



# Insights

Spring 1994

College of Science

Alumni Newsletter

Vol. 2 Issue 2

## MacMahon's Musings

A recent announcement at Utah State University may interest you. We are about to embark on an analysis of our general education program to determine its strengths and weaknesses. If all goes well, we will deal with the weaknesses and enhance the strengths.



Dean James A.  
MacMahon

My own feeling, one I have hardly hidden, is that the current approach is no longer a viable option for learning. Many share this belief. As an example, the Liberal Arts and Sciences Program (LASP) offers an alternative to the existing general education curriculum.

The LASP was developed by faculty members in the Colleges of Science and of Humanities, Arts and Social Sciences. They were concerned that our students were not exposed to the best possible educational experience.

The LASP approach seeks to define a set of educational goals and then to develop a curriculum that maximizes the attainment of these goals. The current general education system contains less-focused goals and fewer assurances that students will attain those goals.

From the perspective of the sciences, there are many changes in the curriculum that should improve the education of our students, whether or not they are in the College of Science. Let me give a preview of one or two ideas that we will be studying. Please remember, however, that since this effort is a campus-wide activity, I can offer no assurance that anything I say will come to pass.

One can make the argument that every graduating senior at the University

**MUSINGS** continued on page 3

## Young Women Expand Horizons in Science and Mathematics

Expanding Your Horizons in Science and Mathematics is a national program designed to introduce young women, grades 6-12, to the many different opportunities offered by science and math.

Expanding Your Horizons challenges the myth that women do not belong in science and math-related fields, says Sue Morgan, Program Coordinator.

Each November, the College of Science hosts the local, one-day event held on the USU campus. Young women from Cache Valley and neighboring counties come to the University for a day of hands-on activities designed to introduce them to a wide variety of careers based on math and science. Erin Larsen, a two-year participant in the program, said, "it makes you feel like there is so much more you can do."

At this year's program, the young women were divided into two groups according to grade: grades 6-9 and grades 10-12. Girls in the younger group attended three classes of their choice, whereas young women grades 10-12 attended two workshops of their choice and a small group discussion led by an Expanding Your Horizons volunteer. In this personal setting, the participants could ask questions and discuss different issues in math and science that were important to them.

Workshops included the practical exploration of sciences like chemistry, during the "Chemistry in Cooking" session, and physics, with a tour of the radio facilities. Larsen explained, "We made a commercial at KUSU for Expanding Your



Young women and their parents enjoy EYH displays.

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**HORIZONS**

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# Ridenhour Chosen as New Head of Mathematics and Statistics Department



Jerry Ridenhour

In October 1993, Dr. Jerry Ridenhour was named department head for the Department of Mathematics and Statistics, succeeding Dr. Duane Loveland, who served as head for 12 years.

Dr. Ridenhour received a PhD in mathematics from Arizona State Univer-

sity in 1971. He then spent the next 10 years on the faculty of Northern Illinois University (NIU), where he was 1 of 9 finalists from over 700 eligible faculty for their "Excellence in Teaching" award. In 1978, he took a two-year sabbatical at the University of British Columbia, before serving as the Departmental director of undergraduate studies at NIU.

In 1981, Dr. Ridenhour came to USU as a professor of mathematics and has since taught over 30 different mathematics classes. He has also directed PhD research and served as the Departmental director of graduate studies from 1983-86.

Dr. Ridenhour's research focuses on the qualitative theory of higher-order, ordinary differential equations. His research establishes properties of the solutions where the equations are too

complicated to be solved in closed form. The study of zeros of solutions comprise much of his work. Six of Dr. Ridenhour's 20 research papers appear in the *Journal of Differential Equations*, the flagship journal for publications in the area of ordinary differential equations.

Recognizing the importance of quality teaching, he recently served a two-year term as chairman of the Inter-mountain Section of the Mathematical Association of America (MAA). This professional organization promotes effective teaching of undergraduate and beginning graduate mathematics. Dr. Ridenhour continues to teach one course every quarter because "I still think of myself as a faculty member as well as an administrator."

As an administrator, Dr. Ridenhour wants to limit class size to 40, allowing more student interaction with instructors. "Our commitment to students will help uphold our reputation for teaching excellence."

One way the Department furthers this teaching excellence is through the new Mathematics and Statistics Technology Classroom (see related story on page 4). All math education classes will be taught in this room, giving pre-service math teachers full access to the latest technology.

