Montanan

1983

Montanan 1983

Bozeman, Montana

'The purpose of an education
is to learn how to think,
not what to think.'

Calvin Coolidge


Montanan
1983

Montanan 1983

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Typesetter	DIANE PRCHAL
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Photographers	DAN MARSHALL RIC BURCHAK BARB CORDIS DAVE EMMIL STEVE HICKMAN JOHN HOLLINGSWORTH BARNABY KERR TAMMY LIBBEY TOM LOWE LEROY McCARTY PENNY O'NEILL LISA PESANTI STEVE SILK BRYAN STEUBS BILL TAYLOR
Designers	JENNA DEXTER BROOKE WADE
Printer	HUNTER PUBLISHING COMPANY
Publishing Company Representative	SUE POOVEY
Cover Lettering	**ELIZABETH ANDERSON**

Montanan 1983

The 1982-1983 campus yearbook
for Montana State University.

Volume 76



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The *Montanan* is Montana State University's campus yearbook, a publication sponsored by the Associated Students of Montana State University. The *1983 Montanan* yearbook, Volume 76, was printed in the summer of 1983 by Hunter Publishing Company in Winston-Salem, North Carolina. The *Montanan* has been the official yearbook for Montana State University since 1907. Editorial content does not necessarily reflect the official view of Montana State University. Address inquiries to: the *Montanan*, Room 301, Strand Union Building, Bozeman, Montana, 59717; (406) 994-3111.

A COLLEGE EDUCATION

WHY BOTHER?

Crowded classes, interminable term papers, tempting sunshine and ski hills, courses that seem irrelevant, exams, expensive textbooks, scientific jargon, and smart jerks that set the curve too high. Why bother with a higher education anyhow?

What is there about this thing called higher education that draws cowboys away from their beloved cows, farmers from Sidney, Muslims from Kuwait, the young and old from all over the world to tiny and remote Bozeman, Montana?

The search for an answer to that question has been long and frustrating. Some still argue its the bottom line and a recent survey by the American Council for Education supports that belief since the vast majority of interviewed students said a better paying job was their major goal from the college experience.

But another study by Dr. Howard Bowen suggests the bottom line solution will barely stand up. His review of all recent thorough studies of the issue concludes that when comparing those "with" to those "without", there were only marginal advantages to the higher educated in the areas of income over investment, cognitive, and analytical skills. The greater differences, he reports, are in the subjective areas that make life more meaningful to the individual. He suggests college grads are more tolerant, more loving, more community involved, enjoy cultural events more, and just generally are able to give and receive more from life to a measurable degree.

But enough of the expert view. I suspect that down deep in each of you there was a personal bottom line that explained why you stayed up all night to study, why you dug out that last bit of research, attended class when tired, bored or both, or regreted that you did not.

For me the bottom line concerns "widsom". College, I contend, has to be more than just the gathering of data and the almost concomitant acquisition of knowledge. Any of us can do that by ourselves, the books are there, and if we can read we can find what we want or need in the way of facts. But no place seems to me to be better than a college campus for beginning to convert data collected from knowledge into wisdom. For to do that we have to be able to talk it over with others, with our classmates, and with our professors who have devoted their lives to this or that subject. By existing and interacting in this microcosm of the world that exists in our tiny university enclave we can begin to learn to make the value judgements that lead to knowledge adroitly applied, to wisdom.

Only in such an atmosphere can we readily experiment, berate, belabor, dissect, and discuss what is needed without having to worry about the profit to be made or the promotion to be garnered, and thus begin to develop to our true potential.

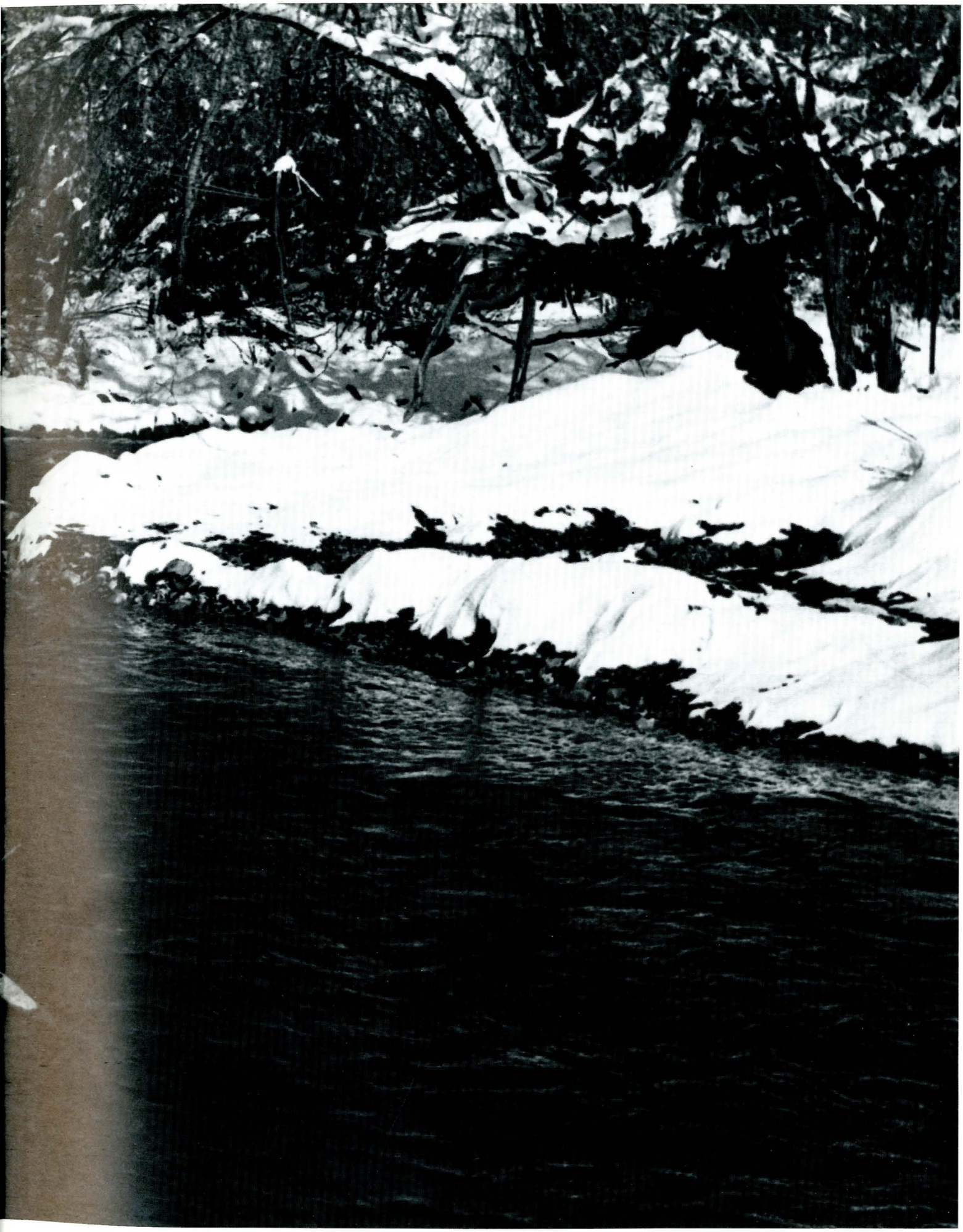
College is the ideal place to experience life, to interact, to learn how few cut and dried real truths there are, and to acquire a sense of values and integrity. Higher education should allow us to acquire sufficient wisdom to conclude that we live in a world of greys, rather than black and white, and that ALL the answers carry both pluses and minuses for us and others.

That is the wisdom we either are or should be seeking to garner from our stay at MSU, even though for most it will not come easy. Some of us may never really become wise, others will, but all of us will benefit from the attempt. Look for signs of that elusive achievement of wisdom in the memorable pictures that follow. I bet you will find them and conclude with me that it has been worth the bother.

Don Clark

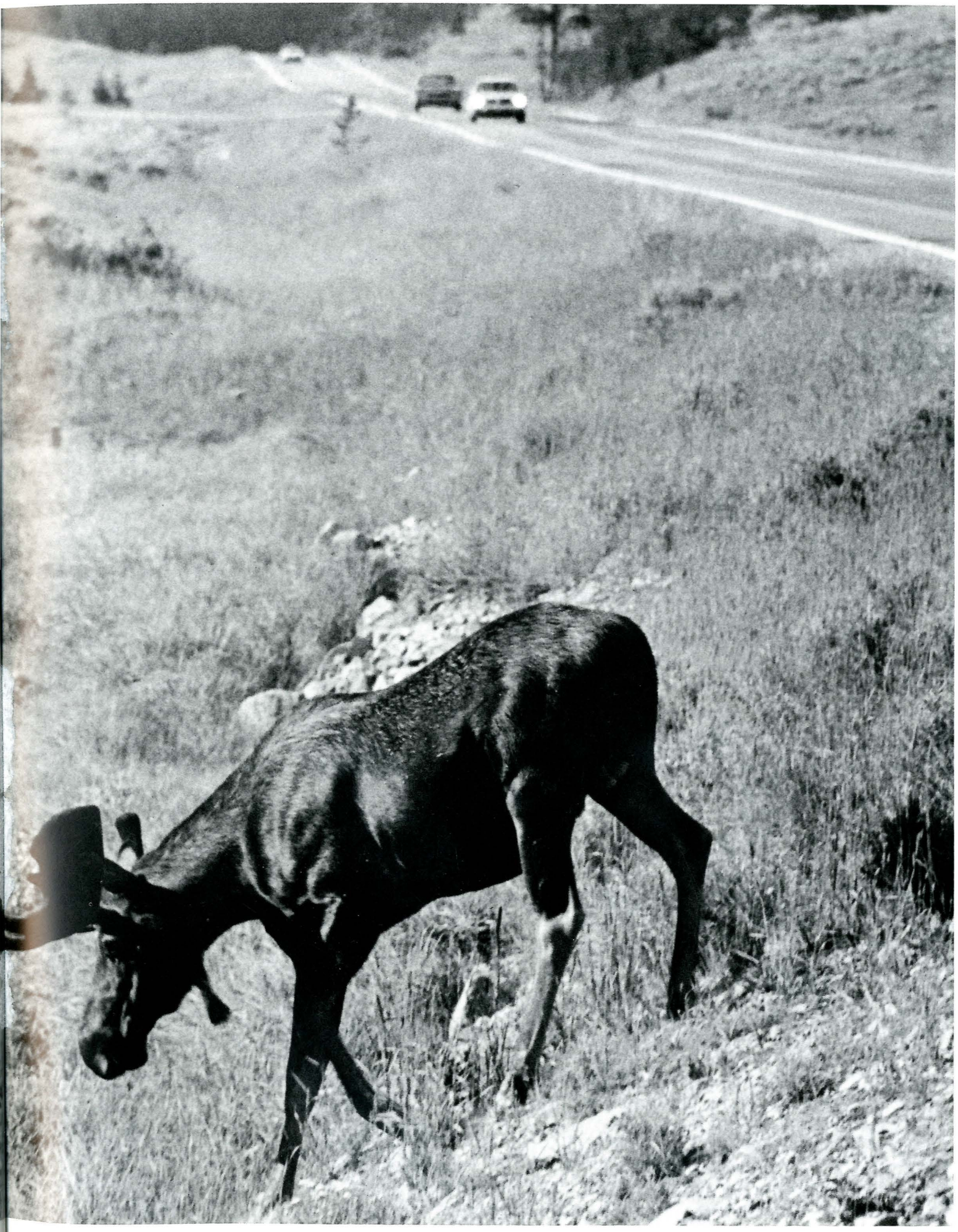

opening





DAN MARSHALL





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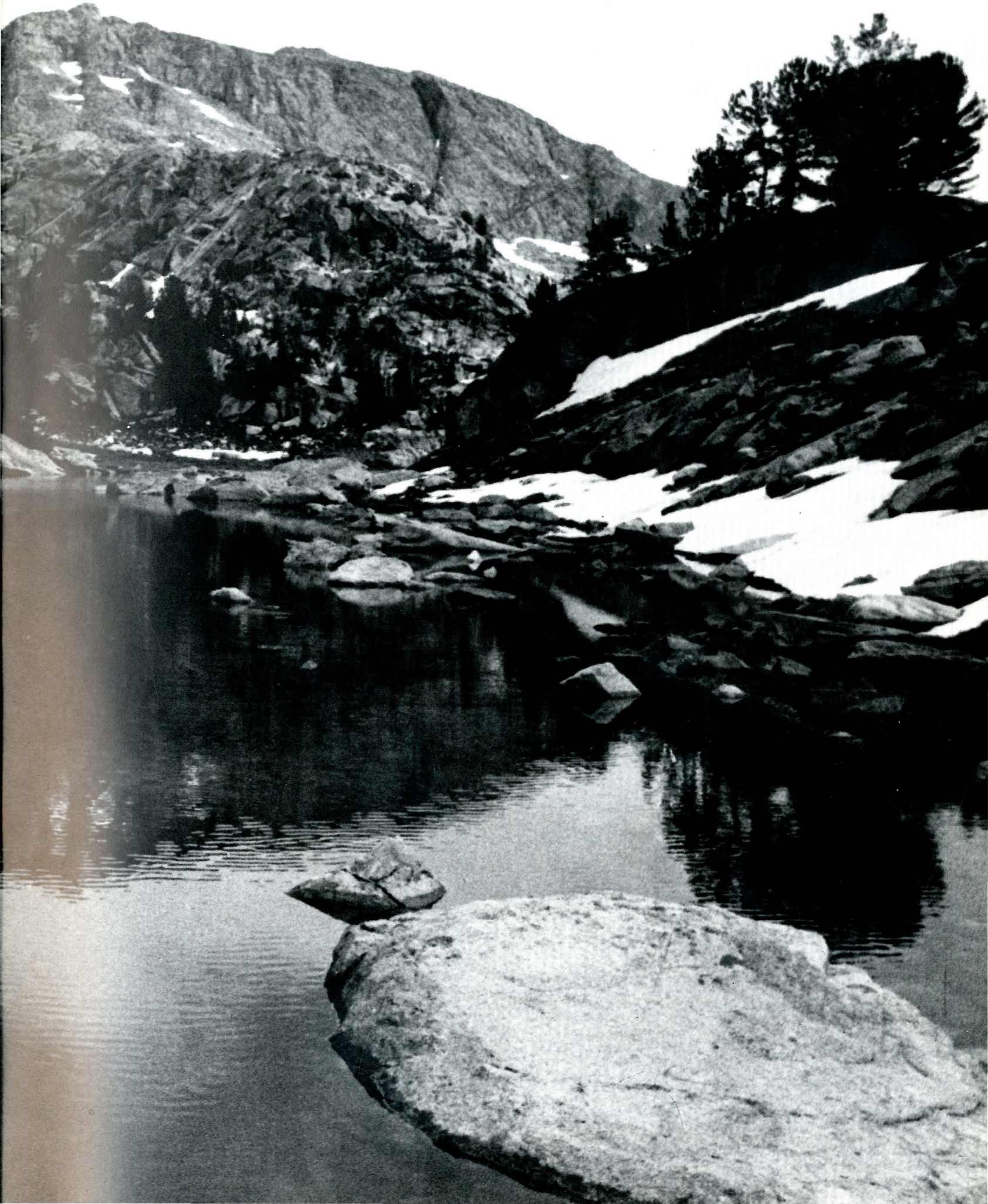


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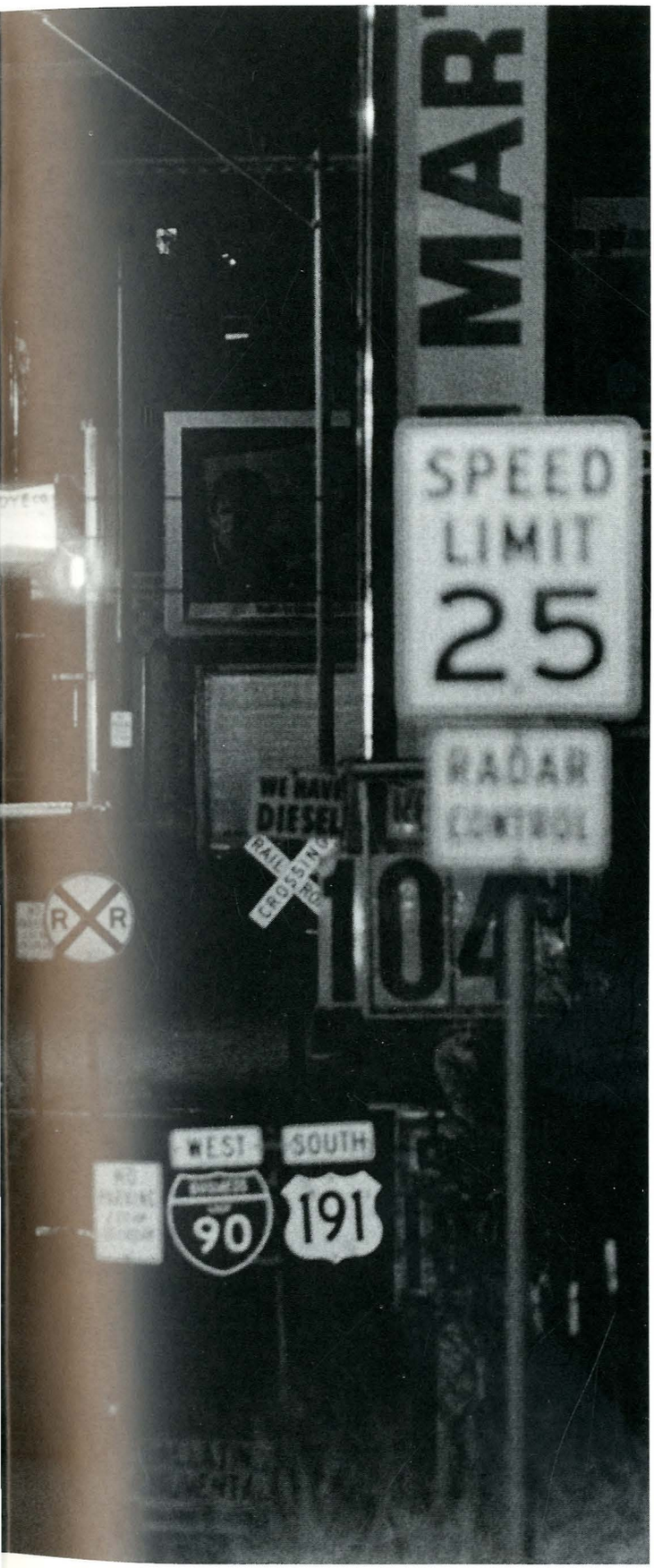

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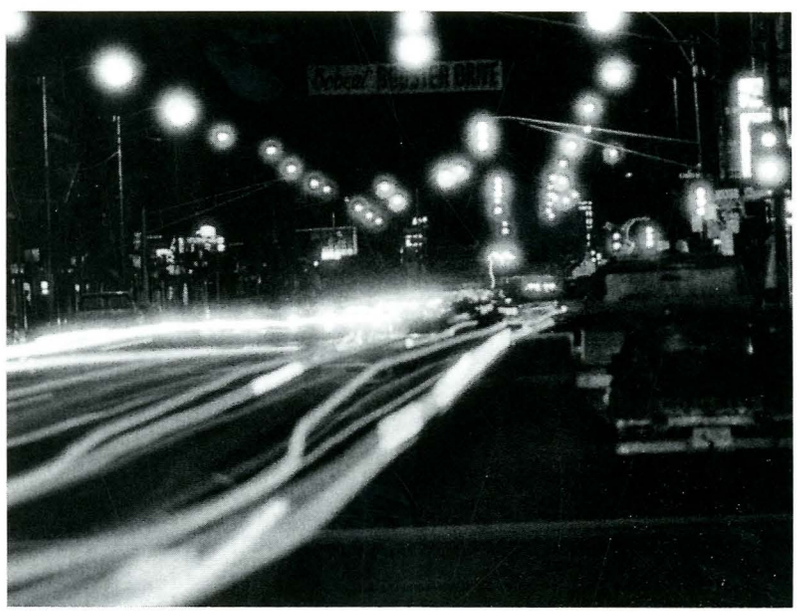

DAVE EMMIL


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DENNIS CLARK





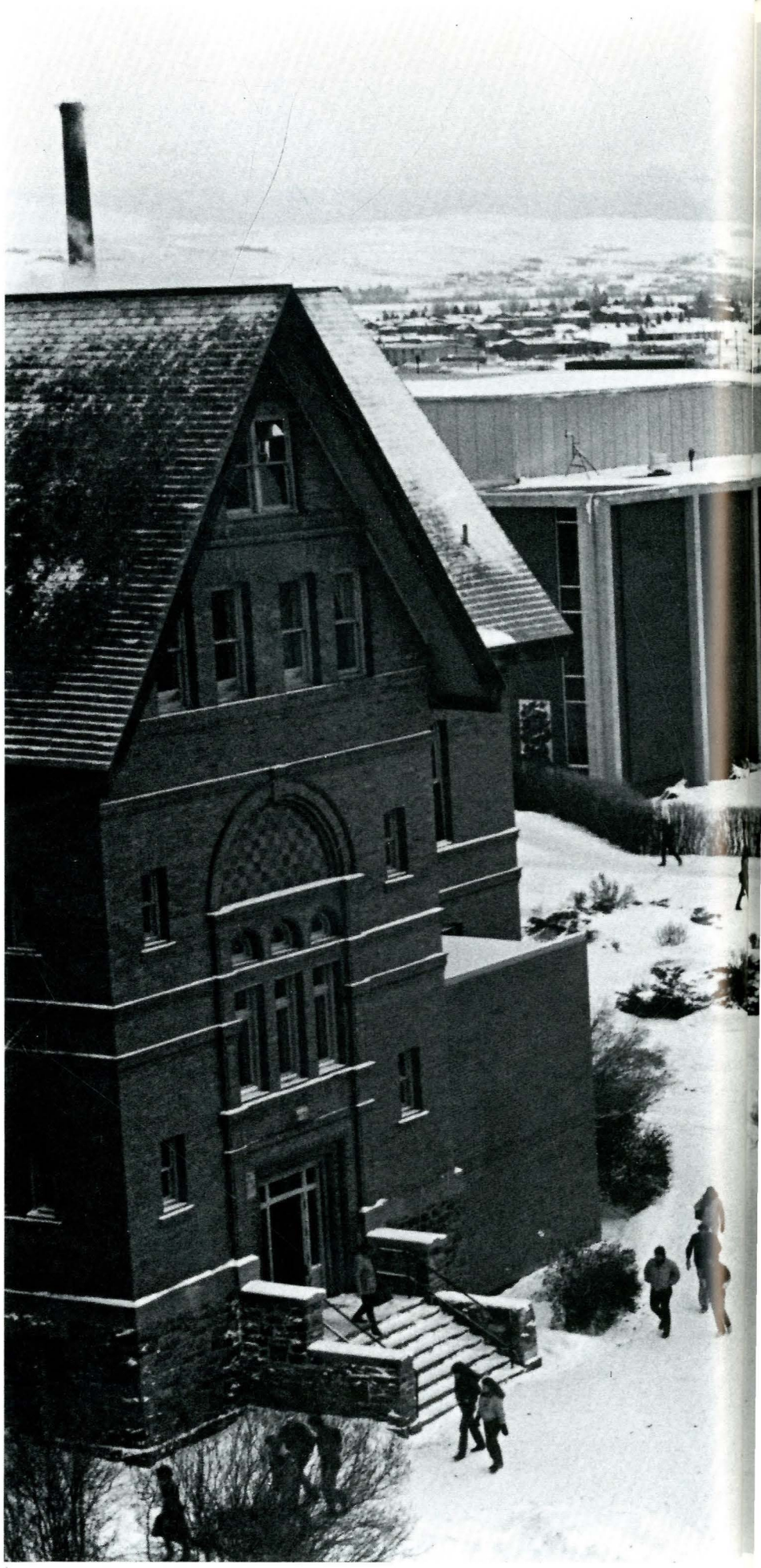

CIRCUS
COLORING BOOK



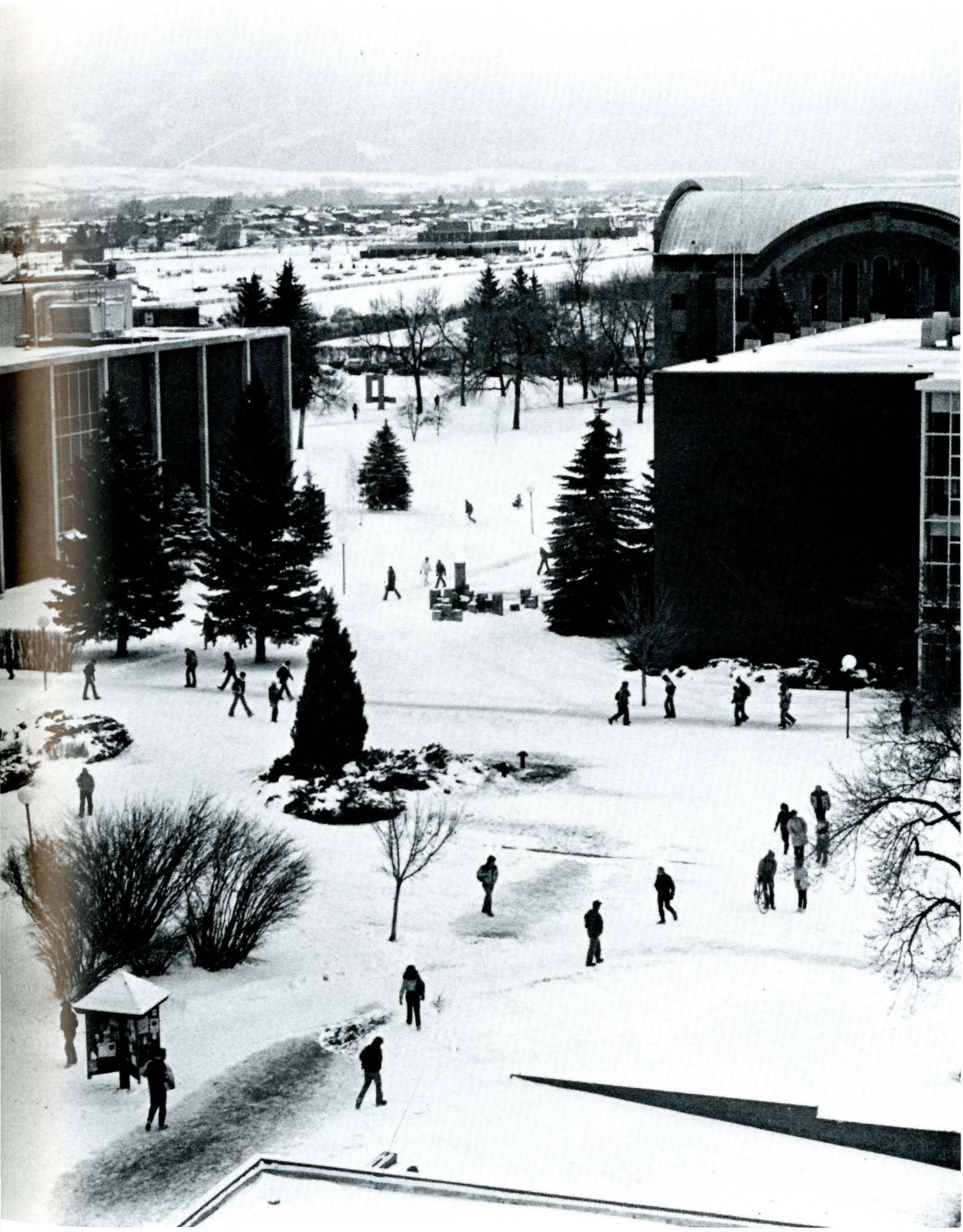
RANDY BOSCHEE



RANDY BOSCHEE



BARNABY KERR













BARNABY KERR





BARNABY KERR



BARNABY KERR

Features

MONTANA STATE UNIVERSITY

An idea, no money, eight students, three faculty members and a church academy marked the humble beginnings of what is now Montana State University — the largest academic institution in the state with an enrollment of 11,233.

MSU was established as an agricultural college of the state by legislative action in 1893. The new school, founded as a land-grant institution, began with land, but no buildings. However, the Presbyterian Church was constructing an academy in a large one-story frame building and was prevailed upon to join forces with the college. The school comprised the state's university system for one day, February 16, 1893. The following day it was joined by the university at Missoula and the School of Mines in Butte.

The early curriculum consisted of agriculture, applied science, including engineering courses, the ladies' course and the preparatory department, which was abolished in 1913. Information compiled on the university came from "A History of Montana State University" by Merrill G. Burlingame.

During the first year of the school's existence, 139 students enrolled, 46 in the college, 51 in the busines course and 38 in the preparatory department.

The name of the institution, opened as the Agricultural College of The State of Montana at Bozeman, was changed to the State College of Agriculture and Mechanic Arts in 1913 and to Montana State College in 1920, a name that remained until 1965 when it was changed to Montana State University.

The young school faced its problems in development, with growth and declines in enrollment and the development of new programs. However, even financial problems and low enrollments during the Depression and world wars never caused MSU's doors to be closed since its beginning.

The only closure took place in November of 1930 when students, mostly male, organized a strike in protest of university regulations that required women to be in their living quarters by 11 o'clock each evening, including weekends. The walkout lasted six days and attracted national attention when Time magazine









carried a story on it. The administration gave in and adjusted the hours to satisfy the students.

The Depression spelled other problems for the university's students. Things in 1932 were difficult, and out of the 196 graduates, few found jobs. Approximately 90 received teacher certificates, but only 30 found positions. And of the 65 engineers, only two or three got fellowships and the rest had no jobs.

Following the land-grant philosophy, the university has, through the years, provided numerous services to the State of Montana. With the establishment of the college in 1893, teaching was only part of the school's mission. The Agricultural Experiment Station was established at the same time and continues to conduct research in a wide variety of areas to serve farmers and ranchers of the state.

With the passage of the Smith-Lever Agricultural Extension Act in 1914, the college became the base for the Cooperative Extension Service, which still provides information to all residents in the state through the office based at MSU, as well as through agents located in each county.

The Engineering Experiment Station, created in 1924, works to improve the economy, efficiency and safety of engineering activity in Montana, to promote the conservation and utilization of Montana resources and to encourage appropriate new industrial activities. The facilities and staff of the College of Engineering may, under appropriate circumstances, be used to perform contract research for industry and government agencies.

The university campus is a far cry from the converted roller rink where it was first opened. Approximately 40 buildings cover the 1,170-acre campus, housing all departments and administration.

The university's growth is represented in the more than 11,233 students who enrolled during the year as well as by the 43,288 students who have received graduate and undergraduate degrees as MSU.

The growth over the years in its academic programs is an example of the change. Instruction is offered through the College of Agriculture, Arts and Architecture, Education, Engineering and Letters and Science, and the Schools of Business and Nursing. Instruction leading to bachelor's degrees is offered in 42 fields, with graduate instruction in 38 fields at the master's level and 16 fields at the doctoral level. The academic program emphasizes the professions of agriculture, architecture, business, engineering, art, education and nursing, along with strong support from the arts, humanities, biological, physical and social sciences.

A continuing education program ex-





ANOTHER RECORD ENROLLMENT

MSU has reached another record enrollment this year according to Joe Frazier, MSU Registrar.

The official fall headcount this year was 11,233, compared to last year's record of 11,187. Frazier noted that the colleges that showed an increase in the number of students from last year were engineering, nursing, and the graduate school.

Frazier added that the number of first quarter freshman was down this year from last year, and the enrollment of continuing and graduate students was up from this time last year.

Many people have been predicting that enrollment at MSU and other institutions of the Montana University System would be declining due to the expected drop in high school graduates, but all of the institutions in the system are reporting increases in enrollment.

When asked whether he thought the state of the economy had any effect on the growing number of continuing students Frazier replied, "Yeah I think so."

Frazier noted that many students may be going to MSU because "here at MSU we have the technical programs that people are getting jobs in."

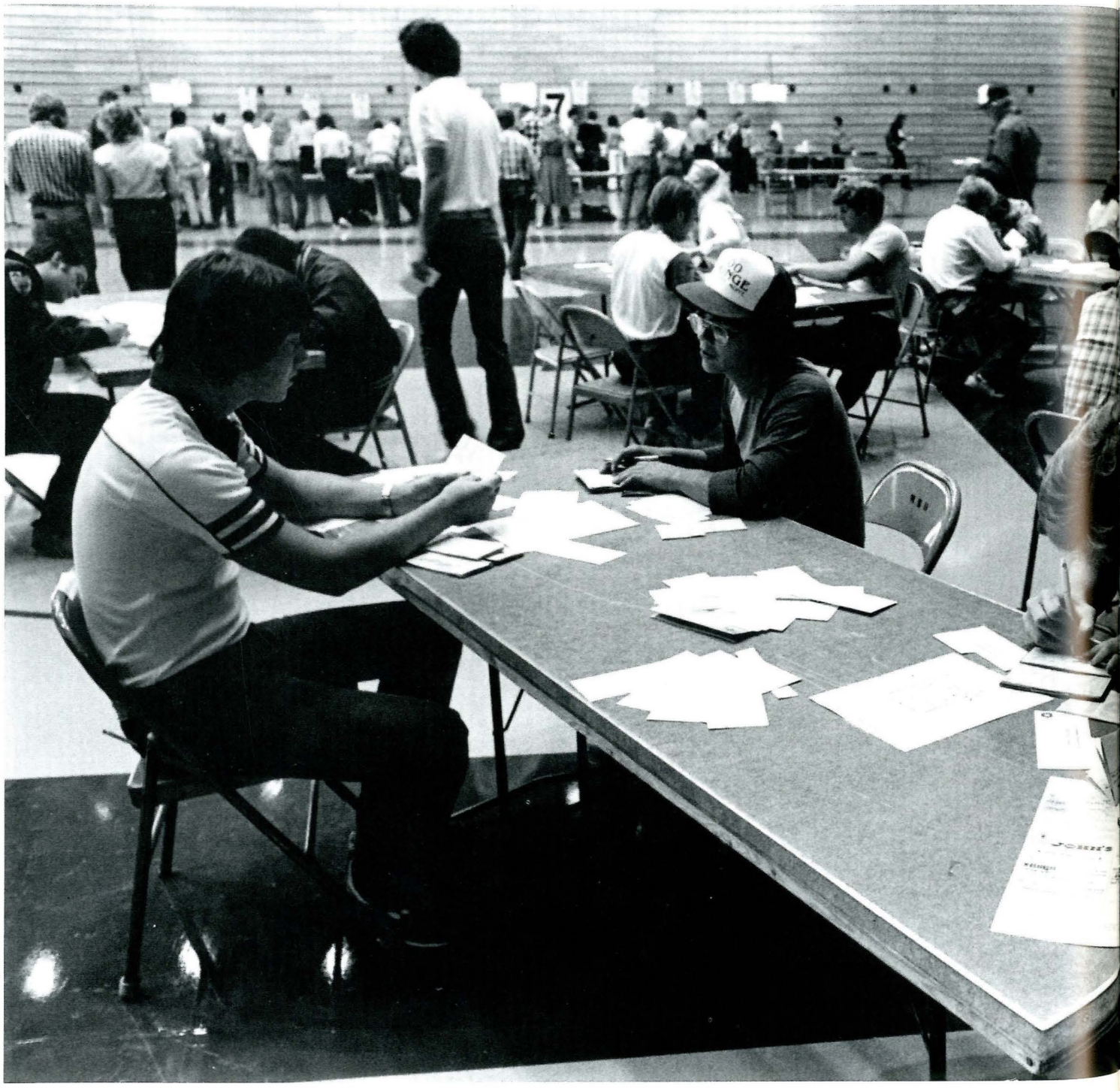
"It's hard to tell at this point," said Frazier of the possible continuance of the trend. "The things that will probably effect it next year are financial aid and the economy."

—Kevin Dolan



DENNIS CLARK


GO CATS
7





DENNIS CLARK



DENNIS CLARK



FOREIGN STUDENT ENROLLMENT

Enrollment of foreign students has risen correspondingly with general MSU student population, according to Director of International Education Don Clark.

MSU has enrolled about 350 foreign students this fall, said Clark, 30 more than last year.

The majority, surprisingly enough, come from Malaysia, a small nation in Southeast Asia. The country, represented by only one student at MSU four years ago, now has 75 students here.

"Apparently what has happened is that the British schools have severely cut the number of foreign students they are allowing in, through stricter standards and reduced aid," Clark noted. "The Malaysian students are finding that American schools are the way to go."

Close behind are Canada and Iran, last year's leader. Iranians numbered about 75 last year, said Clark, but their ranks have recently dwindled to about 50 students.

"Obviously, the Iranians are having a harder time getting out of the country," he said.

Forty-five different countries are represented at MSU, including Nepal, Scandinavia and Latin America. Every continent is also represented, including Greenland.

Two main factors are instrumental in luring non-U.S. citizens to American universities.

First, said Clark, "America is the technological giant of the world," Prospective students come to the U.S. to get a good education, then return to their technically deficient homelands.

Secondly, he said, the devaluation of the dollar made American university tuition cheaper.

"An American education is a better buy," Clark said. "Even though the dollar is now strengthening, the trend has begun and will continue, I think."

What attracts international students specifically to Montana?

According to the Institute of International Education, Montana colleges and universities registered a total of 639 foreign students in 1981-82, a 24.6 percent jump from the previous year. This is the largest increase recorded by any of the 50 states.

MSU and Montana Tech, two of the best schools in the business, offer undoubtedly the most attractive curriculum to international students — engineering. About half of MSU's foreigners are enrolled in this area, mainly chemical engineering and mechanical engineering.

"Those are areas where they have desperate needs," Clark said.

The International Education Department has established a new program this year. Titled International Nieces and Nephews (INN), the program will utilize American students to help foreign students adapt to U.S. culture and language. This will replace the current advisor system.

Students are encouraged to apply for the program, said Clark. The effect of mingling among foreign and American student is "incredibly broadening," he added.

International students seem to enjoy their stay in the Treasure State, said Clark, which may help explain their ever-increasing numbers.

"Overall, they adjust very, very well to Montana," he said. "Generally they seem to adapt very easily, except for the weather."

—Mark Reinsel



PENNY O'NEILL



FILM & TV STUDENTS QUIETLY AWAIT OPENING OF NEW BUILDING

MSU's new film and television building has doubled the capacity of enrollment in the film, television, and photography courses on campus.

Paul Jesswein, acting film and televsion department head, said the photography option in particular has been severely limited with restrictions on enrollment because of a lack of space in the past. An average of about 300 students have been enrolled in the option in past years. Now many more will be able to enroll in the many photography classes that will be offered in the new facilities.

The 39,245-square-foot Visual Communications Building was ready for classes in the fall of 1983. However, because of funding restrictions, the department wasn't fully equipped for all classes. The rest of the building will be equipped as monies are received.

Jesswein believes that the department will see a sharp increase in enrollment in the Film and Television options. Other majors, such as art, require some of the film, televsion, and photography classes for their students also. Now the film and TV department can better accomodate these students.

The application of film, televsion, and photography courses in other fields is quite obvious Jesswein has said. And those course offerings will be explored more fully in the future.

The general, electrical, and mechanical contracts for the film and television building totaled $3,516,650. Construction funds for the Visual Communications Building were approved by the 1981 Legislature, following 10 years of pleas and planning by MSU officials.

The new building provides MSU film and televsion majors with one of the most advanced and best equipped facilities in the United States to study and learn in.



BARNABY KERR



DAN MARSHALL



DAN MARSHALL

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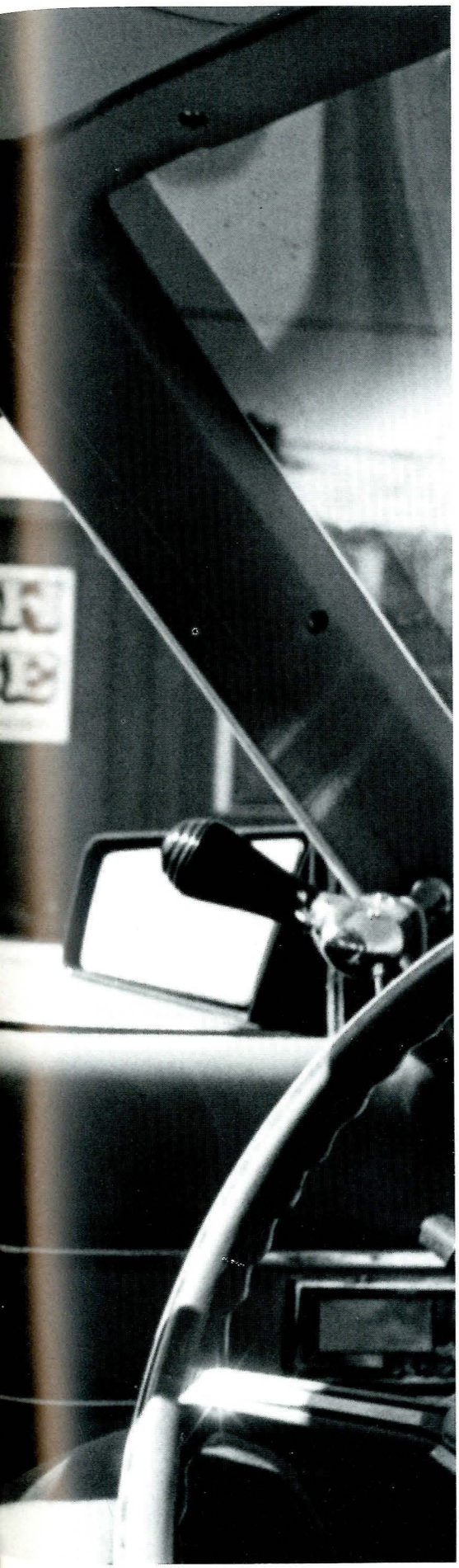
HOUS



DENNIS CLARK

CAMPUS SECURITY

The sign on the quonset hut reads, "Campus Traffic and Security", but the purpose of the office goes far beyond those simple words. "Our job is to protect lives and property on campus," says Cheif Don Wortman, an 18-year veteran of the campus police force.

Wortman says his department (comprised of 10 uniformed officers, one metermaid, two administrative assistants and the 25 man student security force) is responsible for traffic control, providing building security, calming family disturbances, responding to alarms and dealing with criminal investigation.

"We are a small force, responsible for a population of approximately 12,000, including faculty, staff, students, student dependents and visitors," Wortman pointed out. "However, if there is a major problem, such as a really serious crime, we ask for and receive assistance from city police and the sheriff's office. It doesn't happen often, but the other departments are there when we need them."

The department usually operates with one man in a vehicle on traffic patrol, while another walks the campus. "We can catch a lot more when we're walking the shadows," said Wortman. "Everyone thinks our main concern is writing tickets, but that's just a hell of a headache."

Wortman went on to say, "The student security force is a great asset to us. We train them in various areas of law enforcement and they operate as our eyes and ears. They are in constant radio contact when they're working and we're always prepared to back them up."

During his 18 years on the force, Wortman has seen a lot of changes. "The department, as a whole, is much more professional. We are law enforcement officers, not just night watchmen. All officers are required to attend the Montana Law Enforcement Academy, which makes us more capable of investigating complaints so we don't have to flood the city police with a lot of unnecessary work.

"Things have really mellowed out since the 60's. The students today, I feel, are here to study, not to party," Wortman pointed out. "There's a lot less hassle now than then."

However, there are problems that don't seem to go away. There is a lot of vandalism, for example, aimed both at students and the school. Basically, the damage consists of attacks against vehicles in parking lots, dorm room damage, and destruction of trees and signs.

"I think drinking has a lot to do with it," Wortman said. "But there are a lot less problems now then when the drinking age was 21. When we had the 21 age limit, students were running around in cars

drinking illegal booze. A lot were parking behind the fieldhouse and hiding around campus...I like it better when they don't have to hide out."

He also confided that he understood the problem much more clearly than some students believe. "Hell, when I was under 21, I used to ride around campus and hide up behind the fieldhouse myself! I can sympathize wth the students, and I'm just glad that they've got the bars to go to now, instead of the streets."

Wortman has only a few suggestions for improvements of his department, which he says is sufficiently staffed to meet the needs of the campus. "I would like to get a better communications system (on the high-band level). All other area emergency services have gone to high-band and we're just about the only ones left on low-band. Which means, we have poor communications in times of emergency. I would also like to see a centralized communication system on campus uniting the Administration, the Physical Plant, On-Campus Living, and the other departments and areas much better than what we have now."

According to Wortman, the worst area is key control. "We issue keys for the entire campus, but we have no control over them once we sign them out. All we have is a petty $5 security deposit, which doesn't bother anyone. Without key control, we can't secure the campus...and I don't care what anyone says, this campus isn't really secure now. Staff and faculty members just don't bother to turn in their keys when they leave...which leaves a lot of keys running around. I'd like to be able to stop pay or hold up transcripts to get keys back--there's got to be a better system."

Wortman feels the greatest misconception regarding his office is traffic tickets. "We're writing a lot less now. Four years ago, we peaked at 30,000 tickets. Last year we wrote 20,000 and this year we'll write about 18,000. I'd like to see it get down to about 8,000 a year. The reason for this decrease is basically the increase in fines and our new authority to impound or tow vehicles."

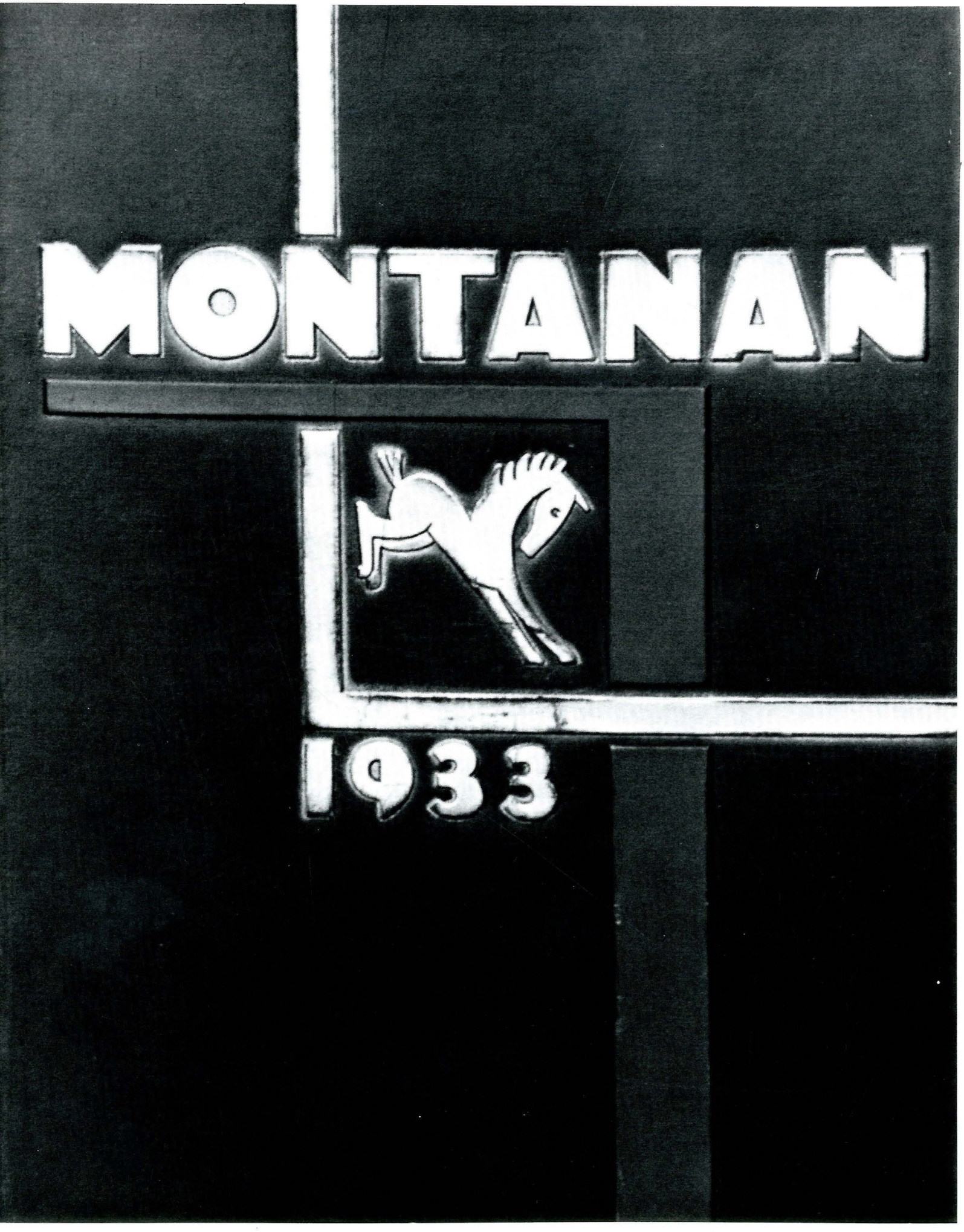
"We've got a good department," Wortman concluded. "And we've got a great bunch of people that we come in contact with daily. I don't see any real problems arising in the future while, at the same time, I see a lot of good things happening. I think things will continue to improve as everyone comes to the realizations that we're here to help and protect them, not to harass them."

—John Degel



DENNIS CLARK


NO
PARKING


MONTANAN
1933

50 YEARS AGO: 'THE MOST TALKED ABOUT BOOK'

Bozeman—1933—it was a very unusual yearbook.

The Montanan of that year undoubtedly is the most talked about publication ever to come out of Montana State University.

To put it mildly, the contents put the university in an uproar. The book, produced by David Rivenes, '35; Chris Schlechten, ex '33, and Bill Rider, a non-student devoted little to school traditions, social life or athletics, except in the way of humor and ridicule.

Schlechten, a Bozeman photographer before his death, remembered the book very well. He was an accomplished photographer by the time he went to Chicago to major in art. Rivenes, now owner of KYUS-TV in Miles City, was a long time buddy of Schlechten's and when Rivenes was named editor of the 1933 Montanan, Schlechten just had to be part of the action.

"We'd talked about it before in high school and he always said if he ever got to be editor, he'd do something to open their eyes," Schlechten recalled before his death. "The formats, styles and things had always been the same and uniformity wasn't my fettish, then or now."

The Depression kept Schlechten out of school that year, but it didn't keep him out of the yearbook. Bill Rider, a local high school student, was recruited as the third unofficial staff member. His major job was to pose as Clarence Mjork, a bearded, grubby looing bum who was superimposed in every group picture in the annual. Mjork was shown as everything all students want to be: master of all trades, sports activities and skills; an officer in every group; trainer of the teams; holder of all six editorial positions on the school newspaper, and editor-in-chief of the Montanan.

Schlechten said during the entire time the annual was being prepared no one else knew of the unusual contents. Rivenes appointed his usual staff, but threw out whatever they wrote.

The first few pages give no clue about what's to come. Rivenes and pals didn't feel they could do much about the formal section with class pictures and administrators.

"After all we couldn't louse that up because people had spent $4 for the book and it was mandatory to buy one," Schlechten said.

The guys were into comic magazines that featured college humor.

"It appealed to us and we were looking for a laugh and maybe we were, sophisticated enough that we appreciated that kind of humor," Schlechten said.

And humor was the theme of the 1933 book.

"It wasn't just spontaneous humor. Sometimes we had to scrape the bottom of the barrel to be consistently funny. I's surprised that we came up with so many things that actually were funny, and they, sure as hell still are," Schlechten said.

Schlechten knew somethig about layout. So he advised Rivenes the major problem was getting enough copy to fill up the annual. They decided to reprint "The Rover Boys Go To College," which was corn and old hat even in those days, but it filled up the book.

"We all believed no one ever read what was in the yearbook anyway," Schlechten said. "No one is going to read a bunch of whooey about the fraternities. So we put something in there and if they wanted to read it, fine. We wrote for permission to publish the Rover boys and that took care of that."

Joe Parker, the former editor, was student advisor. Parker didn't have an inkling about what was going on because there had never been any cause for supervision before. The purpose of his position was to see that deadlines were met, and they were.

Since group pictures of clubs were traditional there was no way to ham it up. So Schlechten decided to insert pictures of Clarence Mjork in the pictures. Rider was outfitted in raggedy clothes and a fake beard and photographed in a variety of poses. When they first started with Clarence Mjork, a name thought up because of the many Bjorks attending college at that time, they just inserted his face.

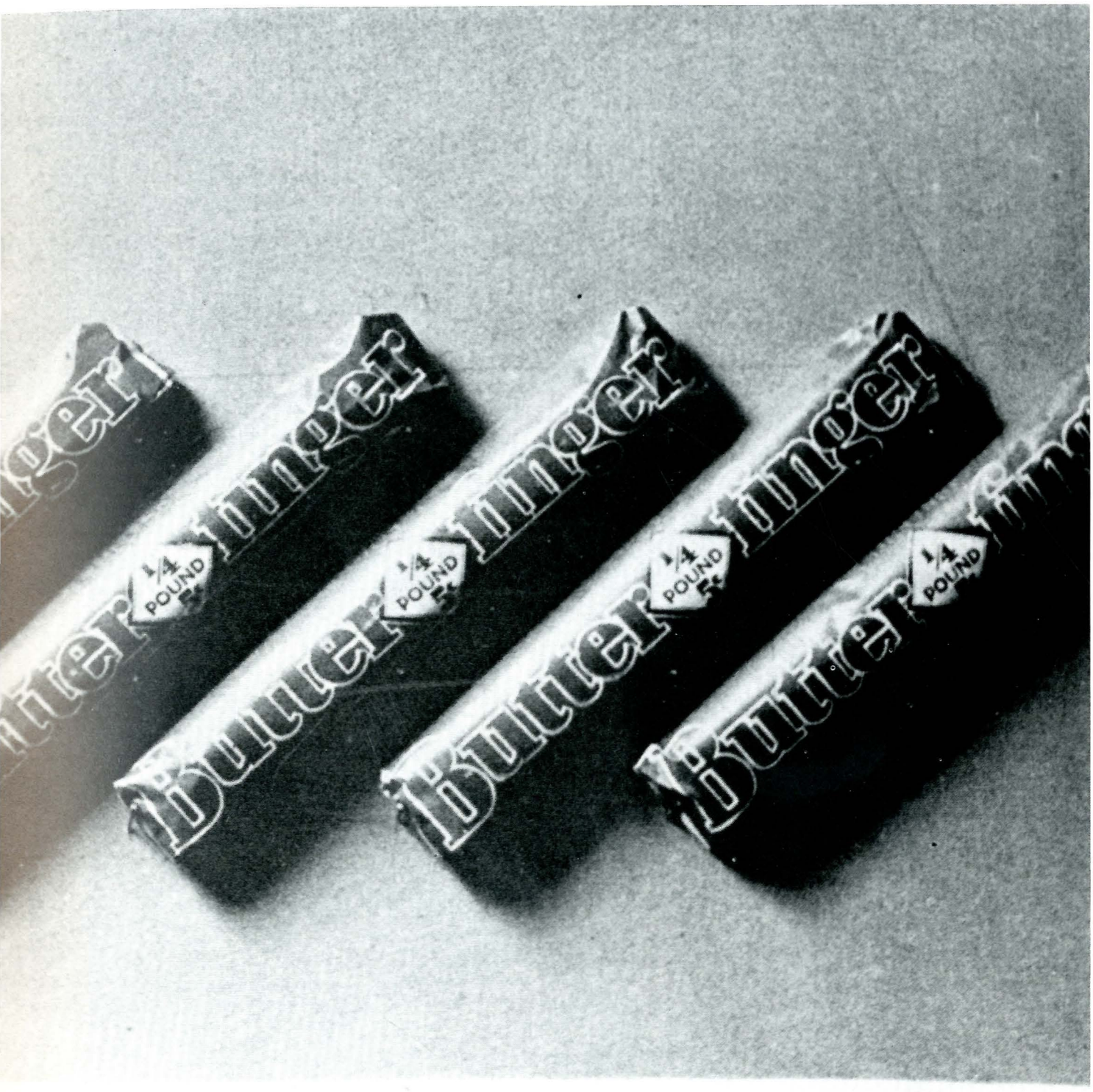
"We soon got smart enough to leave a little space in group pictures for another person," Schlechten said. "We got better and cleverer as we went along."

Because they were poor, Schlechten





READING FROM LEFT TO RIGHT HARDING PREEDEN W
A GREAT



DT, YOUNG, BUZZETTI, MARTIN, CRAIN, AND WHITCANACK
ASKETBALL TEAM"



Believe It or Not

There are eight fellows attending Montana State College at the present time whose names are Clarence Mjork. They are all from Endgate, Montana. But the astounding thing about it is *they are not related to each other in any way! And they had never heard of each other until they came to college.* Incidentally, the population of Endgate is only ten, at the present time, the names of the other two inhabitants being Mjortimer Mjork and Mjortimer Mjork, both coming from South Amboy, New Jersey, which has no connection with this whatsoever.



had to get his enterprising photos on the first shot so he didn't waste film. He used an 8 by 10 view camera, the type that requires the photographer to focus with a cloth over his head. A fellow named Keith Gastineau was known as the campus champion "bull thrower," so Schlechten lined him up with a bull.

"I told him to run up and pull his tail around like he was going to throw him, and that picture turned out all right for only taking one shot," he said.

The three youths got people to cooperate without them ever catching on to their hanky panky. They asked a couple of trackmen to get tangled in hurdles for a picture, saying they might use it for yearbook publicity purposes. They conned the football team into playing leapfrog with the same story.

The annual advisor periodically checked on progress and was satisfied the correct amount of copy had been written and the right number of pictures taken.

Each section was depicted with somethings unusual like a photo of railroad tracks for the "Track" section. Some hams announced the beginning of the dramatics part.

"We went to the store and borrowed three hams," Schlechten observed. "We unwrapped two of them, but that was a lot of work, so we took the photo with the third one wrapped, which said, 'Hansen Packing Company.' It was really funny because Bert Hansen was the head of the dramatics department, so that worked out better than we planned."

In the end Rivenes took it upon himself to vent a few of his personal prejudices, according to Schlechten.

There was a section called "Nominations for Oblivion," where some of Rivenes' least favorite people appeared.

"That was pretty raw," Schlechten said. "He nominated Ray Van Fleet as the most heartily disliked man on campus, which was not true. He may have been the most heartily disliked by Dave. On the other hand, he had a 'Hall of Fame' section which gave credit to some people who really deserved it, including Thoralf Rivenes, solely selected because he was the editor's cousin."

The thing about Van Fleet backfired on Schlechten during World War II when he arrived at a Texas base as a rookie, only to find out there was a Major Van Fleet on the base.

"Guess who didn't bother to look up Major Van Fleet," Schlechten said.

One of the little jewels the boys thought up was using pictures of Butterfinger candy bars to depict the basketball team, who had had a particularly poor season. The book showed seven pictures of Schubert Dyche who coached all seven sports, although he had some assistants.

They made fun of sororities and fraternites, showing a picture under one sorority group of a bunch of lemons, and the fraternity Rivenes belonged to was depicted with the rears of horses in the background. Also for the Greeks, Rivenes wrote two paragraphs of nonsense and repreated them as many times as necessary to fill the allotted space. One fraternity was shown living in an out-house. A photo of tombstones was labeled as showing one of the more active sororities.

"We only intended it to be funny and we wanted to do something different," Schlechten said.

Among those who thought it was pretty funny were the astonished printers at the Great Falls shop where the yearbook was published. Somehow word leaked to the faculty advisor, Louis Ture, who demanded to see proof sheets.

"The university president called Dave in and said, 'You can't do this.' Dave said, 'What's the matter with it?' He pleaded that it was funny and it was good and we hand't left anything out. Ex-editor Parker finally had to make the decision about distribution and he said he thought it should be allowed," Schlechten said.

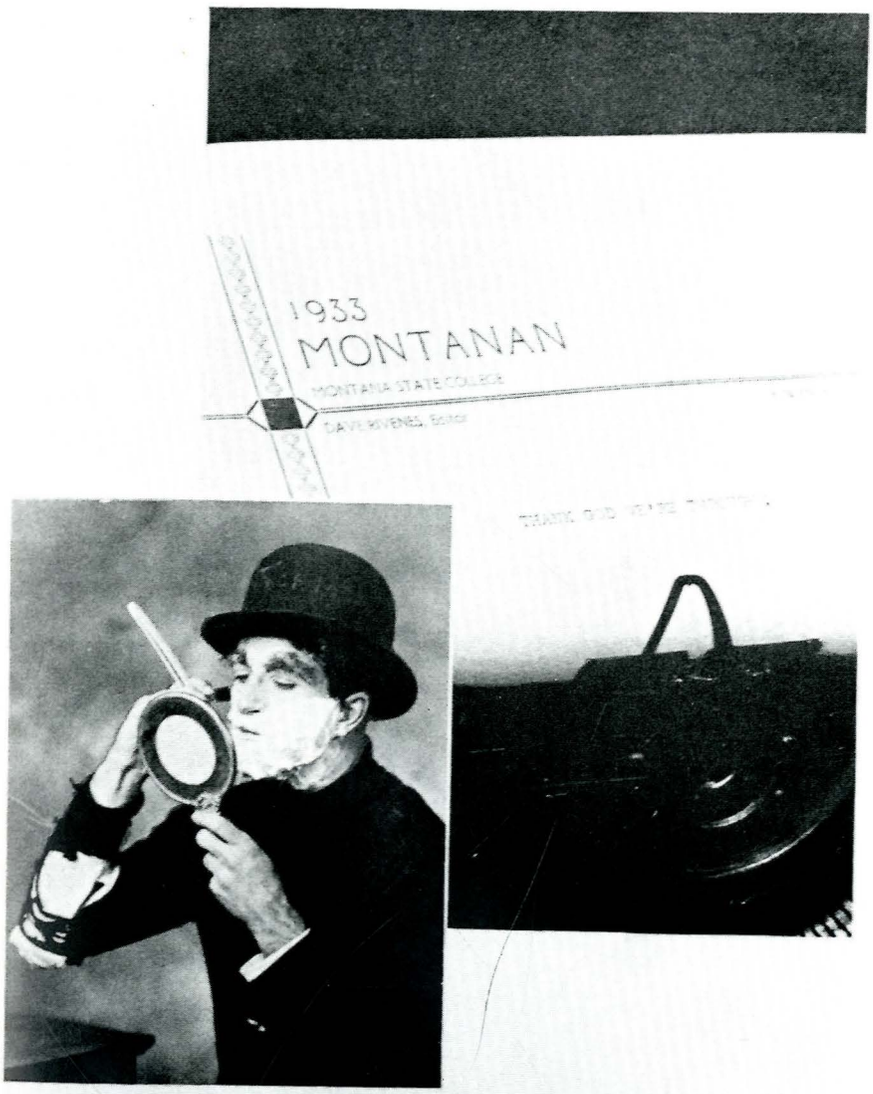
Officials took out seven pictures they thought to be in particularly bad taste. Photos of longjohns hanging on the line before the fraternity section, and panties and bras introducing sororites, had to go.

When the annual hit campus, it was a bit of a bombshell. Some were mad, others laughing, others wanted their money back, and the college didn't buy the usual 50 copies that were sent to high schools to convince kids to come to the university. Rivenes didn't get kicked out of school, but he did get kicked out of the SAE fraternity, which turned out okay because he was elected president of the Independents the next year. Schlechten made enough money to buy a 1927 Chrysler for $65 and went to work for his dad in his Bozeman photography studio. And Bill Rider moved to California where he lived until his death a few years ago.

The 1933 Montanan was honored by the National Association of College Annuals. The committee, after scanning the annual in popeyed disbelief, pronounced it the most original of the year.

Twenty-five years later the MSU homecoming was dedicated to the 1933 yearbook and the three were honored in Bozeman with a Clarence Mjork contest as one highlight. And a few years ago Rivenes and Schlechten received a certificate of appreciation from MSU.

—Marcia Krings



BACKPACKING PHOTOGRAPHERS

The small camp nestled in pine and rock is alert as the sun's early morning rays illuminate the horizon.

Twenty-two pairs of eyes wait in anticipation for the shoot to begin. The light becomes more intense and at an individual moment of decision, each person opens fire.

The "hunters" are a group of backpackers and photographers, their quarry the wilderness and their trophy a photograph of a moment in wilderness time.

The setting of this unique outdoor laboratory is the Absaroka-Beartooth Wilderness Area of southern Montana, the largest true alpine area in the continental United States. The group that is stalking and capturing the stark, natural beauty is part of a summer class offered through Montana State University in Bozeman. The class is providing a limited number of students with technical instruction in wilderness photography as well as an opportunity to spend eight days backpacking and camping in a wilderness area, according to Don Pilotte and Paul Jesswein, instructors for the course.

The experimental three-week course began the summer of 1982 to provide both amateur and professional photographers the ability to make better photographs as well as understand equipment they have available.

"The idea initially came from the fact that a great many photographers are also interested in outdoor recreation," Jesswein, acting head of the film and television department at MSU, said. "Many photographers find their photographs don't capture the moment or the mood and we are trying to help them improve."

Many photographers end up trying to explain why they took a photograph instead of letting the photograph explain the setting or the mood.

"When the average person goes out to make a photograph, they often have a lot of excuses why a picture did or didn't turn out," said Pilotte, head of the MSU photography lab. "If you have to explain a view, you have failed in the exercise. We'd like to have fewer failures."

The challenge of photography is capturing a mood and putting the setting as a whole into the picture--the concepts of sight, sound and smell.

"You end up with an overall feeling," Pilotte added. "It is a challenge to take that feeling, capture it on film, print it and have someone view it and get that same feeling."

Both men agree that the class offers a way to help take the guesswork out of wilderness photography.

"Each photographer puts something of himself into his photos," Jesswein said. "Each photographer is trying to make a statement. We are trying to help photographers make that statement as well as see the different images. We want them to come away with pictures that succeed whether it be landscape, geology, botany or whatever that photographer's interests are."

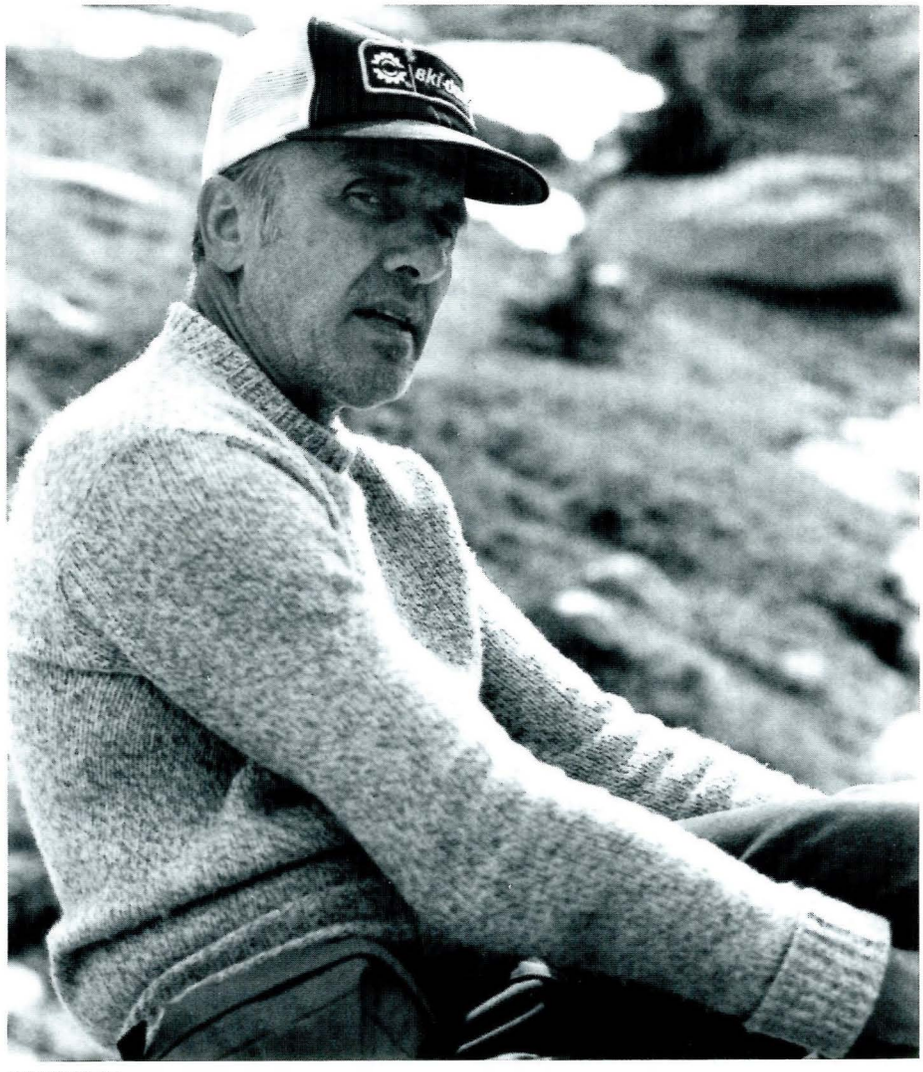
The class is not just instruction. It combines the academic perspective with enjoyment of the outdoors and camaraderie of the participants. The class spends four days on the MSU campus prior to leaving on an eight-day trek through the wilderness area, backpacking and camping. Campfire lectures, daily assignments, team talks as well as the opportunity to meet other people from a broad array of backgrounds in a recreational setting was a key draw for the course last year.

But perhaps the key is removing the photographers, whether amateur or professional, from their routine environment.

"All it takes in many cases is putting them in a new environment and then watching them get excited," Jesswein said.

And the Beartooth is that environment, offering accessible non-technical hiking in an area above 10,000 feet.

"There are a lot of broad plateaus, vistas and mountain scenes without spending a lot of time hiking to different areas," Pilotte said. "There are over 900 lakes in the wilderness area. In the matter of a few hours you are above the tree line and



DAN MARSHALL

DAN MARSHALL





DAN MARSHALL





lakes are spread short distances from each other."

The opportunities for photographs for display, technical work or academic classes are limitless and the area offers examples of biology, botany, earth sciences, geology and anthropology.

Following the backpacking trip, an additional five days are spent on campus, printing the black-and-white photographs and preparing color slides for hanging and showing at the Museum of the Rockies in Bozeman.

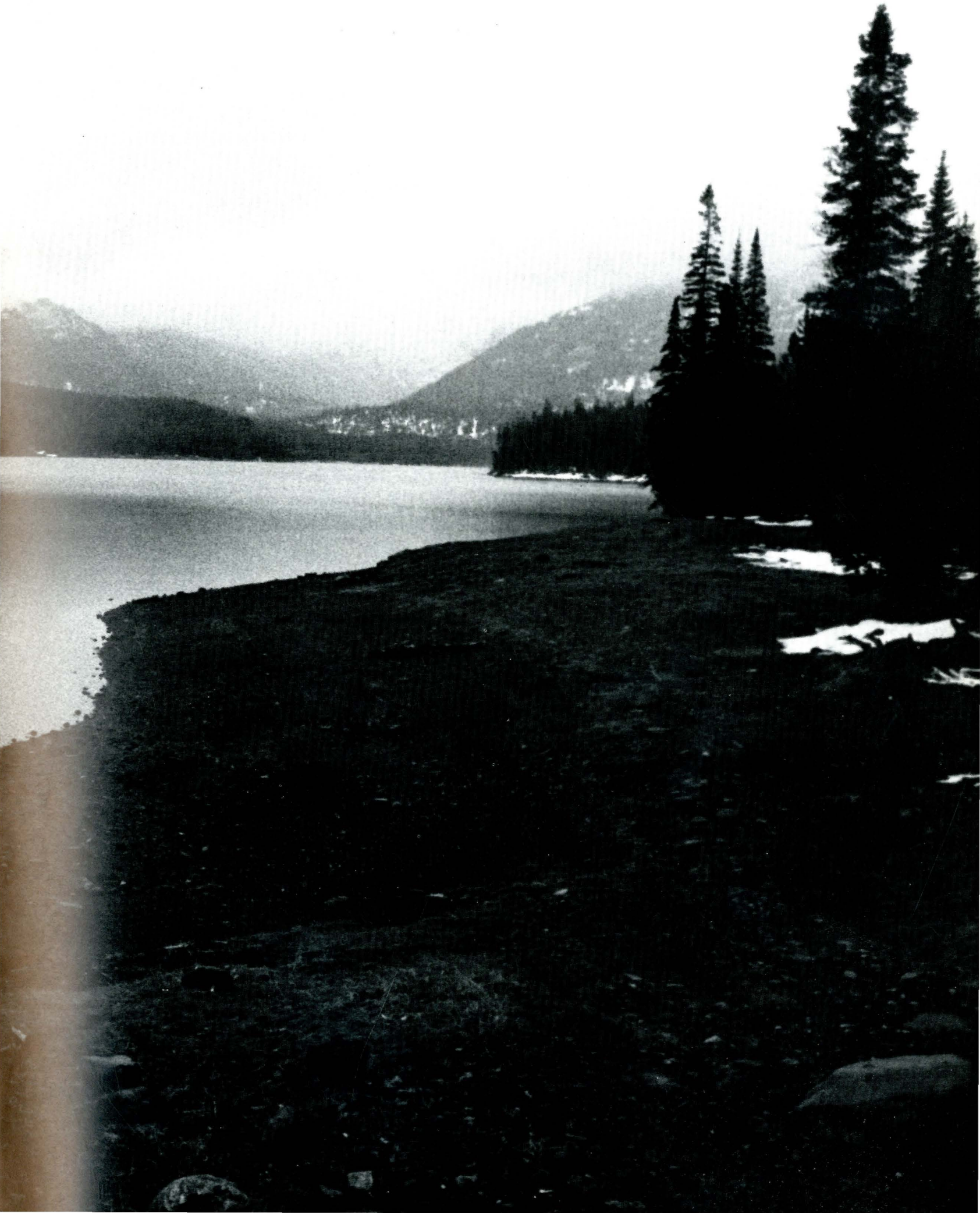
"The environment is the motivator to learn about photography," Jesswein said, "We teach the technical aspects, but we also have fun. It is hard to be blase' when you are sitting on a mountain at 10,000 feet watching a storm cloud move in with the sunset silhouetted behind. That is part of the motivation."

—Mardi Mileham

DENNIS CLARK

DAN MARSHALL





RUN FOR THE ROCKIES





PENNY O'NEILL


333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262
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169

THEATRE OF SILENCE

The Theater of Silence is a show designed "to entertain the deaf first; then for the lay hearing who come to see the shows for deaf awareness to teach them about the world of the deaf," according to director Jack Olson. Each spring for the last 13 years, Olson and his acting crew have performed for colleges, school districts with mainstreamed deaf children, state schools for the deaf, and civic organizations such as the Lions and JayCees.

Between 15 and 20 students try out for the theater each year. Most are in MSU's deaf education or speech communications program. Olson said, "We have had an accounting major, though, and one from Film and T.V."

Tryouts are based on the ability to sign, and to polarize the audience. Facial expressions and theatrical presence are needed. Dance and mime are also included. Most students sign and dance to a song for auditions.

Last year's tour was 11 weeks long, with 65 shows performed in 12 states plus Alberta, Canada. "We drove close to 15,000 miles," said Olson. "This year we're contemplating a much shorter tour." Fifteen to 20 shows are planned for the state of Montana, with a few in North Dakota. The show traveled in a straight line to Los Angeles, stopping for performances in Idaho Falls, Pocatello, Twin Falls, Salt Lake City, Las Vegas and others. After a few shows in Los Angeles, the theater moved up north through the Bay area, northern California, Oregon, Washington, and Idaho, performing all the way.

Olson said,"This will be only about 4,000 or 5,000 miles, with 35 to 40 shows. We'll leave at the start of spring quarter, and try to be back by Memorial Day." The group has been asked to do television tapings in both Las Vegas and Beverly Hills.

The Theater of Silence is partially funded by a special Presidential Fund for travel expenses. Other costs are met by the $3.50 charge per show. Said Olson, "To defray costs for food and lodging, we require that our sponsors house us and give us two meals, dinner before the show and breakfast the next morning. Then it only costs the students one or two hundred dollars, for lunches and an occasional hotel."

This year, only 12 or 13 members, including the technical crew, were chosen, as opposed to last year's 17 members. The crew also plans to trade in their large trailer for a smaller one, to be towed behind the van that they travel in. Olson explained, "We're designing shows around a very minimum stage...just boxes, stools and some portable mirrors." Transportation costs should be cut in half by this effort.

Olson is the tour director, as well as being the script writer and director of performances. Other aid comes from senior Annie Garbarg, a two-year Theater of Silence veteran, and two other former members, Susan Honeychurch Stephens and David Smith. A sign consultant is usually hired. This year the crew hopes to receive advice from several hearing students on campus who have deaf parents.

Olson sees the goal of the theater as "portraying the deaf world as a unique culture, very much different from hearing society." He added, "It's an incredible learning experience. Students travel and see a lot of the United States, practice sign language and get to meet the deaf in their own world...it's a neat thing. I hope we can keep it going."

—By Michelle Wing

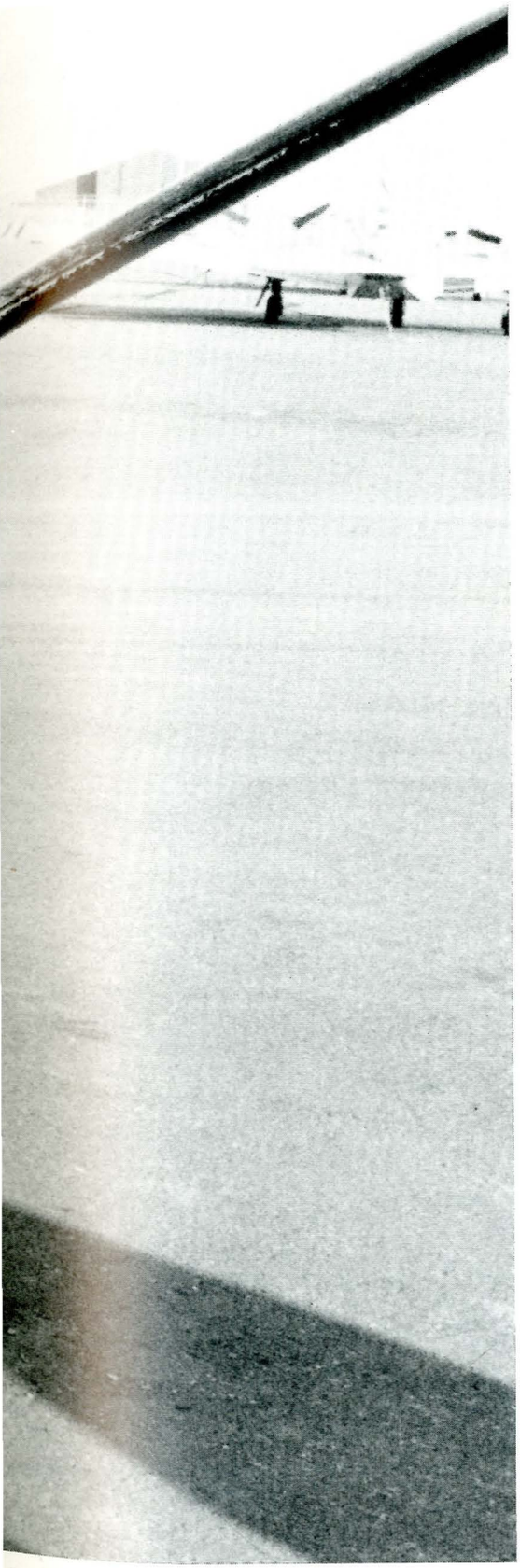


RIC BURCHAK



RIC BURCHAK





GUESS WHAT I DID?

Guess what I did in April? I jumped out of an airplane at 3,000 feet (with a parachute, of course).

After months of hoping, days of waiting with knots in my stomach and hours of practice, I finally let go of the airplane strut with a hard arch and watched my chute open above me.

Instructor Roger Freeman had been trying to get me to jump since last September. In March he called and told me there was going to be a class. I said I was interested. I wasn't too nervous, because I figured the training would stretch out over a fairly long period. Then Roger told me to be at the first meeting the next night. It was Tuesday and I was supposed to jump on Saturday.

That first night was classroom preparation. All 25 of us sat nervously listening to every possible thing that could go wrong while we were in the air. By that time, we had already signed our checks and release forms, so there was no turning back.

For the next two evenings we met in Romney Gym for "dryland training." The major concern was preparing all of us for emergency situations.

Straps were rigged up to overhead beams. I donned a parachuteless-harness and put on a newspaper-filled reserve bag and was ready to train.

Dangling from the ceiling, I followed the instructor's calls. "Sit in the door! Climb out! Go!" Then I arched, yelling, "Arch thousand, two thousand, three thousand, check, check!" At that point, the instructor told me whether my chute was good, bad or nonexistent. Acting accordingly, I either opened my reserve or relaxed and got ready to land.

All the students ran through these drills until we could do them in our sleep. In fact, walking between classes, I was often murmuring, "sit in the door...arch thousand...look for the arrow." The sport of sky diving involves your whole being. For five days I could think of nothing else. It becomes an obsession.

Another part of training was practicing the landing. The banana roll takes a while to learn! The landing is really important for prevention of ankle injuries. The body is curved sideways and the diver rolls on contact with the ground. To practice, we held onto a rope attached to the ceiling and dropped to the ground with a roll.

By the end of two three-hour sessions, all of us were sore and bruised, but we could hardly wait for Saturday.

We met out at the airport at 7 a.m. I was ready to jump, but instead we had to go through our ground maneuvers for another three hours. Finally, we were put in the second to last group. I watched the first six divers and then the wind came up. We waited all afternoon for the wind to die and finally had to go home.

By Sunday morning, my nerves were about shot. The now-later, yes-no, up-down of a whole day of waiting had taken its toll. I was more ready than I even wanted to be, but there was still more time to wait.

Watching student after student land in one piece, my fears diminished, but my impatience grew. I was sunburned and anxious when 1:30 p.m. rolled around and I started to suit up.

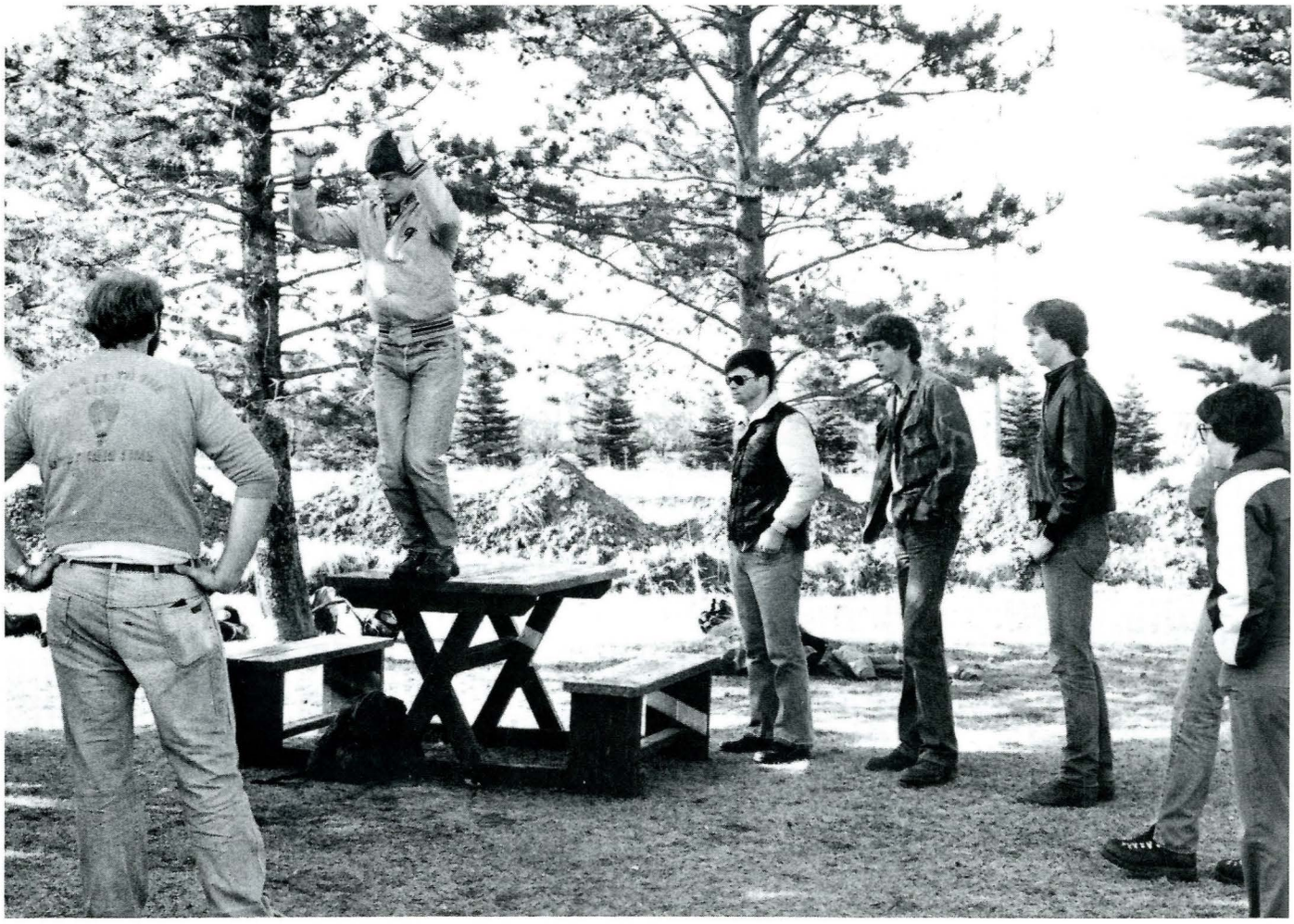
I put on a pair of cover-alls and taped the shoestrings on my boots. A couple of the instructors helped me into my harness, this time with a real reserve and parachute. By the time I had my helmet on, I could hardly move.

