggles came from overwhelming academic expectations, causing students to reach for support. One student expressed lack of motivation and states, "It's gotten to the point where I don't even have the motivation to COPY homework anymore!" (Literat 5). This led students to a category of videos using hashtags such as #missingwork and #dumb to receive answers to pass their classes (Literat 6). Literat's findings show how far students reached for support to complete their classes. Students first reached out to their teachers, but received nothing, as one TikTok wrote, "Teachers saying 'I know this is a stressful time' even though they are the stress" (Literat 6-7). Literat shared that students felt that teachers would express feelings of sorrow but felt that teachers did not match their words to their actions (4). Feeling isolated even further from support, students reached to social media. Literat wrote, "an interesting trend included peer-to-peer education, where students provided relatable ways to explain concepts" (7). Through advice, resources, and support from peers on social media, specifically TikTok, students felt more connected to one another.

Diversly Divided

Isolated already due to quarantine, students were further divided due by socioeconomic status. Lower-class homes could not pay for materials such as internet/data to adapt to online schooling. One student shared, "My sister (a senior) and I (college) have to share one laptop and collectively we have a total of 10 classes 6 of which are mine" (Literat 9). Literat shares further divide by stating, "The material,

technological and socioemotional contexts of home, which might have previously been hidden from view in relation to students' social and educational lives, now become visible – sometimes, quite literally, via technologies like Zoom" (11). Aesthetic seemed to take precedent over quality of learning, as one video shared, "I thought all fridges were white… my lower-class self is shaking rn" (Literat 8). This look into a student's life may bring their worst fears to life. One student addressed his fear that his classmates and teachers may get a glimpse into his abusive household (Literat 8). Abuse or other detrimental sights caught on camera are traumatic to a student.

Limitations and Future Research

To understand students' perspective during online learning, it is crucial to understand that TikTok was intended for the peer audience where students could display their feelings (Literat 12). Additionally, the TikTok videos used for the study came from students who actively used TikTok on a public account with a popular hashtag (Literat 12). Awareness is important because while there was a large sample size, it excluded students based on accessibility of media, participation, and activity (Literat 12). With this in mind, Literat suggests continuing to keep students at the core of the research when studying the effects of online learning during COVID-19, as well as continuing to bridge the gap of limitations social media generates.

Influencing the Internet's Future

To understand students' perspective during online learning, it is crucial to understand that TikTok was intended for the peer audience where students could display their feelings (Literat 12). Additionally, the TikTok videos used for the study came from students who actively used TikTok on a public account with a popular hashtag (Literat 12). Awareness is important because while there was a large sample size, it excluded students based on accessibility of media, participation, and activity (Literat 12). With this in mind, Literat suggests continuing to keep students at the core of the research when studying the effects of online learning during COVID-19, as well as continuing to bridge the gap of limitations social media generates.

Want to Learn More about Online Learning?

Read

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Watch & Listen

"Students Share Struggles Of Online Learning: 'I Have Never Felt So Much Stress,'" YouTube, uploaded by NBC News NOW, 17 Febrary 2021, https://www.youtube.com/watch?v=VjC6cTEPOf0

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Writer's Bio

Lexie Schroeder is a freshman at the University of Wyoming. She is originally from the beautiful Black Hills in Deadwood, South Dakota. Lexie enjoys spending time with family and friends outside enjoying nature whether hiking, hammocking, or camping. Lexie is currently studying human and child development in hopes of becoming a child life specialist. Lexie has in fact been a student during COVID-19 and has looked towards TikTok as an outlet during online learning. She hopes this research will help adults understand the struggles of online learning and create a much-needed change of hearing students' voices.
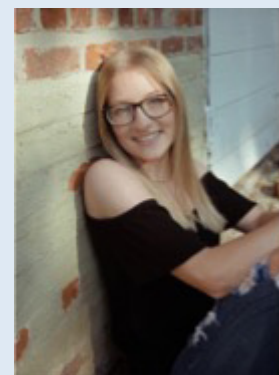
Researched Argument

Where the Graduate Record Examinations Fall Short

by Audrey Merwin

The Graduate Record Examinations (GRE) have long been regarded as an essential step for aspiring graduate students. However, based on various negative effects on minority applicants, and its inability to predict future success, it has become clear that the GRE is both ineffective and unequal as a component of graduate applications. The most prominent issue coming to light regarding the GRE is inequality across race, as the test has proven to depict trends of lower scores across students of color, barring diversity in graduate programs. Exams like the GRE provide added difficulty for minorities and others coming from low-income backgrounds, which prevents them from equal opportunity and access to universities. GRE requirements have also resulted in a decrease in applications from minority students, discouraging many from attempting to enroll in graduate programs at all. The exam does not equally measure student proficiency or accurately predict a student's future success, and therefore must be reformed. In order to effectively determine student ability, a holistic approach to graduate applications must be taken, rather than placing such high emphasis on GRE scores.

