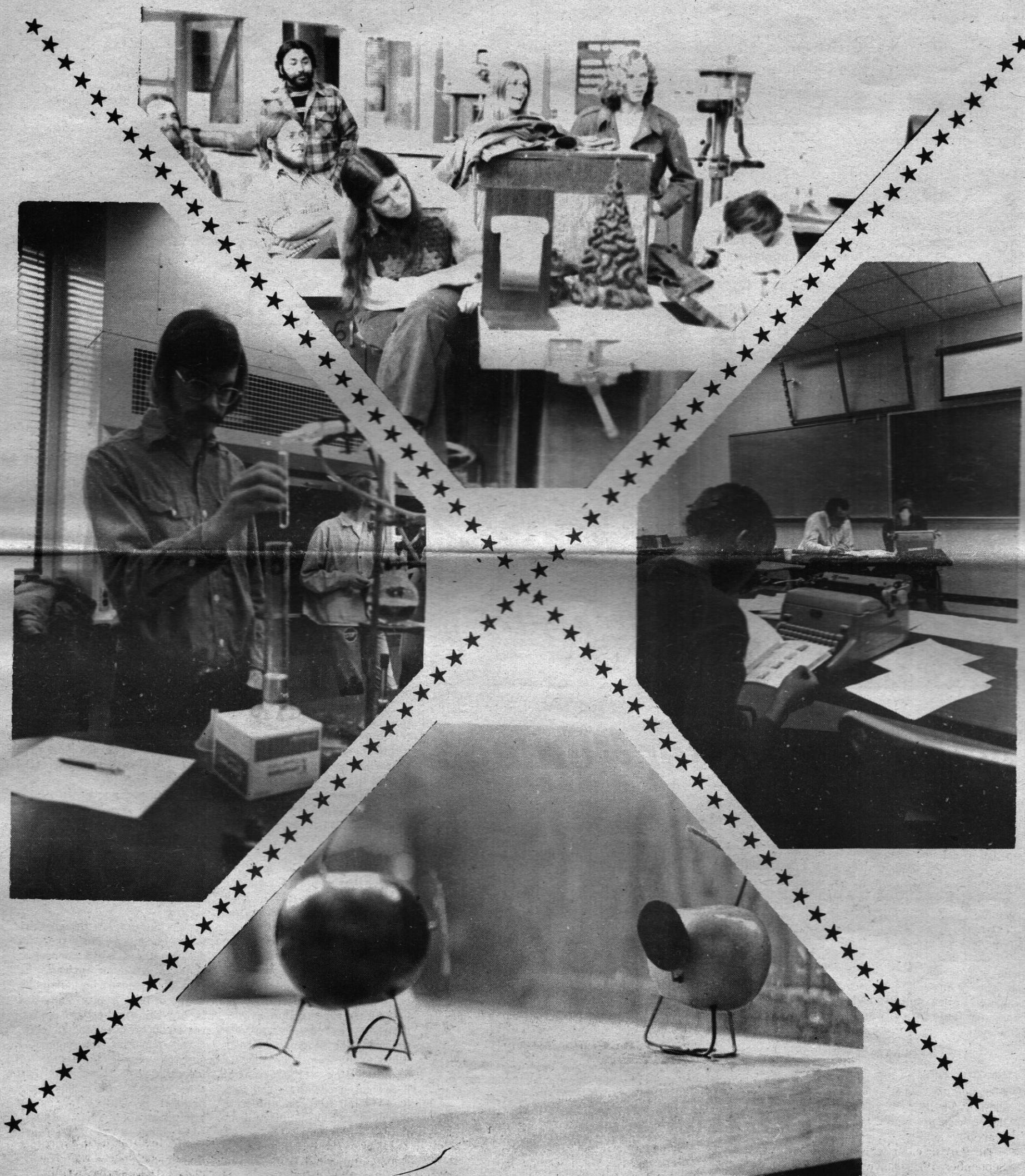


STANISLAUS



At Home

Adventures With Flora

Winter term classes were supposed to offer students a chance at in depth studies. For students in one biology class the depth of study was about four inches. Four inches of soil in a flower pot located in the campus greenhouse behind the science building.

Dr. Wayne Pierce's class on plant propagation scored as a winner with students during the winter term.

In laymen's terms, plant propagation is simply the reproduction of plants. This is the first time the Biology Department has offered a class dealing with the growing of plants.

"This is the most useful class I've ever taken in biology," said biology major, Laurie Eastman.

"I always wanted to be able to grow house plants better. Now I know how and I had a good time

learning. It was fun!"

Would Laurie spend another Winter Term to learn more about plants. "You bet!"

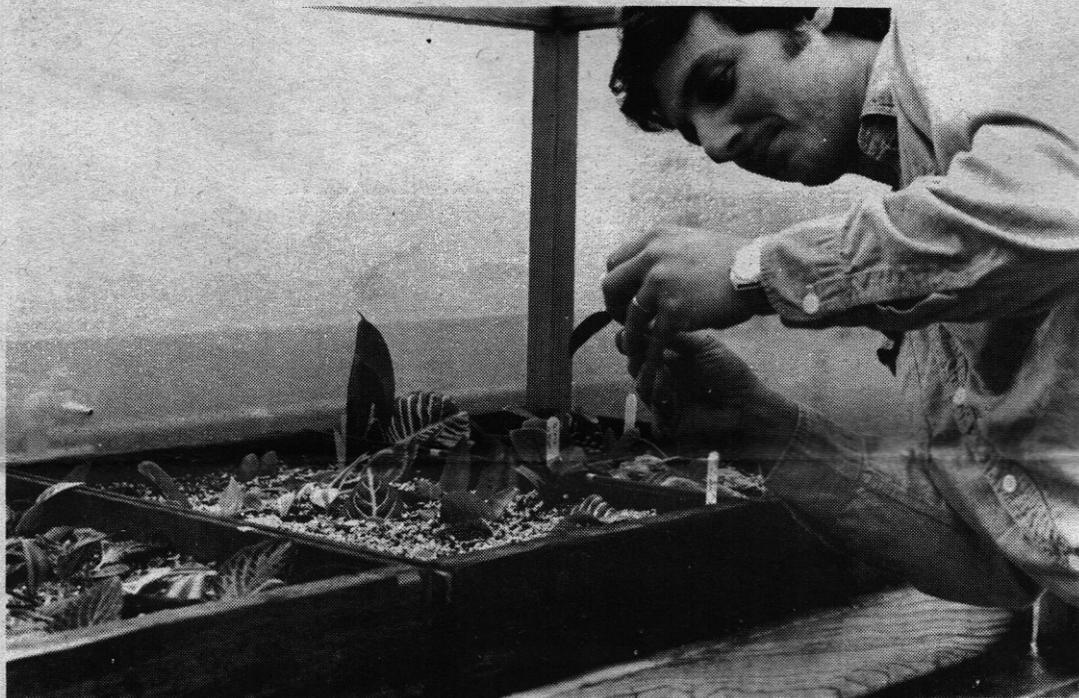
The class formed to help students interested in botany increase their knowledge of raising plants. Also hopeful that several students would blossom into first class green thumbs.

Between field trips to area nurseries and time spent growing their own small plants, students toured a Turlock hydroponics operation. Hydroponics is a method of growing plants without soil.

Both individual and class experiments centered in the CSCS greenhouse, where plants were subjected to varying light, soil, and chemical combinations. The information from the student's research was used to present a term project and report.



PROPAGATING PLANTS: Linda Lucas, above; Ron Spain, below.



Nancy Finds Her Heritage

By Nancy Patino

When I looked down the list of Winter Term courses last December my eye caught a class entitled *El Chicano, su cultura y su literatura*.

