

# I Can Get Along With Everything But the People They Have Here

Reprinted from The Student, October 1978

By DAN BAGBY

Dear Mom and Dad:

I am writing this letter to tell you I am half safe and unsound here at Babel University and going through a very slow shock treatment. Before you have one yourself, let me tell you right off I am not writing to ask you for money (The admissions dean promised to do so for me . . .); but I just want to let you know I am here at last, and I am discovering something I never had found before.

I already have gone through the normal withdrawal symptoms of leaving home . . . without too much trouble. The first day here I had to change a course, and when I looked confused my advisor asked me if I needed to call my mother and then had to yell across the room to me at a pay phone that he was only kidding. Tuesday I went through the cafeteria line and asked if they would cook the eggs a little longer; I was told I was welcome every morning at 6:00 A.M. to "have it my way . . ." The floor monitor yesterday left a note on my door that said: "I know you may be wondering why no one has picked up your laundry you keep stacking outside the door. You see, here at Babel U. we wash our own diapers." I even don't have any trouble waiting around for my buddy next door to lend me a quarter on Friday nights and grin from ear to ear then say, "Here's your allowance, Junior!"

NO, I'm getting accustomed to this place—the same old brick everywhere, the same smell of food every day, the seven alarm clocks by which I get up (I thought sharing one bathroom with two sisters was bad—now I have sixty-four "bathmates" . . .). Even my lending my toothbrush down the hall hasn't bothered me. But there's something about this place I don't know what to do with—and I thought I'd mention it to you. I keep thinking about my two younger sisters and what they're learning . . . and all the strange and new experiences they will have in the future.

My problem is people, Dad. This place is full of them. And that's not the worst thing; the thing that has me bumfuzzled is they are the strangest lot of human beings I ever have seen. Why, I never have been around a group of people that were so much like me—and so different. Let me tell you what I think I mean.

Back home in Middletown I was the valedictorian, and my playing football and being Mr. Everything kind of set me apart from everyone else. All of us I know were pretty good people, but I guess after a while I got to thinking I was kind of extra good—and special. That made me different, and I liked it. I suppose way down deep I felt superior, too; just a little.

And then I got up here, and I hung up my school medals and found out everyone else has some medals, too. In fact, four out of five of the kids up and down my hall were valedictorians, too. And I'm finding out it was much easier for me to have a lot of friends who thought I was special than it is to be around a whole group where no one is any better than anyone else. I think I got a little spoiled in high school.

It's more than that, though. I've noticed here for the first time some people I'd read about but never met. First of all, there are a lot of kids from little towns I never have heard of—and they don't talk the way I talk. I got to where I was thinking everyone here talked funny, until the guy across the table asked me where I was from and told me he never had heard anybody anybody with an accent quite like mine. I wanted to laugh in his face and tell him he was weird, but on the way to my room it struck me that we were all weird . . . to one another . . . because we all were accustomed to just hearing people like us talk.

Then I had this thing happen to me in algebra. A dark—skinned fella from India asked to sit next to me, and before I could blurt out anything he was there. All week I sat wondering why he had come to my country to get an education and not stayed in his (like you sometimes used to say at the table, Dad). He's thin, and I wondered if he was diseased and if I'd catch something if I sat near him. Yesterday, after we got our first test back, he had an A and I got a D; and when he saw the worried look on my face, he leaned over and told me he'd be glad to study with me if I ever wanted to . . .

Another thing. There is this fella down the hall who came in the first day I was here—driven in a car with a chauffeur. The clothes he had on would have paid for my next year's tuition, and I said to myself that I might as well mark him off my list. The next day he was down in the cafeteria, and I heard a couple of guys talking about him out loud as he walked by—kidding him about "having the servants take the exams" for him that semester. He turned around—I thought he was going to



smile; but his kidders had turned their backs and again were talking about him. He went on, got his food, then walked out . . . staring at all the strange faces like all of us do . . . looking for a friendly glance that would invite him to sit down.

I ducked my head into my plate, watched him walk by, then come back. He sat down right in front of me and asked me if he could eat with me. Before long we were talking like two human beings, and I almost had forgotten that I didn't like him because he was rich . . .

