



Archaeology Class Makes a Major Find

by Andy Trego

Several pieces of previously unknown Indian artifacts were recently discovered near Alpena by Richard Clute and his class of 12 archaeology students.

The disk-shaped stones, found near Squaw Bay and three locations around Alpena last May, are estimated to be from the Algonquian tribe of about 1300 A.D. although no conclusive tests to determine their age have yet been performed. Clute said he decided to excavate after learning that "people gardening in the area had been finding them for years."

All of the approximately 150 well-preserved discs are inscribed with symbols which Clute has seen before but never on relics like these. He theorizes that these markings are spiritual symbols which were part of a religious ceremony.

Clute will make a national presentation of the Indian artifacts at a three day Midwest Archaeology Conference at the Cleveland Museum of Natural History starting October 1. This winter both he and Charles Cleland, an archaeologist from the MSU museum, will be trying to decipher the meaning of these mysterious stones. Together, their conclusions will be published in American Antiquity, Journal of the Society for American Archaeology.

The Indian discs are currently being stored at the Jesse Besser museum.



Theatre Discount

Alpena Community College is offering students a discount on State Theatre tickets for the entire semester.

Students may purchase their theatre tickets at a rate of \$1.50. This discount applies for shows playing Wednesday through Sunday. According to Frank McCourt, Student Services, students will need to present their fall semester schedule at the door until college I.D. cards are issued. Theatre schedules will be posted on campus bulletin boards.



Early American disks excavated by the ACC Archaeology class

Grant Provides New Program in Humanities

by Joel Reeves

The new Interdisciplinary Studies program headed by Dr. Lawrence Boyer and Terry Hall is under way with an enrollment of 17 students and the strong support of both faculty and administration.

The program is composed of five areas of study including English Composition, Introduction to Popular Art and Culture, Humanities, Language and Reason, and Beginning Hatha Yoga. As Boyer pointed out, Hatha Yoga is meant to provide students in the program with physical exercise. This, according to research Boyer has studied, "will help students to develop conceptually, mature better, and become more sophisticated psychologically."

One of the main objectives of the program—developed by Boyer and Hall and approved by the National Endowment for the Humanities (NEH)—is the development of student literacy. "There has been a dramatic decline of student literacy in the past 10 years," says Boyer, "and we think it is even more dramatic than what tests, such as the ACT or SAT, indicate."

A second objective of the program is the development of conceptual capacities—which is the ability to form ideas. There is also the usefulness of those conceptual skills in

Graduate Follow-up

by Debbie Meggert

Trying to follow up on graduates of ACC may seem a difficult task, but Henry Valli and his crew know how to do it.

His method is called "Project Follow-Up." Some of the questions asked include current employment status, quality of instruction, current salary, if their job is related to the courses completed, if training received at ACC was useful in performing their job, and the availability of jobs in their occupational area.

Questionnaires are sent to all graduates at their last given address. Most students can be located; however, the problem is in having the students send back the questionnaires.

The 1980-81 statistics were not yet available so tallies from the 1979 graduates were used.

In 1979, 173 graduated, of the 173, 77 or 44.8% were continuing their education. 95 or 55.2% were not. Of the current employment status 98 or 57.6% were employed. 4 or 2.4% were in full-time military service. 18 or 10.6% unemployed but actively seeking employment. 50 or 29.4% not in labor force and not seeking employment because of choice.

Students who have completed courses in their major field of study were asked to rate the quality of

instruction:

PERCENTAGE	RESPONSE
67 or 43.5%	Very Good
64 or 41.6%	Good
19 or 12.3%	Average
3 or 1.9%	Poor
1 or .6%	Very Poor

Students currently employed were asked is the job related to the courses you have completed at ACC? 56 or 62.9% yes and 33 or 37.1% no.

Current salary averaged \$857.24 a month for full-time and \$777.00 a month for part time.