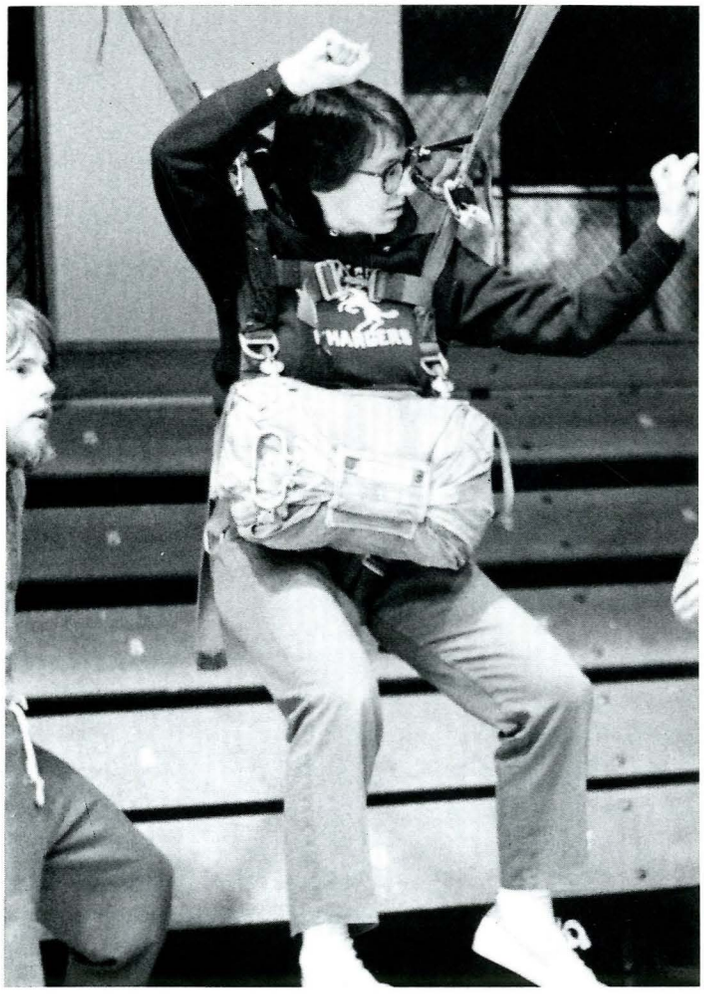
I walked out to the small plane with one other student and two instructors. We practiced the exit procedure a couple more times and then we boarded the plane.

When the engine started, I began to panic. My stomach twisted and I was tempted to run. Fortunately, the cramped space kept me inside. I had to keep swallowing to make the knot in my throat stay down. Just thinking about it makes me nervous all over again.

At 3,000 feet, the first student jumped. We circled the landing field and I scooted up next to the door. My instructor, Ken Garfielf, threw open the door and I felt the wind.

"Sit in the door!" I swung my legs over the side of the plane and put my hands on the edges of the door.





"Climb out!" I wasn't nervous any more. I had too much to think about. I reached hard for the strut with my left hand. I pushed through the wind to hold on with my right hand. I stood up on the wheel of the plane and inched out to the end of the strut until I was just hanging. I looked back in to Ken.

"Go!" I let go with both hands and thought, "Arch thousand, two thousand, three thousand, check check."

And everything was quiet. My chute was full and perfect above me. I was flying without an airplane! I whooped and smiled so hard my cheeks hurt. The view was unbelievable. It was so still and quiet, but exhilirating.

I found the orange wind direction arrow underneath me and stretched for the steering toggles above me. Pointing the chute into the wind, I continued to descend and continued to smile.

When I could make out human shapes below, I started to yell. "It's great up here! I love it!" The ground was getting closer, so I looked to the horizon and assumed my banana postion. The landing was harder than I expected, but smooth and painless. I rolled out of it in one piece, alive, uninjured, ecstatic.

I've been sky diving! I parachuted! I went up in a plane and came down by myself!

The only thing I regret is that the jump lasted less than five minutes. It's in my blood now, though!

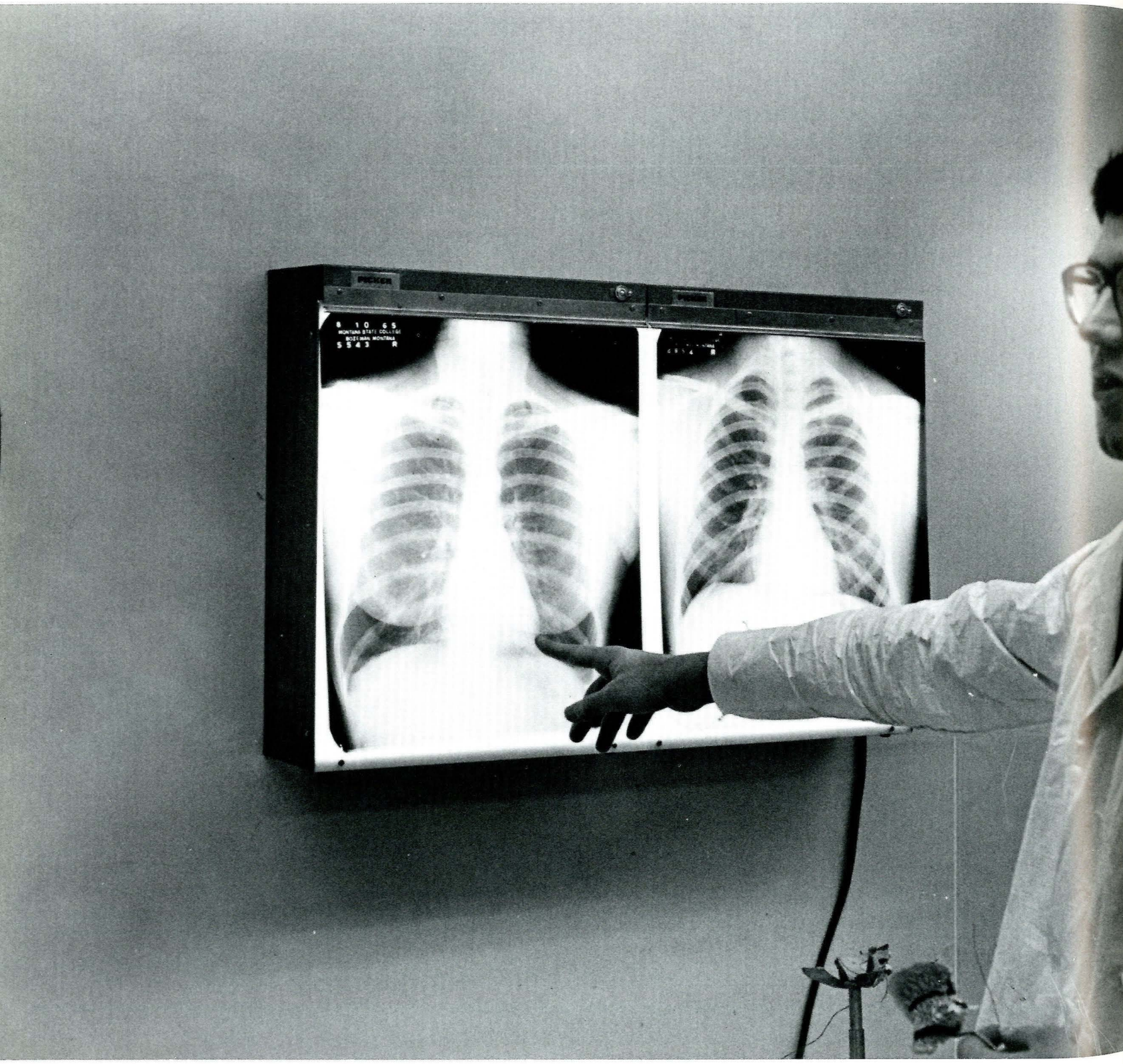
—Michelle Wing







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SAM GRIMES

STUDENTS LEARN WITH DONATED HUMAN BODIES

People who give their bodies to science are educating medical students across the country.

First-year medical students at MSU, enrolled in the WAMI program, use cadavers in their anatomy classes. The cadavers (human remains used for dissection study) have been used here since 1973.

According to Dwight Phllips, no model or learning aid has ever been created that comes close to giving the same student impact. Medical schools in the early sixties attempted to minimize exposure to cadavers to accelerate their program. Phillips said that it failed.

"It's realistic," he said. "We don't want people to practice on the living." Phillips added, "There is a lot of detail you can pursue that you can't with live patients ...it is not proper to increase your incision just for your own curiosity."

Medical students learn most of the detailed anatomy of the body by studying structures and systems in actual bodies, according to Phillips.

Lab access is limited. "Those people in health professions...are really enthusiastic about exploring a human," said Phillips. "Other students with less direct application are a little more shy." To ease the strain of a first experience with a cadaver, the head is often wrapped.

Just recently, the use of cadavers was offered to undergraduate students in anatomy courses. The class use is much more basic at this level, with simple dissection.

The labs are located in the basement of Leon H. Johnson Hall. Cadavers are prepared and stored in both Johnson and Lewis.

"I have a lot of respect for people who donate their remains," said Phillips. He explained that the bodies are not those of poor people who could not afford burial. He said that since the 1960s, the society provides burial expenses for all, so no one is indigent at the time of death.

"All of the human remains we use are signed over from volunteers," said Phillips.



SAM GRIMES



SAM GRIMES



Two processes are available for body donation. One is the Uniform Donor Card, where a person can check off individual organs or the entire body. There is also a special consent form for donating a body specifically to MSU.

Nearly 800 Montanans have signed the latter forms. "Our program has been very successful in Montana. It's at the point where it's almost too successful," said Phillips. "We cannot utilize all the remains that are offered to us."

Phillips added, "Fifteen years ago, that would have been extremely unusual, but more and more people have decided that they feel good about letting others learn from their remains...it's sort of a legacy."

He attributes this change in attitudes in part to relaxing religious restraints. "It has only been in my lifetime, I think, that the Catholic Church allowed dissection."

The laboratory accepts remains of people who have died of illness such as cancer and stroke. However, in order to protect students and faculty, people who died of infectious disorders or certain nervous diseases cannot donate their bodies.

Specific diseases are not studied until the third or fourth year of medical school in pathology classes. Cadavers are used mainly for basic anatomy before then.

Phillips said that most bodies given are used for education, not research. There are, however, some institutes that use cadavers for specific investigation.

The only stipulations for signing a donor card are that the donor be at least 18 years of age and of sound mind. The card must be signed in front of two witnesses.

Phillips explained that this card takes precedence over the will and the wishes of the next of kin. "In other situations, the next of kin has more legal rights than the deceased," he said.

He feels that people donate their bodies for one of two main reasons: to help science and students or to avoid the complications and expenses associated with burial.

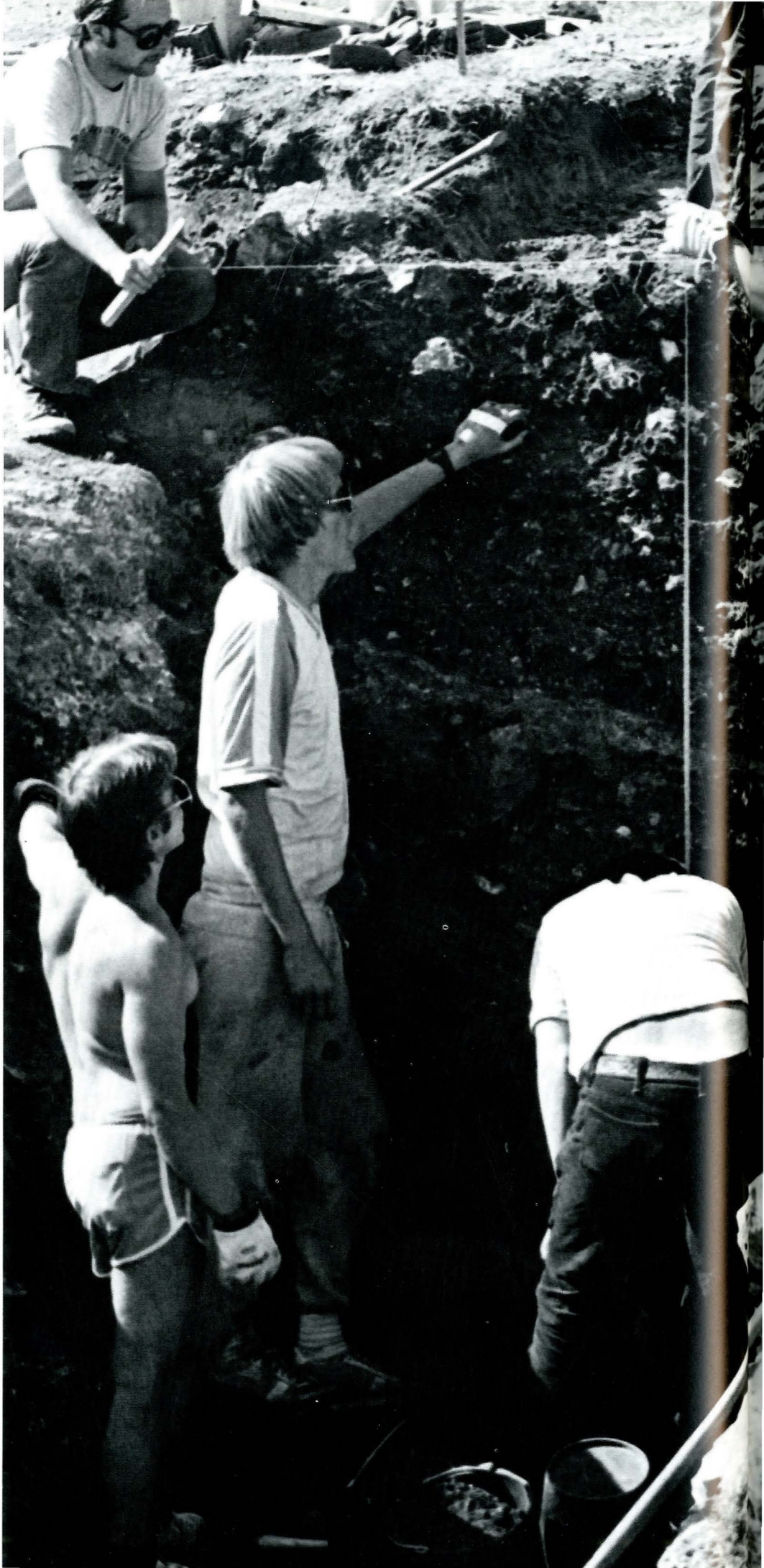
Remains are worked on by student teams of two to four members. Some cadavers are used for demonstrations and for workshops for the allied health professions.

"Medical students everywhere learn anatomy with dissected cadavers," said Phillips. "We teach students basically the same anatomy courses that they take in first year courses in medical schools across the country."

—By Michelle Wing



SAM GRIMES





ARCHAEOLOGISTS EXPOSE HISTORY

Miles off the highway, surrounded by dry fields and dirt roads, a small hill hides the past under its rocks. Eleven years of digging is slowly uncovering the mystery.

Here, above the Missouri west of Trident, is a chert mine of the Peoples of the Pelican Lake culture, dating back to 1350 BC. Chert is a glassy rock material used for tool making, often imbedded in limestone.

Nearly 1000 MSU students have participated in this archaeological dig, the Schmitt Site, under the direction of Anthropology Professor Leslie Davis. "It is a unique mine in this part of the country, because it's underground," said Davis. "It has a standing roof over the top."

The mine was used for a period of 1700 years, by 40 generations of a single people. "Chert is a very exceptional chipping variety rock," said Davis. "They exerted energy here because they were a stone-age people."

These prehistoric miners dug the chert out and then back-filled it with limestone fragments, bones, tools and antlers. "This was an exceptionally accessible area, because it was weathered," said Davis. "The only tool they had to get into that stuff were bones (from a wide variety of animals), antlers (from elk, mule deer and white tail deer) and river cobbles used in the hand, without any modifications, to hammer."

The chert was inside high-fracture density limestone, as well as an abundance of manganese and iron. "They used percussion to break off the limestone cast, going for the 100% chert," said Davis.

The Schmitt site consists of two major campsite workshops, four mines, two prospect pits and four tepee rings. The area has been under study since 1972, when Davis and one of his advanced archaeology classes put a test pit into the earth. They came down just in front of the mouth of a mined cave, which they discovered reached back 32 feet underground.

The site was first seen by Bill Kolokotrones. He made three cuts there with a bulldozer when looking for minerals and exposed the blackened limestone. He thought it might be an historic mine because he saw fragments of bone and stone flakes.

Now, each spring the site is a laboratory for Anthro. 201 and Anthro. 420 classes. "It doesn't make much sense to teach basic archaeology out of a textbook," said Davis. "Archaeology is one of those special fields where the student can take a major part."

He added,"Much of it is physical work and much of it is intellectual work. There






TEAM
SCHWINN





is back-breaking labor associated with discovering the past."

Davis said, "The students get to make a contribution to the understanding of the prehistory of Montana. No other institution in Montana offers an experience like this at the introductory level."

The goal of the workers is to recover 100% of the dig. "It's the only way we can find out why they stopped...if the chert ran out, if other people ran them out or if they lost interest," said Davis.

So far, no human skeletal remains have been found. "We infer the presence of humans with tools, etc.," said Davis. The people were probably a New World, mongoloid type, according to the archaeologist. "These people disappeared here or became something else 1600 years ago," Davis added.



The Pelican Lake People were hunters and gatherers. Their meat came mainly from wapati (elk), mule deer, whitetail deer, bison and big horn sheep. They also ate claims from the river, beaver, skunk, jack rabbit and cottontail.

"They also had dogs,"said Davis. "We found two, one adult and one unborn." The animals were dwarf dogs, with very short legs, like bulldogs. The adult dog had been butchered and eaten.

"The men had wrists twice the size of ours," said Davis. Speaking of the powerful stature of these people. "The women could crush your leg in their hand."

The Pelican Lake People were probably organized in extended family bands of 25 to 40 members during the seasons of abundance. In winter, they dispersed into small groups because the game was more spread out.

Mining probably took place more in the milder months, but because of its dry location, chert may have been mined year round. "As far as we can tell, they quarried all year but fall. In the fall, they were making final preparations for the winter, like largescale game hunts," he said.

They got a lot more chert here than they needed," said Davis. "There is some excellent evidence for some type of exchange." This includes marine snail shells from the Pacific, perforated and sized as if they were part of a necklace; Knife River flint from North Dakota; obsidian and basalt from Yellowstone; and porcellanite stone from the coal lands.

Besides these artifacts, more than 300 antlers and tools have been recovered. The students dig 20 cm. levels in 3x3 meter units, in a systematic series. "We have control at all times of the depth and horizontal place of digging," said Davis. All diggings are sifted through quarter-inch screens to recover small items.

The site is located on land owned by the Floyd Schmitt family. "We just negotiated another five-year lease for research," Davis said. That extends up through 1987.

—By Michelle Wing







DENNIS CLARK



SWEET PEA

"A grand, glad, glorious day of flowers and festal gaiety" was the exuberant description by the Bozeman Chronicle of Bozeman's first Sweet Pea Carnival on August 15, 1906.

The year of that first festival Teddy Roosevelt was president, San Francisco's earthquake occurred, Ty Cobb was becoming one of the all-time greats on the baseball field, Chicago won the World Series, and Einstein was just formulating his theories of relativity. Montana had been a state for 17 years.

In 1906, a Bozeman civic committee searching for an annual event to publicize the town was attracted by Bozeman's remarkably large and beautiful sweet peas, which were in great demand.

The enthusiastic original committee took as its pattern the Mardi Gras of New Orleans and the Rose Festival in Portland. For nine years, from 1906 through 1916, the Bozeman carnival was easily the most colorful event in the state.

In keeping with the times, a popularly chosen queen, one of the beautiful young women of the town, was the center of attraction.

A considerable amount of pageantry was associated with the queen's ladies-in-waiting and maids of honor and her officers to the crown. Prominent citizens of Bozeman became medieval dignitaries for the day: a Lord High Chancellor, Lord Mayor and Royal Herald.

Evening band concerts at the coronation pavilion and at the elaborate reviewing and bandstand, usually located at Main and Black, followed the coronation festivities.

Main Street was polished bright from Rouse to Grand Avenue. The Republican-Courier urged that every store front and window be decorated to the hilt and "not with some little old rag either." Bunting was purchased in dozens of bolts by the carnival committee.

A huge arch was constructed at Main and Black. It was generally about 35 feet high, lathed, plastered and kalsomined in the best big state fair tradition.

The band and reviewing stand was built adjacent to the arch. Along the street, on either side, large pillars were built to match the arch, festooned with bunting and flowers and capped with huge shocks of Gallatin Valley wheat.

In addition, the street might be decorated further with great tubs of flowers in bloom, even sweet peas climbing an appropriate trellis.

The parade was the outstanding event of the early carnivals. The first parade was held up an hour until the special train from Butte arrived so that the visitors would not miss the display. The parade of 1907 was reported to be 2 1/2 miles long.

"This parade," commented the Bozeman Chronicle, "without a doubt surpassed in gorgeous splendor anything ever before seen in this region."

Sweet peas dominated the occasion each year. Men and women competed for prizes for growing the flowers. One group, usually about 15 people, grew rows 40 feet or more in length. Almost every garden contained at least one short row.

Each day in the week before the carnival, flowers were taken to the city library or to Langohr's Greenhouse where volunteers prepared small nosegays.

At least 1,000 bunches were sent to Butte for publicity purposes, and each lady on the several passenger trains passing through town received a bouquet.

Chrysanthemums, both natural and artificial, were another favorite flower. Goldenrod sunflowers and matured grain were also used in large quantities.

The town was filled with music during the carnivals. In addition to the Ladies Band, a college band was held together for the occasion. John Fechter and Louis Howard were beginning their long careers and often developed a youth or specialty band for the parade.

Late in the early carnivals, Gene Quaw developed several musical operettas for the occasion. In 1912 "The Sweet Pea Girl" and in 1913 "Sweet Pea Land" were produced in the Opera House to overflowing crowds.

A song for the festival, "The Sweet Pea Carnival," was written by T. Byron Story with music by the favorite royal trumpeter, Louis L. Howard (for whom MSU's Howard Hall is named).

Entertainment, in addition to the parade, the balls, musical comedy and evening street dancing was also popular.





DENNIS CLARK

DENNIS CLARK





DENNIS CLARK

SHAKESPEARE IN THE PARK

Drama a la naturale again graced the lawns of Bozeman during the summer, as Shakespeare in the Parks headed into its eleventh season.

The company was formed to bring quality live theatre to small communities which might not otherwise have this opportunity. The stage is portable and only available light is used.

The nine-actor troupe has expanded its tour to include one extra week of performances, using Shakespeare's "Comedy of Errors" and Moliere's "The School for Wives." Directors were Joel Jahnke and Bill Pullman. Jahnke is also the producer and artistic director of Shakespeare in the Parks.

"We hit just about everywhere in the state," said Jahnke. Traveling about 50 to 60 miles per day, the group performed in 42 communities from June 27 to Aug. 20.

The Bozeman shows included "The School for Wives," and "Comedy of Errors."

"We always use comedies," said Jahnke. "They are more well suited to that outdoor perfomance style. We think people like a light, comic touch in summer...distractions in the park don't lend to quiet, serious moments."

He said that he has contemplated using the tragedies, such as "Romeo and Juliet," but "it's more difficult to capture the audience in a sensitive moment." Right now, they are repeating the comedies, because there are only seven or eight producible Shakespearean comic dramas.

Jahnke was the director of "The School for Wives." He decided to use Moliere because he "fits the style of Shakespeare."

He said, "Moliere's troupe was touring their plays in much the same way we are."

Jahnke added, "I love Moliere...this one's very interesting. It's a more interesting play to work on, but it's not as well suited to wild, slapstick comedy."

The other play, "Comedy of Errors," was directed by Bill Pullman. He put a new twist on the drama by staging it in Arabia. "It's an interesting conceptual idea," said Jahnke.

Jahnke has been with Shakespeare in the Parks for seven years. He has worked previously with Stage One Productions in South Dakota and the Paul Bunyan Playhouse in Minnesota. He took over as producer and head of the Theatre Department in 1981.

—By Michelle Wing



DENNIS CLARK

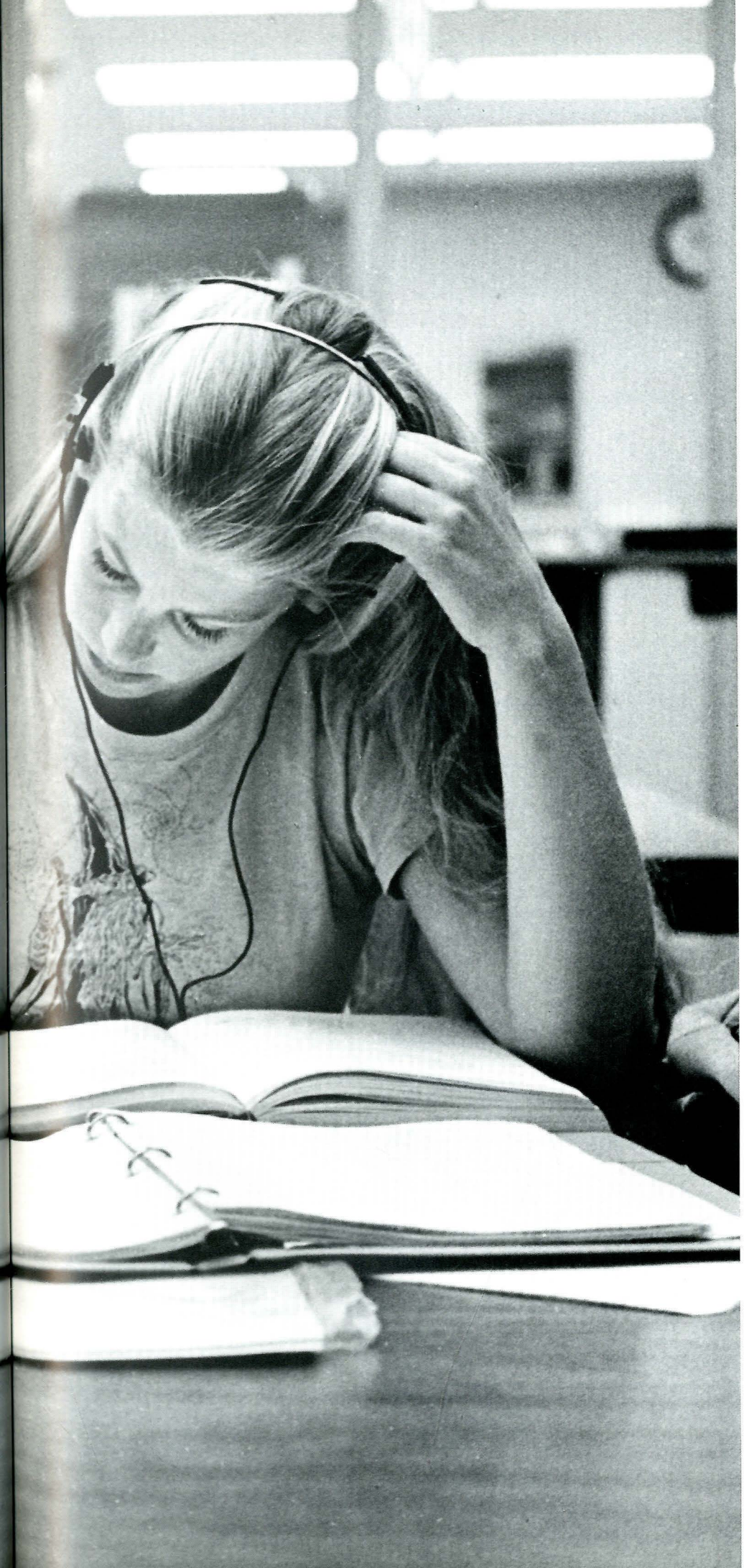


DENNIS CLARK



DENNIS CLARK





OFFICE OF ADMISSIONS

The Office of Admissions at Montana State University is many times, a prospective student's first contact with the university system. The office has the vital role of developing and maintaining a positive image of Montana State University and disseminating accurate information to all interested persons.

Located in Hamilton Hall, the Office of Admissions employs two professional and eight classified staff members. Prospective student outreach activities and information dissemination is the main function of the department. Any prospective students visiting or writing to request information about MSU are handled by the Admissions staff. Questions are answered and departmental and campus tours are arranged. The planning and implementation of High School Week is also coordinated through the office.

All applications for admissions are received in the office and processed to determine admission eligibility. Transcripts from other institutions of higher education are evaluated to determine transfer credit standing.

In the future the admissions process will be automated with the use of an improved computer system and will decrease the turn-around time between the application date and the date of acceptance notification.



PENNY O'NEILL



ASSOCIATED STUDENTS OF MSU

ASMSU is a very diverse organization with an extremely large membership. Every student carrying seven or more credits at MSU is a member of ASMSU and is entitled to take advantage of all the programs and services ASMSU offers.

ASMSU is responsible for three areas of services to the students of MSU: representation, education, and a number of various programs.

In the area of representation, the ASMSU President, Vice President, and the Senate, composed of 20 members, convey student concerns and opinions to the MSU Administration, the Board of Regents, and the state legislature; all of which are responsible for the policies and procedures followed by MSU.

As far as the educational aspect of ASMSU is concerned, there are well over 300 positions for students within our organization ranging for KGLT announcers and Exponent writers to concert coordinators and tutors. Each one gets a great deal of vaulable experience which enhances their overall education here at Montana State.

ASMSU provides a wide range of services that are available to each and every activity fee paying student at MSU.

ASMSU sponsors the Exponent, MSU's campus newspaper; KGLT-92 FM, the alternative radio voice of the Gallatin Valley; the *Montanan*; *Infinity* magazine, the twice annually published creative arts magazine of MSU; and the ASMSU Typesetting Service which is used by our other media and is available to all students and faculty for their use.

Campus Entertainment provides a variety of different forms of entertainment to Bozeman. ASMSU sponsors lectures by several nationally and regionally known speakers such as "Bloom County" creator Berke Breathed and Phyllis Schaffly; films like "My Dinner with Andre"; and film series like the movies of Clint Eastwood in the "A Fistfull of Pasta Film Series"; concerts with the likes of the Little River Band and America; cultural performances such as the Pacific Northwest Ballet and the Guarnei String Quartet; fine art exhibits in the SUB's Exit Gallery; Coffeehouse concerts in the Bobcat Lair and technical equipment and expertise from Tech Services.

ASMSU also provides facilities and tools to repair automobiles at the Auto Repair Shop; equipment to repair and enhance bikes and skiis at the Bike and Ski Repair Shop; legal advice from a full time lawyer through the Associated Students Legal Services; expert child care through the ASMSU Day Care Center; equipment and excursions from the Outdoor Recreation Center and friendly athletic competition from the Intramurals program which we co-sponsor with Student Affairs and Services.

ASMSU provides a year-round tutorial service, a bulletin board with information on available rental units in the Gallatin Valley, a free Notary Public service to students, a typing referral list, informational classes without the pressure of grades from Community University, Homecoming every fall, and we lobby the Montana Legislature on student issues every time they are in session.

ASMSU collects nearly $500,000 from student fees annually. In addition to this, ASMSU generates $400,000 to $500,000 in other sources of income. This makes ASMSU very close to being a million dollar organization.

—Mike Stoeckig





CONTINUING EDUCATION

The main function of the Office of Continuing Education is to extend the educational facilities of the University to the citizens of Montana. Continuing Education does this by administering and coordinating on- and off-campus instruction in the form of courses, institutes and conferences for individuals not regularly enrolled at Montana State University. Courses are offered for credit and non-credit, institutes and conferences are sponsored to update professionals, and a variety of skills workshops and recreational courses are made available each quarter.

The range of courses and activities sponsored by Continuing Education during an academic year reflect the diverse interests of the citizens of our state. Courses for profesisonal enrichment have been offered for engineers, educators, bank employees, architects, firemen, municipal clerks, secretaries, athletic coaches and scientists. Areas covered include computer science, farm mechanics, education through music, accounting, school law, road design, bilingual education, group therapy, sports medicine and school finance.

No less varied is the scope of subjects offered in non-credit courses. Most of these courses are offerd on the Bozeman campus, and they are well received by members of the community of all ages and backgrounds. Pre-school as well as older children may participate in swimming and gymnastics programs, and for children of elementary school age, there are also sports camps, art instruction, dance instruction and creative expressions programs. For teenagers and adults, there are courses available in several sports, in martial arts and fitness, popular dance, sewing and culinary arts, and in such areas as foreign language, study skills, financial planning, home computing, wood working and interior design.

Featured during summers are a running camp, the Elderhostel program for older citizens, children's programs, music camps and workshops, basketball and football camps, wilderness and wildlife courses, art workshops and architecture study abroad. A new offering that began in the summer of 1983 titled, "Put Some Class in Your Summer," is a one week program in which junior and senior high school students come to the campus to study computer science, backpacking geology or photography.

Through its professional institutes, credit and non-credit courses and special seminars and workshops, the Office of Continuing Education strives to serves the people of Montana by presenting programs which meet their needs and interests. In this way it helps to make the educational facilities of the University available to all residents of the State.


FUGLEVAND



COUNSELING CENTER

The Counseling Center at MSU assists students in coming to grips with their problems, according to Pat Donahoe, acting director of the center.

Most students' problems are typical developmental ones that most college-age people encounter as just a part of becoming mature adults, Donahoe said. They range from dealing with one's self-esteem to such things as maintaining relationships, making career decisions and wrestling with conflicts in values.

"We see a lot of students who are struggling with their self-esteem," Donahoe said. "It's difficult for some students to break ties with home and family. Others have difficulty establishing a sense of autonomy. Maintaining relationships, whether it be friendships or man-woman relationships, is also a problem for many students."

Donahoe said the increase in older students (those 23 and over) attending MSU in recent years has caused a significant increase in the number of older students utilizing the Counseling Center's services.

"We see a lot of problems related to marriage and family, divorce and separation, and transitions brought on by divorces and single parenting situations," he said.

Eating disorders are also the subject of concern for many students.

"Eating disorders such as anorexia nervosa and bulimia have attracted attention nationwide," Donahoe said. "And we find that most anything that is a national trend or issue is found at MSU, as well."

Donahoe said the Counseling Center's six full-time counseling psychologists also counsel students who suffer from depression and anxiety.

"Some of that anxiety is caused simply by assuming total responsibility for yourself—choosing a major and selecting career goals," Donahoe said. "Not all students experience trauma when being forced to make decisions on their own, but some do, and we're here to help them."

Dealing with their own sexuality is another issue facing many MSU students.

"We see students who are apprehensive about sexual relationships because they're struggling with conflicts in values and sex roles," he explained.

Counseling Center staff members also assist students who are experiencing academic problems such as time and stress management and test anxiety.

Donahoe said the center's staff members primarily help students sort through their thoughts and consider alternatives.

"It's our philosophy or approach to let students make their own decisions," Donahoe said. "We just help them through that decision-making process."

Donahoe said there has been an increase in the number of students utilizing the Counseling Center's services in recent years. But that's not necessarily an indication that more students have problems now.

"The Counseling Center staff has become more active and more visible on campus," he said. "As a result, more interest in our services has developed and more people are coming to us for counseling."

During the 1980-81 school year, 1,650 students sought help at the Counseling Center. Donahoe said approximately one-third of the problems were related to personal issues, one-third dealt with relationship concerns and the other third involved academic, career concerns.

The Counseling Center's services are free to all registered MSU students.

"We also see a student's family members in conjunction with the student," Donahoe said. "But because of limitations on our time, we don't see non-student spouses alone."

More women than men seek counseling help at the MSU Counseling Center.

"That, too, is true nationally," Donahoe said. "It's not that women experience more problems than men. It's just that they're more eager to talk to someone else about them."





HEALTH SERVICE

The Swingle Student Health Service exists to provide quality health care exclusively for eligible, registered MSU students. Since scholastic achievement is in part, dependent upon good health, early recognition and treatment of illnesses can safeguard your health and prevent loss of class time and needless inconvenience.

The Student Health Center is located in the east wing of the Strand Union Building, fronting on South Seventh Street. The center is staffed by full time medical doctors, registered nurses, registered x-ray and medical technologists, registered pharmicists, and office personnel. Students are seen by appointment during regular hours. Acute emergencies are treated anytime on a walk-in basis.

Services provided include x-ray and medical laboratory examinations, immunizations, psychiatric consultation, dental care and the Women's Health Clinic, where various types of gynecologic care are provided. The Health Service has always encouraged students to use the SHS facilities just as one would seek assistance from a family physician.

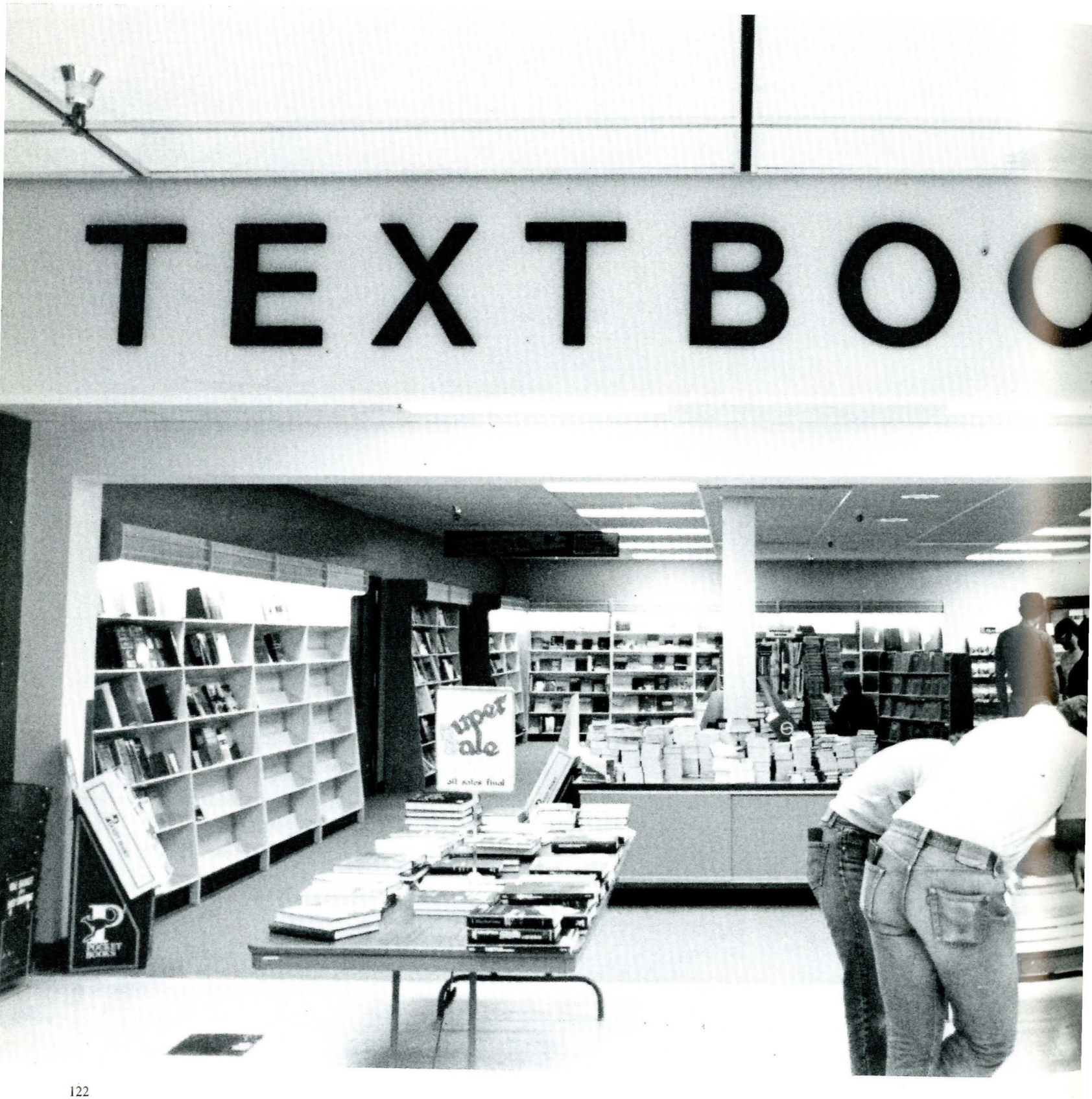
INSTITUTIONAL RESEARCH

The MSU Office of Institutional Research coordinates data relating to and studies of the efficiency and effectiveness of the University. Out of this broad charge has come a variety of activities. From a student viewpoint, some of the more interesting are the following:

A grant received from the Kellogg Foundation supports several small projects to study various aspects of student success. One project examines the patterns in which students change majors. Another reviews the admissions criteria used by the graduate school relative to student graduation rates. A third seeks opinions of recent MSU nursing graduates relative to coursework on research in nursing. Small grants and other assistance are available for additional similar projects.

Micro computers constitute a new and interesting topic for the office. As campus offices and individual faculty and staff members purchase micros, small separate data bases are likely to arise; to ensure compatibility of data as well as efficient use of resources, the office sponsored an administrative date base users group.

The office also compiles statistics on enrollment trends and attempts to project the number of future MSU students from each Montana county and from nearby states. Any opinions from students that would assist this projection is always most welcome.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BARNABY KERR

PUBLICATIONS AND NEWS

Bright and interesting videotapes prepared by the Office of Publications and News keep the image of Montana State University constantly before the people of the state.

MSU's television and radio specialist, Carrie Hahn, has produced a myraid of feature programs during the school year, ranging from the MSU Day Care Center, High School Week and Student Day of Recognition, to men's and women's athletics and agricultural subjects such as the Payment-In-Kind program.

Each single program she produces, ranging in length from 30 seconds to two minutes, is duplicated on video cassettes and shipped to stations throughout the state. The programs continue to be well-received by station program directors and help present a better idea of the many good things happening at Montana State University.

Hahn, who joined the MSU news staff in September of 1982, represents the increased emphasis by the Office of Publications and News on serving the electronic media. In addition to her television work, she prepares radio programs for distribution to the state's major stations.

Publications and News provides various services to the University, including a news bureau; production of undergraduate and graduate and summer quarter catalogs; departmental brochures and other publications; art and graphic design; photography; and editorial and public relations consultation. In a typical year, academic publications editor Allan Smart will produce more than 200 different publications.

The editors are located in Hamilton Hall while the photo department is in the basement of Reid Hall and the graphics department is in the basement of Renne Library.

A primary responsibility of the office is public relations for the total University. Since MSU is a Land-Grant University, an appeal is directed to the state with the slogan, "The State is our Campus." MSU is charged with serving people of the state through resident instruction, research and public service. Through newspapers and television and radio, the office informs parents of students, alumni and the general public about progress at MSU. Emphasis is placed on stories about students and their achievements, though much information is sent out about research, extension work and other achievements of the faculty.

Procedurally, the news service function of the office works somewhat like a newspaper, in that editors dig out stories of interet and develop the stories. The storeis, often accompanied by pictures, are sent to newspapers in the state. The same process, of course, is used for television and radio clips.

"MSU has a good image because it has been serving the state's people so well for such a long time," said Ken Nicholson, director of the office. "But we'd like to think we've made a contribution."


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RESOURCE CENTER

The Resource Center offers a variety of personalized and specialized services to students and educators. The center is comprised of the Advance By Choice program, Disabled Student Services, Older Student Services and the Veterans program. Each of these programs is designed to help students to maximize their education at MSU.

The Advance by Choice program provides assistance for students who wish to improve their academic performance. Classes are taught which help students with their math, English or study skills. Counseling assistance is also provided for students with personal, career, or academic needs.

Adult students' needs and concerns are different than those of the traditional 18-22 year old student. The older student program is designed to fill these exigencies. The program helps to ease the trasition back into school for these students by arranging specialized workshops and mini-courses of both academic and personal nature. Social and recreational opportunities for these students are also provided by the program.

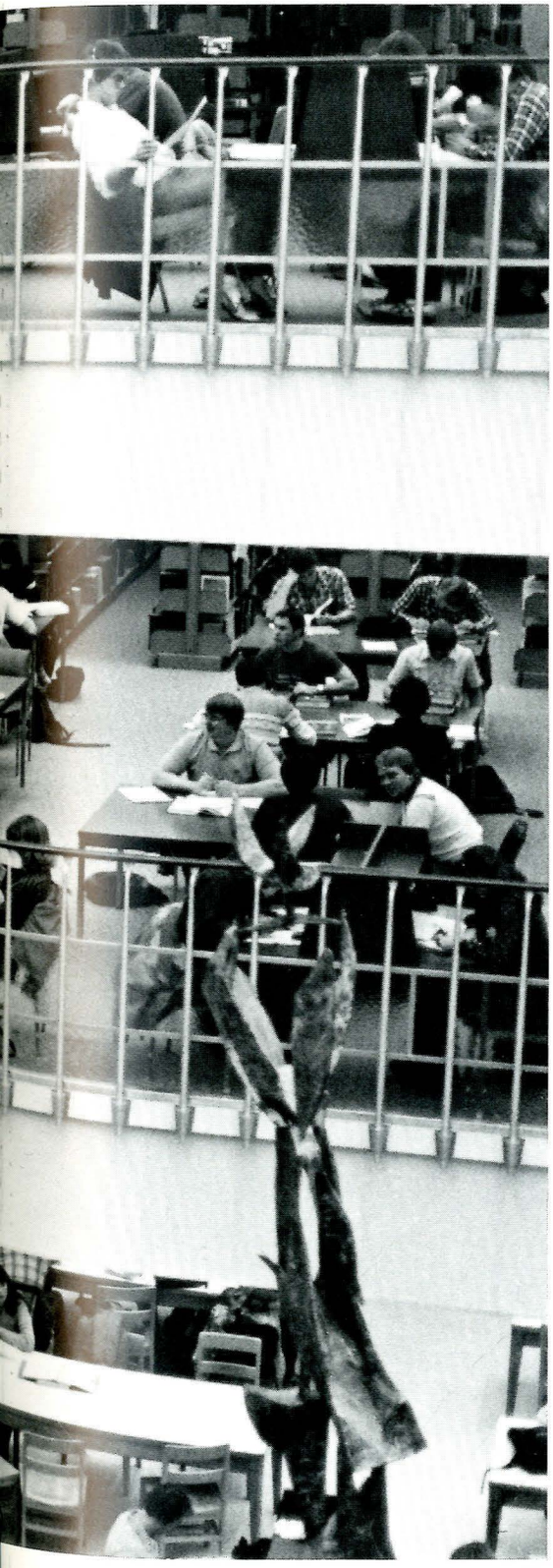
The office of Veterans Affairs assists veterans by acting as a liason between the university and the veterans administration helping those receiving VA benefits with any problems concerning those benefits. The office also serves as a "listening ear" for those students with problems they are unable to solve or questions they are unable to answer.

The Disabled Student Services provides handicapped students with assistance in adjusting and overcoming inconveniences associated with their handicaps. A resource room with access to special equipment is available to these students.

Each of these programs are staffed with experienced personnel who specialize in making college life more comfortable for the student. Keep up the good work, gang!

BARNABY KERR





BARNABY KERR

OFFICE OF STUDENT AFFAIRS

In addition to the rigors of academia, college life means new friends, changing life styles, work and career planning, financial commitments, involvement and leadership, recreation and entertainment, development of a healthy body and mind, and perhaps most important, a personal growth in which the individual develops as a whole person.

The Office of Student Affairs and Services (SAS) is concerned with these developments in students. Its staff actively provides experiences, opportunities and challenges through programs and services that allow each student to reach his or her fullest potential. Some of the programs affiliated with SAS are the Career Placement and Planning Office, the Counseling Center, Intramurals and Recreation, and Student Financial Aid. Each of these programs is designed to fill a need for every facet of student life. The Career Placement and Planning Office helps studetns appraise their interests and determine vocational objectives; the Counseling Center provides psychological services to help students cope with stressful college situations; Intramurals and Recreation allow students to develop lifelong recreational skills as well as promoting friendships between participants; and the Student Financial Aid office assists students in matters related to the financing of college.

Throughout the 82-83 academic year, the departments of SAS have done an admirable job in combining their efforts for the benefit of students and staff. SAS encourages those of you returning to MSU to utilize the resources offered by each of their departments.

TESTING SERVICE

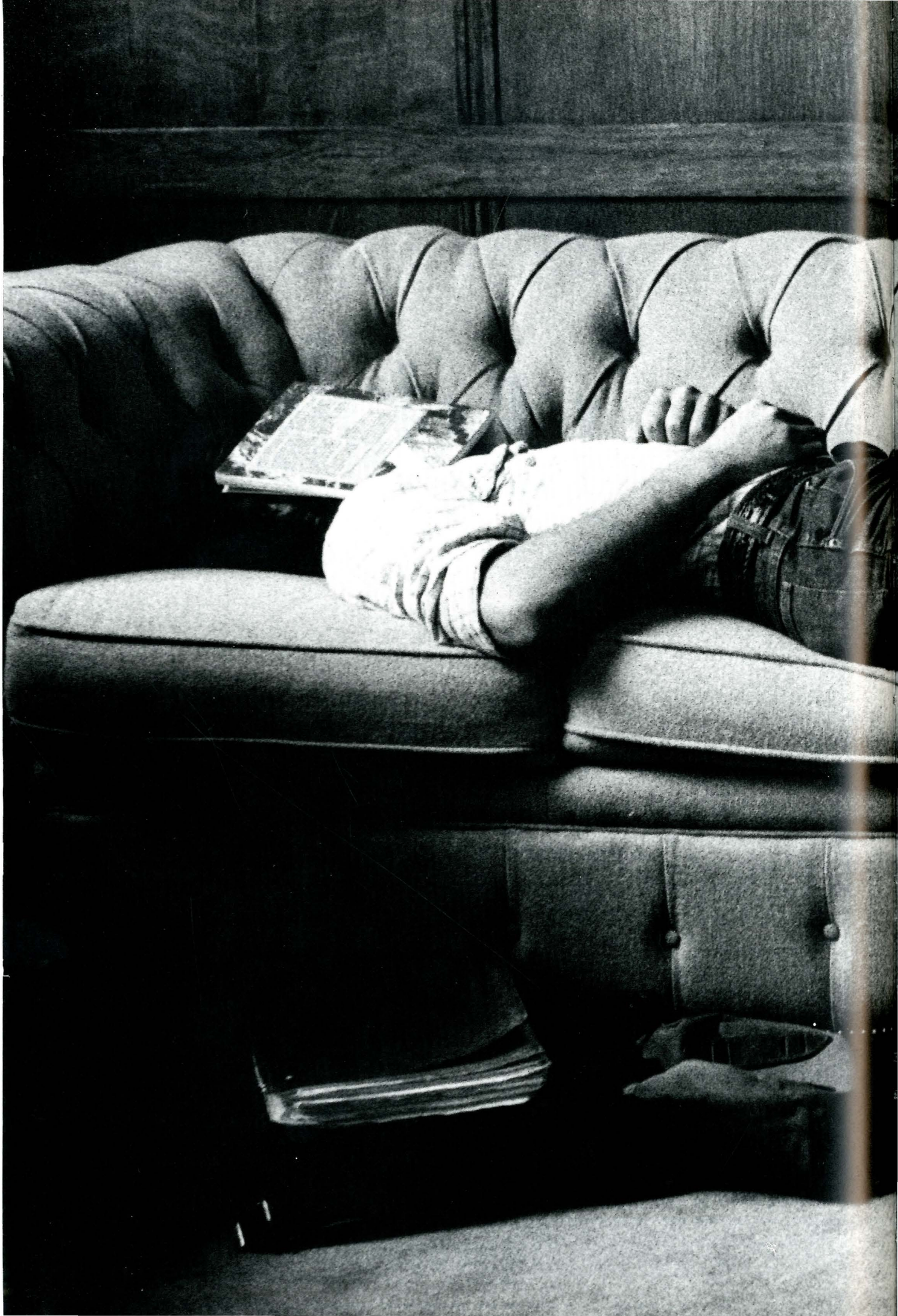
The Testing Service is responsible for administering, scoring and interpreting the University's entrance tests, the High School Week scholarship tests, and personality, aptitude, and vocational interest tests designed to aid the student with his/her curriculum choice. The staff also administers nationwide tests such as the Graduate Record Exam (GRE), Law School Admission Test (LSAT), Graduate Study in Business (GMAT), and the General Educational Development (GED), etc. In addition to administering the above mentioned tests, the Testing Service maintains a library of materials describing graduate school admission programs and a variety of other post-graduate training programs. The College-Level Examination Program (CLEP) is also administered by the office.

Considerable occupational information is on file in the laboratory, including a number of college catalogs. Catalogs for correspondence courses are also on hand for those students wishing to take advantage of them. Students have the opportunity to take their correspondence school tests in the laboratory under supervision.

Students needing evaluation in academic achievement or curriculum choice are referred to the Testing Service by the Counseling Center.

The Testing Service is also responsible for making available research and consultant services on testing for University departments, elementary and secondary schools of Montana and other state agencies, and to assist University personnel services and academic committees in their guidance functions.

Lifestyles



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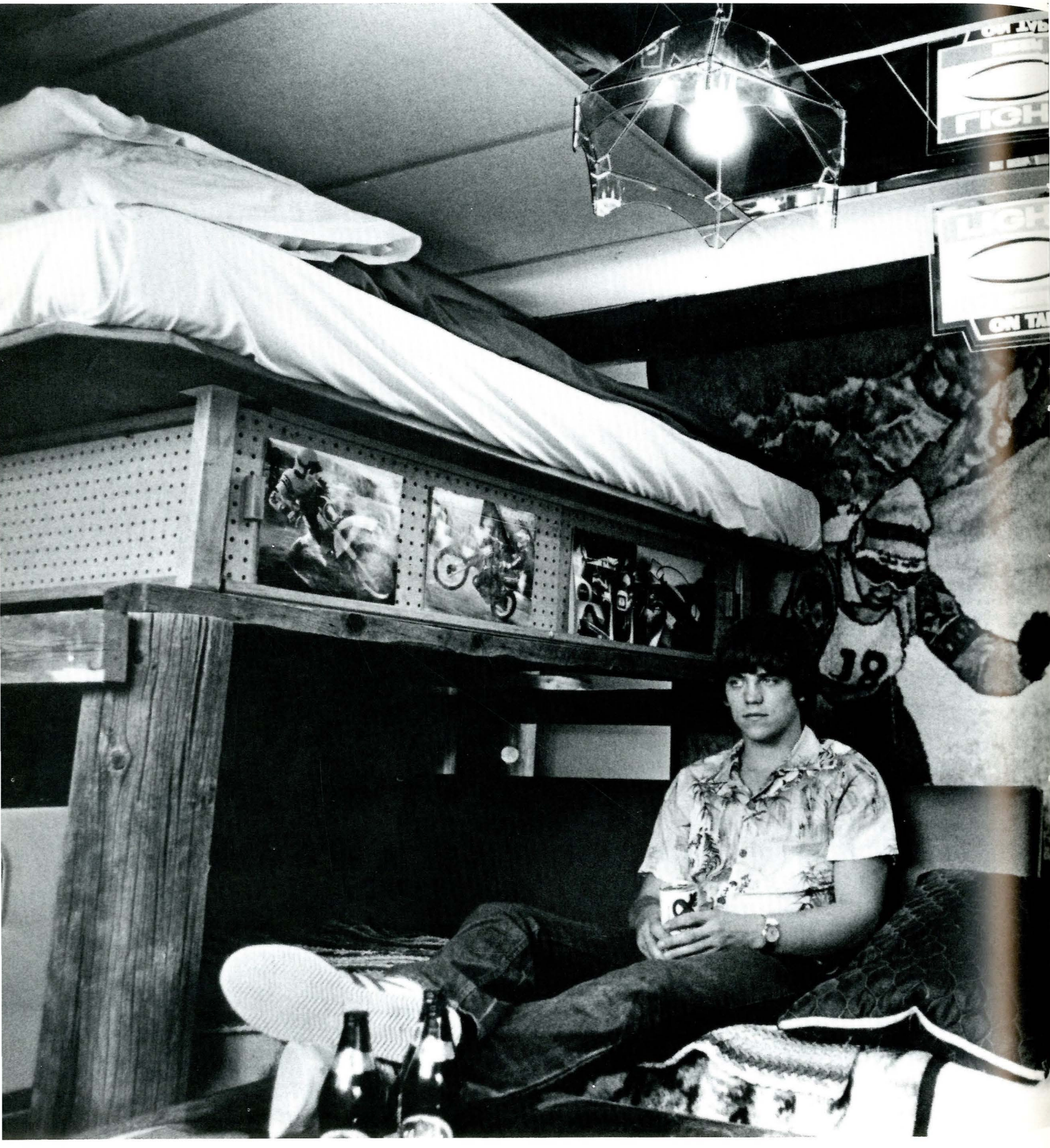
PENNY O'NEILL









BILL TAYLOR

DORM LIFE

Rising costs are a concern for nearly everyone, but there are still some bargins for students seeking a college education.

Residence hall living at MSU offers a variety of learning experiences for students, yet the cost is not prohibitive, according to Elaine Green, director of housing in the Department of On Campus Living.

"I think we offer one of the best deals in town," Green said. "The average one-bedroom apartment for two people costs about $200 per month, not including food, utilities, phone deposit and garbage."

The cost of residence halls at MSU averages about $85 per month, including all services, plus a small charge for use of the laundry housed in each building. The food service, which offers a wide variety of choices and two different meal plans, costs $5.82 per day for a student selecting the three-meal per day plan.

The residence hall system at MSU, which can house 3,600 students, has been popular because it offers more than simply a place to live. OCL has worked to develop programs for students that will enhance their academic experience at MSU and has sought to meet the needs of specific groups of students by providing specialized housing.

This year, OCL is offering special housing for students over the age of 23. A former sorority house has been converted to serve older students returning to college or entering college for the first time.

"Older-than-average students are concerned with the lifestyle as well as wanting the convenience and advantages of livng in residence halls," Green said. "and many prefer to be with people in their own age category who are facing similar adjustments in returning to school or entering college for the first time."

Housing is also available for graduate students. Study floors with 24-hour quiet hours are also available, as well as four-person apartments, with an option of purchasing meal passes for the food service.

Residence halls offer a wide variety of experiences for students attending MSU, Green said.

"It gives students the opportunity to get involved in the campus community from floor to hall government," Green said. "Our staff is trained to help students and we provide a lot of activities for them to get involved in, in terms of forums, recreational opportunities, as well as the chance to expand and learn about different things."

Developing life skills, interpersonal relationships and a unique lifestyle is a key part of residence hall life, Green said.

"It can be easy for new students off campus to feel isolated," she said. "It can be difficult to meet others. Here they live with a group of people and are involved in the same tasks. They share facilities, have a community lounge and learn to live with a roommate.

"When younger students come to college, for the majority it is the first time they have lived away from home, and in an unstructured environment they might flounder," Green said. "Here we have rules to follow and a staff to assist students with problems they may be having."

The resident advisers, who live on each floor, as well as the hall superviser and OCL staff are trained in helping students deal with developmental changes they may face during their college years, Green said. Life skills are developed through forums, informational programs and social functions.

Students take an active role in policy decisions that affect the residence halls, Green said. The Residence Hall Association is operated by students living within the system. Each floor has its own government which determines the floor's living standards and deals with floor problems and questions, as well as establishing social, recreational and educational programs to meet the specific needs of the group living there.

The hall government, with elected representatives from each floor, functions as the governing board for the hall. It oversees policies, social, recreational and educational programs for each hall. In addition, an inter-hall government, with representatives from each hall, serves as the students' voice to OCL administration, provides input on policies and oversees programs including forums, films, recreational activities and special events.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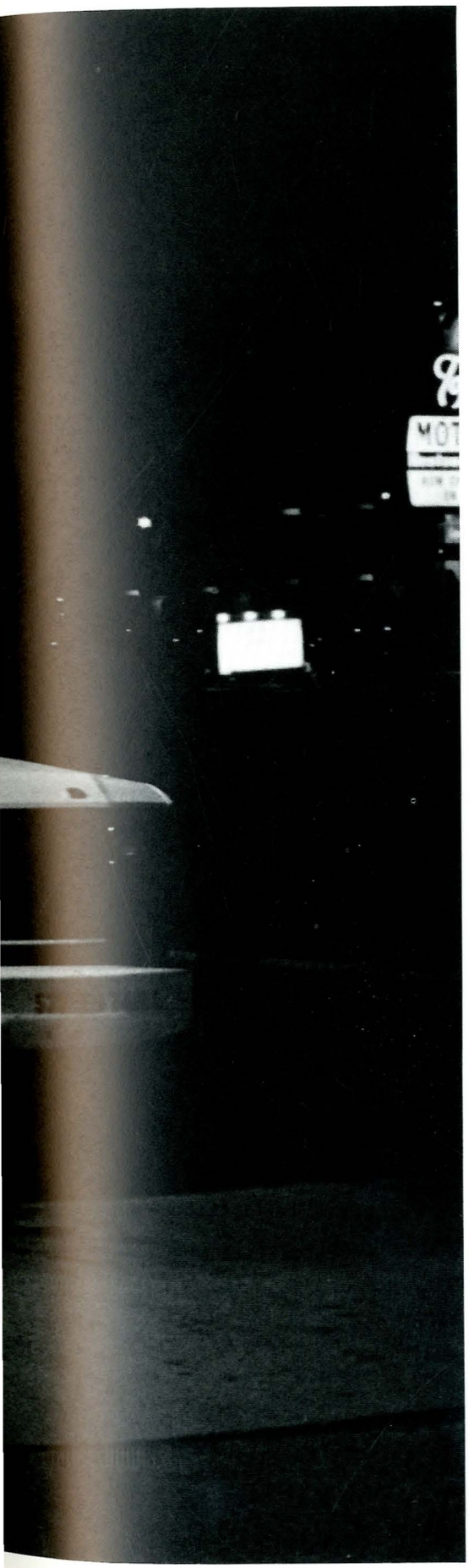


STUDENTS SHIFT TO OFF-CAMPUS

Attitudes toward living on-campus may be rapidly changing, if current figures relating total MSU enrollment and the number of students living in the residence halls are any indication.

Years ago, it was traditional for almost all freshmen at MSU to live on-campus (in fact some schools still require freshmen to do so). Sophomore or junior year was the time for the college student to first get a place of his or her own, but that custom apparently no longer holds.

Three thousand, six hundred and twenty-three students were living in the dormitories during the fall, according to figures available from On-Campus Living. This represents only 32 percent of MSU's record Fall 1983 enrollment of 11,233.

The percentage of students living on-campus averaged a steady 40 percent until 1974, then began a steady decline which is still continuing. Coincidentally, this is when MSU first experienced a dramatic enrollment jump—the number of students has risen 40 percent since 1973, while the amount of residence hall space has remained fairly constant.

Since 1979, On-Campus Living has operated at over 100 percent capacity, the condition known so well to many students as "overflow." Students formerly considering the option of on-campus living are probably discouraged by this fact, administrators noted.

"When a student applies late in the summer, I'm sure that's the case," said Director of Housing Elaine Green.

Roskie Hall is the newest dormitory, having been constructed in 1967. Hedges North was opened in 1966, Hedges South the year before. All of this construction was done when MSU's enrollment was only about 7,000 students but all projections were for an upward trend, said Lewis.

"Universities nationwide were addressing the baby-boom trend," he said. "Housing was required to keep up with that trend."

Over the next ten years, Lewis noted, MSU enrollment may not decrease but the number of younger student, those who usually live on-campus, will go down. About 55 percent of dormitory residents are freshmen, he said, and that number will probably remain constant.

The increasing number of older students hasn't yet affected his office, said Lewis. On-Campus Living has initiated a dormitory strictly for older-than-average students to address this need, however.

"We hope that in the next several years, we will attract more older students with these new programs," he said.

For the first time in several years, MSU dorms are not much above 100 percent capacity during fall quarter.

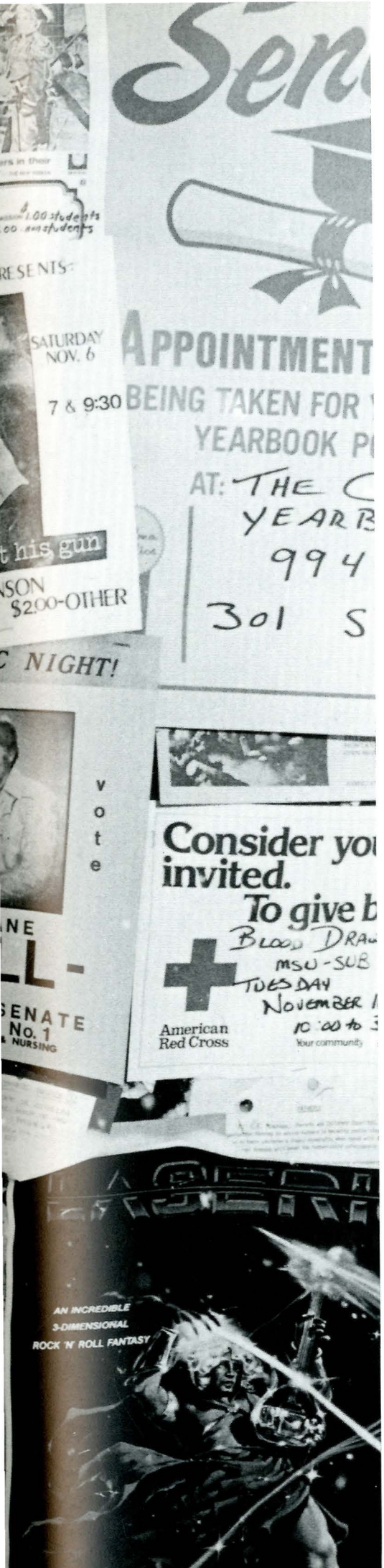
"We like it this way, because it gives us more flexibility," said Lewis. "In past years, when we had students almost living in the closets, we didn't have that option."

Enrollment fluctuates throughout the year, progressively decreasing from fall to winter to spring. The same phenomena happens in housing, said Green.

—Mark Reinsel



BARNABY KERR



RHA

Every student at Montana State University will probably be associated with RHA, the Residence Hall Association, at one time or another during their stay at college. Involvement may be either as a member of the organization itself or by participation in one of the many activities they provide. RHA is run by and for the residents of MSU in an attempt to alleviate the blahs of studying. RHA officers work largely with Programming Services, who advise and helps to organize RHA's activities.

During the fall quarter this year RHA put on the Beanie Dance for all of the incoming freshmen. They also worked with the homecoming committee in organizing the homecoming activities, along with sponsoring the Turkey Trot Run in November. Crazy costumes and funny money were a big part of Casino Night, one of the highlights of winter quarter. RHA also put on the Jim Bridger Winter Rendezvous, which consisted of such events as a hot dog eating contest, arm wrestling, and a tug-of-war. RHA was also busy during the spring quarter. Some of the main events were the Lirpa Sloof Dance (April Fool's spelled backwards), High School Week, the Roskie Run, and an all-campus picnic which included a band, games, and plenty of chow.

RHA also provided a variety of small programs for students. A number of movies were shown in the Residence halls, including modern, western, and historical films. For those interested in movin' and groovin', there were jitterbug and aerobic workshops. With the help of the Food Service, special meals were prepared along with a guide to a better diet. RHA also arranged many concerts in the dorms, ranging from classical to blue grass to jazz. Stickers enabling students to get in TOI movie theaters at a discount rate were issued during the spring quarter. Along with all of these activities, RHA provided public awareness programs during the year such as crime stoppers and teaching self-defense.

Besides these all-campus activities, the individual halls also sponsored some of their events. The men at Langford battled it out in a tug-of-war, and residents of South Hedges dressed accordingly for a M*A*S*H Bash. Each floor in North Hedges created a design and painted their elevators. Some of these designs included knights, provocative women, butterflies, and flowers.

Getting involved in RHA is relatively easy. Floor officers are elected in the fall and plan the floor's activities throughout the year. Starting out at this level can lead one to other positions in RHA, such as a hall or interhall office. Regardless of the level, being active in RHA can prove to be a very rewarding experience.

—Shauna McGlothlia



BECKY BAUER

Singing isn't usually a mode of transportation, but it will be sending one MSU student around the world.

Junior Becky Bauer is going to spend the next year touring the globe as a member of Up With People. This is a young singing group that uses international folk tunes and hit songs to bring hope and brotherhood to audiences.

Bauer said, "It's an entertainment educational program. Not only do they go out and entertain, but they stay with over 90 families. That's the educational part."

Bauer auditioned last year. She reported to Tucson, Arizona, on July 11 for a four-week training session. There, the singers were divided into five casts of 100 members each. After learning the show and studying different countries, the troupes go out on a ten-month tour, half on this continent and half overseas.

According to Bauer, the groups travel to various parts of Europe, South America and some of the Third World countries. They also plan to go to Russia for the first time.

"I don't mind postponing school," said Bauer. "Once I get into it, I'll get wrapped up into it. It's so easy to fall into a routine, just graduate, go to college, go to work, get married. This will be a good culture shock."

Tuition for Up With People is $5,300. Other expenses for Bauer included transportation to Tucson and back, a passport, luggage, clothing and extra contacts, totaling almost $7,000.

Bauer was involved in several fund raisers to help meet tuition costs. She collected sponsors for a 30-mile run from Boulder to Helena.

Bauer is unsure if she will be able to raise all the money. She may have to take out a loan. "With a dream like this, when money gets in the way, you have to look at the goal...it'll happen," she said.

Bauer, majoring in Elementary Education and Public Relations, will take independent study courses for college credit in music, elementary education and maybe drama while on the tour.

Up With People was founded in 1968. Students come from more than 24 countries. Most have attended some college, and all are high school graduates.

Over 10,000 applications come in every year for the 550 positions. Selection is based on positive attitude, motivation, goals, ability to communicate and a desire to make a positive contribution to society. Musical talent is not always required.



ERNIE PEPION

Ernie Pepion grew up on a ranch near Browning, loving horses and doing a little rodeoing.

He worked as a rancher and carpenter during that other, now distant, way of life.

Eleven years ago, Ernie was a passenger in a car when the driver fell asleep. In the accident that followed, Ernie's spinal cord was damaged.

"I always thought I'd get well," he says. "I thought any minute my spinal cord would be all right."

But it wasn't.

There were years of rehabilitation. Years of waiting to become well, to be able to move without a wheelchair, and years when Ernie says he "was sitting around doing nothing."

But the miracle never came.

Two years ago, Ernie says he decided it was time to do something. He had always "doodled", and his enforced slower pace was giving him the time to see things others miss. Just getting up in the morning to sunshine makes a day worth living, he says. The smell of the grass, the color of the sky, even a smile from a passer-by became very important.

A man in an iron lung "painted pretty good and taught me about colors."

Two years ago, at 37 years of age, Ernie enrolled at MSU to study art. He had to train his memory, because he couldn't take notes. Sometimes he relies on other people to take notes for him. Papers must be dictated and "it usually gets changed around and isn't quite right."

Life is very planned now. It takes about one and a half hours to get up and ready in the morning with the help of an attendant. Spontaneous activities are limited. When a fire drill sounds, unless Ernie is on a first floor, he has to be carried down the stairs.

"You have to watch going into the bathrooms. It's just like a trap. You can get in, but can't get out until someone comes to open the door."

But Ernie says he gets around campus pretty well, and he is painting.

His first floor dorm room is near the art studio. With the aid of a brace and the use of his teeth, Ernie can mix the intensely saturated colors he perfers. He often paints horses or scenes from the reservation at Browning.

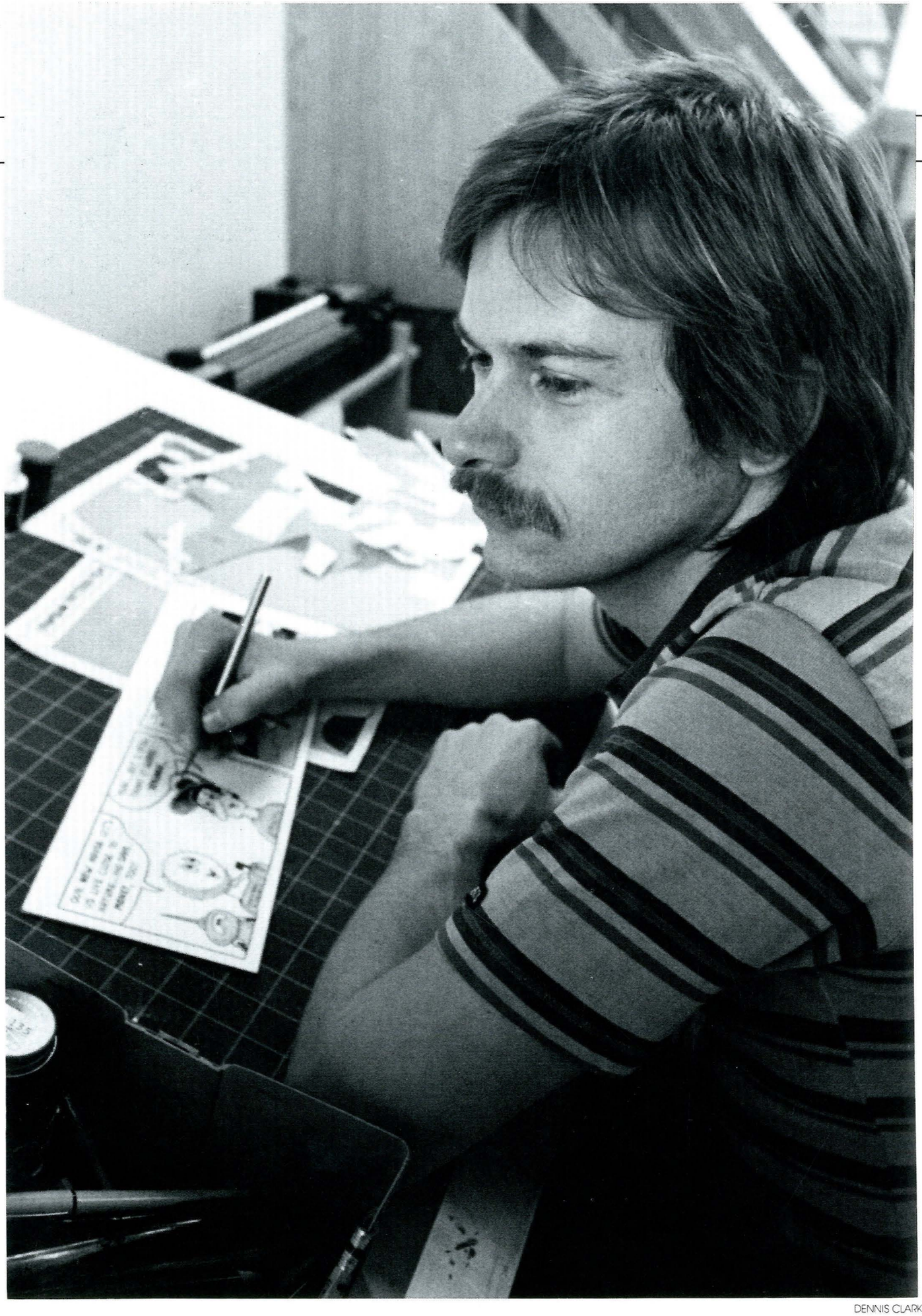
The hardest part, he says, "is knowing you can do it, but you can't because of your handicap. Like painting a brush stroke a certain way. Then you have to compensate some way, figure out some way to do it."

When he graduates, Ernie say he hopes to paint full time and sell his work to galleries.

His paintings "may be some kind of message, but mostly I just like people to have fun looking at them."

If living in a wheelchair is difficult, it is not what Ernie talks about most.

"I just like life," he says. "I like waking up to a nice day. If you can smile once that day, the day is worth living."



DENNIS CLARK

STEVE PRESTON

"Giving people something to think about," is Steve Preston's main motive for his cartoon, Moo U., which is published in the Exponent.

Steve is called Eric as a result of his radio DJ name, Eric Half-Elven. He is originally from Racine, Wisconsin, and came west to "get away" from the factories and factory-working people. Last year he traveled around the Gallatin Valley in a tepee for almost a year.

Steve's first cartoon, Night Riders, was produced at the age of fourteen. It was drawn up to "make fun of the Ku Klux Klan." Since then, he has created propaganda posters, newspaper ads, and flyers with his versatile cartooning abilities. "Eric" also has an artistic hand and with it, he has painted many beautiful oil paintings.

In addition to Moo U., Steve is currently the creating assistant for J.P. Doodles under the guidance of Barry McWilliams, the largest independent cartoonist in the country. He previously has worked for a nationally distributed underground newspaper about the size of the Rolling Stone in Chicago. His Moo U. format goes to colleges in Wyoming, Georgia, and Montana. By February, he hopes to have sent a sample to all of the colleges in the nation.

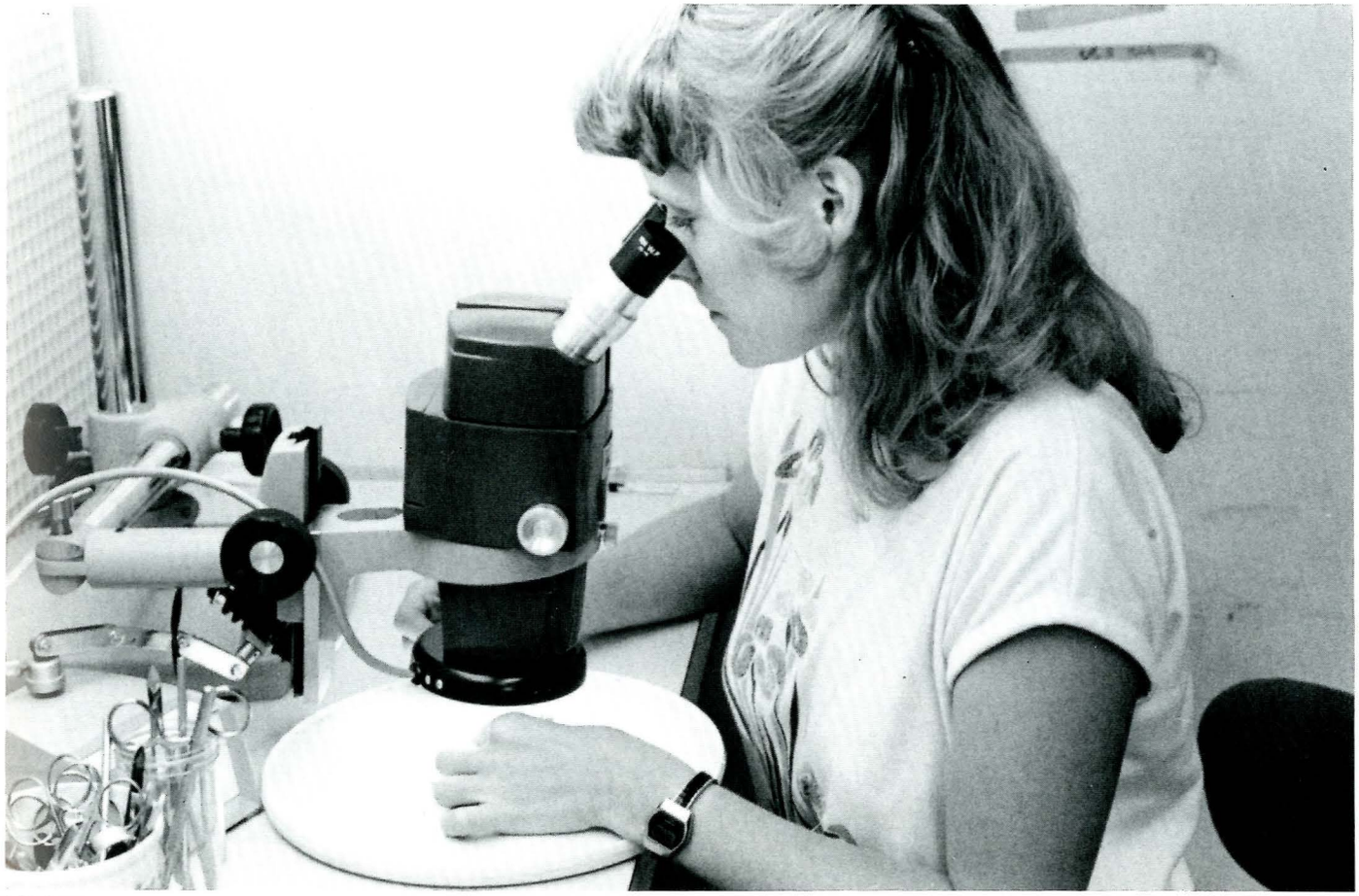
To gain national publicity, Steve has been corresponding with people from the David Letterman Show, the Tonight Show, Donahue, and other main television talk shows around the country. "Dad's been pushing it," Steve noted, in reference to his father's diligence in contacting these shows for him.

Steve's characters are a "sampling of college people" and some of his characters are actually copies of real people. The Moo U. format is a satire of Doonesbury and Bloom County. In the future, he may put his work into a series of cartoon strips as in "Lil' Abner." He may also put in new characters like Father Fun, or "maybe an American Indian."

Steve Preston is self-employed as an artrist and cartoonist. His realism and satire in his comics make his artwork truly original and profitable— he is now financially independent as a result of his original style of work. To Steve Preston, "doing the strip... is the most important thing."



