

Ginny Titus instructs beginning dance class

by Kim McClure

Beginning in the fall semester, a new dance class, entitled "Introduction to Dance" will be offered. The class will be taught on Thursday evenings from 6pm-8:45pm by Ginny Titus.

The class introduces the student to beginning dance principles in creative and contemporary movement, ballet basics, and jazz techniques.

Titus has been a dancer for 37 years. Her experience includes tap, ballet, jazz,

creative movement, liturgical dance, radio and television, and drama.

Titus performed professionally for six years under the stage name "Ginny Lee," throughout Pennsylvania, Ohio, and West Virginia.

She has been a dance instructor for 20 years in Pittsburgh and Alpena. Titus was one of the producer/directors of Thunder Bay Theatre from 1979-1988.

She was the choreographer for 49



musicals from 1978-present at Thunder Bay Theatre, Alpena Civic Theatre, and Alpena High School. She

also directed and performed in TBT's school tours for Alpena, Alcona, Rogers City, and Posen Public Schools for 3 years, covering 25 schools per year.

Titus is originally from Pittsburgh, Pennsylvania, where she received her training. She has lived in Alpena for 14 years, is married, a mother of four, and a grandmother of one.

"I am looking forward to working with the students at ACC. For beginning dancers, the course will provide an introduction to

dance basics and a freedom of body movement. For a student with some experience, the class will provide technique and contemporary training. I would encourage athletes and law enforcement students, in addition to drama students, to consider the course, as dance provides a non-violent release of stress and tension as well as development of coordination, strength, and stamina."

Humanities requirement increased for freshmen

by Jay McDonald

Beginning in the fall, all incoming freshmen will be required to take eight hours of humanities credit in their degree program beyond the six hours of freshman composition.

Previously, students could count the six hours of credit in freshman

composition toward an eight hour required humanities credit.

Classes available for selection to meet the required eight hours are: art, music, theatre, speech, literature, philosophy, journalism, dance, language and reason, and humanities. Humanities 242 and 243 meet the requirement, but if a student

desires, he may select classes from other areas.

In selecting from other areas, the student needs classes in a minimum of two related areas such as journalism-speech, philosophy-language and reason, music-theatre in numerous combinations.

This change in requirements brings ACC in

line with requirements at other community colleges in the state. ACC was ranked near the bottom when compared to humanities requirements at various community colleges.

Terry Hall, Humanities department chair, feels that with the development of many new courses in the humanities area, meeting this

requirement should present no major problem for students.

With all the available courses, "it should be a smorgasboard. There are many courses to choose from that may introduce students to areas of learning and enjoyment that they can pursue throughout their lives."

Tips for summer reading

by Patricia Homola, guest writer

I'll never forget the time I was asked during a job interview what works I would choose for an ideal English course. (The guy had just taken a course in interviewing and was being 'creative'). I did what any red-blooded English teacher would do: blanked out completely.

But here at last I'd like to try to answer his question.

I used to say my favorite novel was the nineteenth-century novel, George Elitot's MIDDLEMARCH. I reread it every few years and even own a vellum, two-volume edition. It expresses what it is like to live in a small provincial, backwater town--to gradually lose all your unrealistic, youthful ideals.

Now I tend more toward poetry, and my favorite book must be Rainer Maria Rilke's THE BOOK OF HOURS. Must be getting old, because I also read fairy tales and last summer purchased three beautiful books of Russian fairytales.

which I have read in German and Norwegian versions, and one of Jane Austen's novels (probably PERSUASION) for its wit and economy.

I would try to choose works wherein the characters rise up from the pages and live--more real and poignant than our own parents and grandparents. Ideally, we'd start with Homer's ILIAD, marvelling at Achilles' wonderful shield, smiling when Hector throws back his head and laughs at his infant son, who shrinks from his father's war helmet, crying at Hector's and Patroklos' death.

We'd end with a contemporary American novel, LOVE MEDICINE, which reads like the stories you hear around your mother's kitchen table, and which expresses what it's like to lose your heritage without replacing it with another--our universal 20th century dilemma.

But on to the ideal English class. Six must-reads would be Hemingway's THE OLD MAN AND THE SEA, Faulkner's "The Bear," Fitzgerald's THE GREAT

GATSBY, Chopin's THE AWAKENING, Wharton's ETHAN FROME, D.H. Lawrence's THE VIRGIN AND THE GYPSY--all nearly perfect novels and very good reads.

But if I wanted to have students gain an epic experience, I'd have them read Knut Hamsun's GROWTH OF THE SOIL or Tolstoy's WAR AND PEACE or Hugo's LES MISERABLES or Mann's THE MAGIC MOUNTAIN. They'd probably have to read one Dickens or Gaskell novel, my favorite being OUR MUTUAL FRIEND and I'd like to share with them Bronte's JANE EYRE,

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