

College more than button placing

By CARLETON MCKITA

Is it really true that Napoleon sewed buttons on the sleeves of his officer's uniforms to prevent their wiping their noses on the sleeves? And because of that my suit coat has four buttons on each sleeve that just hang there and look important?

I often wonder if this isn't the image some people have of Student Life work — an impression of a staff of people dreaming up clever schemes to prevent students from doing dumb, rude, or crude things. Behaviors they should have learned long ago are not acceptable for upwardly mobile about-to-be polished individuals who cannot only earn a living, but enjoy doing it while being able to discriminate between the bad and the ugly and the good and the good looking.

If that is all we are — button makers and placers, we are surely

condemned to a child's world of "button, button, who's got the button," "cowboys and indians," "cops and robbers," and (most challenging of all) "pin the tail on the hind end of the meanest looking donkey on campus."

Great news! It isn't that way (or shouldn't be) in colleges where all the members of the campus community are committed to getting much more for their money and time.

For example, we are working hard to arrive at a collective understanding of the character and mission of the college and, in Student Life especially, we are building "line upon line, precept upon precept" the idea that a developmental model for helping students is the only acceptable one for a College such as ours. Indeed, it is the only one which will assure our graduates there will be place to come back to of which they

are proud and where they will want to return to rekindle memories and friendships.

This developmental model hasn't just recently fallen off the turnip truck, but has been in place in many very successful colleges and universities. It suggests that, as students mature into adulthood, they begin to become less dependent on externally imposed rules to govern behavior (feel the buttons dropping off) and better able to discern what is appropriate behavior apart from peer and beer expectations.

For example, we are determined that the discipline system at NCWC will be less of a "law and order" and "make my day" response to misbehavior, and more of a balance between the kind of justice which protects the community and a concern for the individual which encourages self-responsibility and integrity. (there go a few more buttons.)

This week, a Campus Judicial Board composed of students and faculty was convened, for the first time in recent memory, to hear disciplinary cases. On its maiden cruise it quickly lost some of its innocence and learned that there are no quick fixes or easy solutions. But it is working and will continue to be a valuable instrument for setting community standards and for dealing with those who still need a button here and there.

It has some very fundamental needs.

First, a few good people with energy, compassion, vision, and good ideas.

Second, a genuine commitment to and honest-to-gosh in-place program for dealing with the "whole person." Small liberal arts colleges today and torn by the tension be-

tween the liberal arts and the profession curricula. It is an unnecessary aggravation.

On campuses such as ours, where liberal arts is the dominant theme in the mission statement, the "whole person concept" is perfectly at home in this setting and we should all celebrate the connections between intellectual and socio-emotional development. A possible impediment to this union may be that faculty members have had their most recent experiences in post-graduate programs at large universities where reason, fact, and theory have prevailed nearly to the exclusion of other ways of learning and developing.

Therefore, a major task is to clarify the connections between the curriculum and out-of-class experiences.

Third, our environment is ideal for integrating all aspects of learning and developing. We are small pond people and this has curses and blessings. When one of us falls, it becomes instantly known and the cause celeb of the day. Conversely, the support sub-systems, community council, athletics, intramurals, and social organizations are populated exclusively with people who know each other and each others needs.

NASPA (National Association for Student Personnel Administrators) has proposed a modest agenda for the small liberal arts college and I enter it into the mainstream of our discourse.

1.) Discover and integrate student life into the "organizational saga" — that is to interpret the functions of student life within the ethos of the college.

2.) Ground our policies and actions in moral authority based on

the core of values that supports and sustains members of the campus community and reflects the college's purpose and heritage.

3.) Include student life in as many dimensions of campus life as possible.

4.) Be an advocate for students but only when this is consistent with the mission of the college and campus community standards.

5.) Blur the distinctions between student affairs staff, faculty, and academic administrators.

6.) Monitor and record students' involvement in the life of the college. Merely being "close" to students is not enough. We should take seriously our responsibility for encouraging and documenting students' involvement in social and academic activities.

We do not want to be button placers and will not be trapped in that misguided milieu. We support the contributions of faculty and others in the academic community and, modestly, hope to embellish those. Our success will be measured by the extent to which this college becomes, for most students, a developmentally powerful experience, and alumni reflect the distinctive character and culture of North Carolina Wesleyan College.

Dollar explains flat growth in Wesleyan's Annual Fund

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we're doing, because the need for these dollars is so great. I have found that we work harder each year than the year before, because, it is becoming more and more difficult to raise money."

"Part of the reason for this difficulty is the competition for dollars. Philanthropists are becoming more selective to whom they donate money. Since their money can only be spent in one place, they are looking for a return directly or indirectly," said Dollar.

The Development Office, under Dollar's direction, is in charge of fundraising at North Carolina Wesleyan. Annual fundraising begins with the "A Day for Wesleyan" campaign, which is held on the second Tuesday after Labor Day. Dollar developed the campaign upon his appointment in 1982 to replace the "Our Wesleyan Now" campaign cre-

ated by his predecessor, Dr. Robert R. Rowland.

According to Dollar, "Fundraising is a science, its simplest formula being, the right person asking the right person for the right amount at the right time." Dollar applies this formula when contacting persons about bequeathing money to Wesleyan. Bequests are an added bonus that are not included when the budget is drawn up. Bequests increased from \$54,557 in 1982-83 to \$570,043 the following year. This significant increase was due to the untimely deaths of Bob Everett and Calvin M. Little.

The Development Office also raises a considerable sum during its annual phon-a-thon to alumni and to parents of alumni and current students. Letters of solicitation to foundations and corporations along with frequent personal visits by Dollar are also used by the Development Office to raise money.

Attention, Seniors!

On May 9, 1987, four years (five for some) of hard work will end with graduation from North Carolina Wesleyan College. Those carefree, easy days of college will end and your entry into the real world will begin. However, before you take the plunge from the lofty, ivy-covered towers of academia, you must walk across the stage and receive your diploma. That's why your Graduation Application is so important. Without a Graduation Application, the College will not order you a diploma or even consider you for graduation. Therefore, if you plan to make that trek from upperclassman to college graduate on May 9, you must complete a Graduation Application by December 1, 1986. Applications are available in the Registrar's Office.

There is a \$30 fee for graduation. This fee covers your cap and gown, diploma, Bible, and other assorted items associated with commencement.

REMEMBER — Graduation Applications are due in the Registrar's Office by DECEMBER 1, 1986.

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SENIORS WANTED FOR MANAGEMENT TRAINEE POSITIONS

Planters Bank Recruiter on campus in January — Completed credential files required.

Sign-Up Deadline — December 12

Rose's Recruiter on campus in November — Completed credential files required.

Sign-Up Deadline — October 20

Perdue Recruiter on campus in January — Completed credential files required.

Sign-Up Deadline — December 12

Recommended Readings:

Jobs for English Majors and Other Smart People by John L. Munschauer
Making The Most of Your First Job by the staff of CATALYST.

Office of Cooperative Education/Career Planning

Rooms 139 and 141

Office Hours 8 a.m. - 5 p.m.

Evening Hours By Appointment

CORRECTION

The Friday, Oct. 3 issue of *The Decree* inadvertently misquoted Acting President Stephen Fritz. The college borrowed money from its operating cash reserve, not from the endowment. *The Decree* apologizes for its error.