JON CHARPENTIER



JON CHARPENTIER

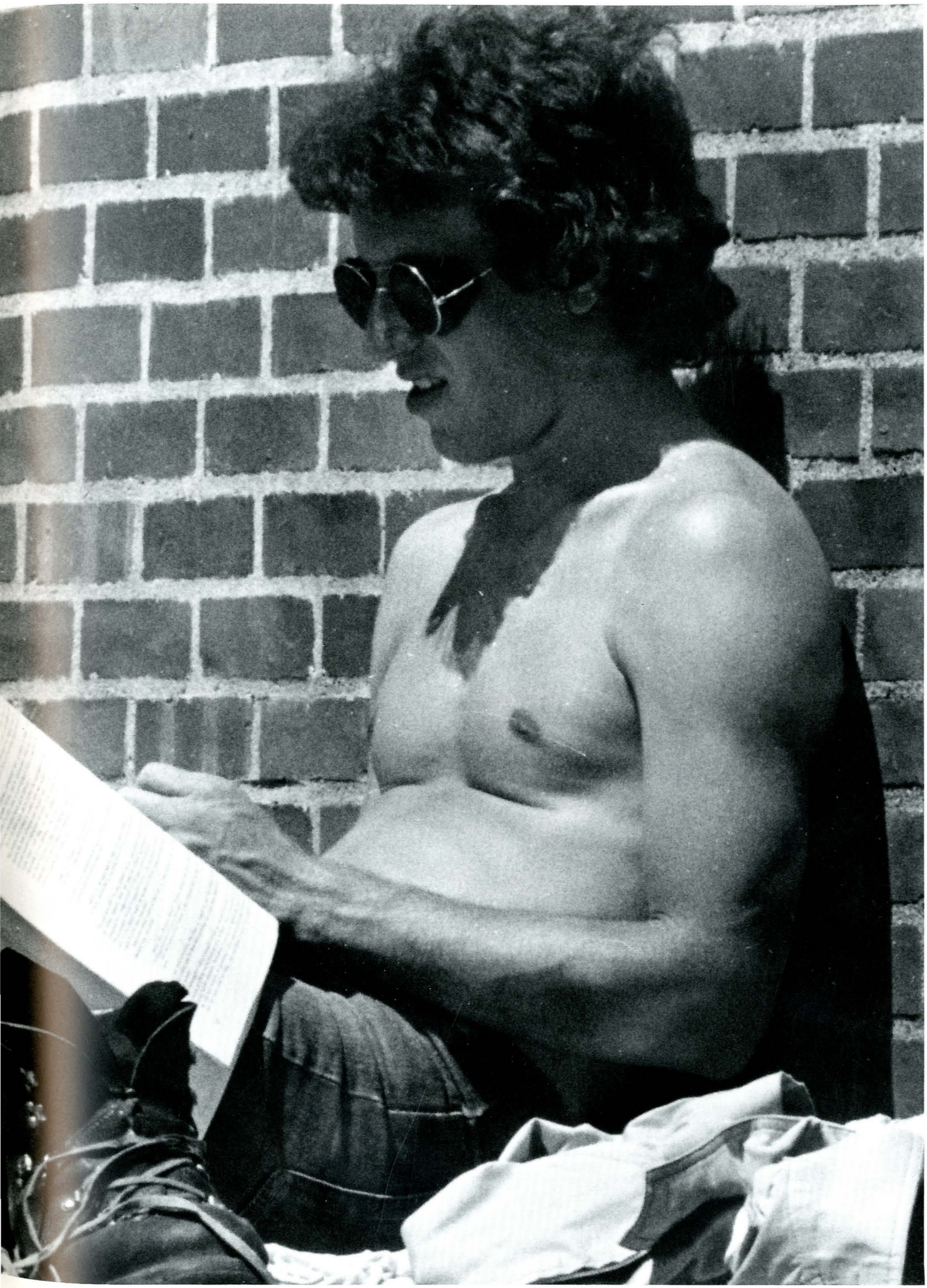


JON CHARPENTIER



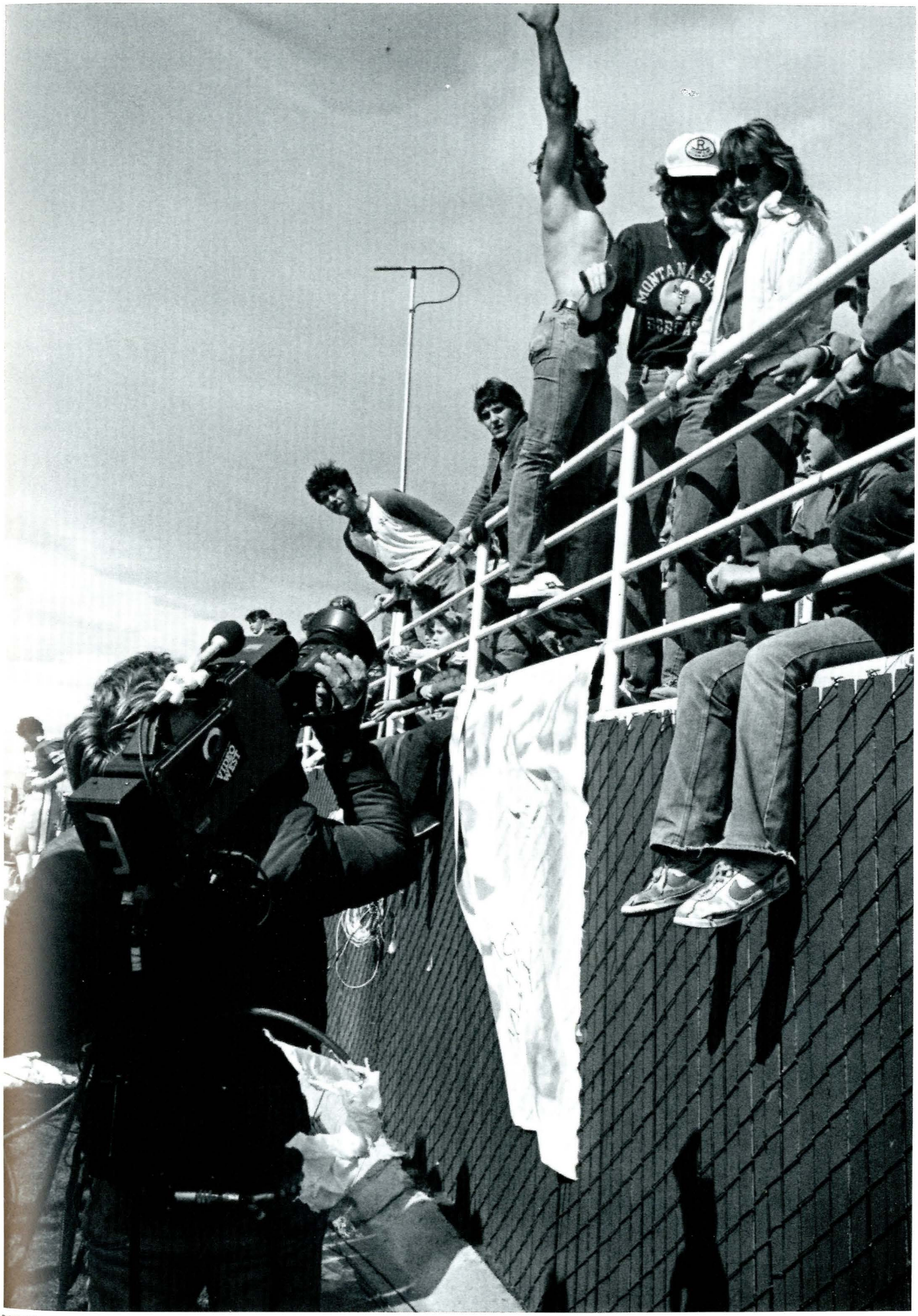
JON CHARPENTIER







BARNABY KERR



BARNABY KERR



RIC BURCHAK



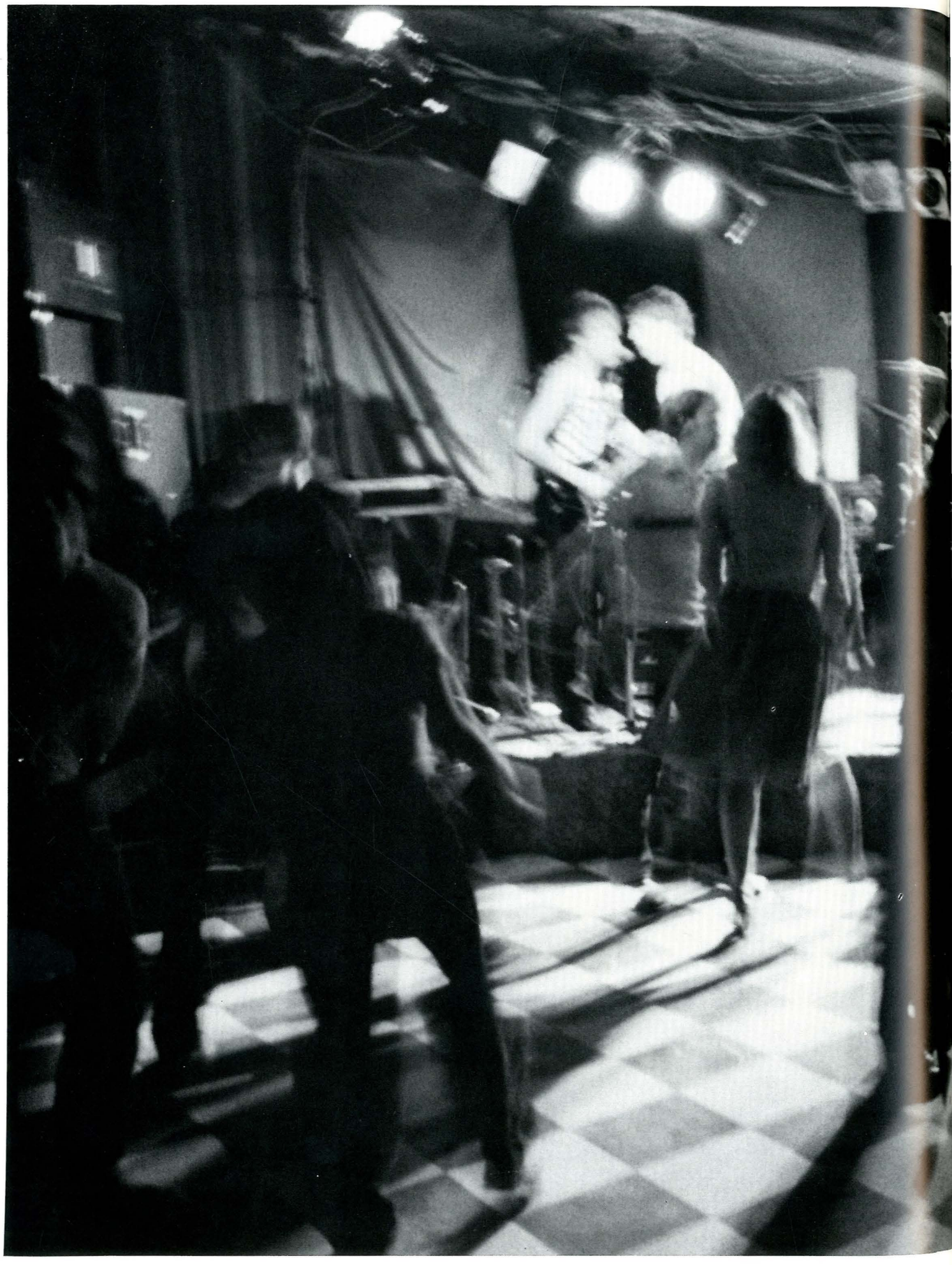
RIC BURCHAK



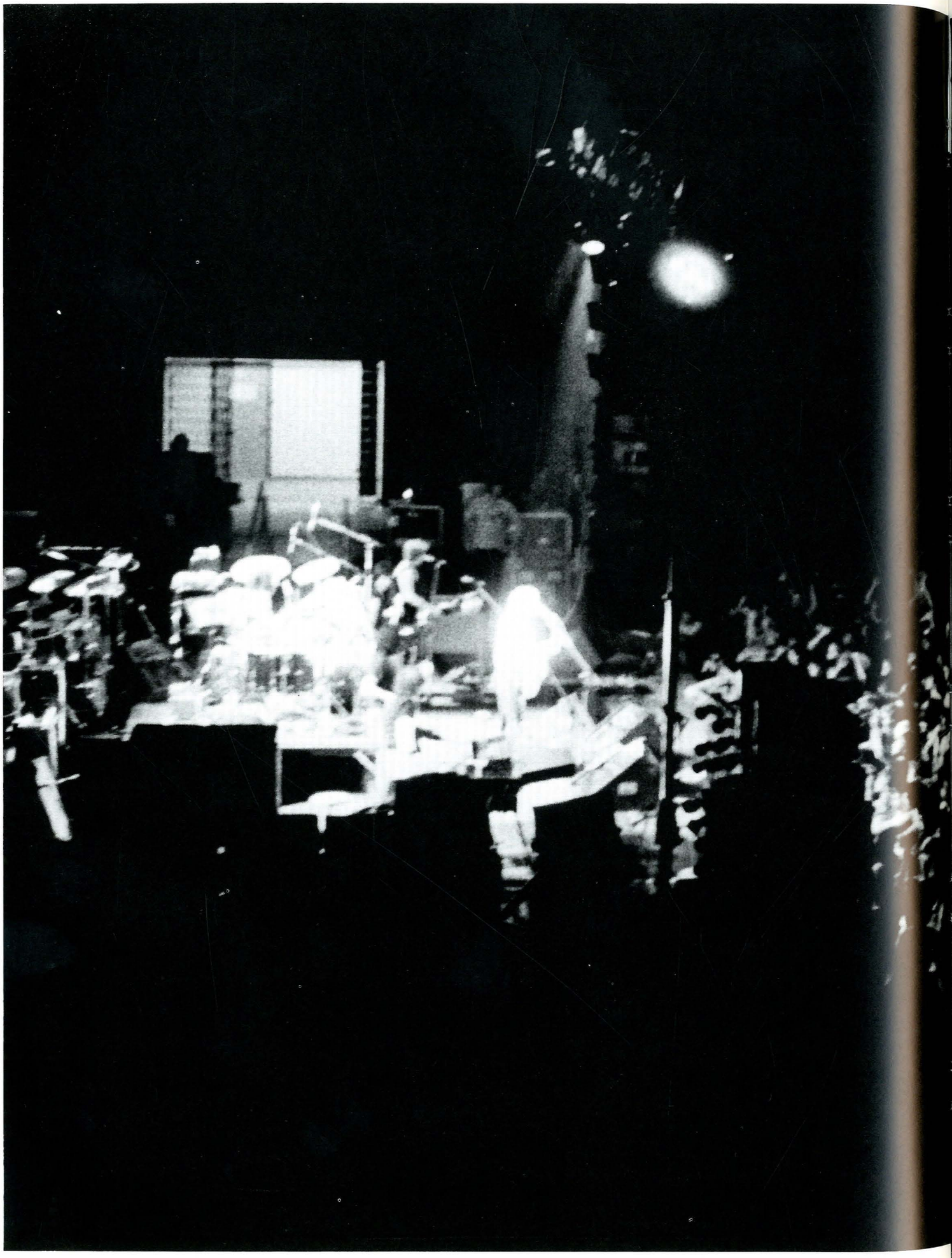
DENNIS CLARK



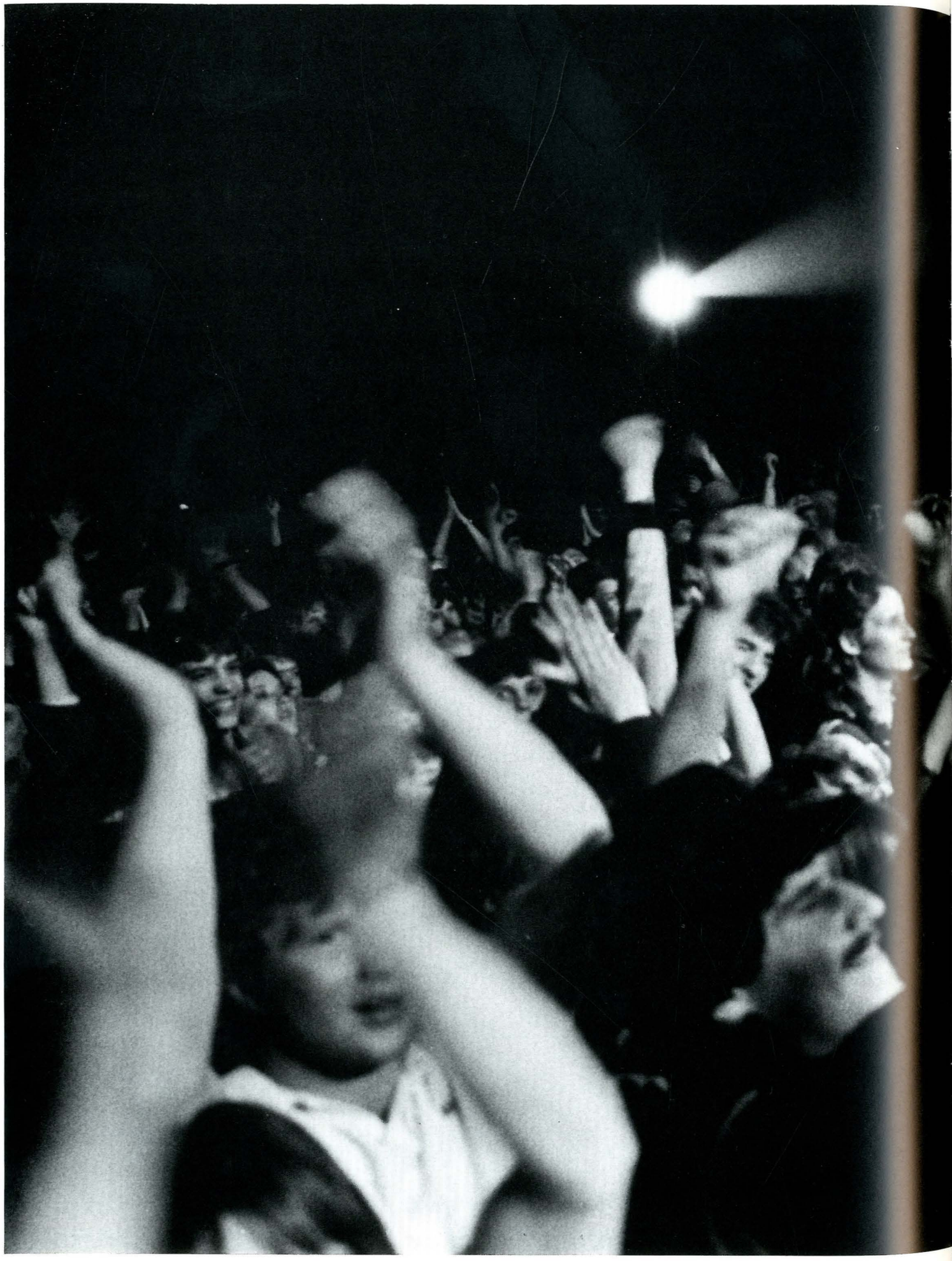
Entertainment



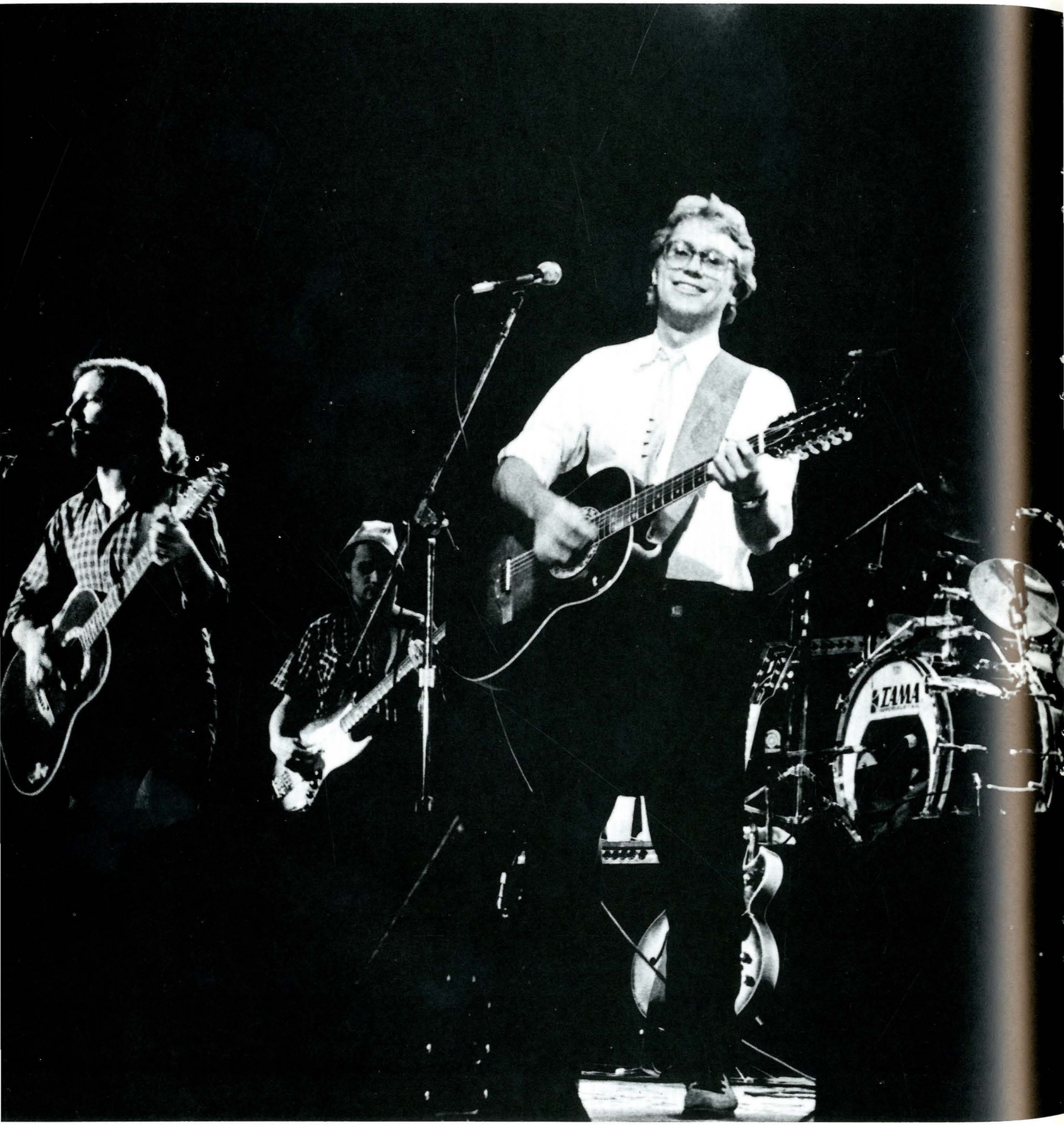




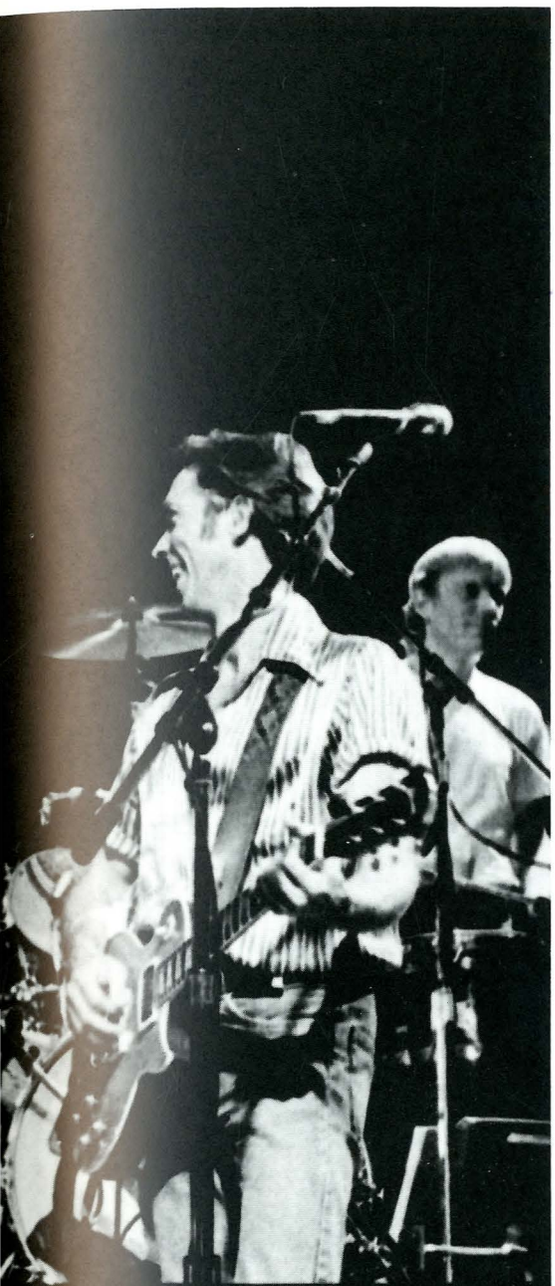







TAMA

America









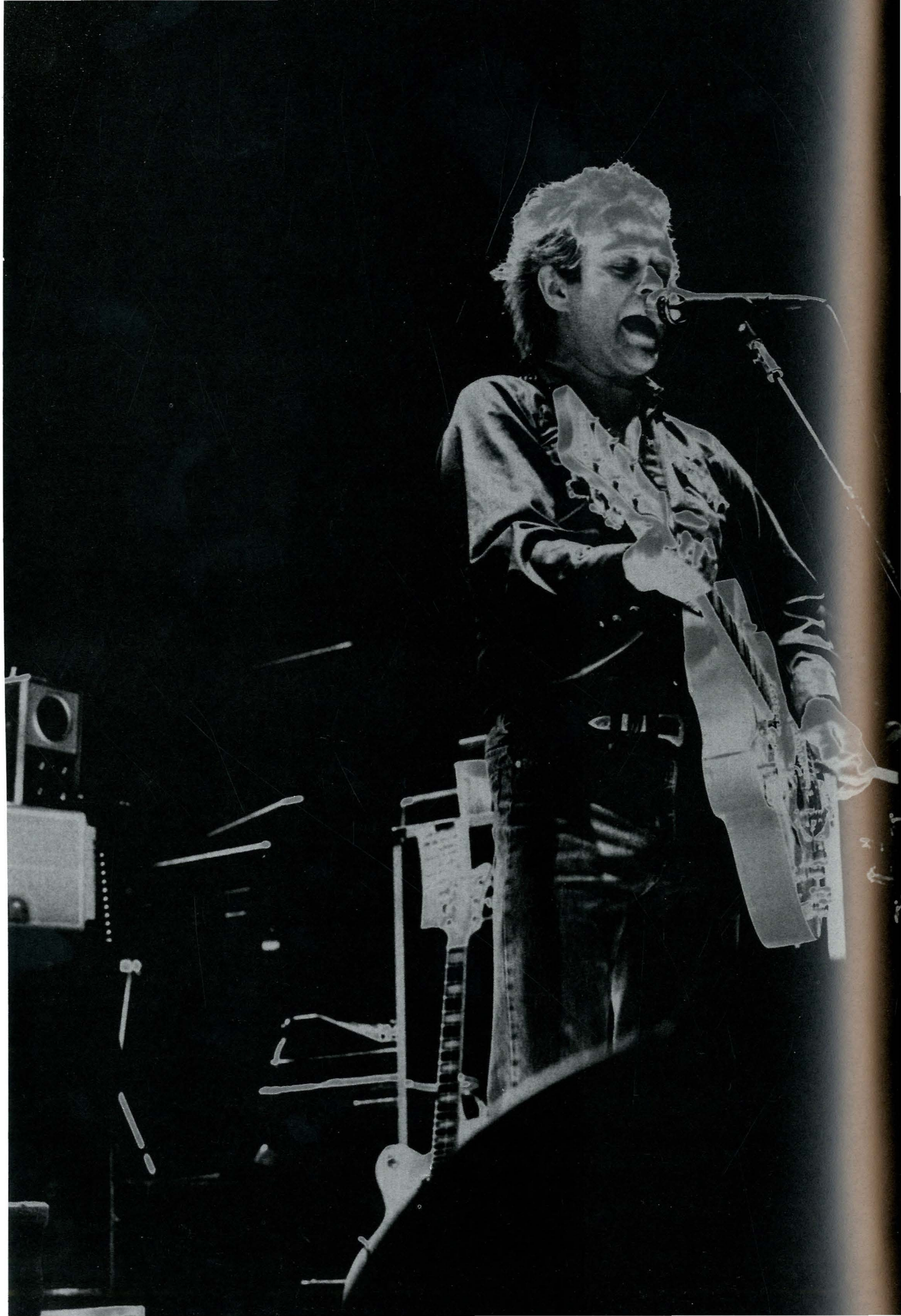
Little River Band







Marshall Tucker Band





Poco

RIC BURCHAK





DENNIS CLARK

Pat Metheny

Ozark Mountain Daredevils

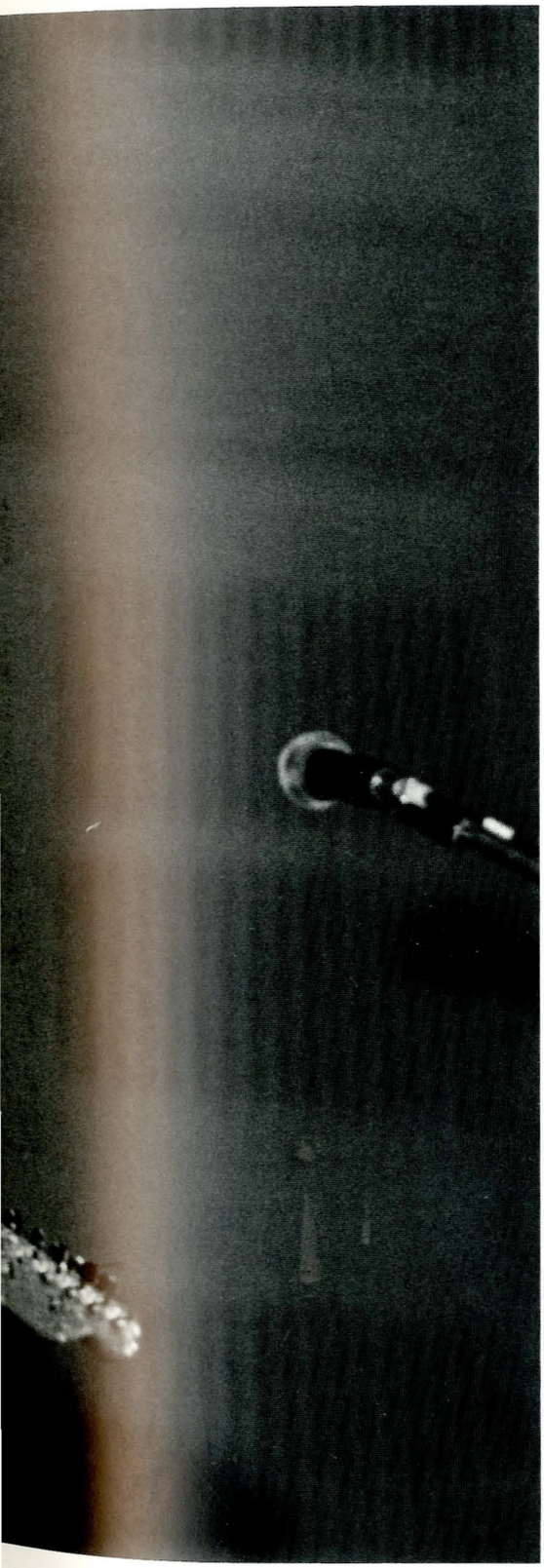


DENNIS CLARK



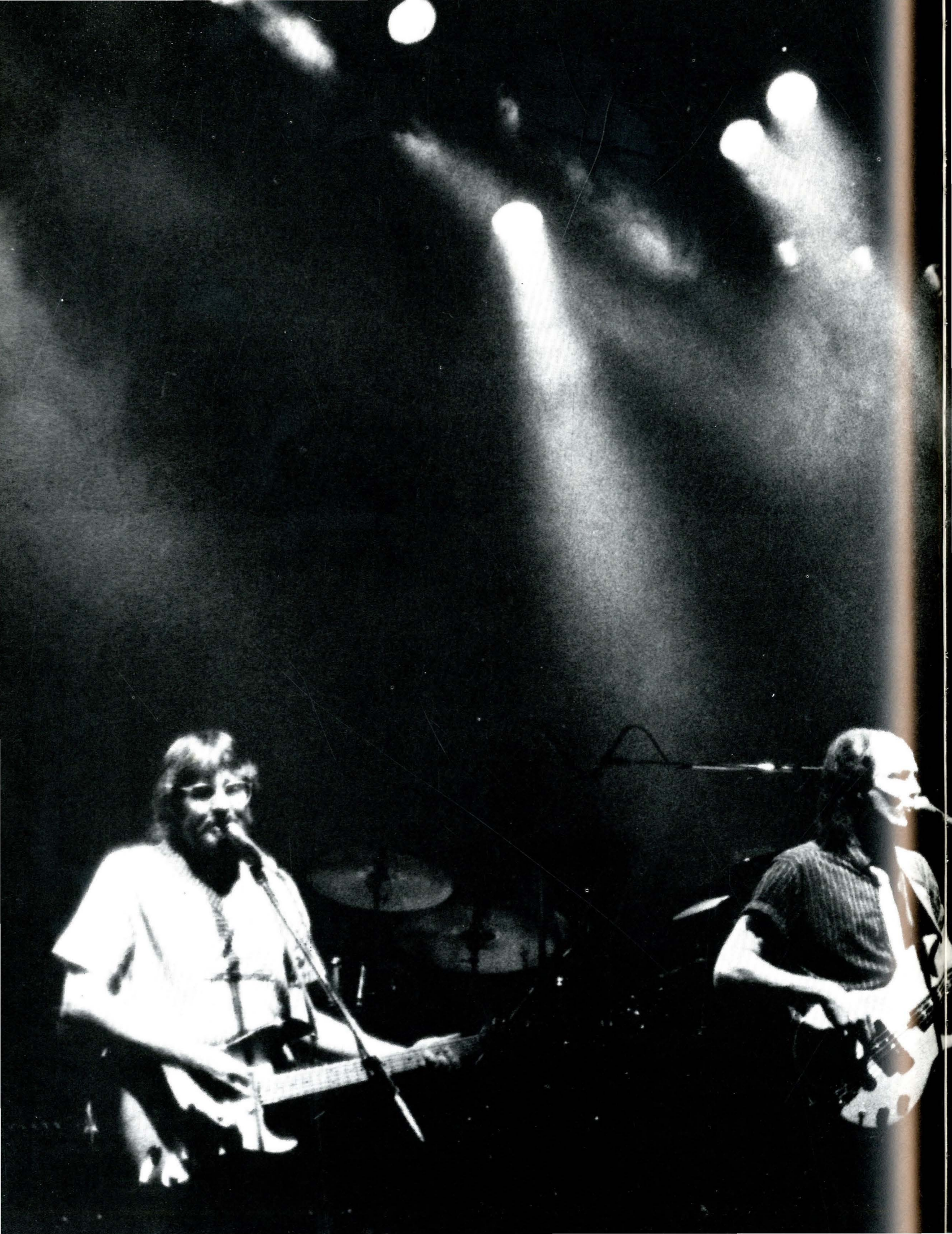






BARNABY KERR

Waylon Jennings





Christopher O'Riley



Lonnie Brooks



Guaneri Quartet



Berke Breathed



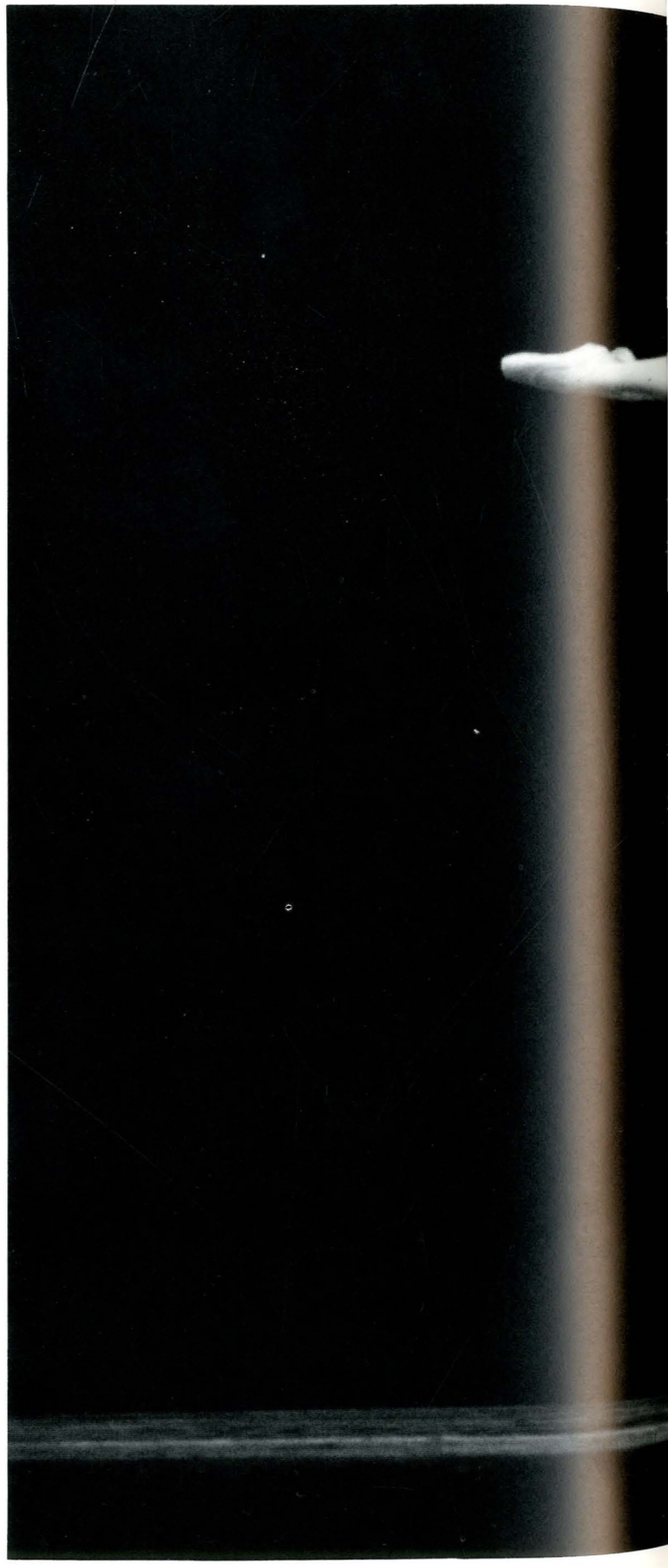
PENNY O'NEILL

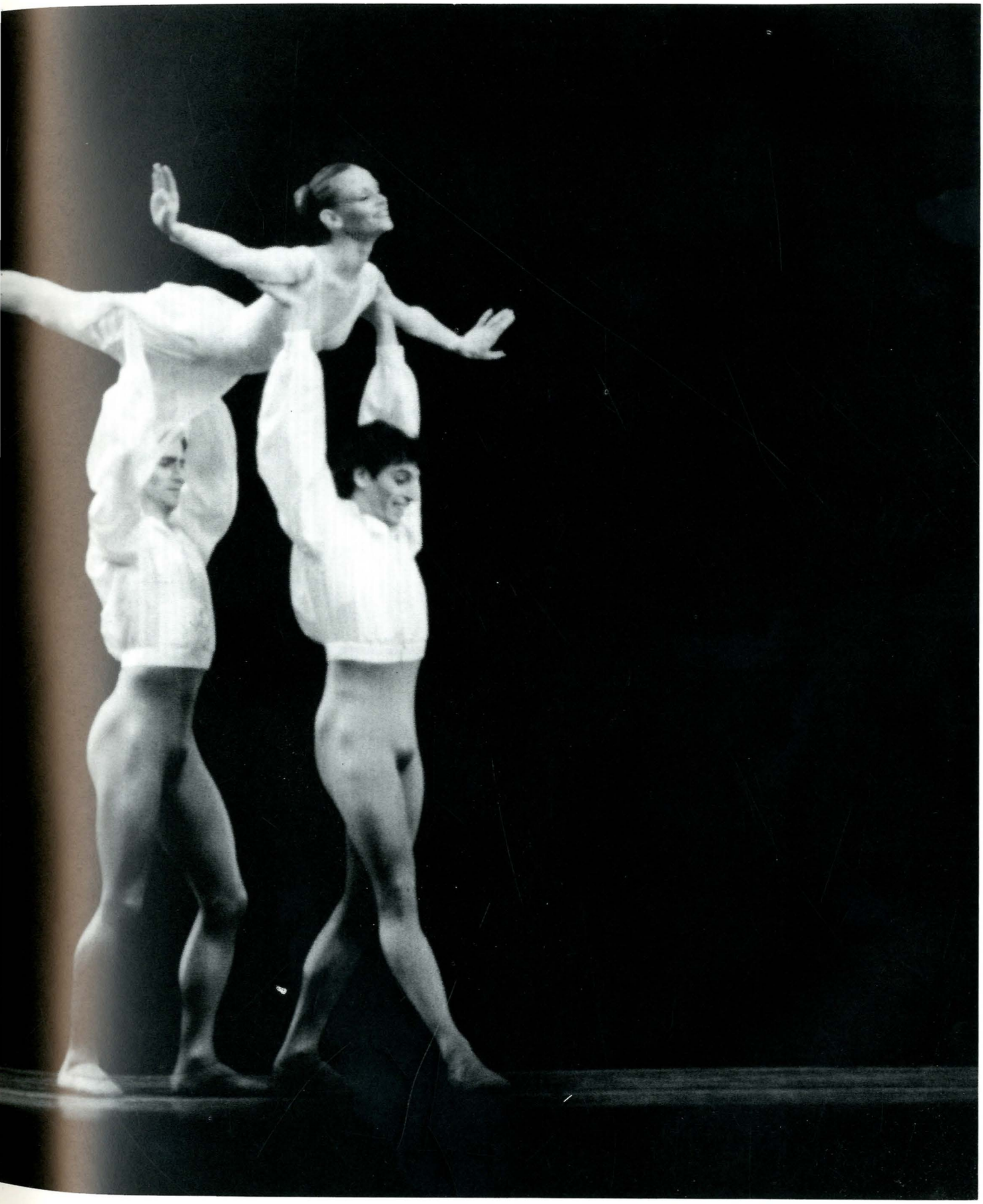
Nina Wiener and Dancers





Pacific Northwest Ballet







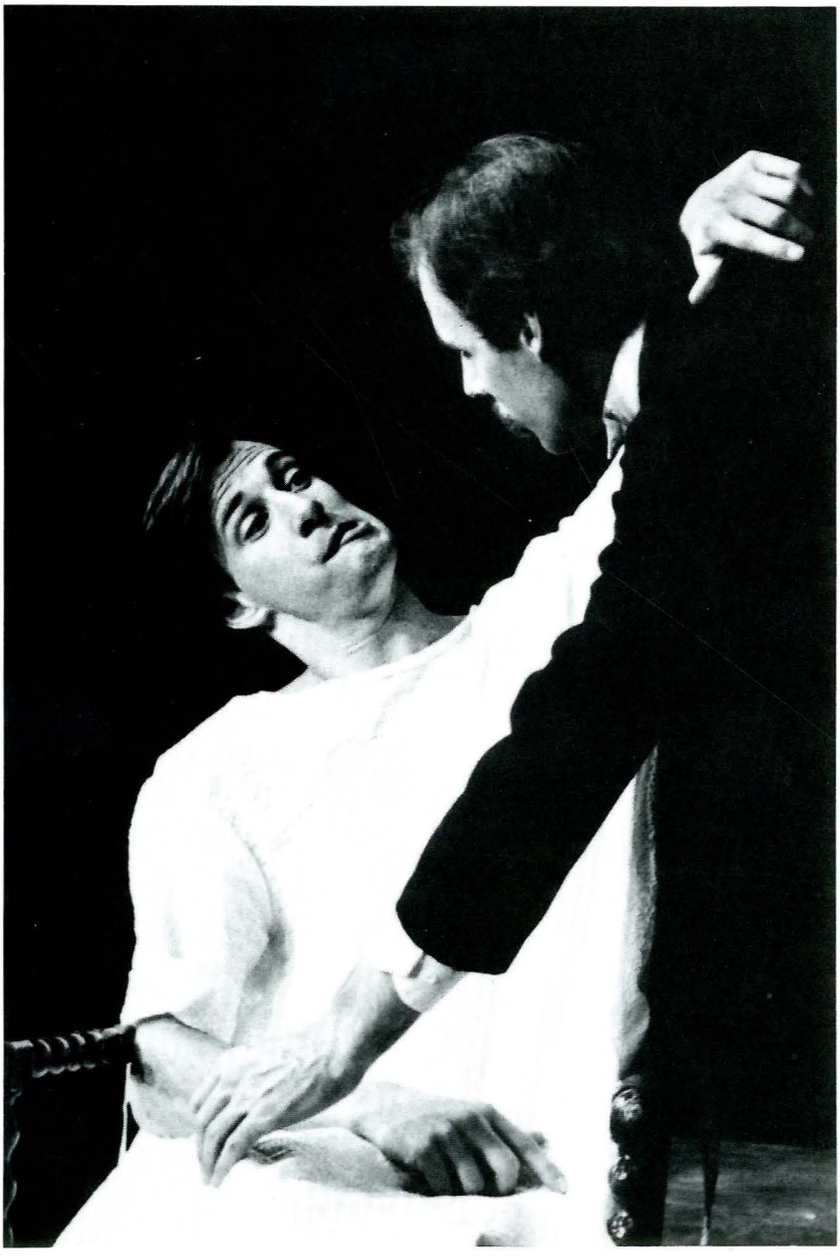


RIC BURCHAK

A Christmas Carol



The Elephant Man



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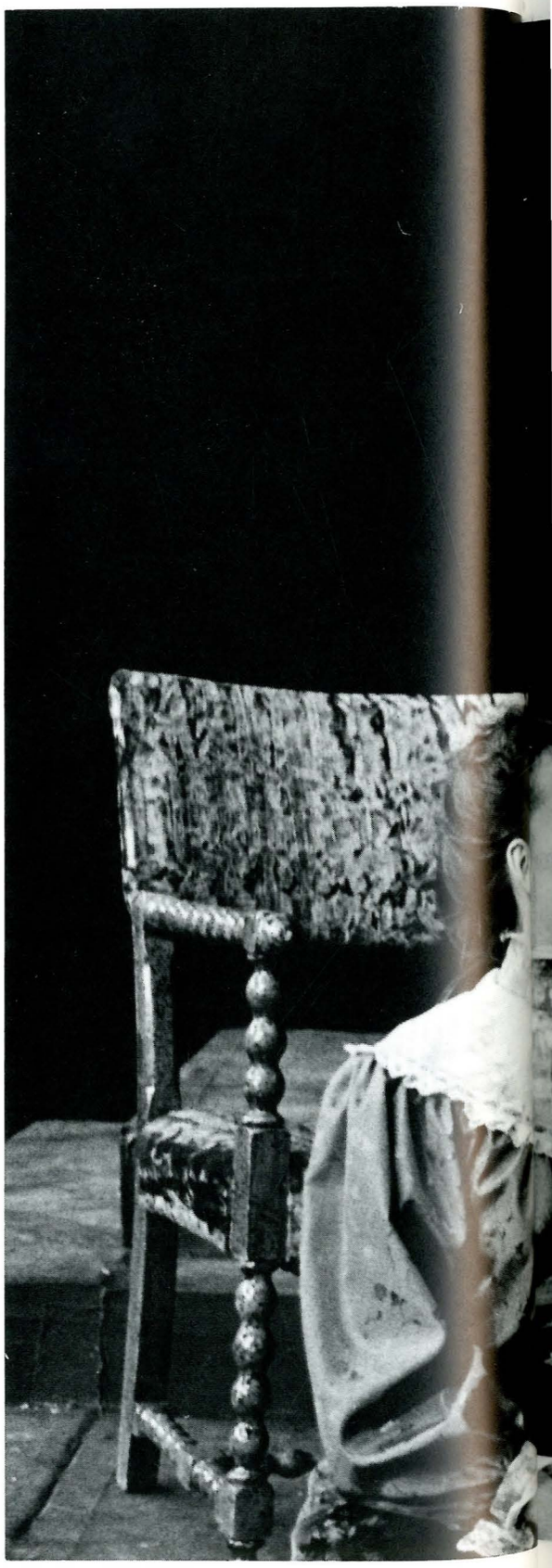








Fiddler on the Roof



The Importance of Being Earnest



RIC BURCHAK



RIC BURCHAK



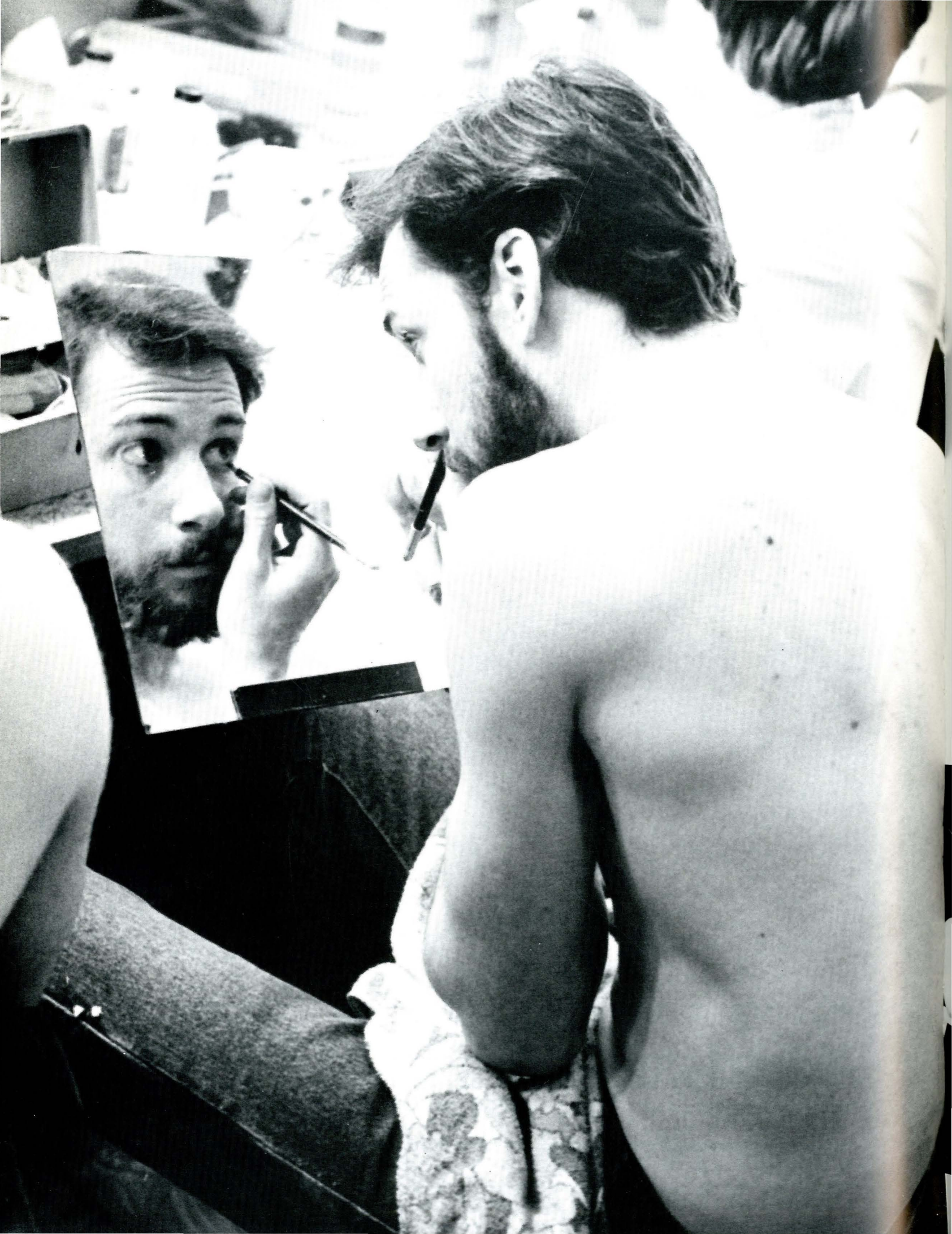
The Waltz of the Toreadors



BRYAN STUEBS



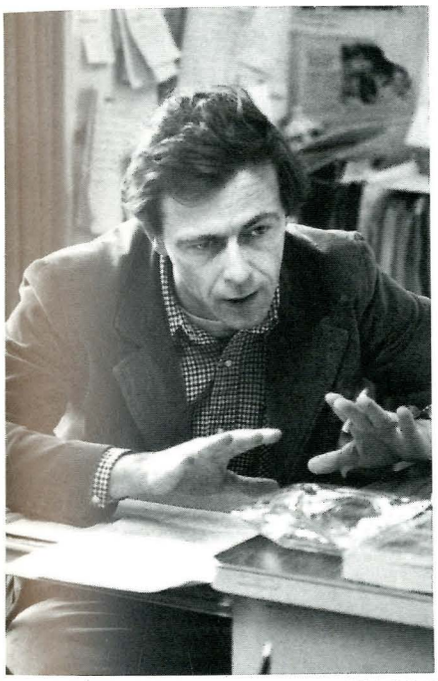
BRYAN STUBBS



BEHIND THE SCENES

All too often we can sit through a two, or two-and-a-half hour theatre production and not think about the people and activities that have come together to make the play work...for both the actors and the audience.

Just imagine, if you can, all the work involved...the producer decides on a play, then he selects his director who will, in turn, select his crew of assistants who will help him breathe life into the production. Sound, lights, scenery, costumes, actors and actresses, publicity...all must mesh if the show is to be a success.



RIC BURCHAK

DENNIS CLARK

Once the producer--or the head of the Theatre Department at MSU--selects the play he wishes to perform, legal arrangements have to be made to avoid copyright infringement and other legal entanglements. The producer, then secures enough copies to start production. Extra copies also have to be secured for stage crews so they can develop their part of the production.

Once the play has been selected, usually a year in advance at MSU, a schedule of rehearsals is drawn up and work begins in earnest. The director has to select a sound, light and stage crew director to help develop those areas of the production while he attempts to orchestrate the entire production with some emphasis on the acting...and such areas as movement, tone, stage prop placement and the myriad details that make the characters come alive before audiences.

"The director's true function," says Joel Jahnke, Theatre Department head, "is to bring all the elements of the play together, moving in a single direction. He has to set the tone of the production, creating an atmosphere that will bring the best out of each individual involved, no matter what part they play in the production."

The scenery crew goes to work, deciding on the types and styles of props to be used in the production. Careful attention must be given to the style, period and color or each piece of furniture and each prop to make sure it doesn't clash--unless it's designed to. Many times, intense historical research must be undertaken to insure authenticity and realism on the stage.

After all, it just wouldn't ring true if a confederate soldier were to carry an M-60 machine gun on stage during a production of "Gone With the Wind" or to have Don Quixote riding a HarleyDavidson instead of his faithful steed, Rociante, during a production of "Man of La Mancha."

While the stage crew is buiding the flats (scenery panels) and props needed for the show, the lighting director works to make sure the stage is properly illuminated during each minute of the production. The wrong color of light, or the wrong lighting emphasis, can completely ruin the feeling and movement of a show in a split second.

Frantic activities are going on back stage too. The costume designer is measuring each actor and actress to make their costumes complementary to the actor as well as the character in the play. Once again, attention to detail and color is a prime concern.

While the costume designer is working with fabric, the makeup artist is working with flesh. Each individual's skin tone must be taken into account as the artist prepares each actor to portray a certain age, appearance and attitude through application of makeup. Each actor is matched up with a certain tone of makeup that will bring out his best features for the stage and for his character in the show.

During each of these preparations, unsung heroes are doing their part too. The publicity director is sending out weekly press releases to build public interest in the show and to let the community know when and where the opening will take place. This is a fairly simple matter at MSU, since all productions take place in the SUB Theatre. But there are variations from time to time, such as the traditional "Shakespeare in the Park" productions which have brought the works of classical playwrights to hometown audiences throughout Montana and Wyoming.

As the publicity director does his job, the house manager begins arranging for tickets, playbills, posters and programs. For efficiency, these duties have been assumed by the publicity director at MSU. The house manager is left with the responsibilities of supervising the ushers and the seating arrangements for the











productions.

Looking at it from the calendar's view, approximately six weeks have passed since the crews were selected and the actors chosen. Preparation and rehearsal time can vary, according to Jahnke "anywhere from four weeks to several months if rehearsals are intermittant." Length of production also varies according to the complexity of the stage settings, costumes, lights and sound coordination.

The director makes careful notes during each rehearsal to complement the feeling he is trying for. Every rehearsal will see changes made and unmade time and time again until the director, his crews and the actors are all satisfied with the final production.

And then comes opening night...

Opening night is a serious, nervous, tense affair backstage, but once the lights go down in the house and the overture starts, the butterflies somehow disappear and the show goes on amidst the smell of the greasepaint, the hushed sounds of the stage crew and the thunderous applause of the audience. Once you've been there--as a crew member, an actor, or a member of the audience--the feeling stays with you forever. You are now a victim of theatre magic.

Which is one of the things the director and his many colleagues have been working for those past few months...memories and satisfaction for themselves and the audience.

After all, that's what theatre and acting are all about.

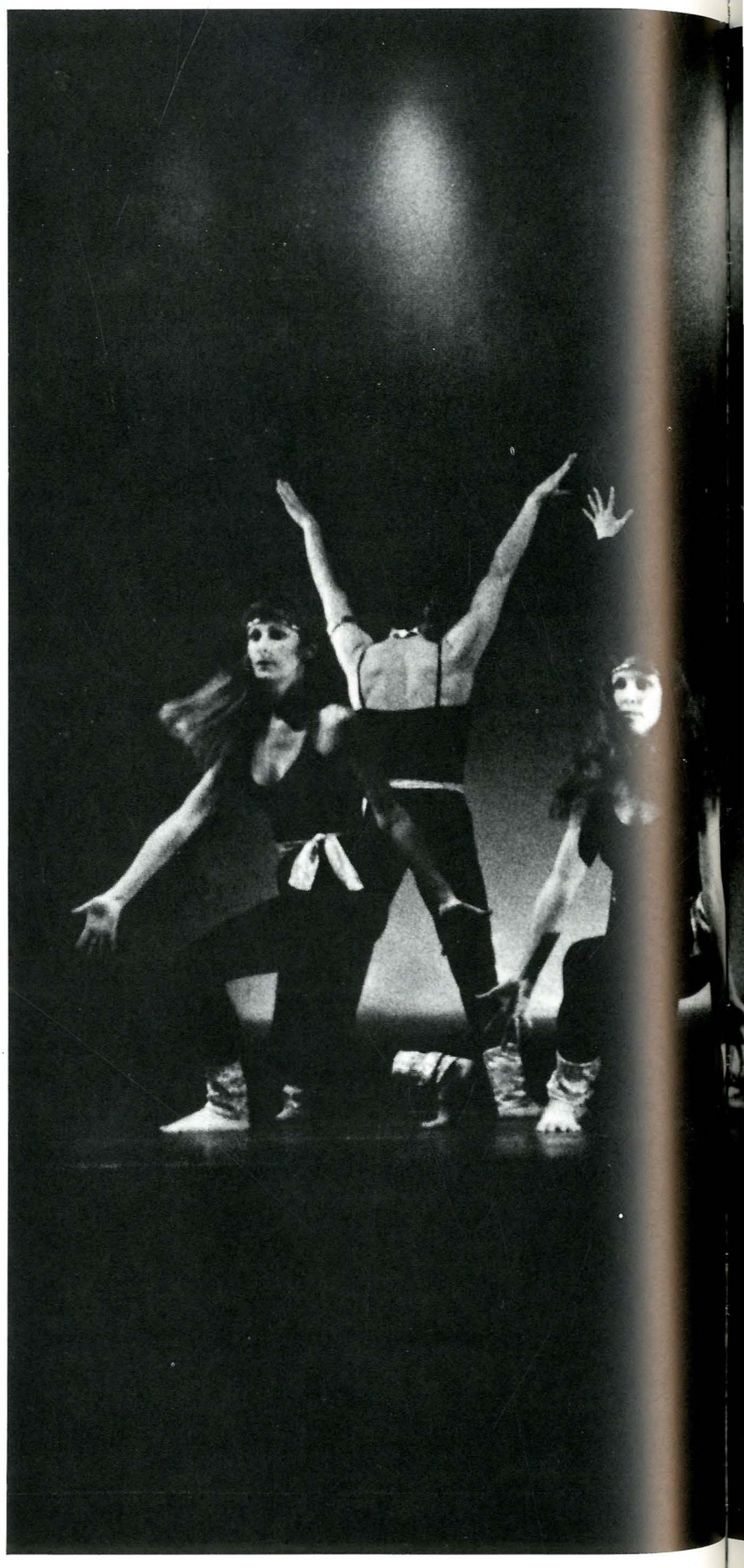
MSU Dance Company

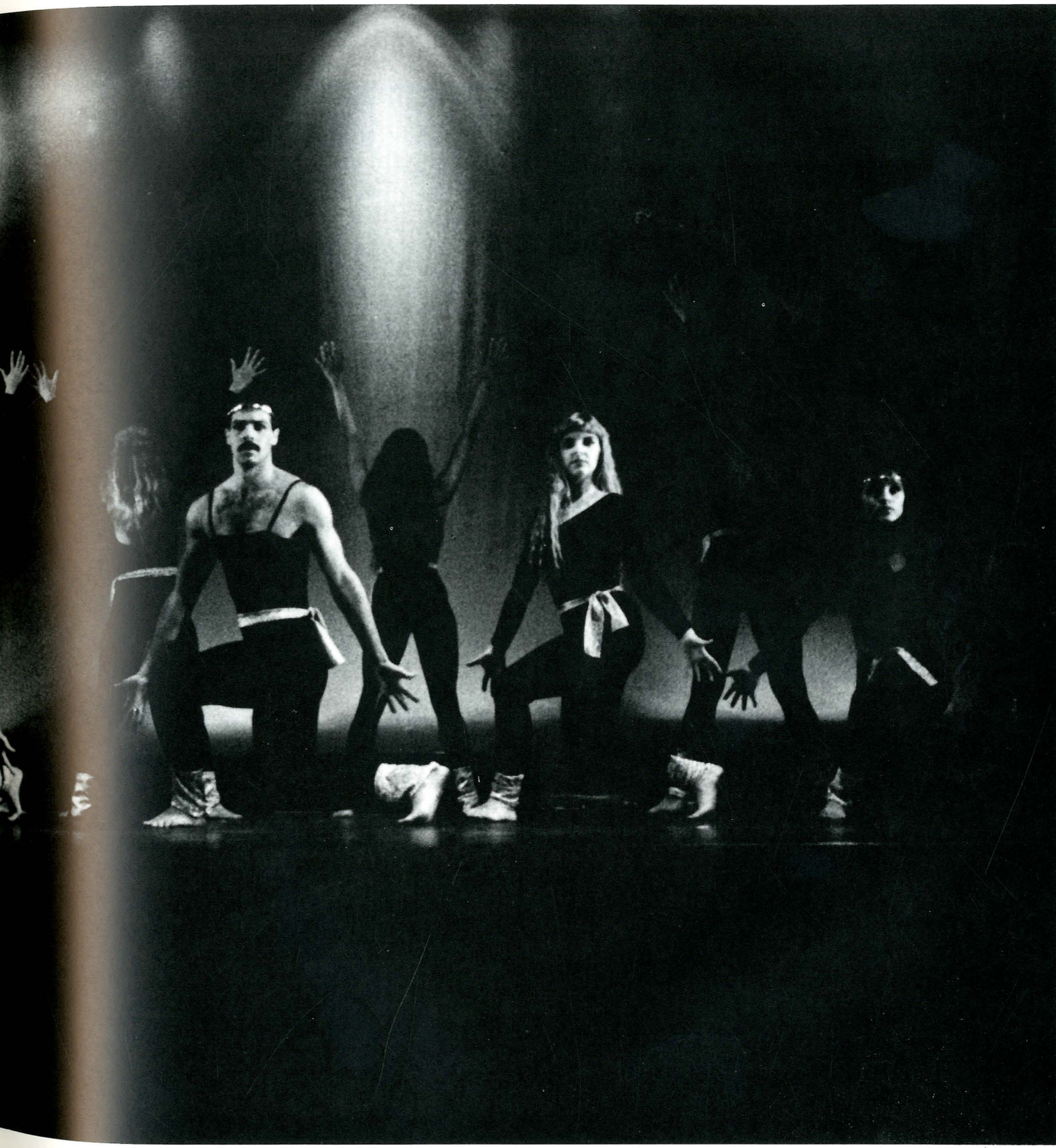














DAN MARSHALL

MR. MSU PAGEANT



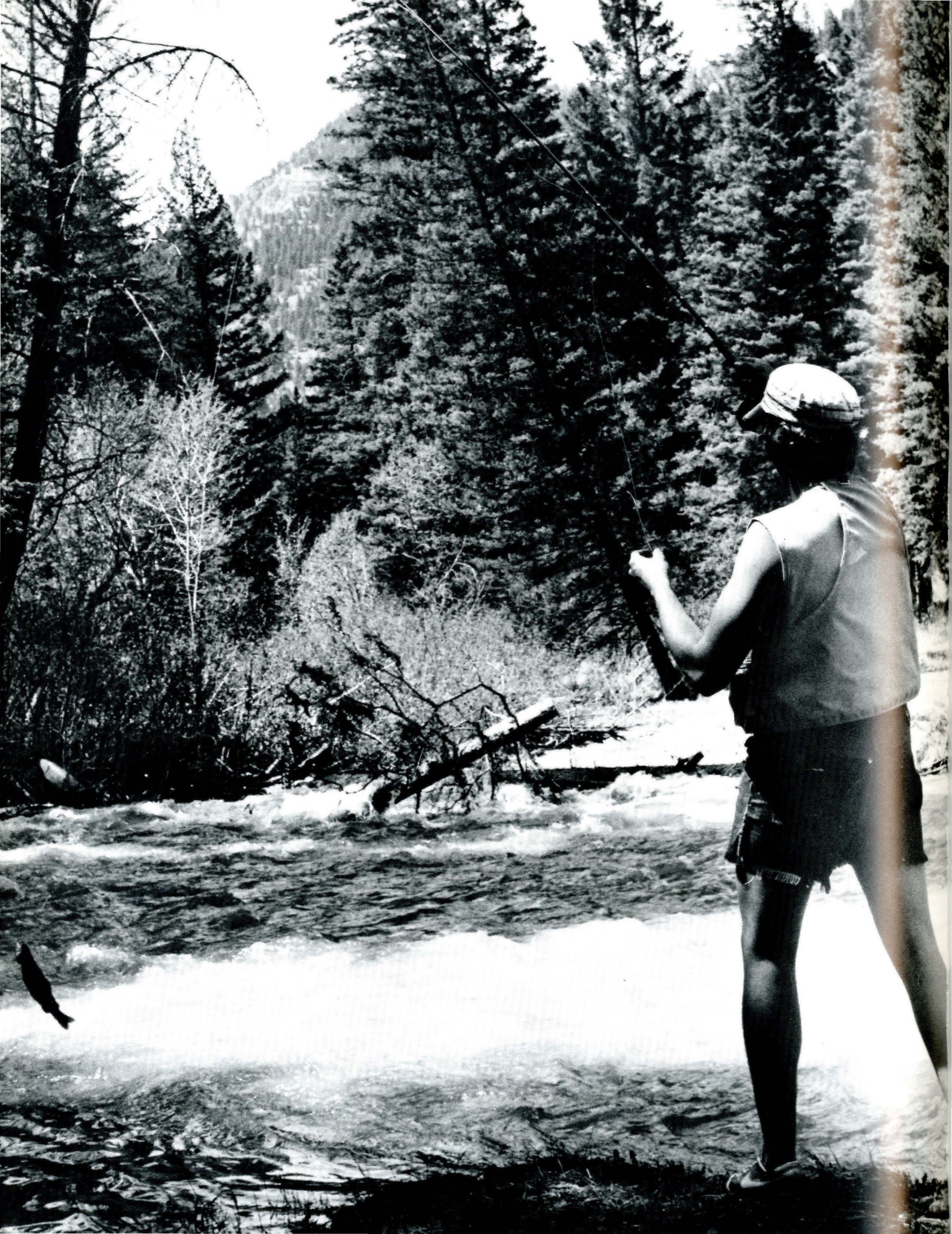
DAN MARSHALL



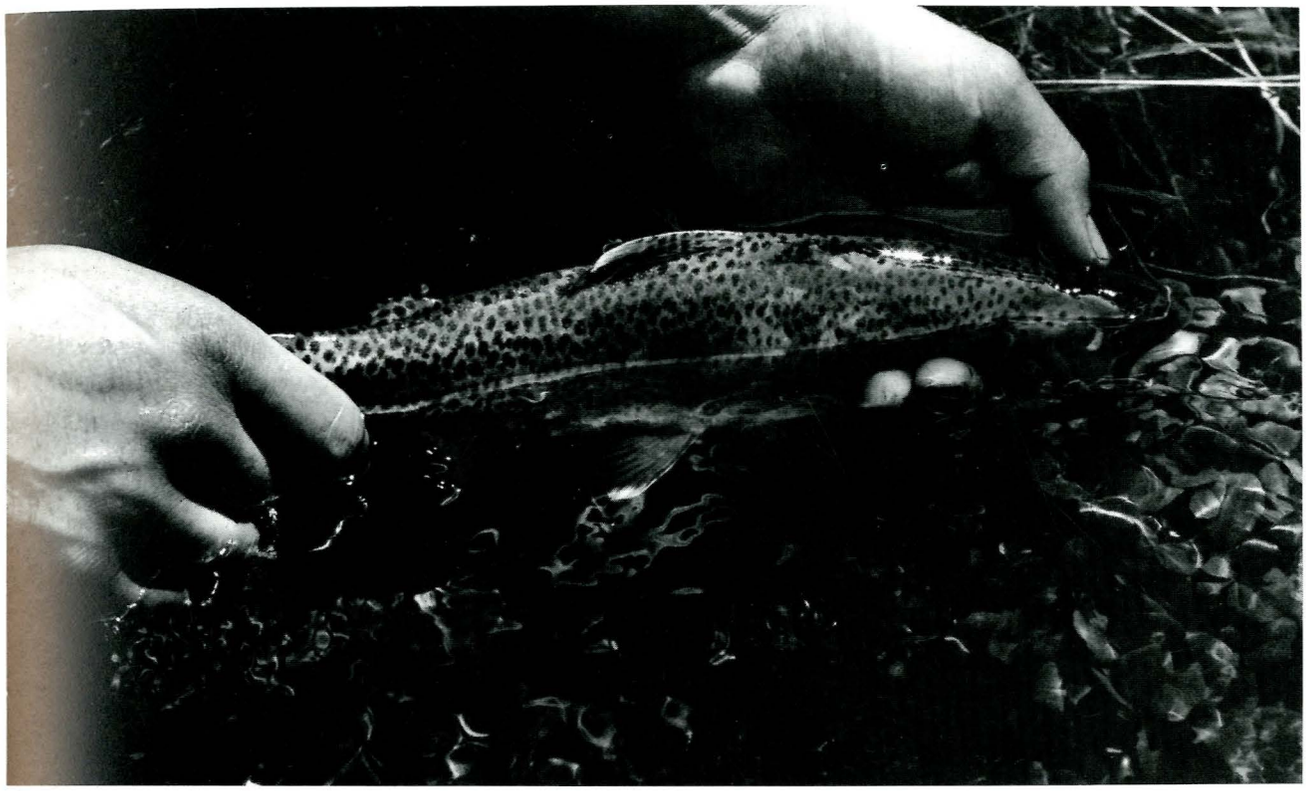
DAN MARSHALL







FISHING THE OUTDOORS





PENNY O'NEILL






Liberti's



HOMECOMING

PENNY O'NEILL









HACKY SAC

How many times have you walked across campus and seen people standing around in a circle hitting a small leather sack with their feet?

Whether it is called sack, foot bag or granola ball, hacky sack is rapidly becoming a popular past time on college campuses across the country.

The game is said to have originated in the Asian countries, such as Malaysia, Singapore and the Philippines. It was first introduced to America by athletic physical therapist John Stalbergert more than 10 years ago.

Stalberger, an Oregon native, designed the first bag to aid in the healing of damaged knees experienced by some of his patients.

Today, the sack style differs somewhat from the originals. They were much larger and usually filled with some organic material such as dried cherry pits or popcorn kernels. These somewhat loose bags were often as large as 3.5 inches in diameter and were much easier to hit. The problem was that they often had to be replaced when moisture would seep through the leather and dissipate the organic material.

John Kiffe, an MSU Film and TV student, has his own small business making and selling modern hacky sacks. These sacks are smaller, usually running about one inch in diameter.

Kiffe makes, on an average, between 10 and 50 hacky sacks per week and usually sells them all. The sack can be purchased not only from private individuals, but also a number of Bozeman area merchants. The average hacky sack sells for about $5.

Hacky sack is a game of cooperation, not competition, says Kiffe. The actual game has very few rules and can be played anywhere with two to 25 players and no score is usually kept.

The feet are used primarily to kick the ball, but the head, chest and knees are also used. The object of the game is to keep the sack in the air while passing it to others in the circle.

Each person is allowed to hit it as many times as they wish before passing it to the next person. One complete round of the circle is called a rally, but it is not essential that the sack move in any given direction. The main object is to keep it in the air.

The current record for consecutive kicks is held by Kenny Schultz in Portland, Oregon. Schultz executed 13,900 kicks in two hours without letting the sack touch the ground.

Balance is important in the game. A player must often stand on one foot, while kicking with the other. Some of the kicks range from the inside kick, a kick hit close to the ankle on the inside of the foot, the bend ankle kick, the fixed knee kick where the ball is hit on the upper knee, the toe kick and the back kick, which many say it the most difficult.

Although the hands are not used, they still play an important balancing role in the game. Hacky sach player Eric Lippke said, "Just watch someone's hands when they play. Each person has their own certain style."

Traditionally, a person wishing to join in the circle is asked to "hack in", says Scott Anderson. It is considered an inslut if someone refuses the offer.

One of the cardinal sins in hacky sack, says Mark Mayer, is to poach or steal a kick that should have belonged to someone else. What's even worse, he added, is when someone poaches and then misses the kick. If no one goes for a kick and the sack drops, this is called a hackcident, said Lippke. It is times like that when Murphy's law comes into effect, he added.

—Jacquie Potter



DENNIS CLARK


FOSTER — KLEISER

Faculty

PRESIDENT WILLIAM TIETZ

'CALL ME BILL'

Some students think of the university president as an inaccessible figure enthroned somewhere on an academic Mount Olympus. It may be true at some universities, but it certainly isn't true at MSU. President William Tietz wishes he had more interaction with students...and he prefers to be called "Bill".

"I hate to be thought of as unapproachable," Tietz says. "I've had an open-door policy since I arrived here--for both students and faculty--and I'm eager to get involved in whatever problems folks think are important at this university."

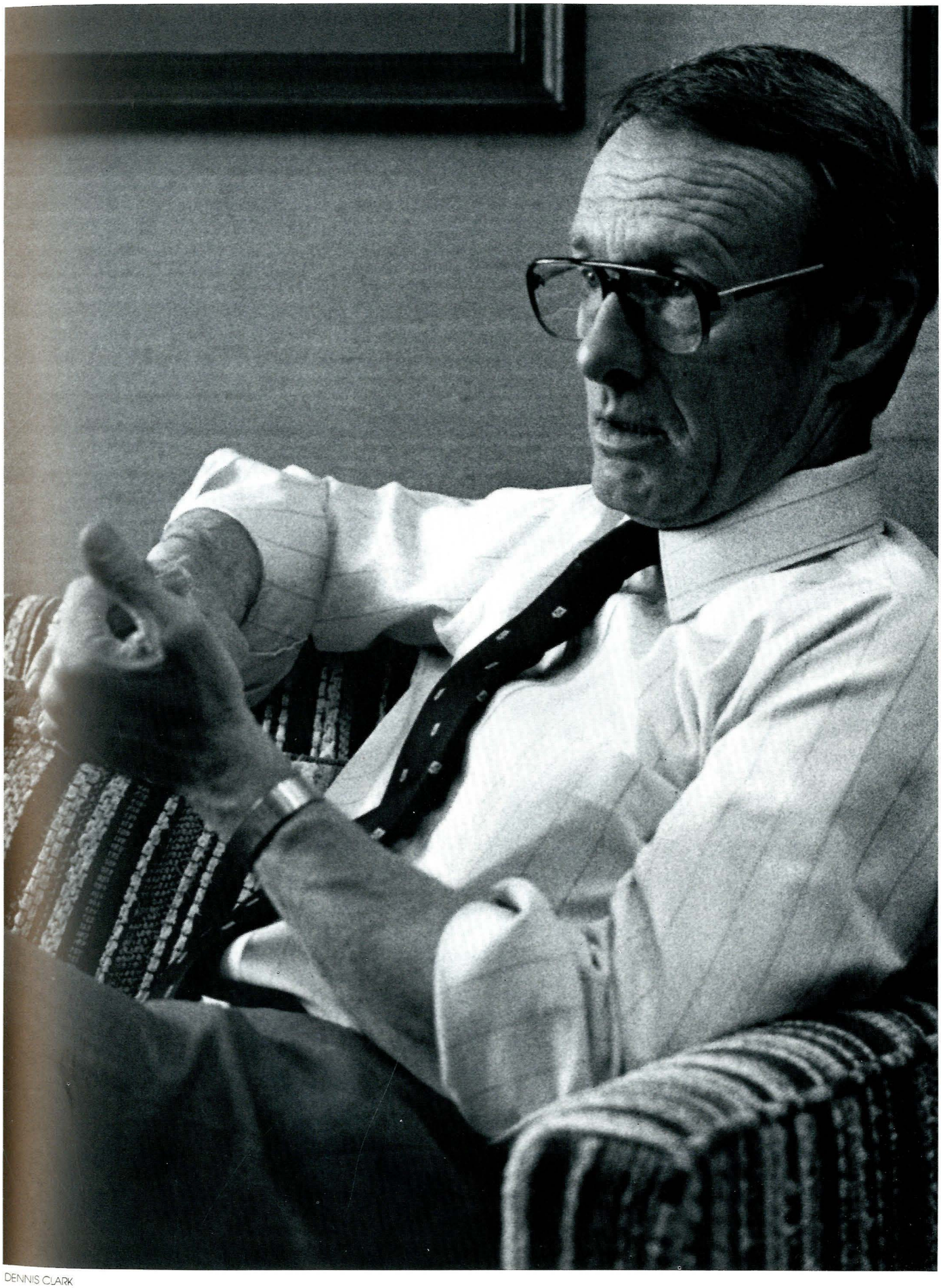
Since arriving at Montana State University in 1977, Tietz has set his sights on improving the university in every way possible. "Without unlimited resources, we must concentrate on areas where MSU can and should excell," he said. "We can create individual areas of excellence within the departments or colleges; we have to create, for ourselves, a regional status and from this, hopefully, we will develop national interest in our programs.

"People who are made aware of the various resources of our area of the Northern Rockies Region will come to MSU as we become more recognized in our special areas.

"We must make sure that our resources--equipment, facilities and personnel are complimentary to the goals of quality that we are trying to achieve," Tietz said.

"The quality of personnel over the past several years (at MSU) speaks to these goals. Our innovative programs and our success in regional and national competition attests to the quality of our people." But these programs aren't the only areas on Tietz' agenda. "One condition we seek is to have a superior reputation for offering excellent opportunities for students. One of our questions must be, what are we doing for the students?

"We are looking very positive in this area," Tietz pointed out. "With the improvement of our facilities we are achieving the goal of providing an overall physical environment to permit



DENNIS CLARK



DENNIS CLARK

the faculty and students to develop their respective potentials."

There are three key areas at Montana State according to Tietz; agriculture, business and engineering. "Rather than saying the image of this university as an agricultural and engineering center is a liability, I would say it is an asset, especially in this region."

Laughing at the comment that some feel he is creating a "Silicon Valley" situation around the university, Tietz replied, "I would rather call it, if you'll pardon the bad pun, more of a 'Bio-Con Gully'. The idea of a Silicon Valley with a narrow concentration on microelectronics is impossible. Montana State University can't afford to be that narrow. Our role in the future of technological progress includes agricultural biology as well as materials and engineering. It is also essential that we support the technical programs with strong arts, letters and humanities programs that are, after all, the core of a strong university education."

Tietz' premise is to develop optimum use of the university and it's resources, but not so specialized as to lose jobs and not so basic as to lose pace.

"We will not invade the domain of other institutions," Tietz emphasized, "But we do have resources and facilities that we can all share."

Tietz sees a responsibility to provide the taxpayer with the best possible return on his investment. "In this state, and at this institution, the taxpayer may be getting the best return on his or her dollar compared to other institutions in the nation. Of each dollar, 18 to 19 cents is used for non-student oriented programs, such as administration and fixed costs. The other 81 cents goes to student oriented programs such as: instruction, academic support, student services and our scholarship and fellowship programs. I truly feel we are getting our money's worth out of the resources we have to work with.

"Our goal is to be the best in the Northern Rockies Region," Tietz added. "But to be the best, we are not copying and we are not competing with other programs, and I think that is important to note."

Bill Tietz closed with this observation: "I feel that the quality of students and faculty at MSU is truly exceptional. The willingness to put up with inconveniences and hardships, the drive to succeed and participate is a milestone in institutional academic achievement.

"If that attribute can be maintained, the possibilities for this university are virtually unlimited. I particularly appreciate willingness to be innovative and challenging, to carry the fight to the system as opposed to being passive. That's what makes it all worthwhile for those in administration."

As he escorted us out, Tietz interrupted our farewells saying, "Don't call me President Tietz or Doctor Tietz. Call me Bill. I like it better."

—John Degel

Faculty

JAMES ALLARD

James W. Allard was born in Lincoln, Nebraska, and lived there until he moved to Missoula, Montana, as a senior in college. His only prior visit occurred when his parents drove the family car across the South Dakota and Wyoming borders to Alzada so that "the kids" could be in a new state; he was apparently impressed. "But in the spring of 1968 I was ready to leave home," stated Professor Allard, "and I liked what I had read about Montana." He particularly liked the UM Bulletin's picture of a mointain cabin with showshoes standing in front of the door, so James Allard came to Montana with the intention of finishing his BA in either mathematics or philosophy. Since a degree in philosophy took less time, Professor Allard finsihed that one and then stretched it into an MA; by that time "I was committed," he claimed, "so I went on for a Ph.D." After three years at Princeton Professor Allard was "lucky enough to be offered a job at Montana State," so he returned here in the autumn of 1973.

"I haven't been sorry," he says. "I find teaching philosophy very satisfying, and Montana State provides the intellectual and physical environment to maintain that satisfaction." Although Professor Allard believes that "many forms of life are worth living," he also believes, like Socrates, that the examined life has "intrinsic merit." This conviction, coupled with the responding enthusiasm of his students, maintains his enthusaism and his feelings that he is doing something worthwhile in the classroom. "My satisfaction is further enhanced by the intellectual exchanges I have with my colleagues and by the helpfulness of our librarians," Dr. Allard mentioned, "who more than compensate for most of the inadequacies of the Renne Library collection." James Allard fully believes that our magnificant physical surroundings continually offer the possibility of relaxation and the time for thought necessary for a satisfying life.

"What I like best about teaching students at MSU is the intellectual stimulation the students afford," noted Professor Allard.

When asked what he would remember most about MSU when he leaves, he responded, "The friendships with my students and colleagues."



DENNIS CLARK

Faculty

JOHN ALWIN

Academic geographers are a bit like Rodney Dangerfield--"they can't get no respect." People know what biologists, pyschologists, chemists and historians do, but wonder what in the world is a geographer. When students sign up for a geography class they assume they are going to memorize the capital of Maryland, the length of the Amazon River and the height of Mt. Everest. "Probably one of the most interesting things I witness as a teacher is seeing students realize that geography is much more interesting and relevant than what they were taught in the fifth grade, which is often the last time many had a course that even resembled geography," states Professor Alwin.

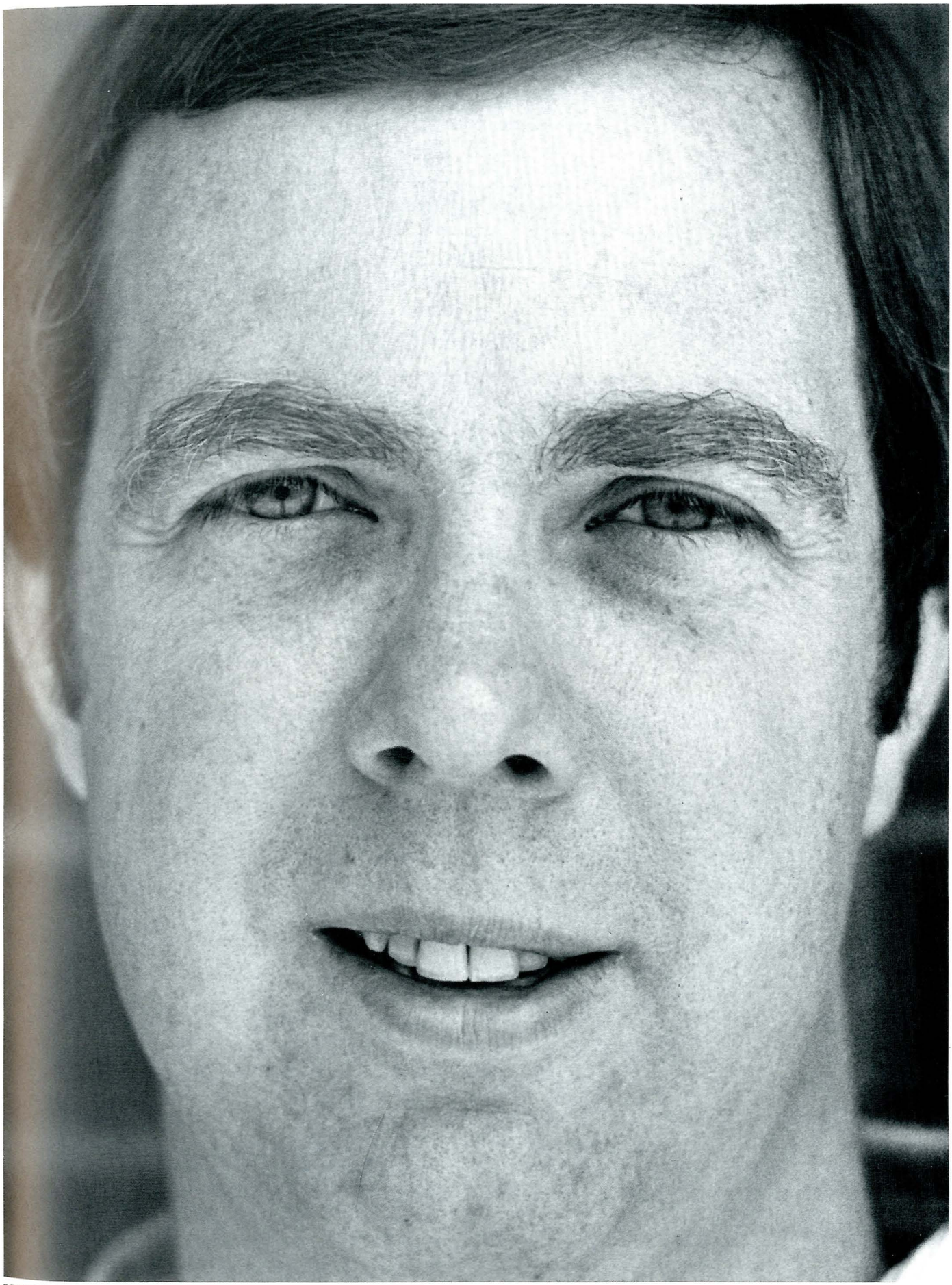
"I'm kind of surprised to find myself a geography professor. It isn't the culmination of some grand design, it just happened. I grew up in the 1950's, the era of sputnik and transistors, when all young boys thought they wanted to be scientists. Even though I have been fascinated with maps and faraway people and places for as long as I could remember, I only allowed myself to minor in geography in college and took geology as a major while an undergraduate at Wayne State University in Detroit."