"A breeze," I thought. The only prerequisites were that you had to speak and be able to read Spanish. Well, I am a chicana, so that would be easy enough.

From the first day of class I realized it would not be such a "breeze."

I looked around me and saw people with brown hair and people with blond hair. There were students I knew had been born in Mexico and students I knew had lived in the U.S. all of their lives. All these people wanted to learn about the chicano.

Argues In Spanish

The first question, *Que es un chicano?* What is a chicano?

Discussions filled the classroom. Many students argued in fluent Spanish and others, like me, intermingled English words in their attempts to get their ideas across.

Equal Rights

A chicano must be of Spanish and Indian blood. Some said that being a chicano was a state of mind, a philosophy. Anyone who believes in equal rights and the *causa* is a chicano.

What was agreed upon finally was the *el chicano* is a unique combination of ideas and cultures from, at least, three different nations.

I had called myself a chicana but had never before realized how rich and diversified was my heritage!

By now I could hardly wait to begin the literature of my chicano culture.

From Corn To Man

From the ancient Quiche Indians came the story of the creation of man. It was fascinating to learn that the Indians believed he was created from maize or corn.

Men and women like Octavio Paz and Estela Portillo have written works concerning such varied topics as the "soledad" of the Mexican psyche to contemporary dramatic plays portraying the life of the chicano.

Contributions To US

I have begun to develop a new awareness of the contributions the chicano and his ancestors have given the culture of the United States. Everything from the sheep and cattle industries to the architecture of homes and buildings to *el vaquero*, the cowboy and his unique vocabulary, were developed from the customs and traditions of the Spanish and Indian people who lived in the Southwest before it became states.

Whatever the term used, whether Indio-Spanish, Latino, or Mexican-American, the spirit of the chicano is his pride in his own customs, traditions and language. It is a pride that I recognized in many of the students in the class and a feeling that has begun growing in me.

A Look at Rape

By Twila Stangle

The young girl briskly walks down the street toward her home. It is late. Dark. Limb shadows, cast by the street lamps, waver on the sidewalk. No one is in sight.

Suddenly, she feels a cold, muscular hand around her waist.

She screams, struggles, tries to run. It is useless. She is dragged into the bushes and raped.

Most people feel that this generally how rapes occur, but two CSCS students are trying to prove this is a myth. Their contention, for their project in Criminal Justice Research, is, "There is some prior relationship between victim and offender."

Richard Breshears, a detective in the county sheriff's office, and Dee Peterson, whose husband is a police officer and who has hopes of one day working in law enforcement, are examining local and county police records trying to support their theory.

Breshears deals with crimes against the person which include robbery, assault, rape, murder, homicides—things other than burglary and grand theft. In his study of rape cases he has found the victim and the offender have had at least one prior meeting. "Maybe they met in a bar and the guy wanted to buy her a drink and she said no," or maybe they met at a dance he explained.

"If they had used more judgment they could have avoided placing themselves in a position where rape would occur," continued the detective.

Of all the rapes and attempted rapes, very few actually are reported, the students learned. Why? Some women are uneasy about telling someone what happened, especially when they have to tell it to an officer, a detective, in a preliminary hearing, and to a court.

"They don't want to get up on the stand and tell it the way it happened, or to reveal it to someone else," said Breshears. In court, there "may be 50 people listening to the case," the detective emphasized.

"The women are afraid of what will happen when they call the

police...and that's not justice." said Mrs. Peterson about the few rape cases reported. "For every rape that's reported there are probably 10 unreported...I hope to go into detective work in this area to help give a better picture of exactly what's happening."

The detective-hopeful feels "It's the attitude of the police and courts that is causing women to be afraid. It seems as if the victim is on trial herself from the time she reports the case and during the trial," Mrs. Peterson remarked.

"One Modesto women's organization has trained counselors who will help victims. The Modesto police department is making use of these counselors," said Mrs. Peterson. Also she explained that some of the bigger police departments hire women to talk to victims immediately after an assault. "Hopefully, I can put a little more understanding into it...not that a man couldn't," she said.

Each rape victim in Stanislaus County is required to take a lie detector test as evidence to prove rape. "Some of them fell I don't believe them...I believe the actual rape cases. If I have any qualms at all I wait until after the polygraph," said Breshears.

"We like to know the answers to the questions before the trial because the defense counsel is going to ask them anyway," he said. The defense tries to paint an image of promiscuity," and this is why women become embarrassed during questioning.

The penalties for convicted rapists vary. The term for forceable rape is not less than three years in state prison, but a prisoner is eligible for parole after about one year. In the South some blacks who have raped whites have even gotten the death penalty before capital punishment was abolished.

Where most of your violence and brutal assaults come when there is no prior association," said Breshears and thus comes the idea of a man lying in wait in the bushes.



The Games Students Play...

By Twila Stangle

The town's streets were empty and silent. There were no buildings, parks or houses. Suddenly building activity began. Houses, parks, hospitals, factories and businesses sprang up overnight.

Just as suddenly as construction began so did deterioration. The core of the city succumbed to factories and higher taxes. People left, moved to the suburbs, and began building again.

All this activity took place in one week's time when California State College, Stanislaus students participated in *Clug*, the community land use game. Class members "condensed into 10 hours what might happen to a city in 50 to 60 years," explained Dr. Richard Mendes, whose *Simulation and Gaming in Politics* class was involved in this venture.

"It is a microcosm of what happens to major American cities...a pretty good illustration of the way cities develop," said the professor. The city board is mapped out into blank land parcels which students must develop. Colored pieces, like in *Monopoly*, show the growth of the city's utilities, factories, residential and commercial areas.

Starts To Deteriorate

The players find themselves interested in taxes, parks, hospitals — the total development of the town. Different variations of the game may be found as players decide to add pollution, urban or rural aspects, as a means of changing the city's future.

As often happens, "the core of the city starts to deteriorate...and as it costs more to renovate original structures and to pay taxes, the players begin to move to the suburbs," said Mendes. Students try to develop a "city they'd like to live in and all the community benefits," he added.

"It does teach people about poor people in the ghetto who are dependent upon the rest of society," continued the instructor. The poor must stay "in their own little area" and these players often become "disenchanted with the game." This game is an attempt to understand what the

poor face in the present society.

Although "games" needn't simulate any form of realities, "simulations," which were used in the class, must. *SimSoc*, simulated society, was played by Dr. Mendes' class as well as two others. Approximately 25 students set up societies, police forces, industries and decided to create or not create a government.

Personality And Values

SimSoc is "heavily dependent on the personality and values of the players," said Mendes. The regions of the community vary in economic power and there is "A problem of scarcity in one poor region. Travel is restricted and there is little means of sustenance," he explained.

"We video taped all the material," said the simulation course instructor. Six hours of taping was edited into a one-hour tape. Each group met in separate rooms but the instructors in the control room could watch and listen to two of the rooms simultaneously. Telephones connected the control room with each of the smaller rooms, and remote control video tape cameras recorded the action. There were microphones on the ceiling and two-way mirrors enabling the instructors to observe.

"Some societies go all to pieces, some find happiness in some ways and others in other ways," remarked Mendes about the outcome of the project. "In some groups natural leaders emerged." Some students were ill at ease when first taped but eventually they didn't notice the cameras at all.

The other classes involved in *SimSoc* included *The New Town Concept — Dream or Reality* taught by Dr. Melvin Anmodt, and those in *Search for Community* instructed by Dr. Gary Shaw and Dr. Harriet Stull.

One Of The Best

CSCS has "one of the best simulation facilities in the West....It's superior to many of the larger schools I've been to," observed the professor. An

example of this superiority is found in the nation-wide game played by some CSCS students and faculty.

