

THE FRESHMAN EXPERIENCE

Last September, Sheila Head left her friends, family, and boyfriend behind in Kingwood, Texas, and embarked on a journey that every high school senior both longs for and fears: She went away to college.

Head brought mixed emotions to Syracuse University. Without her friends and family, Head knew she would be lonely. Both would be more than a thousand miles away. But she was also excited; her childhood dream was about to come true. From now on, everything would be geared toward one goal—a career in the theater.

Despite her initial loneliness, Head found that teachers and classmates warmed to her and she to them. Her new home was the Shaw Living Learning Center, where students with similar interests live together in common areas of the dorm. Head shared her passion for drama with her floormates and made many new friends.

In her first semester Head carried 17 course credits—two more than the normal load—and worked as assistant stage manager for two drama department plays and ran the lights for a third. Over Christmas vacation, Head went home for the first time since August. While there, she learned that her hard work had paid off: She had earned a 3.38 grade point average (of a possible 4.0) for the first semester.

Returning to SU in January, Head threw herself once more into dramatic training. She took another full load of drama classes and served as assistant stage manager for an SU production of *The Crucible* and assistant director of *West Side Story*, a drama department production that earned rave reviews.

Looking back on her freshman year, Head was still excited.

"I expected a lot," she said, "and it's been even better than I hoped. The teachers have all been great, and I've had such opportunities to really learn here. It's been wonderful."

This September, for the 115th consecutive year, high school graduates will arrive at Syracuse—anxious, alert, and a little afraid—to begin their freshman year of college. During the nine months that follow, they will face personal, social, and intellectual challenges on a level they have not known before. When the year is over, they will head home again profoundly changed, their adolescence recast as a foundation for adulthood.

by Alix Mitchell

For Ervin Allgood, the freshman year was altogether different.

Allgood came to Syracuse as a minority student from a private Catholic school in New Jersey. Arriving on campus, he looked forward to meeting new people from different backgrounds.

But he was not prepared for what this would mean. Most of the other blacks he met were from New York City. They spoke a slang he had never heard, danced dances he had never seen, and mocked his New Jersey origins, saying he was from "New Jerksey."

On top of everything else, Allgood was forty pounds overweight and self-conscious about his appearance.

"I was very concerned about what girls thought of me, and I was very shy," says Allgood, who is now quite trim. "Whenever I went out of my room—which

wasn't often—I was worried about how I looked, how I was dressed, and whether I was going to say something dumb."

When his family came for Parents Weekend in October, Allgood yearned to return home with them.

"When I saw them drive away, I knew I couldn't run back to my room and start crying, even though I wanted to," Allgood recalls. "When they left that weekend, I realized I was growing up and becoming a man. My family had expectations of me, and I began to feel the weight of adulthood."

For Allgood, that moment was a turning point. "There's a time when you're acting grown-up, and a time when you're being grown-up," he says. "For me, those two came together my freshman year at Syracuse."

Allgood decided to make an effort to



belong. He began to make friends, and in his second semester founded the Black Celestial Choral Ensemble.

Today, Allgood is coordinator and counselor for Minority Services at SU. As a counselor who regularly talks to first-year college students, Allgood recalls the trauma and transformation of his own freshman year. Now he tries to pass on to freshmen a lesson that his first year of college taught him: "Give yourself a chance to adjust, and make the most of your freshman year. Be as involved in your environment as you can. If you have a dream or a goal in mind, reach for it," he says. "Reach for it."

The stories of how Sheila Head and Ervin Allgood adjusted to their first year of college encompass opposite extremes. Both freshmen, however, were

adjusting to the same basic changes in their lives.

A teenager's emergence from the cocoon of high school and family life to the independence and demands of college—and adulthood—requires courage. Instinctively, freshmen sense that this intellectual, emotional, and spiritual journey will change their lives forever. Disappointment is always a possibility, but success is equally likely.

Last year, 3,000 freshmen came into their own at SU in hundreds of different ways, filling in the spectrum between the adjustments of Sheila Head and Ervin Allgood. For better or for worse, they all embarked on a common journey—a journey that would forever change their lives: The Freshman Experience.

It is the first day of the fall semester.

Trees are in full bloom; lawns are richly green. The campus looks like every picture ever printed in every admissions catalog—welcoming, peaceful, and serene.