Pursuit of a graduate geology program led Professor Alwin west to Washington State University at Pullman. Following graduation he took a job with Exxon as a geologist in northern Alaska, where he realized that while rocks were interesting, people and cultures were fascinating. He lasted less than a year before going back to school and starting over at the University of Montana, this time in geography. He received his PhD from the University of Manitoba in Canada.

"While attending school in Missoula, my wife and I had fallen in love with Montana and were determined to return," said Professor Alwin. After four years on the Manitoba prairie, word of a geography position in the mountains of western Montana sounded too good to be true. He and his wife moved to Bozeman and he has been on the faculty here since the 1976-77 school year.

"My primary interest is in the geography of western North America, with special emphasis on Montana," he noted. "I especially enjoy working firsthand experiences and using personal slides into the classroom." Professor Alwin has always used summer breaks for travel and research. "Visiting with students about their home towns and places they have been is always interesting and provides me with insight on different areas."

For the last several years much of his spare time has Professor Alwin devoted to restoring a turn-of-the-century home in Bozeman's South Willson Historic District. Professor Alwin and his wife, Ann have enjoyed an added dimension to their lives since the May, 1983 birth of their daughter, Alison.



DENNIS CLARK

Faculty

KEN BOWERS

As a member of the Department of Mathematical Sciences at MSU, Kenneth L Bowers feels that he has an enjoyable job at a institution located in a beautiful region of our country. What an ideal situation! However the hours involved are long. Professor Bowers spends many evenings and weekends working instead of being with his family. Even so, from his point of view, "The advantages outweigh the disadvantages." Professor Bowers likes to teach, challenge and guide students and he likes his research. The pleasant environment "simply makes all these things more enjoyable."

"From the time I was an undergraduate, I have wanted to be a college teacher." He had teachers who inspired him and in turn he watned to inspire others. These role models helped shape his outlook on education, especially in mathematics. Once professor Bowers began teaching as a graduate student, his expectations became reality. "The more I taught," he said, "the more I learned." He learned mathematics, but even more he learned about himself and about others. "The interaction with students and their ideas on mathematics and other topics were stimulating," Bowers noted. "Watching that light of understanding turn on in the face of a student is rewarding, especially if the understanding is due to your teaching."

Teaching is much more work than Professor Bowers expected or most other people realize. "As I prepare to teach a class, I think back to techniques my own teachers used that were interesting or successful. Luckily, in my case I found some techniques that were both."

"Where will I ever use this?" "What good will this ever do me?" These are age old questions teachers are asked. The pat answer, "You will need to know this next quarter in ?????," is uncomfortable for both the student and the teacher. In Dr. Bowers' senior level courses, he is able to illustrate theoretical concepts with computational examples. Thus he sometimes gets to directly answer these questions by example. What a relief! To replace routine drill questions with ones requiring analysis and decision-making is the culmination of mathematical techniques.

"My research is also invaluable in my teaching," stresses Bowers. "It provides me with better insight and fresh ideas. It challenges me as I like to challenge my students. More importantly it is a constant reminder to me of the struggle my students face in their coursework." Hopefully the graduating students who struggled in Professor Bowers courses found, as he often does, the effort to be worthwhile and rewarding. "If in some small way I have helped prepare students for the future years," Bowers discerns, "Then I have indeed been their teacher."

"If and when I leave MSU, I will remember a major, quality institution in a small town in a rural area. Bozeman is a small town, yet in this region it is also a major center. Outdoor activities in this beautiful geographic region abound, yet cultural activities exist at the university. These combinations of contrasting styles are what makes MSU ideal."



DENNIS CLARK

Faculty

PAT BURNS

Major Pat Burns, who has been teaching at MSU for two years, is an Assistant Professor in the Department of Aerospace Studies. He is the ROTC freshman advisor and instructor and serves as the detachment's admission's counselor. He received his BS (1970) and MS (1972) in Psychology at Washington State University and has served in the United States Air Force for the past 11 years.

Major Burns has worked as a behavioral scientist and more recently as an affirmative actions program coordinator. Neither job, however, has provided the challenge and job satisfaction associated with his present job. "If I were to leave the Air Force today, I'd look for a teaching job in the social sciences at a small four year college. I·love teaching, academia, and, above all else, the students."

A favorite topic of discussion is "self-directed learning", a topic which also pretty well summarizes his philosphy of education. "A major problem today is that we live in a rapidly changing world and we lack the adequate skills and strategies for adapting and coping. What we're learing in our college and universities today will be obsolete in 10 to 20 years. Therefore, it's very important that we, as educators, provide our students with more than just subject-matter expertise. We need to provide them the skills and strategies to essentially become self-directed learners, ie, knowing how to learn without being formally taught. Self-directed learning, the ability to learn on one's own, is a very basic human competence that has suddenly become a prerequisite for livng in today's world."

When asked what he likes most about teaching students, he responded, "The dialogue and exchange of ideas. A defining characteristic of any institution of higher education is the free and open exchange of ideas. The students are unfortunately often overlooked as a learning resource, perhaps because they are the most important resource in the institution."

Major Burns is an avid tennis player. Other interests include skiing, backpacking and astronomy. He says he'll remember "the mountains, blue skies, and all the great places to camp and hike", when he leaves MSU.



DENNIS CLARK

Faculty

JAMES CAMPBELL

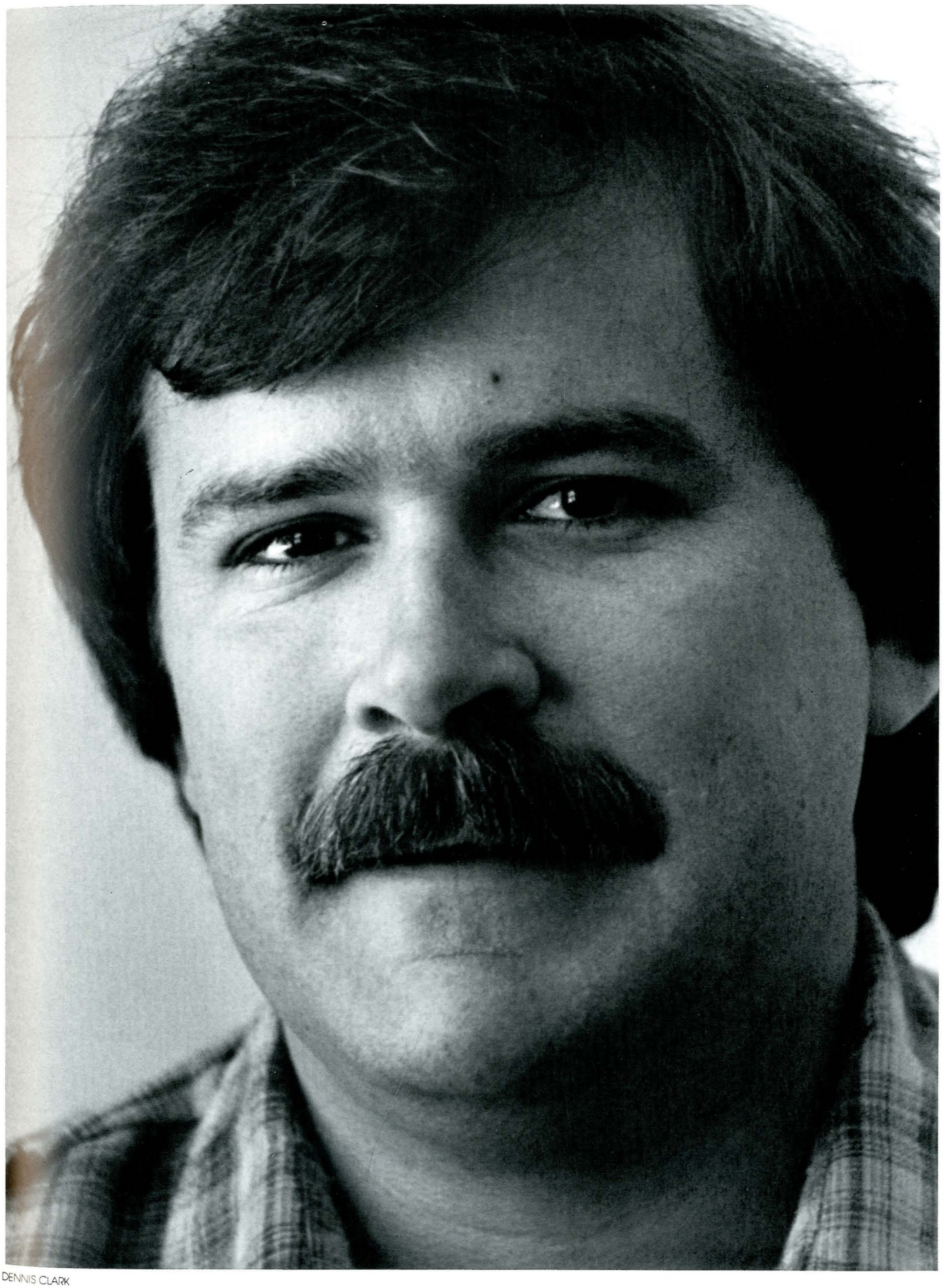
James Campbell is an Assistant Professor of Music. His teaching responsibilities include applied percussion, percussion techniques, and electronic music. He conducts the MSU Percussion Ensemble, Pep Band, and will assist with the direction of the new Bobcat Marching Band, the "Spirit of the West." Jim is also a member of the faculty ensemble, the 'Montana Consort', which has toured extensively and producted two televsion specials.

Jim earned the Bachelor and Master of Music degrees at Northern Illinois University, DeKalb. He is a native of the Chicago area suburbs.

Nationally recognized as an expert in the field of marching percussion, Jim is constantly in demand throughout the country as a clinician and adjudicator for high school and college bands as well as drum and bugle corps. Jim enjoys to travel, and his work takes him to all corners of the country every summer and fall. One of the biggest thrills, he recalls, "was to spend a week working with the UCLA Marching Band to help get them ready for the 1983 Rose Bowl. The week was filled with rehearsals and performances at Disneyland, the Rose Bowl Parade, and of course, the Rose Bowl Game.

"Montana State University is a wonderful place to teach. I enjoy the wide variety of students that the Music Department serves. Music majors as well as students from all disciplines enroll in our courses. Teaching is more stimulating and enjoyable when you see different faces every year. However, the music majors at MSU work harder than those at most major music schools because they tend to participate in every music ensemble and carry a heavy academic load as well. It is a real challenge to keep a step ahead of them.

"Because of the high visibility in athletic music it has been very rewarding for me to get involved with the pep band and the new Marching Band. The athletic bands give me an opportunity to work with the Athletic Director and his assistants as we try to produce an entertaining and spirited atmosphere at the football, basketball, and rodeo events. It is important to the community, university, and the Music Department that all our performing groups are of the highest quality. My biggest reward is being a part of this experience."

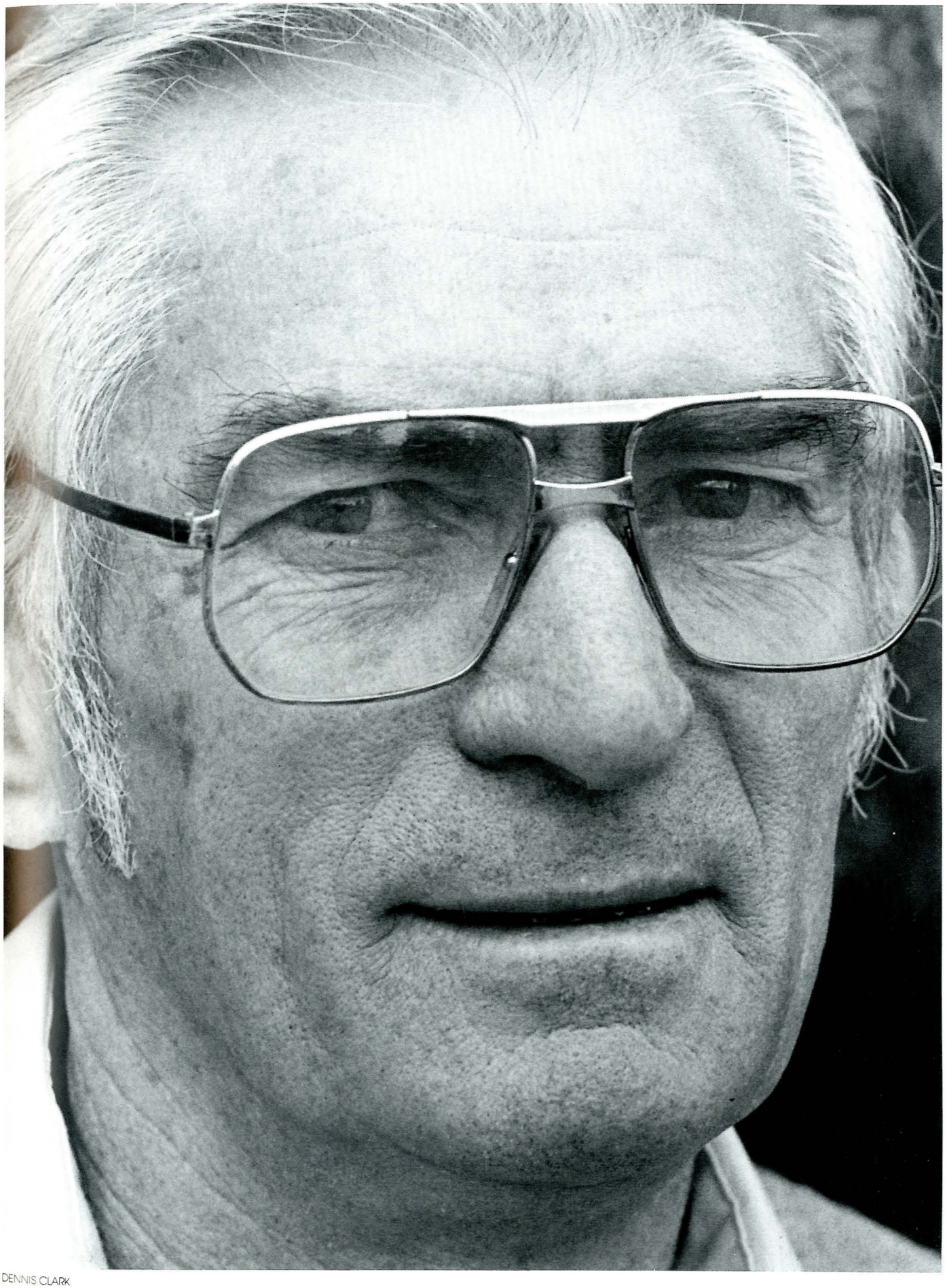


DENNIS CLARK

Faculty

JACK CATLIN

"Teaching is also a means of learning. If someone relates to my style and method of teaching, this is very gratifying to me. Whether the ratio is one on one or one on a hundred or more, I believe the classroom or any other instructional setting should be where a two way communication takes place. I worry when there are few questions or comments in response to the subject being discussed. On the other hand, when the discussion is lively, I think everyone involved gains more. Over a number of years, I've been fortunate to enjoy my profession and at the same time have the benefit of contact with students and other faculty. I'll remember these contacts long after the teaching ends."



DENNIS CLARK

Faculty

BETTY COFFEY

Betty has been teaching for 15 years, 5 years at MSU. She taught math in junior high and senior high school in New York state and is teaching computer science at MSU. Both math and computer science are subjects that people tend to shy away from and Betty has enjoyed helping students to see that these subjects are within their capabilities.

Betty tries to make her classes informative as well as enjoyable. One of the frustrations of teaching at MSU has been the large number of students in the classes and the inability to interact with all the students. In order to bring more information and to create more interaction between the students as well as with the instructor, Betty adopted the Feedback Lecture Method as a teaching tool. A Study Guide and Lecture Outline were developed which not only helps students stay aware of what is being presented in class but also includes discussion questions that are utilized in class to keep students aware of the material and allows time for students to review and learn from each other concerning new material.

Betty is the Faculty Advisor to Society of Women Engineers and feels a strong commitment to encouraging women in the engineering and computer science fields.

Good teaching has always been important to Betty and she has been a member of the Teaching/Learning Committee which has tried to share new instructional techniques with MSU faculty.

Betty was born in Buffalo, New York, but has considered Bozeman her home for 12 years. She has two children, 17 and 18 years old, and loves to travel around the country visiting friends. Having been raised in a city Betty feels a need to visit a city periodically but always enjoys returning home to the mountains again.



DENNIS CLARK

Faculty

DON COLLINS

Don Collins is a native Montanan, and proudly says, "I wouldn't live anywhere else!" Collins attributes his success with students to several things: doing away with the professorial arm length - becoming one of them, being open and straightforward which students appreciate, having a good sense of humor and lots of friendliness. Many students are familiar with him through one of his classes: Biology 105. They are also well acquainted with his rapid speech which is an excellent attention holding device. Class is informal but always interesting and informative. Collins sees no problems with today's students, they're here to get an education. There has been an attitude change with respect to the campus, in particular the grounds, i.e., the numerous "cowpaths," across the lawns. He added his feelings that teaching has been a very rewarding career for him, and will continue to be.



DAN MARSHALL

Faculty

RUDY DIETRICH

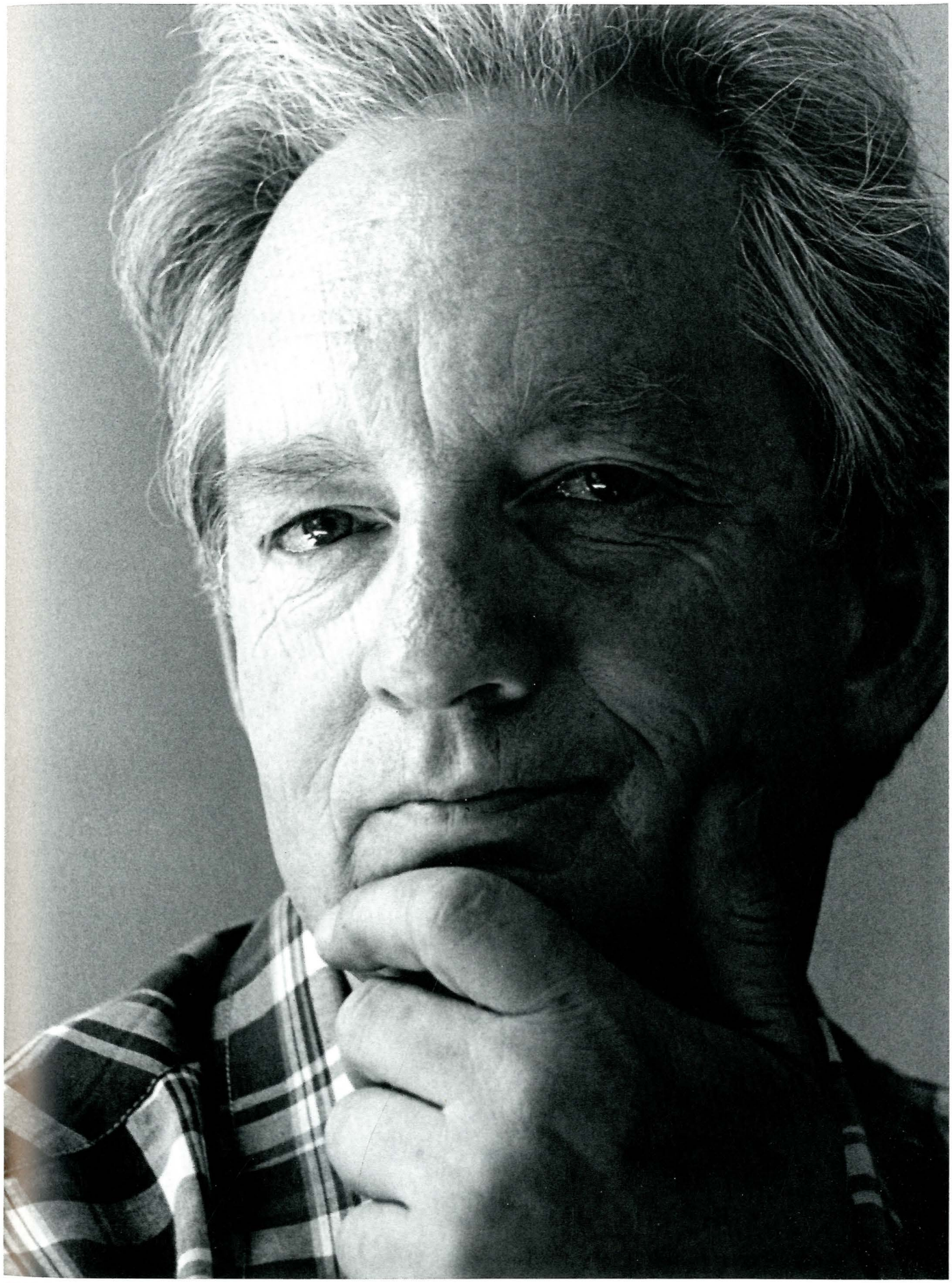
Coming from Austria, Rudy Dietrich was expecting a true culture shock and he is still surprised how easily he was able to adjust to Montana and MSU. "I felt immediately at home with the people, the landscape, and MSU," Professor Dietrich recalls. He believes teaching at MSU is a privilege in many ways. "I find students very open," he says. "They are ready to challenge me and my ideas." Professor Dietrich suggests that we all have a common goal — personal growth and growth in our field. These challenges and the interchange of ideas are carried out in a spirit of respect for the person involved and the integrity of the learning process. "I have had the fortune to make friends with many students, faculty, and adminsitration," Dietrich stated.

"I am expecting integrity in the work of my students and tend to be pushy." He holds the conviction that this creates healthy tension on both sides, the students in stretching their performance to the limit and on his side to keep up and hopefully set an example in work and attitude. "One problem I have is that students take me too seriously and need an adjustment period," says the professor. "One of my students in a large format photography class was mortified when I told him that if I saw him again carrying a 35mm camera during this class he would not pass the class. It took him awhile to realize that this was not so."

"Photography has never lost its fascination for me and is still my primary interest," he says. Working for shows and writing on photography allows him to relate creative experiences to his teaching. "I am a compulsive bookworm," Dietrich confides, "And reading on photography, art in general, and philosophy is one of my favorite pastimes. Music is a major aspect of my life and from 7 a.m. til 10 p.m. it is part of my home environment." This summer Professor Dietrich hopes to get back to playing his cello with his family — one of his real blessings. "I have a wonderful and supportive family," he says. "The students and my family have helped me to a great extent to become what I am today."

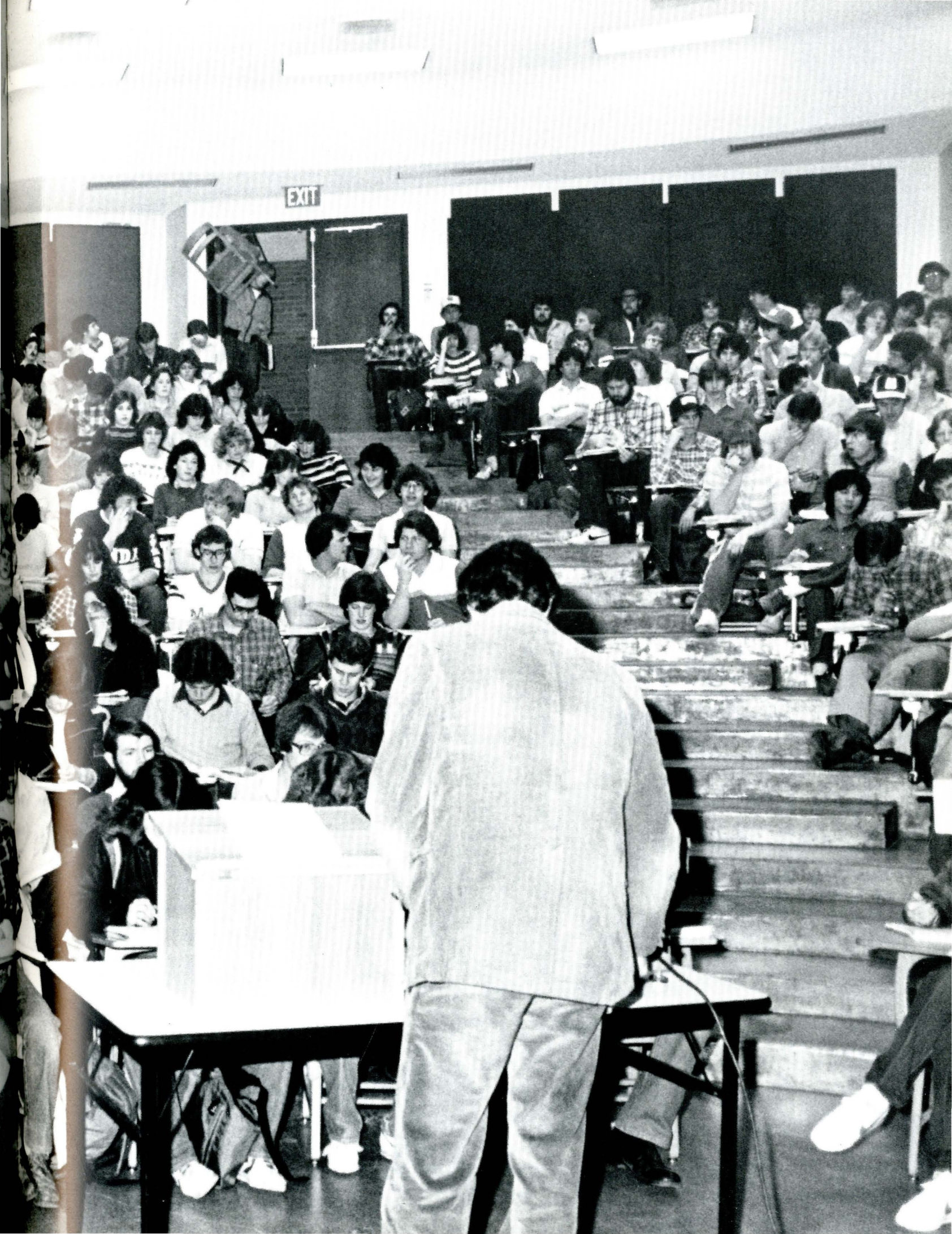
Rudy has been teaching at MSU since 1970. "What I enjoy most about teaching students today is the personal interaction and mutual trust in an experience of growth on both sides. There is also an attitude of sharing present that goes beyond the subject matter we deal with."

"When I leave MSU, I will remember most the atmosphere of sharing and friendship among faculty and students and a common concern about education. I will also remember the amazing potential for learning available at MSU and the dedication of the students, faculty and administration toward learning."



DENNIS CLARK


EXIT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NO ENTRANCE


NO ENTRANCE

Faculty

VIRGINIA HARTMAN

Virginia Hartman is a Montana native and grew up on a ranch around Clyde Park. She appreciates the rural life and the beautiful scenery around us and specifically enjoys the Gallatin Valley.

Professor Hartman entered the teaching profession in 1967 and has found each successive year to be rewarding and enjoyable. "I enjoy the daily classroom drama, the meeting of the minds, the discourse of ideas, and the particular focus that differences of opinion bring to the learning environment," she said. Virginia Hartman especially enjoys seeing the blossoming of self-confidence and self-awareness as students explore and pursue their particular courses of study while at MSU. She is constantly looking forward to hearing from students who have embarked on exciting, rewarding careers--careers made possible by those skills, knowledges, and attitudes learned at MSU.

Professor Hartman received the 1982 Outstanding Business Education Teacher Award from the Montana Business Education Association. This award was particularly important to her because many of her mentors has made this award possible. "A very cherished honor," she comments.

Virginia Hartman also received funding from the Montana Teacher Center to attend the Office Automation Society International Conference held in Washington, DC, this past December. She found the experiences and knowledges gained at this conference provided valuable insights for office automation design.

According to Mrs. Hartman the future continues to look bright and exciting. "The explosion of office technology and information systems will continue to prove challenging to educators as we strive to stay at the leading edge. I look forward to being a part of this fast-paced technology and look forward to sharing these knowledges with students," she admits.

Virginia Hartman enjoys her two children, Britney and Shane, and finds her family life has enhanced her professional life. Her husband, Lloyd, is always supportive of her endeavors. "I am very happy with my life and look forward to the challenges each new year brings," she contends.

"When I leave MSU I will remember the students the most," Mrs. Hartman comments. "The students and the backpacks, and the chimes in the morning and evening."



DENNIS CLARK

Faculty

CHRISTIE JOHNSON

Christie W. Johnson was born and raised in Laramie, Wyoming, where her father was a geologist for the State of Wyoming. "While I grew up," she recalls, "I spent part of every summer in ghost towns and cabins in the mountains of northern Wyoming, while my father did field work for geologic mapping." From the time Christie was three, she spent every winter skiing. "My parents would go to great lengths to write elaborate excuses about why I missed school once in awhile, but when I took an excuse to the principal's office the first day back, I had fooled no one. They always asked, 'How was the skiing?' " Though Professor Johnson does not condone students missing her classes, she certainly understands the power that beckons on a fresh powder day!

Christie Johnson finished her BS degree in Nebraska, and worked for a national accounting firm before returning to Wyoming to work on an MBA degree. In all, she spent six years without mountains or skiing, and was determined never to leave them again. "So far, I've been lucky--I have taught at the University of Wyoming, the University of Utah, and best of all, Montana State University," she noted.

Professor Johnson's interest in outdoor activities is alive and well in Bozeman. Her latest passion is bicycle racing, an exciting and stimulating physical challenge (especially when she considers that she's not getting any younger). "The more I learn about it, the more it becomes a mental challenge as well," Johnson notes. The psychological aspect of competition has taught her a great deal about herself, and she has discovered extensions of those philosophical concepts in daily life and teaching.

Professor Johnson finds it interesting that she has ended up in the teaching profession. "I was always a very shy person, and speaking in front of people terrified me. At one time," she added, "I remember deciding that teaching was something I would never be capable of." When Christie decided to work toward the MBA degree, she took a leave of absence from the accounting firm she worked for, and seriously considered returning to public accounting when she had completed the degree. As part of her graduate assistantship, she was expected to teach an introductory accounting course. "My voice must have quivered for the first two weeks that term! Even so, I found that I enjoyed helping others learn what I knew, and thrived on the opportunity to meet so many people," she remembered. Professor Johnson never returned to public accounting--instead she chose teaching as a career.

"The academic world is great--it is dynamic and interesting," she announced. No matter how many times Christie teaches the same course, there is always something new: new people, new developments, new colleagues, new problems. "I think the variety is a challenge, and I find it exists in any course I teach, if only I take the time to look for it."

Professor Johnson has had so many good experiences while teaching that it's hard for her to single out any favorite reasons for teaching. "I guess three things come to mind immediately." she claimed. The first is the close, lasting friendships that she has found through teaching. "Without the personal contact in teaching," she reflected, "I would probably have never met the people whose friendships I value so much."

The second is the experience she has had with one student working under her supervision at a local business. "I've watched the student grow in knowledge, maturity and confidence, and really learn the practical aspects of her chosen profession." This, to her, has been an extension of the educational process that is not always possible to achieve in the usual classroom environment.

A third special dimension of teaching for Christie is the pleasure she gets from seeing students make progress toward their educational and professional goals. Next year will be her fourth year at MSU, and for the first time since she has been teaching, she will have the chance to see students graduate and pass the CPA exam, which were freshmen in her courses during her first year at MSU. "Even though I will see hundreds of students come and go through my course, she reasons, "it will be particularly satisfying to see that group of students reach a significant milestone. That's rewarding!

"I like teaching students for several reasons," Johnson admits. "It gives me the opportunity to use my knowledge in a constructive manner, that hopefully helps me reach more people than I would in other professional occupations. I like teaching students because most of them are here for a purpose, and in a small way, I can help them reach their goals (even if their goal is on a smaller scale, like pasing BUAC 225!). I like teaching accounting because I think it is useful and practical knowledge for anyone who lives in a society as complex as ours."

When asked what she would remember most about MSU when she leaves, Johnson commented, "Hopefully, I won't leave MSU, but if I should, I will remember how great it feels to get paid for something I enjoy doing, in a place where I enjoy living. Such a combination is rare!"



DENNIS CLARK

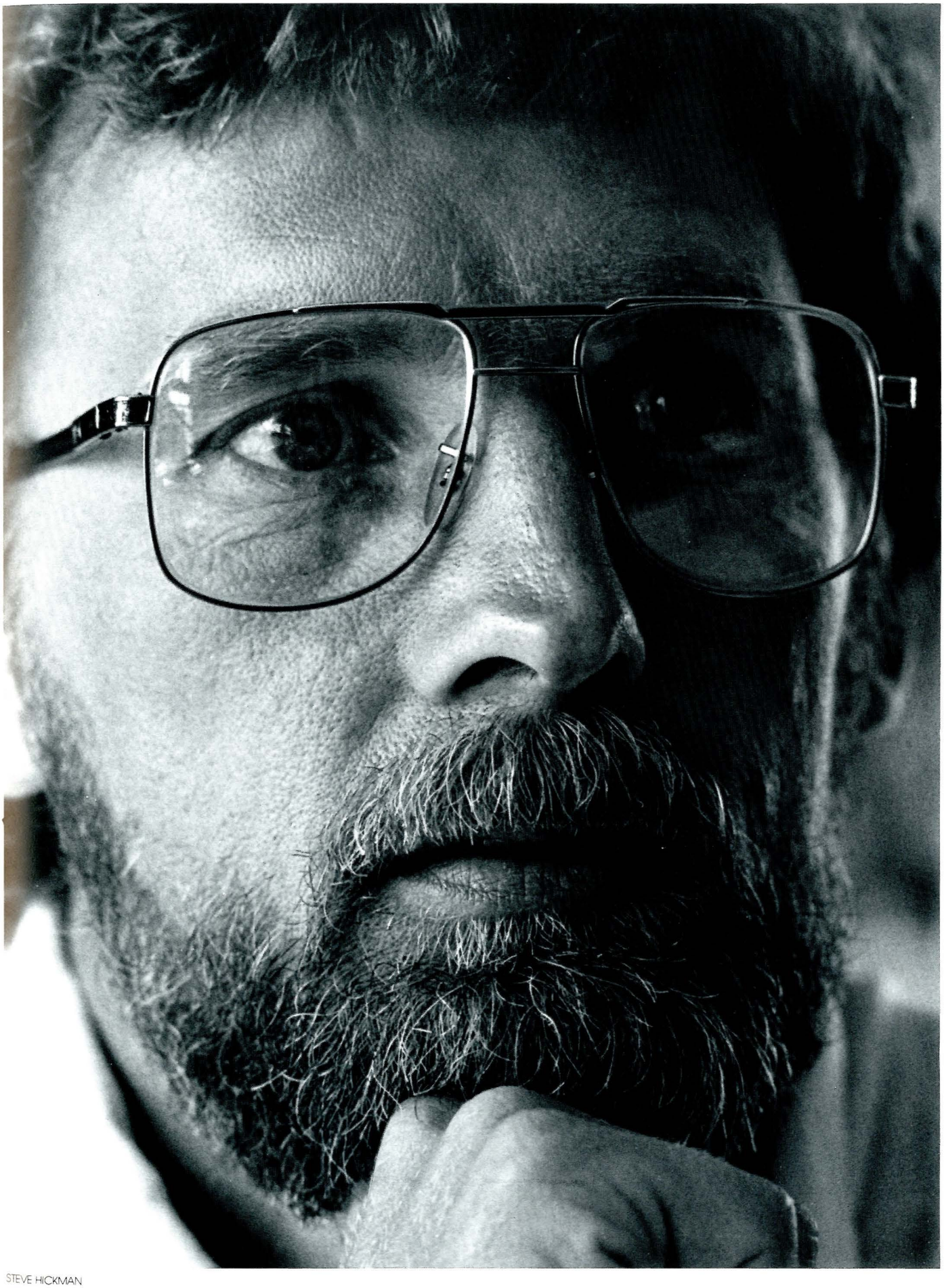
Faculty

WESLEY KEZAR

Dr. Wesley Kezar teaches in the Department of Animal and Range Sciences. He received his Bachelor of Science degree from MSU in 1974. He received his Masters of Science and Ph.D. at Oregon State University in 1978 and 1979 respectively.

Concerning his philosophies on teaching, Dr. Kezar feels it is very important to always remember that students are real people with genuine feelings and concerns. He tries to avoid projecting himself as an "all knowing" professor who has all the answers. "It's better to admit that you don't know the answer to every question students ask. They are intelligent individuals who aren't easily fooled. By being yourself and being perfectly honest, a better avenue of communication and overall atmosphere for learning can be achieved." Dr. Kezar feels instructors must meet the challenge of making learning a pleasant experience. "At times we have to become entertainers to achieve this." Kezar tries to teach his classes using sound, simplified basics. "If you can insure students fully understand beginning concepts, it becomes much easier to teach and learn more difficult portions of a course."

In response to the question, what will you remember about MSU upon leaving, Dr. Kezar responded, "I will fondly remember the few students who's lives I touched in some small way. I will remember with sadness all the students who passed by so quickly that I didn't get a chance to learn more about them and experience what each had to offer."



STEVE HICKMAN

Faculty

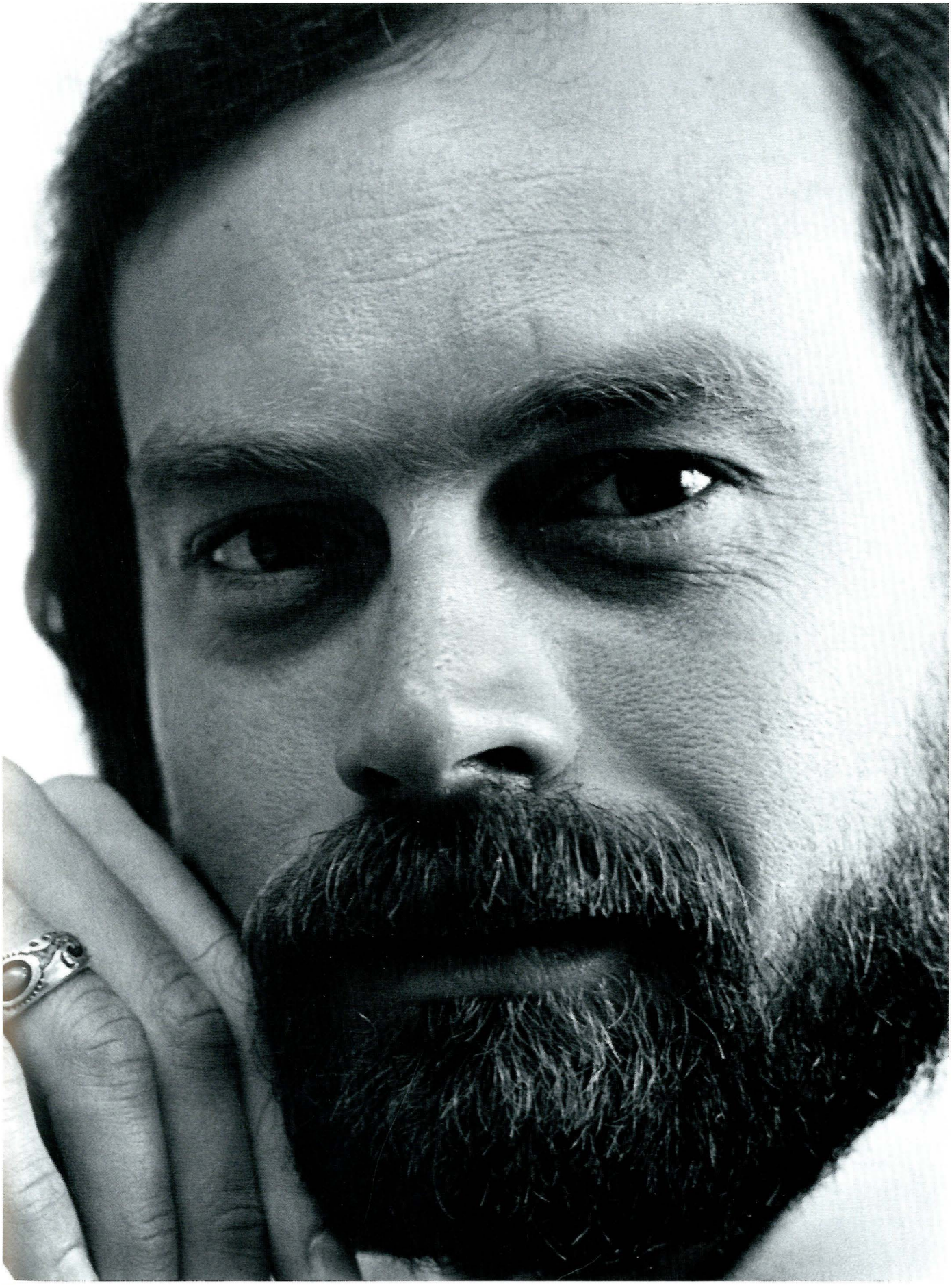
JIM MITCHELL

Because Jim Mitchell is not too far removed in age from today's students, he is keenly aware of the many trials that each must face during his or her college career. "An architecture student's time is a precious commodity and I feel obligated to never place unfair burdens upon it," Professor Mitchell points out. "I try to tailor my courses to encourage learning through consise, well-planned, and (hopefully) stimulating lectures and exercises." The several hours he spends with a student each day, he believes, must be as beneficial as possible.

Professor Mitchell believes in developing both a strong professional and personal rapport with his students. "I well remember how many of my own professors seemed often aloof and difficult to communicate with," he said. Fortunately here at MSU these barriers seem much diminished, and it is upon this foundation that his classes proceed. Mr. Mitchell strongly believes that if a professor can be perceived not only as a scholar but also as a "friend" who is there to offer support and encouragement, then a student will often make better progress because he knows that someone "cares". "I presume the old saying 'we're all in it together' really applies in our curriculum," he reflected. "If a student is willing to give so much sweat and tears, then I too should be there to help and advise whenever possible." Professor Mitchell really does care about his student's achievements, and he has realized some of his greatest "highs" through their successes...and as a side benefit he can truly say that he has gained many good friends along the way.

Perhaps one teaching method Professor Mitchell has found unexpected success with is that of humor. It is his opinion that no course is so important or serious that it cannot stand a shot of levity at one time or another. He has found that if the student's spirits can be "kept up", tedium and disinterest can be lessened. An example might help to illustrate this. Over the past three years Mitchell has been known on occasion to wear extraordinarily ugly neckties. Quite justifiably the students have often been "grossed out" and for three years now have challenged him to a "Tasteless Tie Contest". Each year the number of participants has increased, and each year finds "alumni" returning for the showdown. This past contest even saw a guest appearance by the architecture school's director! (By the way, Professor Mitchell has yet to "win" one of his own contests...)

In the fall of 1980 Professor Mitchell made what so far has been a "wise decision" to enter architectural education here at MSU, where he currently teaches several of the environmental controls courses as well as 2nd and 3rd year design. Recently another professor (Thomas Wood) and Mitchell won first prize for a passive solar multi-family housing project in a national competition co-sponsored by SOLAR AGE magazine and the American Gas Association. It is their desire to see this project built here in Bozeman and to monitor it for energy conservation.



STEVE HICKMAN

Faculty

ROBERT MORASKY

Although few students notice it at the time, Robert L. Morasky almost always puts the following saying by Calvin Coolidge on the board the first day of class: 'The purpose of an education is to learn how to think, not what to think.' "Unfortunately, it is a great temptation to tell students what to think," Morasky remarked. "To 'profess' the truth to them, to delude oneself into thinking that, in fact, I can give them knowledge; after all, isn't my title 'professor'?" But, somewhere in his own education, Robert Morasky picked up the notion that he is not the keeper and giver of knowledge. "Teaching is really a process of modeling desierable behaviors and guiding students into situations in which they can learn.

"On those days near the end of the quarter when there is a fresh layer of powder up at Bridger Bowl or the Gallatin River is just right for trout fishing, it seems a little harder than usual to call up that reserve of energy and pose the question once again to a student, 'How do you know?' That question begins the sequence of probing, thinking and questioning that ultimately produces a student who can't be easily deceived by propaganda from others or from the self, who won't resist change in a rapidly changing society and, most important of all, won't be afraid of questions and ideas."

So as often as he can and with as much patience as he can muster he asks that question or any one of a hundred others that "stimulate students to think" or to examine their thinking. Of course, that isn't always what student want. But, it does seem to be gratifying to many, just as it is gratifying for Professor Morasky to see a student wrestling with some uncertainty or experiencing that flash of recognition that says "Now I know why I know!"

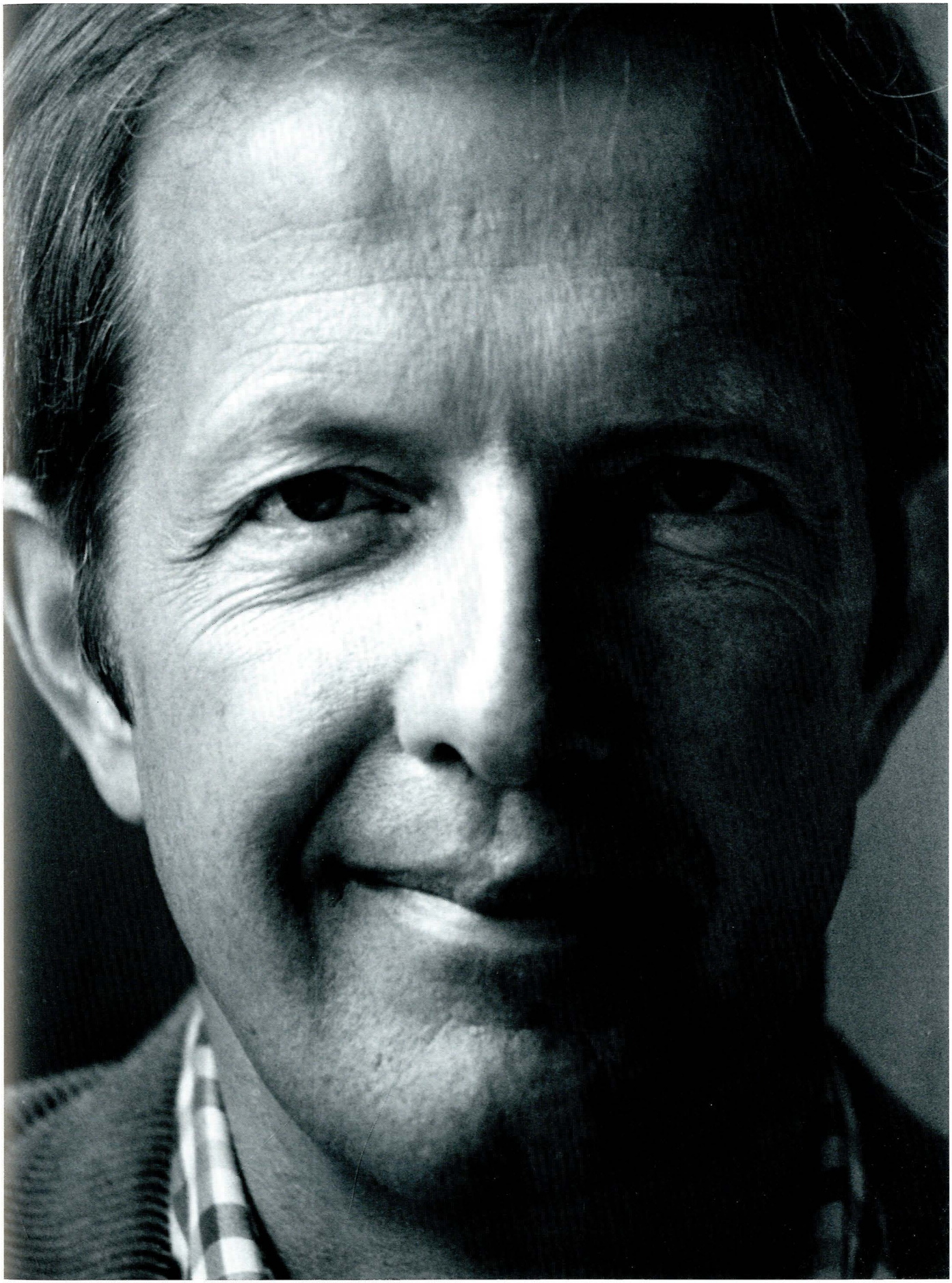
There have been two experiences that stand out in Morasky's memory as verifications of the philosophy that he has chosen to follow. The first was a poster that he found on his desk one afternoon with a note that said he should hang the poster in his office because it exemplified for this annonymous student the purpose and spirit of his teaching. The poster said "Give me a fish and I eat for a day. Teach me to fish and I eat for a life time."

The second experience was provided by a quiet, nondescript, seemingly average student in one of his classes who had challenged a number of previously unquestioned beliefs and came away from the contest with a better appreciation for her intellectual skills. She wrote the following poem and, "just as all students seem to do with important things," left it on his desk.

My mind's been
teased
    tickled
        a bit tormented

by your
"why's"
"what-if's"
and a challenge to examine
what I thought I always knew.
I'd been schooled for competition
and
you have pitted me
against myself.
I was question-full
in need of lifetimes
            to seek the
                    answers
and
you
  have added more.
Yet
You seem another who knows
that fields are for thinking
and jets
    maybe
        just maybe
                for rumbling in our bodies.

Another
who would leave me room
for all the world-simple things
that are life to me,
understanding
that they're not stupid or dumb.
I like that
        -and-
        thank you.



DENNIS CLARK

Faculty

BRADFORD MUNDY

Professor Bradford Mundy joined the staff of Montana State University in 1967. Prior to this, he received his Ph.D. from the University of Vermont in 1965, and received his B.S. degree from the State University of New York, Albany. As an undergraduate student, he majored in chemistry and minored in education.

"Research and teaching go hand in hand," as far as Professor Mundy is concerned. Although he is concerned about quality teaching and the students he works with, Mundy also maintains an active research program. He devotes a large amount of time reading journals and keeping abreast of the new trends in organic chemistry. Professor Mundy also contributes to the scientific literature; he is the author of about 50 papers and one graduate textbook. He is currently involved in the writing of two other books. He feels that not only is the time spent in research of value to the advancement of science; but, also directly impacts on the vigor of undergraduate teaching and eduation. "Chemistry is not a study of the history of things done in the past; but rather a constantly evolving discipline," says Mundy. Professor Mundy is quite proud of his achievement of being the only staff member of Montana State University to win both the teaching and research awards. "This proves that research and teaching are compatable," he says, and in his view, "a university cannot exist as a university without the vigor of research."

Professor Mundy remembers one experience that perhaps suggests the extremes he will take to get a point across in the classroom. A freshman class (Chem. 122) was having particular trouble with a "simple" concept--neither rewards or threats seemed to help. So, he taught his four-year old son the concept; and brought him to Gaines 101 to teach several hundred college students. His son was so small that he had to stand him on the laboratory bench in the front of the room. Instead of teaching, his son cried! Professor Mundy had to hide him under the desk for the rest of the period. That was a while ago---the son will be in college in another year!

When asked what he likes most about teaching, Professor Mundy replied, "I like the "youngness" of students. Being with them constantly keeps me from feeling older. I like to see them wonder about things, learn to laugh and enjoy life, and to appreciate the great gifts and potentials that can be theirs--they have only to go after whatever they want."

And when Professor Mundy was asked what he will miss most when he leaves MSU, he remarked, "Who's going to leave MSU? I don't have any plans or desires to not teach or do research. I'll have to be dragged out of Gaines Hall, and I will surely put up a great struggle!"

Professor Mundy lists chemistry as one of his hobbies, because he enjoys the time spent at it. He thrills at the excitement of research students (both graduate and undergraduate) when they make the big "breakthrough." Other activities that take his time include skiing and woodcarving; and in the late evenings he enjoys spy and mystery novels.

Professor Mundy is married to Margaret (Saimond); also a former undergraduate of the State University of New York. He recalls that she would routinely beat him in courses they took together. She is now the Activities Coordinator at Resurrection Parish, where Professor Mundy is also quite active. They have three children, Chris, Ellen and Jill; and a Lhasa Apso named Ethyl.



DENNIS CLARK

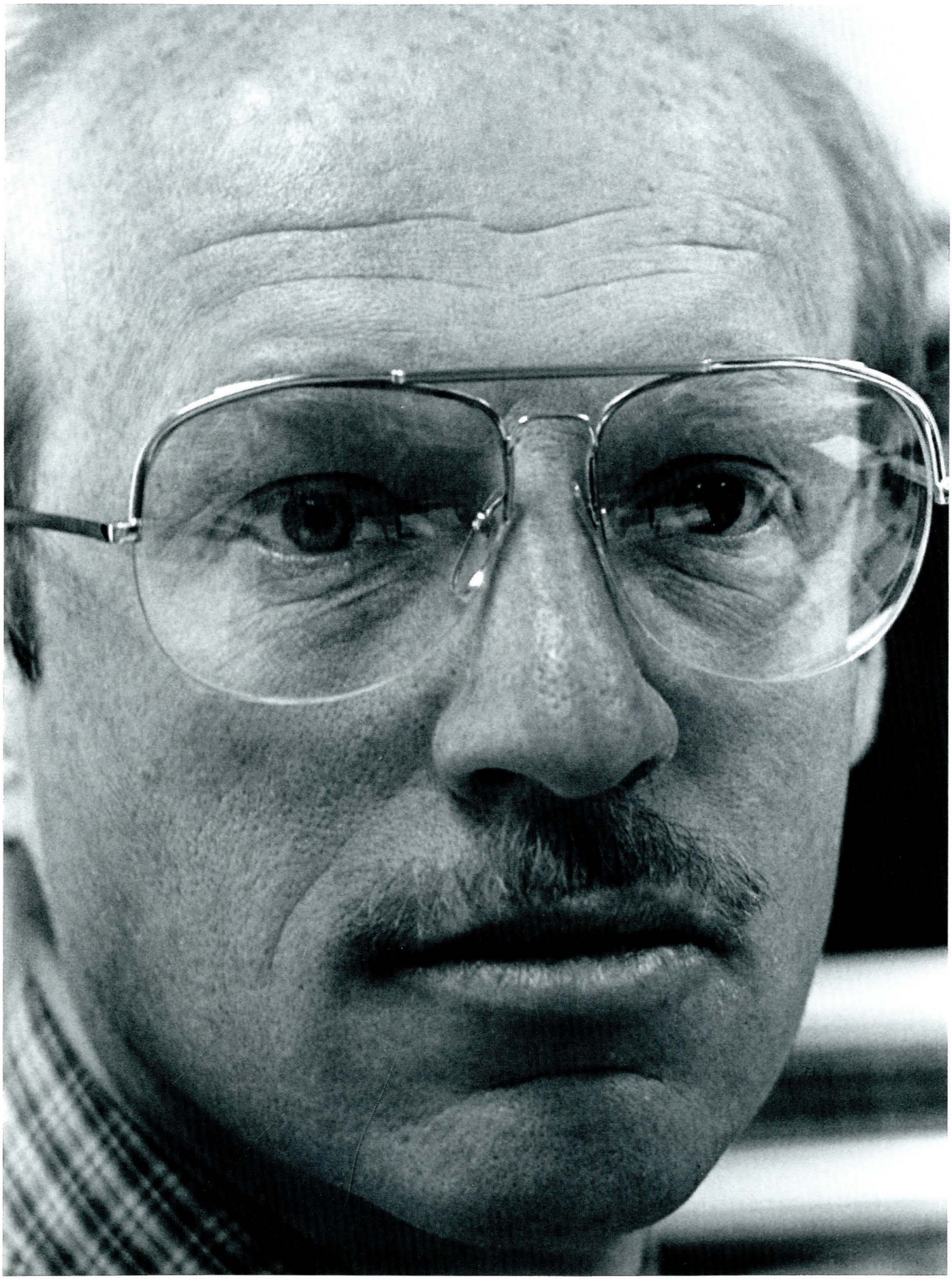
Faculty

DICK POHL

Dick Pohl, associate professor of landscape architecture, has been teaching landscape design in the Department of Plant and Soil Science since 1976. As a landscape architecture graduate student at Iowa State University, he set a career goal of helping others learn about stewardship and wise use of the land. He gained practical experience in a professional office in Omaha where he designed and supervised the implementation of many significant projects.

At MSU Dick teaches a variety of courses from home landscaping through landscape construction and site planning. He helps students learn by providing real study sites and real problems. In Montana the field experience often requires hearty and rigorous students as Bozeman weather is very unpredictable. Field trips are a critical part of education experiences thus allowing students to be exposed to and absorb the complexities of the built environment. Such experiences also contribute toward student responsibility and lifetime leadership roles.

Recently Dick has become involved in the creation and development of a new outdoor classroom — the MSU Arboretum and Botanic Center. "Our campus cries for strong landscape development with extensive variety of ornamental plants," commented Dick. "The arboretum will provide landscape beautification as well as educational and scientific benefits for the entire state of Montana."



STEVE HICKMAN

Faculty

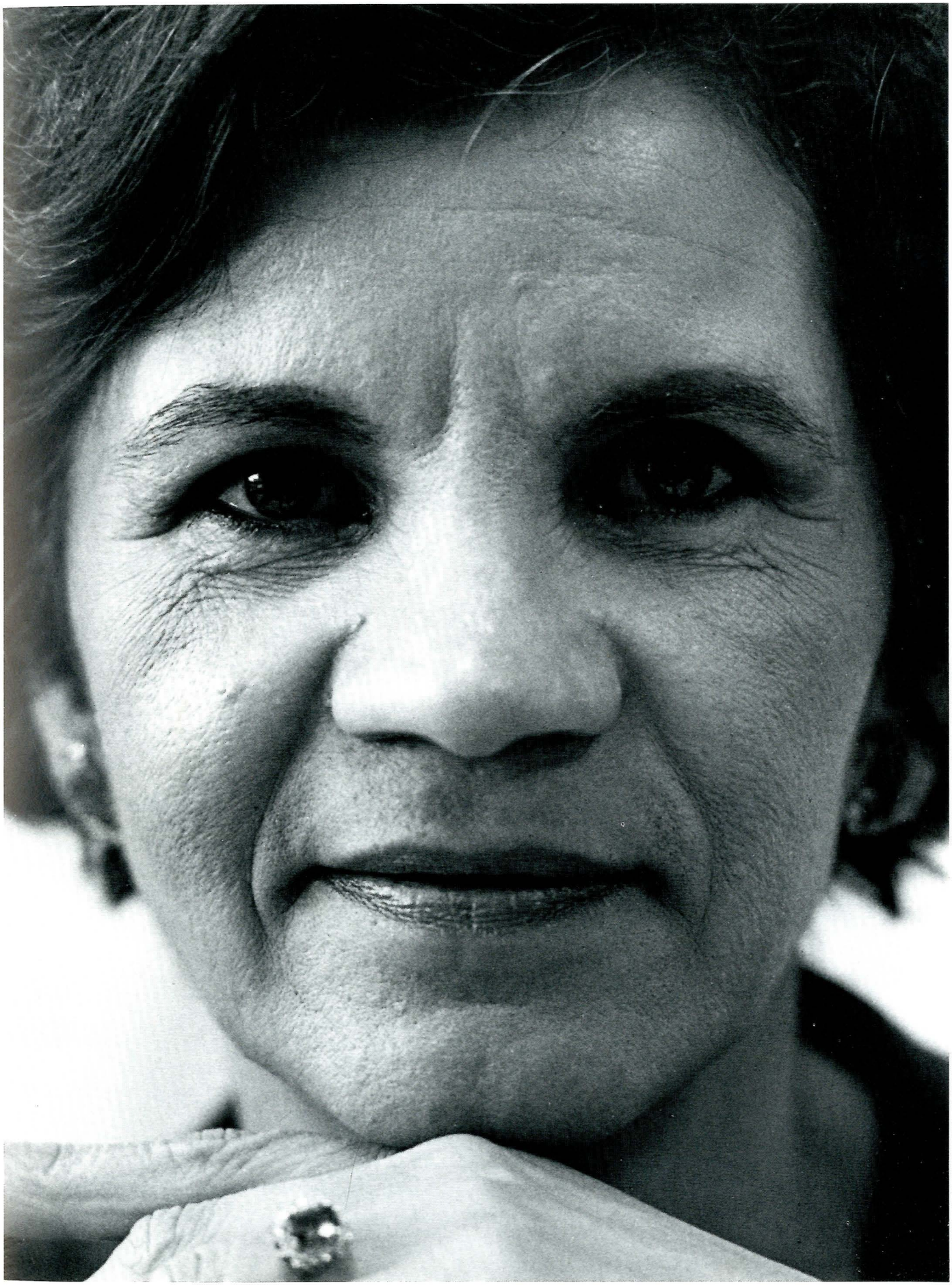
DOUG POLETTE

"I believe my chosen field of industrial arts goes a long way towards the development of the individual's potential to use the knowledges from nearly all disciplines in concert with each other to arrive at a logical and workable solution to technological problems, says Professor Polette. "In this process the individual uses not only their mental capabilities, but also their physical capacities to actually construct a product that has first been designed and engineered based on theory and then actually constructed in the laboratory." Professor Polette feels the best educational processes includes not only the manipulating of facts, figures and data, but also applying that information to the actual participation with tools, materials, processes and products of our technological society.

He believes that as we move further into a technological dependent society the best way to assure the continued development of the American system is for all individuals to be able to view the problems and potentials of society through the eyes of an education system which is as broad based as possible so all aspects and implications of society's future decisions can be best determined for the betterment of all mankind.

"My small part of this process is to provide my students the opportunity and need to go beyond the lecture classroom and into the laboratory where all diciplines merge to struggle with solutions to current industrial problems and future technological concerns," comments Professor Polette.

Doug Polette has been teaching at MSU for 10 years. In his teaching experience at MSU he has concluded that what he likes most about teaching students is "their desire to learn, their demand for quality instruction and their sense of fairness."



STEVE HICKMAN

Faculty

SALAH SAYED-AHMED

Salah Sayed-Ahmed, Associate Professor of Film and Television Production, has been teaching at Montana State University since 1968. His teaching responsibilities include motion picture direction, writing, editing, cinematography and motion picture special effects.

Prior to coming to MSU, Salah taught as a Professor in Giza, Egypt and was a lecturer at several universities. He received a B.S. degree in Law and Police Science, and a B.A. degree in Dramatic Arts in Cairo, Egypt. He arned a M.A. degree in Cinema at the University of Southern California.

Salah has many years of professional experience in the motion picture industry and has worked with many prestigious movie directors and personalities. Before his teaching career at MSU he operated his own film production company in Cairo, Egypt, traveling throughout the Near East on assignments in North Africa, Europe, and Asia. In 1955 and 1956, Salah served as technical advisor and assistant in the filming of Cecil B. DeMille's *The Ten Commandments* for Paramount Studios. He also worked on *The Loves of Omar Elkhayan,* (William Deterlie), *The Egyptian* (Warner Brothers), and *The Land of the Pharoahs* (Howard Hawks).

During the summers, Salah usually returns to Egypt and often works as a film consultant for filmmakers and for the Ministry of the Interior (Security and Police). During the summers of 1977, 1978, and 1980, Salah has taken interested students from MSU on summer workshops he has conducted abroad. In 1977 he conducted a six-week workshop in Egypt, visiting Egyptian studios in Giza and National Network TV studios in Cairo, Egypt. In 1978, he conducted another six-week workshop in Munich, Germany, and visited the studios of Bavaria and the network TV studios in Munich. And in 1980 he arranged another workshop in Egypt, conducted in the Cinema studios and in the National Network TV studios.



DENNIS CLARK

Faculty

MICHAEL SEXSON

Michael Sexson has taught English at MSU for 14 years. He has a Ph.D. from Syracuse University and is the author of a book on the American poet Wallace Stevens (Edwin Mellen Press, 1981) as well as numerous articles dealing with myth, religion and literature. In 1970 he was voted Outstanding Honors Professor and in 1982 he received the Anna K. Fridley Distinguished Teaching Award for MSU. He is co-editor of the national interdisciplinary journal CORONA.

He was the principal architect of LOGON '83, a nation-wide computer conference held on the MSU campus, and with his wife, Lynda, organized the spectacular ECLIPSE '79 festival of four years ago. He has been active in several professional organizations, and has scripted many video, film, and readers' theatre projects.

Of teaching, he says: "We have the mistaken notion that teaching is the dispensing of 'information.' If that is so, a teacher can easily be replaced by a computer, an infinitely more patient and error-free tutor. Teaching begins only after the student has learned skills with the assistance of books and machines. Genuine teaching is the process by which those skills are allowed to operate in ever-widening contexts; it is the making of significant connections among things thought to be unrelated, an experience of being genuinely 'in-formed.' Good teaching is ultimately a mysterious thing, unwilling to be quantified and diagrammed. Even so, I think we can say some things for sure about it. It is the opposite of everything that is boring and banal; it involves a passionate attachment to ideas and to the conviction that an idea is real--a chemical event in the brain--that can transform minds and lives for the better. It involves failure, never being content with one's knowledge and methods.

"I've been failing at teaching now for almost 28 years and I intend to keep doing it till I get it right."

When asked what he enjoys most about teaching, Professor Sexson commented, "Participating in the creation of expanded world views is a unique, almost guilt-producing pleasure."

"What I will remember most about MSU when I leave will be the student who visited me years after he had graduated to tell me that he had finally 'gotten' a poem we talked about in a literature class."



DENNIS CLARK

Faculty

SHANNON TAYLOR

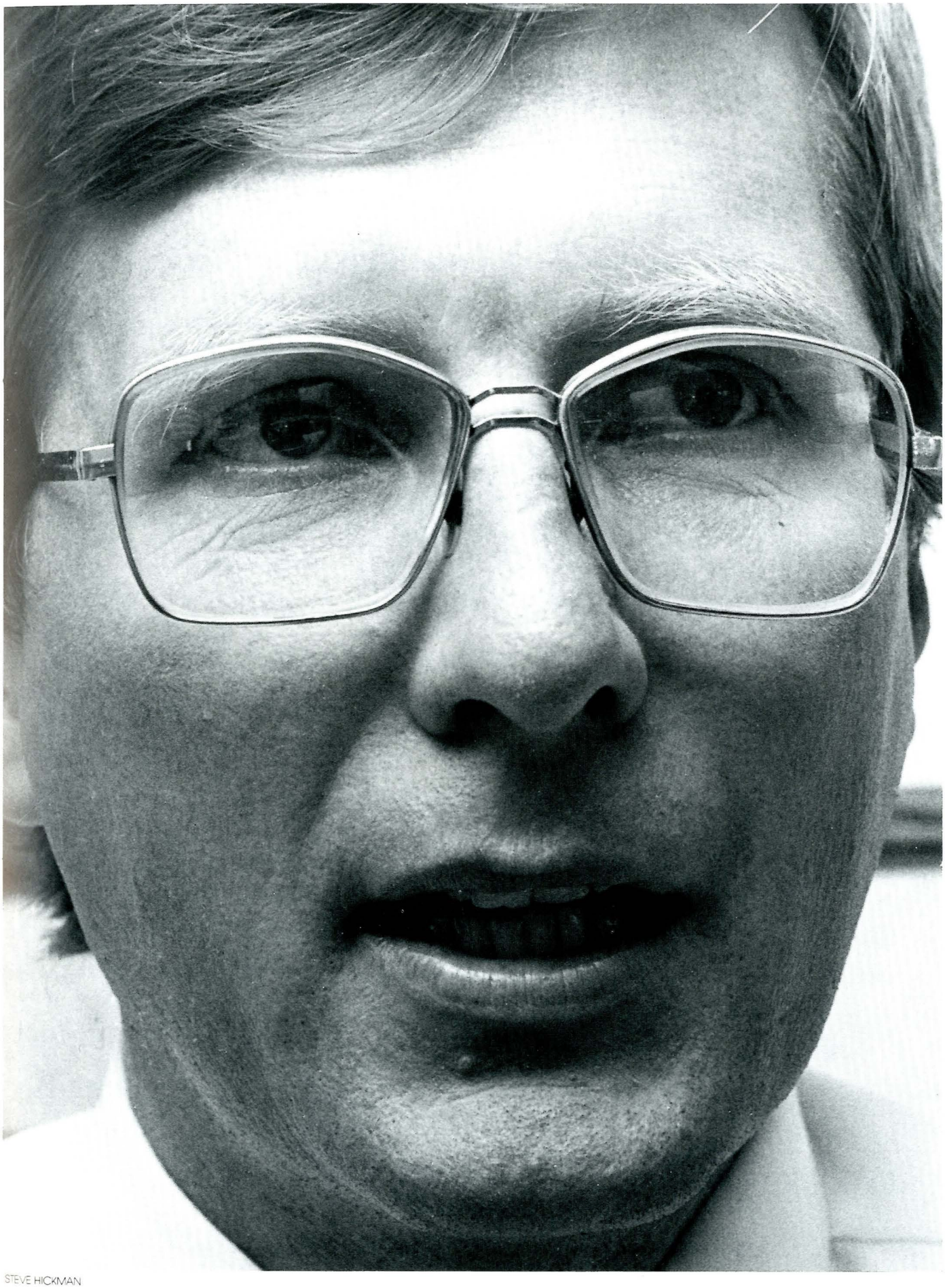
"When I am nearing finals week of a successful quarter, I invariably take time to analyze the factors that contributed to my perception that what took place between my students and me was good. One of the first thoughts that comes to mind is knowing that there are 90 students scattered all over campus studying for my final exams and/or completing a final writing assignment. If they feel they are simply 'going through the motions' to complete my course and feel that there is no real value in their studies, I have not successfully communicated my view of the student-professor relationship," states Professor Shannon Taylor. Each quarter there exists the opportunity for professors through their conduct and expertise to instill students with the motivation to become competent professionals. Mr. Taylor tries to use this opportunity to the fullest extent.

"I always take time during the quarter to discuss with my students what it means to be a college graduate," remarked Professor Taylor.

"I begin the discussion," he continues, "by reminding my students that they could have chosen not to go to college after high school graduation. In fact if they would have chosen not to attend college, they might have been on a very successful career path ahead of schedule. I then ask them to articulate what they see as the discriminating characteristics between young adults who graduate from college and those who don't." He always gets the easily measured qualities, such as: jobs of higher prestige, salary and responsibility. Students also deduce that the reason society rewards college graduates with the better jobs is because of their knowledge that they received during their formal education. Professor Taylor then suggests that the students view learning content material not as a means to getting good grades, but as a means of obtaining self confidence and satisfaction through society's rewards. Once students have graduated from college, other members of society will expect them to recall and use content material in their area of expertise. Professor Taylor has found that, "It is easy to motivate students by suggesting that the better they are using their college-gained information to help their colleagues and friends, the more these associates will value and reward their performances."

"Up to this point the discussion is fairly straight forward," says Taylor. "However, I then ask my students if college graduates think differently from individuals who did not attend college. Does our society expect a different type or kind of thinking ability from its college graduates?" He manages the subsequent discussion by introducing the concept of problem-solving ability and suggests that students view their college careers as formal, structured experiencs designed to make them better problem sovlers. "Society will not only expect them to have certain content knowledge and facts relevant to their area of expertise, but will expect them to be the individuals who invent the novel solutions to tomorrows problems," Professor Taylor commented. He encourages students to take an active role in their college experential process and points out that much of what they view as irrelevant or unnecessary classroom assignments or exercises are designed by professors who really have the student's best interest at heart.

Professor Taylor has been teaching at MSU for four years. "I enjoy interacting with young adults who are developing their opinions, knowledge, and thinking skills," he says. "It is an unique opportunity in a person's life, and I enjoy being part of it."



STEVE HICKMAN

Faculty

BEN TONE

After 21 years with the Department of Theatre Arts at Montana State University, Ben Tone has turned in his cap and gown for the bright lights of the stage. Tone received his BA in theatre from Portland, Oregon, in 1950 and since then has created a growing reputation as an actor.

During the 40's, Tone performed on the Borscht Circuit in New York and went from there to theatres across the nation. He also got involved in Shakespeare productions at Stratford-On-Avon, England, in 1945.

Since his arrival at MSU, Tone directed such local favorites as: *Waiting for Godot; The Marriage of Figaro; Skin of Our Teeth; Carmen; Twelfth Night; School for Wives; Oedipus and The Cherry Orchard.* In 1977, he starred as Lear at MSU.

A member of Actor's Equity, AFTRA and SAG, Tone has starred in three Hallmark Hall of Fame Productions; *Alice in Wonderland; Devil's Disciple and The Lark.* Ben hopes to get more involved in motion pictures now that he is retiring. After spring quarter, Tone left for Seattle to star in a film, "Bombs Away" for writer/director Bruce Wilson and Nexus Films. The movie is scheduled to be released during the fall of 1984.

Tone was presented the Phi Kappa Phi Honorary Society's Distinguished Teaching Award in 1977. At that time, he had appeared in over 18 productions for A Contemporary Theatre (ACT) in Seattle.

Tone is recognized as an expert in creative dramatics, presenting workshops in this area at the 1975 Rocky Mountain Theatre Association annual convention and for the Montana Association of Teachers of English.

"When I first started teaching," Tone said, "I tried all sorts of things I thought a teacher ought to do. But then I realized the best teacher I ever had was the late Doris Smith. I worked with her at the Portland Civic Theatre. She sincerely loved theatre and sincerely loved her students. She found what you were good at and harped on that and suddenly you became better at all the other techniques too.

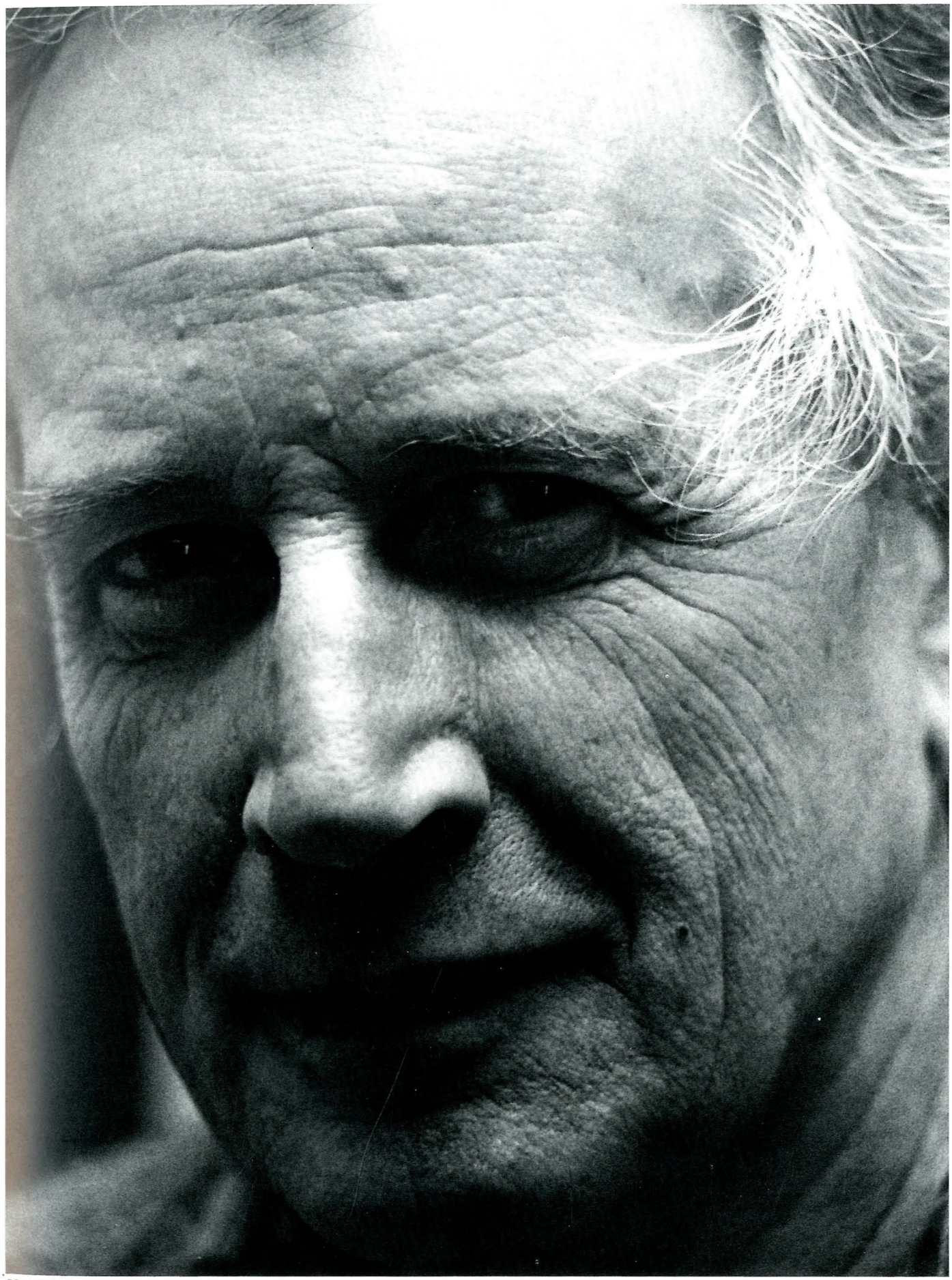
"Slowly I'm doing more of that. In building enthusiasm, you have to become a child again and show your emotions instead of being the sophisticate who doesn't show his feelings. Conveying emotions is what acting is all about and what teaching is all about.

"I love teaching," Tone concluded, adding, "I hate to grade."

Tone left the department June 30 and left immediately for Seattle to begin work on the new movie.

Former head of the Department, Dr. Bruce Jacobsen, once said, "Students trust Ben and have confidence in him. His encouragement has aided many students to go on successfully in this difficult profession."

Everyone in the department remembers that Ben Tone gave a lot of himself to everyone and asked for little in return. The important thing is that they will always remember him, and the name Ben Tone will always have a special place in the theatre at MSU.



DENNIS CLARK

Academics

ACCOUNTING AND FINANCE

The Department of Accounting and Finance is one of three departments within the School of Business. It is worth noting that this school represents the oldest program on the MSU campus since the first courses taught at this university in 1893 were business courses. The department offers a standard four year program with majors in accounting and finance. Present enrollment within the department is approximately 550 students, equally divided between men and women. The department services students from some 28 other departments or programs throughout the university.

During recent years there has been a high level of demand for the programs' graduates, both from within Montana and from national firms. Over the past three years the pass rate on the uniform Certified Public Accountant's Exam has been averaging 46 percent, which is approximately three to four times the national average.

Presently, the department has 13 full-time regular faculty and some occasional part-time staffing. Eight of the faculty have doctorates and nine have various types of certification or licenses. All are relatively young, aggressive, enthusiastic, excellent teachers. During the past year the faculty published about ten professional articles and one book. Most are engaged in some type of creative activity with some activities supported by grant funds.

Long range future planning encompasses two tentative goals. First, the department is considering seeking accounting accreditation which is an additional accreditation beyond AACSB. This is a new program that appears to be growing nationwide. Second, the department is reviewing the need to establish a graduate program in accounting. This may result in a Master of Accountancy degree at some future date.

AGRICULTURE AND INDUSTRIAL EDUCATION

If your grade or high school included a course in vocational agriculture, industrial arts or you have received training in 4-H, chances are you were taught by a graduate from the department of Agricultural & Industrial Education from MSU. The teacher training programs for vacational agriculture and industrial education was established early at MSU to accomodate the need for well trained teachers for Montana's public schools. Though the departments operated separately and have been located in several different colleges, they were merged in 1978 and moved into new facilities in the Creative Arts Complex (Cheever Hall).

Agricultural Education students prepare to either teach vocational agriculture or are enrolled in the new approved extension option which prepares students to become county agricultural extension agents. This curriculum has been particularly attractive to students because teachers of vocational agriculture have been in short supply in Montana and the nation since about 1968. Too, students graduating in this curriculum receive the highest average first year salaries of students graduating from the College of Agriculture. The industrial arts curriculum provides an appropriate education for persons wishing to teach industrial arts at either the junior high or high school level. The persons who have four years of occupational or trade experience and receive a BS degree from MSU are also eligible for vocational certification in Montana.

Many of Montana's agriculture and industrial leaders have graduated from these departments at MSU. Many of the industrial arts students become self employed as contractors. Follow-up studies of those graduating, reveal a high degree of satisfaction with the curriculum due to its breadth of its concentration on learning by doing philosophy that prevails in the department.

Service to the teachers, administrators and the citizens of the state remains a central focus of the department. Its staff serve as speakers, evaluators, program planners and as resource persons to state agencies, businesses and industry and the schools of Montana.

AGRICULTURAL ENGINEERING

Agricultural Engineering is "all of engineering applied to all of agriculture." It is...

—The design of power units and implements for tilling the soil, planting crops, harvesting and processing the products of agriculture

—The design and construction of environmentally-controlled structures for raising livestock, growing plants, and storing such crops as small grains, potatoes and apples

—The development of water management systems for the proper and efficient utilization of water in crop production conservation of soil and water for cropland and rangeland managment of livestock and agricultural wastes to control water and air pollution

—The design of energy systems for agricultural production--biomass combustion, solar, wind, methane.

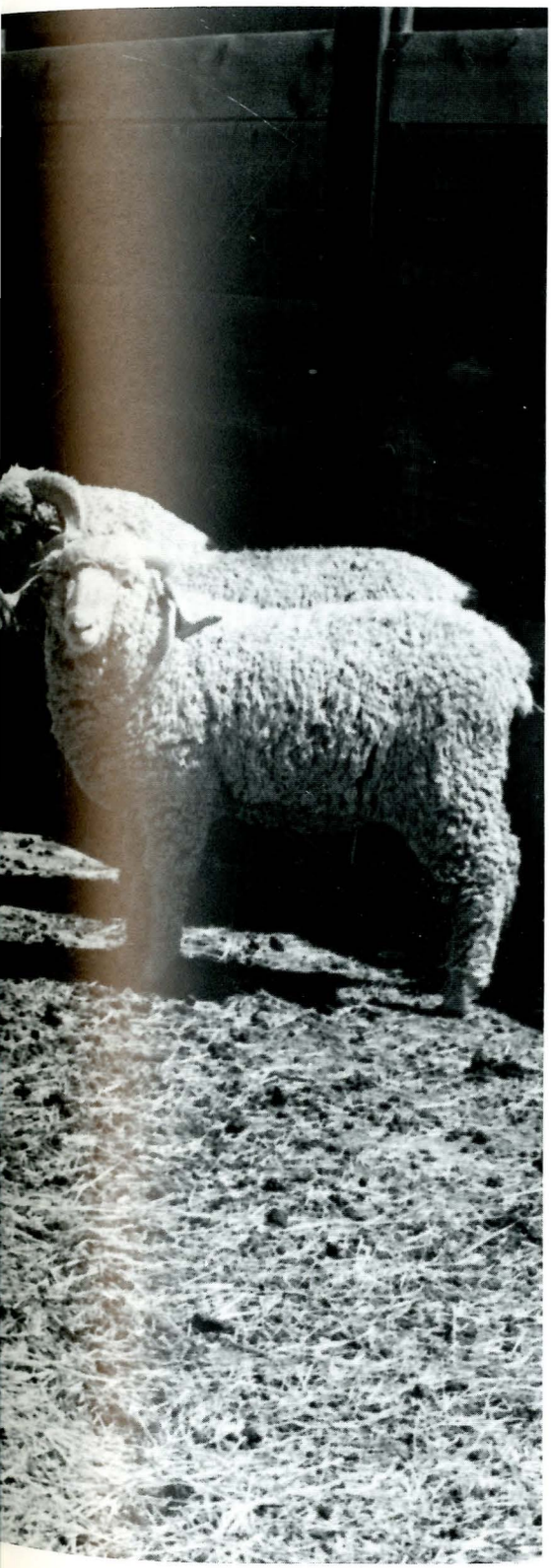
All of these activities, and many more, fall within the scope of Agricultural Engineering. Agricultural engineers are a relatively small group of highly trained individuals who play a major role in society by promoting increased productivity and efficiency in the agricultural industry. Once almost exclusively a man's field, agricultural engineering is now being chosen as a career by an increasing number of women.

Ag engineers find employment in many different areas. In addition to working in areas traditionally considered the domain of the civil or mechanical engineer, the agricultural engineer may find employment with: farm machinery and equipment manufacturers and distributors, sprinkler irrigation companies, farm building manufacturers and contractors, food and feed manufacturers and processors, U.S. government agencies, state and local government agencies, electric power suppliers, or as self-employed consulting engineers and contractors or farmers and ranchers.

At Montana State University the Department of Agricultural Engineering is located in the College of Engineering. The AE curriculum is fully accredited by ABET, the Accreditation Board for Engineering and Technology. Upon graduation, most agricultural engineers take the Engineer-in-Training exam, the first step toward becoming a Registered Professional Engineer.

Students are exposed to ongoing research activities within the department. Some of the current projects include development of a prototype cable-logging system, four-wheel drive tractor field studies, rangeland improvement machinery development, biomass furnace testing and evaluation, management of forage and legume crops under different irrigation systems, development of a computer model for surge flow irrigation, development of specialized grain drill openers, and harvest optimization of edible food legumes. The Department looks forward to more work in these areas and others as the opportunity and need arises.