The game involves universities and colleges across the United States who teletype their game plans to a central computer at UC Santa Barbara. Each school is a separate country that must devise policies and positions on different issues and problems.

"Messages were sent to a central computer in Santa Barbara where they are examined for legality and reasonableness. The computer stores the information and serves as a communication link," he said. At different times CSCS has taken the positions of Russia and China when playing with such schools as Georgetown University and the University of Wisconsin. "This is a way for students to contact students from other schools," he said.

Another attempt at gaming, involving "trust," is *Prisoner's Dilemma*. The game involves two people arrested for murder, who are guilty and interrogated in separate rooms. The 'DA, who doesn't have enough evidence, must try to get one of the suspects to confess.

Dilemma

Herein lies the dilemma. If A confesses, he will go free for turning state's evidence, and B will serve a long sentence. However, if both confess they will both serve and if neither confesses they face a possible sentence of five years for manslaughter. Whom does the prisoner, played by a student, trust?

Another game played by the simulation class was an 18th Century war game devised by the Prussian general staff. *Krigespiel*, using some aspects of chess, has its players sitting in separate rooms having their moves relayed through a control center. It goes beyond chess because "you don't know where your opponents are," said the games instructor. "You use your pieces to fight with and find out where your opponent is." Students in class played the game to a draw.

Healing A Human Brain

By Steve Trommlitz

Ken said, "I came out of it wanting to be a doctor more than before."

This Winter Term, California State College, Stanislaus offered a course with field experience. Dr. Leonard D'Amato is a member of the committee to advise students for health careers. He coordinated a class entitled *Field Experience in Health Careers*.

Ken Chrismer, 26, for example, took part in several areas of medicine. He watched parents

plan their families at the Modesto clinic. Then he visited the emergency wards at Modesto hospitals. He also spent some time in the radiology lab at Doctors Hospital.

Brain Tumor

What he thinks was most interesting: surgery. "I spent one and one-half days observing surgeons. I went through the whole hand-washing and masks ritual...then I watched two hours of surgery. It was an operation to remove a tumor.

"The discovery of the tumor was accidental...the patient had been seeing a chiropractor for treatment of a neck injury. On an X-ray her doctor saw a strange looking thing in her head," Ken said.

Ken watched over Dr. Darrochs' shoulder as the operation was performed. "They drilled four holes, one-half inch in diameter, into her skull, threaded a wire saw through the holes, cutting out a square of the skull." The tumor was the size of a golf ball. "It may sound kind of hairy,

but while watching the work, the surgeons made it look easy," was Ken's comment about the operation.

"Really Convinced"

"The idea of the class is a good thing, it could be improved," he continued. "But it should be carried on."

Earl Meyers became "really convinced" to become an optometrist after the class. He traveled to a school of optometry in Berkeley. There he met people in the business.

Dealing with successful professionals and relating to their patients provided the learning experience. "There was a tremendous amount of cooperation and generosity on the part of the health community," Dr. D'Amato said.

The health community offered experience with physicians, physical therapists, veterinarians, dentists and medical technologists.

Dr. D'Amato stated, "This could be one of the best courses offered this term."

By Ruthe Williams

Isolating a single enzyme in a sampling of rattlesnake venom became a challenge for one student enrolled in Dr. Jimmy Hinkson's Winter Term course, *Enzyme Chemistry*.

Each of six students in the class chose to isolate enzymes in various substances. Some tackled almonds, others tried cow's blood, and one student from Rhodesia concentrated on an enzyme found only in milk sugar.

"Enzymes are used in the body for digestion and manufacturing energy. Plants use them to harvest energy from the sun. They act as catalysts to make things happen," said Hinkson.

The class took a field trip to Shell Development Laboratories in Modesto in the middle of January. The Shell technicians work with enzymes in animals, particularly hogs, and try to figure out new ways to fatten them up, Hinkson said.

Later the students drove to Berkeley where they met

with representatives from the U.S. Department of Agriculture and toured fruit and vegetable laboratories.

"There, engineers study what enzymes cause fresh goods to brown. They are trying to discover ways to keep produce from spoiling," Hinkson said.

Representatives presented lectures telling of different projects underway in the Berkeley lab, Hinkson added. One engineer described his research in the enzyme found in milk sugar — the same project that one student was working on.

"Some people can't drink milk because they lack this enzyme in their bodies. Milk producers are interested in this particular research, because they would like to make milk safe for anyone to drink," Hinkson concluded.

While in Berkeley, the class saw a film on what the Department of Agriculture has done to combat pollution. The film depicted steps that had been taken to reduce pollution in the process of peeling potatoes.



Dr. Hinkson, McElroy, A.J. Smith, and Cynthia

Experimenting With Enzymes

Dr. Jimmy Hinkson and, left to right, students David McElroy and Cynthia Sikakana. Between them, Dr. Horace Burr



Self-Control Is The Answer

Muriel Upton wanted to lose 20 pounds when she enrolled in the Winter Term psychology course, Problem Behaviors--A Course in Self-Control. Now she has nearly reached her goal, and if you were to ask her what she thinks if the course, her response would be wildly enthusiastic.

"Every college student should take a similar course," Muriel said recently. "It taught me a lot about my own abilities for self-control," she added.

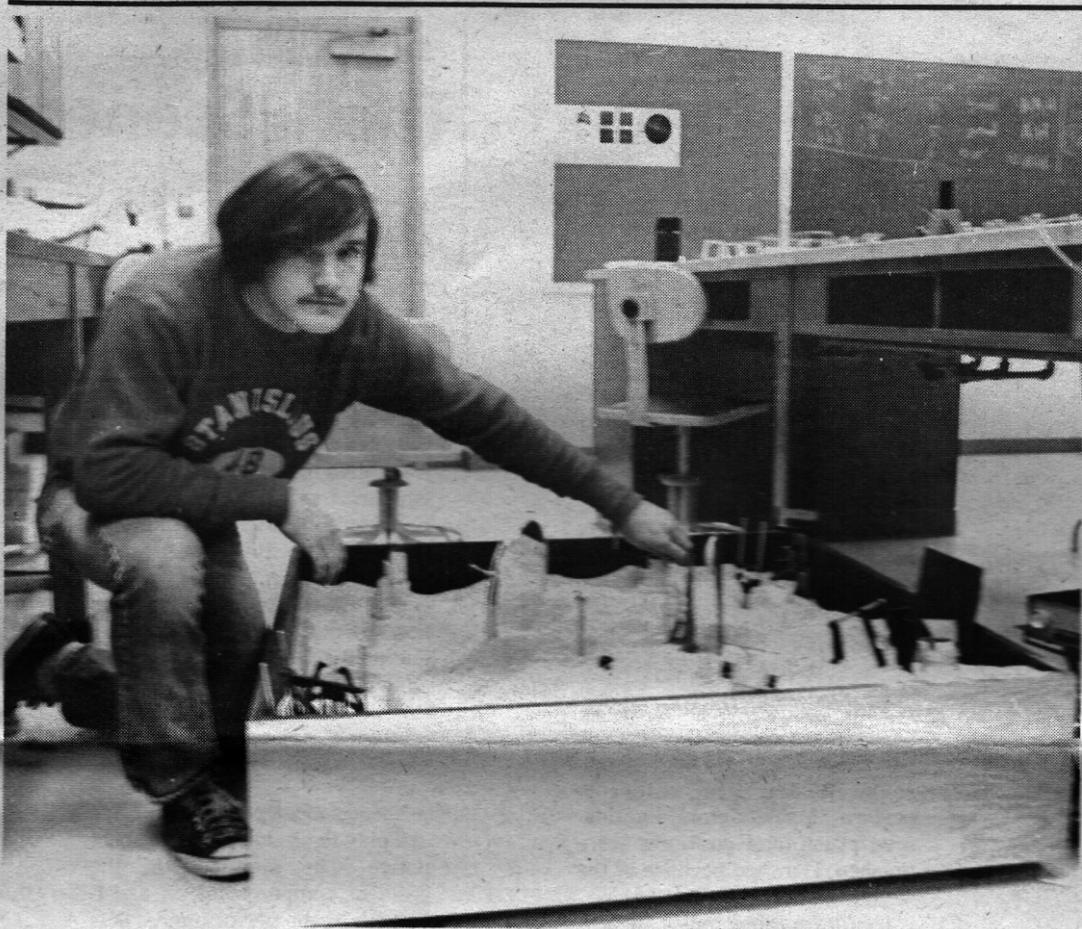
During the past month, 18 Stanislaus students, including Muriel Upton, worked with psychology instructor, Gary Novak, in studying individual problems such as poor study habits, speech anxieties, compulsory eating and cigarette smoking.