While recognizing the benefits of modern technology, Dr. Ridenhour sees the technology bringing new problems to the Department. "The challenge is to use the technology correctly, not to jump in blindly, but to have an understanding of the concepts underlying the calculations," said Dr. Ridenhour. Students must understand the mathematical principles behind the computer-derived solutions. "Calculators and computers, used correctly, do the routine calculations. This allows the students to understand the subject at a deeper level."

The College of Science congratulates Dr. Ridenhour on this new position. ♦

## Graduation 1994

**Friday, June 3**

*College of Science Open House*

3:30-4:30 p.m.

SER Patio

**Saturday, June 4**

*Procession from Old Main to D. Glen Smith Spectrum*

8:30-9:30 a.m.

*Utah State University Commencement Exercises*

D. Glen Smith Spectrum

9:30-11:00 a.m.

*College of Science Graduation*

12 noon

Taggart Student Center Ballroom

*Graduation Picnic*

HPER Field

11:00 a.m.-2:30 p.m.

# College of Science Honors Golden Aggies

We are pleased to recognize three of our Golden Aggies, graduates from the Class of '44.

**Margaret Bartholomew Engstrom** earned a BS in mathematics. Recalling her stay at USU, she commented, "It is a place I dearly love; I hated to leave."



Margaret  
Bartholomew  
Engstrom

Upon graduating from USU, she taught high school math at her hometown, Ogden, Utah, for two years. She then married her husband, Don Engstrom, and moved to Nyssa, Oregon, where she continued teaching for 10 years. "It was

always so gratifying when students did well and followed in your footsteps," she recalled.

Engstrom and her husband have two sons and seven grandchildren. In recent years, she and her husband have enjoyed traveling throughout the U.S., particularly to the New England states, and Eastern Canada. She also enjoys participating in church activities, reading, and doing handiwork.

**Maxine Burgoyne Laser** graduated with a BA in bacteriology and biochemistry. Commenting on her fondest experiences at USU, she said, "Since it was during the war, many professors were teaching physics and other courses to airforce cadettes. So I was asked to teach elementary physics my senior year."

After graduation, Laser taught chemistry for three semesters at the University of Southern California and conducted research. While teaching there, she met her husband, Theodore John Laser, a student in one of her classes.



Maxine Burgoyne  
Laser

In the fall of 1945, she then moved to her hometown, Montpelier, Idaho, to teach one year of high school general science and biology. From 1946 to 1948, Laser taught at USU while her husband finished his degree. "I wasn't even 25, yet I'd taught three different subjects on a college level," she noted.

After her teaching career at USU, Laser raised six children, two of whom also graduated from USU. She and her husband live in Kaysville, Utah. She enjoys her 16 grandchildren, music, needlework, and reading about nutrition.

**Harold E. DeLaMare** graduated from USU with a BS in chemistry. He then worked at Eastman Kodak before pursuing a PhD in organic chemistry from Purdue in 1951. After completing his graduate work, DeLaMare joined Shell Development Co. in Houston, Texas, the summer of 1951 and worked there 34 years until his retirement in 1985.



Harold E. DeLaMare

He is married to Carolyn Huish Johnson. They have 6 children and will soon have 10 grandchildren, since 2 more will be born this month. DeLaMare and his wife enjoy church work, serving three years in Singapore. ♦

## MUSINGS

*continued from page 1*

should be familiar with the use of computers since modern society depends evermore on these machines for everyday transactions. In response to this belief, we will recommend the development of a computer skills requirement. Students could meet this requirement by passing an online test, consisting of a small set of modules that assess competency in a few basic computer skills. These modules could be taken in any order, at any time before a student graduates. There would be no specific course requirement, though several departments offer courses that would help students prepare for the online test. In most cases, we hope entering freshmen will already have these computer skills. This requirement will allow us to maximize the use of computers in the educational process. We are not trying to turn every student into a programmer, but we would be irresponsible to not prepare our students for a technologically different world than the one that existed when many of us completed our degrees.

In a similar manner, we are looking at these questions: to what body of scientific knowledge should all students be exposed, and can this be delivered in an integrated science

course rather than in discipline-specific options? This is a difficult series of celebrations because we do not want to offer a watered-down general science curriculum that is so general that it is useless. At the same time, we want students to see the unity and interrelatedness of the sciences, mathematics and human endeavors.