In line with an emerging trend across standardized testing in the United States, minorities often score lower on the GRE, highlighting issues within the exam's framework (Hardy). This disparity is evident in results published by the Educational Testing service in 2012, where minority students scored lower on average than their white peers in both verbal reasoning and analytical writing portions of the GRE. The only exception was the exceeding scores of the Asian/Pacific group on the quantitative reasoning portion, outscoring white test-takers. However, as white test-takers made up the second-highest scoring group, the next minority group below them faced a margin of 60 points ("GRE General Test Score Information by Ethnicity/Racial Groups" 3). A consistent trend of lower test scores across race reveals flaws in the testing system, not in the test-takers themselves. The creation of the GRE itself may not be to blame for this. Many scholars point to the "achievement gap" (Hardy) as the reason for this divide by examining how minority students are often not presented with equal access to resources that white students have when prepping for tests such as these. Responsible or not, the GRE highlights this disparity, and subsequently becomes a barrier for diverse students attempting to enter graduate programs. When a test like the GRE is used as a determinant for ability, minority students are not given equal opportunity, as they often score lower

than their white peers.

One important aspect of the GRE to note is the impact of financial inequity among students on test scores, as access to money can play a large part in how well students may score. Many minority students come from low-income households, or households that simply make less than their white counterparts. For example, research by the Federal Reserve found that the mean net worth of white families was $983,400, compared to the average of black families, coming in at only $142,500 (Bhutta et. al). Additionally, black students graduating with a bachelor's degree exit with about $7,000 more in student debt than their white counterparts on average (Scott-Clayton and Li 1). As minority students such as these approach graduate applications already at a disadvantage, the GRE does nothing to lessen these effects. Every test taken costs a student $205 (princetonreview.com), so in turn, students from wealthier backgrounds have the option to sit for the GRE as many times as possible, along with the additional choices of prep courses ranging from 150 to 500 dollars (Klee). The GRE provides more opportunity to succeed for students coming from financial adept backgrounds, creating an incredibly uneven playing field for other applicants, including many minorities.

The presence of the GRE in program requirements can often be enough to discourage many minority students from applying at all. The added diversity of minority students is important to these institutions because of the varied benefits it brings to the programs. Their impact is explored by the American Council on Education, which states that, "Diversity enriches the educational workplace... promotes personal growth... (and) strengthens communities and the workplace" (ACE). Therefore, it is essential that minority students feel encouraged to apply to these programs. The impact of the GRE on minority students was researched by Corri Wolf at the New York Institute of Technology (NYIT), who found that after the decision to implement GRE score requirements on their applications, the results were a "44.1% decrease in NYIT's pool of Black/African American applicants" (65). This finding was also echoed in data from University of California Berkeley, as the school saw an 18% increase in applicants in response to their recent removal of the GRE requirement in applications (Nietzel). It is apparent that the addition of the GRE limits diversity applicants in graduate programs, which is detrimental to both the programs themselves and the students deterred from entering them.

As a method of measuring future student success, it has been found that the GRE falls short when

compared to other approaches. Research conducted by Liane Moneta-Koehler and others used data from Vanderbilt Medical School to determine exactly which aspects of applications prove to be reliable at foreseeing student success. Their study found that other variables, such as letters of recommendation and undergraduate GPA, are better ways of measuring student achievement than the GRE. Moneta-Koehler discusses this in her work, stating, "...the GRE provides no insight into such important graduate education measures as passing the qualifying exam, graduating with a Ph.D., time to defense, number of presentations, number of first author publications, or winning an individual grant or fellowship" (14). These findings are important because they shed light on the areas that the GRE falls short as an aspect of the application process. Even when the issue of differences across race is put aside, the GRE has proven to be an inaccurate measure of success for all student test-takers.

Despite these issues, some continue to advocate for the importance of GRE scores in applications. While it is important to consider a student's other strengths if they have low GRE scores, some students may test better than they perform on average in class. For these applicants, the presence of the GRE may prove to be one of the strongest elements of their application. This viewpoint is explored in an opinion piece written by Mark Bauerlain, a professor at Emory University, who spoke on his own personal experience with the GRE. After facing initial dismissal from his college of choice, the university decided to take a second look at his application based on his exceptional GRE scores and subsequently offered him entrance to his desired program. For Bauerlain, the GRE test served as an avenue to display his intelligence separate from other aspects of his application. While GRE scores hold back some students, test taking proves to be a strength for many others and helps to bolster their application. This argument is valid and speaks to the concept of the various ways that an undergraduate student can display their abilities. However, the intended purpose of a standardized test is to serve as an even playing field for students, and the GRE has proven to be insufficient in this regard. Because of this, it is important that the exam be reformed, even if it may serve as a strength to a select few students.