Usually a person will choose activities which result in immediate payoffs, said Novak. Eating, for example, gives instant reward in the taste of food, and it sometimes relieves anxiety, he said. The long term payoff of losing 30 pounds, by contrast, holds less appeal, said Novak.

"In this course we experimented with the behavioral approach to problem solving. We tried to learn how to restructure the environment for each problem," Novak said. One way was to provide more immediate payoffs for the activities which require discipline and self-control, he said. A woman student found that by paying herself money for every 20 minutes spent studying, she was able to improve her study habits, he said.

Students were required to cultivate their own capacities for self-control. Everyone kept logs and graphs tracing his progress. When one approach to a problem didn't seem to work, the student had to work out another solution and pursue it, Novak reported.

"We also learned how to use the formula for placing yourself in a relaxed state," said Novak. It is possible to go over specific instructions mentally to induce complete relaxation, he said. Once a person learns how to place himself into a relaxed state, he can do so when problems confront him and he'll be better able to deal with them, Novak concluded.



Three Dimensions From A Laser

By Mike Lawson

Flash Gordon and Buck Rogers are not the only mortals who can play a ray gun.

Students at Cal State enjoyed a month long session working with lasers and making holograms.

For those in the know, a laser produces concentrated light that is described by the letters in its nomenclature: Light Amplification by Stimulated Emission of Radiation.

A hologram is a three-dimensional picture, produced on photographic film with the use of a gas laser.

Ten Failures

However, it isn't as simple as "ZAP, a hologram."

According to Anne Stewart, a physical science major sophomore from San Clemente, "I had ten failures before I finally made a successful hologram."

Anne said the class of about 48 students first had to go through a week of lectures by Drs. Tai-Low Chow and James Goodwin to obtain a general knowledge of

light, lasers, and holograms.

The class, **Lasers and Holography — The Art of Three-dimensional Photography**, was offered during the Winter Term.

There were two basic types of holograms introduced to the students, the white light hologram and the transmission hologram.

No Laser Needed

The white light hologram does not require a laser to view it, whereas a transmission hologram does. Both use a laser to produce the original photo.

Anne said that it usually took an hour to produce a hologram. Half the time was used to develop and locate the image on the film and the other half was used to set up for the shot.

After the first week, the hours were arbitrary because it was all lab time. The lab was open every day, all day, five days a week. Most of the students spent three full days a week on their experiments.

White Light

The class worked at its own speed making holograms. The

basic assignment was to produce one white light hologram and one transmission hologram for evaluation.

"One of the more interesting things about holography," said Dennis Bettencourt, a lab assistant, "is if you produce a hologram on a treated piece of glass and then you shatter the glass, each individual piece of glass will have the entire image on the surface."

"That is just one of the things that is interesting," said Anne. "To me, it is all interesting because it is all new to me."

First Success

"For instance, you can't imagine how excited and proud I was about my first successful hologram."

When asked what she thought of the class overall, Anne said, "I would recommend this class to anyone with any major."

"If all Winter Term classes were like this, then let's continue with the program."

Stand back, Flash and Buck, it appears as though the laser is here to stay as a scientific tool instead of a comic strip *Ray Gun*.

Fierce Competition And Hurt Pride

By Ruth Williams

Competition was fierce; some took home award plaques--and others doctored hurt pride following the Second Annual Reader's Theater and Oral Interpretation Festival hosted by the Cal State Stanislaus Forensics League.

Two weekends ago, Feb. 1 and 2, 100 students representing nine college campuses from other parts of California competed in the event, which promises to become a tradition at Stanislaus.

Richard Lucas, speech department instructor and director of the festival, remarked he heard many favorable comments following the competition, indicating the turnout next year should be just as good or better.

The other schools seem to like the different types of categories this festival offers, said Lucas. "I don't know of any other tournament that conducts competition in oral interpretation for radio like we do," he said.

Not Live Performances

Radio entries are required to submit recorded tapes of interpreted selections prior to the festival, Lucas explained. Judges hear only the finished recorded product, rather than live performances as in other categories, he added.

Another popular event was the impromptu oral interpretation category. "There was a much larger entry than last year, and many judges remarked the

competition was of outstanding quality," Lucas said. "This tournament is the only one on the West Coast that I know of conducting competition in that event," he said.

Hayward State, with its 21 delegates, walked off with the largest share of superior plaques at the awards presentation following the final rounds of competition.

Other schools that bagged superiors were U.C. Berkeley, Cal State, L.A., Fresno City College and College of the Redwoods.

Ceres High

A big surprise was presentation of a certificate of excellence to a reader's theater group from Ceres High School. They competed anonymously in the tournament, right along with college teams, and rated excellent against some stiff opposition, said Lucas.

On Friday evening, Feb. 1, most of the visiting delegates dined on a buffet of submarine sandwiches, then attended the initial performance of "Three-penny Opera."

Some were housed for the night in apartments next to the campus, and others dispersed to commercial lodgings. A group from Hayward chased a late-night warehouse fire in Modesto and ended up viewing the blazing scene from the top of a parked train nearby.

The Expert's Sales Pitch

Pamper's diapers "are a new time saving device for every mother. There are four layers. A soft layer allows the moisture to go through and not contact baby's skin."

A class for new mothers? No--a salesmanship class, and Gregory Honnold was making a sales pitch. Each student's major project was to try and persuade a prospective buyer to buy his product.

Honnold was attempting to persuade a man whose children were raised in cloth diapers to buy the new disposable ones. In this case the customer was Dr. Robert Lambright, the professor of the salesmanship class.

Each salespitch was evaluated

by the students, the prospective buyer, and the instructor. The demonstrations were evaluated on product analysis, approach, demonstration, objections answered, closing, goodwill, and appearance and delivery.

Debt consolidation worries seemed to vanish as Larry Johnson made his pitch. He was attempting to help a 27-year-old man who owed money to Breuners, a medical group, the Bank of America, and Sears.

"You'd be borrowing less money and paying less," Johnson remarked in his pitch. "We can reduce that payoff to \$115 a month," he said as he was talking about the man's \$270 monthly debt.



Drama Of

A Behind - The - Scenes

"I'm having my mail forwarded to the drama department. I'm practically living down here. We have to put in about 40 hours a week for this course. But, all in all, it's an all right class." So Brian Morgan sums up the lives of the some 45 people who signed up for the CSCS Winter Term Resident Theatre Company.