The reason for bringing this initiative to your attention is to elicit your help. You are our products. We need to know how you feel about your education, now that you are out of school and using what you learned. Comments about the general education part of your training, rather than department-specific curriculum matters, would be most useful. You owe it to the next generation of scholars to help us improve because you know better than anyone where we have been less successful than desired.

I look forward to hearing from you and will keep you apprised of our progress in this important venture. Please help us as we work to provide the map and the compass for a better general education.



## Mathematics and Statistics Technology Classroom Launches Math Teachers into the Future

The Departments of Mathematics and Statistics, Elementary and Secondary Education, and Instructional Technology have joined forces to create the classroom of the future. The mathematics education computer-assisted classroom uses the latest design in computer stations and network connections to teach pre-service math teachers.

Director of Undergraduate Studies in Mathematics and Statistics Robert Heal; Computer Systems Specialist and Utah-

certified secondary level-four mathematics teacher Russ Weeks; and Assistant Professor of Elementary Education Jim Dorward combined their expertise to create the new classroom for math education courses. Heal said, "We want students to be acquainted with modern technology when they go out to teach. We integrate technology in education."

The computers help students visualize math concepts such as calculus and geometry, an alternative to "staring at a bushel of numbers," said Weeks. The software aids students' understanding of three-dimensional graphs, surface plots and symbolic calculus in a friendly windows environment.

At first glance, the new classroom appears to have no trace of the usual computer paraphernalia. A closer inspection reveals the brilliantly concealed design of the hardware. Students view monitors (mounted under the desk at an angle) through glass desktops. Trays slide out beneath the desk for the keyboard and mouse. There are no exposed wires or cables to trip over. The entire room has a clean, efficient design, making it easy for the students to focus on mathematical ideas instead of being distracted by cumbersome hardware. Another clever touch to the personality of the classroom is that every student station is named after a famous mathematician, such as Newton, Gaws, and Noether.

The room has 30 student stations, one Novell network server, and an instructor station. The instructor's computer displays onto a large-screen monitor mounted to the ceiling and onto an overhead projector. An electronic writing tablet can be attached to the projector for an added dimension of digitized handwriting on top

of the computer display.

Software programs currently used in the technology classroom include word

processors, spreadsheets, logo, geometry exploration, algebra exploration, symbolic mathematics programs, problem-solving software, and presentation software. Geometry software, for example, allows students to discover geometry as they draw, measure, use geometric construction, and test geometric conjectures. "Think of it as a microcomputer straight-edge and compass," said Heal.

Funding for the new classroom and curriculum is provided by a grant from the Educational Technology Initiative: Mathematics Technology for Elementary and Secondary Education. The grant, matched by USU, helped build the new facility in two phases. The first phase of the grant supplied computer hardware, classroom equipment, and the beginning of the course curriculum design.

Phase Two supports the acquisition of CD ROM equipment and software, in addition to continued curriculum development, which is always "a work in progress," Weeks said. Phase Two will provide an electronic bulletin board service that connects math teachers everywhere. Teachers can write, read, and copy math class curriculum ideas. "The bulletin board will be a dynamic, interac-

tive teacher conversation," said Weeks. After the stable curriculum information is collected from the bulletin board, it can be recorded onto CD ROM for reference. Phase Two will also bring multiple CD ROM drives online in the technology classroom. Weeks, Heal, and Dorward are currently planning Phase Three for "authoring our own CD ROMS for class plans to teach specialized math topics," said Weeks.

The classroom and communications network serves three purposes: it supports the teacher education program; makes math, science, and technology more available to teachers and students with disabilities and those considered at-risk; and provides a unique opportunity for collaboration between public schools, businesses and Utah State University.

Classes in the technology classroom began fall quarter, 1993. Nine classes are currently taught in the technology classroom. In the evenings, public school teachers can take graduate classes. Weeks said, "In reality, a public school teacher may not have the same facilities as the university, but they will know how to teach with computers, even if they have only one computer in the classroom."

Concerning future plans, Doward said, "We hope to establish a video link to share with public school teachers in rural areas, using the

classroom as a filming studio. Also, we want to develop a regional lesson plan database. Teachers in outlying areas can access the database to use lesson plans for specific math topics."

The math technology classroom system is currently connected to USU's Merrill Library CD ROM and the Education Building database. In the future, Weeks hopes to link the system to databases outside the University. "We've got capabilities we haven't begun to tap into."