Although shown to have many flaws, the solution to the problem is to rework the GRE and its place in graduate applications, not to discontinue the test altogether. As previously mentioned, the exam can prove to be an addition for a portion of graduate applicants. Not to mention, for many colleges, the presence of some sort of standardized test score is necessary in the application process. In the current application environments, the proposal for the GRE testing to be entirely stopped is fairly unrealistic. However, considering new research, the presence of GRE scores on an application

should be more of a formality than any sort of measurement of student ability. The answer to a successful application process is to view graduate hopefuls in a more holistic sense. This method will more accurately give students the chance to display all that they bring to the table, and the success they could achieve if given the opportunity. It is discussed Moneta-Koehler just how many avenues can be taken by students to indicate their abilities, and "the (current) admission criteria are missing many critical components of students' success" (14). It is also important to note that studies have found that the use of a more universal approach to applications can effectively negate the racial inequalities brought about by using the GRE alone (Wilson 1). The answer to the current problem is not to do away with the GRE entirely, but to combine the test scores with many other aspects of student work.

There are multiple real-life examples for how to effectively reduce the spotlight on GRE scores, as many universities have already put this practice into place in their own programs. These schools include the University of Illinois, New York University, University of Pennsylvania, and Johns Hopkins University, to name only a few ("Masters Programs That Don't Require the GRE"). One of the most notable schools to waive GRE scores is UC Berkeley. The university originally dropped the GRE requirement due to COVID-19 and decided to continue the policy into the 2022 application year. The decision has been supported by staff, as quoted by the Vice Provost of the school's Graduate Division, who wrote, "I'm thrilled that so many of our departments elected to eliminate the GRE requirement in their admissions process...We are looking forward to assessing how removing the GRE admissions requirement allows us to develop better assessments and improve our holistic approach to graduate admissions" (Nietzel). A similar sentiment was expressed by Anand Gnanadesikan, staff member at Johns Hopkins University, who stated, "When I looked at our own data, I was surprised to see that the GRE wasn't helping us find 'diamonds in the rough'...In fact, it was potentially excluding some of our strongest performers" (Maldonado). As universities such as Johns Hopkins and UC Berkeley find success in this new policy change, graduate programs at other universities can be expected to follow suit in the near future. By putting these guidelines in place, schools are effectively demonstrating the many different ways that graduate applications can be successful without a focus on GRE scores.

As modern research is conducted, it becomes increasingly apparent that the GRE is deeply flawed. Inequalities in scores across race have surfaced, evidenced by lower scoring trends in testing among minorities. Similarly, financial background has been found to inhibit student success on the GRE as it determines accessibility to resources. The presence of the GRE alone often

discourages minority students from applying to graduate programs at all. These findings revisit the question: What is the original purpose of the GRE? Examinations such as these are intended to measure student success and give access to higher education to those that seek it out. Every college student should be granted equal opportunity to enter these programs, regardless of race, financial status, or learning style. Therefore, it is imperative that graduate application pay mind to all of the different areas that students may excel in other than standardized testing. In order to

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"You're Always So Quiet. What's Wrong?" Social Bias Against Introverts in the Workplace

by Audrey Earnest

In descriptions of ideal candidates on job listings, "outgoing" and "high-energy" are common terms. Phrases such as "must be outgoing" imply that quiet, reserved job candidates are undesirable. Since the twentieth century, Western culture (the individualistic culture shared by most European countries and places with strong European cultural influences, such as the United States of America and Australia) and Western workplaces have typically viewed introversion negatively, with extroverted individuals being more likely to receive job offers and hold leadership positions, despite that the fact that introverts are equally capable of leading effectively. Even if they are not as outwardly sociable, introverts can work well on teams and contribute to the workplace. Since introverts changing themselves into extroverts is not a feasible solution, Western workplaces should instead take steps to accommodate both outgoing and reserved individuals. Even though introverts are capable of being effective workers and leaders, social bias against them in modern Western culture place introverts at a disadvantage in the workplace, creating a need for increased acceptance of this personality trait.

About Introversion

Introversion is a personality trait and the opposite of extroversion, which can also be spelled as "extraversion." In the book *Quiet: The Power of Introverts in a World That Can't Stop Talking by Susan Cain*, the author discusses how although psychologists disagree about the exact definitions of "introvert" and "extrovert," most experts concur that introverts are people who function best with lower levels of outside stimulation or sensory input, while extroverts function best with higher levels of outside stimulation (11). Since other people are a major source of stimulation, extroverts thrive in crowds, while introverts require solitude to recharge (11). Introversion and extroversion are a spectrum, and people are categorized as introverts or extroverts based on which end of the spectrum they are closer to, though everyone has characteristics from both ends. Carl Jung, the psychologist who first coined the terms "introvert" and "extrovert" in his book *Psychological Types*, said, "There is no such thing as a pure introvert or a pure extrovert. Such a man would be in the lunatic asylum" (qtd. in Cain 14). Although introversion is commonly associated with shyness and a dislike of people, these are separate traits. Both introverts and extroverts can be shy, as "Shyness is the fear of social disapproval or humiliation, while introversion is a preference for environments that are not overstimulating" (Cain

12). Misanthropy and friendliness are unrelated to introversion and extroversion (11-12). Introverts sometimes avoid social situations because they find them overstimulating and exhausting, not because they do not want or need to interact with others.

