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orientation activities,  
 adjusting to unfamiliarity  
 of new kids on campus

arrived from their other schools yet."

Partial registration is done through the mail during the summer before the transfer student enters UNC, said Ben Perry, assistant director of records and registration.

"Junior transfers are normally contacted during the summer and given the opportunity to look at the courses and choose what they want to take," Perry said. "After we get their requests, we pull whatever cards are available and send the packets to (the College of) Arts and Sciences.

"When they (junior transfers) come back in August, they are partially preregistered," Perry said. "The only people they get to register ahead of are returning admitted students who are not preregistered, but at least they get a whack at what is open during the summer."

Despite their low priority in registration, many junior transfers get the courses they want. "I got everything I signed up for during my first semester here," said senior Debbie Ford, a transfer from Wheaton, a four-year university in Chicago.

"I thought they should have spent a little more time at the first of the year with orientation—explaining the whole academic area as far as drop-add and courses are concerned. I felt I had to learn a lot of those things on my own," Ford said.

Orientation activities are planned for junior transfers, Hartmann said, but many transfer students either are unaware of or do not wish to take part in these activities.

"We (orientation officials) have to do a lot of work in making them (transfers) see how important it is to avail themselves of the activities we offer in the summer and at the beginning of the semester," she said. "A majority live off campus because of the scarcity of dorm space, and, although we have junior transfer orientation counselors, it's harder to program things like we do for freshmen because transfers are harder to bring together in one place."

About 50 volunteers participate in junior transfer orientation counseling, Hartmann said, including a coordinator and 10-12 area coordinators, each of whom supervises three to five orientation counselors.

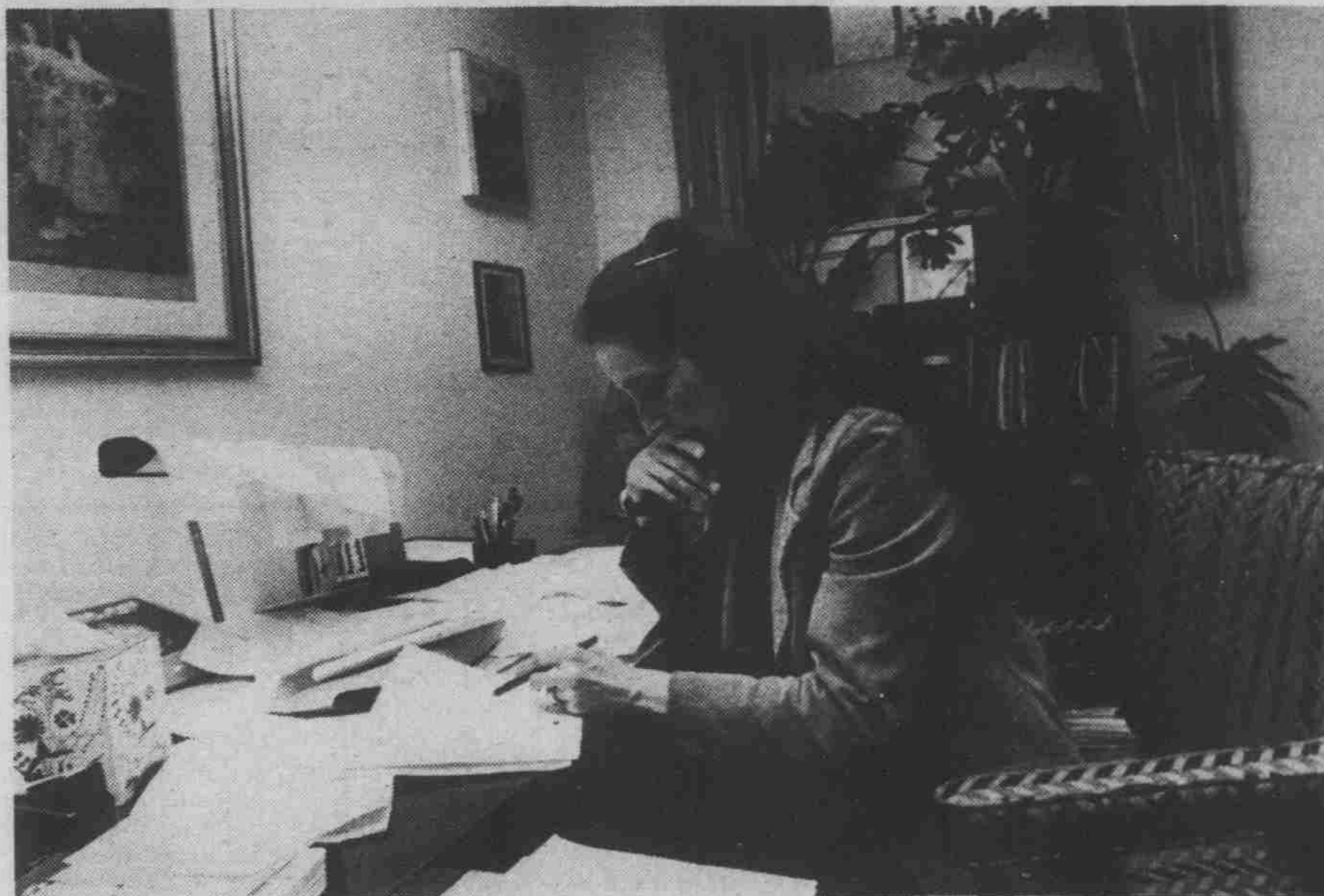
"One question junior transfers have more than anything else is about their academic progress," Hartmann said. "In the summer, we don't have all of their records. In the fall, so many converge on (the College of) Arts and Sciences that they can't get all the attention and information they may want or need.