Freshmen are eager to become part of this pretty picture. They are thrilled by the thought of being able to stay up all night; to have pizza for breakfast (or skip breakfast altogether); to study what they want when they want; to have profound discussions with revered, pipe-smoking, tweed-jacketed professors; and to find new friends who will tap their inherent charm, poise, and wit. In the next few months, freshmen hope their true selves will unfold, unfettered by the influences of family, siblings, or high school friends.

Amy Buroker, a freshman from Manlius, N.Y., clearly remembers coming to SU last fall with these expectations. "I was really looking forward to growing up and being on my own," she says. "I was very dependent on my parents, and I needed to be away."

But for freshmen like Buroker, reality quickly sets in when the last good-byes have been said. Suddenly they are adrift in dorms swarming with chattering, shrieking 18-year-olds busily unpacking, meeting and greeting one another, exchanging hometowns.

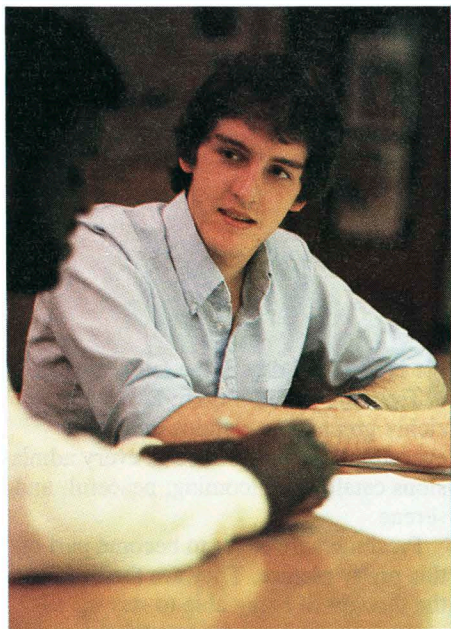
Oh, I can't believe it. I'm from there too! What school did you go to?

Do you like your roommate? Mine's weird. Can't wait to switch.

Can you believe the size of this campus? I'll need a car just to get to class.

No one is saying the things that count: *I miss my best friend, and my mom and my dad, and my little brother. How will I ever get to sleep without the cat curled up on my legs? My clothes are all wrong. I know I'll never find my way around this place. What am I doing here?*

Thoughts like these are pushed aside. At all costs, one must look like one belongs. And that's not always easy. Just



It's tough to ask a professor for help at first. Here's this great person who knows everything, you think, and you're just a little low-life person. But once you talk to him, it's all right. I mean, they understand. They're not like you think they are. They're kind of down-to-earth people. They understand your problems.

Chris E. Olson
Norwich, N.Y.

finding the right classroom is often traumatic.

"I'd ask someone where a building was," says freshman Markus Paul, "and sometimes they'd tell me I was standing right next to it. Other times they'd say, 'It's way across campus, you'll never make it on time.'"

A freshman's problems don't end once a classroom is found. Merely walking in takes nerve. *Am I late or early?* All eyes turn and stare as the door opens. *God, I'm too dressed up. Everyone's in jeans.* A seat is spotted, and headed for in a determinedly casual manner. *Just don't let me trip in front of all these people.*

And when classes are over, there's the problem of going back to the dorm. With no one to confide in, it can be a hard place to go home to.

"At first it was very difficult," Sheila Head recalls. "I was very far from home and didn't know anyone. I started getting involved so I wouldn't be homesick." This strategy didn't work immediately, Head admits. She spent a great deal of time on the phone to Texas.

The folks back home, though, can do only so much for a freshman, and so finding new friends becomes a major preoccupation almost immediately. In September and October, every sorority, fraternity, and dormitory party is packed with freshmen eagerly looking for acceptance.

"I can spot a freshman anywhere," says William Thieke, director of Flint Residence Hall last year. "They are very much into having an image, but they

haven't established one yet. They are trying to use what worked back in high school, where they did fit in, to make an impression on people. They talk a little too loudly, laugh a little too loudly. They try too hard."

Sophomore Carolyn Cooper vividly recalls her agonizing first month at SU. She had been Miss Dunbar, queen of her high school in Washington, D.C, but in Syracuse, she was no one special. In fact, she was mocked for her southern drawl and "slow, down-home ways."

"Every day I would put on a mask and act as though everything was okay," Cooper recalls. "But it wasn't working. One day one of my classmates came up to me and said, 'I know I don't know you, but you look like something's wrong.'" Cooper says. "I just looked at her and then I cried and cried."

