

DEAN'S LIST

The following students who are currently enrolled in Wilkes Community College at Wilkesboro, North Carolina, made the Dean's List during the Fall Quarter:

Brenda D. Beshears,
 Claude Lin Brooks,
 Joyce Ann Church,
 Michael Wayne Dancy,
 Jerry Clay Eller,
 Steve Michael Eller,
 Elizabeth Joan Ferguson,
 Susan Ferguson Greene,
 James Allen Handy,
 Colena L. Hutchins,
 Elizabeth Gail McNeil,
 Betty Jean Miles,
 William Fred McNeil,
 William Larry Miller,
 Mary Jo Pardue,
 Jerry Arvin Roberts,
 Floyd M. Rogers,
 Ina Mae Saunders,
 Phillip James Swanson,
 Doris Lee Walker,
 Lester Scott Walch,
 Kenneth Phillip Welborn,
 Joyce Ann Adams,
 Gaynette Walsh Ashley,
 Daniel Odell Waytt,
 Robert Earl Barlow,
 Beauford Lee Bauguess,
 Lloyd Stephen Call,
 Ellen Marie Cashion,
 James Henry Church,
 Mary Elizabeth Cockerhan,
 Michael Ray Cothren,
 Julian Stuart Deans,
 Don H. Elmore,
 Homer B. Hague,
 Henry Monroe Key,
 Rex Dean Key,
 Jerry Lee Mathis,
 Sandra Jean Nichols,

Barry Lynn Parker,
 Marilyn Osborne Payne,
 William Rex Phillis,
 Dewey Steven Prevette,
 Jacqueline Priester,
 Archie Clarence Smith,
 Gene Floyd Stone,
 Jesse Franklin Triplett,
 Dean Augustus Wood,
 Donna Lee Wood,
 Vickie M. Wyatt,
 Donald Guy Critcher,
 Barbara B. Hagaman,
 Joe Larry Ray,
 Gail Jean Elder,
 Robert Lee Lackey,
 Ronnie Steven Sharp,
 William Lynn Icenhour,
 Linda Lee Poe,
 Robert Clark Atwood,
 Maggie June Darnell,
 Brenda Kay Dixon,
 Jack Kerry Krider,
 Pansy Ruth Lyalls,
 Billy Joe Lyle,
 Allen Glade Miller,
 Volree Richardson,
 Patricia Ann Tribble,
 Alan Dale Bess,
 Roger Weldin Cloer,
 William Edward Elam,
 Gary Steven Godfrey,
 Gary Edgar Goodin,
 Gary Craig Jordan.

Advisory Council

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Steve Foster, Bonnie Chappell,
 Gary Godfrey, Jackie Priester,
 J. Kerry Krider, James Steele,
 or Gail McNeil.

Cougars Win 5

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For our fourth straight victim, we ran Davidson Community College out of their own gym by posting an 82-67 win. Although behind 35-36 at the half, our leading scorer, Tommy Guy, scored 28 points.

But all good things must come to an end. This was soon proved by Gaston College who gave the Cougars a 90-73 set-back. Behind from the first, the Cougars, led by George Howard with 26 points, fought Gaston all the way to the final buzzer.

But before the defeat by Gaston could get them down, the Cougars bounced back to a very impressive victory over Surry Community College, 77-51. Leading the way for Wilkes was Tommy Guy with 29 points.

Isothermal, one of the strongest community colleges in the state, defeated WCC 84-67. Wilkes Community College's top scorer was Charles Lawson, scoring 21 points.

Christmas Cheer

A well deserved break from the pressure of exams came to the students at W. C. C. The break came in the form of a Christmas dance that saw the best participation and spirit that has been shown this year. The dance sponsored by the S. G. A., was held at the Elk's Club and entertainment was by the Evolutions of Boone.

Friday the 13th failed to bring any gloom on the happy gathering.

The visiting group gave away some tickets to a dance at the Y.M.C.A. where they were entertaining the next night. After hours of making merriment and dancing, students left the dance to enjoy their respective holidays.

The dance was very well received and things look good for many repeats.

ANNOUNCEMENT

LIFE OF EMILE ZOLA

Presented at

Wilkes Community College

on

Monday, January 20

7:00 P. M.

No Admission Charged

Also a short,

A LESSON IN ANATOMY

at

Baptist Fellowship Hall

Happy Medium

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papers, speeches, tests and any other student-to-teacher work in the process of the course. The student, too, should criticize his teachers when he sincerely feels it necessary. However, in this category, the student should be especially careful. It is very easy, when a little apathy is mixed with the "willing wind" of a college student, to stop constructively criticizing and start "incessantly bitching". This is not good for either party, as the teacher feels frustrated and useless and the student is still discontent.

On the surface, it would appear that the brunt of the responsibility lies with the teacher. As he is the one with the obviously superior store of information on the subject and the one that makes his living through teach-

ing, it would seem that he should work hardest and do the most to help out the process of learning. However, I do not feel that this assumption is true. It is my sincere personal opinion that, while no line can actually be drawn as to where the obligations of one end and those of the other begin, if it could be drawn it would have to be at fifty-fifty to best facilitate learning and satisfaction of accomplishment on both sides. The teacher has the obligation to prepare his lectures to the best of his ability and to deliver them in such a manner as to keep the interest of the student. The student, in turn, has the obligation to read his assignments. Is that all? No. To best facilitate learning, the student has to be interested in what is going on, or teaching

is more difficult and learning is hell.

I have heard students complain about one course or another: The lectures are boring, the reading is not clear, Baroque music sounds like its name, and philosophy is just a waste of time. In general, school is a bore. Does this mean that these students have not learned anything? Obviously, from the grades achieved on tests, they have learned. But let me repeat what I have said before: How can learning be BEST facilitated? To achieve this "educational nirvana," the student has to do his work as well as the teacher does his. The student should, when puzzled or unsure about a point, not sit back and turn off or get mad because he does not understand, but he should stop and question the instructor until the problem is resolved either to the student's satisfaction or to the limit of the teacher's knowledge. The only way to enjoy learning is to understand what is going on, and the best way to learn is the easy way. If the student is interested in and excited about the material, it will be easier to learn and he will get the grade he craves. Also, the instructor will get the satisfaction of a job well done (as well as not feeling like a freak on display because everyone is staring blankly at him). Thus the learning process will be in its ideal form, easy and enjoyable. If the teacher sees that interest is flagging, he should redouble his efforts to make the course interesting, and when the student feels that he is not really enjoying the lecture or the material, he should look for things to make it more interesting. Unless both work together, neither will profit.

Until this unity of effort is reached, the student will be bored and the teacher frustrated. When this happens, learning is reduced to drudgery and it will stay there. When both the teacher and the student work toward the fifty-fifty split (with both trying to do seventy-five percent of it) mutual benefits will be reaped.

Ken Welborn

Drama Class

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done in the fields of scenery planning and movie-making. We feel Mr. Mayes will have the best possible results, with his background in drama, with this new course and help the students to find a feeling of self-reliance which comes with drama work well done.