

# Foundation Formed To Lessen Financial Woes

by Lynn Lightner

Alpena Community College students can contribute to the recently established Alpena Community College Foundation.

This foundation was just recently started on November 18th. The gifts received will serve to support programs, activities and scholarships for ACC students.

One way in which ACC students can help themselves and the foundation is with the mailing list. If any students know of any corporation, business, group or person that might wish to be on the mailing list or contribute they can contact Dean of Students John McCormack.

Another way ACC students can assist is by making a donation themselves. Single student contributions as well as group or club donations would greatly be appreciated.

McCormack also agreed that any club, whether it is Circle K, Student Senate, Forestry, Phi Theta Kappa or ACC Players that has been wondering all year what type of service or fund-raising activity they could do, here is the answer. By raising funds for the ACC Foundation clubs would not only be doing a service to the community as a whole, but would also be helping themselves and ACC by raising funds for their favorite cause.

## Lack of Participation Mars Talent Show

by Jeannette Licavoli

To make up for the loss of sports this year at ACC, there are various activities provided for the entire campus to participate in and enjoy. Some of the activities that were put on this semester were Casino Night, many dances, and the Slave Auction. Recently a talent show was to be put on by efforts of the dorm staff, but only two participants signed up for the event. It's evident that there has been a great decline in attendance among students in comparison to the last few years.

Organizers of such events and activities are wondering, "Why the decline?" One organizer asks if the activities are not advertised well enough. Activity organizer Judy Avery says, "I really don't know how else to get students enthused about activities. It's a great let down after putting so much time and money into a dance or some



The ACC Players began their second season with the Broadway hit, "You're a Good Man, Charlie Brown". Pictured from left to right are cast members: Arnold Jahnke, Sue Manning, Don Elliot III, Terry Skiba (seated), Dana Kitchen, and Matt Elder. A review of the play is on Page 3.

Photo by Chris Taylor

## earth Contest Results

*earth* Magazine has announced the winners of its annual writing contest.

"We had a fairly wide selection this semester," stated Dave Beroet, editor of *earth*. *earth* Magazine will also be producing an issue in the spring and is already accepting submissions for publications.

The winners this semester are:

First prize- "A Matter of Life and Death," a short story by Joel Reeves.

Second prize- "Schools of the Possible," an essay by John Loflin.

Third prize- "White Ice," a poem by Alice Bowen.

The winners will receive a cash prize and an *earth* Magazine T-shirt. *earth* Magazine will be coming out for sale next week.

# New Report Outlines Sexism in the Classroom

WASHINGTON, DC -- Women students may find their self confidence and ambitions cooled while men's are fueled by the climate in many college classrooms, according to a report, *The Classroom Climate: A Chilly One For Women?*, issued by the Project on the Status and Education of Women of the Association of American Colleges. "Men and women may sit together in the same classrooms but have very different educational experiences because faculty--both men and women--often treat male and female students differently," said Dr. Bernice R. Sandler, who directs the Project and supervised the development of the report. "It doesn't happen all the time, or in every classroom, but when it does, women's self confidence and ambitions may plummet," Sandler explained.

Frequently, neither the faculty nor the students are aware that any different treatment has occurred. Nevertheless, faculty may subtly--or not so subtly--discourage women students in the following ways:

- \* Faculty may not be as likely to call directly on women as

on men during class discussion.

- \* Teachers may often ask questions followed by eye contact with men students only--as if only men were expected to respond.
- \* Faculty may interrupt women more frequently than men--or allow them to be disproportionately interrupted by others in class.
- \* Teachers often address their classes as if no women were present ("Suppose your wife . . . ?") or use classroom examples in which the professional is always "he," the client or patient always "she."
- \* Some teachers still use sexist humor to "spice up a dull subject" or make disparaging comments about women as a group.
- \* Faculty may not give women informal feedback on their work.
- \* Teachers may overlook women when it comes to choosing research or teaching assis-

tants or give them less responsibility than men in those positions. They may not be as likely to nominate women for awards and prizes, let them know about job opportunities, or offer to write letters of recommendation for them.

Supported by a 15-month grant from the Fund for the Improvement of Postsecondary Education (FIPSE) and guided by an advisory committee of experts in student and faculty development, *The Classroom Climate: A Chilly One For Women?* brings together the results of recent institutional surveys, empirical studies of postsecondary and other classrooms, and general research in men's and women's communication. The report identifies overt and inadvertent faculty behaviors that can lead women students to feel they "don't belong" and are "not taken seriously" in the college classroom. It concludes that the chilly learning climate such behaviors create can play a major role in limiting women students' development.