Introverts in Western Culture

The social bias against introverts in the workplace reflects the favoring of extroverts in Western society. According to the cultural historian Warren Susman, the United States shifted from a "Culture of Character," focusing on the morality of one's private behavior, to a "Culture of Personality," focusing on one's public image, during industrialization and urbanization in the 1900s (Cain 21). As Susman commented, "The social role demanded of all in the new Culture of Personality was that of a performer" (qtd. in Cain 21). When Carl Jung published *Psychological Types* in 1921, he and other psychologists noted that society was already prejudiced against reserved individuals (26). Under this new culture, being a decent person and effective worker was no longer enough to excel in a career. One also had to gain attention and have the public image of society's ideal employee. Extroverts, being generally more outgoing and easily noticed, naturally fit the new culture that focused on being seen better than introverts.

A preference for extroversion persists in modern Western culture, and by extension, Western workplaces. The article "Quiet Flourishing: The Authenticity and Well-Being of Trait Introverts Living in the West Depends on Extraversion-Deficit Beliefs," by Rodney B. Lawn et al., describes research conducted in Australia in 2019 that found extroversion was viewed as more desirable and acceptable than introversion in Western culture, with many participants expressing a desire to become more extroverted (2,055). Similarly, another study recounted in the article "Leadership Emergence in Autonomous Work Teams: Antecedents and Outcomes," by Simon Tagger et al., found extroverts were more likely to be viewed as leaders by their peers than introverts (917). Thus, extroversion is still viewed as generally superior to introversion in Western society and being outgoing is associated with leadership. If Western culture views extroverts as "better" and more "normal" humans and leaders, it is unsurprising that similar biases exist in Western workplaces, with introverts being perceived as less effective workers and unsuited to leadership.

Introverts and Workplace Leadership

Extroverted individuals are more likely to be hired and promoted than introverted individuals. In the article, "Personality Characteristics of Job Applicants and Success in Screening Interviews," by David

F. Caldwell and Jerry M. Burger, the results of a study on students at Santa Clara University show how a student's level of extroversion was a stronger predictor of whether they would receive a job offer than other personality traits or even GPA, with those possessing higher extroversion being more likely to be offered employment (121). High extroversion being a greater advantage in the hiring process than academic success is an indication that Western workplaces are biased towards extroverts. The article, "How Special Are Executives? How Special Should Executive Selection Be? Observations and Recommendations," by Deniz S. Ones and Stephan Dilchert, describes a study on the average levels of five major personality traits of those holding various levels of leadership positions in the workplace that found that the average extroversion increased moving up the career ladder (165). If the average extroversion of workers in high leadership positions is greater than that of workers in lower-ranking positions, then in general, more extroverts are found in high-level positions than introverts. Thus, people with lower levels of extroversion are less likely to receive promotions, indicating a probable bias against introverts in the workplace promotion process.

Although extroverts are more likely to be perceived as leaders and hold higher-level positions, introverts can be equally effective leaders. A study conducted in pizza stores and a lab-simulated workplace, reported in the article, "Reversing the Extraverted Leadership Advantage: The Role of Employee Productivity," by Adam M. Grant et al., found that while team productivity is positively impacted by extroverted leaders when workers are passive, productivity is negatively impacted by extroverted leadership when workers are proactive (543). The researchers suggest this may be due to extroverted leaders competing with proactive workers for dominance, while introverted leaders are more receptive to proactive actions from workers (such as suggesting new ideas) and less likely to engage in a power struggle with employees (532). Thus, neither introverts nor extroverts are inherently better leaders. Extroverted leadership styles are best for leading passive workers and introverted leadership styles are best for proactive workers. Both personality traits have strengths and weaknesses in leadership that make them best suited for different situations.

Introverts as Team Members

Some argue introverts' tendency to be reserved and drained by large-scale social interactions interferes with their ability to collaborate, making introverts less effective workers. While some introverts are less comfortable working with groups than on their own, they can still cooperate with others. In the article, "On the Social Nature of Personality: Effects of Extraversion, Agreeableness, and Feedback About Collective Resource Use on Cooperation in a Resource Dilemma," by Sander L.

Koole et al., recounts a study on the use of shared resources. More extroverted people were found to be less likely to behave cooperatively, and more introverted people were more likely to cooperate with others and demonstrate self-control to protect an endangered common resource (Koole et al. 289). The researchers believe this may be due to reserved individuals' heightened perception of others' intentions (298). Introverts' general aversion to conflict could also contribute to their tendency to cooperate. Cooperativeness, willingness to restrain oneself for the collective good, and awareness of others would contribute to, rather than detract from, collaboration, making introverts capable of being effective workplace team members.

Moreover, the presence of both extroverts and introverts on a team is beneficial. According to the article, "Personalities Into Teams," by Doug Wilde, an informal research review of the records of engineering student teams at Stanford University revealed that groups that consisted of a wider variety of personalities, including a mix of introverts and extroverts, performed better long-term (22). Excluding more reserved individuals from workplace teams based on the assumption that they are not as effective collaborators would actually hinder the teams' success by decreasing personality diversity. Both introvert and extrovert workers contribute to group performance, and the ideal team should include members of both personality types.