ANIMAL AND RANGE SCIENCES

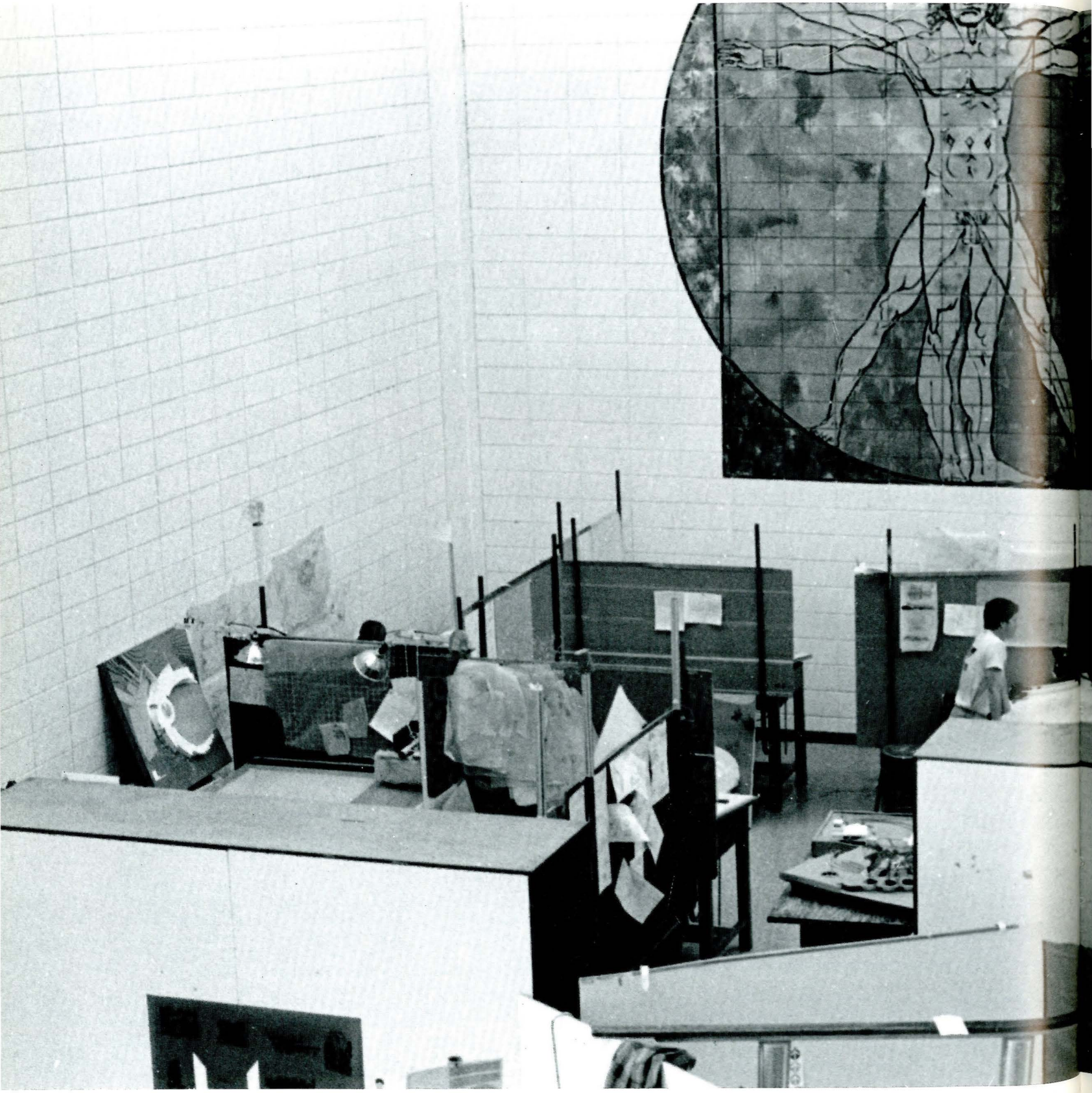
The MSU Animal and Range Sciences Department is unique in that it consists of three fairly distinct yet interrelated subject matter groups of Animal Science, Range Science and Reclamation of Disturbed Lands. Each group performs a teaching, research and service function, yet the emphasis upon each activity varies from group to group. Bachelor of Science degrees are granted in Agriculture with majors in Animal Sciences and Range Science with science and production options in each major. Master of Science degrees are conferred in all three areas.

Department facilities include the Livestock Center, just west of 19th Avenue on the edge of the main campus, old Ft. Ellis, just east of Bozeman, and the 13,000 acre Red Bluff Research Ranch, located 35 miles west of Bozeman near Norris. These facilities house dairy and beef cattle, swine, sheep and horses that are used in departmental teaching and research programs. In addition to their exposure through teaching labs, students have access to these livestock through ag student enterprises, and many students are hired to assist with research and other aspects of unit operations.

The principal goal of Animal and Range Sciences Department research is to improve the efficiency of protein production from Montana rangelands and livestock. Research funded by the Montana Ag Experiment Station and contract and grant funds is directed toward the management of the natural resources and the environment to optimize protein production and other economic goods and, at the same time, protect, conserve and enhance basic resources and environmental quality for sustained productive use.

Much of the current research in animal nutrition has dealt with determining the nutritional value of barley and wheat stillage, a by-product of the production of alcohol for use as a motor fuel. This is a new feedstuff to Montana and, apparently, will be available in considerable quantity in the future. Research has helped answer questions about how it can best be utilized by the livestock industry. Other research projects vary in scope from the basics of livestock genetics, reproduction and nutrition to such current topics as the effect of livestock grazing on watershed areas upon water quality and tecnhiques for the reclamation of grazing lands disturbed by mining.

The Department programs are intended to meet the educational needs of the undergraduate and Master's level graduate student and to provide the latest technology to the livestock industry of the state.





ARCHITECTURE

Because architecture tends to be more accessible to us than the other forms of art, we tend to take it for granted; yet its very familiarity as a house, a school, a hospital, a religious structure, or a courthouse — those forms and institutions around which we shape and define our lives — makes architecture a reliable informant of who we are. Each of us looks to certain structures in our community as psychological or symbolic reference points; without these familiar forms our sense of "place" would be shaken. Architecture, then, is a potent message carrier of not only artistic trends, technological advacements, or changing economics, it is an antenna of its age and a mirror of who we are.

The School of Architecture is proud of the current activities and achievements of its faculty and students, and of the varied curriculum it offers. For example, two of the School's new faculty members, Heinrich Hermann and Christian Bergum, created and published a new national architectural journal, THE MONTANA STATE ARCHITECTURAL REVIEW. MSU Architecture faculty continue to take part in national design competitons; recently, Thomas Wood and James Mitchell won first place, and Linda Brock an honorable mention in a passive solar design competition for the American Gas Association and SOLAR AGE magazine.

Many interesting and challenging options exist within the department's curriculum:

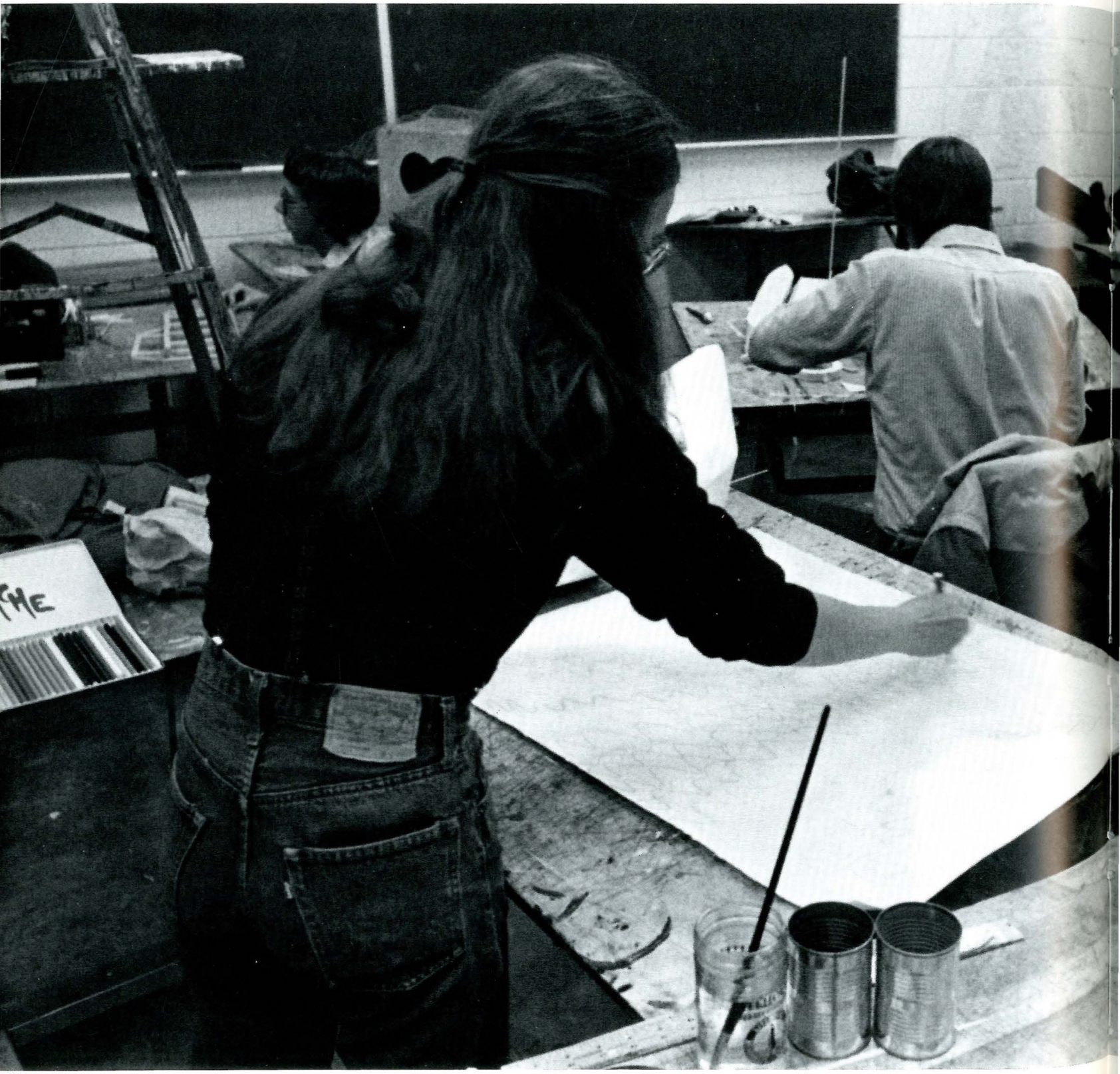
Internships: During the fourth or fifth year, some students may elect to spend one quarter and a summer as an intern in an architect's office in place of a quarter of school. This internship can be served anywhere in the United States or abroad.

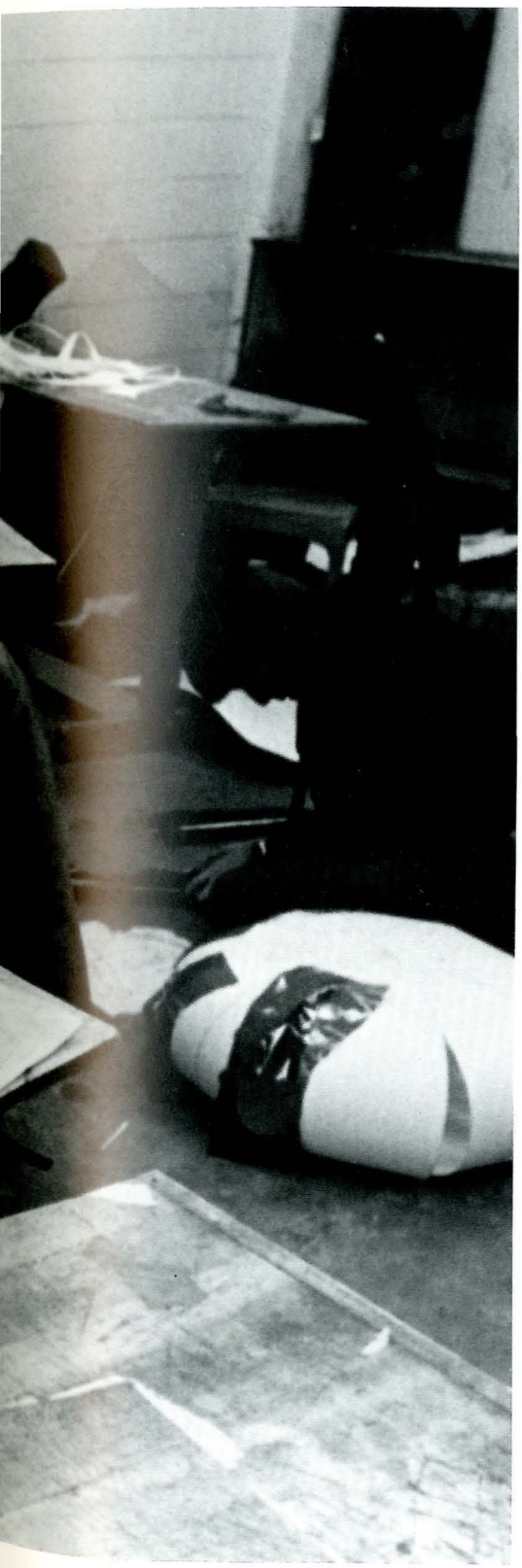
Summer Foreign Study: When enough students are interested, the program sponsors an architectural study trip abroad during the summer. With an adviser, students visit, draw and study historic buildings and sites, as well as investigate modern architecture and planning. Last summer MSU Architecture students visited China. This summer a design focus trip to Scandinavia is planned.

Downtown Studio: The School of Architecture maintains an off-campus design studio located in downtown Bozeman for selected third and fourth year students. Projects focus on finding design solutions for real design problems in the regional area. A current project involves design solutions within the historic district of downtown Red Lodge.

Plans for the future include the formation of a one-year Master of Architecture program for currently practicing architects. Areas of concentration promise to be in the fields of energy, planning, and preservation. Perhaps coinciding with this program, as an internship option, is in School's participation in the stabilization and restoration of the 1867 Red Bluff stone house and stagecoach stop as an educational resource center for Public History, Historic Archeology, Historic Preservation, and the continued use as an Agricultural Research Station.

Montana State University School of Architecture takes pride in its academic achievements and its public service, and look with optimism to the future.





ART

The School of Art is committed to making available to the students of MSU the best possible faculty, curriculum, facilities and experiences for a professional education in the studio arts and design. On both the undergraduate and graduate levels, the School seeks to prepare its students for careers in the visual arts and to enrich the cultural lives of all University students. Additionally, the School recognizes its responsibility to serve as a cultural resource for the community, state and nation.

The School of Art was established in 1893. As an academic department of the University, the School of Art is a subdivision of the College of Arts and Architecture and is allied with the School of Architecture and the Departments of Film & Television Production, Music and Theatre Arts.

The School's faculty is composed of practicing artists, designers and scholars each teaching in the particular discipline of his or her professional involvement and is augmented by rotating visiting artist/teachers and graduate teaching assistants.

The curriculum is divided into seven areas of study: art history, ceramics, jewelry and metalsmithing, painting, printmaking, professional design (graphics and interior) and sculpture. Curricula within these areas lead to the Bachelor of Arts in Art degree (BA) with options in art education, art history, artist-craftsman, fine arts, graphic design, and interior design; the Master of Arts in Art degree (MA); and the Master of Fine Arts degree (MFA).

The School of Art is located in Haynes Hall which is one of the buildings in the Creative Arts Complex. This building is equipped with excellent facilities in all areas and features a gallery, arts and architecture library and a ceramics/sculpture courtyard.

BIOLOGY

The Biology Department offers the Bacholor of Science degree in Biological Sciences with options in Biology Teaching, Biomedical Sciences, Botany, Fish and Wildlife Management and Zoology. We offer Master of Science degrees in Biological Sciences and in Fish and Wildlife Management. We offer the Doctor of Philosophy in Biological Sciences. Autumn quarter 1982 the Biology Department had 328 undergraduate majors, 39 masters students and seven doctoral students. We are encouraging our students to develop their English, mathematical and chemical skills in preparation for a very competitive job market in a world of many people, limited resources and an aging human population. The opportunities for biological service and research will undoubtedly increase.

Our research strengths are in aquatic and terrestrial biology especially as related to the environment and resource management. We are participating in the development of the biomedical sciences and genetic engineering at MSU. Research funds this past year were awarded to Biology faculty by private, state and federal sources to conduct research on bighorn sheep, deer, grizzly bears, grouse, eagles, Alaskan fisheries, marine mammals, trout habitat, thermal impacts on Ennis reservoir, Missouri river trout, plants in Georgetown lake, lichens as indicators of air pollution, plant populations, pain mechanisms, brain development, impact of insecticides on the nervous system, immunology and parasites, and other topics.





BUSINESS

Business, Office and Distributive Education is one of three departments in the School of Business.

The department has two major program areas. One area of emphasis is in preparing teachers to teach business at the secondary and postsecondary levels. Both the Bachelor of Science and Master of Science degrees are offered in this program. The second area of emphasis is office administration. This area includes a two-year certificate program and a Bachelor of Science degree program. Department enrollment of majors and minors is about 200 and class size averages around 25.

There are six full-time faculty members in the department plus five to six part-time faculty and graduate teaching assistants. The faculty place a high priority on quality teaching and advising and strive to maintain a friendly and warm atmosphere.

There is ample opportunity for student involvement in departmental activities. There are four student clubs sponsored by the department. They are Distributive Education Clubs of America, Future Secretaries Association, Office Education Association, and Pi Omega Pi (business education honorary club). Through these clubs, students are involved in department activities such as hosting High School Week and Business Education Day and serving on key committees in the School of Business.

Placement of graduates has been good and prospects continue to look bright. The department works with the office of Career Placement and Planning in this effort.

One of the major features of being a part of the School of Business is the flexibility and mobility of the student in a business program. All business students seeking the Bachelor of Science degree take a common core of courses during the early part of their program. This not only provides a sound background in business administration but allows the student easy movement from one field of business to another. Also, upon graduation the student is prepared to work in a broad area of business occupations.

The Department of Business, Office of Distributive Education has made a commitment to place increased emphasis in the office systems area and will continue to expand in the data processing and word processing areas with a major emphasis on microcomputer applications. Graduates of department programs are well equipped with the skills to compete in the changing marketplace.

CHEMICAL ENGINEERING

The highest starting salaries of any MSU graduates, nearly 100 percent job placement and career opportunities ranging from oil companies to nuclear reactors to genetic engineering ---all these factors combine to give MSU chemical engineering a storied past and a bright future, as an increasing number of graduates are discovering.

Its high quality of students give the MSU Chemical Engineering Department (affectionately known as "Chem. E.") much of its luster, professors agree. The single most important factor is undoubtedly its generous scholarship program, started in the late 1950's, which now distributes over $40,000 to freshman and sophomore students. The program was initiated and developed by Lloyd Berg, Chem. E. Department head from 1946 until his retirement from the post in 1980.

"My reaction is that it is a direct result of the scholarship program, which attracts the top high school students," said Professor Dan Shaffer.

"When you look at their records in high school, we have a better base of students to start with," said John Sears, the first-year department head.

This difference is borne out by chemical engineering students' scholastic achievements: the average GPA of this year's 55 graduating seniors is about 3.30, with eight people possessing a 3.90 or better; fifteen percent of MSU students eligible for honor scholarships are in chemical engineering, while Chem. E.'s comprise only four percent of the total university population; about 40 percent of chemical engineers make the honor roll (3.25 GPA or better) each quarter, compared to an MSU average of 18 percent.

MSU chemical engineers with a BS degree started at an average salary of $27,400 last year, according to the annual pamphlet released by the Career Placement Office, the highest on record. One chemical engineer also earned the top pay of any MSU graduate in 1982--about $31,000.

"I think the undergraduates here would stack up VERY well against anywhere else," said Shaffer, a former recruiter at Celanese and one of three new Chem. E. faculty at MSU this year. "I'm impressed at how hard the kids are willing to work."

Sears, a former professor at West Virgi-

nia University, echoed Shaffer's sentiments.

"The undergraduate students impress me with their versatility...their activities in the community and on campus pleasantly surprise me," he said. "It's definitely more prevalent here than at other places.

"I think Montana people are more independent, and this affects not only their goals, but how they interact," he added.

Shaffer also attributes a "high level of student-faculty interaction" to the department's success.

"There's an air of informality that aids the learning process," he noted. "There's not a fear of the 'almighty professor' as there may be other places."

The MSU Chemical Engineering Department has traditionally been a leader in the number of women engineers (often graduating the largest class of female Chem. E.'s in the country). About 30 percent of the MSU department's students are now women.

The department's faculty are currently concerned with four main areas of research: catalysis (speeding up chemical reactions), separations, transport and energy conversions. Research funding comes primarily for the Department of Energy, the National Science Foundation, the Department of Natural Resources and private grants.

Chemical engineering research at MSU has had major repercussions in industry throughout the years. The catalytic hydrosulfurization process developed by Lloyd Berg in the 1950's is today the second largest volume catalytic process in petroleum refining, exceeded only by catalytic cracking.

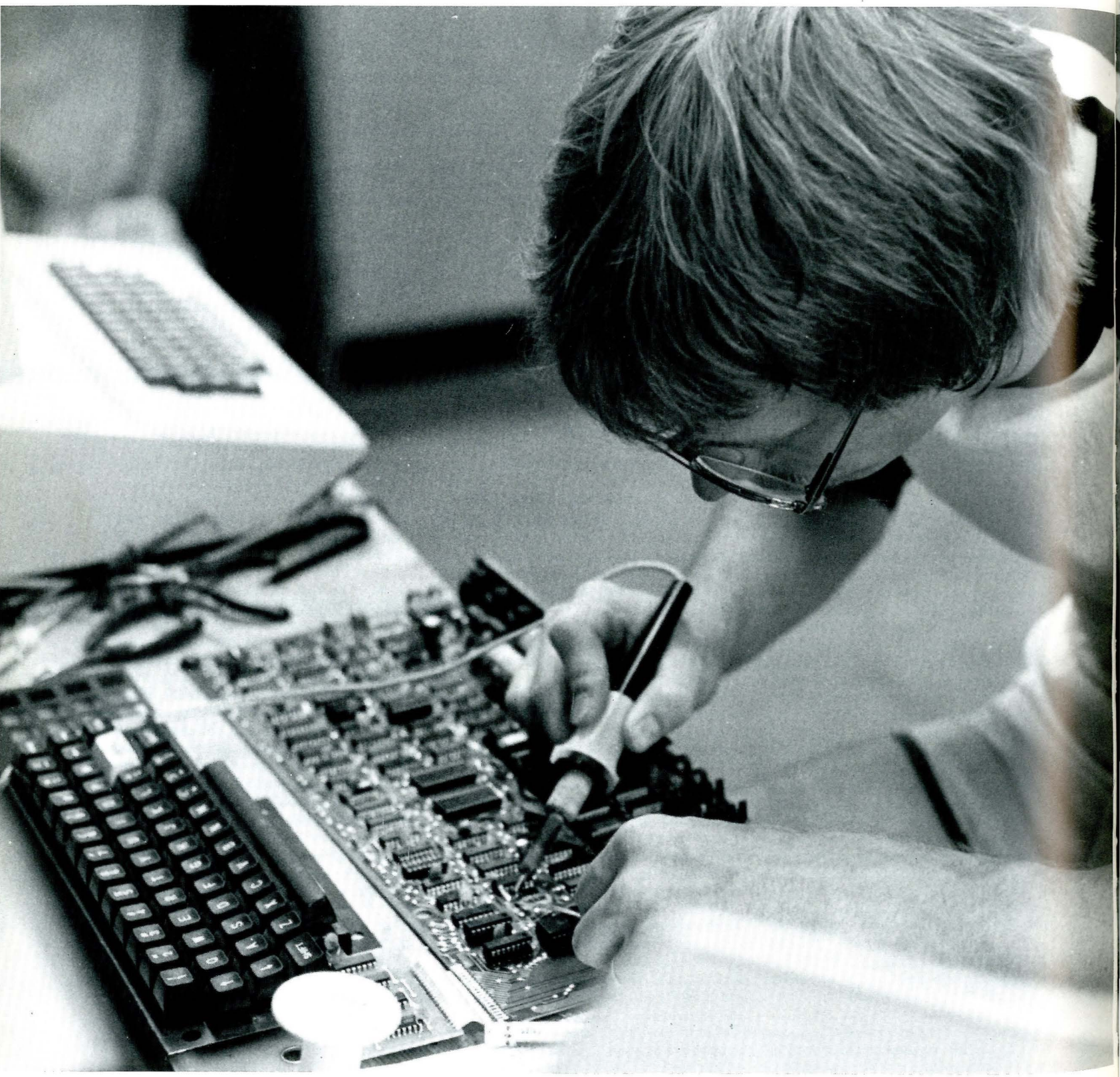
CHEMISTRY

The year 1982-83 was one of continued development for the department of Chemistry. The National Academy of Sciences published a book ranking the more active Ph.D. granting departments. MSU's Chemistry department was one of four departments in the State of Montana to be included in the report. The department ranked particularly well in improvement over the last five years and in job placement of its students. Further progress has taken place during the subsequent two years.

One of the major events of the last year was the installation of a state-of-the-art mass spectroscopy facility. Mass spectroscopy is a technique by which a molecular structure may be determined and chemical analysis may be carried out on very small samples such as are often encountered in life sciences or agricultural research. The instrumentation, valued at nearly $700,000, was purchased with the assistance of grants from the National Science Foundation and the Murdock Foundation.

Other important milestones were reached. The department awarded 12 Ph.D.'s, placing it among the top 25% of Ph.D. granting departments in the United States. Admissions standards for graduate students were elevated still further and 20 new students were enrolled in the department from all over the United States and from several foreign countries. During the year Professor Eric Grimsrud and student Steve Lawson were each awarded the prestigious Wiley Awards for excellence in research at MSU.

Along with the good news there was one particularly sad note. This year marked the passing of Professor Ray Woodriff after 45 years on the MSU faculty. Professor Woodriff was internationally known for his research in Analytical Chemistry and for his theories of matter. He supervised a vigorous research program at MSU and worked with many MSU students at both the graduate and undergraduate levels. He had an overpowering belief in the importance of the pursuit of knowledge. He communicated this to his students and colleagues and had a profound influence on their careers. Professor Woodriff was a kind and gentle person who set an excellent example for two generations of MSU students. He will be missed very much.





CIVIL ENGINEERING AND ENGINEERING MECHANICS

The Department of Civil Engineering and Engineering Mechanics is "home" to undergraduate students in the Civil Engineering, Construction Engineering Technology and Engineering Science curricula; and graduate students in Civil Engineering, Environmental Engineering, Environmental Health Engineering and Engineering Mechanics.

Major efforts of the department this past year have included developing of microcomputer capability, and increasing interaction with statewide advisory committees. The student chapter of American Society of Civil Engineers designed and constructed this year's version of the traditional concrete canoe, which they raced in competition with other Pacific-Northwest chapters at Olympia, Washington. The student chapter of Associated General Contractors sent a large delegation to the national AGC meeting in Atlanta.





EARTH SCIENCES

The Earth Sciences Department is multidisciplinary, with seven geology and five geography faculty. It offers two undergraduate options in both geography and geology and a masters program in the latter. Since 1975 the number of majors has doubled to more than 225, making it one of the largest departments in the College of Letters and Science in terms of number of majors. Last year over 3,500 students enrolled in departmental courses.

Faculty members know that quality and up-to-date teaching requires active research. Most are involved in studying Montana or Northern Rockies-Great Plains topics, and incorporating findings into the classroom and sharing research results through publications and presentations at professional meetings.

Geologists presently are conducting research ranging from a crustal genesis study of 3.5 billion-year-old rocks in the Absaroka Range to more contemporary topics such as the selection of a new Bozeman waste disposal site and locating water beneath the MSU campus. Ongoing studies also include investigations of Montana coal and geothermal resources, the overthrust belt, saline seep, glaciation in the Yellowstone Valley, volcanic rocks in the Gallatin Range, and ancient reef rocks of central Montana. Of late, most faculty have been involved in writing guidebooks and road logs for various Montana-based professional meetings.

Recently completed and ongoing projects by geographers include a MONTNA HISTORICAL ATLAS, popularized books on the geography of both eastern and western Montana, an environmental assessment of Montana lakes, population changes in the Rocky Mountain states, alpine glaciation in Nevada, and the development of wheeled transport in the Canadian prairies.

1982 was an especially busy year for the departmental staff and students as they sponsored several major meetings. In May the department hosted the annual gathering of the Rocky Mountain Section of the Geological Society of America, attended by over 700 geologists. That summer Dr. Dave Lageson was co-converer of the Geological Society of America's prestigious Penrose Conference on "Laramide Deformation of the Rocky Moutain Foreland, Western U.S." at Red Lodge. Most recently, in October, the department hosted the International Snow Science Workshop that brought together a group of 300 snow scientists from North America, Europe, and Japan.

Looking to the future, faculty will continue to emphasize quality teaching while remaining active in research. Both teaching and research will be augmented by additions to the remote sensing/image enhancement equipment recently acquired with a National Science Foundation grant. Computer-assisted cartography is another exciting tool that should be available soon within the department. These innovations are necessary and welcome additions, but there is little likelihood they will diminish the strong field orientation that has been one of the department's hallmarks for decades.

ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

With some 1,076 majors this past year, the EE/CS Department is by far the most popular department on the MSU campus. The modern electronics revolution is the prime reason for this popularity--a survey by the American Electronics Association entitled "Technical Employment Projections: 1981-83-85" states that "by 1985, there will be a demand for 199,000 electronic engineering and computer science graduates at the BS level, but only about 70,000 will be available to meet the demand."

In order to maintain quality in the face of the rapid increase in student interest, departmental enrollment limits in the professional programs were being phased-in this past year.

The department programs have a strong emphasis in computers. CS, EE, and EEET students take required courses in programming, logic design, and microcomputer hardware and software. CS students take in-depth courses on data structures, data base management, operating systems, compiler construction, computer simulation and so forth. Within the department, a DEC 11/44 computer is dedicated to research, and a DEC VAX 11/750 has recently been acquired for upper division and graduate student work in CS.

In research, the EE robotics group is doing real time dynamic simulation of multiarm robots using a VAX 11/780 coupled to an Applied Dynamics AD10 computer. Related to this is an NSF supported project in image processing, and work on computer control of machine tools. Additional on-going research examination of microwave effects on living cells, to the characterization of light scatter properties of optical surfaces.

Over the past 20 years, some 40 Ph.D. and 200 MS degrees in EE have been granted by the department. Job prospects are very bright for advanced degree students in EE and CS. Plans to request approval of the Ph.D. program in CS are on the drawing board.

ELEMENTARY EDUCATION

The Department of Elementary Education offers teacher preparation for certification for students seeking a teaching career in grades kindergarten through eight. The first two years of the program provides high quality general education in the arts and humanities, science, mathematics, and social sciences. The junior-senior years are made up of the professional education courses in teaching reading, mathematics, language arts, social studies, science, art, music, and physical education with enough flexibility for specialization in kindergarten, primary, intermediate, and upper grades.

A major attribute of the program is the inclusion of two paraprofessional quarters each of half days of teaching prior to student teaching and a full quarter of full days of student teaching. Special concentrations for additional endorsement in Reading and Instruction Media are available, and extra optional work is possible in Music, Mathematics, Special Education, and Early Childhood Education. Fifth year and graduate programs are offered for students desirous of pursuing advanced programs in elementary curriculum and instruction.



ENGLISH

The English Department at MSU is now becoming widely known for three new programs. Perhaps best known locally and nationally is the Thinking Skills and Writing Project, in which certain English faculty are collaborating with faculty in all schools and colleges of the university. The purpose of the project, which is jointly sponsored by MSU and a federal grant called the Fund for the Improvement of Post-secondary Education, is to train faculty in all disciplines to incorporate assignments into their courses which help to develop students' critical thinking and writing skills. During the first year of the project, more than 30 faculty received intensive training in a four-week summer workshop, and by the end of the summer of 1983, at least 100 more will have received some degree of training. An important focus of the project is a method of instruction that stresses collaborative learning in small groups, and the use of writing as a way of discovering thought and learning subject matter. Students across campus are already discovering a new emphasis upon writing in many of their courses. Faculty are discovering improvements in their students' learning as a result of the new approach.

The second program, the establishment of a comprehensive writing center, will make the writing-across-the-curriculum project a permanent program. The MSU Writing Center, scheduled to open in the fall of 1983, will offer assistance to students and faculty on writing needs related to various subject fields and to the writing course program. Workshops, minicourses, group conferences, and tutorial programs for individuals will be scheduled. The center will also be using computers to teach reasoning and writing skills in conjunction with selected courses in various departments. At the same time, the center will provide support services for the new freshman writing course, to be called College Writing I. In sections of 60 students, the course will use a small-group collaborative learning approach to provide students with a foundation in strategies for organizing material and formulating good thesis statements with supporting evidence.

The third program is a major revision of the English Department's curriculum and course offering to become effective in the fall of 1984. In place of traditional courses with separate literature into narrow types and historical periods, the new curriculum will provide a broader understanding of the importance of literature in the life and culture of humankind. The emphasis will be upon the development of the students' own perspectives and individual thinking, in a setting which stresses dialogue and interaction instead of the traditional lecture and recitation method. The curriculum for English majors and minors, and even the course experience for non-majors, will be more integrated and coherent as a result.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DIRECTOR: TIEFENBRUN
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CAMERA: HOOGI
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PRODUCED BY: FEDORA FILMS
DATE: 1983



FILM AND TELEVISION

The Film and Television Department will at last be unified under one roof beginning autumn quarter, 1983.

The dreams and aspirations of the Department faculty, and the needs of students are being met in a 5.5 million dollar complex that is truly one of a kind, and should indeed be a showplace in the region.

The faculty know that a building does not make a program, and they are active in efforts to re-think and remodel the Department curriculum with an eye to "state of the art" and student survivability in the job market. Students entering the program two years from now should see reflected in the curriculum some of those efforts.

We anticipate the usual problems attendant to moving into new facilities, reorganizing and becoming aware of the potential to do old things better, but perhaps more importantly, the potential to acquire new respect and understanding of what each of us can do and how to integrate those skills into a more meaningful experience for students.

We believe our enrollment will grow, and that we can provide the kind of educational experience that insures and justifies that growth.

It has been a long and difficult trail to this point in our history, and now that we have reached this turning point, it is our wish to follow through and justify the trust placed in us by all of those who believed in us.

GENERAL STUDIES

The General Studies Program fulfills a variety of interests and needs at MSU. Most typically, incoming freshmen choose General Studies when they are uncertain about a major. Others deliberately decide not to select a curriculum immediately, but instead, choose to explore and widen their range of choices. Some students enter the General Studies Program to remove deficiencies in their preparation for a chosen major.

Since most curricula require at least one year of general education (science, social science, fine arts, humanities, etc.) students can not only sample a variety of courses, but can apply these courses to the general education requirements as well. All courses taken in General Studies are regular university courses and, with a few exceptions, will apply towards a degree.

Students may remain in General Studies for up to 90 credits (through the sophomore year), although we encourage them to search actively for a suitable degree program. Academic advisers in General Studies help students explore a variety of campus resources which are available to help them discover their interests and abilities.

General Studies advisers have also participated in teaching a career exploration course (EDCO 280) winter and spring quarters in a further attempt to assist students with the career choice process.

The National Student Exchange Program which is also housed in the General Studies Department, offers students the opportunity to live in a new cultural and geographic environment, to broaden their educational backgrounds through specialized courses or unique programs which may not be available at MSU, and to learn more about their capabilities through an increased awareness and appreciation of self and others. Sixty-one colleges and universities within the United States participate in the NSE Program and typically 65 students from MSU attend participating schools as equal number exchange to MSU.





HOME ECONOMICS

The Department of Home Economics, through its teaching, research, and outreach activities, is concerned with the functioning of individuals within family and other living units; the elements of the near environment--food, clothing, shelter, human relationships--and policies and programs relating to these elements of their near environment. In addition to recognizing the importance of strengthening the family and maintaining a positive home environment, today home economics also reaches out into industry and busienss, government agencies, and other units of society dealing with nutrition, housing, clothing, and the environmental aesthetics of the many settings of people's daily activities.

Activities within the Department this year include a strong effort to investigate possibilities for inter-departmental cooperation in programs and courses. The Department is also operationalizing the emphasis in Marriage and Family Therapy at the graduate level, with the enrollment to be capped at 10 students each year. Future plans focus on increasing research involvement and productivity, development of vital programs which will assure our continued accreditation by the American Home Economics Association, the development of a foods science research lab, and the development of entrance and exit standards to home economics programs.

INDUSTRIAL AND MANAGEMENT ENGINEERING

As it has for over 60 years the Department of Industrial and Management Engineering offers programs and courses which appeal to the engineer who is business oriented. Both bachelor's and master's programs are offered as well as a minor for those students majoring in some other curriculum but still interested in Industrial and Management Engineering.

The program in Industrial and Management Engineering is fully accredited the same as all other engineering programs at MSU, and students must take the same basic mathematics and science courses required of all engineers. On top of this basic background the I&ME student takes courses which enhance his ability to plan, organize, and manage operations and activities in almost any kind of organization although emphasis is placed on manufacturing. In addition to manufacturing our graduates have found positions with hospitals, government agencies, and a wide variety of other types of organizations.

This rather broad acceptance of our graduates comes about because of their general ability and interest in improving operations and reducing costs. Such a broad viewpoint often leads to managerial positions early in a graduate's career with all the rewards and satisfactions inherent in such positions.

MATHEMATICAL SCIENCES

The Department of Mathematical Sciences provides studies leading to the BS degree in mathematics, mathematics education, applied mathematics and computer programming, and statistics. The MS degree is awarded in mathematics, mathematics education, and statistics and the Ph.D. degree is awarded in mathematics and statistics. The department has a varied role which encompasses research in mathematics and statistics, provision of statistical consulting services, and instructional responsibilities for large numbers of service courses. In connection with these objectives the faculty have varied job descriptions with some devoting their efforts entirely to teaching while others may have as much as 45% of their responsibility related to research and graduate student advising.

Over 1,100 student full time equivalents (approximately 10% of the University enrollment) are created by the instructional activity of the department. A major portion of this is due to the six mathematics classes required of every engineering student and the four required for every student in business. The upper division enrollments have also become larger so that many classes in which a single section was adequate in previous years now require two sections to provide really quality instruction to moderate sized groups.

Twenty of the 27 faculty in the department have published professional work during the past year. This is significantly above the national average of approximately 50% of the faculty who publish and represented the emphasis and enthusiasm which is given to research by our faculty. Five of the faculty are involved in national or regional associations as officers or editors of journals.

In the future greater emphasis will be placed on the use of microcomputers in connection with mathematics courses and it is expected that most students in scientific majors will have their own computers within the next five years.

MEDICAL SCIENCE/WAMI

The WAMI Program, started in 1973 at MSU as a part of the Regionalized Medical School of the University of Washington, offers the first year of medical education to residents of the State of Montana. The Regionalized Medical School has similar University Phase programs at the University of Alaska, Washington State University and the University of Idaho. Medical students admitted to the University of Washington School of Medicine also have the opportunity to obtain a portion of their clinical education during the third and fourth years of medicine in Community Clinical Units located in the four WAMI states (Washington, Alaska, Montana and Idaho). Four units are located in Montana (Whitefish/Kalispell, Missoula, Great Falls and Billings).

A total of 180 students have been admitted to medical school through the Montana WAMI Program; 116 have graduated with the M.D. degree from the University of Washington School of Medicine and are either practicing medicine, or are in residency programs throughout the United States.

The WAMI Program was initiated with the following goals: (1) increase the number of residents from Montana admitted to medical school, (2) increase the number of primary care physicians, (3) bring the resources of the University of Washington School of Medicine to Montana State University, physicians in Montana and citizens of Montana, (4) redress the maldistribution of physicians in Montana, attracting more physicians to small communities and areas of need, and (5) accomplish the goals without construction of a medical school in Montana and at a mimimum cost to the State of Montana. These goals have been accomplished with the exception of the maldistribution problem. The indications are, however, that many of the medical students who started their medical education at MSU will return to Montana to practice in rural areas.

The WAMI curriculum at MSU offers 17 graduate level courses (70 credits) which are required for all medical students. Many of these courses are available to graduate students studying in the basic science areas.

The faculty serving the WAMI Program have their academic appointments in the departments of Biology, Chemistry, Mathematics and Microbiology. In addition, a large number of Montana physicians teach in the WAMI Program.

WAMI, as a part of the instructional program, administers a Willed Body Program which is open to residents of Montana. This service provides interested citizens with the option of donating their remains for use in medical education and research.

MILITARY AEROSPACE STUDIES

The Air Force must have a profesisonal officer corps with special abilities if it is to meet the challenges of a complex and highly technical environment. The Air Force Reserve Officer Training Corps (ROTC) education program provides the opportunities for profesisonal development. It is designed to help young men and women develop leadership and management skills and to assume positions of ever-increasing responsibility and importance.

Any university student may enroll in the General Military Course (GMC) which is the first two years of the four-year program. There is no military obligation. The GMC covers two main themes--the development of air power and the contemporary Air Force in the context of the U.S. military organization and Department of Defense.

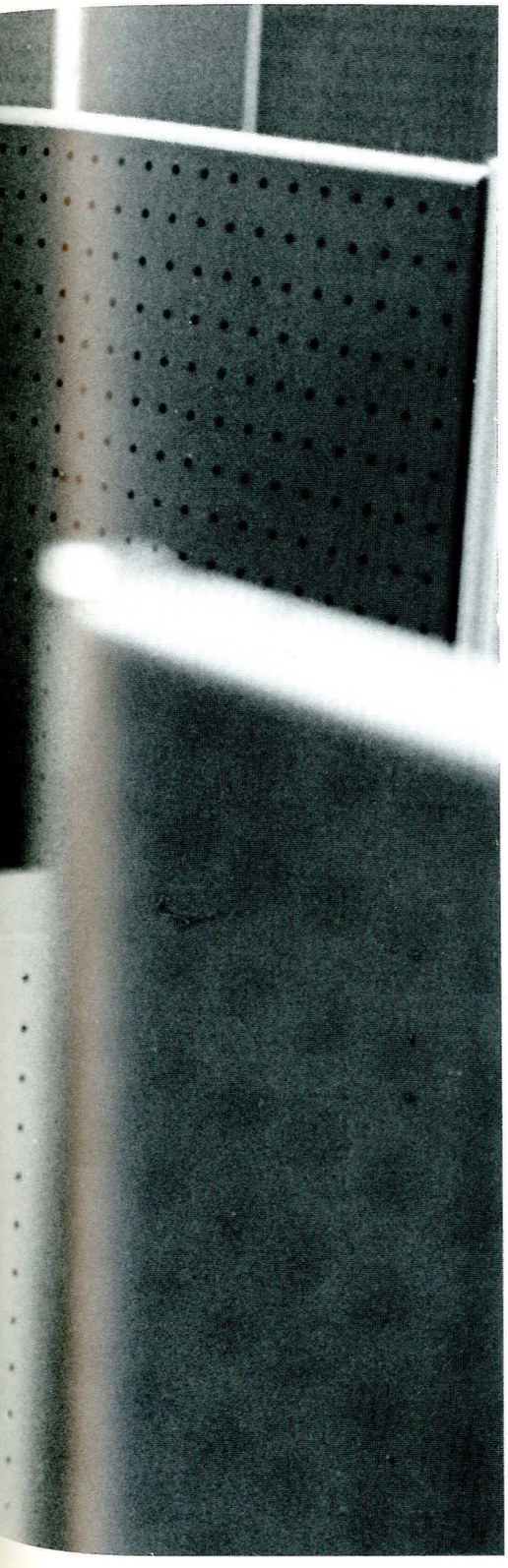
The two-year program consists of the Professional Officers Course (POC). The POC curriculum covers Air Force leadership, management, and U.S. defense policy. All students with at least a junior standing may apply for entry in the POC. Entry is through selection in a competitive program based on standardized test scores, college major, grade point average, physical examination, and personal interview.

The Air Force ROTC curriculum is unique in that every area of instruction and training and every activity in the program have one primary objective--to provide each student the opportunity to learn and to put into practice the skills and techniques learned. Communication skills, particularly speaking and writing, are emphasized.

The AFROTC cadets have been extremely busy this past year in community and campus service projects. Led by Arnold Air Society, the AFROTC honorary, the cadets were active in MSU's Alumni Association Scholarship Fund Raiser, the canned food drive for the local chapter of the Salvation Army, and snow shoveling and leaf raking projects for Bozeman's senior citizens. In addition, the cadets are actively involved with area scouting groups and high school students.

The cadets made three field trips during the school year. They flew to Fairchild AFB, Spokane, WA, where they participated in two air-refueling missions. They also visited Hill AFB, Utah and Malmstrom AFB, MT. The purpose of the visits is to provide the cadets an orientation to the Air Force environment as well as provide career motivation.





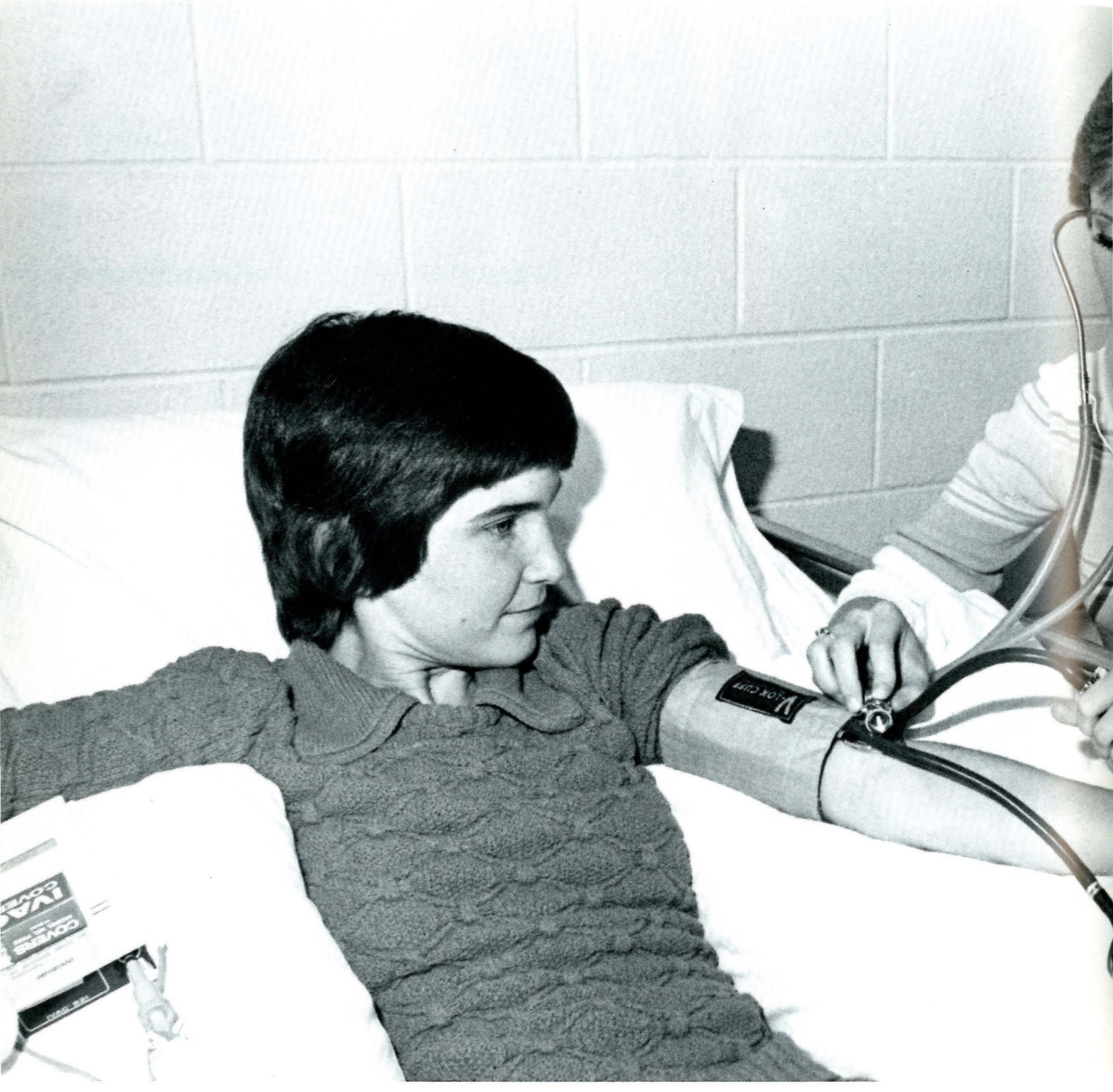
MODERN LANGUAGE AND LITERATURES

We often judge people from foreign cultures on the basis of how their accent and appearance conform to our expectations. The Department of Modern Languages and Literatures (MML) provides a context for understanding foreign cultures and examining the stereotypes we apply to people of other countries. In the language courses the focus of methodology is on teaching students to speak French, German or Spanish from the first day of class. In the upper-division classes students examine the rich cultural and literary heritage of European and Hispanic peoples and the contribution they have made to our own cultural and intellectual history.

The small department has an exceptional faculty. In French, Dr. Douglas Daniels is the managing editor of the journal CONTEMPORARY FRENCH CIVILIZATION which is recognized internationally as a source of current information about the French-speaking world. In German, Dr. Rex Dahl is conducting research on the application of video-disc computer technology to foreign language teaching. In Spanish Professors Ramos and Reichmuth provide students with culturally-based experiences and activities which complement their studies. Professor Ramos has recently published a book on the Venezuelan short story.

Over the past few years the Department has developed a series of exciting and challenging courses for students with no knowledge of a foreign language. Since most of the great literary classics have been translated into English the department wanted to make them available to a campus-wide audience. Most of these courses focus on Literature such as the work of Rabelais and Montaigne or Camus and Sartre in French, Cervante's *Don Quixote* and contemporary Latin-American authors such as the nobel Prize-winning author Gabriel Garcia Marquez in Spanish, and in German, Goethe's *Faust* and the extraordinary work of Richard Wagner. Other courses such as *The French Today* and *Social Rebellion in Latin American Literature* have an historical or sociological perspective.

Finally, the department wants students to be aware that foreign language study has practical, job-oriented value as well. Thus they have established an extensive list of resource materials on foreign exchange programs, work-study abroad and travel opportunities. In addition they have compiled information on specific career options for students who wish to combine foreign language study with majors in other disciplines. The department has also designed a program of foreign language study which reflects a broad cultural approach and which meets the specific needs of students at Montana State University.





NATIVE AMERICAN STUDIES

The principal mission of the Center for Native American Studies (CNAS) is to establish, maintain and improve the educational process as it relates to the Indian people of Montana, the region and the nation. To carry out that mission, the faculty of the Center for Native American Studies strives to provide a quality educational program designed to meet the changing professional and cultural needs of Montana's tribes and all Montana citizens.

The Center has a uniquely broad responsibility to serve three distinct constituencies: the teacher and teacher candidate who will someday teach Indian children; the on-campus Indian and non-Indian student who desire an academic program of Native American Studies, and the Montana tribes with their own self-directed needs related to socio-economic, cultural and community development.

A central tenet which guides the Center in serving its constituencies is an adherence to the premise that the Center and MSU will be responsive to expressions from Indian tribes and groups in terms of what they need in the way of Indian related programs of instruction, research and service. By providing a vitally needed link between the Indian communities and MSU, the Center strives to extend the resources of the campus and Center staff in an effort to help individuals, both Indian and non-Indian, and Indian communities in becoming more fully functioning, self-actualized entities in a multi-dimensional and multi-cultural society.

NURSING

The primary aim of the MSU School of Nursing is the baccalaureate education of persons for the practice of nursing. The School of Nursing has evolved an unique model to provide quality nursing education in a sparsely populated state. The lower division nursing curriculum is provided at the Bozeman Extended Campus. Extended campuses at Missoula, Butte, Great Falls, and Billings are the sites for junior and senior level nursing courses.

The baccalaureate program also has the flexibility to accommodate registered nurses who wish to receive a BSN. For the past thre years the "Roving R.N." program has taken baccalaureate education to nurses in outlying areas of the state such as Sidney, Kalispell, Havre, and Wolf Point.

The graduate nusing program provides specialization in traditional specialty areas. As an unique contribution to nursing, students address the problems related to provision of optimum health care in an area with low density population and the attendant problems of allocation of resources. The graduate program likewise offers the opportunity for further specialization through an exchange program with the Schools of Nursing at the University of Washington, and the Oregon Health Sciences University.

The average total enrollment in the School of Nursing program is approximately 760 students.

The nursing educational programs anticipate changing health needs. Participation in nursing research accelerates change in nursing practice and helps ensure that Montana's unique nursing problems and needs are served.


C2



PHYSICS

During the past seven years enrollments in Physics classes have increased 115%. This now means that approximately 75% of all students who graduate from MSU have had at least one class in Physics, an impressive acheivement given the present weakness in science education nationwide. Moreover, in that same seven years extramural funding has increased over 400%. This has amounted to about one million for 1981-1982 which makes Chemistry and Physics the two highest externally funded departments in the University.

Physics faculty members continue to be recognized for professional excellence. Richard Pollina was one of 17 scientists selected by the American Physical Society to develop national research plans for coal utilization. Larry Kirkpatrick received an American Association of Physics Teachers Distinguished Service Award (1982). Gerald Wheeler is a Kellogg Fellow. John Hermanson received the local Sigma Xi Faculty Research Award (1982) and Hugo Schmidt received a MSU Wiley Outstanding Research Award (1981). Physics students at MSU reflect the calibre of the faculty as well.

PLANT PATHOLOGY

Plant Pathology has been intimately associated with teaching, research and extension at Montana State University since the inception of Montana State college in 1893. From 1906 to 1929, the number of students in Botany, which included Plant Pathology, increased from 328 to 1,016.

As a department within the College of Agriculture, Plant Pathology has responsibilities in three areas--teaching, research and extension.

TEACHING:

Courses are aimed primarily at introducing methods, concepts and practices in plant pathology to students mainly in life science areas. The department cooperates with the Departments of Plant and Soil Science and Biology in offering core courses and in training under the Plant Protection Option in the College of Agriculture.

Graduate level courses are aimed at developing expertise in specific areas of Plant Pathology and include diseases caused by soil borne pathogens, air borne pathogens, viral and bacterial pathogens.

RESEARCH:

The primary thrust within the Department of Plant Pathology involves research on the diseases of the major crop plants within the state. Since the cereal grains constitute a bulk of the more important crop plants within the state and since about 80% of the plant disease losses occur within these crops, our research program is slanted heavily within this area.

EXTENSION SERVICE:

The extension plant pathologist is responsible for programs that permit the diagnosis, understanding, and control of plant diseases which occur in the state. The extension plant pathologist provides the link between plant pathology research and the producers who need this information to produce high quality crops economically.

PLANT AND SOIL SCIENCE

Academic departments mean many different things to different people but when one sorts through all these ideas the education of people seems to be the fundamental objective of a department in a university setting. The mission of the Plant & Soil Science Department is instruction, research, and public service in those areas concerned with crop production (both agronomic and horticultural crops) and the wise use and conservation of the soils resource. Rangeland weed and soil problems and land reclamation are other important areas that are shared with other departments. In these activities the department is Montana-oriented but its endeavors have national and worldwide reaches as well. The department takes their "Land Grant" responsibilities and obligations seriously in serving the people who can use our resource. Thus, instruction is both fundamental and applied and research is basic and applied.

Several things are happening relative to the teaching programs. The department is currently involved in improving our computer facilities for students to use in their classes and research projects. This should give the latest exposure to computer technology which will help in their careers. Much of the instruction occurs in the classroom but one class is considerably different. During spring quarter selected students who have enrolled in the traveling educational course go to the classroom by traveling to another area in the U.S. and observing the crop agriculture of the region. The horticulture section of the department is developing a campus Arboretum to be located near the MSU campus for teaching and research purposes. It will serve as a location to grow many native and introduced plant species used for horticultural purposes.

Many research activities are currently underway in the department. Of significance is genetic improvement of crop cultivars, which leads to the development of new varieties in cereal and forage crops for Montana and the region. A Montana bred malting barley is currently being studied and may serve as a standard for the brewing and malting industry if it passes all tests. Research has been underway which focuses upon proper land use and protection of the basic plant and land natural resources in Montana. Soil scientists are actively developing a state soil survey and interpretation to provide guidelines for the best use of land in Montana.

Weeds are a major problem in the management of livestock and crops. Weed scientists in the department are looking at biological means of controlling weeds by using natural insect and disease predators to weeds as a means of reducing weed species. The physiological reaction of weeds to various chemicals and biological toxins is also being investigated. Some of the farming practices in Montana need new approaches. Alternate cropping systems are being examined by our scientists to more fully utilize available soil moisture and reduce the saline seep hazard. Flexcropping systems allow the grower to plant according to the current environmental conditions that will govern the production for the coming growing season. Other research in this area is examining the possibility of growing legumes with cereals to provide nitrogen for cereal growth. Many native species in Montana are being looked at by our scientists for their landscaping attributes in the urban landscape.

The department feels the teaching and research efforts in the department have paid off in improving the competitive position of Montana's agronomic and horticulture industry and planning the wise use of the soil resource. The breadth of activity in Plant and Soil Science and of the faculty expertise represents strengths in areas critical to teaching, research, and service responsibilities and their role at MSU. The department feels they must use their instructional, research, and service programs for the benefit of the people of Montana. This is their highest priority.

POLITICAL SCIENCE

Politics has always been a central part of human existence. For the classic Greek scholars, politics was the supreme human activity. Living and being involved in the community, or "polis", was considered to be the highest form of existence. Humans without government were considered to be either gods or beasts.

In sharp contrast, modern-day politics is often disdained as a dirty business, to be avoided by ordinary citizens. In the formal study of political science, neither of these "value" judgements is prevalent. Instead, political science deals equally with both the positive and negative aspects of governing, in the exploration of "who gets what, when, and how" in complex social systems.

Political Science is the study of both conflict and consensus, of governance and rebellion, of how man and women use power both to serve their own ends and the general welfare of the community.

Study in political science offers three kinds of opportunities. First, it is a challenging dimension of a liberal arts education. An open society requires the active minds of well-rounded persons, capable of conversing in a variety of subjects. Second, it affords expanding career opportunities in government, private business, law and teaching. Third, it fosters the development of participatory skills which allow individuals to be effective in a variety of civic activities throughout their lives.

Students may take a variety of classes from among several traditional subfields within political science. These include: American Government and Politics, Political Theory, International Relations, Comparative Foreign Governments, Public Law and Public Administration. The program provides three different options for undergraduates: Public Administration, Pre-Law and Political Science. Additionally, a Master's of Public Administration Program is offered at the graduate level. The faculty is comprised of nine members representing all of the subdisciplines of Political Science.

PSYCHOLOGY

Psychology is the scientific study of the behavior of humans and animals. The principle aim of the discipline is to better understand, predict and influence behavior. As such, psychology is at the same time both theoretical and applied.

This is certainly true of the Psychology Department at Montana State. The main thrust of the program is two-fold. First, the department strives to provide a wide spectrum of available and recent information within the field to interested MSU students who might find this information valuable to their studies. For the student who decides to major in psychology at MSU, the department provides the solid background in statistics and research methodology required to continue work in either applied or general experimental psychology.

Instructional and research interests within the faculty of the department range from the philosophy and history of experimental psychology to the techniques of humanistic and experiential group processes. The faculty's interests include most of the predominant areas of psychology such as learning, physiology, perception, cognitive, social, comparative, developmental, quantitative, human factors and systems behavior. Current ongoing research covers such diverse topics as hugging, the effects of endorphins on taste preference in rats, the cognitive structure of memory, how aggression and authority are perceived differently by the different sexes and many other issues on the frontiers of behavioral science research.

Although a relatively small program, the Psychology Department reaches almost 2,000 students per year through its introductory course alone. Additional courses of interest to large numbers of students range from systems analysis and industrial psychology to human learning, social, and abnormal behavior.

Certainly some understanding of psychological issues is essential to anyone wanting to function adequately in our rapidly changing society. The Psychology Department at MSU provides the student with the opportunity to enhance his or her understanding of human behavior in a complex world.

SPEECH COMMUNICATION

The Department of Speech Communication at Montana State University believes that its primary role is to prepare students to enter any sector of our culture equipped to make a significant contribution to its humane, ethical and intellectual development. The department believes that majoring in speech communication is particularly good preparation for all segments of human life.

The department's approach to the study of human communication — a combination of the humanities and the behavioral and social sciences — provides a balanced integration of study, research and application.

The major in speech communication is not a training program leading directly to a specific professional or business career. It is, rather, a broad based educational program providing the student with a solid, liberal arts foundation from which to launch a career selected from a wide range of possibilities.

The department offers the Bachelor of Arts in speech communication, with options, or areas of emphasis, in general speech communication, public relations communication, managerial and organizational communication and hearing impairment/communication disorders. The department also provides general education courses for undergraduate and graduate students in all departments of the University. These courses are roughly organized into the areas of public speaking, group discussion, interpersonal communication, organizational communication, mass communication, public relations communication, and communication disorders.





THEATRE ARTS

The Department of Theatre Arts opened its 1982-83 Mainstage Theatre season in the SUB Theatre with Oscar Wilde's classic comedy, *The Importance of Being Earnest.* This production was MSU's entry in the American College Theatre Festival and was adjudicated by regional judges. This production, directed by G.B. Roe, was later selected as one of four finalists to be performed at the regional theatre festival in Coeur D' Alene, Idaho in January and also won accolades for three of its actors: Barbara Kenck, Dan Sharkey and Gordon Carpenter. Gordon Carpenter was selected as the alternate to the National Irene Ryan Acting competition out of more than 30 actors in the region.

Later in the fall, the department performed a revival of last year's production of the Dicken's classic, *The Christmas Carol,* adapted and directed by Ben Tone. Many young people from the community were involved in this production as well as actors from MSU. Gordon Carpenter performed the role of Ebenezer Scrooge as the Theatre Arts Department celebrated Christmas with the Bozeman community.

In February, the Departments of Music and Theatre Arts combined their talents to produce the classic musical, *The Fiddler on the Roof.* Joel Jahnke directed and Sarah Mantel performed as musical director as well as conducted the orchestra. Theatre Arts faculty, G.B. Roe, performed the role of Tevye, the dairyman, as the production played to full houses for three weeks in February.

Early in the spring, Ben Tone directed his last production as an MSU Theatre Arts faculty member, with Jean Anoulh's, *The Waltz of the Toreadors.* The 1982-83 academic year marks the end of Ben's 20-year teaching career as he retires to pursue other interests. His work has left a positive mark on the department and he will be sorely missed.

The final show of the 82-83 season was Bernard Pomerance's award-winning drama, *The Elephant Man,* which was performed in early May. The production was directed by G.B. Roe with Dan Sharkey in the title role.

In addition to the Mainstage season, the department also presented its "other season" in the Shoestring Theatre and elsewhere in the community. Fall quarter the department presented *A Coupla White Chicks Sitting Around Talking,* as a student budget dinner theatre in the new SUB Ballroom directed by Theatre Arts major, Lori Eschler. In the winter, Ira Levin's, *Deathtrap* and Bechett's *Krapp's Last Tape* were performed in the Shoestring Theatre. *Deathtrap* was directed by Theatre Arts major, Kelvin D. Richardson and *Krapp's Last Tape* was a one-man tour de force performed by Gordon Carpenter. In late March, the department coordinated efforts with the Riverside Country Club for the third year on a dinner theatre production of the 3-act musical, *The Apple Tree.* Todd Hoberecht directed as his senior project in Theatre Arts with Carol Patton doing the musical direction. During spring quarter, Nadine Howatt performed a one-woman production in the Shoestring Theatre entitled "Ladies of an Evening" and an all student produced Vaudeville show at the Ellen Theatre to celebrate Bozeman's Centennial closed out the other season.

All in all, it was a very busy and successful year for the Department of Theatre Arts. We are very proud of the accomplishments of both faculty and students during 1982-83 and are hopeful that next year will be as successful.



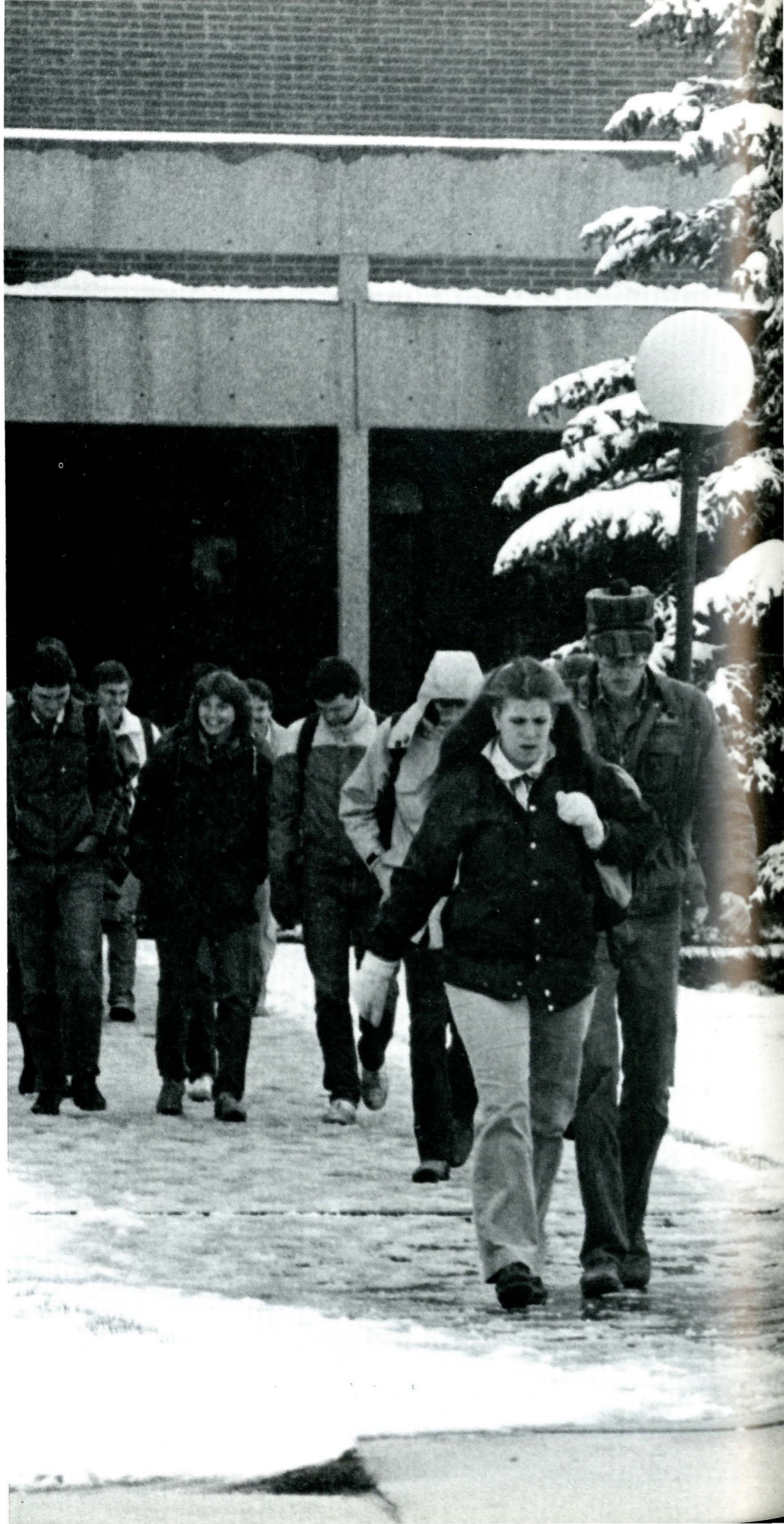


VETERINARY SCIENCE

The Department of Veterinary Science/Veterinary Research Laboratory is one university unit with two affiliations. The Department of Veterinary Science, a subunit of the College of Agriculture, is responsible for resident instruction activities including preveterinary advising. The Veterinary Research Laboratory, a subunit of the Agricultural Experiment Station, is the research and service portion of the unit. The primary mission of the total unit is in the area of research (80%) with an overall objective to perform basic and applied research studies designed to contribute to a better understanding of animal health and disease, and ultimately, to reduce losses in Montana livestock caused by disease. The basic research studies are centered primarily on elucidation of the pathogenesis of disease processes.

The Veterinary Research Laboratory is comprised of the following research areas: bacteriology, immunology, virology, parasitology, pathology and electron microscopy. In the past, major emphasis has been directed at investigation of reporductive diseases, respiratory diseases, enteric diseases, diseases of the newborn and parasitic diseases. These research activities coincide with national interests where losses associated with food animal diseases exceed $12 billion annually. The estimated losses in Montana exceed $40 million annually.

Plans for the coming years involve a continued organized research attack on disease problems with special attention to immune mechanisms of host defense and application of molecular virology techniques (genetic engineering/recombinant DNA) to animal disease studies. The potential application of recombinant DNA technology and producion of disease specific monoclonal antibodies presents a bright future for animal disease research studies. These new technologies will surely revolutionize future disease prevention and treatment approaches in the U.S. over the next decade.



Sports





BOBCAT ATHLETES: A HISTORY OF CHAMPIONS

Highlights have been plentiful in the almost 90 years of athletics at Montana State University. From the 1929 national championship basketball team to the '76 NCAA Division II national champion football team, the Bobcat athletic program has had numerous individual and team champions on the conference, regional and national level.

Football was the first sport at MSU to get a school sanction. In 1897, the then Montana State College team got its start with a 1-3 inaugural season. Since the first year, championships have been more than common. The first state title came in 1899 when the Bobcats compiled a 3-0 record. It was the first of five straight titles for the Bobcats (1899-1903).

The 1946 Bobcat squad was the school's first football team to be invited to a bowl game. MSU won the Rocky Mountain Conference championship with 5-3 record and earned a berth in the Harbor Bowl against New Mexico. The two teams fought to a 13-13 tie in the first of MSU's six bowl appearances.

Other MSU bowl games include the 1956 Alumimum Bowl when they fought to a scoreless tie with St. Joseph's of Indiana; a 28-7 loss is the 1966 Camellia Bowl; and a 10-4 win over Dakota State in the 1976 Grantland Rice Bowl. MSU's biggest bowl game was also in 1976 when it defeated Akron in the Pioneer Bowl for the 1976 NCAA Division II national championship.

Do the names Sonny Holland, Don Haas, Jan Stenerud, Bill Kollar and Steve Kracher sound familiar? These are just a few of the outstanding individuals who have put on the Blue and Gold. The Bobcats, which have won almost 300 career football games, have had 14 athletes selected to first-team all-America units and 99 selected to the first-team Big Sky Conference all-star team.

Five former Bobcat football players are currently active in the National Football League, while three are on rosters of Canadian Football League teams. Bobcats in the NFL include Stenerud (16 years) and Larry Rubens (rookie) with the Green Bay Packers; former all-America tackle Bill Kollar (nine years) with Tampa Bay; Jon Borchardt (three years) with the Buffalo Bills; and Minnesota's Sam McCullum (nine years).

As far as coaches go, MSU has had some great ones. Sonny Holland is the winningest coach in Bobcat history. The former all-America center compiled a 47-27-1 record in seven years and led the 'Cats to the 1976 national championship. Other coaching greats include Schubert Dyche (1928-35, 1938-41); Tony Storti, who owns the best winning percentage at .705 (31-12-1, 1952-54, 1956-67); current Fresno State coach Jim Sweeney (1963-67); Herb Agocs (1958-62); and George Ott Romney (1922-27).

A big year in MSU athletics was 1962 when the Big Sky Conference was formed. Since the first football season in 1963, the Bobcats have won seven conference titles and finished second five other times. Titles came in 1964, 1966-68, 1972, 1976 and 1979.

The winningest sport in Montana State's history is Bobcat basketball. When the 1981-82 season was completed, the Bobcats had won 1,040 and lost 765 games in a history-laden span that began in 1901. The 1,000-plus victories put the Bobcats in a select group of college teams that have reached the 1,000-win plateau.

The biggest success on the court occurred when Geogre Ott Romney was the head coach. Romney was hired in 1922 and promptly led the 'Cats to a 19-2 record. That was the start of a career that would see the Bobcats run up an impressive 145-30 record in six years. In 1928, Romney's squad finished with a 36-2 record and set the stage for the Bobcat's first national championship.

Romney left MSU following the 1927-28 season and gave the reins to his assistant, Schubert Dyche. Winning their first 12 games, Dyche's squad raced to a 36-2 record and won the Helm's Foundation national championship. The names of J.A. "Cat" Thompson, Frank Ward, Brick Breeden and Max Worthington will always be etched in the Bobcat history books.

Breeden, following his playing days, went on to become the winningest coach in Montana State's basketball history. The namesake of MSU's 9,000-seat basketball facility won 283 games and lost 198 in his 17 years as a head coach from 1935 to '54. Other great coaches include Romney; Dyche (110-93); and Roger Craft (1962-69); and Dobbie Lambert (1955-62).

Craft's 1966 team won the most memorable tournament in the school's history. Craft led his squad to the All-College Tournament in Oklahoma City, Oklahoma, and MSU came away with three wins by a total point spread of only six points. The 1966 team was led by Jack Gillespie and Tom Storm, two of MSU's all-time greats.

Other Bobcats whose names are dotted in the record books include Larry Chanay, the all-time scoring leader with 2,034 points; Kermit Young, Bill Brickhouse, Craig Finberg and Doug Hashley.

Other sports have also been filled with highlights over the years.

The Bobcat ski team is consistently one of the top finishers in the country and two NCAA national champions have been produced at MSU. Tor Fageraas won the nordic title in 1962 and Bozeman's own Dan Brelsford won the slalom in 1978. Brelsford was a three-time all-America selection.

1983 marked another milestone in MSU skiing as the 1983 NCAA championships were hosted by MSU at Bridger Bowl. John Shampeny, a former standout on the squad, now coaches the squad.

Forty-three Big Sky Conference champions have been produced by the Bobcat wrestling program. Most notable of the champions are Jim Lockwood (1964-66) and Larry Leonard (1966-68) who won three titles. Two-time champions have also been plentiful as nine Bobcats have accomplished that feat. Bill Willetts, a former Big Ten champion, heads the 'Cat program.

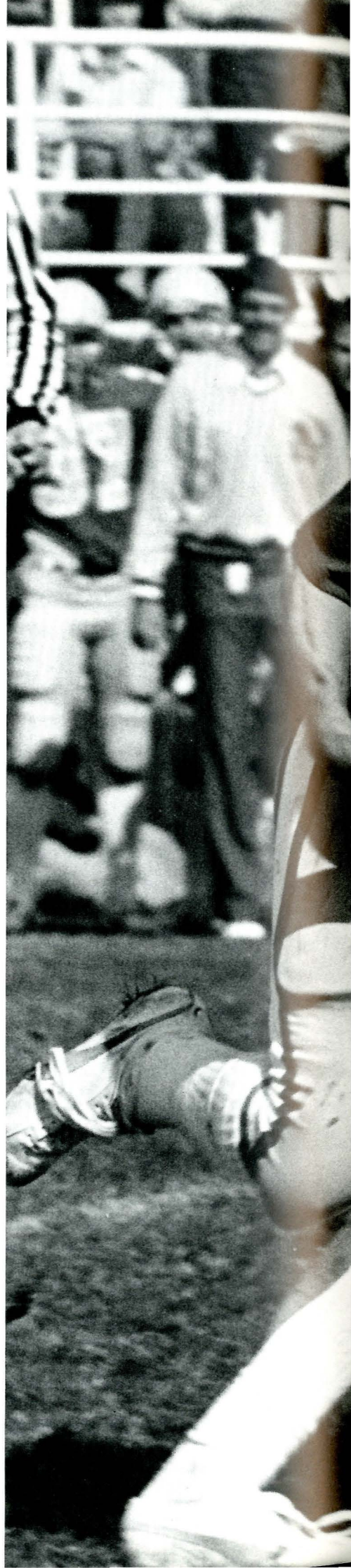
Rob Stark has MSU's track and field teams on the upswing. Of the possible 36 indoor and outdoor records, 34 have been set in Stark's six years as the head mentor.

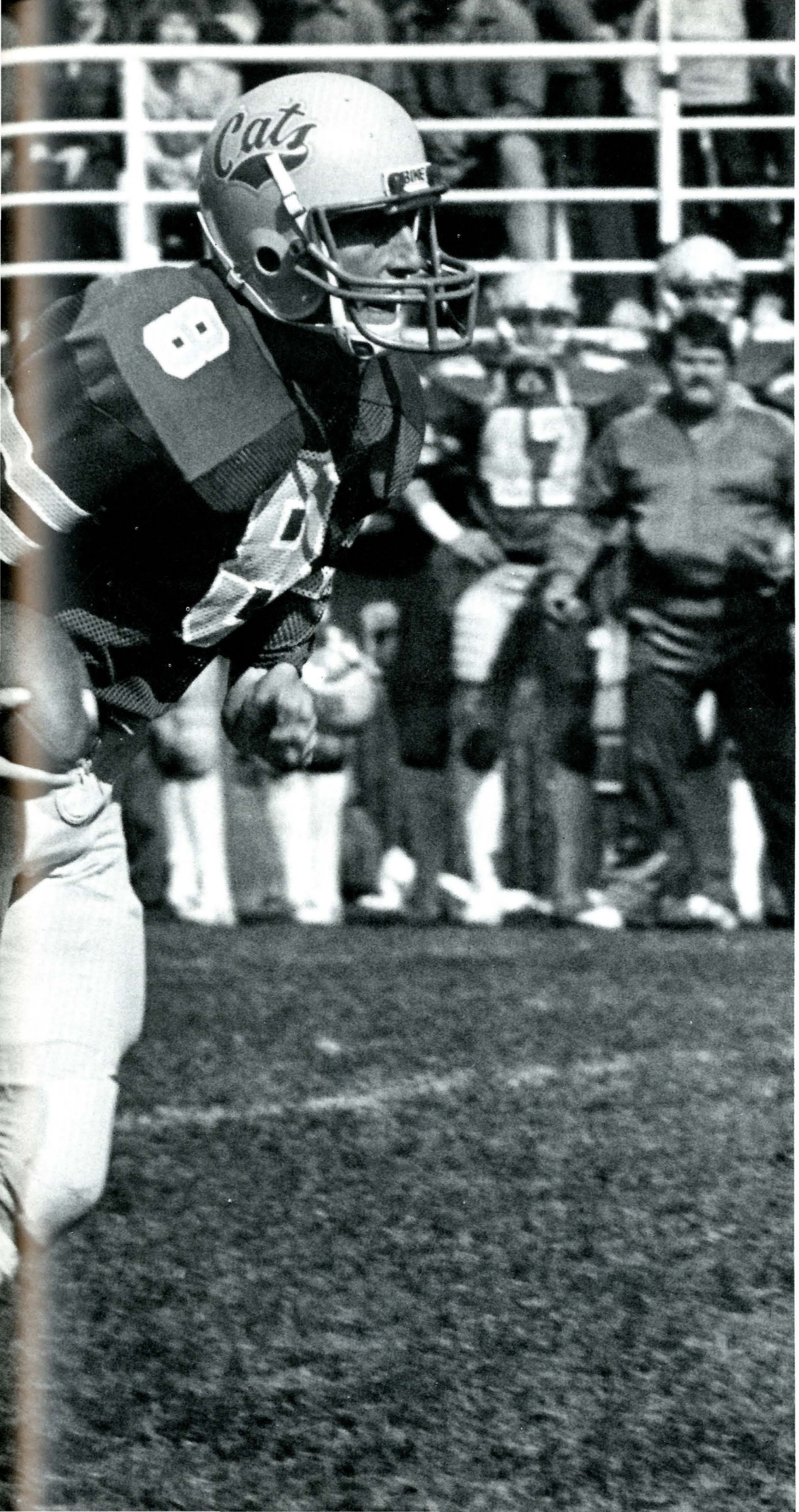
MSU has turned out 26 Big Sky individual champions. The 1981 season was also a good one for the cross country team as Steve Bishop of Bozeman won the individual title at the conference championships. Bishop, who had an outstanding four-year career, holds seven MSU cross country and track distance records. The Bobcat cross country team was headed up this past season by first-year coach Kirk Keller, a former all-America distance runner.

Jerry Peach had his hands full this year as the former Bobcat player headed up both the men's and women's tennis programs.

It would be too difficult to mention all of the highlights that have taken place in the almost 90 years of Bobcat athletics. The term "winner" is one that would have to be used if any kind of definition would be written about the accomplishments of both Bobcat teams and individuals.

—Bruce Parker




Cats

NEW COACH MEANS GOOD NEWS FOR FOOTBALL SEASON

'I'll do all I can to get students excited about college football. It can be a heck of an experience and an integral part of college life," said new coach Doug Graber. It didn't take long before everyone realized that the hiring of Graber was good news for the Bobcats.

by PHIL WARD

The big news prior to the 1982 MSU football season was the hiring of a new coach after a dismal 3-7 season in 1981.

It didn't take long before people realized that the hiring of Doug Graber, a former assistant with the University of Wisconsin, was good news.

Graber brought with him an enthusiastic approach to the game of football as well as a complex offense geared for balance between the pass and the run, something which fans of the previous run-oriented Bobcats weren't familiar with.

Coach Graber came to MSU with a definite goal--to bring success on the gridiron back to Bozeman.

"I want to get back to winning ways," the first-time head coach said. "One reason I came to MSU was its winning tradition. It all boils down to winning.

"Results are the only things that matter as a coach."

Graber also had designs to make the experience of college football more satisfying and involving to the students on campus.

"I'll do all I can to get students excited about college football. It can be a heck of an experience and an integral part of college life."

With the conclusion of the season, it was clear to see that Coach Graber accomplished his goals as the Bobcats improved upon last year's accomplishments as they finished with a 6—5 overall record and a 5—2 Big Sky Conference mark--good enough for a share of the league title with Montana and Idaho. Graber also instilled some excitement in Bobcat football which had been sorely lacking in previous years.

The Bobcats got off to a good start under Graber despite a close loss at the hands of Division I Utah in Salt Lake City. Another loss to North Dakota State and the Cats were sitting at 0-2 in the young season. After a key position change, sending Mike Godfrey into quarterback for senior Barry Sullivan, the Graber passing offense began to take shape and the Cats began to play with confidence.

MSU jumped out strong in the Big Sky Conference race with a win over a tal-



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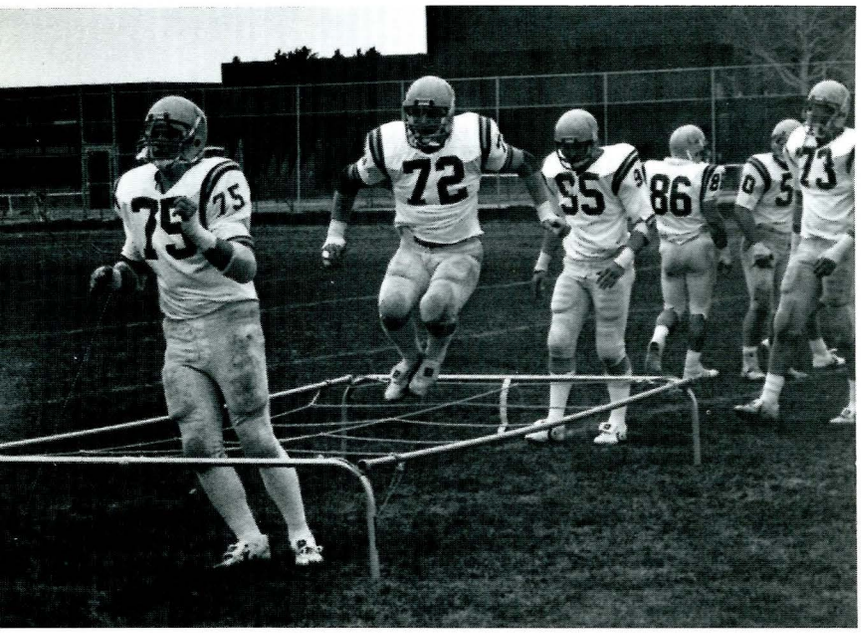
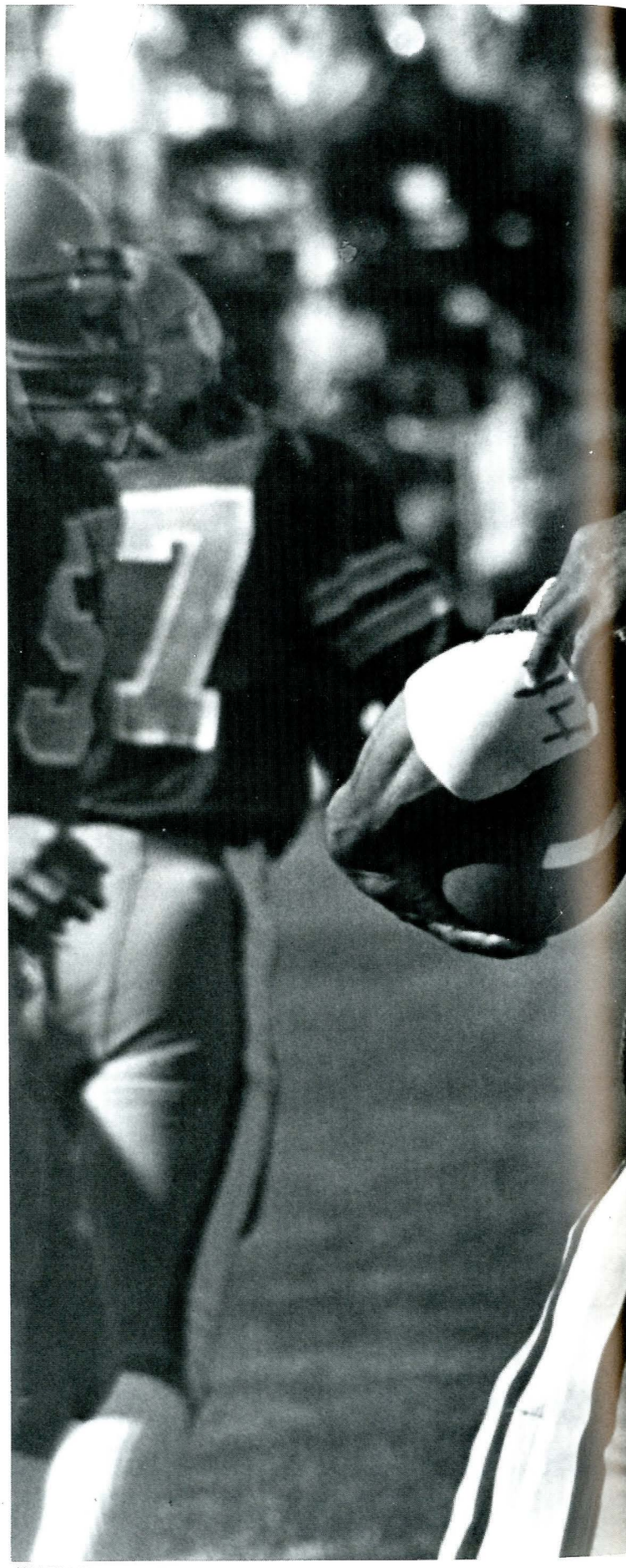
Cats



ented Nevada-Reno team in Bozeman. A road game to Ogden, Utah, ended in another Bobcat victory and a 2-0 league mark. The win streak reached three with a triple overtime victory over defending Big Sky and national champion Idaho State in Bozeman. The Cats stretched their win streak to four games with a homecoming triumph over rival Boise State. Out to a 4-0 start, it looked like the pre-season prognosticators who had picked the Cats near the bottom of the league would be rebuffed, but a two-game skid put the Cats back to earth.