Students were asked to rate the training they received at ACC to its usefulness in performing their job:

PERCENTAGE	RESPONSE
28 or 34.1%	Very Good
30 or 36.6%	Good
16 or 19.5%	Average
4 or 4.9%	Poor
4 or 4.9%	Very Poor

Students were also asked to rate the availability of jobs in your occupational area:

PERCENTAGE	RESPONSE
19 or 21.6%	Very Good
23 or 26.1%	Good
18 or 20.5%	Average
17 or 19.3%	Poor
11 or 12.5%	Very Poor

Dean's Column

(The following is a column by Dean Van Lare from the September, 1959 issue of the Timber Cruiser. Due to the length of the original, it has been edited somewhat-Eds.)

Mr. Orr, Timber Cruiser moderator, and the staff have just asked me to write the Dean's Column for the first issue of the Timber Cruiser for the current academic year. I am pleased to do this and want to wish the Timber Cruiser's staff good luck for the coming year, and also to compliment the staff on getting started right away.

The first portion of this column will be devoted to advice to freshmen. (No advice for sophomores at this moment; I doubt that they are in a receptive mood.) I am sure the freshmen are getting a great deal of advice from all different directions, including sophomores. Some of this advice is good and some of it, perhaps, can be questioned. It is always my point of view in making suggestions to people that it is proffered, but with the idea that the individual should take it only for what it is worth in his judgement. Ultimately, we are all responsible for ourselves, and no one can take responsibility for us.

My first suggestion is that freshmen consider college as starting over again. During the reception, while introducing a high school valedictorian to the next line, I mentioned the success that had been achieved in high school. This individual said "I was a valedictorian." It seems to me this suggests an excellent point of view for a college freshman. One of the mistakes a high school graduate can make in entering any college or university is to take the point of view that past success is sufficient to carry through the college or university experience. The point of view that is most likely to lead to success in the higher education program is the one of the valedictorian mentioned. The high school is past, and a new experience is underway, and the student must prove himself in this new experience. The same approach may well be taken by the student who has not done well in high school. His opportunity in college gives him another chance, and probably his last chance, to prove himself in an academic situation.

A second point of view recommended for freshmen is that the college or university experience should be evaluated on the basis of disciplines learned rather than mere accumulation of credits or marks. The thinking in higher education is more and more in the direction of quality and mastery in specifics, together with close acquaintance with general fields of knowledge, rather than emphasis on accumulation of credits. The length of time necessary to acquire the mastery and general knowledges mentioned is flexible. A student should consider

that he may need to spend 4½, 5, 6, or 7 years to complete the first phase of his educational program. The incoming freshman, therefore, should consider thoroughness and mastery as his main problem.

It is the point of view of the college that both high standards of academic achievement and general development of the individual are important. It is for this reason that the college supports a wide range of student activities. The incoming freshman student is encouraged to participate in these activities. As you know, they include general cultural development; music; athletics; social life; radio and drama; journalism; special areas of physical education, such as fencing, modern dance, gymnastics; membership in organizations and clubs; and in general, rubbing elbows with a fine group of people. The discussions carried on by small groups of students, sometimes involving faculty, we feel, are an important part of a higher education experience. In the student lounge, when I occasionally hear five or six students enthusiastically discussing a philosophical point, I feel that a valuable educational experience is going on. The "bull session" has merit.

I would suggest that freshmen make a planned effort to establish good habits. These may well include good habits of study, the habit of getting things right, doing things on time, listening to the other person's point of view, and the habit of living in a group in such a way that the group is improved by the student's membership.

Stanley E. Van Lare

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Roarke raises his martini and says, "Smiles, everyone. Welcome to Fantasy Island."

Well, I guess if I don't tell you the rest of the story you'll just hear about it on the evening news anyway.

Fantasy Island is now a virtual wasteland thanks to James Watt and his trusty chainsaw mentality. Mr. Roarke and Tattoo were banished from the island by Alexander Haig who now has absolute control over that virtual wasteland and is hoping to develop it into a nuclear missile base. George Bush is no longer in search of his identity thanks to Al who has firmly convinced George that he is Herve Villechaize.