Addressing the Introvert Disadvantage

A proposed solution to this problem is for introverts to become extroverts; however, this is not viable. Believing one needs to become more extroverted and behaving unauthentically to one's personality is correlated with lower mental well-being (Lawn et al. 2,055). Thus, pretending to be extroverts to better fit workplace culture could harm introverts' mental health. Also, introvert workers becoming pseudo-extroverts could deprive the workplace of the benefits of having introverted workers, such as having effective leaders for proactive workers and having personality-diverse teams.

Additionally, neurological differences between introverts and extroverts make it difficult for a person to change their level of extroversion by choice. According to the article, "Individual Differences in Extraversion and Dopamine Genetics Predict Neural Reward Responses," by Michael X. Cohen et al., the dopaminergic neural reward systems of introverts and extroverts function differently, with extroverts' reward systems activating more powerfully than introverts' while gambling (855). Since one's extroversion levels are related to the way one's brain functions, it is not easily altered. Even if an introvert acts more like an extrovert, they cannot simply change their neurological processes to meet society's demands.

There are several ways to make workplaces more welcoming to introverts. In the online Psychology Today magazine article, "The Introvert-Friendly Workplace," by Sophia Dembling, the author discusses suggestions for accomplishing this. Those in charge of hiring employees can endeavor to hire both introverts and extroverts and consider that extroverts have a natural advantage in interviews (Dembling). Additionally, they should provide time for pondering questions and allow for breaks during longer interview processes, so introverts have some time alone to regain energy (Dembling). Similarly, workplace officials can consciously attempt to consider both extroverts and introverts for leadership positions, keeping in mind the strengths both personality types can bring to such positions. Meetings can better include introverts by sending out agendas ahead of time so introverts have a chance to think about the issues in solitude and instituting speaking rules to ensure everyone present at the meeting is given a chance to share so it is not dominated by more talkative workers (Dembling). By making a conscious effort to include introverts in the workplace, this group will no longer be at such a disadvantage and social bias against them in workplace culture could decrease as more people attempt to acknowledge and accommodate people of all extroversion levels.

Altering Culture in the Workplace and Beyond

Western culture's preference for extroverts often disadvantages introverts in the workplace, despite their capacity to be productive team members and leaders. Requiring introverted workers to become extroverts is not only neurologically difficult and potentially detrimental to their mental well-being, but also deprives workplaces of the benefits of having workers with a range of extroversion levels. Therefore, Western workplaces and society should adjust to eliminate bias against reserved people rather than demanding that these people change their personalities. Bosses and other workplace officials striving to include both extroverts and introverts as potential employees and leaders and in the structuring of meetings and workspaces will shift workplace culture to be more inclusive of introverts. The increased inclusion of introverts will enable them to better thrive in the workplace and demonstrate their capabilities, reducing negative perceptions of reserved people. In turn, this cultural shift will likely cause coworkers to become more aware of and less biased towards their introverted colleagues. As the workplaces and workers of Western society alter the way they view and treat introverts, this change will spread to other aspects of life, and Western culture and, crucially, introverts themselves will come to accept that there is nothing inherently wrong with being a quiet person.

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Public Genre Assignment

Coming to Age in the Covid-Era

by Sophie Bove

The disease first entered this place with a low, angry rumble. Over the course of two weeks, it grew to an unearthly bellow, desperately pleading to be noticed and tearing through the relationships we'd worked so hard to build. Of course, you assume I mean Coronavirus...or COVID-19 or whatever we're supposed to call it now. Regardless, it is not this phantom illness of which I speak, but another: fear. I was afraid for my family, my tribe. But in a terribly selfish way, I was more afraid for myself and the opportunities I'd miss. School was supposed to shut down for a week or two, not for the rest of our high school careers, so no one had thought to say their teary goodbyes. This I was grateful for. But, as time passed and reality sank in, certain memories began to haunt me. My best friend's laugh, rehearsals for the last play of my high school career (cancelled), the boy I liked, flew away from me like papers in the wind as I awkwardly grasped and flailed to catch them. Things became a lot easier however, when I stopped trying, let them dance out of sight, and turned into the arms of my family.

We were moving again. Unlike the 6 or 7 times before, I felt like leaving, craving the new environment. This time was different because I had nothing tying me to Wyoming's empty landscape anymore. My friends had long since left for their respective universities and my family had grown restless in the unbelievably boring existence that had become our reality. Unlike my friends, I would not be moving out to the University of Wyoming as I'd planned. Instead, I would take the year online. This was disappointing to say the least, and a huge setback in my plans. But, because traditional classes were unavailable due to covid, I had no other choice. So I spent the days with my family, arguing and laughing, lounging and playing intense, highly competitive games of frisbee. Time had no meaning. What did I care if it was Wednesday or Friday, May or July? It was both liberating and restricting. But, soon this would change and we'd venture across the endless plains. Arkansas was our destination. Our old home's deep, bedrock-laden rivers and Scissor-tailed Flycatchers called our names.