For the first time, the drama department would stage a major show in such a short time. The department usually spends six weeks or longer to build sets, gather props, rehearse, and finish the uncountable details it takes to mount a full production. This time, there would be only three weeks and far less personnel would be available.

So the life of a member of the resident company would not be

an easy one. Each would spend at least eight hours a day on the set. Actors would find themselves painting scenery, lighting personnel would work the box office, and the production photographer would find himself running the sound equipment during the shows.

Ready To Open

After three weeks of confusion, frustration and perspiration, the show was ready to open. *Threepenny Opera* was ready to perform. Music, actors, lighting, sets, props, and costumes were finished. Finished because of the work the students had put in.

The drama and music departments joined forces to present Brecht's musical satire. Ross Shub, as the music director, and Jere Wade, as the play director, applied their specialties to help create the show.

For the crew it was work all day and half the night, including Saturday afternoons, to ready the

show for opening night.

"It's an awful lot of work, but it's worth it." Sarah Hedgpeth explained as she painted props. She would be back that night to rehearse her acting part.

The main purpose of the company was to teach students how a real resident company operates: the multiple job responsibilities, the long hours, and the pressures of mounting the total show in a short time.

A Monster

Threepenny Opera is a monster of a play to produce on such short notice. The members of the resident company did an excellent job on the performance. Sets were well done, vocal was surprisingly good, direction excellent, and music well performed. While it can be said the three-hour production does wear the audience down, blame must be placed on the writer, Brecht, not with the performers.

The production featured sever-



The Beggar

Look At

"Threepenny Opera"

al known and new actors on campus. Jude Harmon appears as Mrs. Peachum, Jim Darling as Peachum, along with Mike Stern as Macheath. All did well.

Mark Bringleson played an excellent role as the Street Singer. Polly was played by Farris Lowry and Lucy Brown was portrayed by Melodi Grisham. Finally Kim Merhoff played the part of Jenny Driver. These new faces offered more than satisfaction, acting and excellent singing, with Miss Grisham easily providing the best vocal of the show.

Summer Dream

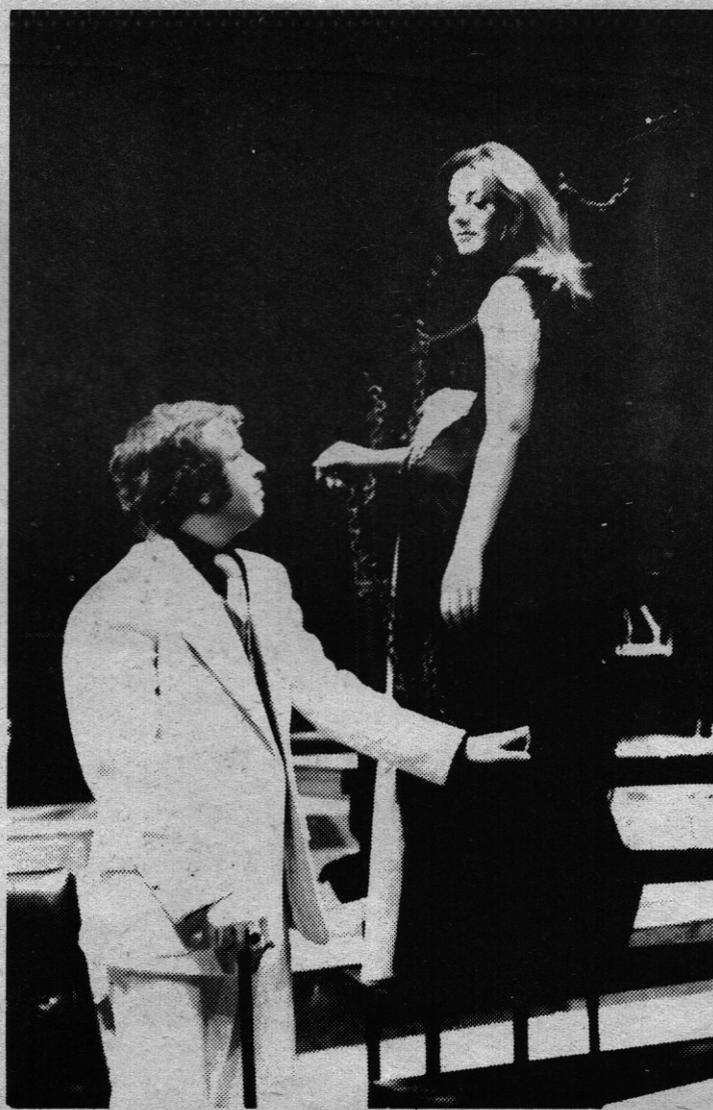
As always, director Jere Wade, the man who produced *Mid Summers Night Dream* last session, brought the play alive with well planned, comic action. Noble Dinse's sets offered a slightly new form of scene design at CSCS with one stock set acting as a backdrop and the balance of the scenery being almost totally

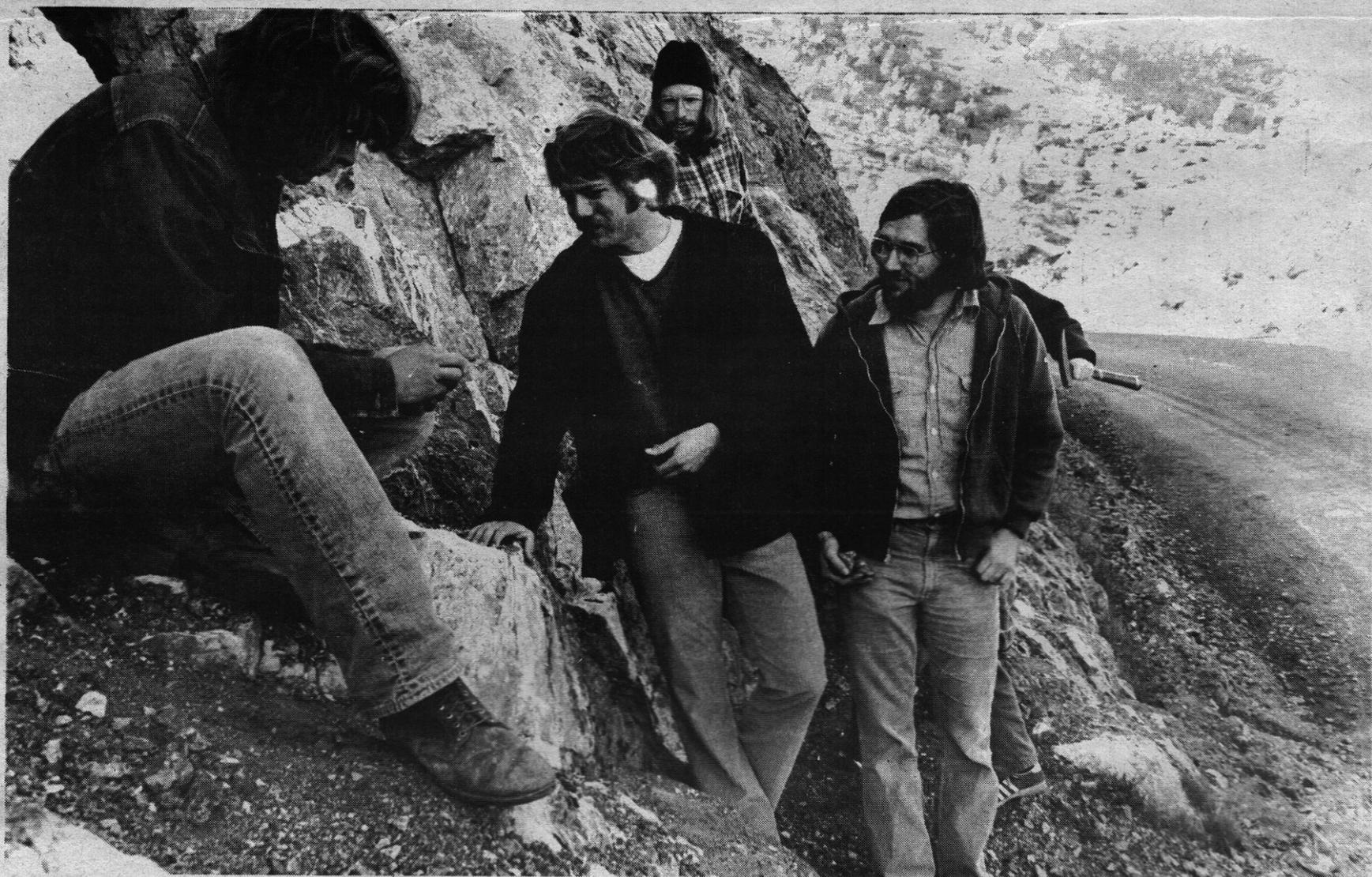
flown onto the stage. He achieved simplicity in design, but was most effective in creating the location and mood for the play's action.