The American people unfortunately, have suffered a great loss. Both President Reagan and Mrs. Reagan at the time of the calamity were right in the middle of their fantasies and as fate would have it, they have become lost in time.

O.K., O.K. Maybe I'm getting a little too far fetched, but what the heck, that was my fantasy.



"Inspiration in Black" (1976) Misha Gordin

Another Way of Looking at the World

by Georgia Wheeler

A new exhibition, "Photography by Misha Gordin," can now be seen at Jesse Besser Museum until October 31, 1982.

Gordin describes himself as a conceptual photographer. The images he produces are conceived in his mind, worked out on paper, and produced as photographs, often involving the use of multiple negatives to create the final image.

On October 29 and 30, there will be a workshop which will consist of an evening lecture at the museum by Gordin and actual student printing from Gordin's negatives at ACC's photo-lab on the 30th. Gordin will

discuss his approach to photography as fine art and comment on the works in the exhibition. The second day of the workshop will be devoted to demonstrations of the techniques involved in creating his photographs. Those participating in the workshop will have opportunity to print Gordin's negatives under his direction and supervision. The workshop fee is \$30.00 per person.

Misha Gordin, born in Riga, U.S.S.R. in 1946, immigrated to the U.S.A. in 1974. To date, Gordin has had 18 exhibitions covering many states and also Belgium and Hong Kong. Along with many awards he's received, Gordin has also had several publications.

Campus Column

by Jackie Timm

Although Wurtsmith Air Force Base is fifty miles from Alpena, it serves as an important center for Alpena Community College. The education center on base houses the 50-60 classes which are offered through ACC each trimester.

Because of people rotating in the military, a few adaptations are made for their convenience. One of the adaptations is a school year consisting of three trimesters in blocks of a 14 week fall term, a fourteen week spring term, and a 12 week summer term. On campus the calendar consists of two 14 week semesters and a six week

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HUMANITIES

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other areas such as in science, math, or business. "Therefore", stated Boyer, "the Humanities can justify their existence on that basis too."

In addition to the two objectives described above, Boyer also outlined a five-goal program:

1) Closer instructor-student relations will be maintained to create an air of greater self-confidence in the student.

2) Improvement of the student's body and mind will be developed through the use of a regular exercise program.

3) The program will expose the student to various value systems, their origin, and their place and importance in our culture.

4) The program will develop the student's ability to read critically and analyze information provided through the various communication mediums.

5) The program's last goal is to improve the student's written communication skills.

The only prerequisite for students involved in the program is an interest in the material being offered and a willingness to improve in the areas covered. "We don't really have a screening device such as test scores to encourage people or keep them out," explained Boyer. "We're not interested in that. We think we can serve a bunch of students with a wide variety of abilities."

Creation of the Interdisciplinary Studies program came about as the result of a series of grants and studies. The first of these grants, received four years ago, allowed Hall and Mr. John Heimnick, then Dean of Liberal Arts, to attend a NEH seminar in Kansas City. While there, they learned about the availability of pilot projects. They then filed with the NEH for a consultancy grant of \$5000, which enabled them to hire a consultant. This consultant aided Hall and Heimnick in gaining background information and material.

The second grant written was a pilot project grant for \$50,000. This was filed and then they submitted their proposal which was developing the interdisciplinary division. Upon receiving the grant the program was implemented. Other faculty involved in the program included Dr. Lawrence Aufderheide, Herb Gamage, Terry Quinn, and Richard Clute.

The Interdisciplinary Studies program has passed the first hurdles but Boyer indicated that they have many interesting ideas for the future. A further developmental grant is being sought in order to implement such ideas as faculty sabbaticals, a permanent testing ground for new concepts in the Humanities, and an expanded enrollment.

CAMPUS COLUMN

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summer session.

Basically the off-campus branch offers the same programs with the exception of the tech areas. No tech labs are available at Wurtsmith although the data processing lab and micro computers are hooked up to centers on campus.

