

Brevard Students Too Apathetic

By Susan Rogers

I am constantly hearing Brevard College students gripe about being bored or not having enough to do. Many say that they can't wait to get out of Brevard and move on to someplace more exciting. Frankly, I'm getting a little sick of students, who claim to be responsible for themselves, sitting around and waiting to be entertained.

In their report, "Involvement in Learning: Realizing the Potential of American Higher Education," the Study Group on the Conditions of Excellence in American Higher Education, sponsored by the National Institute of Education, states that "the amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program." The report does not say that learning institutions are responsible for motivating students, although that quality is apparent in some institutions. The responsibility for involvement lies with the student.

No student expects to be told when to study, when to do their laundry, or how much beer to buy for Friday night's party. Why should they expect to be told how and when to get involved? Student organizations are a prime example. At the first meeting of most organizations, student turnout is quite large. However, as the semester wears on, most groups experience lack of interest and decreased participation. Plans are made and activities are scheduled but when the event actually occurs, no one seems to care. Many of the student leaders of these organizations are actually forced to circulate campus and remind individual members that they have committed themselves to participation in the group.

The level of apathy on this campus is incredible. It appears that a lot of students simply wish to compile a list of groups to which they are connected in order to impress colleges and prove what desirable students they are. Others don't want to become involved unless they are guaranteed some measure of public recognition. Are Brevard College students so insecure as to need external reinforcement to feel that they have contributed something of themselves to a cause?

The faculty and administration at Brevard are paid to perform their jobs. The students, however, pay quite a bit of money to attend this college. Why then should they not have any desire to make the most of their investment? Most people only have limited recollection of the classes they took in college, but they have far more significant memories of their activities outside of class. If all you do is fulfill your academic responsibilities, then you have cheated yourself out of a limitless amount of personal pleasure and satisfaction that may have a

great effect on the type of person you will become after college.

The National Education study group says, "We could offer hundreds of recommendations to college officials and faculty on the best way to increase student learning, and they could implement all of our suggestions/all to no avail if students themselves do not respond. It is your involvement, your commitment, and your energy that will determine the extent to which the nation achieves excellence in undergraduate education."

According to the group, in the coming years our nation will require citizens who can identify, organize and use all of the learning resources at their disposal. It will depend on creative people who can synthesize and reshape information and who can analyze problems from many different perspectives. In order to become this type of citizen, students must begin to take advantage of the opportunities around them.

It is your responsibility to become involved. It is up to you to make Brevard an exciting and interesting place to be. Accept the challenge. The rewards are worth it.

BC Provides Opportunity For Tom Willson

How does it feel to return to college at age 24? This is a question most students never face, but here at Brevard College, Tom Willson finds himself in exactly this situation. In 1978, Tom graduated from Brevard High School in the upper ten percent of his class and was a member of the National Honor Society. He was accepted at three colleges and chose to enroll at UNC-Chapel Hill in November of 1978.

"I thought the transition to college would be easy, but the adjustment was greater than I expected. For one thing, coming from a relatively small high school, I was totally unprepared for a campus of over 20,000 undergrads." Tom's freshman chemistry class had over 400 students and the teacher presenting the lectures was a graduate student. No attendance was ever taken and the only thing that mattered was your grades. "I went from being an individual to being a number," he said.

Adjusting to new social experiences was also difficult. Tom



Tom Willson

said, "There were so many activities available that it was easy to become distracted from your academics. I joined the Kappa Sigma fraternity and, while I thoroughly enjoyed the experience, I can now realize that I spent more time socializing than hitting the books. Frankly, I was too immature at that time to realize why I was going to college. At the end of my sophomore year I was totally disappointed

with my GPA and performance as a student. Not having any clearly defined goals, I thought I was wasting my time and money being in school."

During the next seven months, Tom worked in construction while trying to decide how to get on with his life. Although the military had never been a serious consideration, it then offered the opportunity to earn some money and see the world.

On January 20, 1981, Tom enlisted for four years in the US Army. "By coincidence Ronald Reagan and I were both sworn in on the same day. However, he went to Washington and I went to Fort Sill in Lawton, Oklahoma."

After completing basic training Tom was assigned to an artillery unit in Wertheim, Germany, about sixty miles south of Frankfurt. During the next three and a half years he lived the life of a soldier, attaining the rank of

a sergeant and being placed in charge of a section of soldiers responsible for heavy artillery. He bought an old German Ford and used most of his free time to travel throughout Europe, seeing nine separate countries. Tom

found the structure and discipline of military life to his liking and gradually realized that the Army had helped him to discover and develop his personal skills. In competition with other soldiers, he found that these skills allowed him to succeed and he earned numerous honors and awards. He was also selected as the 1983 Soldier of the Year for the entire US Army in Europe.

Tom intends to pursue a career as an officer in the Army, but must first complete the requirements for an undergraduate degree. He intends to attend Wake Forest University in the fall and enroll in the ROTC program there. "I decided to apply for the spring semester at BC because I felt Brevard provided the best opportunity to accomplish two things: improve my background in the humanities, and redevelop my abilities as a student."

Teacher Feature

Rachel Daniels Adds Up

By Jill Avett

She's a grandmother, a gardener, and an avid Trivial Pursuit player, but BC students know her better as Mrs. Rachel Daniels.

A math teacher at BC for the past 25 years, Mrs. Daniels has seen several changes in the Brevard College system. She has seen an increase in women's involvement in athletics and in all academic programs and regards this as a major achievement. As for goals for the future, Mrs. Daniels hopes to one day incorporate the use of computers into math courses.

Mrs. Daniels enjoys teaching at BC because she loves working with young people. However, she

has trouble with students who come into class late. Thus she gets several, if not true, at least creative excuses for tardiness. Once a student came into class late and told her he was late because he had to take his roommate to the hospital. The only hole in his story was the fact that his roommate was sitting right there in class looking quite well.

Mrs. Daniels graduated from Meredith College with a BA degree. She began graduate work at NC State and later at Furman. Putting graduate work aside for the time, she began a teaching career at Brevard High School. In one of her classes was the daughter of Dean Bennett, then the Dean of Brevard Col-

lege. The young lady was having difficulty with her math and even told Mrs. Daniels that her father couldn't work the problems. Mrs. Daniels replied, "If he was in my class, he could work those problems." The next year Mrs. Daniels was teaching math at Brevard College. She recently resumed work on her Master's degree at Western Carolina and earned the degree in December of 1984.

Besides teaching, Mrs. Daniels enjoys sewing, cooking, and reading. She and her husband Bob, an architect, reside in Brevard. They have two sons, a draftsman and a lawyer, and two daughters, a math teacher and a freshman at UNC-Greensboro.



Rachel Daniels discusses math with BC student John Johnson.