Tomorrow I'm going to a Catholic church with John. Did I tell you about John? He kidded me the first day I was here when I walked to class with my Bible under my arm. He asked me if I was taking the course and did I know that Grader was pretty tough? I was mad and told him he might need to read it sometime; it would do him good. He always is cutting up in the dorm, kidding people, and I never have liked a teaser. So I really was put out when he dropped by the other day and asked me why I carried the Bible to classes. I started to quote Scripture to him, remembering all the time what my Sunday School teacher had told me about Catholics. But I got stuck in the middle of Romans 3:28, and he finished it for me, all the way to the end of the chapter! He also took me to the community center, where he leads a boys' group in crafts and Bible study and then coaches a basketball team. Don't worry, I'm not going to become a Catholic—just find out what some of them really are like.

I've got to go now. I'm excited about my next surprise: she's from Chicago, but she's gentle and sweet and very decent to look at during my biology class. She likes pizza, and I always had thought it was a tower in Italy: now I like pizza, too, but most of all I like it that she thinks the Civil War is over. Mom, she's not rude at all . . . and her moral standards are higher than Grandmother's!

Good-bye for now—and have my bed ready for me at Thanksgiving; I'm going to be exhausted from breaking all these stereotypes . . .

# Your RA Can Help

by Tommy Austin  
1982-83 Resident Director

It's the beginning of a new year and residence life is in full swing. Sophomores are reacclimating themselves to school work and dormitory life while freshmen are adjusting to life and school away from home.

Both freshmen and sophomores are by now acquainted with their RA and should have met the Residence Director. To the sophomore the RA is nothing new and most are probably indifferent to their RA. To the freshmen the RA is someone they can depend on for information, advice, guidance and friendship.

Students have mixed feelings towards RA's; some dislike them because they're authority figures, others are indifferent to them, but most like them as friends and respect their position.

RA's should be respected for the position they hold and not be disliked or put down for this position. RA's are not policemen nor are they dictators, they are responsible people doing a job that they were hired to do. RA's should be friends, counselors and role models to the residents on their hall.

The RA's responsibilities include implementing and supporting college policies, assisting the Residence Director in the maintenance and management of the residence hall and to perform all the necessary functions to ensure that his hall runs smoothly. The RA must perform all these duties plus many more while at the same time

maintaining average or above average grades. RA's are also often called upon to aid and/or direct other activities and clubs on campus. An RA's schedule is not an easy one to maintain and many students could not handle the things that RA's must handle. But RA's are exceptional individuals and have been trained and instructed to handle practically every situation.

The RA selection process is rigorous and only the best of the group are offered positions as RA's. First of all, RA candidates must apply for a position and go through a rigorous interview process which involves being interviewed on three separate occasions by RA's and RD's. These interviews provide the basis for selecting RA's. The candidates are questioned regarding how they would handle different situations, their backgrounds and their goals. After the interview process the last selections are made by the Residence Director and the Associate Dean of Students.

Having been hired the new RA's must attend several training sessions during the spring semester and must report to school five days early for more training seminars. These sessions include lectures and films on drugs, human sexuality, alcohol abuse, first aid and college policies and procedures.

These things along with a person's normal personality, make up an RA. RA's are people who can and will help in almost every situation and are happy

These things along with a person's normal personality, make up an RA. RA's are people who can and will help in almost every situation and are happy to do so if you give them a chance.

# Meet Student Development Personnel

The Dean of Students is charged with the responsibility of administering student development program which: (1) supports the academic program; (2) meets the out-of-class needs of the students; and (3) fosters the growth of the college. The goals and objectives of Student Development are in keeping with the stated purpose of Chowan College. Dean Lewis explained, "My associates and I work to help students gain a philosophy of life which will lead to their development into responsible citizens and leaders."

Clifton S. Collins, Director of Financial Aid, helps students meet their financial obligations so they can enroll and remain at Chowan College. He also heads the work-study program. His office is located on the ground floor of historic McDowell Columns.

Mary Moren, Director of Counseling and Career Development, maintains an office on the ground floor of Whitaker Library in the area occupied by Special Services. She is available to students for personal as well as transfer counseling. She sponsors the Student Government Association and the Cheerleaders.

Dean Roy G. Winslow, Associate Dean of Students, is responsible for four major areas: (1) Residence Hall Life; (2) Campus Safety and Security; (3) Postal Services; and (4) Housing. Much of his time is given to student discipline. Also, he coordinates student activities through the Residence Hall Directors. Dean Winslow's office is located in the Housing Center.