I'd never driven on the highway for more than 30 seconds. This was the length of the stretch between town and my house in Lander, WY. So, when my parents said I'd have to drive my car to Arkansas, it posed a much bigger problem to me than it would to most. The welling heat of my fear was cooled, however, when my dad said, "We'll practice driving on the road to Riverton as

much as you want before we head off. We'll make you a pro by then. You'll be just fine." And so, our twilight drives began. No matter how exhausted my dad was after coming home from work, he always went with me when I asked. Sometimes we drove in silence, sometimes we howled with laughter, sometimes I cried from fear or frustration with my unsteady hands, but I treasured these moments with everything in me.

With the number of times we've pulled up our tent stakes, I've learned that my family is the single thing I can always count on. No matter what, no questions asked. I've never held onto these 4 people quite as tightly as I am now, with coronavirus plaguing our minds. They've truly become my only friends, my only companions, and the only constant thing in my life.

You know when there's a horsefly bugging you, so you stand back-to-back in a circle with other people? It's supposed to fool it into thinking you're a 5-headed beast with no blind spots, so it just flies on its merry way. That's what my family is like. It's us against the horsefly. Us against the world. My older sister, Rita, is stubborn beyond belief with a temper to match, but she's fiercely protective and the greatest adventure partner a girl could ask for. My younger brother, Sam, is a teenage boy (need I say more?), but has this remarkable and unfailing ability to cheer me up with his goofy movements and raunchy jokes. My mom is wild and headstrong, but loves us with all the ferocity of a mother bear, quivering with the anticipation of attacking anyone foolish enough to mess with her babies. My dad is obscenely loud and boyish, but he's my reference for nearly everything I do. When uncertain, it's his brutal honesty and warm confidence that I need.

Coronavirus has forced me into such close proximity with these people that we are no longer 5, but 1. It's always been that way, but not to this extent. So I ask you, listener: how am I supposed to leave them? How am I supposed to quelch these ugly blooms of fear, detach myself from this warm knot of family ties, and move back to Wyoming alone? This fall, I will leave my constant behind and venture out on my own. I will do it, but it will not be easy.

On one of our twilight drives, my dad and I spotted a lone dog on the reservation. His eyes shone wildly and his matted hair blew lightly in the evening breeze. As I watched, several dogs joined him and easily matched his gait as he walked alongside the highway. Thinking of him now, framed in a purple sky, I see myself. We belong to a pack. We have loved with a ferocity that no one might know. We are wild and seemingly alone, but we will always have extremities that cannot be seen with the naked eye. Our pack. Our Tribe. Our Family.

Lunchtime

by Luca Palescandolo

I wake to the sound of an alarm blaring in my ear. I have an 8am class, it's time to get moving. Did the usual routine and hopped in my friend's old scarlet Ford Ranger after throwing my bike in the bed. The car's transmission blew out a while back, so its top speed is 30 mph and whenever it's put into reverse, there's a loud sputtering sound. He wants to get it fixed but can't afford it. I get dropped off outside the Visual Arts Facility like usual and lock my bike up. As I start to walk towards the entrance, I see my instructor being dropped off by her spouse. As we enter the building and walk up the stairs, I talk with her about her beautiful Siberian Huskies that were in her car. My experience working at animal hospitals makes talking about pets good conversation fodder for me. She tells me that class is going to be shorter today, and after about thirty minutes of class, we are released. I climb onto my bicycle and start to pedal downhill towards my next class, which despite residing in the Engineering Building, is actually a First-Year Seminar Storytelling class.

In class, we discuss the podcast about ethical storytelling that we had to listen to and write about. This kid who I shared a conversation about Kanye West with raises his hand and talks about his mission trip to Africa where he was surprised to find that all the people there were happier than us because they had fewer material possessions. When I heard this, I was interested and I continued to ponder it as I rode towards the Washakie Dining Hall.

Before joining the hoard of students hustling and bustling to get in line, I sneak into the bathroom and apply some cologne just in case I run into this girl I've been trying to talk to. I plate some asparagus, rice, and a half a sandwich on the matte black plastic container. I've been trying to eat healthier. I look around, there are people all over. Some are familiar, some I have never seen before, and some are a combination of both familiar and completely new. Sometimes when I look at people, they look back. For one single second, our eyes connect. No words are shared, no information gained or received, just a glance. In that moment, I wonder what they think of me. I hold my black tray, made heavier by the food, and stand for a moment deciding where to sit. Usually, I sit alone. I tell myself that all of the people choosing to sit together are just doing it to look like they have friends. They sit there with a smiling face, surrounded by more smiling faces, knowing that they will not be exposed for the worst possible thing a young person could be, alone. I know this isn't true, and deep down, I long to be with them.