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*"We want students to be acquainted with modern technology when they go out to teach. We integrate technology in education."*

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*"We hope to establish a video link to share with public school teachers in rural areas, using the classroom as a filming studio."*

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# Geology Department Hosts Second Annual Rock and Fossil Day



The USU Department of Geology sponsored the second annual Rock and Fossil Day on November 20, 1993, in the Geology Building. This event allows the Geology Department to showcase their modern facilities and offer their services to the public. Donald W. Fiesinger, head of the Department of Geology, began Rock and Fossil Day in 1992. Both years, the community responded enthusiastically. This year, about 300 people, including young students, parents, scout groups, retirees, and amateur rock hounds, attended the four-hour open house.

Fiesinger describes the open house as an informal opportunity for the public to handle dinosaur fossils, inspect minerals with microscopes, or watch "rock videos" (geology documentaries). "There are no formal lectures," said Fiesinger, "so visitors are welcome to roam the different display rooms at their leisure." Rock and Fossil Day is free of charge and the Department encourages families to participate.

"The primary focus is on school-age children," added Fiesinger. The Department aims many of the activities, displays, demonstrations, and videos at young, would-be geologists. "We had everyone from toddlers to retired couples looking at the collections and bringing in specimens for us to identify," Fiesinger stated. Tim Bacheller, age 11, of Smithfield, Utah, attended Rock and Fossil Day with his father. Tim said, "I liked the movies and looking at the maps and microscopes."

This year's event featured paleontologist Lloyd Gunther, a world-renowned fossil collector who exhibited some of his extensive collection of Cambrian fossils. Gunther has specimens in many museums, including the Smithsonian. He donated a replica of an alligator fossil to the USU Geology Department for its permanent collection.

Geologic groups outside the University added to the day's events and activities: Doug Sprinkel (BS 1975, MS 1977) presented maps, pamphlets, and other information from the Utah Geological Survey; the Mineral Collectors of Utah, a Salt Lake City-based club, brought mineral displays; Tom Lindgren, of Green River Paleo Labs, Logan, demonstrated dinosaur fossil preparation; and the Utah Museum of Natural History brought replicas of a dinosaur skull and other fossils for visitors to handle.

Another highlight of the day was the rock videos. Two screenings of each video ran throughout the event: *The Earth Has a History*; *Dinosaur: Fossils and Paleontology in Dinosaur*

*National Monument; Kilauea: Close-up of an Active Volcano; Earthquake Awareness and Risk Reduction; and Out of Rock.*

Geology faculty, graduates, and undergraduates hosted Rock and Fossil Day. The Geology Club set up displays, helped guests identify types of minerals, directed visitors, and cleaned up. Geology Club President Dan Wilcox said, "In the rock and

mineral identification room, kids came in with bags and bags of rocks for us to identify." Wilcox said that his interest in geology developed at an early age: "My grandfather was a rock hound. I helped him cut and polish rocks."

Besides hosting the annual Rock and Fossil Day, the Geology Department welcomes the opportunity to

serve the public throughout the year. Fiesinger stated, "Our facilities are supported by the taxpayers. We like to do all we can to pay them back. The public can always use our maps, specimens, or displays."

Scouts and other community groups can tour the mineral displays, and people often call the Department with earthquake or fossil questions. "The funniest question we've ever had was 'what is the State dinosaur?'" said Fiesinger. "We didn't know there was a State dinosaur, but we found the answer for them." The State dinosaur happens to be the *Allosaurus*.

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*"We had everyone from toddlers to retired couples looking at the collections and bringing in specimens for us to identify."*

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Tim Bacheller, Nick Casamassa and Galen Trostle, students from Edith Bowen Elementary School, examine a mineral display in the Geology Building.



# Alumnet Responses

**Kirk H. Allred** (BS, 1978, Predental Biology) earned a DDS in 1982 and an MSD in orthodontics in 1986 from the University of Washington. For the past seven years, he has been practicing orthodontics in Ogden, Utah. He married Leslie Jessop, also a USU graduate, and they have five children.

**Randy L. Bell** (BS 1973, Chemistry) received a PhD in chemistry at the University of Oregon in 1977. He now manages a drug discovery group at Abbott Laboratories and is the co-developer of leutrol, a new medication for asthma and allergic rhinitis. He and his wife, Joann, who also attended USU, live in Northern Illinois with their five children.