Faculty for all classes are required to meet the same qualifications as faculty on campus. Approximately 50 part-time faculty are employed while four or five full-time instructors commute from the main campus each term.

Fred Malefyt is base education officer and in charge of all education on base. He works with Karen James who is part-time administrator of ACC programs.

Students at Wurtsmith make up about 25% of ACC enrollment. This number has grown since the beginning of the center in 1969, evidence that Alpena Community College is meeting the needs of the people who live in Northeastern Michigan.

Adventure Child Care Center Opens

by Georgia Wheeler

ACC now offers child care for children of students and staff. For \$1.00 per hour, children can be left at the Adventure Childcare Center located at East Campus while the student or staff attends class or studies. The Center is currently licensed for 2½-6 years old, although it is in the process of acquiring a license for children under 2½.

Jessica Patrick, director of the center, says the program is set up to offer parents convenience as well as the child's interaction with other children and a daycare atmosphere.

The Center follows the ACC calendar and does not meet on days the college is closed. "Play is a young child's most important occupation and play is a way of learning", says Patrick. The preschoolers playtime is very structured and set up to help the child develop socially, emotionally, physically and intellectually.

The Center is opened from 7:30 a.m.-5:30 p.m. Although some children attend a 10 hour full day, a maximum of \$8.00 is charged. However, there is a 75 cent per half hour penalty for picking up the children late.

There are approximately 13 children enrolled, although all 13 are not at the center at one time. Further information can be obtained by calling Jessica Patrick, East Campus 356-9021, extension 276 or 214.



Instructors Sharpen Skills

by Greg Reeves

Jim Miesen, Terry Quinn, ACC instructors, and James Rogers, Alpena High School teacher, teamed up this summer to attend Beaver College, a small private four-year writing institute about 20 minutes from the center of Philadelphia. The purpose of the five week visit, which was paid for by a National Endowment for the Humanities grant, was to study and explore the relationships between the processes of writing and thinking.

Ten three-member teams from the East coast, the southern states, and the Midwest, each consisting of two college instructors and one high school teacher, attended morning classes five days a week, listening to experts in the field of composition writing and reading heavily on how to use better thinking and writing techniques in various disciplines at different levels of education.

During the session each member of the team prepared and wrote a project involving the material learned from the courses, then discussed it before the other visiting teams and guest instructors. These projects were then brought home to the team's respective institutions for implementation.

Miesen and Quinn brought home projects that are being, or will be, put into action this year. Miesen's project concerns a workshop for instructors from the science, math, and social science disciplines. Included with Mr. Jim Miesen are Dr. Richard Moreau, Joseph Faber, Richard Matteson, J. Wesley Law, Herm Bordewyk, Charles Neumann, Dr. Elbridge Dunckel, Mr. John McGill, and Richard Clute. Next semester Quinn will be working with the technical area students and instructors.

"We are working at incorporating similar methods of helping students organize and focus their thinking in the various areas . . . Unless writing is taught in all disciplines, the student won't become an effective writer," said Miesen.

Later this semester the 10-member workshop group will further develop their skills by meeting with one of Beaver College's faculty members, Dr. Jerry Belcher, here in Alpena.

New Season for ACC Players

by Jenni Ritzler

The Alpena Community College Players have begun rehearsals for their second production "Your A Good Man Charlie Brown."

The musical, based on the popular comic strip "Peanuts," is under the direction of Sonya Titus. The play will be staged at the Alpena Civic Theatre November 17-21.

The cast features ACC students Terry Skiba as Charlie Brown, Arnold Janke as Linus, Matt Elder as Schroeder, Sue Manning as Lucy, Dana Kitchen as Patty and Don Elliot III as Snoopy.

Production staff includes: Greg Tracey as technical director; Barbara Elliot as music director; and Cheryl Dierking and Dana Kitchen as choreographers.

Titus stresses that membership in the ACC Players is open to all ACC students and experience is *not* necessary. Assistance is needed in the following areas: public relations, make-up, costumes and set construction. Any interested students may contact Titus or Tracey.



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