Ross Shub, music director, along with the orchestra, added a great deal to the show. Their performance was excellent.

The Winter Term offered a chance for the drama and music departments to operate as a professional company would. The results of this first venture are more than encouraging. All concerned with the play, from the lead players to the girls in the box office, put a great deal of talent, work and finally pride into the production of *Threepenny Opera*. The results prove the effort was not wasted.

By Chan Wilson





Michael Galvin, Thomas Smith and other students examine the terrain of Del Puerto Canyon near Patterson. Dr. Vladimir Tuman and William Clark were instructors for the Winter Term geology course.

Gazing At An Unknown World

By Carolyn Chew

How can a student spend an entire month studying the theory and use of a microscope? Well, eighteen students did just that

under Dr. David Gotelli in the California State College, Stanislaus Winter Term.

As I sat in on one class session, I found microscopes are not as

highly complicated as most think.

Did you know that chlorophyll, the substance which makes plants green, can sometimes be red also? This is one discovery I made in Dr. Gotelli's class. We looked at chlorophyll through ultra-violet light and before our eyes it seemed red.

Optical Engineer

Microscopes are very important tools to the optical engineer, I learned. Such an optical engineer might be found in Salida near Modesto, in the large Shell Development Company laboratory where microbiological researchers work. They try to combat some problems in our environment. Engineers must know all the quality controls in a microscope before they can effectively perform their duties.

We spent two full hours learning how to use the microscope. Even students who knew about microscopes said they learned something different.

At the end of the hour we mounted specimens on the microscopes to see if we had properly adjusted them. No one had any problems.

Several students said all incoming biology students should go through the same lab as we did today so they could understand the microscope before using it.

Dr. Gotelli took his class to Delta Junior College, in Stockton, to look at an electron microscope. California State College, Stanislaus is expecting an electron microscope to be delivered soon.



The Spirit of Aggression

By Mike Lawson

The football season is over, 23 games, 23 weeks of physical abuse for some of the players. The basketball and hockey seasons have begun, months of physical stress. In February, the nation will be bombarded with nine months of professional baseball, the national game.

These are but the major sports. Also in the offing during any twelve month span are track, wrestling, swimming, soccer, and on and on and on.

At Cal State during this initial mini-quarter, a study of what makes the participants in these sports drive themselves to their glorious heights and what makes an audience participate in that glory was offered under the direction of Martha M. Seban. The class was called *Aggression in Sports*.

Intricacies of Aggression

The act of aggression was stressed as the primary cause for the success sports are enjoying today.

Bob Holly, a senior and a minor in physical education, said, "It's a great class. We are learning the intricacies of aggression sports." "The relationship between the fans, the referee, and the players

in an athletic event is more significant in regards to aggression that I had realized," he said.

The class, which consists of P.E. majors and minors, had to watch at least three professional contests during the quarter.

After each observation, each student was required to write a short comment about the aggressiveness present in the contest.

Warriors and Bucks

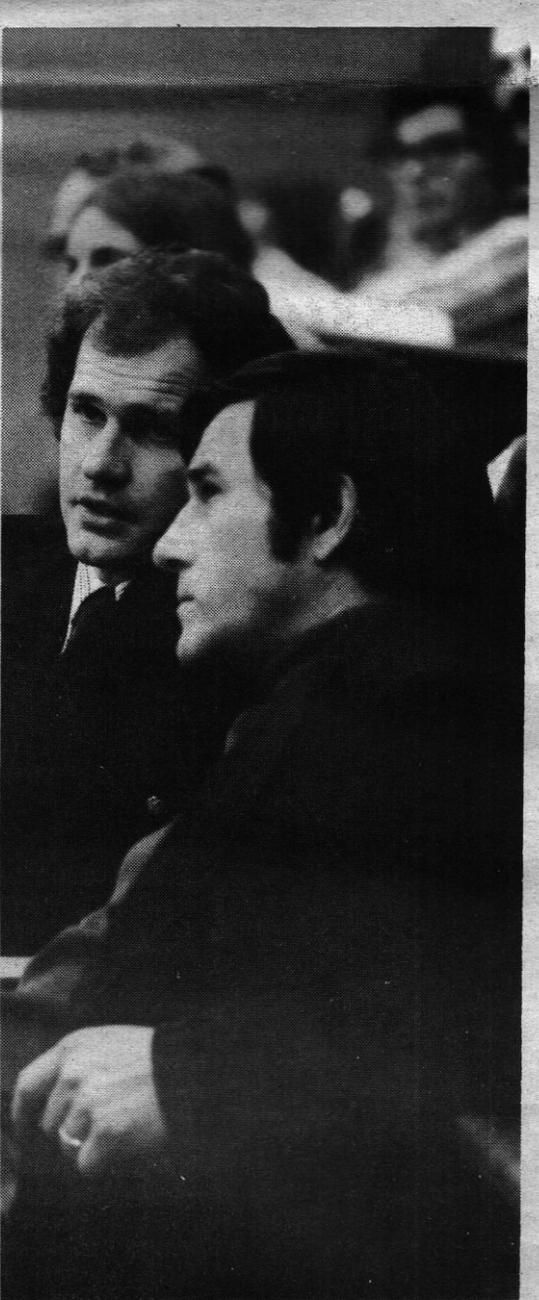
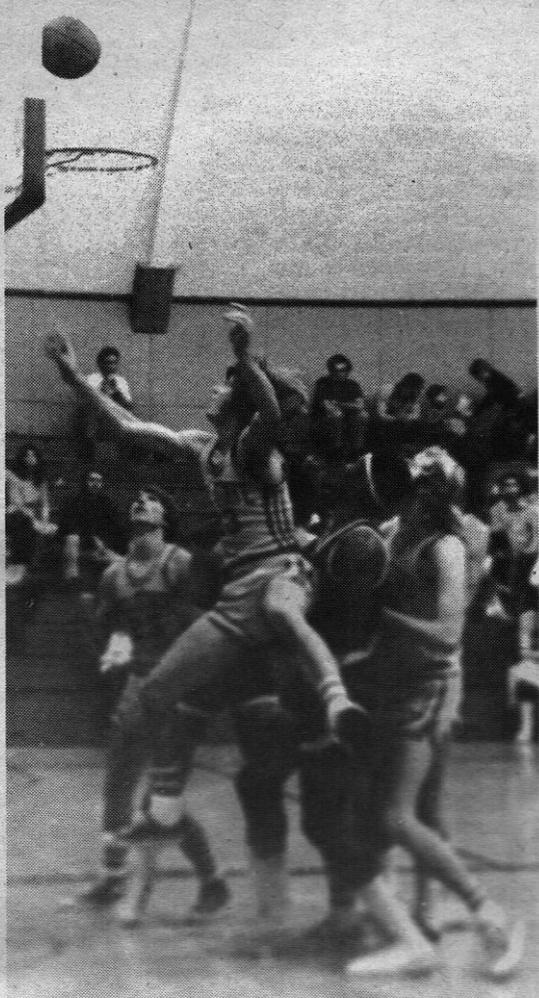
Miss Seban also asked her class to read several essays about aggression in sports and to submit short comments on the relevance of the articles.