I then see a man who I had previously met a month ago, sitting by himself. We first met when I complemented his clothes and he asked to take a selfie with me. His dark skin was the first thing I noticed, it stood out in the sea of white faces and blonde hair that crowded this cafeteria. He was big and was wearing a traditional African shirt that was light purple with different shapes and patterns scattered around it. As I got closer to him, I noticed that his dark beard was peppered with gray hairs. When he noticed me, he waved and invited me to sit down next to him. This man seemed genuinely happy to see me. We reminisced about our previous brief encounter, and we began to chat with one another. I could tell he was happy to have someone to talk to and so was I. I formally introduced myself and told him my name, he told me his was Kolade. I noticed he was eating a piece of cheesecake like one would a slice of pizza, which seemed funny to me. Me and Kolade began to talk about the fact that we were both foreigners to Wyoming; me from New Jersey and him from Nigeria. We both talked about missing our homes and Kolade told me that he missed his wife. I was surprised to hear that he had a wife to which he chuckled and asked me if I had a wife yet. I began to laugh and tell him I was a little young for that. I then remembered what I had heard in class about the kid who had gone on a mission trip to Africa, and I asked Kolade if the people really were happier there. A more serious demeanor set in and he told me that in Africa, people sing and dance all the time and seem happy, as a sort of facade for the many struggles they face. I then realized that Kolade's perspective and the one of my fellow students existed on two very different planes of truth. I continued to talk with Kolade for another 10 or 15 minutes. We laughed hard about different things, and I found that Kolade's sense of humor still shined through his hard-to-understand English. When I had finished my meal, I thanked him for the lovely conversation and gave him a handshake. I wished Kolade goodbye and on my bike ride home that day, I thought about the new friend I had just met and whether or not my longing for meaningful conversation had been cured.

Artwork by Luca Palescandolo
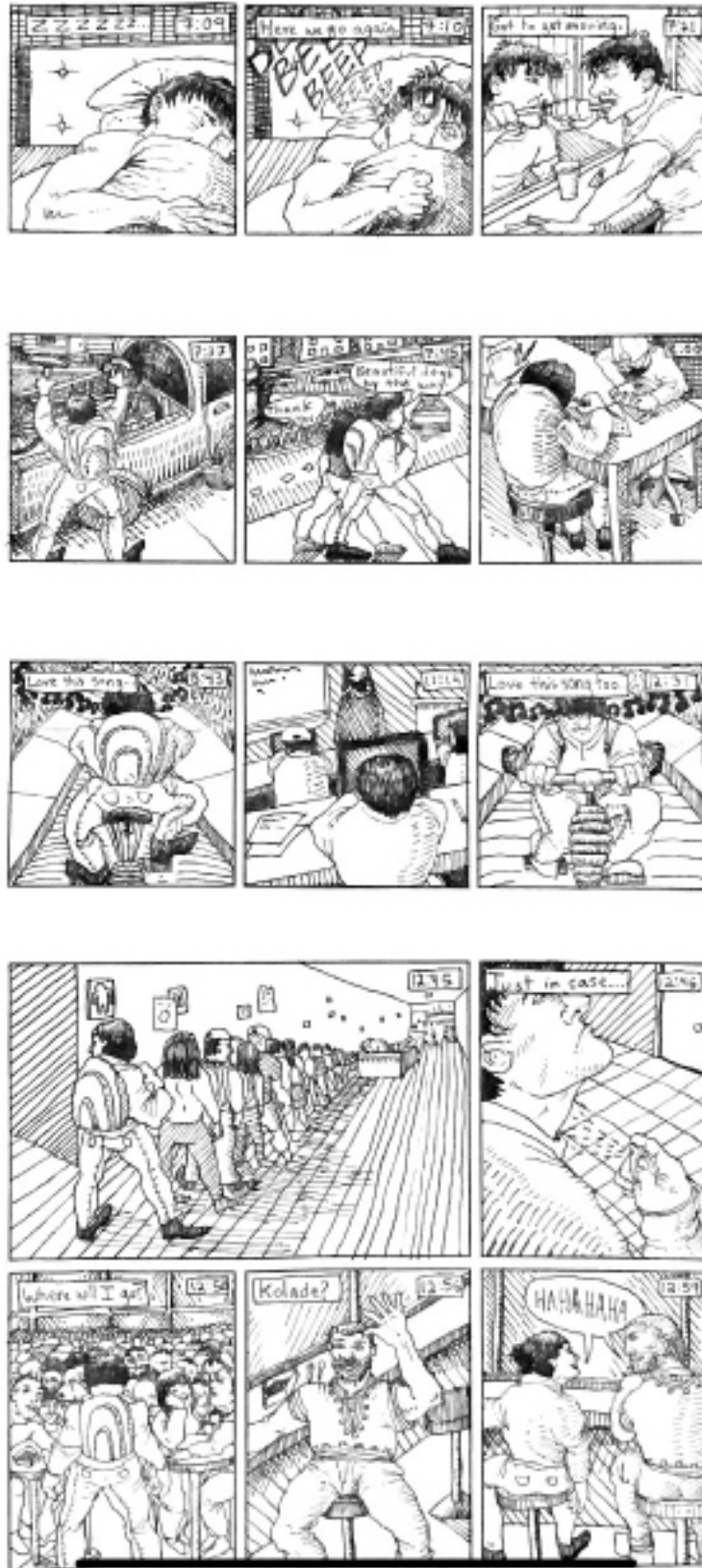
For the Love of the Outdoors,
Pay It Forward

by Zach Bearden

Photo Credit to the Author

During 2020, there were an additional 22 million recreators in the United States alone. While these added users were spread across everything from spending the day hiking at their local state parks to guided float trips for trout, there was a considerable uptick in the fly-fishing industry.