Once befriended, Cooper depended less on her mask. "I learned to be self-sufficient and confident here," she says. "I'm finding that if you're happy and satisfied from within, it will show." Now she finds that other insecure students are drawn to her.

There are, of course, some freshmen who have little trouble fitting in. "I've always been pretty independent," says freshman Wendy Berger. "I went to summer camp for seven years, and I spent a summer in Israel in a leadership training program. I really like being away from home. It really gives me a chance to have and use my independence for the first

time. I had it before, but my parents were always there." By the end of her first semester, Berger had found her niche: She pledged Delta Gamma sorority.

"I really love it there," Berger says. "It gives me a sense of belonging. It's somewhere where there are a lot of close friends living together, and they make you feel comfortable."

According to Robert Boney, assistant vice president of the Office of Student Affairs, Berger's case is unusual. "It usually takes about six weeks for most freshmen to adjust," he says. "By then, they are able to look back and laugh at the problems and anxieties they had when they first came."



No one forces you to go to class. Your parents aren't pushing you out of the dorm room every morning. If your problems are going to get taken care of, it's by you. Mommy and Daddy aren't here saying, "We'll take care of it." You have to want to do it.

Wendy A. Berger
Wilmette, Ill.

One minute it's September and freshmen are busy making friends and going to parties; the next minute it's mid-October and they are facing their first academic challenge: midterm exams. Suddenly, libraries and dormitory study rooms, once nearly abandoned, are full day and night. Empty coffee cups abound as freshmen, trying desperately to make up for lost time, experience their first "all-nighters."

The pressure is on, and for many this is a first.

Wendy Wakamoto entered SU as an honors student. In high school, she earned A's and B's. "But I had no study habits," she says. "I glided through high school and got very good grades without doing a thing. I watched television a lot."

Wakamoto brought her undisciplined high school study habits to SU, along with a strong need to be needed. A good listener, Wakamoto soon became an advisor to newfound friends, who called on her at all hours of the day or night. No matter what she was doing, or how late it was, Wakamoto could not say "no" to a request to talk.

"In the back of my mind," she says, "I'd be thinking, 'I should be studying, I should be studying.'" But the sessions continued, often lasting until 4 a.m.

When her French midterm was returned to her last fall, Wakamoto faced her first F. "It was shocking," she says, "I had never even gotten a C in my life. It was a slap in the face."

Although she didn't realize it at the time, Wakamoto was not alone. According to Barry Wells, director of the College of Arts and Sciences' Academic Advising and Counseling Services (AACCS), many freshmen have trouble handling their new freedom.

"Suddenly it is up to them to come to class without Mom and Dad looking over their shoulders," Wells says. "For the first time in their lives they can actually determine when they'll get up, when they'll go to bed, whether they'll go to class, and when they'll study. Many abuse that freedom."

Other factors can contribute to the adjustment problems of freshmen.

"The three major problems that contribute to their downfall," says John Radigan, director of SU's Academic Support Center, "are fuzzy career goals, a lack of study skills, and an unfamiliarity

with what to expect."

Midterms often bring these problems to a head. When sophomore Kristine Johnson, from Bow, N.H., started studying for her first set of midterms as a freshman, she thought "Oh, my gosh, this is college."

"I studied a lot," she recalls, "but I studied things I didn't need to. I got bogged down with things like percent-

making friends, they now worry about making the grade.

For Wakamoto, pulling up her F meant overcoming a fear of speaking French in class; three-quarters of her grade depended on class participation. Wakamoto conquered this inhibition and also started to do a better job of keeping up with the readings.

For Russell Press, a freshman from



Back home, I'd gotten into this rut. All my friends had similar interests, similar ideas about what we wanted to do with our lives. After a semester at SU, I've had to be a lot more accepting about different people's ideologies. I've had to deal with different kinds of people and just be patient with things that really bother me.

Jonathan D. Palmer, Louisville, Ky.

ages, or dates, and I just overlooked the basic concepts." At her first midterm, when the blue book and questions arrived, Johnson's stomach dropped. The questions didn't deal with facts but with interpretive concepts. "I just bombed," she says.

Faced with such results, freshmen begin to turn serious as November moves into December. Once concerned with

East Granby, Conn., getting the final grade he wanted in biology meant studying as he never had before.

"I was scraping to get a B in biology," Press recalls, "and I knew I had to get over an 80 in my last test to do it. I just went berserk in the library. I was there 18, 19, 20 hours for that test. There was no way I wanted to get a four-credit C, so I just did it."