The students could observe any sport they wished. However, the class as a whole took a trip to see the Golden State Warriors play the Milwaukee Bucks.

This trip was regarded by many as the highlight of the class because basketball has long been considered one of the more aggressive sports in the world.

Holly pointed out that his bag was professional wrestling. "I get my kicks out of watching those big lugs aggressively fake themselves to the mat."

"Whatever sport one likes to watch the best is of no consequence," says Bob. "The class helped me learn something about all of them."



By Chan Wilson

Friday night and the Warriors are in town. Just back from a road trip and believe it or not they won a couple. Hope springs eternal and so it's down to Turlock High School for the game.

Warm-up period and the players all look slightly out of place in the high school gym. The walls are covered with rally signs left over from the youngsters' tilt the night before. Beat Lodi's Flames!!! Go Bulldogs!!! Turlock High WIN!!!!

I thought we were going to play San Francisco State. The S.F. Staters keep checking the game schedule and trying to determine whether they are in the right gym or even the right town for that matter. Who ever heard of a college without a basketball gym? Man, we ain't even got a pool!

Tip off time for the big game. Fighting waves of nausea, and ready for "the agony of defeat," the crowd steels itself for the worst. My gawd we got the ball!

The Pace Changes

Things are going right. Lay-ups, fastbreaks, outside shots, and the center is grabbing rebounds. More than just winning, the Warriors are killing the visitors. Our team leads by three, five, seven, 11 points!

What's going on here? We're supposed to be losing. The crowd is stunned, minds trying to comprehend. The Warriors explode with five quick points, the crowd goes wild. The S.F. coach goes mad and questions an official's parentage; this is followed closely by a technical foul.

The usual feeling of frustration and disappointment vanishes, as a new and uncommon emotion settles over the Stanislaus State sports crowd. Joy.

Start of the second period. CSCS still leads. While the score is close, the crowd reassures itself the Warriors are still in control of the game. So it goes as the contest becomes tighter and tighter. Usually dignified deans and professors scream at the officials' close calls. The San Francisco coach is on the edge of a total breakdown. How will he face the athletic director if he loses to Stanislaus?

Normalcy Returns

The final minutes and the Warriors have slowly faded, San Francisco slips in. The crowd slowly groans, but then a sigh of relief. A return to normalcy. The Warriors have met their Wounded Knee.

Oh well, next time. Yes, next time. Got to think about the future, this is just a building year for the team. All we need is a seven foot center, an outside shot artist, a fancy playmaker.....

The boys from the Big City can go home, able to laugh about those bush league players at that school out in the sticks.

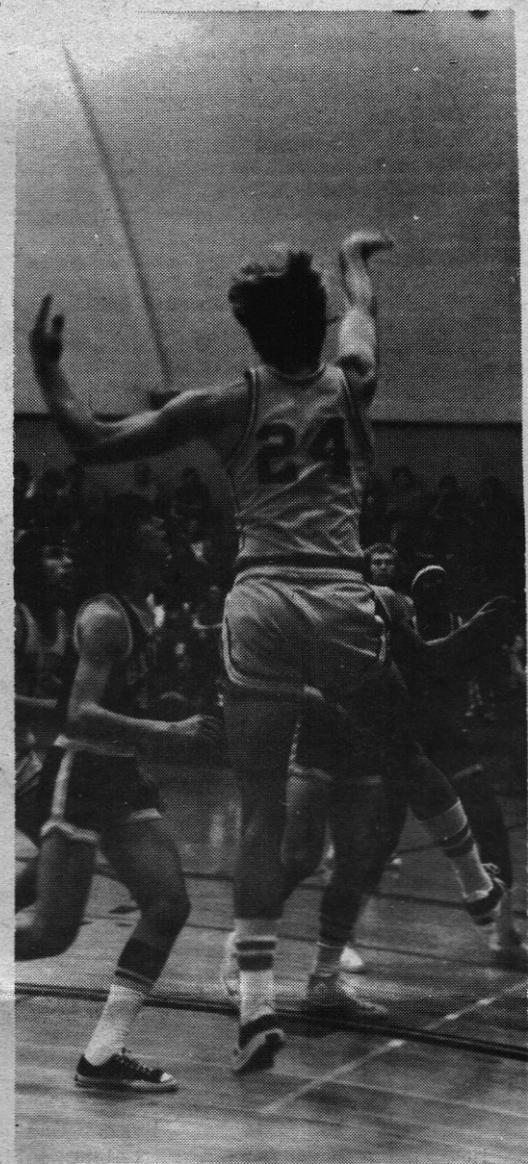
Well, maybe we aren't much. No cheering crowds at the airport welcoming the team that is ranked number four in the nation after their win over Maryland, not here. No fantastic scholarships and recruiting programs for the players. No pep bands and no troops of sexy cheer and song leaders with Ultra Brite smiles. Sure, we won't make the NBC game of the week. We don't even have a home basketball court. Not for another two years.

Well, another game and another loss. The crowd goes home, quiet, a little sad, but then again it was fun. The Warriors played and it was great. The team hung in the game, and the crowd loved them.

News item: Bill Walton missed a 10-foot jumpshot with six seconds left as Notre Dame ended UCLA's 88-game winning streak.

Tough. Let them learn to lose. CSCS can do it with more than enough class.

Sinkin' Baskets



From Midwest To Stanislaus

By Steve Wampler

From Minnesota to Iowa, then to Illinois and finally to Turlock, home of California State College, Stanislaus.

That's the coaching route which led first-year head basketball coach Armin Pipho to CSCS three years ago. Pipho, prior to his selection as head coach, served as assistant coach for the past two seasons.

The Warriors' record now stands at 7-15, but 11 of the 15 losses were by less than eight points.

"We had the potential to win those games earlier this season, but the team was used to losing," Pipho asserted. "We lacked self-discipline and self-confidence in the early going."

"Winning three out of four games and beating Sacramento State have helped our players develop more of a winning attitude," he added.

Pipho coached two years of high school basketball in Minnesota, served as an assistant coach for two years at Luther College (his alma mater) in Decorah, Iowa

and then coached three years at tiny Augustana College in Rock Island, Ill.

He coached at Augustana for three seasons, compiling an improved record each season, 7-17 in his first season, 11-14 the next year and 12-12 in his final year at Augustana. Augustana had a poor record in basketball, but under Pipho the program greatly improved. Augustana's greatest Basketball success--largely due to Pipho's recruiting--has come in the past three years.

Augustana has won its conference championship in basketball the past three seasons and last year the team captured third place in the National Association of Intercollegiate Athletics championships in Kansas City.

John Lang, a 7-foot center, one of the players Pipho recruited, was named to NAIA All-American team last year. Lang was later signed by the Boston Celtics, but was cut.

Pipho also enlisted the basketball services of Ken Anderson for Augustana. In high school Ander-

son played basketball in the shadow of Dan Issel, who went on to become an All-American at the University of Kentucky. Issel is now an all-star forward for the Kentucky Colonels of the American Basketball Association. Anderson, after graduating from Augustana concentrated on another sport -- football -- and he has achieved greater recognition. This past season Anderson quarterbacked the Cincinnati Bengals to the Central Division championship of the American Football Conference.