**Gregory T. Blotter** (BS 1985, Computer Science) works for Hewlett-Packard in Silicon Valley, California, as a technical consultant.

**Susan Fortier Collinge** (BS 1978, Biology; MS and PhD 1982 and 1989, Food Science) currently works at Food Group Headquarters for the J.R. Simplot Company as a statistician. She is married to Mark Collinge, and they have three children.

**Edwin M. Duffy** (BS 1969, Geology) is an AVP for Reliance National Insurance Company in Dallas, Texas. He specializes in underwriting oil and gas risks.

**Tariq Abdul Rahman Kergaye** (BS 1962, Mathematics; MS 1963, Civil Engineering) attended the University of Utah where he earned a PhD. Now retired from the Utah Department of Transportation, he helps refugees from Kurdistan (Northern Iraq).

**Ann L. Knowlton** (BS 1992, Biology) is pursuing a PhD in marine biology at the University of Alaska, Fairbanks. Her project will include studies of intertidal habitats on the Kenai Peninsula.

**C. James Lovelace** (MS 1964, Botany; PhD 1966, Sociology) has been teaching for 29 years at Humboldt State University in Arcata, California. His courses include general biology and plant physiology at both the undergraduate and graduate levels. He and his wife, Gloria Abel, have two sons and one daughter.

**LaRue West Miller** (BS 1958, Mathematics) earned an MA in mathematics at Arizona State University in 1962. She then taught college math part-time in Utah, Arizona, Minnesota, and Alaska while raising four children. LaRue is now completing her 15th year as a software test engineer. She and her husband, Robert Miller, a 1957 USU graduate, enjoy their four grandchildren.

**Ingrid Reynolds Niesman** (BS 1981, Biology) completed an MS in biology at the University of Illinois in 1984. She works at Washington University Medical School as a research technician in a molecular

parasitology lab, studying toxoplasma gondii. She married Michael Niesman, and they have one daughter.

**E. Forrest Nutting** (BS 1951, Zoology) received an MS in genetics and a PhD in endocrinology at the University of Wisconsin. He retired in 1986 from G. D. Searle and Company after serving 26 years as their director of biological research. Currently, he provides consulting services in human and animal reproduction, fertility control, and R&D Administration at Nutting Research Consultants. He and his wife, Shirley, have six children.

**Teri S. Peterson** (MS 1989, Statistics) attended San Diego State University, where she received an additional MS in biology. Currently, she is employed at Idaho State University and teaches two classes in business statistics and consults faculty and graduate students in statistical analysis.

**Harlan G. Pulsipher** (BS 1950, Chemistry; MS 1956, Analytical Chemistry) worked as an industrial chemist in research and development for 35 years before retiring from Thiokol in 1991. He is married to Marilyn Allen, who graduated from USU in 1979. They have 12 children and 28 grandchildren.

**Rigby C. Roskelley** (BS 1936, Entomology) completed an MD in 1944 and two years of post-graduate work at Yale. He then taught eight years at NUMS and performed clinical work. Following that experience, he worked six years at Illinois Medical College in Chicago and later as a senior staff member at Rush Presbyterian St. Luke's Hospital, also in Chicago. He was staff president there from 1966 to 1967 and retired in 1975 to farm, hunt, and fish.

**David L. Schilling** (BS 1969, Zoology) completed a teaching certificate in 1973 at Southwest Missouri State. Since then, he has worked at Washington University in St. Louis for 16 years and is their biological research station manager. The site, Tyson Research Center, houses Marlin Perkin's Wolf Sanctuary and The World Bird Sanctuary. Both organizations are involved in breeding endangered species.

**Michelle (Miki) Stuebe** (MS 1984, Biology/Ecology) earned an MLA in Landscape Architecture from the University of Illinois in 1990. She then worked in Denver as a landscape architect/ecologist for the National Park Service. She married Doug Anderson, who received his PhD at USU in 1980. They have two young children.

**Raymond (R.J.) Tesi** (BS 1977, Biology) completed his MD in 1982 at Washington University in St. Louis, Missouri. He is moving to Tulane University to be an associate professor of surgery for the Head Start Extra-Renal Transplant Program. He and his wife, Claudia, a molecular biologist, have a four-year-old daughter.

## The College of Science Congratulates Top Profs

The Mortar Board Honor Society named 23 Top Profs at their annual recognition dinner February 15, 1994. Top Profs are professors and instructors who have had a positive effect on students' lives. Seven out of the 23 professors and instructors are from the College of Science.