This may not come as a surprise as it seemed every fly shop in the country was out of the gear, we all needed: rods, reels, and tippet. It never felt like there was enough.

With this sizeable boost in participants, that means there are a lot of novices on the bodies of water we frequent.

Think back to the time when you were first learning to fish. Perhaps you were still young and under the tutelage of a family member, or maybe you bought some gear and tried on your own. Either way, without some assistance during the early stages as an outdoorsman, you wouldn't be where you are now.

There is a lot that goes into learning to fly fish. From knowing how to rig your rod, to what flies to use, and how to safely handle fish. Without a mentor in those early days, these skills are difficult to learn.

Growing up in eastern Oklahoma gave me a lot of opportunities to get outside at an early age. However, because my mom worked as a 3rd shift nurse, I was often alone. Luckily, Highway 10A didn't mind a 12-year-old riding a bike with a fly rod in tote.

I got my start back before the digital age was in full swing. Those first couple of years were a struggle as I learned practically everything I knew from a Brian O'Keefe video that came with my big-box-store-special fly rod. While this was a great resource to learn to cast, I still didn't know how to fish. You know, actually fish!

Enter Kelly Gattenby.

Kelly was an older gentleman that I met on the river in one of my fits of floundering a fly rod about. As I clunkily swam a nymph across a pool and hoped to connect with a trout, Kelly moseyed down the riverbank with a day's limit of stocked trout. I was in awe.

After a short time of talking with Kelly, he must have had some spare pity lying around because he rerigged my leader and taught me how to properly fish the pool. Within 5 minutes of learning what a mend was, I was hooked on to a wet sock of a stocked rainbow trout. While this interaction only took about 15 minutes of Kelly's time, this memory has stuck with me for life.

Later, Kelly and I got to know each other quite well as river friends, and eventually, I considered Kelly my mentor.

This bond that was created by two strangers on a river helped to shape me into the person I am now. During the summers, I spend almost every waking moment of my time focused on trout and how to teach others to catch them. This mentoring is what I call "Paying it Forward."

I look forward to the times of teaching beginners the basics of fly fishing. While guiding novices has driven some professionals to an early retirement ¬¬ it is extremely rewarding to help someone connect to their first trout.

Not only is teaching extremely rewarding personally, but fly fishing also benefits local communities.

For instance, most fly shops are locally owned. The money spent directly with them is often recirculated throughout the local economy. As fly shop employees spend their pay checks in other local

businesses, these dollars have an impact known as the multiplier effect.

The more money is kept in a local economy, the more it bolsters each business it goes into. Another benefit that fly fishing generates is the camaraderie and social aspect. Many anglers seek out clubs or social groups to rub elbows and go on trips with.

For example, fly fishing clubs often plan outings, rendezvous, and host seminars.

By getting involved in a local group or club, you could help teach novices some basics or even learn something new yourself.

Lastly, assisting beginners will protect our environment as they become more involved.

Taking beginners' fishing is important for the future of our natural resources. Without the inclusion of more people in nature, there is risk of losing interest and protections. When people lose interest, we lose people who would have spoken up for resources in the future. Resources that are simply invaluable and would be a detrimental loss.

Paying it forward doesn't have to simply be teaching a newcomer how to fish. It could also include speaking up about threatened areas. As this is such a resource intensive activity, it is our responsibility as anglers to protect our waters in every way we can.

By speaking up about vulnerable areas that are important to you, you raise awareness to the threat at hand.

If you're searching for a specific group to volunteer with Project Healing Waters is perfect. This organization is based on getting Veterans involved in fly fishing and providing them with the gear and education to be successful. There are chapters nationwide.

However, if seeking out an active group isn't your thing, there's the old-fashioned way of making fishing friends. Being friendly on the river.

So, the next time you see someone struggling to string up their rod, or having trouble recognizing the hatch, take a minute and help them out.

You never know how your selflessness might change someone's life.

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Writer's Bio

Zach Bearden was born in Muskogee, Ok. He began fishing as soon as he was old enough to hold a rod. Zach was taught to fish by some local legends and wishes to pay it forward by teaching people of all skill levels.

Zach is now a student at the University of Wyoming and is studying outdoor recreation and tourism management. He hopes to open a fly shop so he can pass his knowledge along whenever possible.