Pipho coached track and cross-country in addition to coaching basketball at Luther and Augustana, winning conference championships six out of seven years.

Pipho emphasizes two fundamentals in his coaching philosophy. "I want my players to give 100 per cent all of the time and really play together as a team." Pipho commented. "That's the way you get what you should out of basketball."

Angel of Mercy To Athletes

By Chan Wilson

Half time during the junior varsity game. The varsity players stars drifting to the locker room to ready themselves for their turn on the gym floor. Street clothes are exchanged for red and gold uniforms. White socks and tennis shoes appear. Each player pulls on a red sweat suit. The jokes and horseplay slowly fade as players turn their attention toward the night's contest.

In a corner of the room stands a person who will not follow the game in terms of rebounds and turnovers, but instead will concern himself with pulled muscles, jammed fingers and floorburns.

One by one the players head over to Phil Steele, a CSCS senior. One for salt tablets. Ankle tape for another, some cold spray on a sore finger, wrapping for a weak knee.

Steele is the man who heals the sick and tends to the players aches and pains. His official title is CSCS student trainer for the physical education department. An important job and one he takes very seriously, for an injured player can't perform.

Steele faces a basketball season full of turned ankles, twisted knees, shin splints, and sore shoulders. His game plan to counter the injuries includes ice

packs, heat rubs, elastic tape, hot lamp treatments, and whirlpool baths.

"I just handle the everyday minor injuries, anything major and I take the player to the hospital," answers Steele.

He also treats injuries on other Warrior teams. With baseball just starting practice Steele finds his small training room and

office almost overflowing with players.

I don't look forward to this spring. I'm going out for track and I don't know how I'm going to practice with all this going on."

Steele does think about the possibility of going back to school after graduating this spring as a PE major. It takes two more years to get a physical therapist

certification. For the moment CSCS sports is as far as Steele will pursue his training career. The pro and big time college opportunities are far away.

For the moment Steele is content to pack his black training bag with first aid supplies. Sit with his wife just behind the team at home basketball games. Hopefully not having to practice his trade that night.



PHIL STEELE BANDAGES UP BASKETBALL PLAYER CARL ROPER

Two Teachers Are Better Than One

By Steve Trommlitz

"One teacher can't do all of things in class then if before teacher can do everything"

— Tony, age 10

"One, two, three, swing your partner."

"Now step right, then to your left."

"Are you Karen?"

"Yes."

"Hi, my name is Steve Trommlitz and I'm going to be doing a column for the Signal publication that's coming out in February. I was wondering if you would let me do the story on your class for student teaching?"

"Sure."

"It's like having company"

Martin, age 9

Karen Varvankis is a pert and inquisitive young senior. Her face has curiosity written all over it. When you speak to her she comes alive with questions and

feedback on topics related to her major. Communication is the prime target of any interaction with people and herself. She is currently enrolled in the Winter Term course, *Education 381*.

Her student teaching assignment for the month of January is at Don Pedro School in Ceres.

In the classroom. Karen's name is being called out in unison by her pupils. Karen seems to be very amiable and unrestricted. I would say her vibes are confident, convincing and catching.

"Because the Karen is going to be a teacher" — David, age 10

"Well, Karen, I have some questions written out here, see if you could fill me in on some answers."

"I won't start with why I'm student teaching. I think my answers to the rest of the questions will answer that for you."

"How do you feel you benefit from on-the-job training?"

"It's like having a teacher to each of us." — Shellie, age 9

"It's not just I who benefits from it. The whole idea of being in the classroom is beneficial for both the pupils (not students) and for me. I feel I learn from the pupils as much as they learn from me. I like to try and deal with the students on a one-to-one basis, because this creates more of a growing situation. By working with different methods in each of the learning centers, the pupils gain more than one method of solving a problem. The students then become more capable of dealing with everyday problems."

"In teaching, I found each pupil is to be dealt with as an individual in working out his personal problems and in learning new skills."

"Why do you find teaching exciting?"

"Just relating to the pupils is exciting. Alongside this comes the variety of pupils who are in my classes and this, too, I find exciting."

"What do you think of the field of teaching?"

"There is a lot more mobility than when I was in school. Learning centers are a large part of creating mobility in the classroom. Centers for math, playing, reading and art are open to all the pupils. Take the reading center; all the pupils progress to their ability. Each pupil is on a different level of reading skills."

"Yes, because she helps me a lot; she comes on the yard, at recess"

— Eddie, age 10

"What kind of duties do you perform?"

"I work with the pupils in spelling, learning sentence structures, consonants, stuff like that. During physical education I direct basketball games, basketball relays, track, folk dancing and exercises. All of these are activities for developing things like mental and physical coordination. I also work under a math specialist who is associated with a special program for underprivileged youth. Then there are the usual aide duties like correcting papers and arranging bulletin boards.

"Are you in any other programs besides the student teaching?"

"No other programs, but I do go out on the playground at recess and walk around with the pupils. I talk with them and try to establish good rapport. At lunch I eat with the pupils and talk with them about their eating and why it is good for them."

"Well, that about covers most everything I wanted to ask you except one thing. I'd like to add a different insight to this article by taking a student survey on how the pupils feel about you and why their class has a student teacher."

"That would be all right with me because I'll have the class this coming Monday. I'm sure my teacher would approve. It would show the pupils why they need to know how to read. It would also give them a chance to honestly express their feelings about me."

"O.K."

"Goodbye!"

"Catch you later!"

A Musical Journey

There he is, the Western airlines parrot, kicking back with his glass of pink champagne and gleefully requesting Tchaikovsky's *Overture of 1812*... "with" cannon.

Several Cal State students, although they are not flying high on Western, were certainly getting the opportunity to listen and evaluate different styles of music - including music similar to *Overture of 1812*.

About 35 students, approximately half of whom are music majors, traveled hither and yon for the Winter Term class, "Adventures in Music".

They traveled to see the Sacramento Philharmonic Orchestra and to the San Francisco Philharmonic Orchestra, just two of the interesting places they visited.

In Sacramento, they witnessed pieces by Strauss and Mozart. The piece by Mozart was a clarinet concerto.

San Francisco offered Seiji Ozawa, the young and talented Japanese conductor.

"Listening to the clarinet concerto and watching Ozawa perform were the highlights," said Mike Dixon, "especially the experience of watching Ozawa perform. It was like watching bursts of energy explode. His performance was really stimulating."

"Mike, a sophomore business administration major, took the class "because when I was in the Navy I purchased all sorts of music. I thought that

this class would help me in understanding the music." He also said, "It sounded like a fun class."

"Dr. Gene Wisler, professor in music, set the up so his students would not just enjoy the music offered, but would also learn something," said Dixon.

"He played some of the pieces in class prior to our observing the performances and it really helped a bunch", he said. "This planning gave the class a chance to evaluate and understand what the piece was supposed to convey to the audience."

"For instance", said Mike, "The clarinet concerto was really beautiful listening music. However, because of the class, I felt more than just beauty, I felt understanding."

According to Dixon, Dr. Wisler also broke the music down to different phases so that each student could study that particular phase and then tie it in with other phases of the piece.

Mike said the trips were enjoyable as well. "The students traveled by private automobile in groups and more or less got to know each other a little better."

"The class was well worth the time and effort," said Mike. "I was tremendously impressed with it all." He went on to say, "This is, in my opinion, the ideal Winter Term class. You don't have to be a music major to enjoy it. I would recommend this class to anybody."

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