'I WANT TO GET BACK TO WINNING WAYS.' THE FIRST-TIME HEAD COACH SAID. 'ONE REASON I CAME TO MSU WAS ITS WINNING TRADITION.'

A fired up Idaho Vandal team with a new head coach and the league's top passer in Ken Hobart derailed the Bobcat express in a road game at Moscow, Idaho. Still at 4-1, it appeared that MSU could still win the conference, but an embarrassing 45-14 loss at the hands of intrastate rival Montana put the damper on the Cats' playoff hopes. The final league stop for the Cats was a home contest against Northern Arizona which ended in an MSU victory, keeping the playoff hopes alive. A big non-conference game against highly-touted Fresno State loomed ahead for the Cats as a victory could have earned MSU an at-large berth into the playoffs, but the Cats were sorely outmanned in a



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45-14 loss.

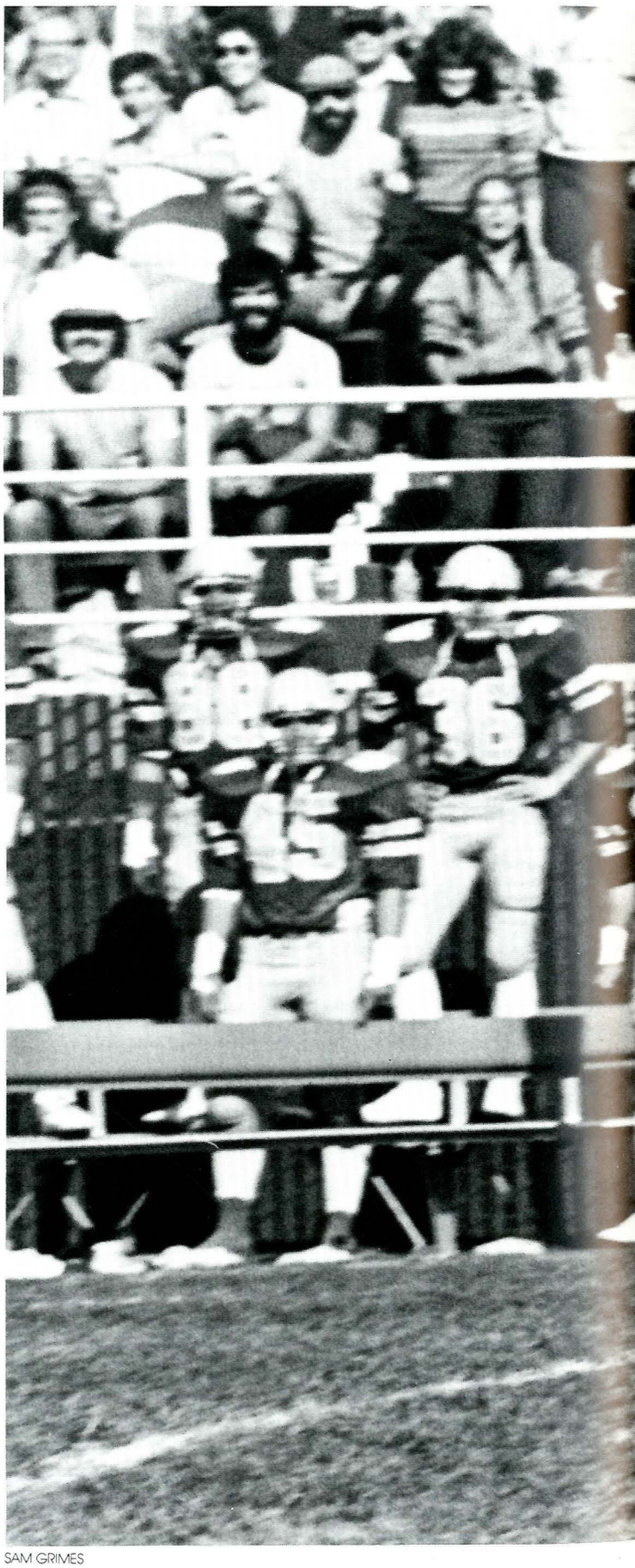
The 5-2 league mark was good enough for a share of the conference championship, but Montana, by virtue of its wins over Idaho and MSU, claimed the league title.

The football program, under the hands of Graber, took a marked turn when Graber opted to move up to the pro ranks as an assistant with the Kansas City Chiefs of the National Football League. Soon after Graber and his staff listed their 1983-84 recruits, the head coach announced his decision. The vacancy was soon filled by offensive coordinator Dave Arnold who came to MSU as a part of Graber's staff. The 38-year-old Arnold took over the reins of the winningest program in the history of the Big Sky Conference.

"I'm naturally excited about the challenge to continue the program that we started here," Arnold said. "Doug started it and we'll continue Bobcat football in that direction. We've got a great staff and great kids to work with. We also know what we want to accomplish and what it will take to get there."

With these thoughts in mind, Arnold opened the 1983 spring football drills with the promise to improve upon last year's success. "There's no question things are going to be a little different," Arnold said. "We'll have a few variations on offense and defense, and I think we'll do things better. Spring ball gives us an opportunity to evaluate the talent. It's real important to the younger kids because unless they come in and show us they can play, they don't get the chance to start."

The spring football season included



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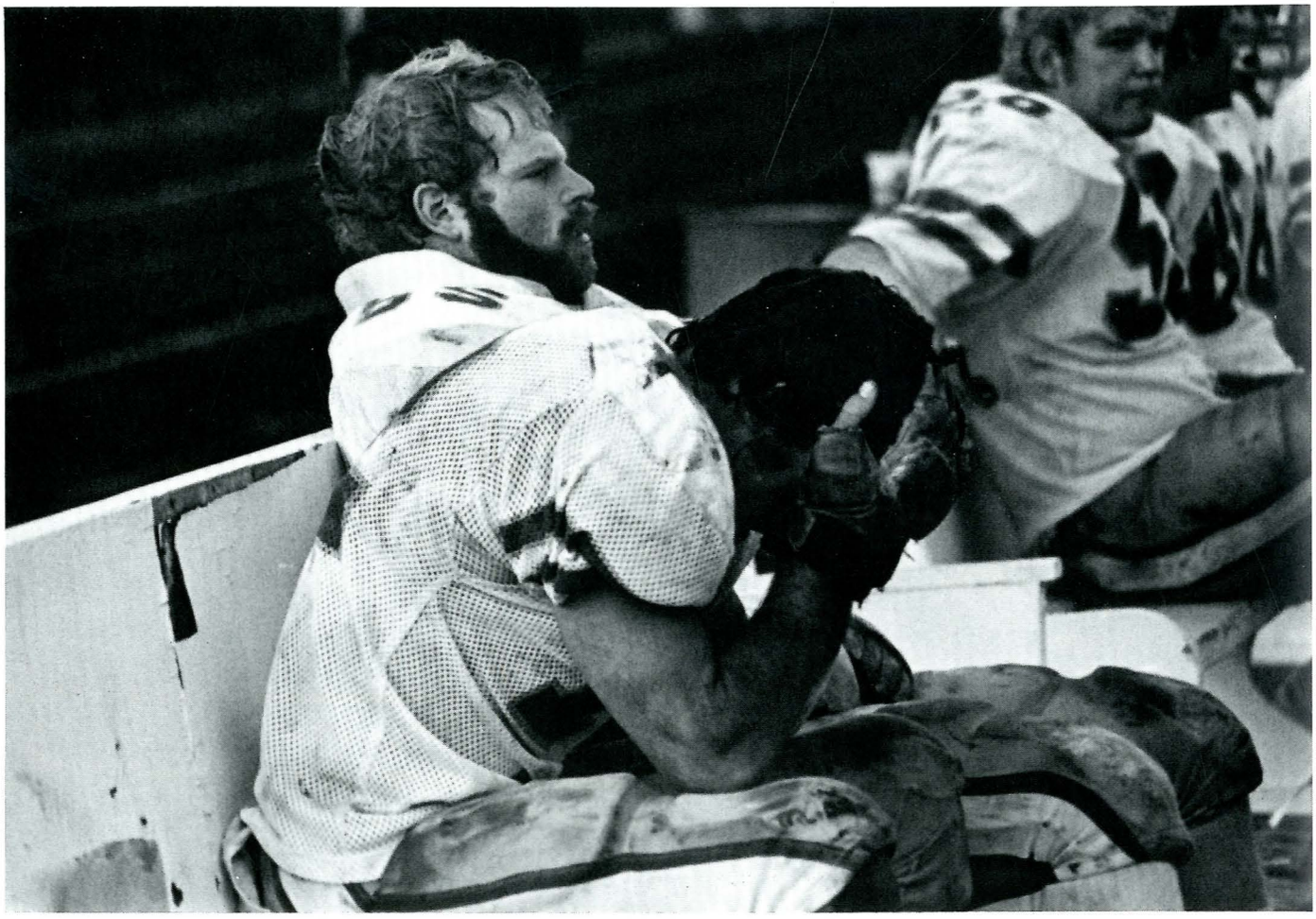

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two Blue-Gold games--one in Columbus and one in Bozeman--with the Blues coming out on top both times. Going into the fall season, Graber said he felt optimistic.

"The major thing about this spring is that we went through 22 practices without a big injury," Arnold concluded. "I think we made great steps toward our first real game."



SAM GRIMES



DENNIS CLARK


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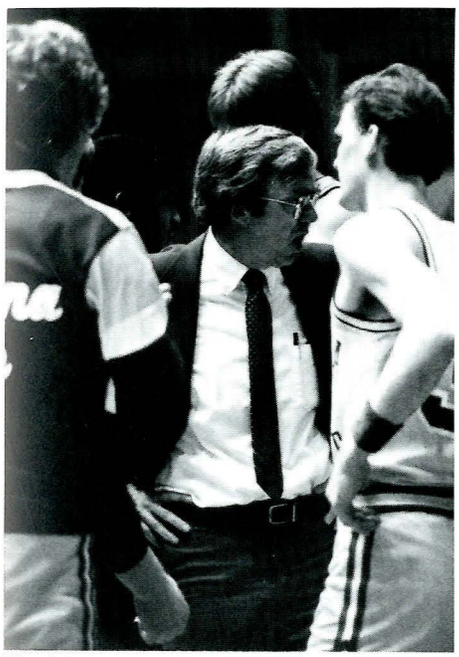
SEASON'S BASKETBALL SAW UPS AND DOWNS

The year began with a good start, but as everyone was to see, the year was characterized by turmoil and inconsistency. As the year ended, the Cats looked back and saw '...more valleys than peaks...'

by PHIL WARD

The 1982-83 MSU men's basketball team saw its share of ups and downs and when all was said and done, the club lost two seniors and a head coach in a year characterized by turmoil and inconsistency.



DENNIS CLARK

Going into the season, head coach Bruce Haroldson was prepared to qualify his club for the Big Sky Conference playoffs, but an injury to 6-11 Greg Walters and the dismissal of seniors Bethel Debnam and Greg Palmer hindered the Cats in their efforts as they finished with a disappointing 3-11 conference mark and a 10-18 overall record.

The Cats started the year strong with an upset win over Canada's Athletes in Action, 80-65, and the win prompted Coach Haroldson to make these comments. "We have a lot of youth and we're going to make mistakes, but they will be the kind of mistakes that will make better ball players out of them in the long run." Inconsistent play marked the Cats' style for the next few weeks as they played brilliantly in beating the University of Washington but looked miserable in a loss to South Dakota State. Things seemed to be coming together, as MSU finished fourth in the prestigious Far West Classic in Portland with wins over Portland University and Tennessee State and won their first conference game over Idaho State on the road. But this was the last time that things would really go right for the Cats.

Before the conference season, Coach Haroldson had a bright outlook for his club. "I think we've got quality players that will rise to the occasion," Coach Haroldson said. "If we can remain as a team and not drift into individuality, then we'll be a good team."

But after an embarrassing loss to intrastate rival Montana, the Cats were unable to remain as a team as Debnam and Palmer were dismissed from the team for "disciplinary reasons" which were later revealed as disloyalty to the team, including backbiting and ribbing of younger players. The action prompted a full page ad in the Bozeman Daily Chronicle from Palmer's parents listing the reasons for the dismissal and the parents' feelings that the crimes did not fit the punishment.

'WE HAVE A LOT OF YOUTH AND WE'RE GOING TO MAKE MISTAKES, BUT THEY WILL BE THE KIND OF MISTAKES THAT WILL MAKE BETTER BALL PLAYERS IN THE LONG RUN.'



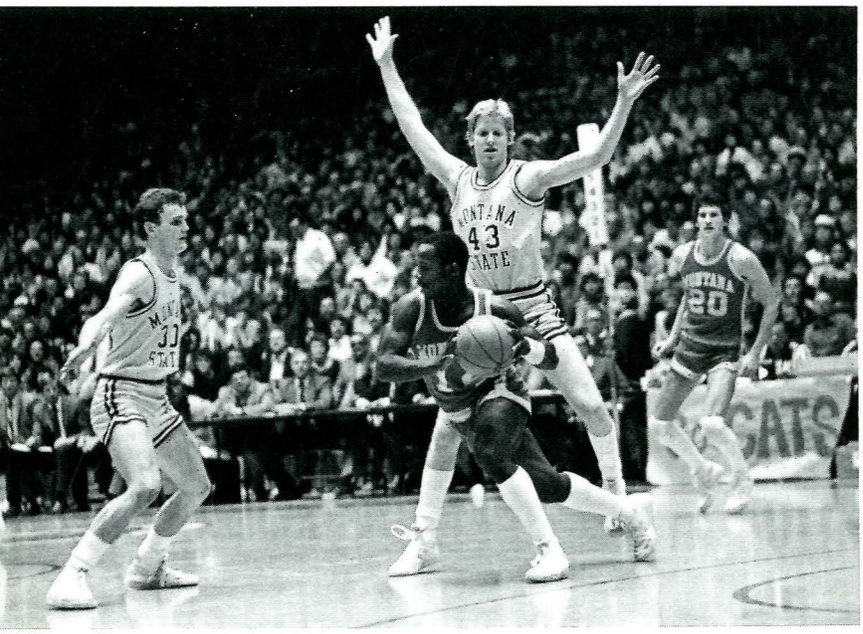
SAM GRIMES

Without the services of the two seniors, MSU played with a lineup consisting of one senior, four sophomores, and three freshmen and a four-game losing streak ensued. The Cats came out of the slump with a 71-59 win over Northern Arizona, but promptly lost the next six and then split on the road for the last two games of the season.

With the disappointing and tumultous season behind them, Coach Haroldson outlined some of the team's needs and guaranteed a stronger program next year. "We're looking to get a point guard who can penetrate the lane to free up Jeff (Epperly) so he can be allowed to concentrate on scoring. We'll try to get a junior college and a high school point guard who can step in right away and lead a ball club of mainly sophomores and juniors.

"We've had a lot more valleys than peaks, but I guarantee it will be the other

DENNIS CLARK



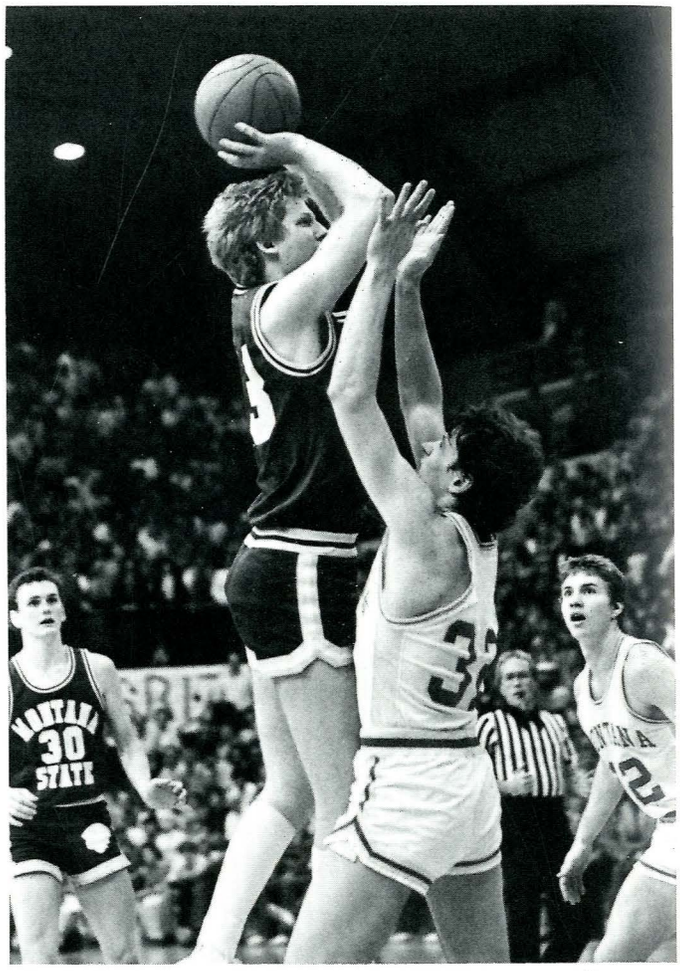
SAM GRIMES

way around next year. We've got a lot of talent in this program and these guys have gained a lot of maturity."

Unfortunately for Haroldson's sake, he will never get the opportunity to see how far the team had matured as he resigned under pressure in late March and later signed on as head coach with Pacific Lutheran, an NAIA school. When the search committee had finished its deliberations, former MSU and Minnesota assistant Stu Starner was appointed as MSU's 19th head basketball coach. Starner came to MSU with the promise to make no promises.

"I just want to do a good job every day," Starner said. "I'm a 'one-day-at-a-time' kind of guy. If I think too far ahead, I get confused. I can't make any promises because those are just words. I can make a commitment, and that is day-by-day. I'm just that kind of guy."

With these ideas in mind, Starner went out to recruit more team speed and creative players. He came up with Livingston's Kral Ferch, Anaconda's Scott Hurley, and a junior college point guard transfer, Larry Hamilton, as his first three recruits as more were expected later in the summer.



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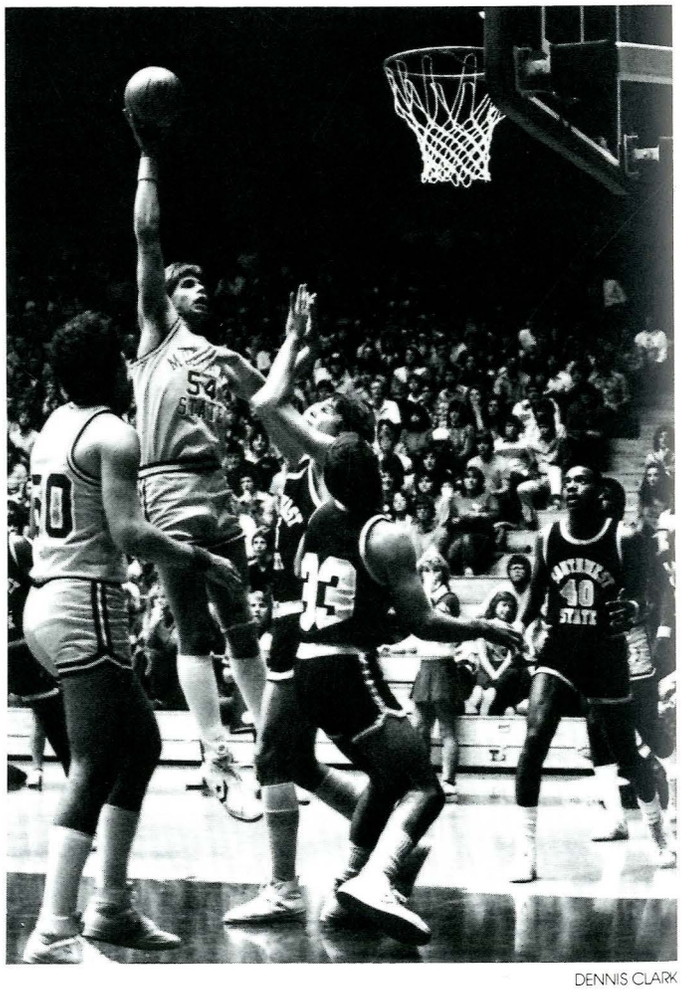
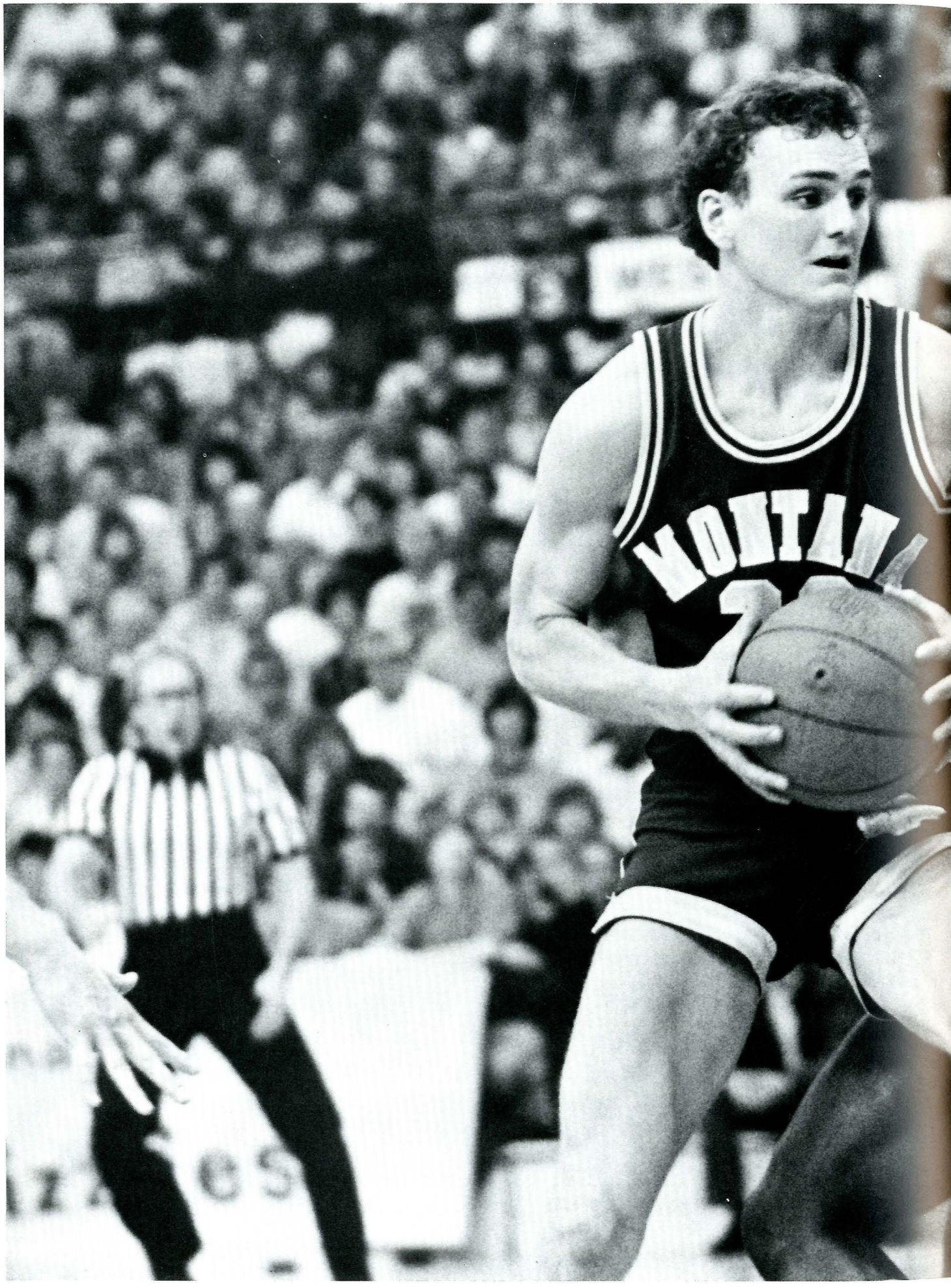
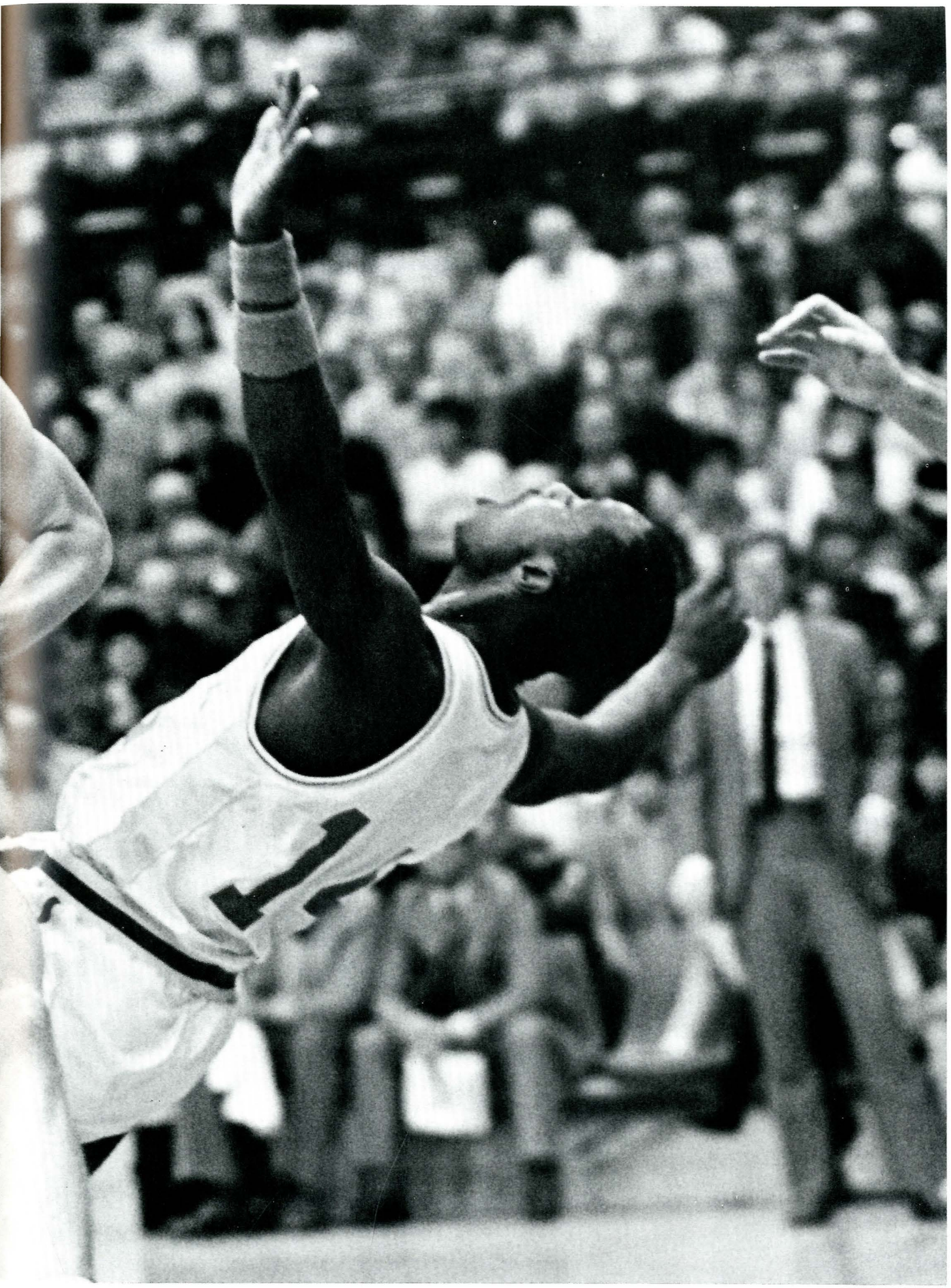


DENNIS CLARK



DENNIS CLARK





SAM GRIMES

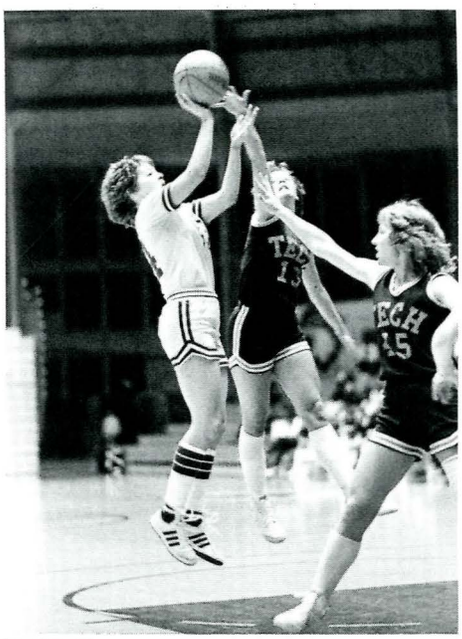

NO SMOKING
HYDRA-RIB
CATS
31
10

A FIRST FOR WOMEN'S BASKETBALL

With the loss of only one senior and a strong recruiting year, the women's basketball team looks to improve on a season which saw the Cats gain their first-ever playoff spot.

by PHIL WARD

1983 saw the MSU women's basketball team flip into the Mountain West Athletic Conference playoffs for the first time as the young, talented squad finished fourth in the conference to earn the final playoff berth.



SAM GRIMES

First-year coach Jane Henman took the reins of a team with only one senior in Jane McDaniel and molded the club into a strong unit which finished with a 6-8 regular season record. Led by McDaniel, juniors Vicki Heebner and Kathy Roos, and freshman Kathy McLaughlin, the Cat women jumped out to a 5-5 non-conference record, and Coach Henman felt her club had a lot of potential.

"Depth-wise, we've got more players that will be able to come off the bench and help us. We've got another year of experience with these kids."

Henman's high hopes were tarnished slightly at the beginning of the MWAC season as the Cats lost their first three conference games and appeared to be out of the chase for a playoff berth, but they broke out of the slump with big wins over highly-favored Boise State and Idaho in Bozeman. After splitting road games with Eastern Washington, Portland State, Idaho State, and Weber State, the Cats were sitting with a 4-5 record. After losing a tough game to the Grizzlies of Montana, the Cat women needed a win over Portand State in Bozeman to earn a chance to get to the playoffs. An 81-75 win over PSU led to a coin toss to decide whether MSU or PSU would earn the final playoff spot as both teams ended with 6-8 records. MSU won the coin toss, ending the suspense which surrounded the last half of the season.

"When it comes down to a coin toss, you prepare yourself for anything," Henman said. "I think everybody involved wanted the opportunity to go to the playoffs really bad."

With the fourth place finish, the Cats had to face number one finisher Montana and MSU was defeated for the third straight time by their cross-state rivals.

COACH HENMAN TOOK THE TEAM WITH ONE SENIOR, JANE McDANIEL, AND MOLDED THE CLUB INTO A STRONG UNIT

With the loss of only one senior and a strong recruiting year, the MSU women's basketball team looks to improve on a season which saw the Cats gain their first-ever playoff spot.



SAM GRIMES

MEN'S CROSS COUNTRY

Despite difficulties facing the team, a new coach with a unique coaching philosophy lead the team to some credible performances.

by PHIL WARD

New faces and a new coach highlighted the 1982 men's cross country season.

Kirk Keller, an all-American from Nazarene College of Kansas, took over the reins of a youthful and inexperienced team. The Cats were a freshman dominated team, but they proved to be a competitive unit despite their lack of experience.

Coach Keller brought in a unique coaching philosophy, aimed at helping the athletes through the science of cross country running.

"Today, a coach must apply the science of the sport to that sport," Keller said. "The day of the coach with the whistle around his neck wearing a baseball cap are over.

THE DAY OF THE COACH WITH JUST A WHISTLE AROUND HIS NECK ARE OVER

Keller not only had to manage the inexperience of his team, but he had to deal with the loss of standout Steve Bishop who was lost to graduation.

"This is a rebuilding year for us," Keller stated. "We're young, we've got a lot of new kids, and we're under a new program."

Despite these difficulties facing them, the team came up with some credible performances, including a second place finish in their own MSU Invitational, a fifth in the pre-District 7 meet, and a seventh place showing in the Big Sky Conference Championships.

Freshman Bill Brist led the youthful harriers as he led the team in all but one race. Coach Keller reflected on the season.

"It was definitely a successful season. Considering the progress we made with the young inexperienced team, I would say we've come a long way.



BARNABY KERR



BARNABY KERR

BARNABY KERR





SAM GRIMES

WOMEN'S CROSS COUNTRY

With a season that was much improved over the previous year, Coach Dale Kennedy remarks, "I'm really pleased with the progress we've made."

by PHIL WARD

A senior transfer, a strong group of returning runners, and a talented crop of freshman spearheaded the 1982 women's cross country team.

At the start of the season, head coach Dale Kennedy was pleased that most of the team's athletes came prepared for a season of tough competition. While Kennedy was expecting his club to be ready for competition, he didn't anticipate the addition of Washington State transfer Mary Lynn Guyer who turned out to be MSU's number one competitor.

The team also showed a lot of depth with returning lettermen Lynn Creek, Chris Hoth, Kathy Chase-Close, Linda Goddard and freshman Leslie Randich.

The talented squad had some impressive performances, including a second place finish in their own invitational, a third place showing in the pre-District 7 meet, a second place showing in the Mountain West Athletic Conference (MWAC) Championships, a seventh place finish at the District 7 Championships, and a 33-24 dual win over the Montana Grizzlies.



SAM GRIMES

COACH KENNEDY HADN'T EXPECTED AN ADDITION TO THE TEAM, MARY LYNN GUYER, WHO TURNED OUT TO BE THE TEAM'S NUMBER ONE COMPETITOR

Guyer placed second in the MWAC finals, eighth at the district championships, and captured the Bobcat-Grizzly dual.

Coach Kennedy looked back on the season with satisfaction and gazed ahead to the future which will see the graduation of Guyer and the loss of Hoth for personal reasons.

"This season was much improved over last year," Kennedy concluded. "I'm really pleased with the progress we made, and we're going to have to really develop as a team if we want to beat some of the teams ahead of us."



BARNABY KERR

GYMNASTICS

by PHIL WARD

Key injuries which severely hampered the team's performances were tempered by a Christmas break trip to Hawaii as the 1982-83 version of the MSU gymnastics team competed and earned a third place finish in the Mountain West Athletic Conference.

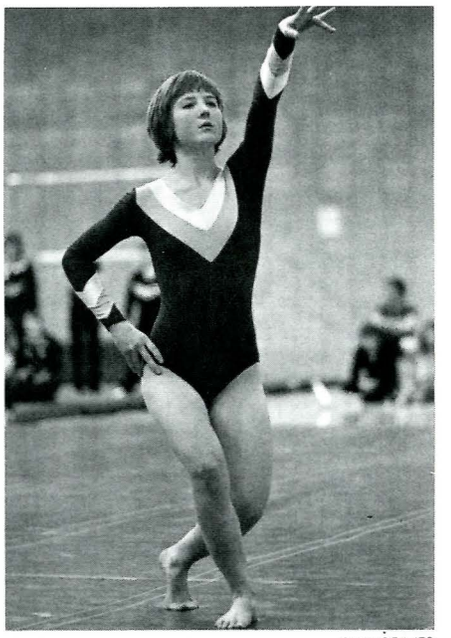
The Cat gymnasts looked to be very strong as the season opened as all of last year's top all-arounders were returning to improve upon their previous performances. All-arounders Janice Grear, Marianne Arild, Christy Ross, Barbie Baker, and Margaret Swart, as well as new recruits Cathy Lowe and Miki Smith were ready to lead MSU to new heights in the gymnastics arena. But unexpected injuries struck the team early in the season and cramped the club's style the rest of the year. During the year, Arild, Baker, Ross, and Lowe were all hit by the injury bug and Baker was lost for the year after the first two meets.

UNEXPECTED INJURIES STRUCK THE TEAM EARLY IN THE SEASON AND CRAMPED THE CLUB'S STYLE THE REST OF THE YEAR

Despite the injuries, the Cats won their first home dual against Eastern Washington, 153-151.05 as Grear won the all-around competition. The early December meet was followed by a trip to Hawaii for the Aloha Gymfest which featured three teams ranked in the top 10 in the nation and the Bobcats. Arizona State, Nebraska, and Cal-State Fullerton led the meet as the Cats competed admirably but couldn't measure up to the nationally-ranked clubs.

A meet with nationally-ranked Utah State ended in a 177.15-153.15 drubbing and things got worse as MSU lost to cross-state rival Montana 166.05-151.75. Going into the MWAC championships, the MSU gymnasts were battered and deflated but determined to make a good effort. When it was over, MSU finished third with 160.85 points, a season high, behind Boise State and Montana. At that meet, Grear placed fifth in the all-around and senior Margaret Swart recorded a career best with a 31.75 score.

Both Swart and Arild were lost to graduation and with a strong team returning, head coach Rich Kees is optimistic about 1983-84. "We'll be coming back real strong next year. We won't be running from anybody."



SAM GRIMES



SAM GRIMES



SAM GRIMES

RODEO

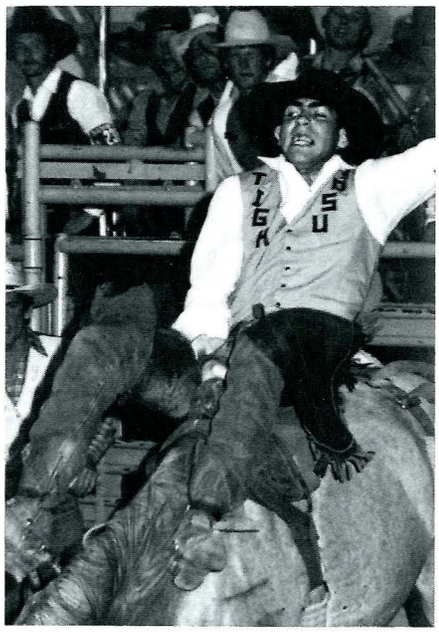
by PHIL WARD

The MSU Rodeo Team highlighted its 1983 season by clinching the Big Sky Region as the MSU women amassed 1,675 points to outdistance its nearest regional competitor and the MSU men used a last ditch effort to eke out a winning margin of 59 points over Dawson Community College.

The regional victories qualified both teams for the College National Finals Rodeo which were held in Bozeman, June 21-25 in the Brick Breeden Fieldhouse. At the finals, the MSU men garnered a 12th place finish as Sul Ross of Texas stole the show with the men's title. For the women, MSU, which was considered a favorite going into the competition, finished a disappointing 13th place as Eastern New Mexico captured the national title. Lisa Scheffer was MSU's top placer with a sixth place finish in barrel racing, while Mary Melaney finished seventh in breakaway roping. Mike Lenning spearheaded the men's attack with a fourth place finish in bareback riding and a tenth-place finish in the national all-around standings.

During the regular season, MSU hosted its own spring rodeo and finished a less-than-expected third in the men's and women's races, but after that, it was nothing but first and second-place finishes for the MSU women. The men's team struggled for the first half of the season and started to peak as the season came to a close. The season culminated with the College of Great Falls Rodeo in which MSU needed a strong performance to clinch the region. They came through with a second place finish to outpoint Dawson Community College for the top spot in the region.

The year saw the arrival of first-year coach John Larick who came to MSU from Hartnell College where he had previously built strong programs. His team-selection method, which incorporated points earned at each meet, seemed to work for the MSU hands and Larick's knowledge of the sport was obvious. With the coach back for a second year and a strong returning team, 1984 looks to be even better for MSU rodeo.



DAN MARSHALL



DAN MARSHALL

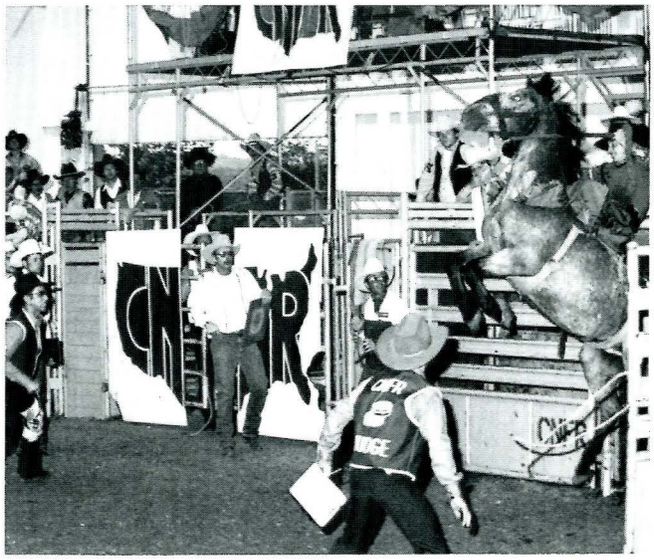
OVERLEAF PHOTO BY DENNIS CLARK

DENNIS CLARK









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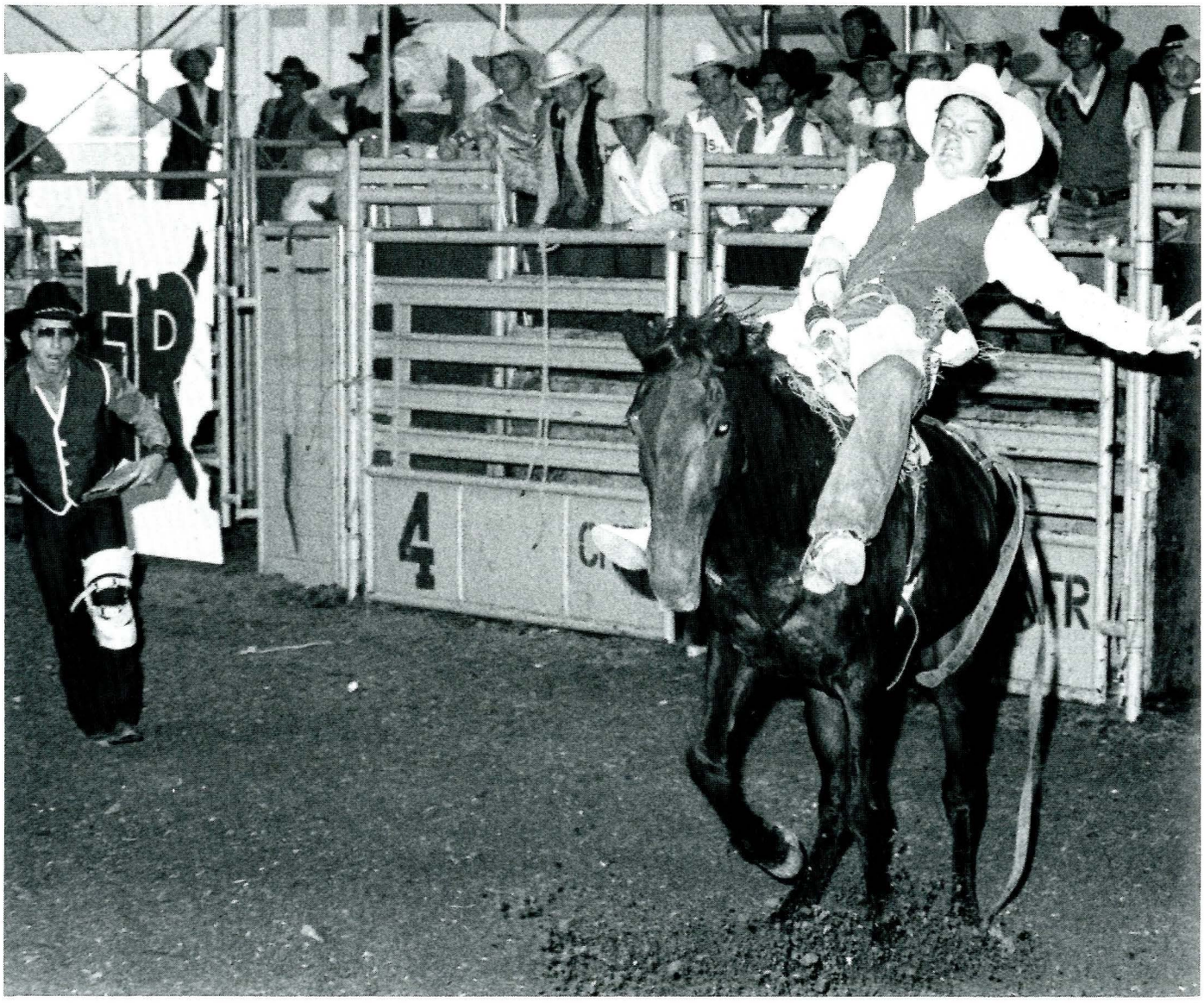

DAN MARSHALL



DENNIS CLARK


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33

SKI TEAMS HOSTED NCAA CHAMPIONSHIPS

The 1982-83 ski season was a first for the men's and women's ski team as they had the opportunity to host the NCAA Skiing Championships in Bozeman.

by PHIL WARD

A new men's nordic ski coach and the opportunity to host the first ever co-ed NCAA Skiing Championships highlighted the 1982-83 season for the MSU men's and women's ski teams.

The Bobcat men's athletic program welcomed newcomer Randy Rogers to its staff as he took over the cross country skiing program for head men's ski coach John Shampeny.

Rogers came to MSU to finish work on his masters degree and decided to assist the ski program. "It's a real battle to teach, coach, and go to school, but it definitely keeps me busy," Rogers said. "By combining coaching and my thesis, I'm making a duplication of effort because they're both related.

"I work more on the scientific basics of training. The only way to gain an edge these days is to apply new scientific techniques and trends."

After an eighth-place finish at nationals a year ago, the men's team hoped to improve but were without the services of three-time all-American Rusty Squire who graduated. Dave Mahalko, Matt Murphy, and Brett Tallman were MSU's threats in alpine while Jon Eggert, Rick Callies, and Jon Barton were the Cats top nordic skiiers.

The men's team gradually improved from fifth place finishes at the MSU Invite and the Utah Invite to a fourth place at Wyoming and a third place finish at New Mexico. At nationals in Bozeman, the Cats had trouble with wax problems on the nordic course, and as a team, MSU's men and women combined for an eighth place finish.



SAM GRIMES

AT THE NATIONALS THE CATS HAD TROUBLE WITH WAX PROBLEMS ON THE NORDIC COURSE



SAM GRIMES

The women's ski team were coming off a seventh place finish at nationals last year and were poised to improve behind all-American Karen Jeske of the nordic team. Head coach Gary Shampeny had this to say about his women's team prior to the season. "Looking at the returning kids and the new kids involved, I would say we are very much improved."

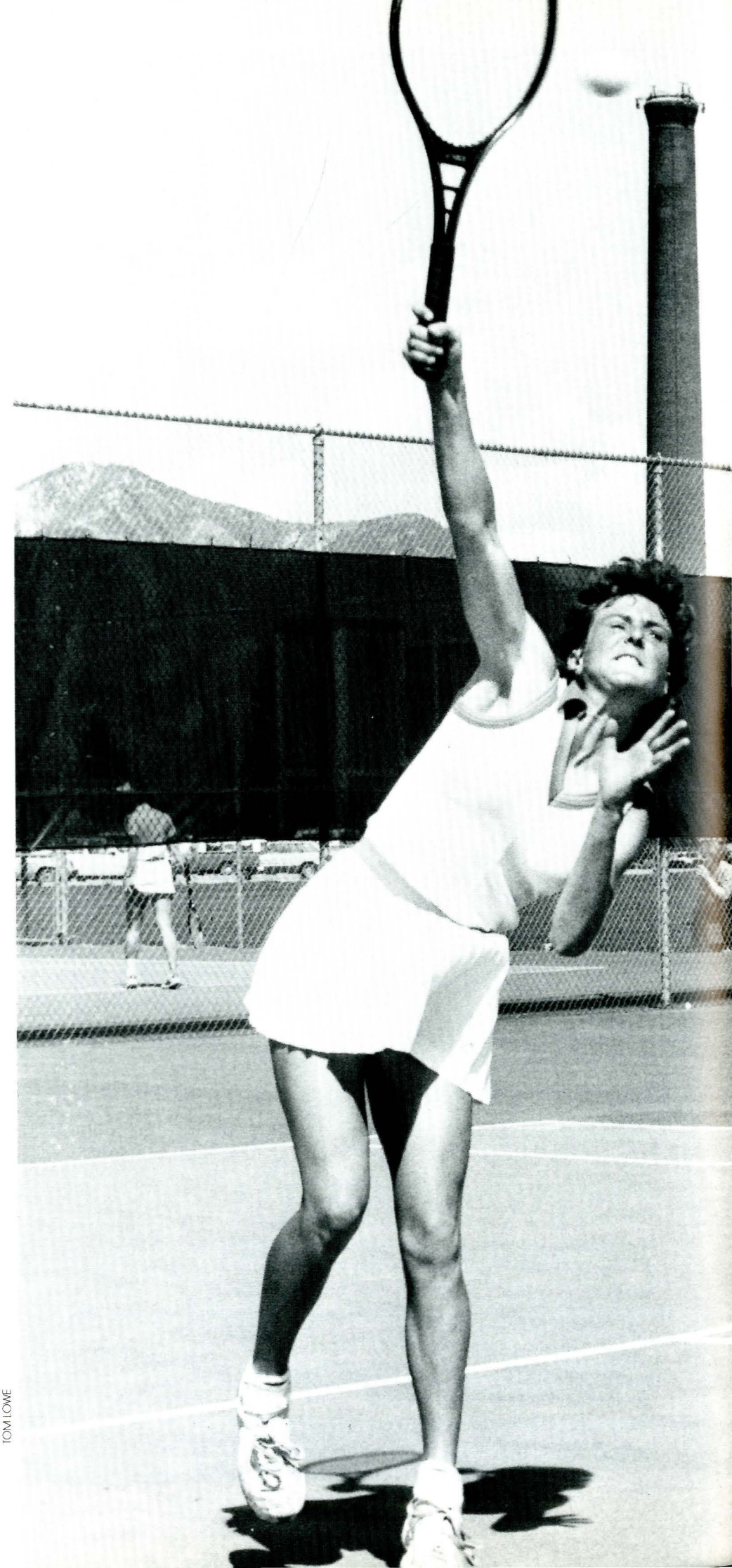
Competing in the western region, the Cat women were challenging the best teams in the nation week after week and consistently placed fifth and fourth as a team. At nationals, the alpine team had strong performances from Ingrid Gustafson, Pam Koonce, and Carol Clouser, but a less-than-expected performance by the nordic team hurt the team's chances.

The NCAA championships were run smoothly by the MSU and community people involved and the possibility of the finals returning to Bozeman looks very good.





BARNABY KERR



TOM LOWE

TENNIS

by PHIL WARD

The MSU men's tennis team got a new coach and the women's team kept the same, and it turned out to be the same person in both instances as Jerry Peach held the reins of both programs as the teams attempted to improve their perspective lots in the Big Sky Conference and the Mountain West Athletic Conference.

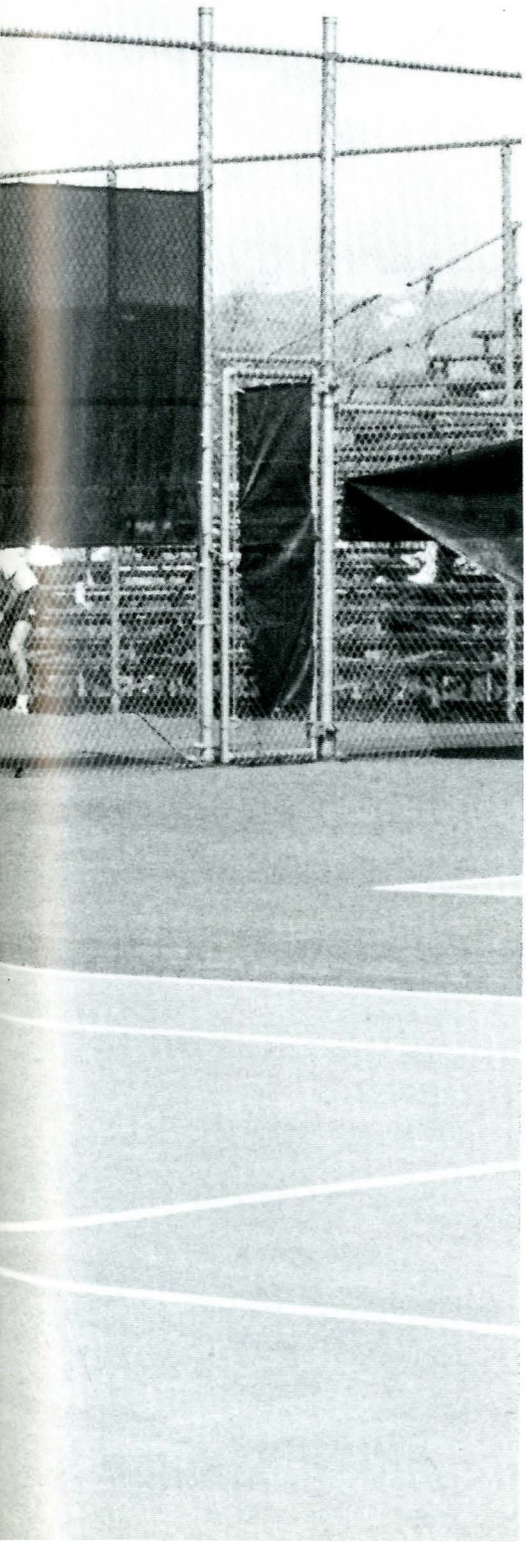
The women's team looked to be very strong with a corps of returning letterwinners, including number one singles player Robin Coverdale. The Cat women were able to record a 15-5-1 match victory heading into the MWAC championships with four of those losses coming at the hands of conference rival Idaho State with scores of 7-2, 6-3, 5-4, and 5-4. Before the MWAC finals, Coverdale had amassed a record of 18-1 in singles matches and earned the number one seed heading into the finals.

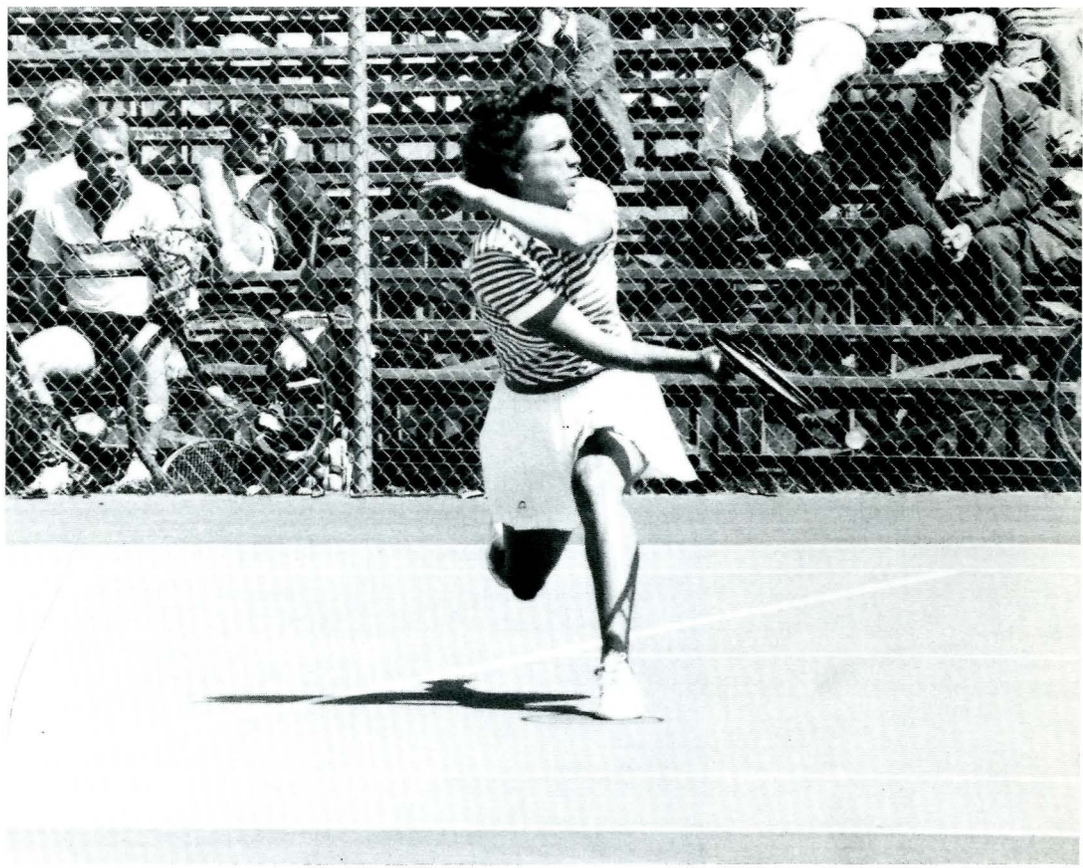
In the finals, Coverdale captured the singles title and teamed with Joy MacPherson to win the doubles title, but Idaho State and Idaho finished ahead of the Bobcats who finished third. With all but two of this year's athletes returning and having recruited the state's top two tennis players in Linda Maneely of Great Falls and Carrie Illes of Billings, 1983-84 promises to be MSU's best in terms of women's tennis. Coverdale was chosen to compete in the Division II tennis nationals.

The men's team was coming off a last place finish at the BSC finals a year ago, and Coach Peach was determined to raise the team's level of play. "After looking at last year's team and comparing them to these guys, I think we've got more power, and now we have to find a way to put that power to better use."

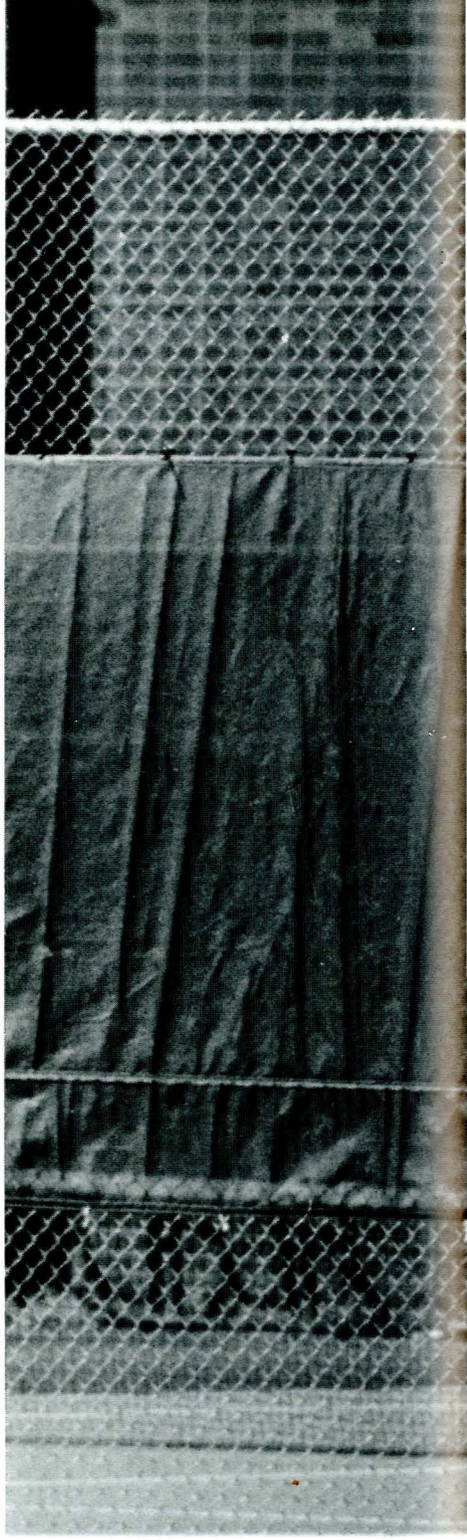
After losing twice to Idaho State, the Cat men knocked off Montana 5-4 in Bozeman. This was the last time the Cats would beat the Griz as MSU fell three straight times, including once in the Big Sky Championships. Heading into the finals, Coach Peach was optimistic. "I honestly think we can compete for the number five spot." When it was over, MSU had finished seventh, but Peach was not disappointed. "I'm satisfied with the performance. We simply had some holes we just couldn't fill."

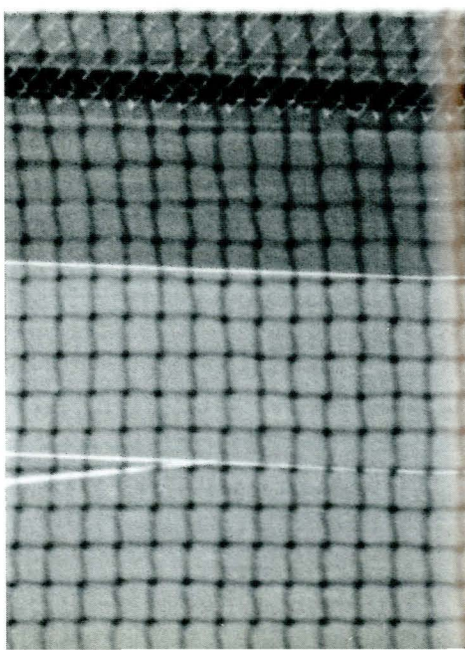
IN THE FINALS, COVERDALE CAPTURED THE SINGLES TITLE AND TEAMED WITH MACPHERSON TO WIN THE DOUBLES TITLE

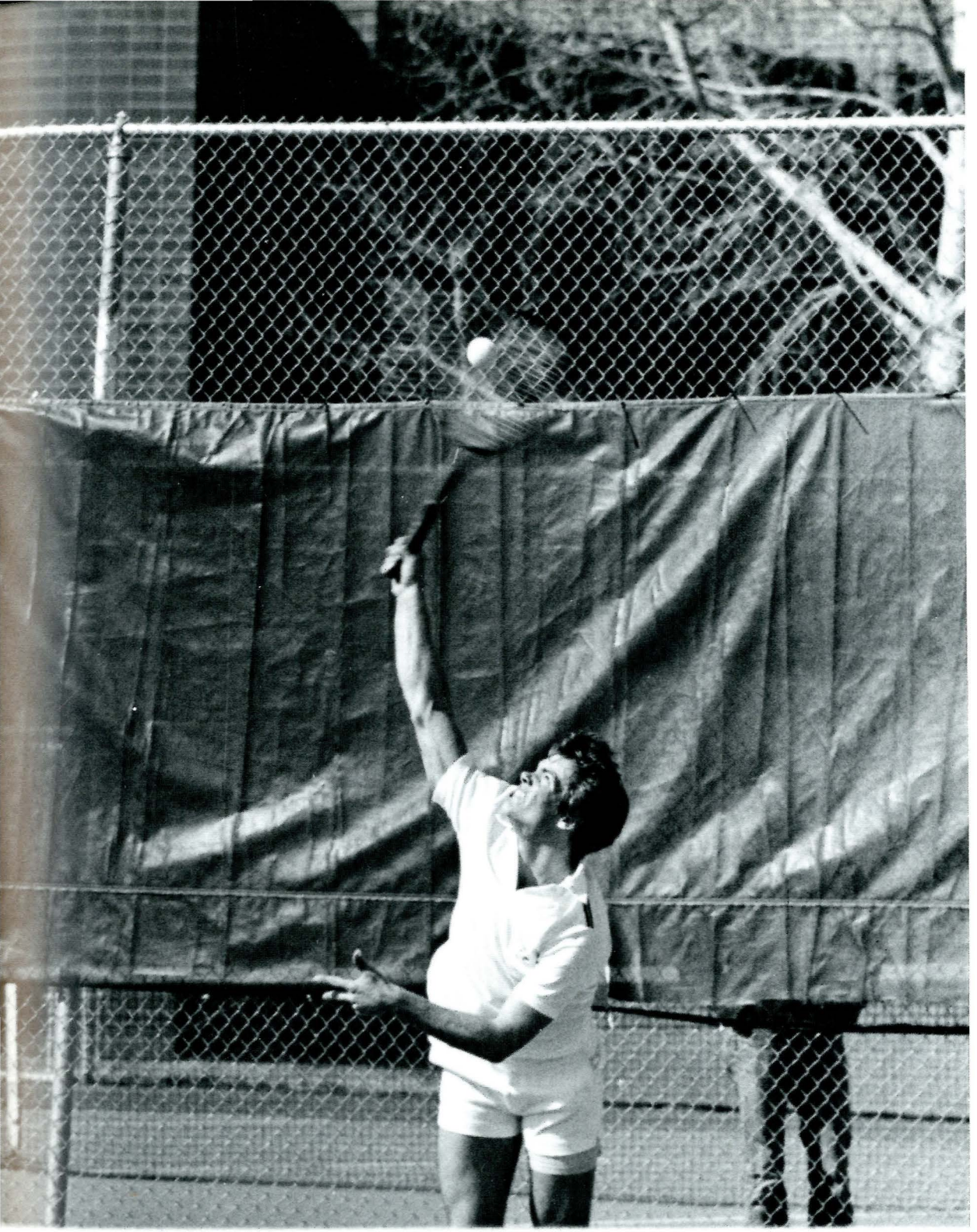


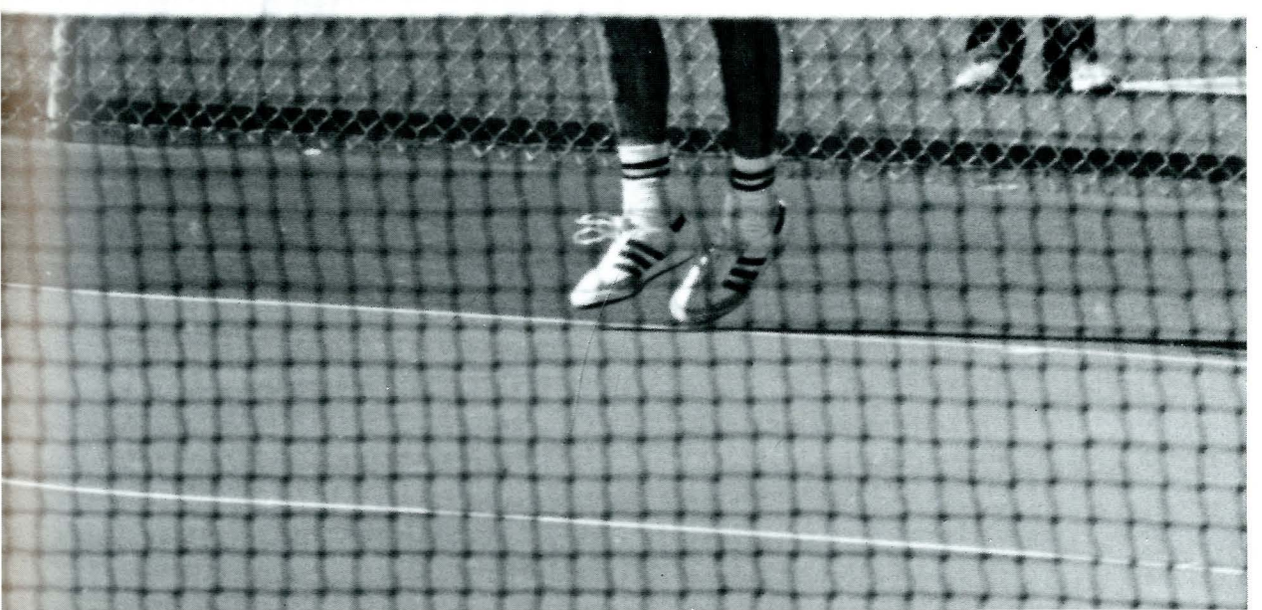


TOM LOWE











TOM LOWE

MEN'S TRACK

Competing in the prestigious Husky Invitational was one of the highlights for the men's track team this past season.

by PHIL WARD

A schedule which included powerhouse talents like Washington State and UCLA highlighted the 1983 season for the MSU men's track team which finished seventh in both the indoor and outdoor track championships.

The indoor season for the Cats was basically a tune-up for the outdoor season, but for senior Ken Riedl, one of MSU's all-time leading scorers, this indoor season would be his swan song. After a fairly consistent regular season, Rield went into the Big Sky Conference championships healthy and optimistic. But a severe leg injury struck Riedl down prior to the long jump competition, and he was forced to withdraw. Rob Stark, head coach of the MSU team, summed up the team's performance at the indoor meet.

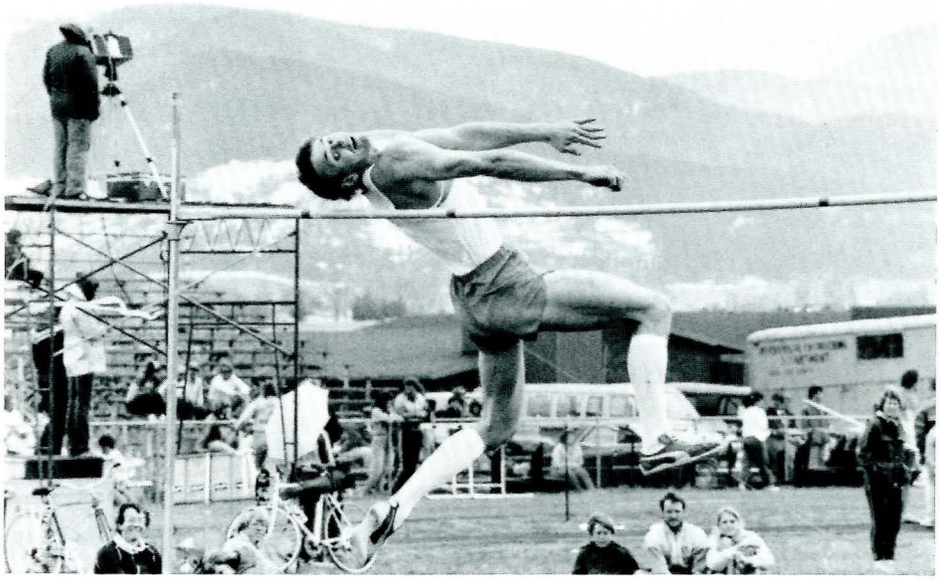
"We had a good seaon in terms of performance," Stark said. "We stayed injury free most of the time, but they ended up hurting us."

The outdoor season allowed Stark to utilize a renovated schedule as he opened the season a week later than normal and ran a meet prior to the Big Sky Championships--both firsts since Stark took over the MSU program. The Bobcats also were without the services of three of their top athletes in Lance Deal, Jeff Clem, and Bill Brist who were all redshirted. "We took some calculated risks redshirting Lance, Jeff, and bill," Coach Stark said. "We look at those points lost and see we have a lot to make up. We're up against it."

The team overcame this setback in their first meet by winning the Ricks College Invite. A trip to Seattle was a highlight for the team as they competed in the prestigious Husky Invitational. They returned to Bozeman to thump the Montanan Grizzlies 88½-58½, the biggest winning margin by an MSU team, and it marked the second team win in the last three years and only the fourth dual win in meet history. After a dual meet with nationally-ranked Washington State, the Cats traveled to Phoenix, Arizona, for the Big Sky Championships. Despite some fine track performances, a letdown in the field events--MSU's mainstay throughout the season--led to a seventh place finish.

THE TEAM RETURNED TO THUMP THE GRIZZLIES 88 1/2 - 58 1/2, THE BIGGEST WINNING MARGIN BY AN MSU TEAM

Despite the results at the conference finals, Stark was satisfied. "More than anything, I'm happy with the season. We're really excited about next year already. We figured we reshirted about 40 points in the conference meet this year and 43 of our 55 team points this year will be returning."



TOM LOWE



SAM GRIMES

WOMEN'S TRACK

The major accomplishment of the women's '82-83 track season was to capture the first-ever Mountain West Athletic Conference indoor track championship in February.

by PHIL WARD

The elusive double was what the MSU women's track team was attempting to garner in 1982-83, and although they were only able to accomplish half of that goal, it turned out to be a very successful season for the women thinclads.

The major accomplishment of the women tracksters was capturing the first-ever Mountain West Athletic Conference indoor track championships in February behind the performances of all-American Janet Buntin and Mary Lynn Guyer. At the indoor championships, Buntin scored 24 individual points with a win in the long jump, a second place finish in the 55-meters, a third in the 400-meters, and she ran on the winning relay. Guyer won the 3000-meters and placed second in the 1500-meters.

"We peaked just right," said head coach Dale Kennedy. "I think we exhibited the most enthusiasm and the girls really wanted to win. We scrapped for every point we got."

Buntin became an all-American by placing sixth in the nation in the long jump.

IT TURNED OUT TO BE A VERY SUCCESSFUL SEASON FOR THE WOMEN THINCLADS

Heading into the outdoor season, Kennedy hoped his club could ride the momentum gained from the indoor victory, but he knew winning both indoor and outdoor championships would be no easy task. "We're working towards the MWAC Championships and getting national qualifiers. The conference looks really tough if the indoor championships are any indication."

Crucial injuries were a setback to the Cat women in their quest of the elusive double as middle distance ace Denise Clare was lost for the season and Kathy Chase-Close went down in mid-season. Weight specialist Carrie Albano dropped out of the program to concentrate on academics. Despite the setbacks, the Cat women had strong performances as Guyer qualified for nationals in the 5000 and the 10,000-meters and Buntin qualified in the long jump with a 20-5 jump. A 69-67 loss to the Grizzlies of Montana was a heartbreaker to the Cats and a foot injury to Buntin put the icing on the cake, but MSU was poised to win the outdoor championships nonetheless.

"We're going with every gun we've got," Kennedy said. "We're loadin' her up. We're going in with the idea to take a backseat to nobody." When the finals were over, the Cats had finished in third, only 10 points out of first place. Guyer won the 3000 and 10,000-meter runs to pace the team effort.



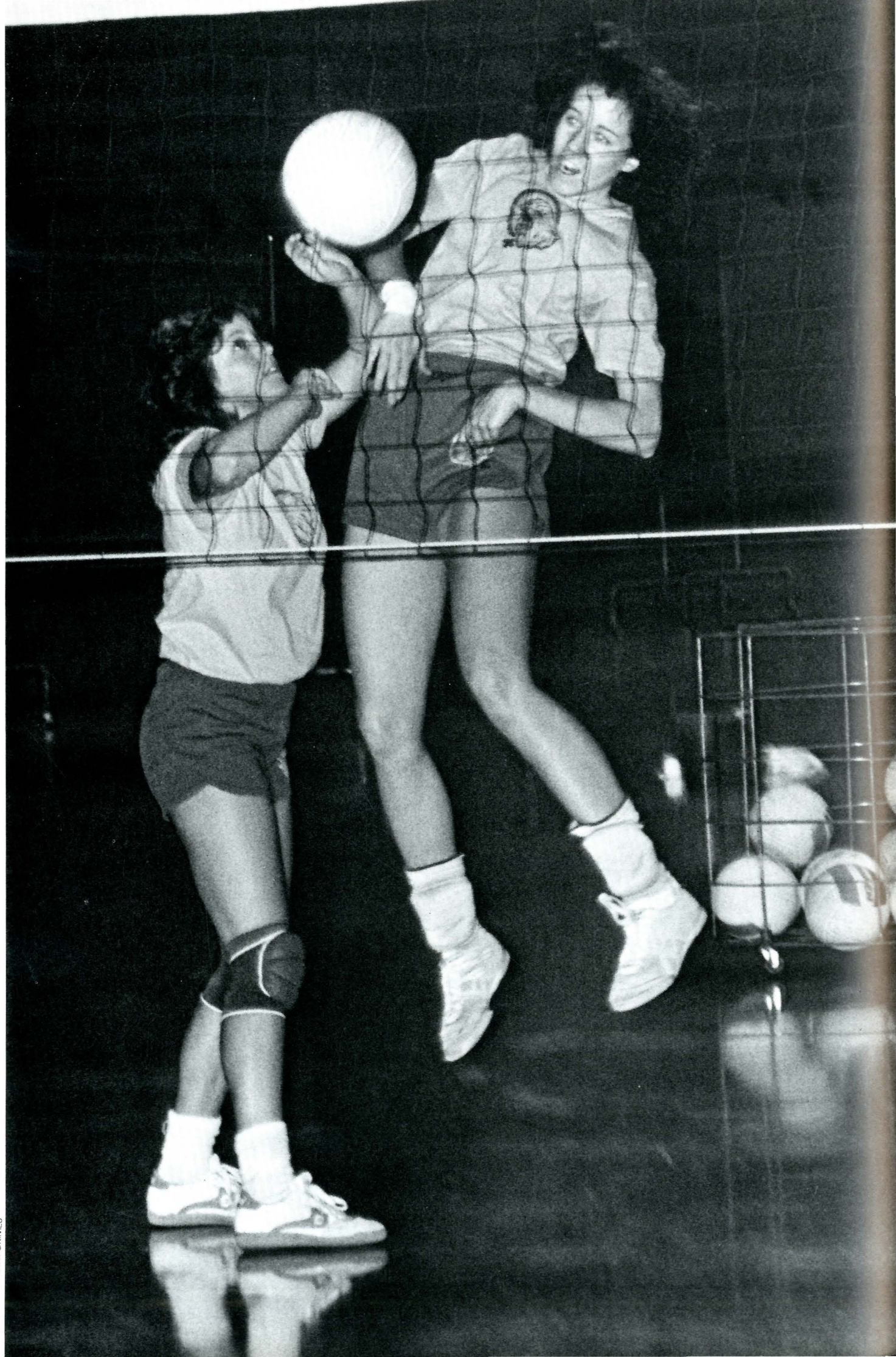
TOM LOWE



SAM GRIMES



TOM LOWE



SAM GRIMES

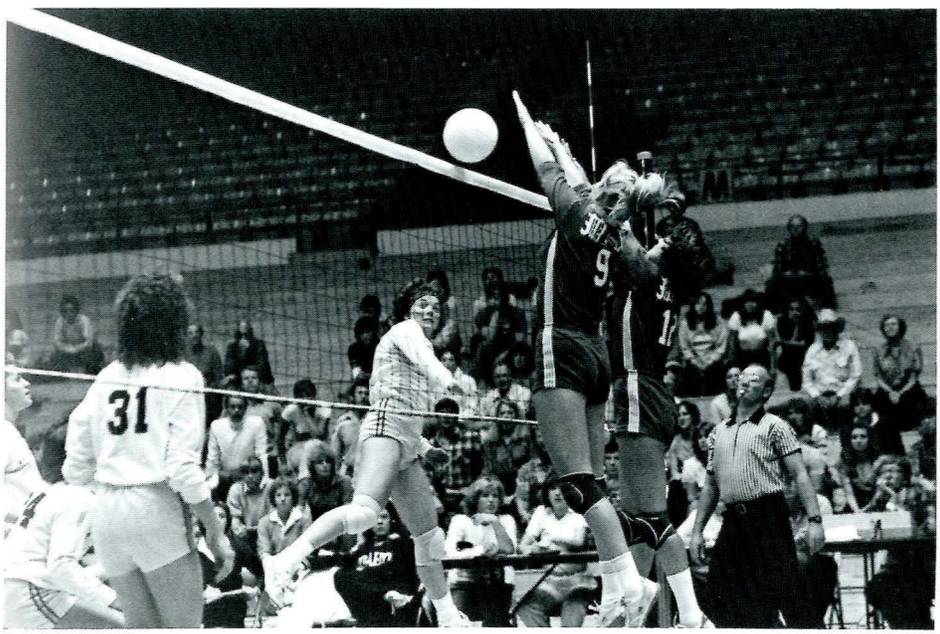
WOMEN'S VOLLEYBALL

by PHIL WARD

The hopes for the 1982 women's volleyball team were pinned largely on the talents of returning letterwinners Heidi Wagner, Michelle Usitalo, Lisa McCanlies, Alison Foster, and Glenele Oberrich, but a rash of injuries and inconsistant play led the squad to a disappointing 11-25 overall record.

Before the season, head coach Chris Bigelow knew her squad would be fairly untested except for the returners, but Bigelow expected a strong team.

"We're a fairly young and inexperienced team," Bigelow said, "but all in all, we're a more balanced team this year. The five returners are all extremely strong achievers, and they'll be strong in influencing the team."



SAM GRIMES

The balance of the squad was distrupted as injuries hit key competitors, including McCanlies and Wagner. After a tough preconference schedule, the Cats jumped out to a 2-0 Mountain West Athletic Conference (MWAC) start.

But after that, the rash of injuries hit, and the team dropped nine straight and finished with a 5-9 conference record, not good enough for post-season tournament play.

One of the major highlights for the team was its involvement in the UCLA Invitational which included all of the top teams in the nation. Although the Cats only managed a 1-4 showing in the tourney, they did gain valuable experience.

A RASH OF INJURIES AND INCONSISTANT PLAY LED THE SQUAD TO A DISAPPOINTING 11-25 OVERALL RECORD

Said Bigelow of the season and next year's outlook, "It turned out to be a building year. It was definitely a year for experience. I'm very positive about next year."



SAM GRIMES

WRESTLING

by PHIL WARD

A young, enthusiastic, and talented squad went into the 1982-83 season with high hopes of securing a Big Sky Conference title as MSU hosted the conference wrestling championships in February, and after a successful regular season, the Cat grapplers culminated the year with a fourth-place showing at the Big Sky finals.

Looking at his team, head coach Bill Willetts knew that the team depth was missing, but he hoped that the talent on his squad could make up for the lack of depth. "We have some well-seasoned individuals, and they've spent a lot of time in competition and have done well. I'd like to see our freshmen and the guys with little varsity experience come along and have a super year. If that happens and we stay healthy and make the grades, then everything could fit into place."

Unknown to Willetts at that time was the fact that the team's top athlete, Jim McCready, would be lost to a knee injury halfway through the season and would be out for the remainder of the year. Before McCready's injury, the Cats competed in the prestigious Caesars's Palace Invitational in Las Vegas, Nevada, and finished 23rd out of 33 teams.