Linda Hassell, serves as Coordinator of Housing and Director of Postal Services. As the Coordinator of Housing she makes room assignments and arranges for room changes. One of her big concerns is seeing that people have compatible roommates. With assistance from student workers she sees that mail is handled properly and speedily. Ms. Hassell maintains an office in the Housing Center.

Mrs. Deretha Thompson, Mrs. Neal Stanfield, Mike Bradley, Charles A. Zucker, Barry P. Hurdle and Kenneth Bunker are responsible for students (93 per cent of the student body) who live in residence halls. Residence Directors and Associate Residence Directors work with Dean Winslow in scheduling and organizing such events as "Anything Goes" and Campus programming. Helping Residence Hall Directors and Associate Residence Hall directors with their varied responsibilities are Resident Assistants who are responsible for the residents of a particular floor or section in a residence hall.

Mr. Jack Britt, Chief Campus Safety and Security Officer, is responsible for the safety and security of students and their property as well as for the buildings and grounds of the college. He is assisted by a Night Campus Safety and Security Officer and two officers who work only in the area of Belk and Jenkins Halls at night. Mr. Britt's office is located between Belk and Jenkins halls.

Sarah G. Wright, Director of Health Services and Marie S. Elliott, Night Nurse, are located in Penny Infirmary. Their emphasis is on wellness. "The importance of keeping students well so they can attend class regularly is understood by Mrs. Wright and Mrs. Elliott," said Dean Lewis.

Ben J. Utley, Director of Admissions, and the three Assistant Directors of Admission, Lynn Gruber, Paul Traywick, and Pam Evans, are responsible for making college-bound high school seniors aware of the benefits available to students who elect to study at Chowan college. They visit high schools and participate in college day programs from New York to Florida.

Thomas F. Martucci, Director of Lakeside Student Center, wears three hats: (1) Director of Lakeside Student Center; (2) Director of Intramural Sports; and (3) Wrestling Coach. His office is located in Lakeside Student Center.

# It's More Than Just Numbers

By Dorothy A. Wallace  
Professor of Business

What do the numbers 141, 142, 240, and 243 have in common? (Disregard the obvious point that they all contain a four!) In case class registration has left your brain brimming with trios of digits, you may need an explanation. The numbers named represent the magic four—the four courses in accounting offered by the Department of Business. Accounting 141 and 142 are Principals of Accounting, Managerial Accounting 240 and Income Tax Accounting 243 are second-year accounting offerings.

If you are a business student or the roommate or friend of a business student, sooner or later accounting will become for you a household word. Some of you who are not business students may venture out into the field of accounting for an elective. To gain information of benefit to yourself or someone else, read on.

Because accounting is not your average college course, it doesn't take kindly to last-minute cramming. In order to achieve in the course and earn a grade you would be proud to write home about, you may need some timely study hints. (even if you are not studying "the language of business" this semester, prepare for the time you will. Get out the trusty scissors and snip this column. It will come in handy some day.)

All former accounting students will testify that there is no substitute for hard work or for a desire to learn in studying accounting, but most students could use their study time and classroom periods more efficiently. The following points are not trade secrets; rather they are techniques that will enable students to demonstrate better their ability on tests and receive better grades—and learn more accounting in the process!

1. Read the textbook. Reading an accounting text is not like reading fiction or even like reading history, psychology, or economics. Accounting books are condensed. Almost every sentence is important. Scan a chapter for content before that first reading. Page through it and read the major headings. Then settle back (in a quiet place where you will not be disturbed) and read to understand "why." Because accounting is a logical subject, strive to understand what you read. After reading about a new topic, attempt to explain it in your own words. That's much better than being able to quote the book. Look at all illustrations. Remember to re-read text sections after class discussion on a given topic.

2. Work problems. A student may understand "why they do that," but he must be able to do it himself as well as understand. To a large extent, accounting is a do-it-yourself course. That means one learns by working problems. As you tackle a problem, try this approach. Read the problem. Read the instructions. Scan the problem to see what is ahead of you. Work the problem without "page-flipping" back to the chapter. When in doubt, of course, look back at the chapter, but not until you have made an effort on your own. Page-flipping indicates more study is needed because you do not understand or do not remember the chapter material. Be neat and orderly in your work. Sloppy calculations, messy papers, and general carelessness cause most errors in accounting problems.