Junior transfers tend to be a little more distant from the entire orientation process than the freshman who will avail himself of every possible activity, Hartmann said.

"I think it's fair to say that students who apply here as freshmen are better served by the University—it (UNC) is geared to accepting people as freshmen and as graduate students," Hartmann said. "Although we're sensitive to their (junior transfers') needs, the whole University is not geared to them as it is to entering freshmen.

"Although we do make a big effort to reach junior transfers and to help them in orientation, I think we can do more," she said.

Hartmann said a junior transfer student



DTH/Jay Hyman

Roslyn Hartmann, assistant director of student affairs, tries to include junior transfers in orientation

convocation at the beginning of each academic year was attended by most transfers.

"We give them a schedule of activities and say 'please participate.' We try to tell them about the registration process; we try to give them a sense of the campus and introduce them to someone who can be helpful to them as a counselor," she said.

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Roslyn Hartmann

For the transfer student, adjustment to a strange and usually much larger school than the one from which they transferred may be the hardest part of changing schools.

"In a lot of ways it was very frustrating at first. There were a lot of times when I just wanted to go back to Wheaton, and I really missed all of my friends there," Ford said. "But I'm really glad I came (to Carolina). When I first decided to transfer, I just was going to pick up a few business courses that I needed, then go back and finish up.

"But I got really involved in the speech department and with Inter-Varsity (Christian Fellowship), and now there's no way I would go back."

Ford said a letter she received during the summer from an orientation counselor at Carolina helped establish personal contact with the University. "At first it was a little awkward for me, but I found and maintained friendships through Inter-Varsity. They have a real good program for junior transfer orientation," she said.

Lees McRae transfer Simmons said she found the academic aspect of Carolina much more demanding but at the same time more rewarding than at McRae.

"The courses I've had have been excellent, and the things I'm learning will stick with me, so I don't regret it at all," she said. "But the grading is stricter,

the testing is harder, and there's much, much more work. I had to go through a period of adjustment and of working things out for myself."

Simmons had seen the campus and her room before enrolling at Carolina, but she felt the orientation process did not help much in her personal adjustment to the University.

"It (orientation) wasn't thorough, but that was partly my fault because I didn't participate in things. Overall, I knew pretty much what I was getting into, and the orientation counselors were very, very good. They were just there all the time," she said.

"At first I was a semi-hermit—I just stayed in my room all the time because I didn't know anybody, and I felt kind of out of things because all the girls in the dorm had known each other for a long time," Simmons said. Life at Carolina now is much better, because she works at WXYC and is getting to know more people, Simmons said.

"Essentially, I've found what I want to do at Carolina—transferring tests your ability to meet new people," Simmons said. "I'm very, very glad I transferred. Carolina has so many different things you won't find at a small school because the budget won't allow it. I'm glad I walked across a campus where I knew everybody's name and everybody's business. It was fun for two years, but it gets boring. I wanted both sides of the coin; I wanted the small-school atmosphere, and I wanted the advantages of a large university."

Ford said that although she was glad she transferred from Wheaton to Carolina, she was glad she had gone to a small school (Wheaton has a student population of about 2,000) before entering a large university.

"I'm really glad I was exposed to more than one type of atmosphere, and I felt a lot more confident in school when I got here than when I was a freshman.

"I guess the big disadvantage in transferring was in not having enough time to get to know all the ropes," she said. "But the hardest thing was the lost contact and the friends I had to leave behind." ❧

Melanie Sill is assistant editor of Weekender.