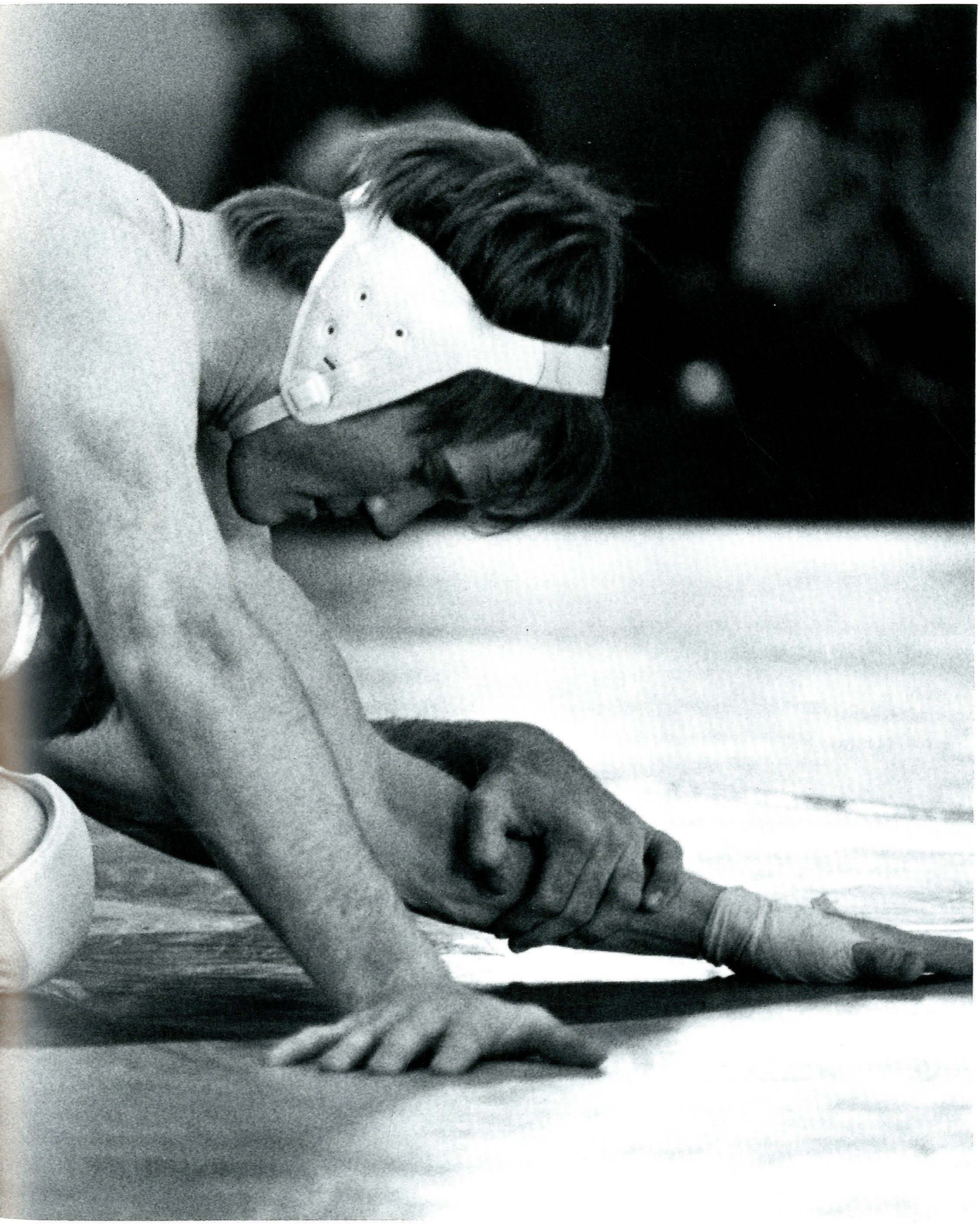
As January approached, the Cat grapplers opened the new year with a 39-3 win over Northern Montana, but dropped a tough meet to rival Boise State 20-19 in Bozeman. The Cats got back on the winning track with a 21-19 win over Idaho State as heavyweight Lonnie Burt clinched the win with a victory over rival Arnie Bagley. The Cats continued with some good performances and were poised to explode at the Big Sky Championships.

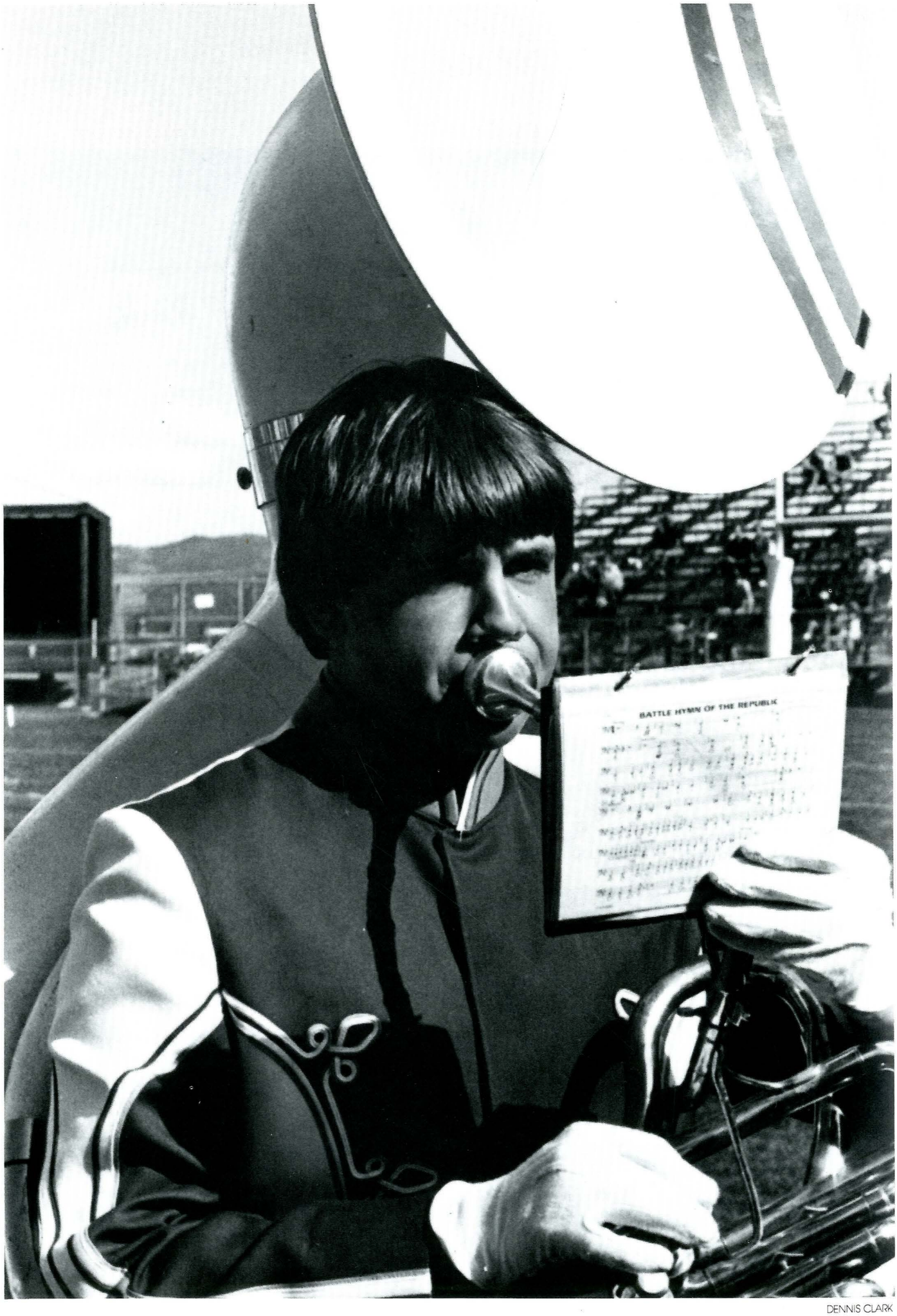
'WE HAVE SOME WELL-SEASONED INDIVIDUALS, AND THEY'VE SPENT A LOT OF TIME IN COMPETITION AND HAVE DONE WELL.'

At the championships, MSU qualified three individuals in the finals with defending champion David Jones, Jeff Todd, the team's only senior, and Burt. All three grapplers were defeated in the championship as Jones lost 13-6, Todd fell 4-0 in overtime, and Burt lost to Bagley.



DAN MARSHALL

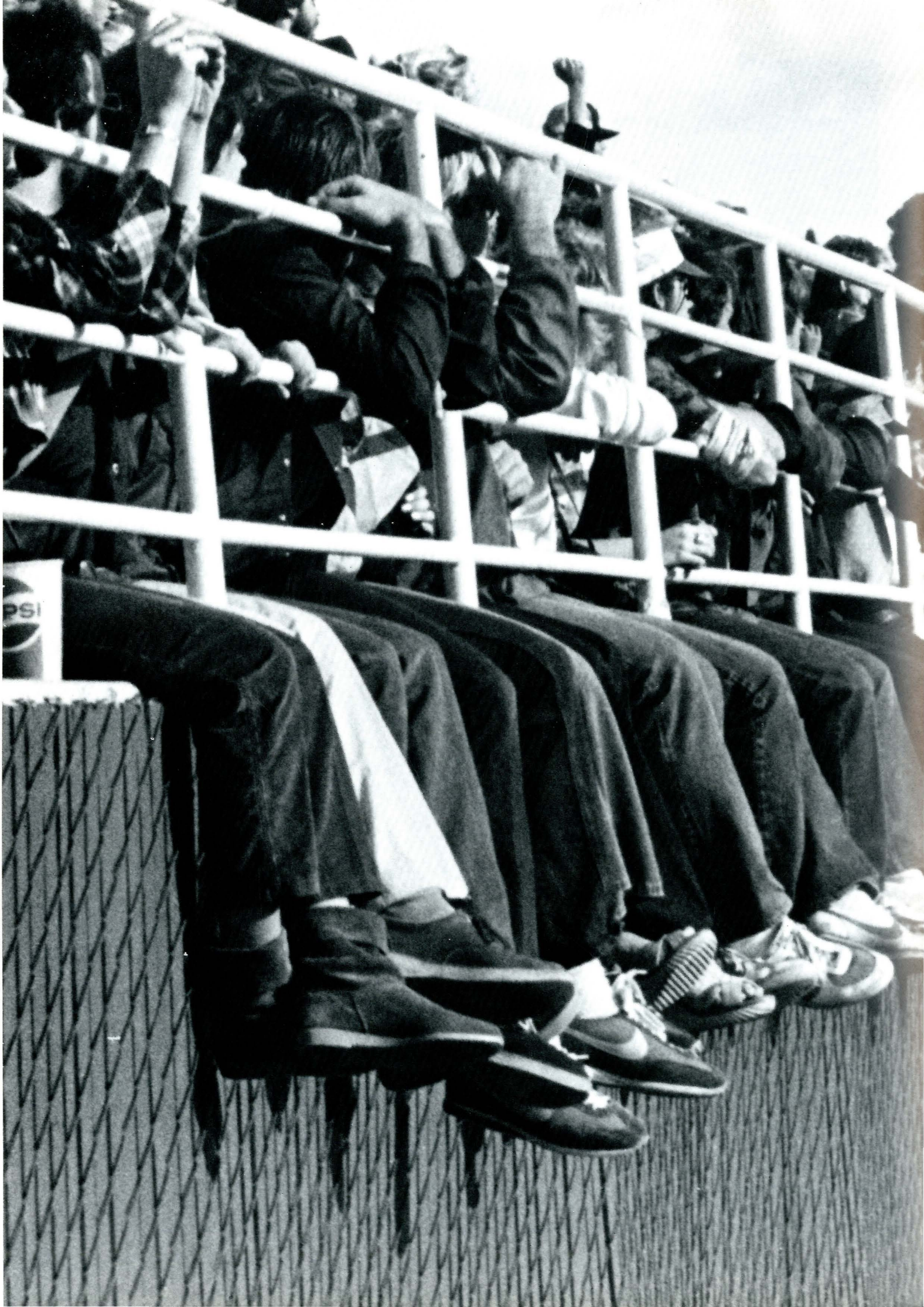




DENNIS CLARK



DENNIS CLARK









MIN.SEC.
TO PLAY
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VISITORS 27

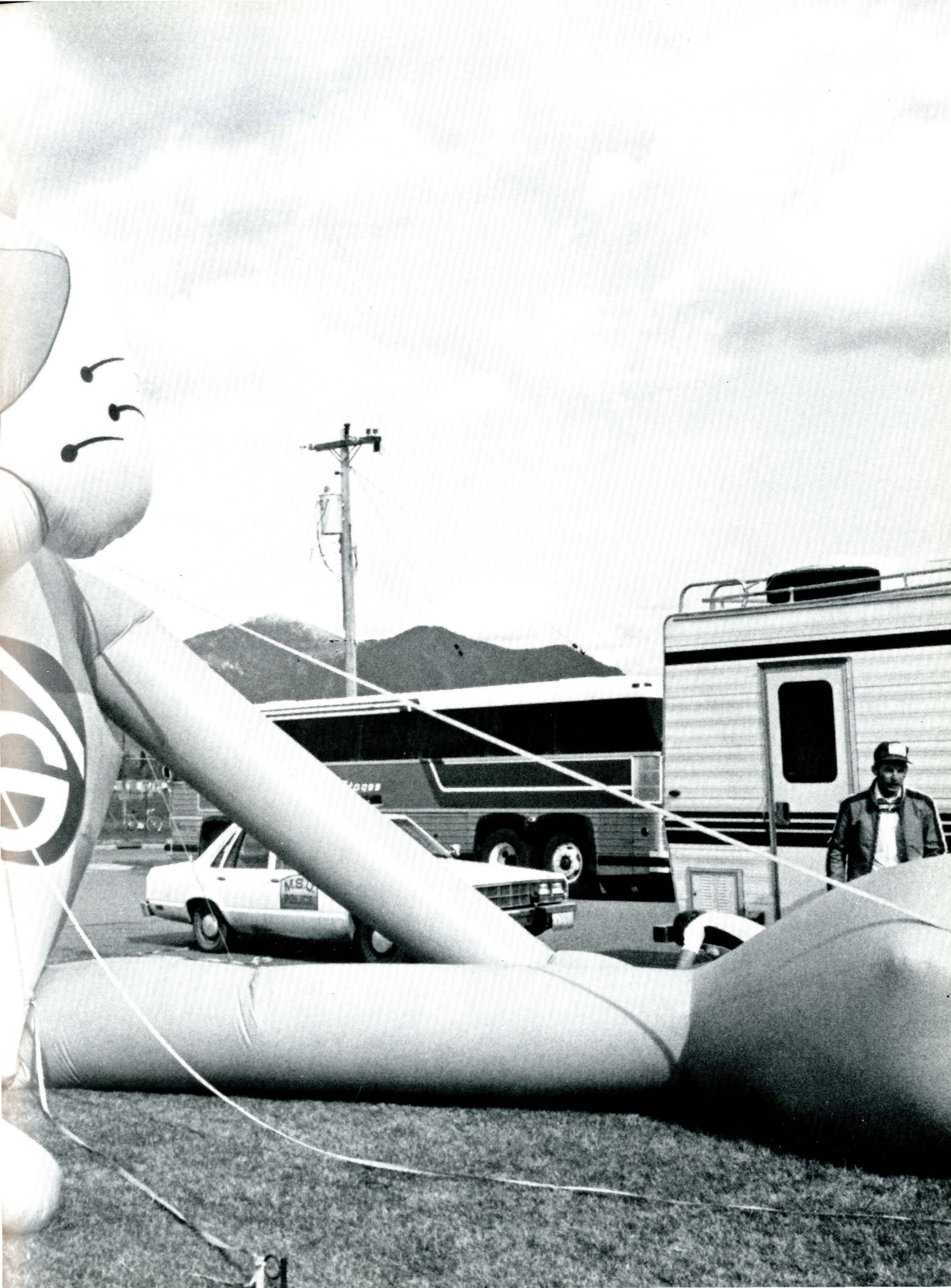
HOME 10

YARDS TO GO









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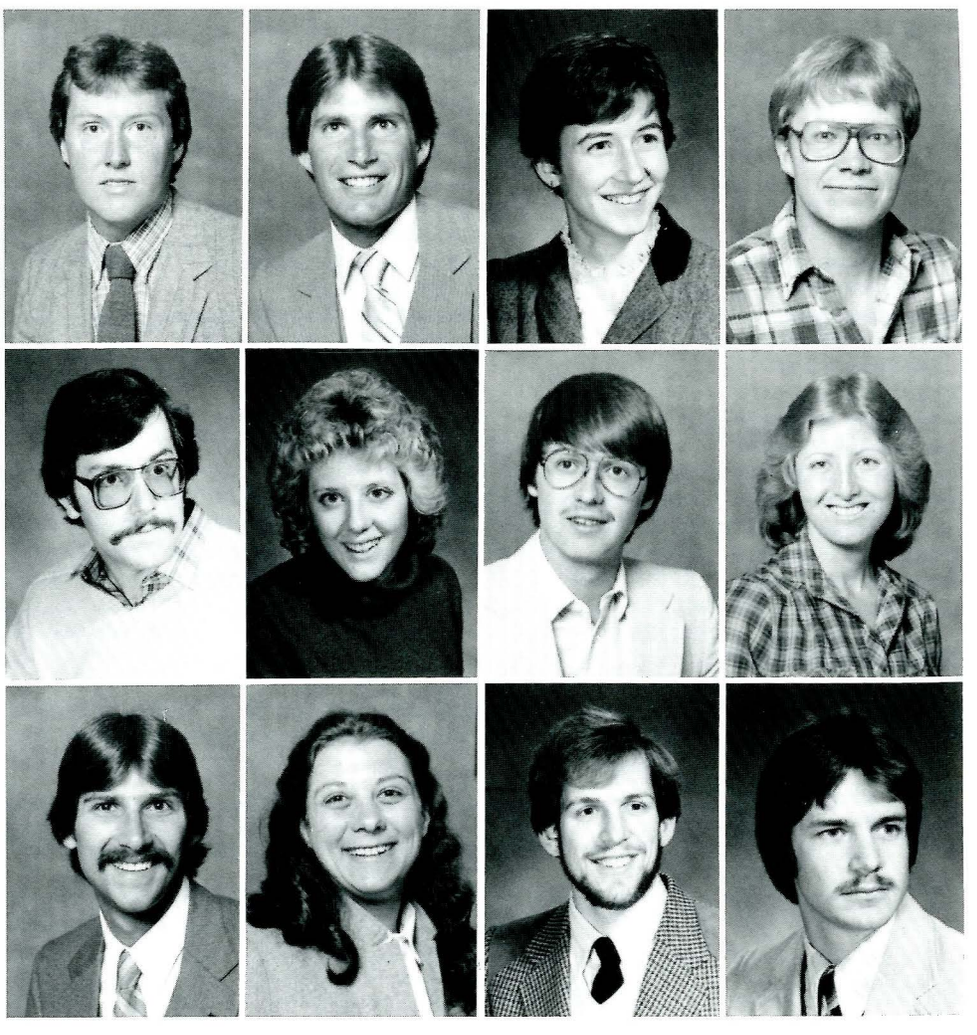

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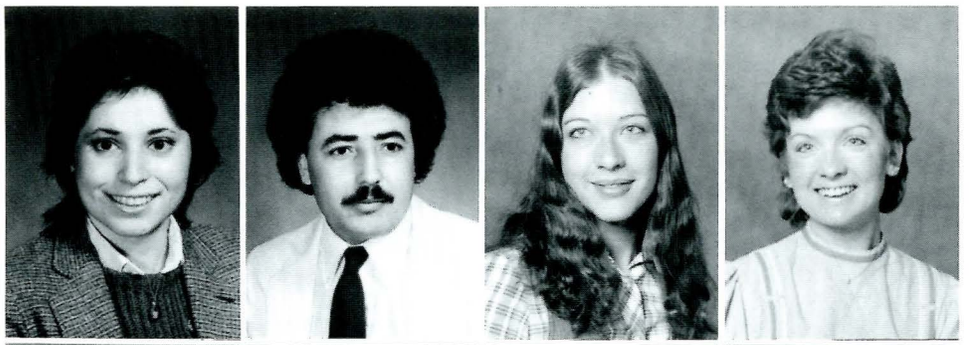
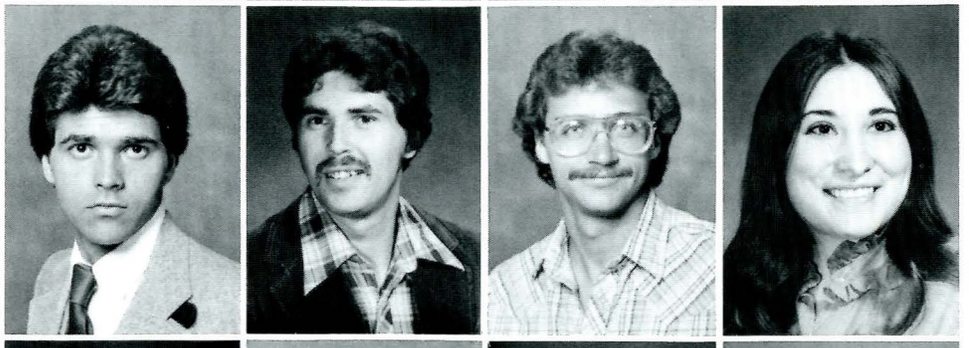


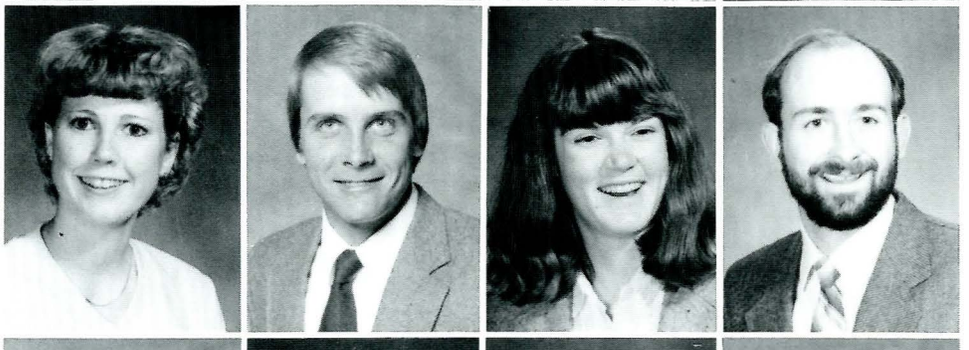
Maria Billinis, Film and Television
Mohamed Bishi, Civil Engineering
Debby Bjorsness, Home Economics
Michelle Biller, Elementary Education



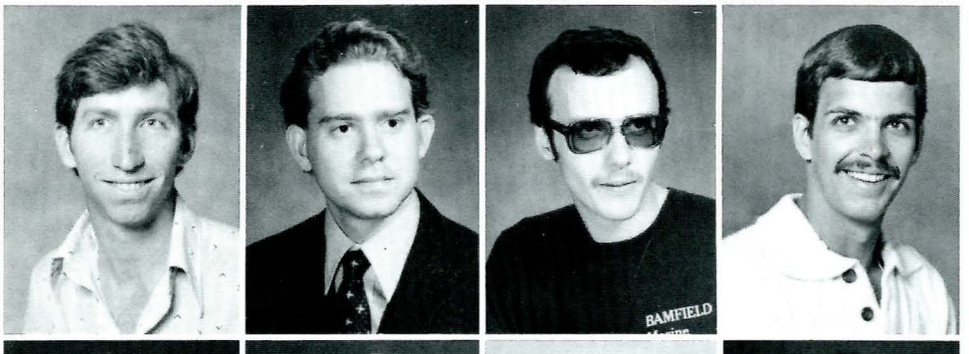
Christine Boeck, Industrial Arts
Janice Bolander, Art
Laura Booth, Political Science
Robert Bordelon, Speech Communication



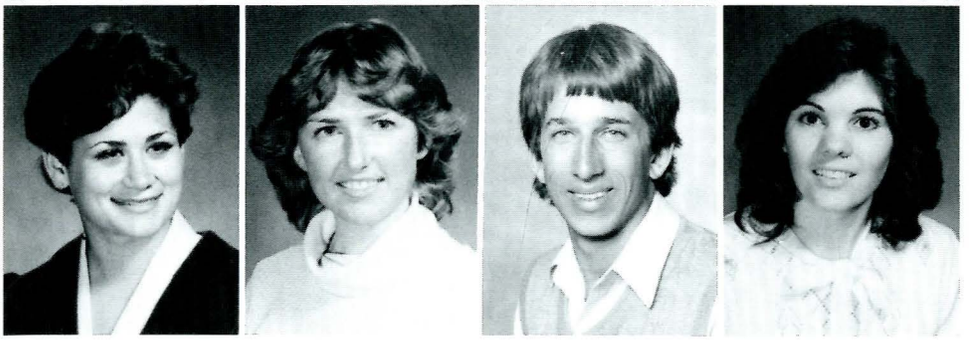
Randal Boschee, Film and Television
James Bothur, Film and Television
Jeffrey Boucher, Civil Engineering
Nancy Brewer, Microbiology



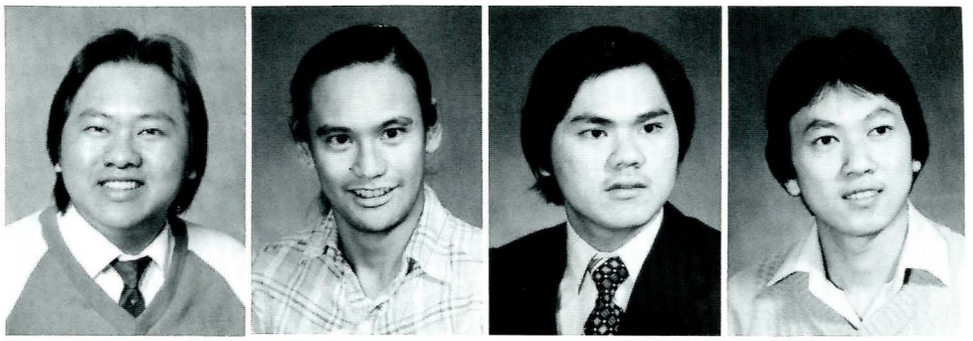
Robin Bridges, Elementary Education
Barry Brosten, Mechanical Engineering Technology
Jeanne Brown, Psychology
John Brown, Political Science



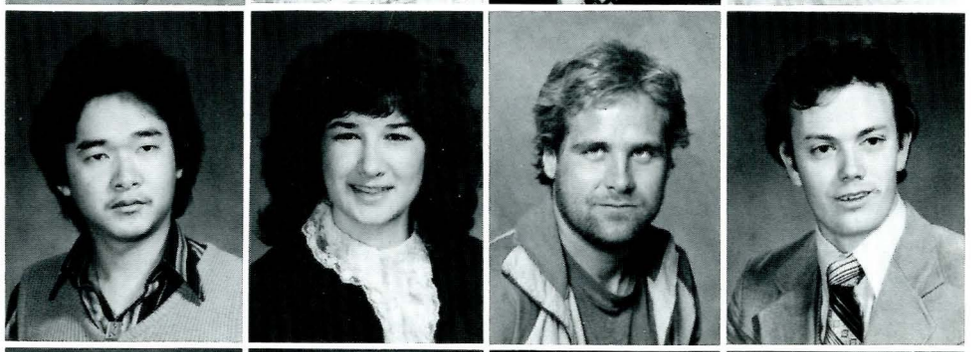
Tracy Brown, Mechanical Engineering
Kirk Brus, Chemistry
John Burgess, English
Jeffrey Butler, Construction Engineering Technology



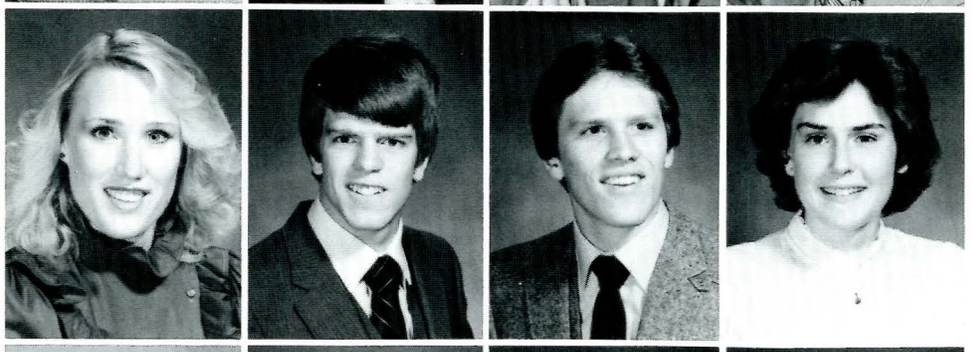
Naomi Butts, Mathematics
Sandra Carlson, Civil Engineering
Liane Carroll, Industrial Arts
Judy Cheff, Business



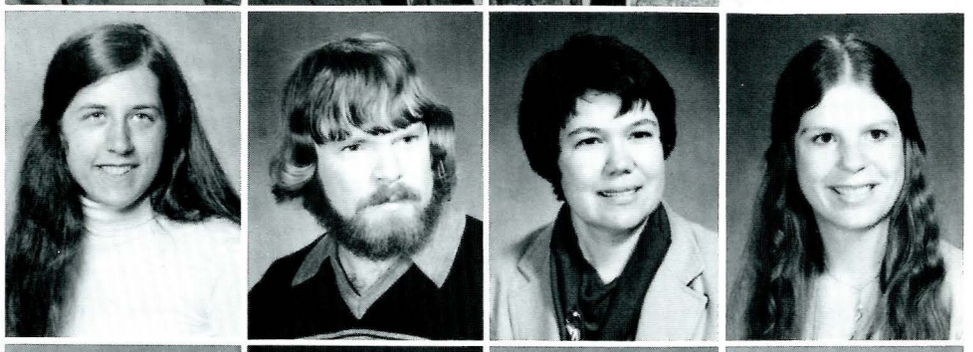
Chuen Sum Chen, Business
Danny Choriki, Psychology
Man Leong Chow, Civil Engineering
Thai Chow, Civil Engineering



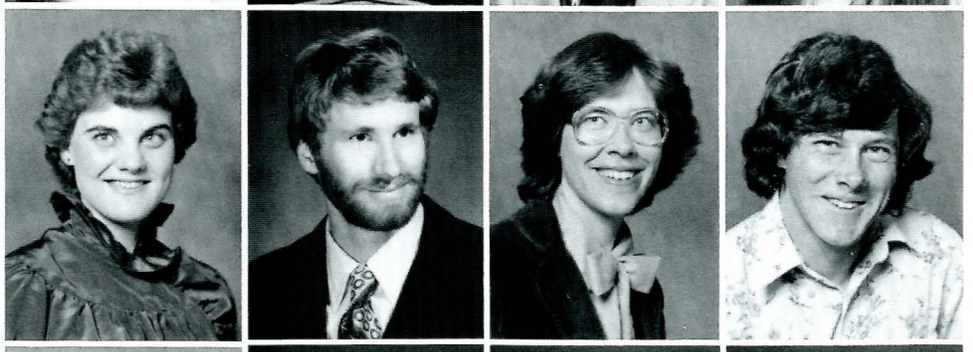
Kien Leong Choy, Electrical Engineering
Laura Christoffsen, History
Jerome Chura, Chemical Engineering
Jeffery Clark, Computer Science



Nanette Coleman, Business
Daniel Dauer, Electrical Engineering
Roger Dauer, Chemical Engineering
Tamera Davis, Biological Science



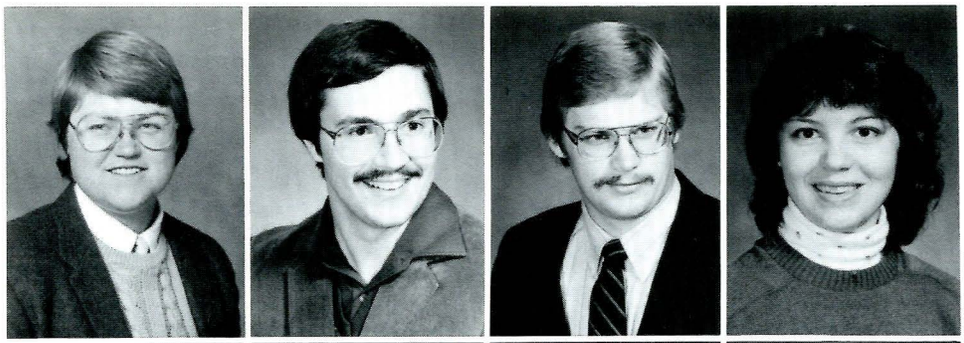
Jennifer DeGraaff, Art
Kevin Deis, Fish and Wildlife
Sheron Dickman, Political Science
Beverly Dixon, Business



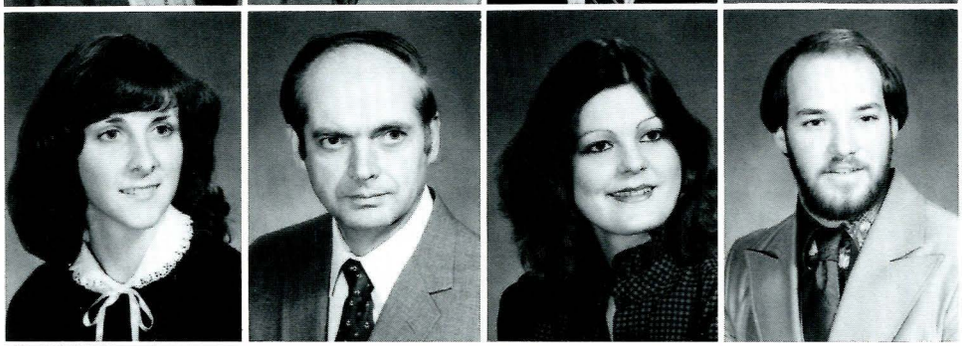
Denise Donaldson, Home Economics
Brent Doney, Microbiology
Doris Donohoe, Agricultural Farm-Ranch
Kevin Dosland, Business



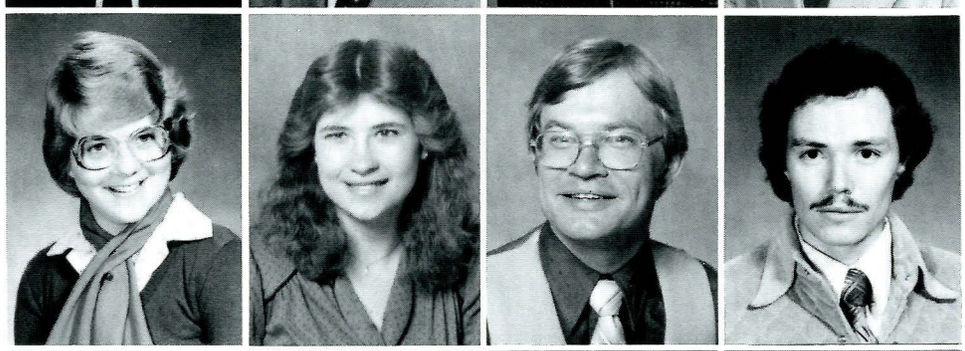
Shawn Dougherty, Business
Elizabeth Drake, Sociology
Janice Drummond, Business
Judith Drummond, Business



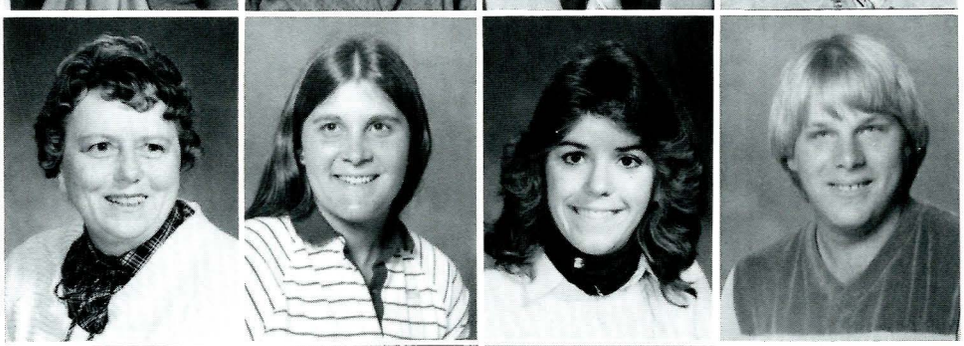
Elizabeth Dunbar, Art
Scott Emerick, Construction Engineering Technology
Michael Evans, Business
Marilyn Ewen, Microbiology



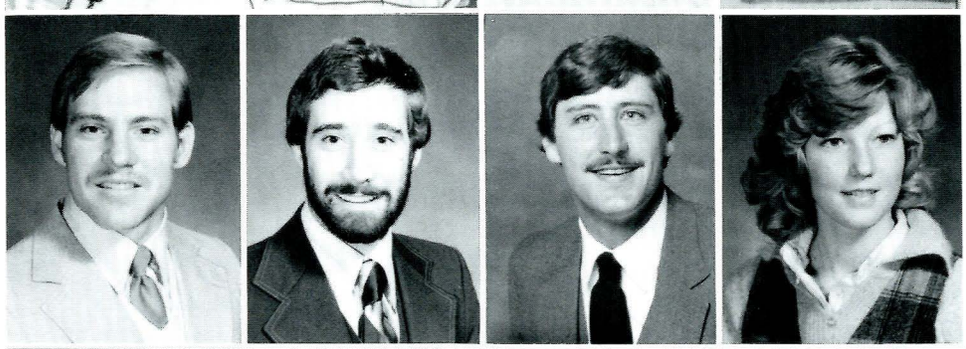
Mary Faber, Biological Sciences
Charles Fells, Construction Engineering Technology
Rosmond Ferguson, Home Economics
Curtiss Fiechtner, Business



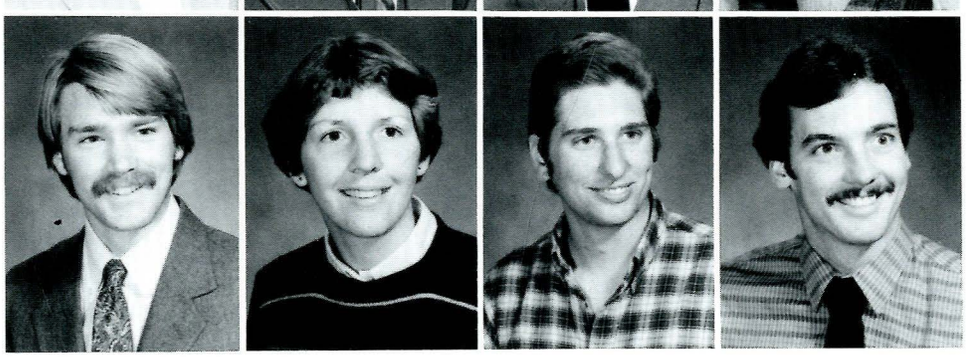
Denise Fish, Mathematics
Elizabeth Ford, Business
Virgil Fredenberg, Mathematics
Flint Freeman, Electrical Engineering



Joyce Furgason, English
Louise Gartner, Agricultural Business
Sandra Gebhardt, Business
John Goodmundson, Agriculture



Kevin Gosselin, Agricultural Business
David Grammens, Industrial and Management Engineering
Michael Green, Chemical Engineering
Maria Greene, Economics



William Greer, Art
Nancy Groen, Business
Garth Gullickson, Chemistry
Steven Hackett, Agricultural Business


NOSMOKING



DENNIS CLARK



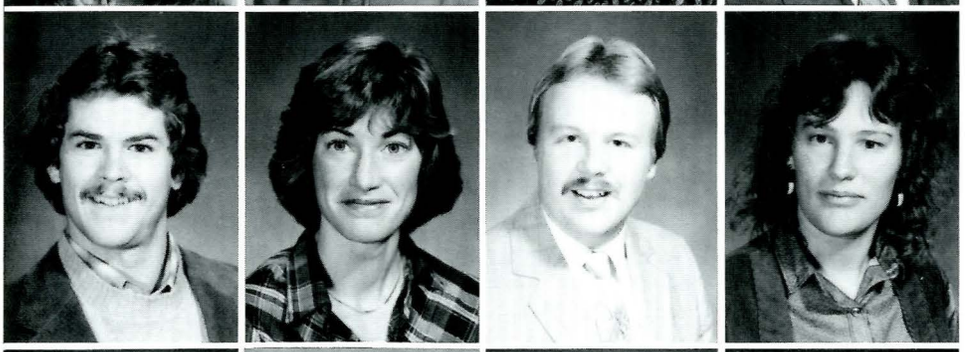
DAVE EMMIL



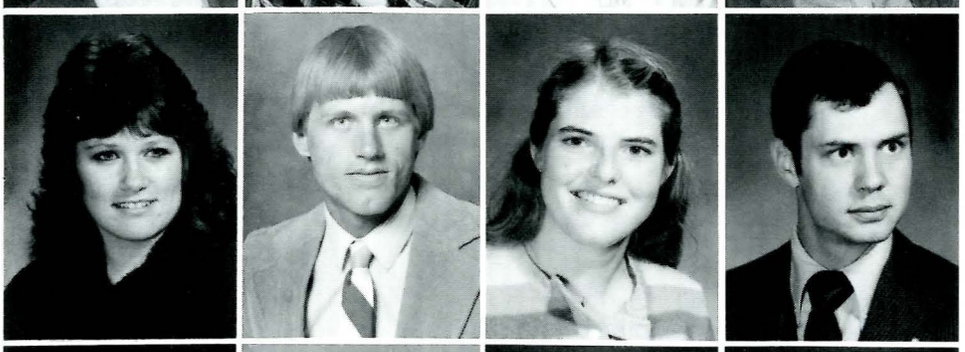
James Hansen, Economics
Hans Hartmann, Mechanical Engineering
Virginia Hassanali, Business
Sally Hanken, Art



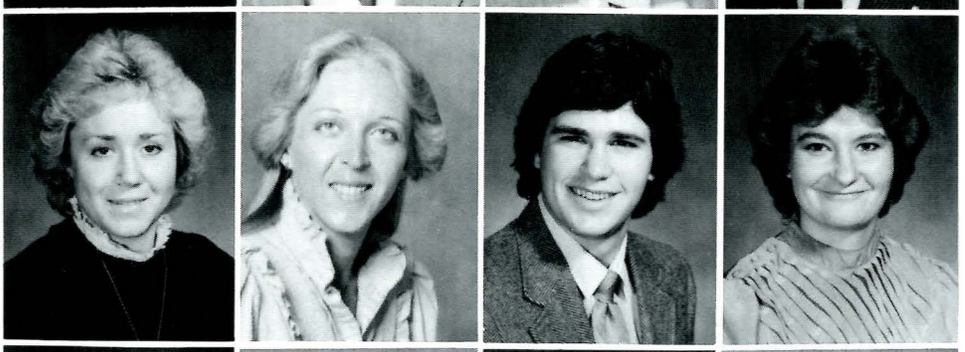
Roberta Hein, Art
Sally Heinzmann, Physical Education
Mary Herem, Biological Sciences
David Hernandez, Agriculture



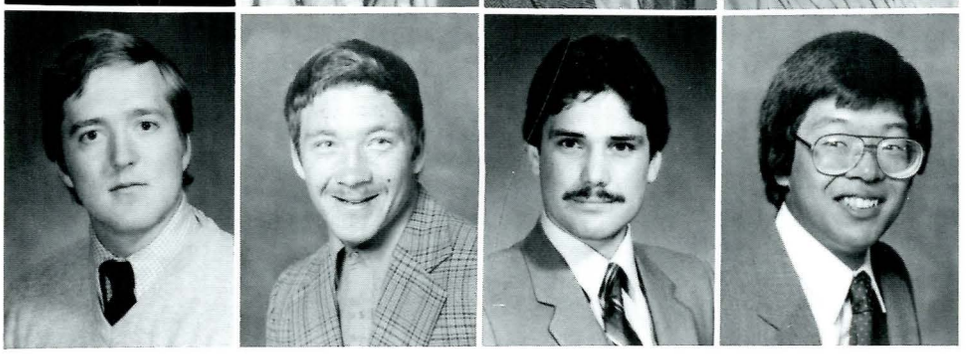
Gary Herschberger, Microbiology
Mary Hinkson, Agriculture
Kevin Hintt, Construction Engineering Technology
Rosanne Hofland, Electrical Engineering



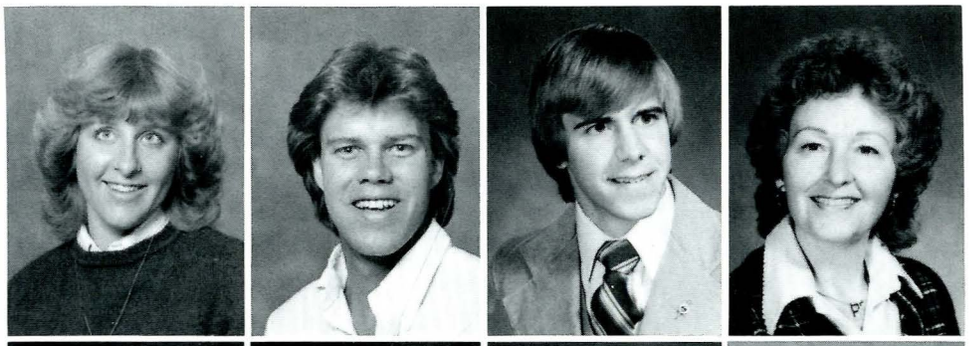
Terry Hollen, Speech Communication
Stephen Holmes, Civil Engineering
Sally Homer, Agricultural Land Resources
Robert Hoppe, Electrical Engineering



Janet Hughes, Home Economics
Patricia Hughes, Microbiology
Mark Huisenga, Earth Science
Perri Ann Huntley, Home Economics



Glenn Huntsman, Business
Doyle Irish, Agriculture
Michael Irvine, Sociology
Roger Ito, Chemical Engineering



Karen Jerke, Business
David Jesme, Construction Engineering Technology
David Johnson, Biological Sciences
Elizabeth Johnson, Music



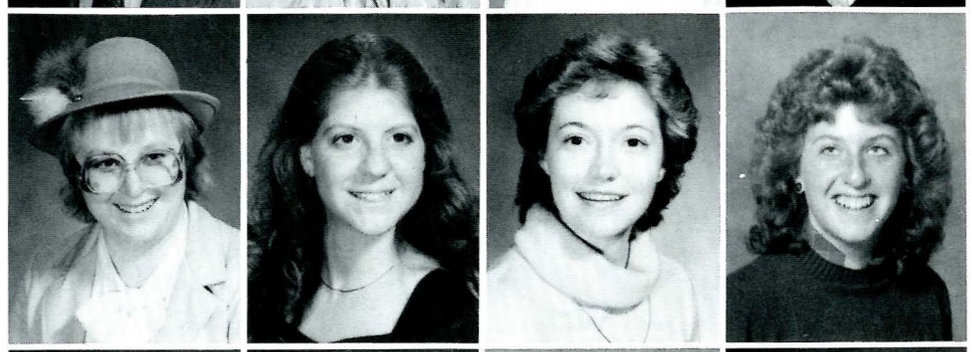
Jacqueline Johnson, Film and Television
Louise Kamerman, Sociology
Linda Kaul, Physical Education
Jeanne Keller, Agricultural Business



Ledette Kelton, Speech Communication
Wincel Kenitzer, Film and Television
Deborah Kimmet, Mathematics
Roxanne Kinkelaar, Agricultural Business



Timothy Kirkpatrick, Chemical Engineering
Tammie Klinker, Elementary Education
Lisa Knudsvig, Speech Communication
Susan Kollekowski, Elementary Education



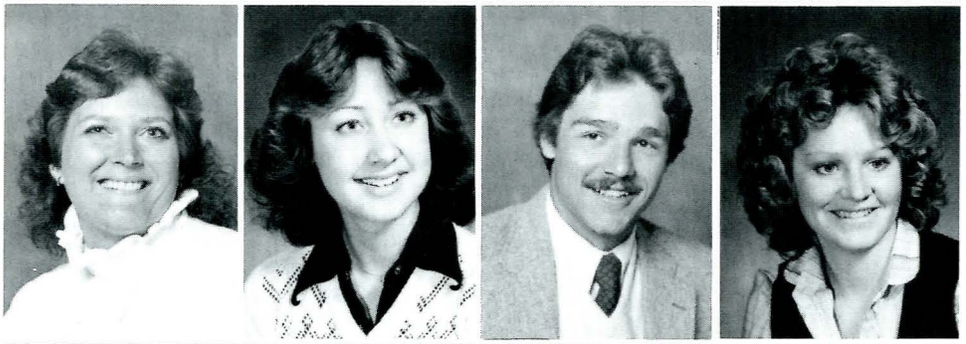
Lynn Koskela, Sociology
Dorcas Krapf, Agriculture
Rose Krebill, Sociology
Karen Kuchenbrod, Mathematics



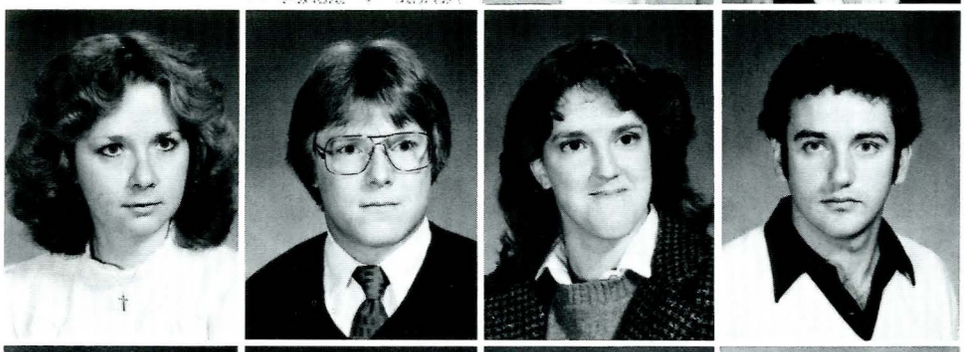
Janet Lacey, Business
Naomi Lacy, Earth Sciences
Colette Lakey, Elementary Education
Lisa Lash, Business



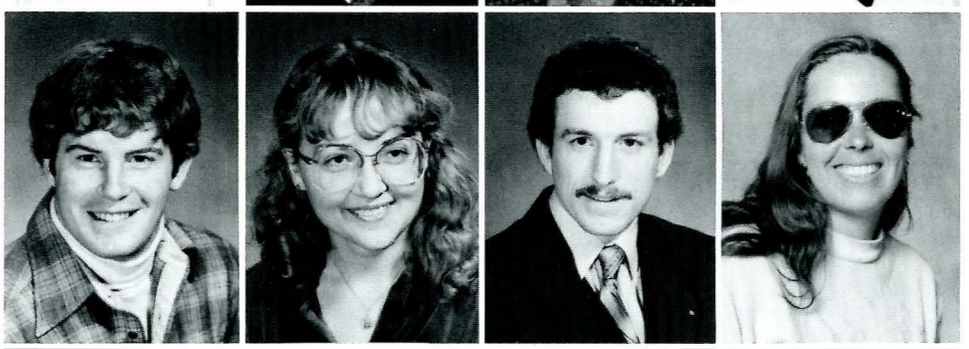
Denia Layton, Secondary Education
Paul Layton, Industrial Arts
Dori Lee, Microbiology
Douglas Lee, Civil Engineering



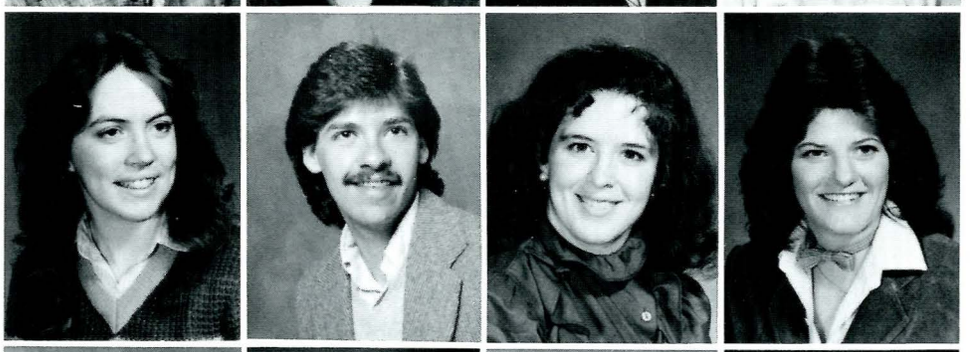
Carolyn Liepelt, Physical Education
Beth Lindberg, Business
Brian Linde, Premedicine
Deborah Lineweaver, Business



Kamala Lingo, Business
August Loch, Agriculture
Laura Loch, Home Economics
Kirby Lohr, Agriculture



Richard Lohse, Physical Education
Leila Louden, Microbiology
George Luther, Agricultural Education
Kathy Ann Maboll, Art

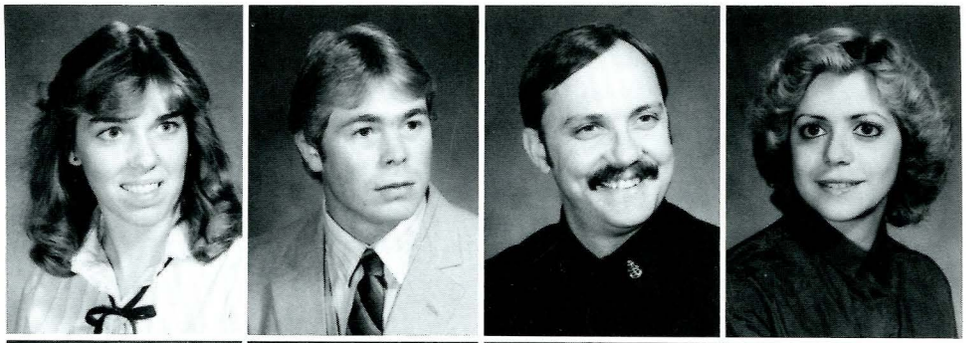


Patty Mace, Elementary Education
Christopher Mackay, Art
Michele Mansanti, Elementary Education
Kelly Manzer, Biology



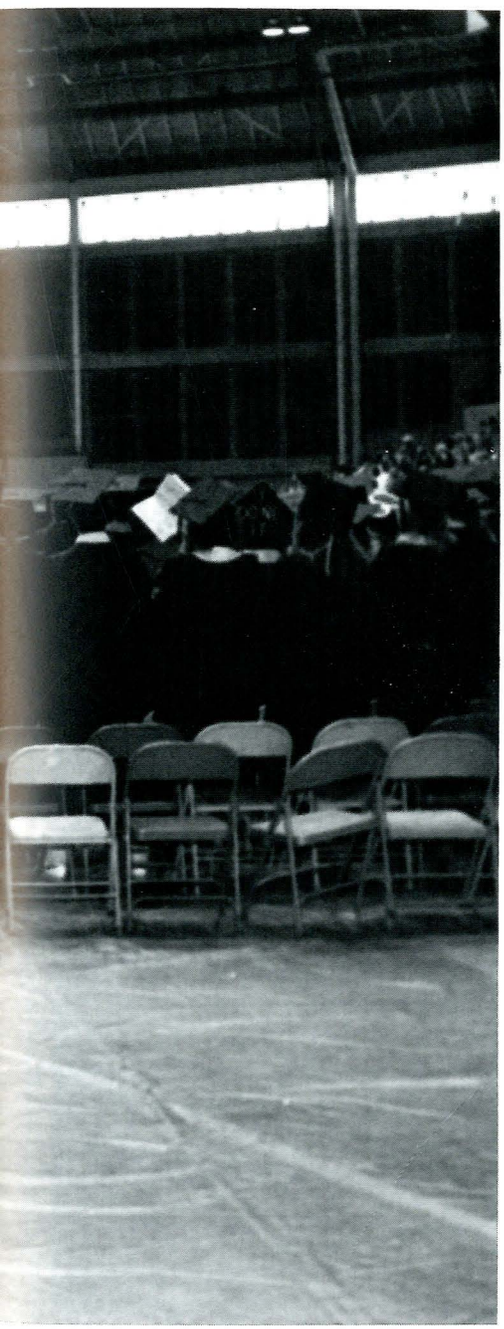
Bret Mathews, Computer Science
Lee McCarty, Business
Lynette McDonough, Home Economics
Cherie McNett, Political Science

Marlene Meacham Elementary Education
William Meyers, Electrical Engineering
Patrick Moran, Electrical and Electronic Engineering Techology
Sheila Morasko, Business



Shelly Morasko, Business
Kathy Morris, Earth Sciences
Mark Morse, Civil Engineering
Scott Murphy, Civil Engineering





DENNIS CLARK

Roxanne Naef, Chemical Engineering
William Naegeli, Agriculture
Terrilyn Nollmeyer, Agriculture
Michael Obstar, Electrical and Electronic Engineering Technology

Erik Oksendahl, Speech Communication
Shelly Olson, Business
Peggy Payne, Chemical Engineering
Kirk Pearson, Business

Theresa Pearson, Home Economics
Richard Phillips, Computer Science

Jeanette Poore, Microbiology
David Pollington, Industrial Arts

Kathleen Porter, Elementary Education
Lisa Pratt, Business

Thomas Pratt, Earth Sciences
Diane Gartner Prchal, Home Economics

Kathleen Quinn, Business
Thomas Quinn, Business
James Radford, Jr., History
Abdullah Ramhormoz, Construction Engineering Technology

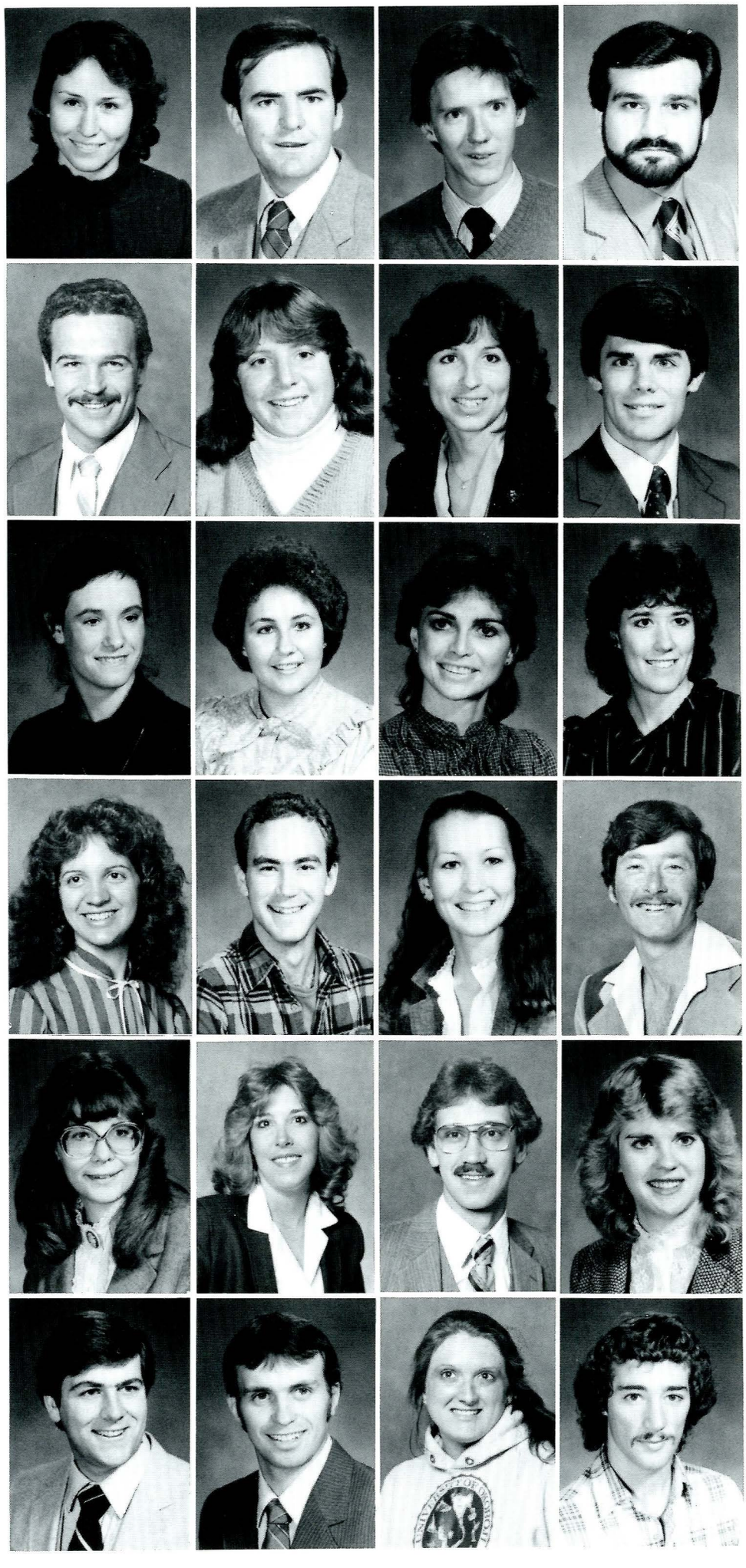
Michael Rand, Sociology
Connie Rauser, Physical Education
Kelly Reimche, Business
Kenneth Riedl, Business

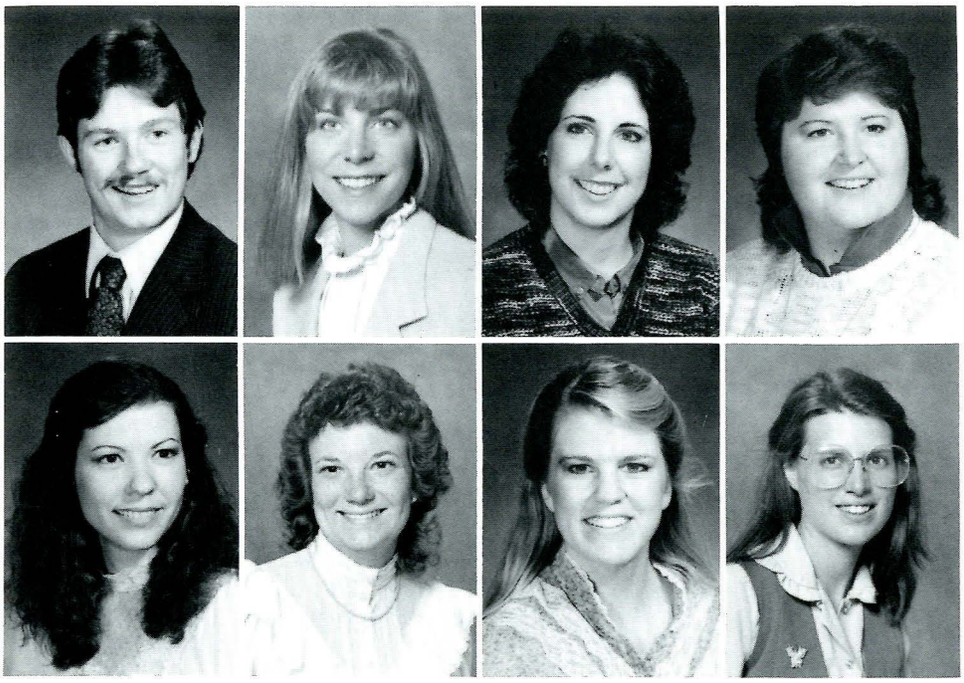
Suzanne Robitaille, Business
Lisa Rockwell, Home Economics
Donna Rodman, Chemistry
Janel Rolle, Home Economics

Virginia Rowland, Microbiology
Jeff Rumney, Agriculture
Sandra Rumney, Art
David Rushing, Biological Sciences

Judy Rust, Chemical Engineering
Jayne Ruthedge, Business
Michael Safety, Electrical Engineering
Lisa Sammons, Business

Roger Sammons, Agricultural Business
Herbert Sanders, Agricultural Engineering
Marguerite Sanders, Home Economics
Scott Sanford, Business





Alan Sartain, Business
Sherri Saucier, Business
Dana Sax, Home Economics
Cheryl Schaller, Agriculture

Glenna Schartmann, Home Economics
Marilyn Schillinger, Business
Kelly Schumacher, Art
Therese Schwaller, Music



DENNIS CLARK

Kristin Schwartz, Psychology
James Siggaard, Industrial Arts
Joanna Simensen, Speech Communication
Joseph Sisk, Agriculture

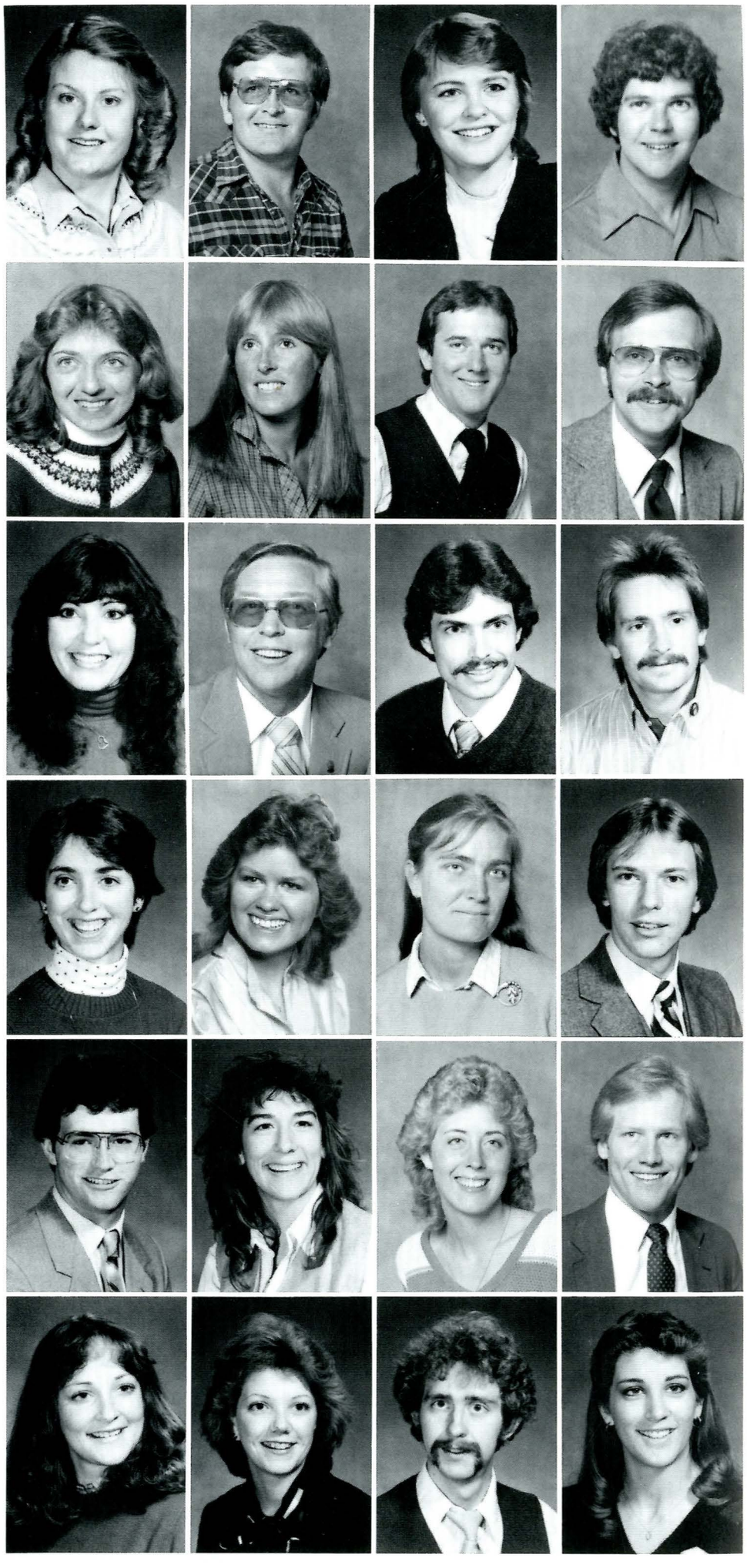
Sharon Sitz, Agricultural Business
JoAnn Skillman, Physical Education
Daniel Smith, Art
Dan Smith, Electrical and Electronic Engineering Technology

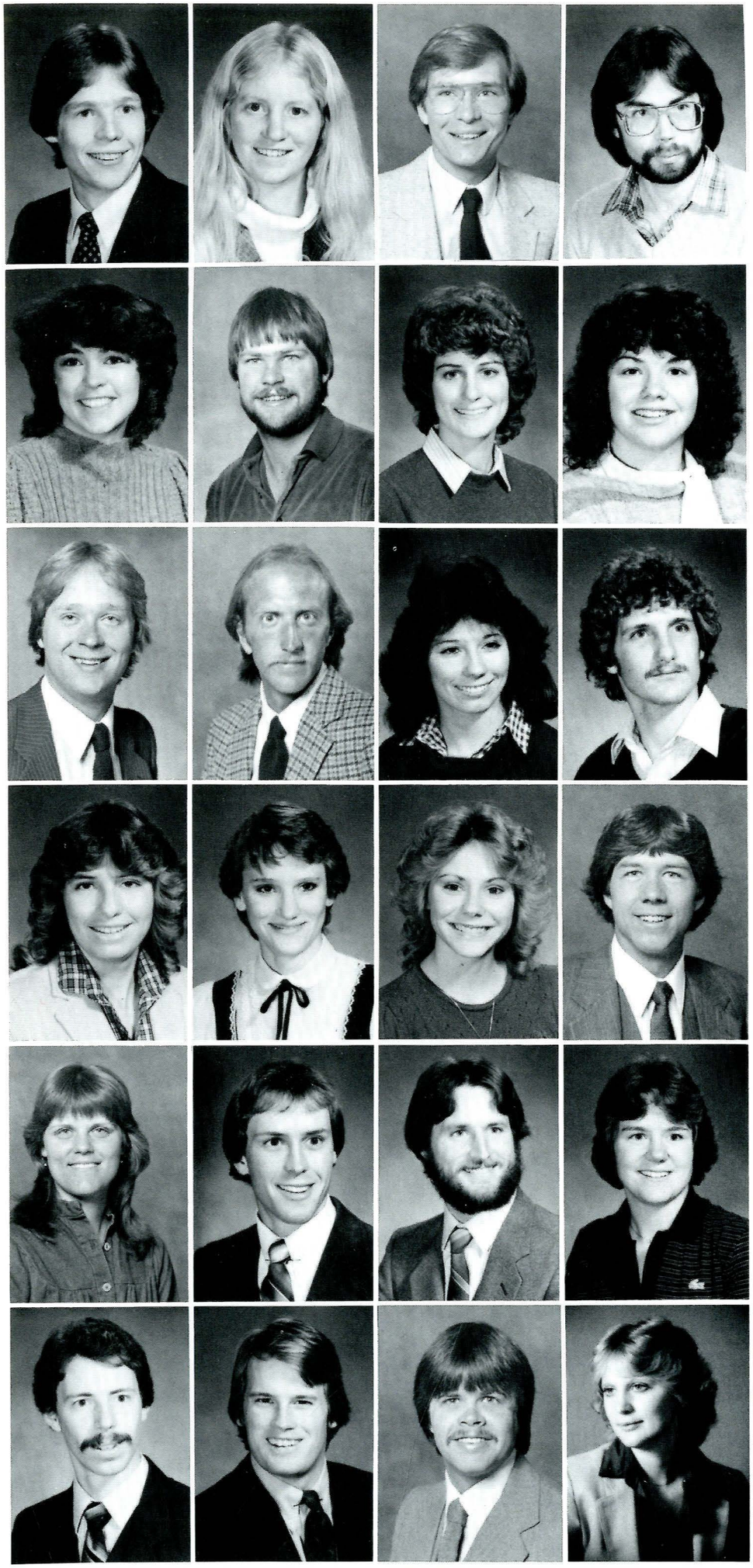
Mariam Smith, Business
Floyd Smithson, Home Economics
Douglas Solvie, Mechanical Engineering Technology
Craig Sorensen, Architecture

Marguerite Speare, Elementary Education
Sheri Spika, Business
Patricia Stanton, Agriculture
Gary Stephenson, Physics

Allen Stinnette, Electrical Engineering
Barbara Stoddard, Film and Television
Sharon Stout, Agriculture
Brad Striegel, Business

Justina Strobel, Elementary Education
Vicki Svihovec, Microbiology
Dirk Tarro, Engineering Science
Nancy Tennant, Elementary Education





Darryl Thompson, Chemical Engineering
Dianna Tiahrt, Earth Sciences
Jeff Tiefermann, Film and Television
Eric Tilleson, Microbiology

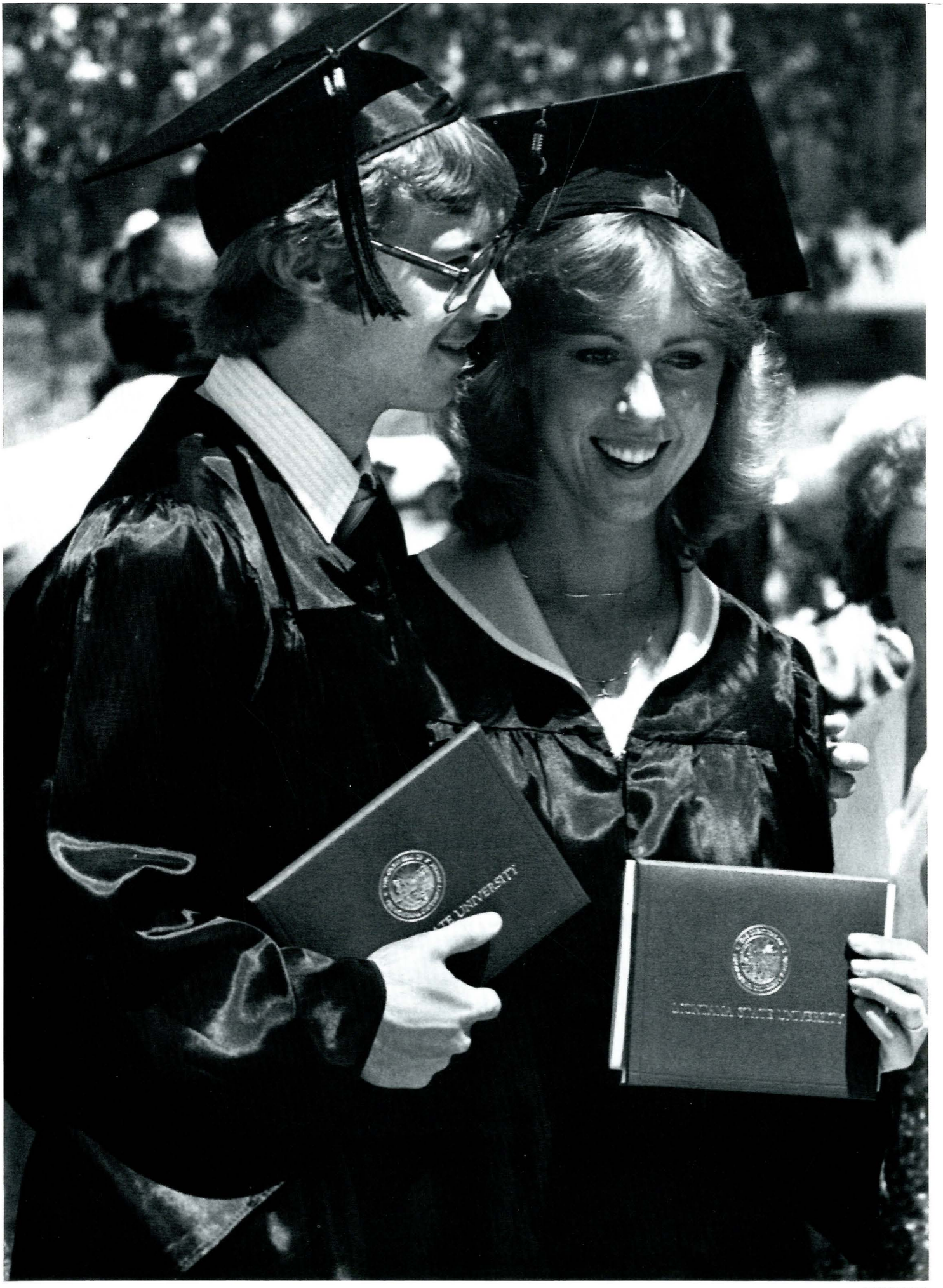
Sheila Toner, Speech Communication
Herbert Trent Townsend, Mechanical Engineering
Barbara Trippet, Agriculture
Anne Trunkle, Agriculture

Robert Vaughn, Business
Lance Vickory, Construction Engineering Technology
Lynda Wadsworth, Business
Terry Wadsworth, Mathematics

Kim Walker, Physical Education
Evelyn Ward, Agriculture
Kathleen Wigdorski, Film and Television
Michael Wills, Chemical Engineering

Nancy Worley, Home Economics
Michael Wilson, Agriculture
Ronald Wilson, Earth Sciences
Susan Wimmer, Physical Education

Steven Windbigler, Mechanical Engineering Technology
John Woods, Business
Paul Yaroslaski, Psychology
Nina Young, Business



DENNIS CLARK



Diane Zanto, Business

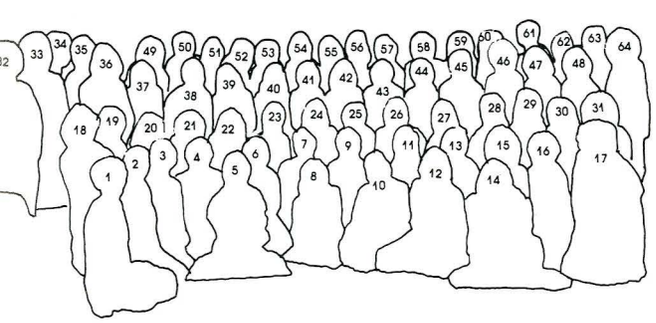


DENNIS CLARK

Organizations


POWERED BY
WESTE
BAN
SPONS

ALPHA GAMMA DELTA

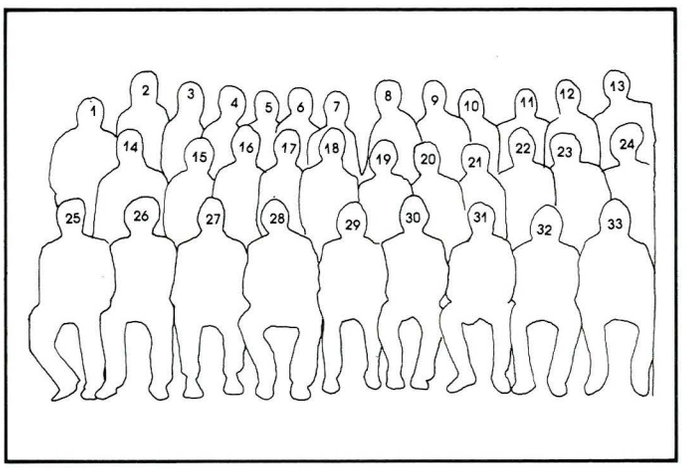


1. Karen Jo Downs; 2. Judy Drummond; 3. Stacy Hary; 4. Lori Hary; 5. Sherrie Ford; 6. Venus Moyer; 7. Angie Barnett; 8. Christy Wood; 9. Sheilia Mills; 10. Karen Jacobsen; 11. Jaime Guenther; 12. Katrina Belding; 13. Jenni Ludwig; 14. Jan Miyagishima; 15. Kathy Morse; 16. Lee Mackin; 17. Lori Gray; 18. Teri Rea; 20. Keri Dunkel; 21. Denise Piette; 22. Becky Kauffman; 23. Lisa Knudsvig; 24. Yvonne Gemmel; 25. Tara Hart; 26. Tricia Schmidt; 27. Lori Ford; 28. Cheryl Lanphear; 29. Christy Blow; 30. Debbie Pluhar; 31. Paula Hays; 32. Lisa Bakke; 33. Stephanie Adams; 34. Aryls Kroon; 35. Barb Trippet; 36. Patti O'Connell; 37. Julie Preite; 38. Mary Beth Holzer; 39. Liz Rigg; 40. Barb Holt; 41. Kyme Anderson; 42. Jolynn Nyquist; 43. Debbie Muray; 44. Lynn Peterson; 45. Sheila Toner; 46. Kathy Porter; 47. Jan Drummond; 48. Kerry Austin; 49. Alice Cooper; 50. Kirsten Kaine; 51. Stephanie Patton; 52. Kelly Kamrath; 53. D'Anne Frazee; 54. Kelly Krueger; 55. Sue Hart; 56. Stephanie Dooley; 57. Torryn Phelps; 58. Kari Gemar; 59. Julie Evans; 60. Cindy Burge; 61. Debbie Burge; 62. Brenda Groenhout; 63. Grace Gartner; 64. Patti Faro.

ALPHA GAMMA RHO



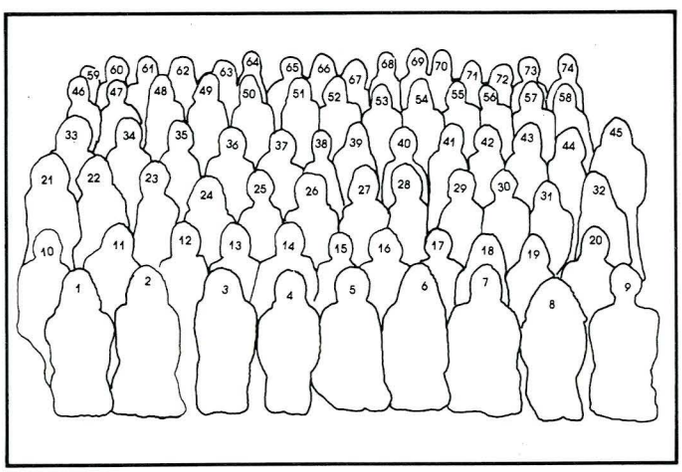
1. Steve Becker; 2. Sky Anderson; 3. Shane Lester; 4. Bill Marlatt; 5. Dan Dedman; 6. Greg McFarland; 7. Sam Phares; 8. Dan Moe; 9. Duane Hill; 10. Adrian Doucette; 11. Mark Granberg; 12. Shiell Anderson; 13. Pat McHugh; 14. Ellis Murdock; 15. Graig French; 16. Greg Snortland; 17. Rex Ternan; 18. Barry Bokma; 19. John Stevens; 20. Kevin Gosselin; 21. Jim Holzer; 22.



Dave Witt; 23. Carl Malesich; 24. Bill Swope; 25. Herb Sanders; 26. Craig Iverson; 27. Andy Gaskill; 28. Steve Skelton; 29. Ray Knox; 30. Cory Rice; 31. Reeves Brown; 32. Dave; 33. Lyle Hodgskiss.

CHI OMEGA



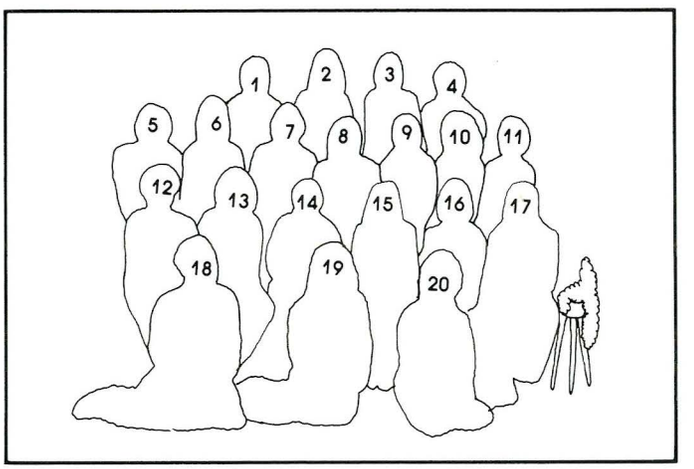


1. Becki Thomas; 2. Mary Hampton; 3. Nadine Hart; 4. Nancy Vant' Hul; 5. Dana Sax; 6. Stacey Segota; 7. Chris Welty; 8. Charmaine McConnon; 9. Julie Harris; 10. Alice Williams; 11. Debbie Millard; 12. Cindy Sherwood; 13. Carol Littell; 14. Laurie Ludtke; 15. Louise Carpenter (Housemother); 16. Brenda Bach; 17. Amy Bitney; 18. Brenda Bessey; 19. Lori Samson; 20. Janet Sanford; 21. Sara Robitaille; 22. Caroline Klarr; 23. Lori Holkesvig; 24. Jennifer Astle; 25. Wendi Dringman; 26. Laurie Cavanaugh; 27. Julie Sindelar; 28. Cathy Cole; 29. Elaine Jacobson; 30. Katy Albrecht; 31. Amy Carroll; 32. Laura Conway; 33. Patti Wiersma; 34. Peggy Harris; 35. Kris Ann Sullivan; 36. Tara Dale; 37. Chris Scherer; 38. Tracy Reiter; 39. Jackie Lippert; 40. Patti Virsa; 41. Leslie Creceluis; 42. Heidi Burgin; 43. Terri Hideman; 44. Pam Bos; 45. Sue Jellison; 46. Marcy Simpson; 47. Katie Bickle; 48. Deena Nansel; 49. Lynette Savik; 50. Janet Kukes; 51. Dana Lund; 52. Jeannine Jones; 53. Andora Tutvedt; 54. Lori Taylor; 55. Tracy Spurgeon; 56. Melanie Swenson; 57. Lisa Astle; 58. Laurie Ludtke; 59. Mary Sherwood; 60. Rachel Pachek; 61. Janet Kuchenbrod; 62. Pam Wagner; 63. Amy Link; 64. Toni Lorentz; 65. Cherly Schaller; 66. Joyce McDonald; 67. Karen Kuchen; 68. Amy Anderson; 69. Denise Nelson; 70. Kathy Ziegler; 71. Sally Hash; 72. Stacey Boe; 73. Jeri Gerke; 74. Linda Rasmassen.

DELTA GAMMA



1. Linda Bosenbark; 2. Terry Heberle; 3. Maranna Dean; 4. Heidi Shelstead; 5. Sally Faro; 6. Tammy McNew; 7. Keiri Shelstead; 8. Coleene Brookshier; 9. Colleen Byrne; 10. Peri Ann Peterson; 11.



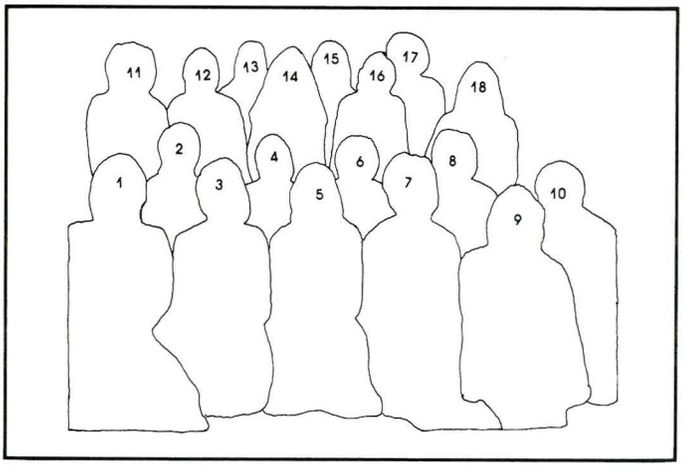
Tammy DeRudder; 12. Juile Roen; 13. Sharon Stout; 14. Mrs. Fern James (Housemother); 15. Pat Huges; 16. Kristina Bogar; 17. Lisa Bogar; 18. Michelle Wash; 19. Ronna Keefer; 20. Chris Adams.