Check your problem solutions against the solutions presented in class. Find your mistakes. Be certain you understand the correct solutions. Ask questions of your instructor when you do not understand something.

In addition to working assigned problems, try on your own some of the exercises and problems not assigned. If possible, rework one problem each week from some previous chapter. Rework problems or parts of problems that were difficult for you. Upon completing a given problem, pause to reflect. Try to state in a sentence or two what the problem was all about. (This is known as identifying the "theme" of the problem.)

3. Make good use of class time. Attend class regularly. Be prepared when you go to class. Stay up to date with assignments. Be attentive in class. Classes are never interesting unless you take part. Ask questions. Each new topic in many accounting courses builds on previous topics. If you miss class or do half-hearted work, you will soon have difficulty understanding and relating accounting topics.

4. Prepare for tests. Do not be content with just "getting the idea." Be specific in your study. Be certain you can work problems without the aid of the text. Concentrate on the things which seem most important. Note the items that the instructor emphasized in class. Identify the topics for which most problems were assigned. Study the special terminology which appears in italics or heavy type.

5. Use the resources that are available. Your instructor is a valuable resource. So are your fellow students. The Department of Business provides a lab opportunity Monday through Thursday afternoons for students to check problems. Tutoring is available



through Special Services. The Study Guide which accompanies the textbook is excellent for further study and review.

6. Stay organized. Keep all papers and books related to the class together. Have a special place in your room for storing them. Date and organize class notes. Store loose problem sheets and class handouts in a specially marked folder or envelope.

Students who follow these suggestions are certain to see positive, beneficial results in their accounting courses. Accounting need not be a source of worry. It is seldom that conscientious effort is not rewarded.

## Math Lab

The Mathematics Learning Lab is now open in Camp 106 at the following times:

- Monday 2-5 with Owens, Narron Tudhope
  - Tuesday 2-4 with Harden, Narron
  - Wednesday 2-5 with Shrewsbury, Narron, Tudhope
  - Thursday 2-4 with Wooten
- The lab is to help any Chowan College student with mathematics.

## Emergencies Only, Please!

At one time or the other, all of us have raced to the emergency room of a hospital. We had been involved in an accident, either in our homes, at work, or on the highways. A broken arm, a severe laceration, a heart attack, or a bad burn are all emergencies. Sore throats are not!

Some Chowan students are finding this out when they get billed for sore throat emergencies. To make matters worse, Chowan's student insurance will not help unless it is an accident. For example;

John had suffered from a bad sore throat all day. His throat hurt when he talked and swallowed. He felt really bad. During the morning he went to see Mrs. Wright in Penny Infirmary, who told him to see one of the local doctors.

However, John did not want to give in to a sore throat and he did not want to use his money paying a doctor or buying prescribed medication. He went to bed with the hope he could rest and his sore throat would go away. On several occasions, as he tried to sleep, he admitted to himself that he needed to go to a doctor. But, he convinced himself things would get better.

During the night, John's throat became worse and he asked his roommate to take him to the Emergency Room of Roanoke-Chowan Hospital in Ahoskie. Within a few minutes, they were in Ahoskie. John's throat had been examined.

But, John was hit by reality when he was billed \$25.00 for the use of the Emergency Room and \$20.00 for the examination by a physician. He still had no medicine.

With better planning John could have saved himself some money and misery. Had he gone to a local doctor the examination would have cost him \$15.00 rather than \$20.00. He would have saved the fee of \$25.00 which he paid for the use of the Emergency Room.

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## Murfreesboro Chamber of Commerce

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August 25, 1983

Dear Students:

On behalf of the Murfreesboro Chamber of Commerce, I would like to take this opportunity to welcome you to Murfreesboro and Chowan College.

Whether you are a returning student or a freshman, our Chamber of Commerce members will be proud to serve you. If you have any questions about Murfreesboro and the business community, please do not hesitate to come by our office located in the Roberts-Vaughan Village Center on Main Street.

We hope you have a successful year. Again, we support you during your collegiate career.

Sincerely yours,  
Jim Eason  
Jimmy Eason  
President

Kay P. Ditt  
Kay P. Ditt  
Executive Director