**Paul Cliften, Biology ♦ Ted Evans, Biology ♦ Bob Heal, Math ♦ Joe Koebbe, Math  
Brad Kropp, Biology ♦ Don Lind, Physics and CASS ♦ Jim Powell, Math**



# Tribute to Neville Hunsaker



Neville C. Hunsaker

The College of Science lost one of its most faithful supporters last December with the death of Neville C. Hunsaker, two days short of his 86th birthday.

Born in 1907 to Israel Hunsaker Jr. and Rosabel Carter, Neville grew up on a ranch in western Box Elder, where he graduated from Box Elder High School in 1926. He then attended the University of Utah, recording in a 1927 journal when an algebra teacher encouraged him to consider a career of teaching mathematics. After receiving a bachelor's degree in 1930, Neville began graduate study on a Thompson Scholarship to the University of California at Berkeley, where he also met and married Annie Peterson, another mathematics major.

Neville, after graduating from UC-Berkeley, worked at Rieber Laboratories in both Los Angeles and Houston before teaching mathematics at the University of Houston and beginning doctoral work at Rice University. After accepting an appointment at USU in 1941, he took a sabbatical to finish his PhD (in complex analysis) at Rice in 1948.

When Neville became head of the Department of Mathematics in 1958, USU had no graduate program in mathematics, but despite a nationwide shortage of trained mathematicians, Neville worked vigorously to recruit qualified faculty who could contribute to a graduate program. He inaugurated a master's program and laid the foundation for a doctoral program, which came after his retirement in 1974.

Always concerned about quality teaching at all levels of mathematics, Neville was an early participant in and director of National Science Foundation teacher development programs. During the 1960s and 1970s, Neville successfully obtained NSF grants totalling about a million dollars for secondary school and junior college teachers. His three-year, sequential institute for junior college teachers resulted in about 30 teachers earning master's degrees. Colleagues marvel at the far-reaching influence of his training; participants in his programs continue to send their students to USU.

Through generous financial contributions by the Hunsakers, the Department of Mathematics established the Neville and Annie Hunsaker Scholarship. Initially providing support for a single year of study, the scholarship endowment now awards four-year scholarships.

Neville continued to teach and be involved in Department conversations and activities throughout his 10 years as a professor emeritus. He is survived by his wife, 5 children and 26 grandchildren, who, with his colleagues and friends, will greatly miss his love of family, mathematics, ranching and music. ♦

## HORIZONS

*continued from page 1*

Horizons and added music and cut out mistakes using the computer." Other sessions explored social science and accounting skills.

The workshops were taught by women from the community, role models who use science in their daily lives and willingly volunteer their time and understanding to the participants.

Following the morning sessions, the groups met to pick up their program T-shirts, enjoy lunch, and attend an exciting final presentation.

Morgan, a temporary lecturer in the Geology Department, volunteered for three years as a workshop leader before becoming the Coordinator of Expanding Your Horizons this past year.

"There are lots of opportunities available, even if you don't think you want to be a scientist. Take some science and math classes and expand your horizons," Morgan explained to the young women. "You never know what life will bring you. A broad background will help you make a more educated choice and may take you a step farther. It is important to keep your options open."

Each of the participants paid a nominal \$10 fee. The College of Science, a grant from the Provost's Office, and donations from USU departments and local businesses funded the remaining cost for the workshops, materials, T-shirts, and lunch.

The next Expanding Your Horizons program will be held November 1994. Anyone wishing to volunteer, donate, or receive additional information, please contact Sue Morgan at 750-2176. ♦



*We never knew science could be this messy!*

# A L U M N E T

Dear College of Science Alumni and Friends,

We continue to enjoy and appreciate your ALUMNET responses. Your standard of excellence, both personal and academic, has continued beyond a university education, and we are proud to be part of that success. Please keep us informed of your activities. Responses received after the printing deadline will be included in the next newsletter. If you have not written yet, we look forward to hearing from you soon.

Name \_\_\_\_\_

USU Degree(s) (year) \_\_\_\_\_

Other Degrees (year, school) \_\_\_\_\_

Address \_\_\_\_\_

About Yourself \_\_\_\_\_

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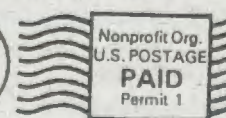
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