FARMHOUSE



KAPPA ALPHA THETA

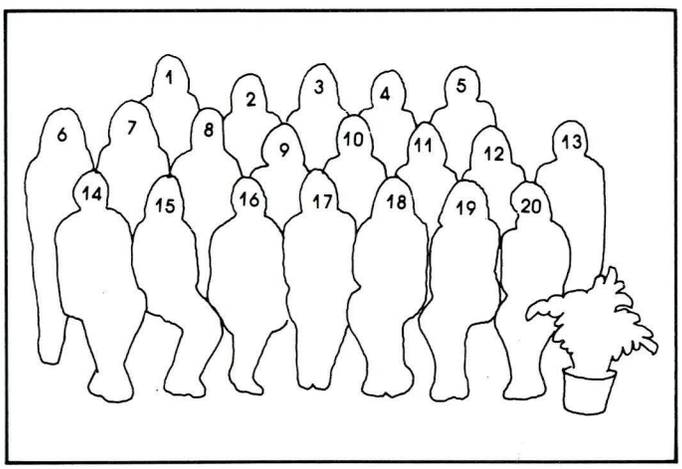
1. Susan Heckerman; 2. Andrea Hayes; 3. Jenny Kruager; 4. Carolyn Galloway; 5. Marilyn Ewen; 6. Kathy Shryne; 7. Maria



LaFond; 8. Karen Gustufson; 9. Lisa Davis; 10. Mrs. McCleave (Housemother); 11. Pam Huber; 12. Alice Marshall; 13. Jackie Labrie; 14. Betsy Jennings; 15. Carolyn Cooke; 16. Patty Dankers; 17. Kim Morse; 18. Sarah Kohler.

PI KAPPA ALPHA



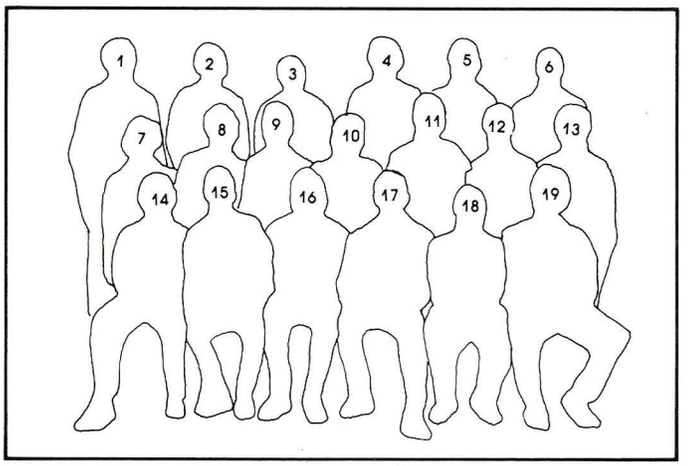


1. LeAnne Jones; 2. Kelly Martin; 3. Holly Bancroft; 4. Michelle Allen, 5. Geri Lincoln; 6. Roberta Beery; 7. Naomi Sandberg; 8. Brenda Howe; 9. Nassy Geranios; 10. Deb Eve; 11. Theresa Gossett; 12 Wendy Standen; 13. Andrea McDermott; 14. Kris Dickey; 15. Jidgette P. Heise; 16. Naomi Lacy; 17. Angie Bick; 18. Dianna Tiahrt; 19. Kendra Hazlett; 20. Mary Oberlander.

KAPPA SIGMA

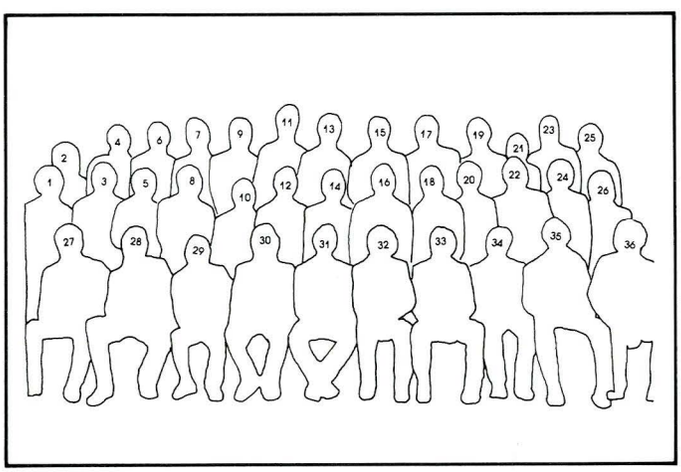


1. Troy Trimble; 2. Dave Kirkpatrick; 3. Tim Maze; 4. Tim Kirkpatrick; 5. Mike Wright; 6. Duane Colmey; 7. Rusty Trudell; 8. John Harris; 9. Kirk Miller; 10. Ross Fillmore; 11. Jim Bradford; 12. Dan Rader; 13. Jim Torgerson; 14. Randy McCarver; 15. Bill Mans; 16. Tim Thompson; 17. Lance Cannon; 18. Jim Marchwick; 19. Jeff Bradford.



LAMBDA CHI ALPHA

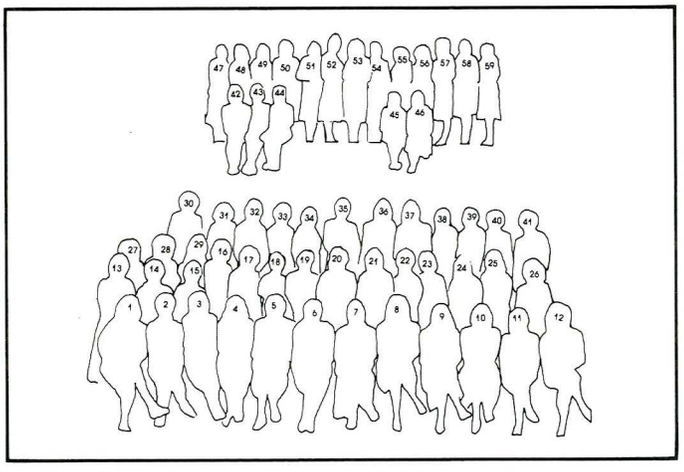




1. Keith Goss; 2. Mark Bunch; 3. Daryn Bundtrock; 4. Mike Wheatley; 5. Steve Starling; 6. Peri Kaae; 7. Joe Heinze; 8. Fred Burns; 9. Scott Murphy; 10. Dwight Gosselin; 11. Brad Wright; 12. Eric Smith; 13. Bob Hughes; 14. Randy Sailer; 15. Scott Sanford; 16. Paul Thompson; 17. Al Kiney; 18. Mark Henry; 19. Kent Cash; 20. Dave Turner; 21. Rick Robinson; 22. Mike Henry; 23. Doug Wright; 24. Gerald Nerlin; 25. Dave Larson; 26. Mark St. John; 27. Dana Hoffman; 28. Otis Grammens; 29. T.J. Hogan; 30. Joe Wix; 31. Bob Tipton; 32. Sean Scott; 33. Neil Thompson; 34. John Coffman; 35. Jim Blaskovich; 36. Mike Feeney.

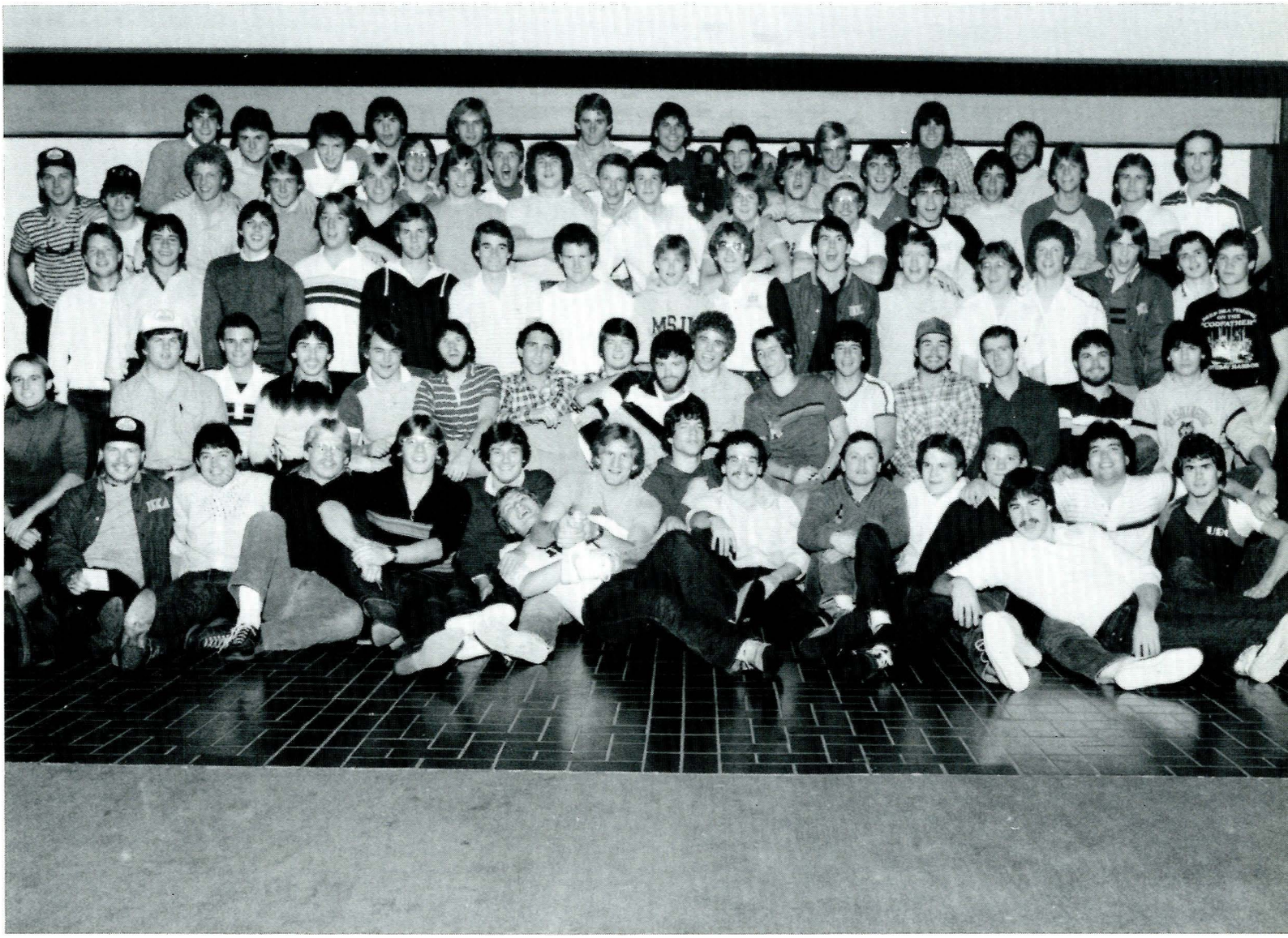
PI BETA PHI

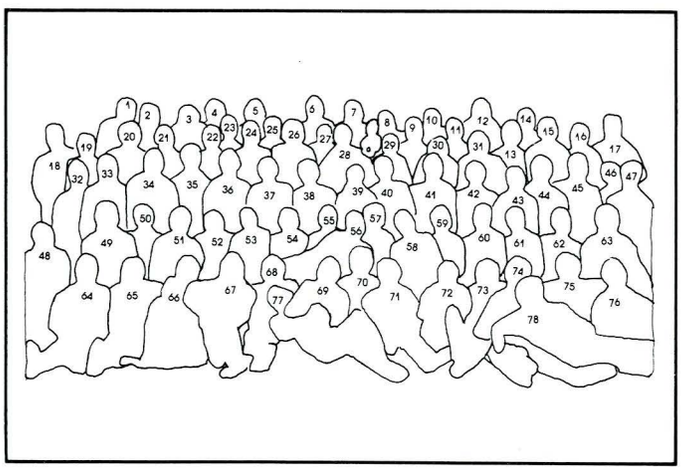
1. Karla Lundstrom; 2. Jennifer Bauermaster; 3. Jamie Willett; 4. Katie Wison; 5. Heidi Czorny; 6. Laverne Dilbeck (Housemother); 7. Patty Mindt; 8. Jane Kober; 9. Lisa Bender; 10. Julie Miller; 11. Michelle Foss; 12. Colleen Dougherty; 13. Darcy Armstrong; 14. Leslie Tollerson; 15. Sheila Hammond; 16. Sheryl Young; 17. Rachel Guenthner; 18. Kristen Koch; 19. Kari Armstrong; 20. Sandy Foltz; 21. Barb Bowman; 22. Cate Allaire; 23. Lisa Mcgrory; 24. Deb Durkin; 25. Carol Markson; 26. Heidi Czorny; 27. Laurie Jany; 28. Maureen McPhail; 29. Kelly Fedge; 30. Pennijo Lindlief; 31. Lori Smith; 32. Shelly Jones; 33. Shelley Talcott; 34. Nora Hampa; 35. Val Nelson; 36. Pam Korizek; 37. Jenny Wright; 38. Stephanie Phillips; 39. Sandy Stevenson; 40. Kim Williamson; 41. Kim Honadel; 42. Liz Townsend; 43. Karen Swenson; 44. Peggy Speare; 45. Linda Bon; 46. Anita Jones; 47.



Brenda Seymanski; 48. Mitzi Ropp; 49. Lori Grant; 50. Donna Jedrejewski; 51. Linda Gilly; 52. Robin Siderius; 53. Mona Heupel; 54. Lucy Jeanotte; 55. Laurie McPhail; 56. Sherry Saucier; 57. Kim Bray; 58. Julie Gissler; 59. Alice Lombardi.

KAPPA DELTA



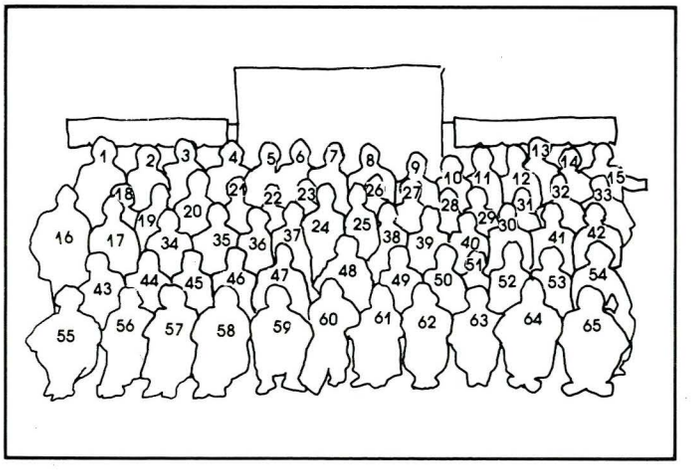


1. Fritz Sybrant; 2. Mike Walton; 3. Ron Alles; 4. Brent Mannix; 5. John Bernhardt; 6. Curt Bradbury; 7. Doug Switzer; 8. Brad Simmons; 9. Scott McHugh; 10. Dave Hadford; 11. Daren Bundrock; 12. Dave Hardy; 13. Craig Ellis; 14. Tony Nopper; 15. Marty Charlton; 16. Kent Price; 17. Jim Chadwick; 18. Max Albrecht; 19. Pat Morales; 20. Kenneth Denham; 21. Joe Lowther; 22. Ryan Saunders; 23. Ross Retzlaff; 24. Jay Harris; 25. Bob Roen; 26. Mike Hardy; 27. Dave Ware; 28. Dennis Vergith; 29. Jeff Burgard; 30. Dave Harris; 31. Jeff Logan; 32. John Amsden; 33. Mike Ellis; 34. Tom Ackerman; 35. Mike Sherick; 36. Wade Johnston; 37. Dave Penwell; 38. Kirk Utzinger; 39. Mike Kuehn; 40. John Karls; 41. Dave Weaver; 42. Rob Ward; 43. Chris Kastner; 44. Tim Brewer; 45. Sterling Kozik; 46. Barry Vuer; 47. Keith Chirico; 48. Ross Pfohl; 49. Dale Meyers; 50. Mike Colesar; 51. Kevin Bailey; 52. Ron Cayko; 53. Brad Reid; 54. Lee Christie; 55. Kevin Matheson; 56. Brad Hall; 57. Kurt Schmidt; 58. Russ Williams; 59. Brent Ellis; 60. Charlie Stortz; 61. Kelly Tuck; 62. Al Denson; 63. Kam Stevens; 64. Mark Sherick; 65. Jim Bredy; 66. Chris Eden; 67. Brian Oelke; 68. Steve Walton; 69. Tom Swokowski; 70. Paul Henry; 71. Erik Schneider; 72. Dirk Walden; 73. Roger Hammer; 74. Willy Tucker; 75. Todd Knowles; 76. Brad Stone; 77. Eric Rasmussen; 78. Todd Woltermann.

SIGMA ALPHA EPSILON

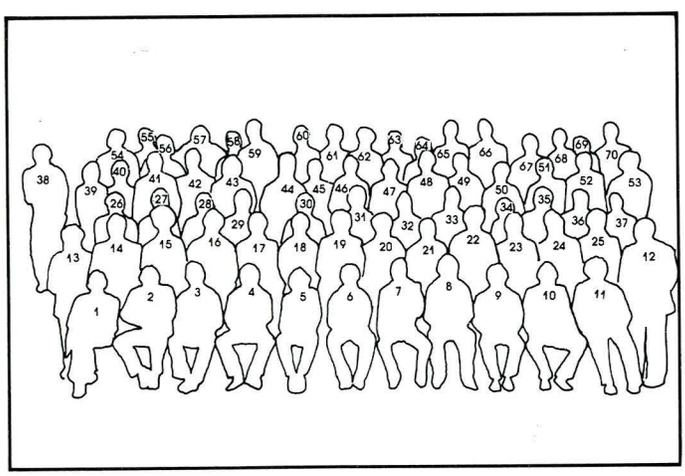


1. Grant Lincoln; 2. Greg Rizzo; 3. Brian McDermott; 4. Tim O'Dell; 5. Thain Cashmore; 6. Robert Bradford; 7. Tony Martin; 8. Keith Dehn; 9. Brandt Meagher; 10. Brian Snow; 11. Scott Rounds; 12. Keith Liebetrau; 13. Greg Schermele; 14. Bill Gittins; 15. Mitch Matsko; 16. 17. DAvid Hanson; 18. Bob Pulley; 19. Mike Kilimann; 20. John Blair; 21. Kevin Miner; 22. Jay Butler; 23. Matt Robinson; 24. Jim Duncan; 25. Scott Mitchell; 26. Gary Plattum; 27. John Enott; 28. Tim Roberts; 29. Scott Traher; 30. Scott Johnson; 31. Greg Madson; 32. John Dougherty; 33. Wally Brown; 34. Scott Rossmiller; 35. Bill Coffee; 36. John Craig; 37. Steve Hoiness; 38. Brad Sinclair; 39. Jack Morrison; 40. Charles Fergerson; 41. Scott Eames; 42. Bruce Sorenson; 43. Jay Springer; 44. Brian James; 45. Chris Wallace; 46. Mike Ranning; 47. Scott Gue; 48. Evelyn Zimmerer; 49. Enrique Arroyave; 50. Dave Guilbert; 51. Darren Guilbert; 52. Andy Copeland; 53. Martin



Spence; 54. Scott Kufield; 55. Dave Tietz; 56. Russ Hofland; 57. Tom Weick; 58. Jeff Walla; 59. Todd Lepard; 60. Jay Cichosz; 61. Bruce Campanella; 62. Chris Jones; 63. Pedro Cabal; 64. Kevin Funyak; 65. Anthony Guidotti.

SIMGA CHI

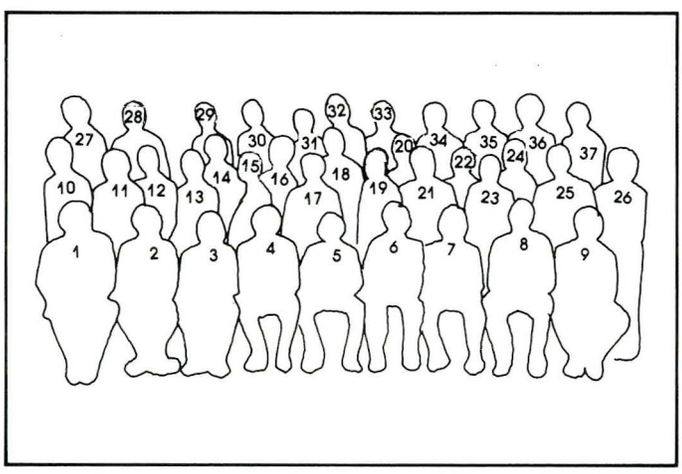


1. Paul Davidson; 2. Randy Steele; 3. Wes Clark; 4. Craig Gladeau; 5. Chip D'Arcy; 6. Ted Brown; 7. Grant Fagg; 8. Andy Stockholm; 9. Malcolm Long; 10. John Mitchell; 11. George Kirkwood; 12. Jeff Haviland; 13. David Weller; 14. Michael Williams; 15. Cory Claymon; 16. John Galt; 17. Chris McGinnis; 18. Todd Hoskins; 19. Donald Shawhan;*20. Mark Kittelson; 21. Pete Schrumpf; 22. Tim Belinski; 23. Dave Thompson; 24. John Costello; 25. Curt Mittelstedter; 26. Scot Swan; 27. Tom Sullivan; 28. Fredrick Jaqueth; 29. Brekk Macpherson; 30. Reid Erickson; 31. Dean Amsden; 32. John Davis; 33. Trent Myers; 34. Tom Ford; 35. Randy Veeneman; 36. Keith Lehto; 37. Charles Meyers; 38. Ritch Secor; 39. Rob Aders; 40. Maurice Novak; 41. Joe Kelly; 42. James Maynard; 43. Perin Tavenner; 44. Larry Larsen; 45. Steve Sindelar; 46. Dan Hunt; 47. Brett Tolstedt; 48. Jerry Barll; 49. Kern Stevenson; 50. Machael Davison; 51. Russ Newberry; 52. Donald Peterson; 53. Terrence Bruckbauer; 54. Taylor Freeman; 55. John Mercer; 56. Kevin Donegan; 57. A.J. Kalanick; 58. Paul Funk II; 59. Dennis McSweeney; 60. Brian Henson; 61. Mark Pedersen; 62. Dave Stensland; 63. John Burton; 64. Scott Macpherson; 65. Paul Kirkpatrick; 66. Walt Smith; 67. Dave Marshall; 68. Alan Trudel; 69. Wade Wells; 70. Don Byrtus.

SIGMA NU



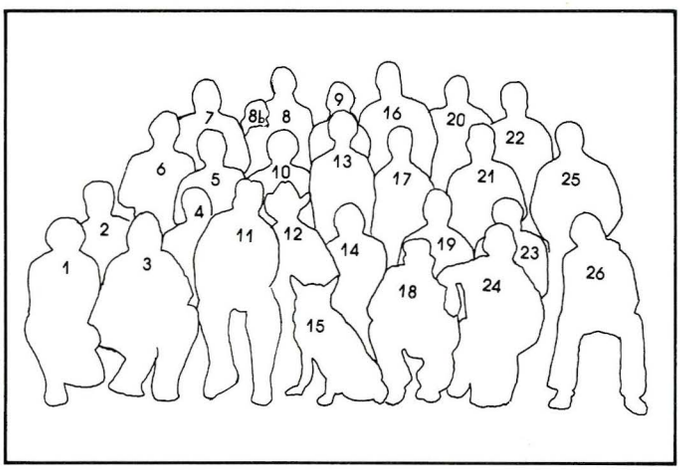
1. Ron Weidbusch; 2. Ken Nottingham; 3. Robert Burns; 4. Steve Daines; 5. Kevin Wright; 6. Brian Peterson; 7. Rick Weamer; 8. Karl Grahm; 9. Steve Mechels; 10. Steve Niksich; 11. Tom Wells; 12. Bo Johnson; 13. Paul Anderson; 14. Tom Walters; 15. Russ Odegaard; 16. Chris Whittington; 17. Mike Cojocar; 18. Rick Egeland; 19. Dave Hawks; 20. Brett Chytraus; 21. Dave Johnson; 22. Jon Stoner; 23. Jim Olson; 24. Bob Hendricks; 25. Jim Berres;



26. Kris Belding; 27. Brad Frazee; 28. Mike Irvine; 29. Ken Snyder; 30. Steve Klein; 31. Craig Sorensen; 32. Donovan Lytle; 33. Richard Smith; 34. Jeff Mawley; 35. Daniel Smith; 36. Neil Stockholm; 37. Lindsay Anderson.

SIGMA PHI EPSILON





1. Scott Kemph; 2. Mike Bonura; 3. Larry Jewell; 4. Bruce Bromely; 5. Vince Wright; 6. Randy Prasse; 7. Robert Lokken; 8. Mike Hope; 8(b). G.T.; 9. Bill McPhearson; 10. Scott Lodermeier; 11. Ken Chapel; 12. John Floyd; 13. Robert Beck; 14. Kelly Burnaby; 15. Dukker; 16. John Pennell; 17. Bob Sheridan; 18. Jeff Reed; 19. Morgan Evans; 20. Charles Chamberlain; 21. Keith Chilcote; 22. Tyler Engdall; 23. Antony Sitton; 24. Pat O'Keefe; 25. Harv Conard; 26. John Bohyer.


MONTEZU
REVENG


HA'S

Colter-Pryor Staff 1st Floor



Front Row: (l to r) Terry Voeller; Jane Russell; Pat Watt; Trish Clark. **Back Row:** Bob Jones; Arlene Hull; Sean Fox; Janet French; Allan Sipes; Mac Frey.

Colter-Pryor Staff 2nd Floor





Colter 1st Floor

Front Row: (l to r) Ted Hultman; **Second Row** Darwin Feakes; Dan Mohr; Terry Voeller; Tim Neuman; Pete Lockhart; Bill Critchlow; Bruce Sorensen; Ted Wieck. **Third Row:** Ken Wood; Alton Tangedal; Ted Brown; Scott Lewis; Mike Kalt. **Back Row:** Steve Moran; Tim Ellis; Bill Marshall; Dave Crawford; Scott Ludwig; Dave Dolezilek; Terry Hamburg.



Colter 2nd Floor

Front Row: (l to r) Fred Brown; Tom Wilbrecht; Bob Weber; Duane Webster; Ramie Pederson; Scott Goodness; Jim Derks; Carl Ketterling. **Second Row:** Kevin Brester; Russ Hofland; Doug Neil; Bob Rowland; Art Viall; Jeff Sinnott; Rick Gardner; Mark Armstrong. **Back Row:** Chuck Call; Allan Sipes; Todd LePard; Scott Rossmiller; Brent Hayes; Frank James; David Herrick; Mike Dufek; Kyle Lindsey.

Colter 3rd Floor



Front Row: (l to r) Mike McCrea; Tom Gelatt. **Second Row:** Mitch Birkland; Dennis Muri; John Traeger; John Knottnerus; Mike Ryan; Jeff Lacy; Dan Urbach; Brian Gay. **Third Row:** John Albrecht; Chuck McDonald; Bruce Cason; Jay Jones; Jerry Korhonen; Ron Dennis. **Back Row:** Bret Quinn; Ron Fisher; Byron Berglind; Rick Lyons; Patrick Watt; William Parvi, Jr.; Phil Solum; Terry Heit.

Colter 4th Floor



Front Row: (l to r) Jeff Shatto; Steve Martin; Eric Peterson; Brian Abel; Greg Frame; Mac Frey; Tom Ryan; Scott Cardell; Ty Todd. **Second Row:** Kevin Dolan; Jim Malin; Rob Johnson; Pat Dolan; Ian Dinwoodie; Don Lebbin. **Back Row:** Paul Rubright; Eric Graff; Tom Young; Scott Crouch; Paul Sharp; Asa Uehaina; Don Thelen; Chris Miller; Langdon Guay.



Culbertson Basement

Front Row: (l to r) Lanny Hilt; Miles Finley; Mark Vinger; Jeff Holland; Bill Betts; Jim Berve (RA); Ed Weaver; Doug Casey. **Back Row:** Kevin McMorrow; Ty Bronchetti; Dave Hanson; Kurt Gosche; Josh Earhart; Tim Ferguson; Randy Hecker.



Culbertson 1st Floor

Front Row: (l to r) Craig Rieger; Jan Peterson; David Orr; Gene Carlson; Mark McLaverty; John Olsen; Tony Johnson; Bob Short. **Second Row:** Michael Knowles; Vince Jaag; Jeff Sipes; Sam Stratton; Lin Goettlich; Daron St. Germaine; Al Ekblad; Jack Ballard. **Back Row:** Chuck Margaris; Mike Wills; Len Smith; David Earl Hill; Scott Johnson; Greg Bohn; Mel Brown; Kyle Johnson; Jay McDermott; Darryl Schmidt; Steve Pulver.

Culbertson 2nd Floor



Front Row: (l to r) Eugene Freeman; Rohn Nelson; John Nelson; Eric Campbell; Dean Peterson; Ren Haye; Alan Erickson; Pat McMorrow; Ward Judeman; Ben Lloyd. **Second Row:** Bob Church; Mark Lockwood; Rob Bray; Dave Lehwalder; Darren Dershem; Brian Bigelow; Mark Spinti; Dan Nystrom; Tom Ritzdorf; Ed Evalt; Don Lester; Scott Millard. **Back Row:** Lewis Cousineau; Mark Nunely; Chong Jing Ong; Paul Hoagland; Jay Parks; Eric Tilleson; Paul Jaquith; Dan Elsenman; Chief Denney; Doug Keene; Ron Klindap Wally Lannen; Tim Coleman.

Culbertson 3rd Floor





Culbertson 4th Floor

Front Row: (l to r) Jack Lane; Mark Korfanta; Ward Patrick; Ron Faust; Rick Turner; Mark Tarr; Warren Phillips; John Peterson. **Second Row:** Mike Hultin; Reese Dengler; Doug Van Gordon; Dave Carlson; Jim Hultin; Brent Coates; Glenn Quinell; Mike Vielleux; Roland Wiens; Mike Kukenbrod. **Third Row:** Kurt Blades; Jim Campbell; Andy Coben; Randy Cowen; Naum Rikshpun; Bill Cox; Mike Banco; Mike Toyne; Stan Gappa; Mike Hemmer; Derrick Tracey; Shawn Racke; Kevin Guan; Wayne Saurey. **Back Row:** Bern Burkhalter; Wayne Schaffer; Steve Sheffels; Mark Sansouci; Larry Pasha; Guy Neal; Mark Welzenbach; Don Sherrard; Kevin Hendrickson; Tony Bateman; Mark Nolan.



Grant Chamberlin

Hannon Staff



Hannon 1st East



Front Row: (l to r) Becky Bauer (RA); Gwen Carroll; Cheryl Barton; DeeDee Flynn; Janie Stockhill; Sue Wilkerson; Terry Standley; Candy Carter. **Second Row:** Wendy Wendtland; Vicki Fish; Jill Bradford; Brenda Olsen; Donna Doane; Heidi Sales; Shelly Whitman; Lorrie Shock. **Back Row:** Terri Eastman; Tammy Miskovich; Loretta Huber; Dana Rider; Monica Skinner; Cathy O'Neill; Stacie Miller; Lisa Dunbar; Chris Fulk; Alisa Dighans.



Hannon 2nd East



Hannon 3rd East

Front Row: (l to r) Kay Hansen; Shelley Trebesch; Ruth Howard; Toni Gilmer; Heidi Holland; Suzie Russell; Lori Locati; Colleen Townsend. **Second Row:** Deb Tavle; Tammy Kimball; Tracy Mikkelson; Marie White; Kris Catey; Barb Steele; Angie Humberger. **Back Row:** Patty Hood; Jamine Carpenter; Susan Sheaff; Sue Weyer; Jonna Taylor; Marjie Vogel; Shannon Seefeldt; Paula Clark.

Hannon 1st North



Front Row: (l to r) Joyce Love; Kathy Hutson; Julie Paisley; Chris Johnson; Sherri Zerbe. **Second Row:** Linda Vick; Kay Kallestad; Lana Kelly; Robin Hall; Brenda Melichar; Kris Fink. **Back Row:** Kelly Thornburgh; Lisa Green; Terri Maloney; Paige Thornburgh; Marca Robbin (RA).

Hannon 2nd Southwest



Front Row: (l to r) Pam Wilson; Cynthia Berger; Brenda Walbert; Laurie Young; Jodi Strong; Terry Zadick; Roxann Drescher; Cathy Jacobson; Michelle LeClair. **Second Row:** Kim Lund; JoDee Jacobson; Jeri Gosman; Jodi Cicon; Tammy Largis; Debbie O'Connell; Barb Burnham; Edie Brader. **Back Row:** Dawn McCarthy; Pam Houseman; Laurie Breitbach; Robyn Ori; Ginny Rowland; Melinda Lester; Chris Tucker; Nancy Carter.



Hannon 3rd South-west

Front Row: (l to r) Lana Gietzen; Tracy Whalen; LaDonn Berryman; Natalie Puccinelli; Chris Connors; Sara Robitalle; Michelle Amlong; Mysta Sherron. **Second Row:** Theresa Simms; Lynn Lindgren; Kathy Rounds; Leah Bug; Jacquie Pritting; Robyn Murray. **Back Row:** Ann Critchlow; Kathy Parks; Mary Korsmoe.



Hannon

Hannon



Hapner Staff



Front Row: (l to r) Tammy DeRudder; Char Waymire; Marg Green; Tara Hietpas; Tina Doroshenko; Sally Hawken. **Back Row:** Joni Walton; Shelly Onstad; Sara Del Debruycker; Robin Rada; Monique Tihista; Laura Christofferson; Brenda Riley.



Hapner 1-A

Front Row: (l to r) Meg Sampsel; Cathy Zuklic; Kori Schloemer; Patti Mindt; Laurie Cullen; Kathy Cote; Nina Flynn. **Second Row:** Sarah West; Katy Gillin; Lisa Kennedy; Colleen Byrne; JoAnn Avants; Tara Hart; Monica Zook; Joni Walton. **Back Row:** Sandra Leys; Bridget Matejovsky; JoLynn Nyquist; Shirley Neageli; Shawne Oswald; Julie Lierow; Julie Priete; Laura Conway; Monica Lemieux; Lesley Sax.



Hapner 2-A

Front Row: (l to r) Shelly Savter; Missy Buarko; Keri Ferguson; Terry Place; Sue Burgan; Sally Hawken. **Second Row:** Gerri Lineau; Tracey Devries; Gina Williams; Lynne Doering; Robin Ross. **Back Row:** Teresa Olson; Mary Egan; Mary Stetzner; Dawn Allen; Becky McKamey; Julee Sorenson.

Hapner
3-A



Hapner
2-B



Front Row: (l to r) Barb Burgan; Tara Heitpas; Gerlinde Houghton; Darlene Itcaina; Dawn Smith. **Second Row:** Lori Hamilton; Vicki Svihovec; Kay Delaney; Beth Petershick; Lynne Dullum. **Back Row:** Paula Kieffner; Jane Knudsen; Brenda Kitson; Sharlene Lenhardt; Karen Morse.



Hapner 3-B

Front Row: (l to r) Bonnie Ketcham; Shelly Onstad; Tracy Ludwig; Cristine Wood; Denise Fish; Teri Rea. **Second Row:** Diana Hamilton; Crystal McMillian; Antoinette Campbell; Nancy Nelson; Nancy; Vanna McGurk; Phyllis Clark; Lisa Schedel. **Back Row:** Kari Henjum; Jody Crocker; Sherry turiff; Vicki Schaffer; Linda Taucher; Pamela Linn; Kathy Bruce; Frances Carey.



Hapner 4-B

Front Row: (l to r) Lisa Temple; Vicki Sperle; Susan Deuitch; Sandra Rahn; Brenda Harvey; Siobhan Haniffy. **Second Row:** Sharon Mohr; Tammy Eshleman; Mary Kriz; Helen Miles; Diane Alcorn; Carla Sklund; Cyndi Hammond. **Back Row:** Pam Jensen; Christine Pings; Michele Brinkel; Lynda Nelsen; Nancy Smith; Robin Rada; Deidra Ferestad; Sheryl Nichols.

Hapner 2-C



Front Row: (l to r) Wanda Senef; Charlotte Waymire; Diane Hartford; Shona Glennie; Elizabeth Lange. **Second Row:** Cynde Schouviller; Linda Hopple; Jana Mance; Karen Collins; LeAnne Rogge; Sharon Olson. **Back Row:** Barbara Hendrickson. **Back Row:** Lori Hary; Kelly Broesder; Susan Weckerly; Katie Kammer; Lynette Child; Connie Basta.

Hapner 3-C



Front Row: (l to r) Tammy DeRudder; Vicki Mohrenuiser; Michalyn Nelson; Joan Broadhurst; Sue Standa; Brenda Overcast. **Second Row:** Marcee Rolandson; Becki Thomas; Kaigongi M'Mborgori; Tana Ackerly; Kelly Clausen; Susan Schmidt; Kim Kriskavich; DeAnn Kuehn; Shonna McGlothlin; Shelli Miller; Leanne Anderson.



Hapner 4-C

Front Row: (l to r) Sharon Hovorka; Janet Trippet; Alice Cooper; Mary Meier; Laura Christofferson (RA). **Second Row:** Sandy Willign; Lisa Gould; Shelly Osterman; Sheryl Malinowski; Bridget Cassidy; Cookie Brookins. **Back Row:** Shawna Langford; Ruth Reukauf; Sara Dyk; Kathy Clark; Anne Marie Schwartz; Carla Morse; Barb Walsh.



Hapner 1-D

Front Row: (l to r) Launa Molsberry; Kristi Carda; DeAnna Fisher; Linda Gaskill; Deedee Myhre. **Second Row:** Lori Marshall; Tori Jones; Marla Devich; Betsy Marchasealt; Diane Fries; Denise Beckman; Teri Boucher. **Back Row:** Kathy Vogl; Sheryl Bakken; Jann Whiting; Barb Pedula; Kathy Stanten; Deb Fryling; Marg Green; Joanne Morrow.

Hapner 3-D



Front Row: (l to r) Patsy Hubing; Bonnie Russiff; Celeste Spannagel; Andee Kelly; Ardythe Crossan; Ricki Peterson. **Back Row:** Sheila Conlin; Marcia Gosselin; Allison Nelson; Sara-Del DeBruycker; Mary Logan; Susan Sedlacek; Arlene Schock; Kim Warren; Gayle Bromenshenk.

Hedges North Staff



Front Row: (l to r) John Mueller; Joann MacLeod; Lisa Weyers; Katie Willett; Juliann Penfold; Wyatt Tustin. **Back Row:** Brian Linde; Rod Pipinich; Eric Verzuh; Steve Williams; Bart Brosten.



Hedges North 2nd Floor

Front Row: (l to r) Chris Stone; Pat Larum; K.C. Hill; Jim Weeks; Roger Giles; Ray Jones; Steve Morganti; Jim Bacarti. **Second Row:** Ken Sobolik; Ray Barker; Ron Taylor; Glenn Thane; Joel Hoff; Lorne Snyder; Rich Brown; Kevin Cushman; Casey Huckins; Kurt Smith. **Back Row:** Trent hudak; Gary Sturm; Gerald Bohn; Steve Bygrine; Mark Lane; Tim Ellinghouse; John Chermak; Kent Means; Eric Verzuh; Meil Montgomery.



Hedges North 3rd Floor

Front Row: (l to r) Patricia Drake; Toni Nordberg; Jane Kohlhauff, Kirsten Aasen; Selina Judeman; Wendy Blacklock; Joanna Asay; Roxana Lewis; Juliann Penfold (RA). **Second Row:** Carol Tompkins; Kathryn Pfeiffer; Karen Forrest; Lori Nelson; Devie McInroy; Thereas Trunkle; Tammie Coleman. **Back Row:** Deanna Tarum; Sandra Anderson; Stephanie DiFrancesco; Kim Day; Melissa Behr; Elizabeth Casey; Julie Morgan; Magaret Pettit.

Hedges North 4th Floor



Front Row: (l to r) Dave Remy; Tim Cybulski; Jim Malmo; Rex Kleinsasser; Gary Rooney; John Wilkinson; Chris Jones; Jon Cybulski; Roger Hammer. **Second Row:** Tim Durbin; Richard Bugni; tom Waldorf; George Schneider; Darrol Berkram; Joe Janhunen; Jim Anderson; Jim Waldenberg; Duane Kindness. **Third Row:** John Hutchinson; John Quinn; Jody Krejic; Paul Porte; Brian Linde; Scott Wurth; Jim Davidsopn; Steve Parlato; Kerry Johnson; Terry Harlan; Tim Durbin. **Back Row:** Jess Nepstad; Kurt Kammerzell; Steve Floth; Pat cushman; Blaine Parker; Nick Bauer; Bob Wall; John Dougherty; Bob Lettenga; Eric Sutpin.

Hedges North 5th Floor





Hedges North 6th Floor

Front Row: (l to r) Debi Wicks; Katie Willett; Karen Hom; Ruth Rohrenbach; Terri McNair; Penny Andersen; Noreen Skelton; Jeanine Gerahty; Anita Newman. **Second Row:** Jodi Muller; Michelle Topel; Tonya Marsh; Jenny Duncan; Carrie Springer; Shelly Hyem; Jennifer Astle; Lori Kaler. **Back Row:** Brenda Smith; Debbie LaFever; Carolyn Jaedicke; Kelly Steis; Chris Hepp; Connie Andrews; Stacy Noste; Kathy Seaton.



Hedges North 7th Floor

Front Row: (l to r) Mike England; Chris Nolt; Eric Lumley; Mark Winters; Jim Marlen; Pete Vickers; Brian Lillie; Bob Austin. **Second Row:** Hall Abbie; Pete Brenner; Seth Huseby; Mare Syrenne; J.R. Bayles; Bart Brosten; Rob Wagner; Mike Fish; Sean Haling; Jeff Wade. **Back Row:** Poodle Chapek; Ron Bayles; Jay Cichosz; Tim Drake; Jim Wells; Steve King; Ron Miller; Todd Hudak; Jack Klein; Dave Mehrens; Ramon Ranieri; Jon Pinter.

Hedges North 8th Floor



Front Row: (l to r) Kelly Wilks; Scott Lindgren; Wyatt Tustin; Shaun Marshall-Pryde; Kenney Lindeman; Charlie Jonson; Mike McAuliffe; Craig Ellis. **Second Row:** Mark Grotbo; Brian Petersen; Ron Weidbusch; Bob Olsen; Darryl Pankowski; Mike Schmidt; Andy Walker; Brad Miller. **Third Row:** Scott Erickson; Harjinderpal Pannu; Todd Johnston; Morgan Evans; Roger Toennis; Richard Hogan. **Back Row:** Gary Palm; Rolf Johnson; Scott Australian; Bryan Gilbertson; Jason DeGraftenreid; Patrick McGuire; Sid Meskimen; Darryl Bjork; Kevin Durocher.

Hedges North 9th Floor



Front Row: (l to r) Maxine Michels; Mary Kay Stephan; Terrilee Silzly; Tracie Thompson; Becky Hinman; Andrea Conn; Trina Ator; Robyn Wallace. **Second Row:** Suzy Miller; Cara Letofsky; Tisa Stevenson; Nikki Barbour; Ronell lamping; Gae Wheeler; Joni Ellingson; Lisa Weyers; Susan McKee. **Back Row:** Beth Bylund; Lori Larson; Stacy Lodgin; Cindy Knutsen; Cathy Lowe; Denise Waldron; Jonna Witt; Sue Nokken.



Hedges North 10th Floor

Front Row: (l to r) David Seese; Tex Sikora; Wade Krinke; Phillipe Amicucci; Oladypo Babatunde; Robert Price; Scott weamer; John Akre. **Second Row:** Lyle Arnst; John Bjork; David Kis; Troy Berg; Thomas Gilg; Rod Pipinich; David Pierce: John Hoyer; Scott Bryant. **Back Row:** Michael Birkland; Lloyd Wind; J.J. Aberle; Brad Rupp; Skip Nyman; Rick Stauffer; Kirk Kluesner; Brett McCrumb; Ricky Dietz; Mike O'Neill; Paul Fuhrman.



Hedges North 11th Floor

Front Row: (l to r) Lori Rogers; Shelly Boxrud; Lorie McElhenny; Katy Kirkmire; Stephanie Michel; Joann Macleod; Carrie Schultz. **Second Row:** Judy Mary Walsh; Kari Johnston; Olga Erickson; Holly Logan; Jackie Lees; Julie Collins; Susan Atkinson; Sandy Hanson. **Third Row:** Kelly Hanley; Joan Hecimovich; Carolyn Liepelt; Shari Westland; Julie Gamble; Kathy Meyer. **Back Row:** Christy Gjifle; Lisa Simon; Anita Lee; Debbie Evans; Vickie Whitsitt; Darcie Fuhrman; Debbie Miller; Uraideh Zainal; Zaidah Mohd Zainal.

Hedges South 2nd Floor



Front Row: (l to r) Laura Donahue; Karen Engelke; Jeannette Tally; Vicky Schultz; Regina Trippe; Gayle Lawrence; Carla Worthington. **Second Row:** Karolyn Green; Sharon West; Julie Lee; Peggy Engel; Jeanie Garthy; Laurel Mason; Diane Spoklie; Tana Lane; Maggie Koughan. **Back Row:** Janine Baratta; Marlys Drange; Sue Spainhower; Mary Leiferman; Val Shelhamer; Connie Gustafson; Marilyn Shillinger; Katy ALbrecht; Laren Herold; Heidi Czorny.

Hedges South 3rd Floor



Front Row: (l to r) Tim MacDonald; Steve Brooks; Mark Little; Joel Jewett; Kim DeTienne; Doug Hunt; Gary Hammond. **Second Row:** Ward Matt; Joe Orley; Brian Tolfellson; Greg Naugle; Kim Murray; Mike; Brian Tatarka. **Third Row:** Al Michelson; Darrel Case; Arne Esp; Miguel Silviera; Larry Morris; Todd Klevgard; Ken McIlhattan. **Fourth Row:** Bill Cunneen; Mitch Finley; Mike McCleary; Steve Alness; Ted; Ben Olmstead. **Back Row:** Geoff Pihlaja; Brad Ebel; Doak Woffard; Brian Higgins; Todd Peplin; Jeff Moore; Tod Kasten; Steve Loomis; Jim Mullowney; Eric Williams.



Hedges South 4th Floor

Front Row: (l to r) Cindy Rensvold; Nancy Gaertner; Barb Bowman; Wendy Conn; Jennifer Bexell. **Second Row:** Lisa Palensky; Julie Pederson; Joan petersen; Jackie Bogue; Laura Lewis; Patti Cullen; Julie Gerry; Laura Hiltabrand; Renee Peluso; Diane Arnold. **Back Row:** Tammi Valdez; Dana Grant; Lisa Lester; Doreen Gash; Becky Roane; Sue Madsen; Stephanie Adam; Sandy Veik; Susie Bischke.



Hedges South 5th Floor

Hedges South 6th Floor



Front Row: (l to r) Colleen Heily; Lisa Tuck; Nancy Ellbogen; Barb Barnaby; Kelly Batt; Barb Hawe; Christy Chase; Melissa Hickman; Cynthia Viste; Holly Bancroft. **Second Row:** Yvonne Peck; Margareth Overland; Allison McRae; Dawn Tolson; Melani Walkerson; Teresa Graff; Gina Fiovento; Jane Boisen; Paula Hill; Logan Sleeter; Rhonda Thompson. **Back Row:** Jodi Jacobson; Caryn Bailey; Maria Thompson; Malena Morgan; Terri Nischer; Sue Hurley; Jeanne Petersen; Susan Glover; Julie Hitch; Amby Deaton.

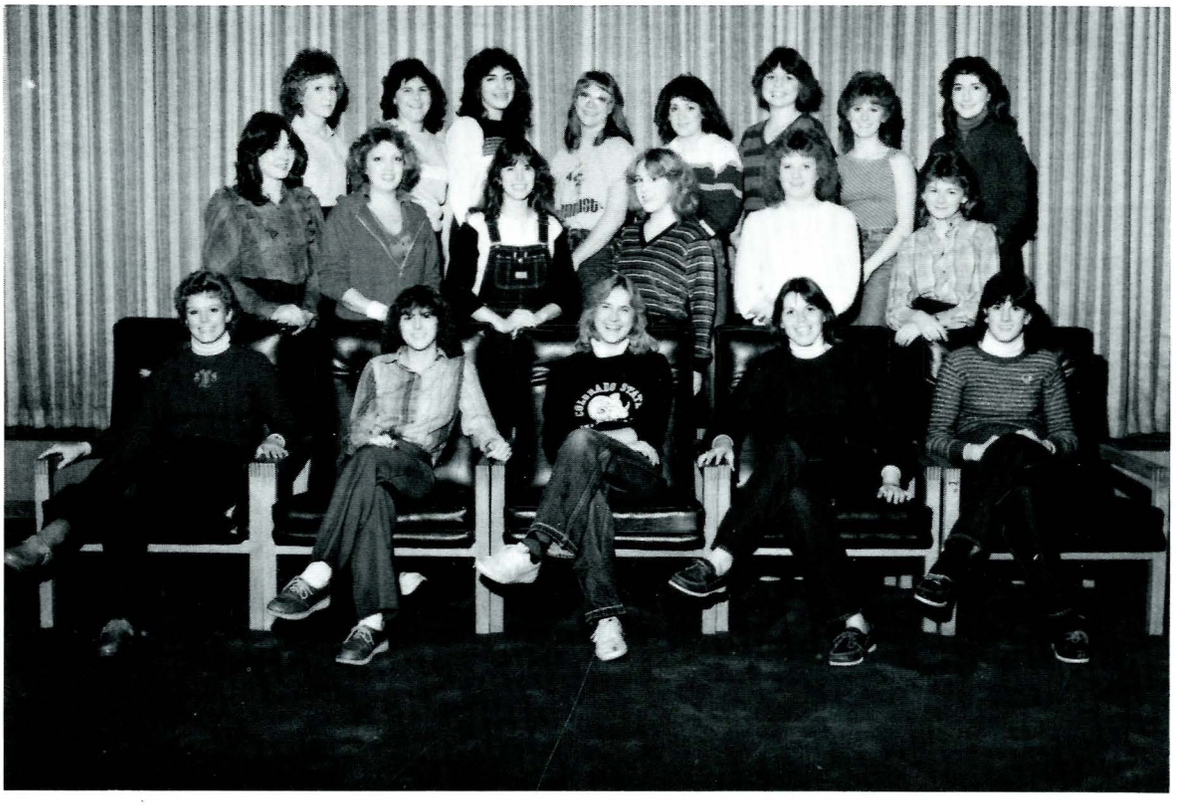
Hedges South 7th Floor





Hedges South 8th Floor

Front Row: (l to r) Les Best; Dave Meleason; Tim Covanack; Ryan Gini; James Raymond. **Second Row:** Chad Chytraus; Larry Gnerer; Todd Obrecht; Bill Burkland; Mark McDonnell; Lee McCarty; Dirck Tomac; Bruce Rudshagen. **Back Row:** Vern Turner; Mike Taylor; Dale Meyers; Steve Meuchel; Kurt King; Jarle Steinvik; John McQuillan; Don Lee; Jon Bergendahl; Brett Burns; Marty Spence.



Hedges South 9th Floor

Front Row: (l to r) Sara Wagner; Nancy Claar; Jennifer Kappes; Paula Eggen; Erin Muggli. **Second Row:** Trish Tucker; Mary Moe; Jackie Damori; Debbie Lawson; Kelly Mytty; Wendy Hietala. **Back Row:** Dawn Jacoby; Cory Peterson; Shauna Goodvin; Barbara Baker; Kathy Filler; Julie Maehl; Stephanie Bousliman; Lesley Gallaghen.

Hedges South 10th Floor



Hedges South 11th Floor



Front Row: (l to r) Julian Aniabogu; Tim Gray; Cory Rice; Nolan Smith; Kevin Grogan. **Second Row:** Mark Younger; Bill Frisby; Mark Selby; B. Aravid; Mike Sanders; Toby DeWolf; Mike Mather; Frank Shanley; Mike Rammer; David Bradley; Bryan Enderle; Luann Kershner. **Third Row:** Chuck Ladd; Joe Anderson; Tim O'Conner; Brad Stocking; Jeff Clement; Paul Brady; Rick Cooley; Eric Schaleger; Robert Haffner; Warren Gehl. **Back Row:** Marshall Price.



Langford Staff

Front Row: (l to r) Kelley Waresinski; Jeff Butler; Paul Yaroslaski; Dave Donaldson. **Back Row:** Gregg Gutierrez; Kyssmar Butts; Rick Russel; Mike Green; Alan Ripley; Tom Charron.



Langford Pit

Front Row: (l to r) Bob Filiatreaux. **Second Row:** Danielle Lancon; Richard Belter; Leroy McCarty; Jeff Delys; James Cummings. **Back Row:** Alan Ripley; Dan Donahue; Craig Collar; Larry Bridger; Shaun Focher; John Servoss.

Langford 1st North



Front Row: (l to r) Darren Steiner; Leif Anderson; Britt Goldberg; John Onebear; Bill Sampson; Ken Lutton; Joe Sehulster. **Second Row:** Tim Jaffery; Todd Kempf; Tom Bay; Monte Anderson; Kelley Wrezenski; Mark Squires; Mark O'Conner; Paul McCann; Jeff Williams; Joe Haidle; Dave Christensen; Chris Brostuen. **Back Row:** Ray Irion; Pat Manley; Jim Scott; Mike Wehrman; Chuck Hedley; Matt Ball; Doug Johnson.

Langford 2nd North



Front Row: (l to r) David Pinlleadi; David Bristow; Lenny Spaulding; Mike Travers; Bill Whitcraft; Neal Korell; John Rose; Tim Singer; Eric Davis. **Second Row:** James Mann; Matt Poster; Mike Job; Phil Worsllager; Terrry Larson; Mike Green; Juan Carassco; Tony Gadotti; Tyler France; Jeff Noon; Rick Jaqueth. **Back Row:** Brian Sanquine; Steve Rogers; Curt Nash; Russel Wright; Scott Gillam; James Renout; Jeff Green; Sean Pinheadi; Pete Deroyer; Reid Erickson.



Langford 3rd North

Front Row: (l to r) Todd Rogers; Ron Mapston; Derek Thompson; Rick Hines; Steve Zeiler. **Second Row:** Chris Burgen; Chris Koch; Loren Ouren; Chuck Margan; Ed Judd; Dan Fellbaum; Mike Stoekig; Kirt Hansen; Cody Krum. **Third Row:** Mark Christianson; Dave Donaldson (RA); Kris Beardsley; Martin Mausel; Karl Mance; Pat Smith; Neil Smith; Roger Ito; Dave Boll; Bruce Colony; Rob Littel. **Back Row:** Brian Ries; John Schantz; Jeff Rogers; Bill Rankin; Duane Neprad; Perry Robbins; Carlos baker; Bill Cheman.



Langford 4th North

Front Row: (l to r) Bob Bear. **Second Row:** Bob King; Bob Watt; Bob Kopp; Bob Lohr; Bob Goodmunsen; Bob Van Deren. **Third Row:** Bob Petrakis; Bob Constautine; Bob Canfield; Bob Laug; Bob Laubach; Bob Loch; Deer Bob; Bob Buer; Bob Baggs; Bob Simser; Bob Murphy; Bob Metsker; Bob Ogungbade. **Back Row:** Bob Williams; Bob Schauber; Bob Leake; Bob Charron; Bob Urban; Bob Kozik; Bob Sisk; Bob Whiting; Bob Haidle.

Langford 1st South



Front Row: (l to r) Mike Everts; Bob Mechels; Joe Coombs; Scott Jakanoski; Tom Watson; Kent Pratt. **Second Row:** Tim Kramlich; Orlon Strom; John Cox; Kyle McMillian; Bob Fisher; Craig Thomas; Phil Beuchler; Greg McGann; Kevin Quade; Dan Welch. **Third Row:** Scott Simmons; Todd Vogel; Mark Simon; John Grano; Mark Halvorson; Rick Ripley; Paul Yaroslaski; Scott Smith; John Kratochvil; Bruce King; Brad Job. **Back Row:** John Morrison; Chris Autio; Hal Opus; Brian Knaff; Kevin McCarl; Fred Mikat; Shaun Hofferber; Larry Klaudt; Ron Kupfner; Alan Shumaker.

Langford 2nd South



Front Row: Dodd Lowe; Grant Anderson; Scott Cavey; Wayne Hemphill. **Second Row:** Matt Brass; Brad Larsen; Greg Gutierrez. **Third Row:** Larry Berg; Bob Reinhardt; Zack Russell; Scott Gasser; Bruce Schauble; Evan Burnham; Brian Cavey; Mike Zook. **Back Row:** John Prescott; Scott Lindsay; Neil Heckerman; Bruce Cook; Alan Morris.



Langford 3rd South

Front Row: (l to r) Corey Moss; Aaron Lynch. **Second Row:** Tony Simms; Ken Zentz; Ben Elaquiere; Paul Rice; Jeff Oconner; D. Brett Baker. **Third Row:** Bob Peterson; Dennis Albertson; Todd Wilnow; Kim Bares; Shadd Savers; Jeff Butler; Clint Bersuch; Rowdy; Ray Walsh. **Back Row:** Rick Tylor; Dave Mendro; Bruce Thill; Scott Hamilton; Doug Fisher; Blaine Carlson; Eugene Kuntz; Bill Snapp.



Langford 4th South

Front Row: (l to r) Terry Jeske; Darrel Flemming; Frank Primozic; Dean Gillett; Dan Bowles; Brett Owens. **Second Row:** Wade Lawrence; Kevin Jones; James Fait; James Manthey; Rick Russell (RA); Fred LeLacheur; John Gasouda; Robert Kirkeby. **Third Row:** James Carlson; John Hoffman; Matt Conrad; David Skinner; Scott Eichert; Roger Snyder; Erik Nelson. **Back Row:** Kevin Westbrook; Vince Skurdahl.

Mullan Basement



Front Row: (l to r) Curt Spurzem; Tal Williams; Bob Weinschrott; Curt Satrom; Jeff McGuire; Rob Kultgen; Jim Carver; Pat Salandi. **Back Row:** Jeff Walla; Gerry Reimer; Terry Davis; Curt Yarlott; Bill Weaver; Conlan Fried; Steve Martinka; Rob McGlynn; Steve Patton; Brent Taylor; Don Meyer.

Mullan 1st Floor



Front Row: (l to r) Dave Stevens; Shawn Wickhorst; Rich Boberg; Bill Mans; Greg Lesar; David Wickhorst; Gary Boyd; Chris Eden. **Second Row:** Dale Loper, Trung Luu; Joe Bauerfeind; Steve Herrera; Mike Reinken; Steve Rygg; Vern Reeve, Rich Jeffers; Steve McAdams; Scott Stavren. **Back Row:** Rob Anderson; Eric Eliel; Hiro Okazaki; Steve Latham; Mark Allen; Larry Bowers; Dan Mill; Mike Cyr; Chris McGuiness.



Mullan 2nd Floor

Front Row: (l to r) Russ Ratcliff; Mark Anthony Frank; Kent Sugden; Darryl Thompson. **Second Row:** Larry Growney; Bill Grinder; Ted Gates; Tim Cross; Tom Breitbach. **Back Row:** Brent Remer; Klinton Forseh; Ted Mathews; Fred Lake; Brian Todd; Mathew Hermann.



Mullan 3rd Floor

Front Row: (l to r) Bill Frazer; Mike Fisher; Buel Dickson; John Ashley; Don Watson; Art Stokes. **Second Row:** Bill Brist; Bruce Galts; Steve Voigt; Andy Wright; Robert Shropshier; Chooi Wood Kwan. **Back Row:** Dan James; Bill Klundt; Dwight Humphrey; Cliff Knighton; Mike Martel; Dave Virag.

Mullan 4th Floor



Front Row: (l to r) Kevin Juedeman; Jay Bardwah; Mitch Finley; Hiroyoki Toshima; Clint Forney. **Second Row:** Jim Erickson; Brad Mora; John Oecshle; Mike Hall; Vince Burrows; Rory Heneberg. **Back Row:** Hank Baptiste; Carl Posewitz; Mike Sorenson; Brian Walsh; Jerry Earll; Mike Meyers.

Pryor 1st Floor



Front Row: (l to r) Gretchen Bird; Sue Hilyard; Sonja Stephens; Arlene Nez; Jane Russell. **Back Row:** Pam Zuhoski; Pat Zuhoski; Barb Lambrecht; Donna Parvi; Debbie Bidegary; Kathy McDonald; Alice Masse.

Pryor 2nd Floor



Front Row: (l to r) Sue Tash; LeeAnn Wood; Tea Backstrom; Pam Flasted; Julie Ditwiler; Amy Guth; Jane Goddard; Nancy Frost; Becky Campbell. **Second Row:** Jerry Waldemar; Kelly Burkhalter; Aldean Big Hair; Angie Stops; Scarlett Heitz; Nancy Croft; Michelle Sorenson; Ann Woolridge; Tammy Cartwright; Kris Heikkla. **Back Row:** Lynn Gould; Renee Parker; Dawn Vogel; Heide Sandburg; Debbie Windom; Heide Johnson; Arlene Hull; Jane Kindzerski; Nancy Terrett; Alice Olson; LeAnn Farley; Peri Sian.

Pryor 3rd Floor



Front Row: (l to r) Sherry Clark; Wendy Owens; Kelly DeBruycker; Marlys Anvik; Janet French; Renee Frazer; Deanna Sullivan; Mattie Paddock; Kath McGrew. **Second Row:** Wendy Stiles; Lauri Nash; Marianne Romaine; Laura Dawson; Teresa Adamson; Ann Syverson; Susie Fisher; Vicki Kipf. **Back Row:** Genevieve Gordon; Liz Wemple; Angie Rhoades; Bert Melum; Paige Hunter; Julia Stevens; Keri Pegg.

Pryor 4th Floor



Front Row: (l to r) Miffy Lipp; Chrissy Shepherd; Becky Grandy; Jenny Bolick; Carrie McQuiston; Kathleen Crowley; Carol Hoyt; Georgia Spotted Bear; Deidre MacDonald; Lisa Bad Bear. **Second Row:** Brenda Swanson; Andrea Jackson; Melanie Kelley; Laura Becquart; Tricia Clark; Carme One Bear; Amy Schmidt; Carrie Phillips; Janet Linfield; Sherry Hart; Melissa Hjelmstad; Julie Butler. **Back Row:** Jill Exe; Linda Nelson; Michelle Kujath; Serena Hedrick; Kelli Goodian; Heidi Steinike; Shelly Walter; Joey Simensen; Pam Brown; Marie Waite; Julie Bates; Lisa Stewart.

Roskie 2nd Floor



Front Row: (l to r) Blake Ramsey; Scott Mallard; Luke Siskoff; Rick Bierwagon; Tony Graupensperger; Greg Ratz. **Second Row:** Doug Wilmot; Kevin Schamp; Jim McBride; Mike Casey; Kent Peterson; Dave Brennan; Jack Findorf; Chip D'Arcy. **Back Row:** Robert Lukes; Mark Mallard; Bob Gjullin; Dale Welzenbach; Jaff Lenz; Bill Severson; James Lear; Ken Wilson; Wayne Belgarde.



Roskie
3rd Floor



Roskie
4th Floor

Roskie
5th Floor



Roskie
6th Floor





Roskie
7th Floor



Roskie
8th Floor

Roskie 9th Floor





AED

Front Row: (l to r) Ardis A. Moe; Deborah A. Warner; Christine D. Hoth; Deborah A. Atraqchi; Ahuradha K. Tummala; Patricia J. Dankers; Naomi L. Godtland; Susan L. Grimm. **Second Row:** Joseph M. Kelly; John Rainville; Maureen B. Murdoch; Mary Alice Herem; David F. Johnson; Richard F. Jones; Luke G. Siskoff; Thomas L. Halvorson; Andrew T. Saterback; Jon R. Fishburn. **Back Row:** Jeff Burgan; Matthew K. Herman; Richard S. Reavely; Kathryn K. Hansen; Michael Rohrenback; James D. Bozeman; Clifford Manley; Timothy L. Vannatta; Dr. William J. Dorgan.

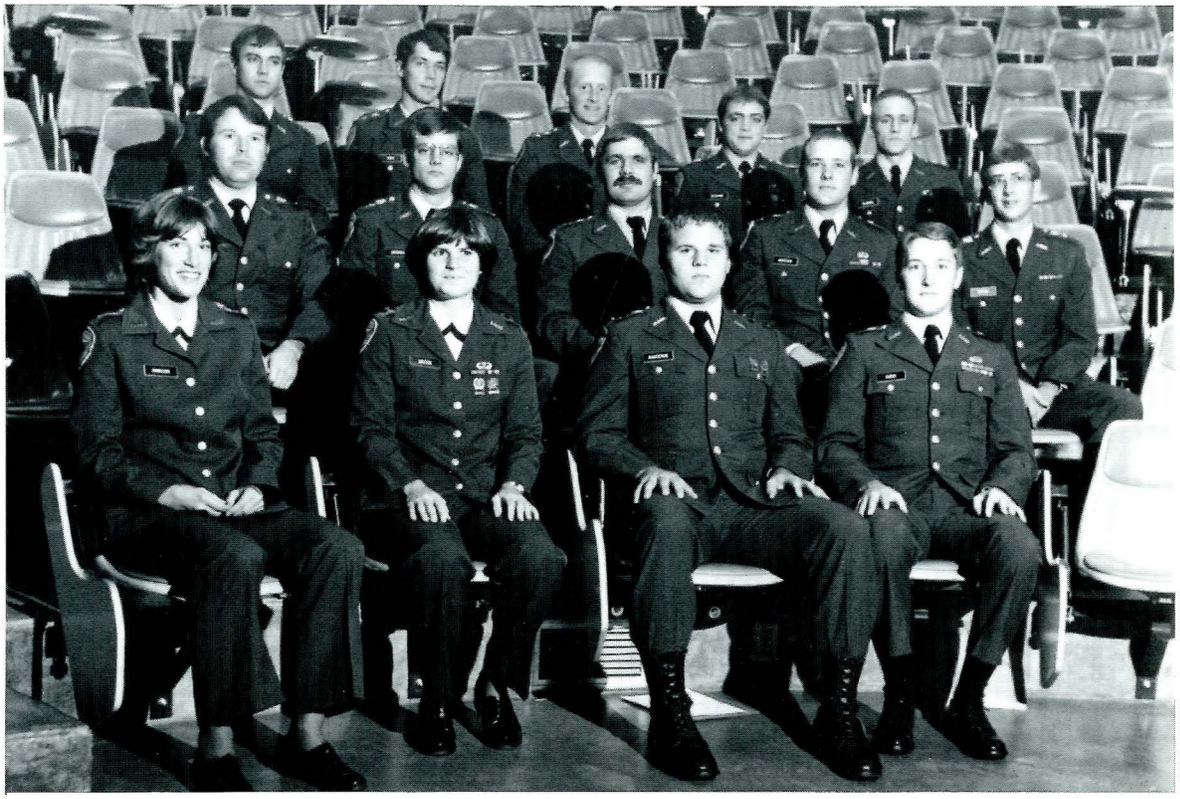


Front Row: (l to r) Saidou Koala (Upper Volta); Basani Kombani (Botswana); Moshe Lehutso (Lesotho); Abdullah Sulaiman (Nigera); Kutlo Kanetsi (Lesotho); Mohamed El-Abbassi (Morocco); Patricia Herries (Advisor).

African Student Association



Arab Club



Army ROTC

Front Row: (l to r) Mary Hinkson; Marsha Brock; Lon Banderob; Matthew Quinn. **Second Row:** Russell Halvorson; Kenneth Morris; Timothy McGuire; Stephen Hustava; Robert Tipton. **Back Row:** Richard Isbell; Michael York; Mark Syvertson; Charels Richard; Daneil Bloedel.



Arnold Air Society

Front Row: (l to r) Randy Stenzel; Steve Nitz; Kym Boyce; Karen Patterson; Angie Rhoades; Liz Wemple. **Back Row:** Captain David Cook (Advisor); Doug Egged; George Schneider; Dave Blankenship; Todd Klevgard; Curtis Jingle; Dan Painter; David Schell; Andrew Hatelsted; Ronald Addicott; Clint Bersuch; Tim Trefts.



Front Row: (l to r) Dr. Paul Johnson; Prof. Jay Conant; Dr. H. Townes; Dr. Demetriades; Dr. Dennis Blackketter; Dr. Rosa. **Second Row:** Joe Ralston; Todd Michael; Lewis Brye; Steve Wahlberg; Dana Shideler; Mary Osmundson; Jon Fry; Brian Sullivan. **Third Row:** Dr. Tom Reihman; Dr. ron Mussulman; Davis Miller; Dave Mattson; Bryan Corcoran; William Laport; Steve Rosse; Kari Henjum; Alan Basta; Greg Hartmann; Gary Boehm; Lance Jones; Dr. Bob Warrington. **Back Row:** Blane Wright; Paul Barker; Mark Sherick; Bill Bokarski; John Dawson; Ted Hundtoft; Ken Stahley; Eric Rubie; Dave Mattson; Mark Golden.

ASME



Front Row: (l to r) Rebecca Hunke (Chairperson, Performing Arts); David Birmingham (Director); Connie Cheever (Business Manager); Debbie Milburn (Chairperson, Concerts). **Back Row:** Marianne Evans (Chairperson, Coffeehouse); Daniel Smith (Member, Arts & Exhibits); Ardis Moe (Chairperson, Lectures); Kent Hughes (Chairperson, Films); Bill Klutter (Director of Student Activities).

Campus Entertainment Committee



Coffeehouse Committee

Front Row: (l to r) Laura Brosius; Marianne Evans (Chairperson); Machelle DeSilva.



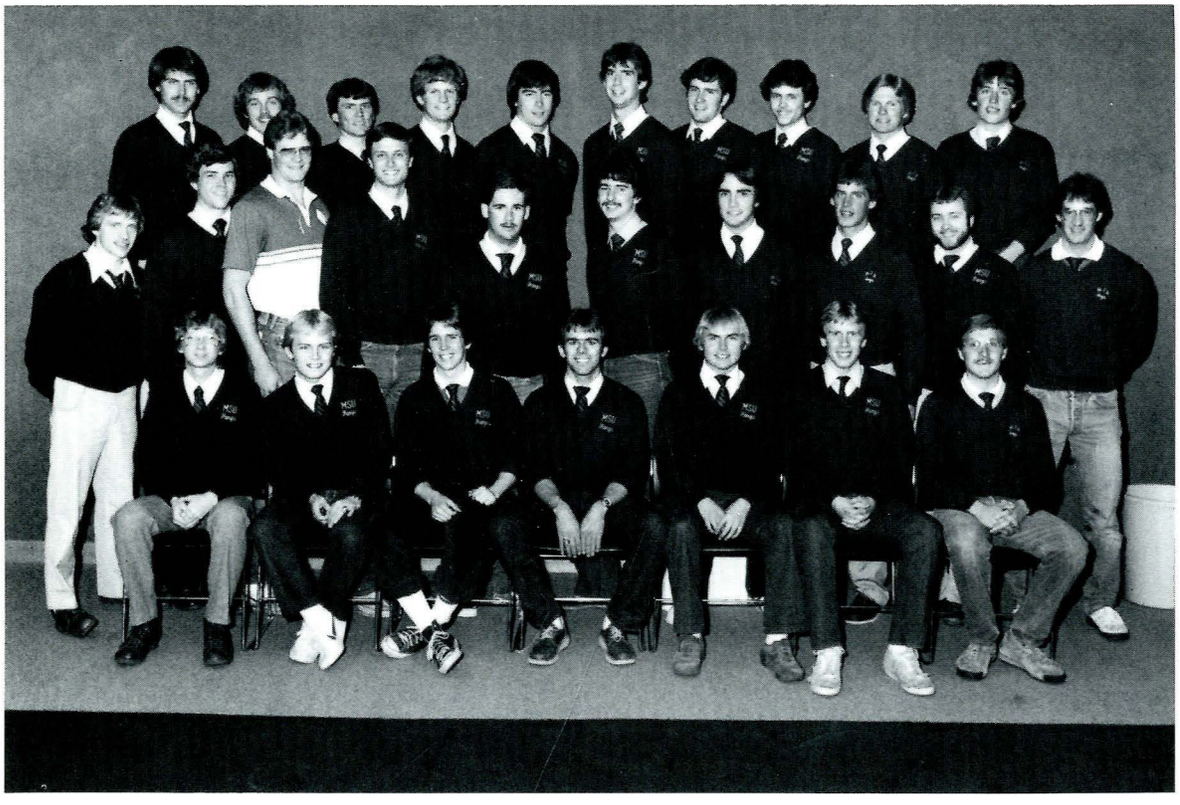
Concerts Committee

Front Row: (l to r) Dan Smith; Jim Cummings; Dennis Vergith; Keenan O'Keefe; Eric Olson; Debbie Milburn (Chairperson).



Front Row: (l to r) Connie Flynn; James Prchal. **Second Row:** Diane Prchal; Diane Poussier; Helen Miles; Sam Richardson; Michelle Wing; Kevin Dolan. **Back Row:** Sam Grimes; John Burgess, Mark Reinsel; Barnaby Kerr; Sue Brewer.

Exponent Staff



Fangs



Future Farmers of America

FRONT ROW: (l to r) Sandi Rahn; Shonna Glennie; Matt Sparks; Doug Stevens; — —; Scott Cavey; — —; Janelle Luther. **SECOND ROW:** Sara Warfield; Bruce Ketchum; — —; Jeff Wash; Brian Cavey; — —; Lyle Hodgkiss. **BACK ROW:** Brad King; Laura Mitchell; Janet Smith; — —; Mike Zook; Scott Thackery; Bill Rankin; — —



4-H

FRONT ROW: (l to r) Olga Erickson; Frances Carey; Jody Crocker; Lynn Gibbs; Velma Luke; Arlene Schock; Lamar Gebhardt; Linda Busenbark; Bonnie Russiff; Isy Farnum. **BACK ROW:** Doug Stevens; Dwayne Palmer; Joni Fugle; Scott Thackery; Bear Huessy; Scott Fluer; Colleen Byrn; Keith Meyers.



Front Row: (l to r) Dr. Dan Voyich (Advisor); Carol Briles (Secretary/Treasurer); Karen Whiteman (Vice-President); Doug Davis (President). **Second Row:** Desiree Lambert; Lisa Whitford; Eleanor Bear Chum; Ethel Connelly; Charlotte Hunter; Rose O'Connor. **Back Row:** Charles DeRoche; Alex Bull Tail; Duane Kindness; Diane Leider; Lark Real Bird.

HPER Student Advisory Council



Front Row: (l to r) Veronica Novotny; Erin Miller; Linda Kaul; Kirk Dunckel. **Back Row:** Amy Koehler; Toni Larson; Kelly Boyle; Pam Knowlton; Kelly Robertson.

Indian Club



Infinity Staff

Front Row: (l to r) Dennis Clark; Craig McCormick; Sean Cavanough. **Back Row:** Richard Mariff. **Not Pictured:** Stacie McMullen; Bruce Eng; Danny Choriki; Randy Pate; Ken Hunt; Norman Tveit.



KGLT Staff

Front Row: (l to r) Sean; Cliff; Scott; Julie; Holly; Susan; Mary Lou; Donna. **Second Row:** Tim; Wade; Chaucer; Bob; Julie; Mike; Dan; Keith. **Back Row:** Marty; Bill; Al; Martha; Cara; Dave; Ray; Steve; Lonna; Steve; Scott; Tweaky; Maureen; John; Barrett; Jim; Colter; Hose; Susan; Disco; Steve.



Front Row: (l to r) Porsche Everson; Ardis Moe (Chairperson); Mark Milodragovich; Mark Andersen. **Back Row:** Ginger Bruvold; Tammy Plubell; Dan Hanzlik; Peggy Foley.

Lecture Committee



Front Row: (l to r) Ashley Smith; Dr. James Brock (Advisor); Bob Vaughn (President); Brenda DeRudder. **Second Row:** Carol Sturgeon; Libby Ford; Shawn Dougherty; Darlis Nordhagen (Secretary/Treasurer); Milo Rixe. **Third Row:** Shelley Rindal; Janine Sweeney; Margaret Greenwade; Tim Liedle (Social Chairman); Lisa Pratt; Tammy Libbey; Pam Keller; Kathy Jacobs.

Marketing Club



MSU Dance Company

Front Row: (l to r) Donna Jedrewjeski; Regina Trippe; JoAnn Hoven; Heidi Klingensmith; Karen Chin; Donna Wolslagel; Vickie Johns; Kendra Messmer; Lucretia Berardinelli. **Second Row:** Monica Skinner; Susan Trafts; Tami Lanning; Tamra Chandler; Rosie Hickey; Annita Pelky; Christina Baril; Betsy Brennand; Chari Wicks; Kay VanNorman (Director); Sally Heinzmann; Pam Snyder. **Back Row:** Kelly Fedge; Lauri Tany; Dana Rider; Winston Brillhart; Steve Smith; Stacy Hurton; Mary Murphy; Rose McCalister; Mark Sullivan; Dave Smith; **Not Pictured:** Rozan Pitcher (Director); Scott Anderson.



Performing Arts Committee

Front Row: (l to r) Rebecca Hunke (Chairperson); Marie Theimer; Katy Gillin. **Back Row:** Ray Harris; Tom Ackerman.



Front Row: (l to r) Dr. Philip H. Gray; Nancy Kendzora; Kristin Schwartz (Secretary); Nancy Crabtree (Treasurer); Stephen Bland; Jane Georgitis (Vice-President). **Back Row:** Dr. Paul Willis; Bob Jones; Dr. William Shontz (Advisor); Kevin Lohn; Hal Johnson; Jeanne Brown; Nan Fredricks; David Shontz; Dr. George Rice; Lonna Hovland-Green (President).

Psi Chi National Honorary



Front Row: (l to r) Jim Olson; Barb Trippet. **Second Row:** Scott Murphy; Darryl Thompson; George Luther. **Back Row:** Lindsay Anderson; Brad Frazee.

Septemmviri

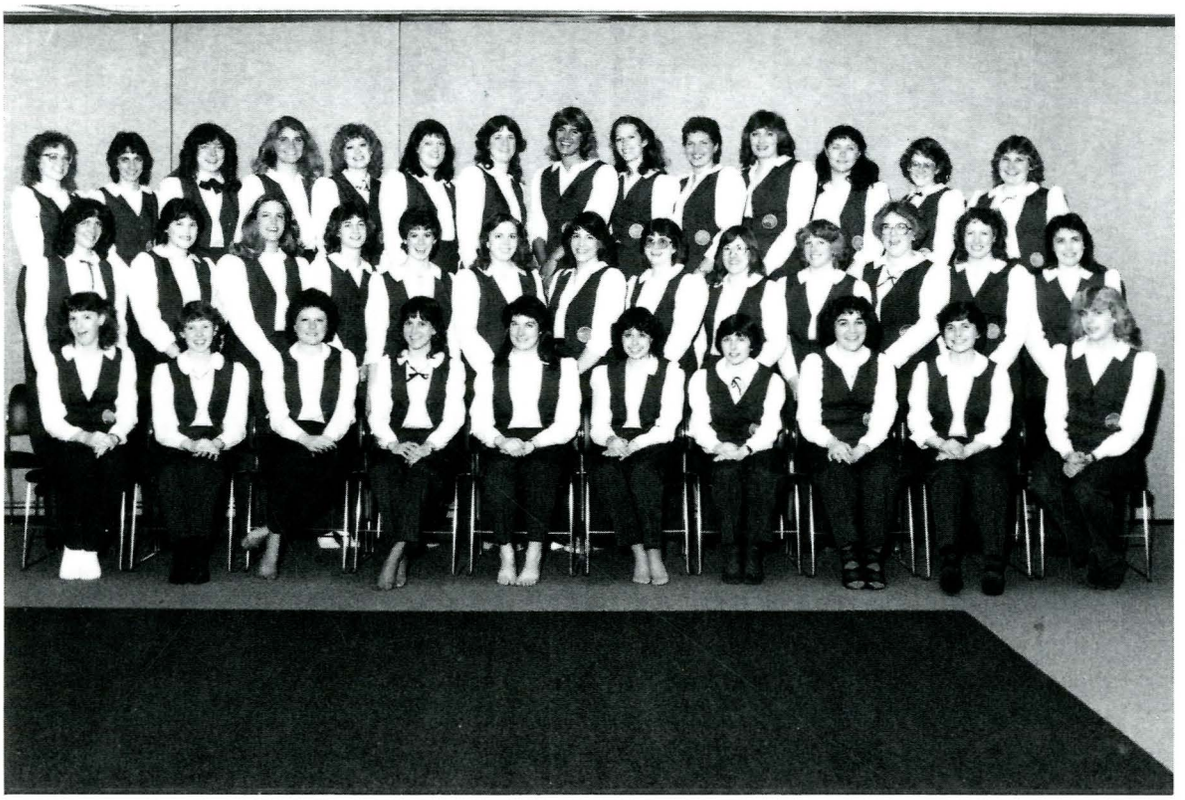


Skydiving Club



Soccer Club

Front Row: Mike Spracklin; Kevin Anderson; Brett Talman; Dan Donohue; Mohammad Naas. **Second Row:** Jeff Dickerson; Jim Carter; Dave Coxan; Derrick Pope. **Back Row:** Al Weersink; Steve Landerdahl; Bill Haverland; Brian Bacon; Aldon Straub; Olufemi Odugbemi; Nolan Smith. **Not Pictured:** Hayden Yates; Dale Miller; Craig Stewart (Coach); Gary Kristof.



Spurs

Front Row: (l to r) Mary O'Hern; Maureen Malogney; Toren Phelps; Cris Johnson; Sally Bersch; Lisa Mosch; Kathy Keith; Alice Marshell; Jackie Spelman; Roubie Cornwell. **Second Row:** Brenda DeRudder; Heather Bayless; Sara DeBrucker; Monica Watterud; Shelly Dawson; Cindy Bucannon; Jean Gartner; Kathy Hudson; Julie Paisley; Tracy Knudson; Sue Orham; Carol Steiner; Pam Larson. **Back Row:** Cheryl Barton; Sharon Stermitz; Lana Mulsberry; Joyce Honsinger; Patty Komatz; Jill Exe; Mary Beth Holzer; Lisa Morrison; Leslie Kinck; Alisa Dighens; Penny Stiff; Rhonda Malock; DeeDee Madrie; Debbie Pluhar.



Student Orientation Leaders

Front Row: (l to r) Carl Graham; Wade Gehl; Kim Anderson; Wanda Grewe; Pat Watt; Mike Cimino; Patty Dankers; Cindy Stiles; Alice Marshall; Sally Onstad; Darla Nielsen. **Second Row:** Paula Nielsen; Janet Muller; Rhonda Malek; Marcia Tanner; Lisa Knudsvig; Paula Eggen; Lori Takala; Jolie McNiel; Isabell Farnum; Kim Williamson; Jane Russell. **Third Row:** Jaynee Groseth (Staff); Rolf Groseth (Staff); Kathy Clark; Susan Heckerman; Sarah Kohler; Kevin Donegan; Terry Hamburg; Mary Leiferman; Wayne Borr; Sabrina Napper; Garald Voorhees. **Back Row:** Denny Klewin (Staff); Donovan Currey; Mauri Novak; Don Byrtus; A.J. Kalanick (Staff); Terri Forseth (Staff); Harjinderpal Singh Pannu.





LAST WORDS



A yearbook editor once wrote, "There are in these United States three kinds of people: those that are born crazy, those that achieve craziness and those that — edit yearbooks." I don't remember where I came across those words, but how true they are! If I would have known exactly what I was in for when I applied for this job, I don't think I would have jumped in so eagerly! I'm not complaining though. This past year has been a great experience. As editor, I have learned so much. I've learned all too well how the university system operates, and I've learned about myself and what my limits are. Best of all, I've learned about people — and how to deal more effectively with them. This book really has been a great learning experience for me.

I know the average reader has no idea how many countless hours have gone into the production of this book. I wish you all knew just how much work was involved. The '83 Montanan staff has spent many, many, thankless hours organizing, designing, writing, promoting, photographing, and editing. Hopefully they have all been worthwhile. I'm extremely glad that the sleepless nights and endless hours of work are over. And yet at the same time, I'm saddened that the challenge is over. If we had had more time, more money, more manpower, we may have put out a better book, but putting the if's aside, here it is . . . a culmination of all involved, our interpretation of the year. We sincerely hope no one is disappointed at our effort.

Before I end I would like to sincerely thank Dennis Clark and Christi Gillam for their hard work and dedication. Without these two on the staff I don't think we would have made it to the end. I very much appreciate all that you two have done. Too, love and special thanks goes to Clarence and Gladys, my parents who sponsored and supported me all the way. Thanks Mom and Dad — I love you much!

Okey Dokey folks . . . MSU has its 76th Montanan Yearbook. I hope it brings back good memories!

Randal A. Bischer