But Press became caught in a classic freshman dilemma: "I think I burned myself out studying for bio," he says. "When I was done, I thought, 'Oh, boy, now I have to study hard for my literature test,' but I didn't have as much time left as I needed."

As the weeks tick by and freshmen frantically prepare for finals, many seek outside help. For instance, freshman Terri Blau, hired a tutor from the SU

"Nine times out of 10, a freshman will say, 'Oh, I'm studying all the time. I don't understand why I'm not getting the results I did in high school,'" explains Wells, who, as AACS director, works regularly with students in academic trouble. According to Wells, the recommended average study time for undergraduate courses is two hours per hour of class time—in most cases, 30 hours of studying a week. "But most freshmen," he

the same lesson: What worked in high school does not work in college. With finals over, they headed home for Christmas break to reunite with their families—and to wait for fall semester grades.

Christmas break is the first time that many freshmen have been home since August. As they make travel arrangements and begin packing, they wonder what it will be like to go home again. Will they be as close to their friends as they were when they left? How will their families treat them now that they've been away for so long?

For each freshman, the answers are slightly different.

Todd Sloane had the welcome every freshman dreams of when he returned home to Marblehead, Mass. Dining out with his grandmother one evening, Sloane was amazed when she referred to him as a man instead of a boy for the first time. "It was terrific," Sloane says. "I knew she really meant it."

Freshman Chris Olson discovered his parents were less protective of him. "The first time I stayed out until two-thirty or three in the morning," recalls Olson, "I thought they would kill me when I got in. But they didn't say much. I was surprised."

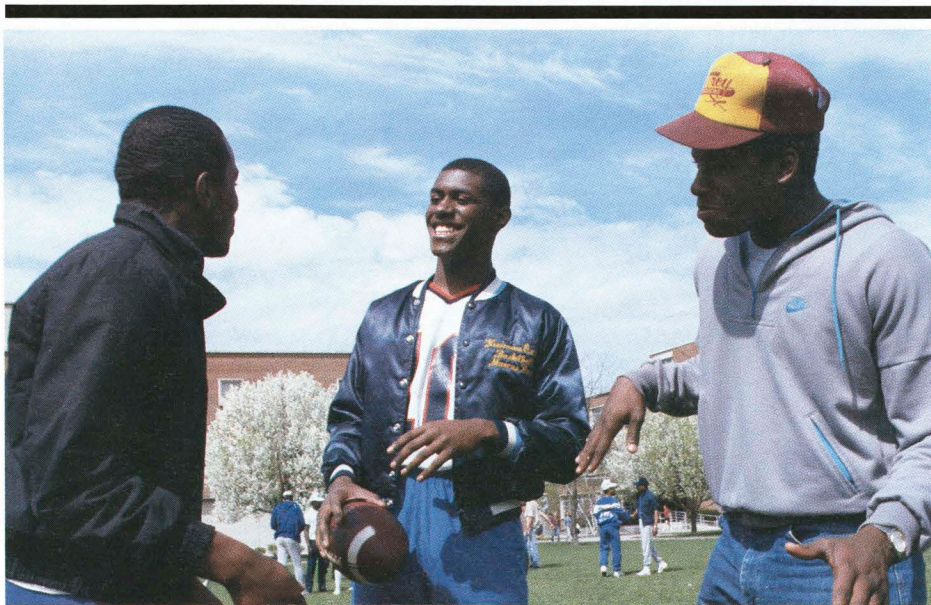
Varsity football player Markus Paul had always been close to his family, but over Christmas break he discovered that college had made him something of a star back home in Kissimmee, Fla.

"My brothers treated me differently," he says, "like 'Oh, Markus is a big college football player.' They'd say 'Markus, you're getting bigger.'" Everywhere that Markus went, his little brothers were sure to follow.

"The first three days I was home," Paul adds, "all we talked about was Syracuse—what classes were like, how I was dealing with the snow, the people."

For Terri Blau, though, things had changed for the worse. "I had less to talk about with a couple of my friends," she recalls. "One friend I used to talk with for hours; now we have nothing much to say. It was really sad."

Blau had another disappointment over Christmas break. Her grades arrived in the mail; she had earned a 2.5 GPA. "My parents weren't too happy," she says, "and I was more disappointed than



In the beginning, it was difficult being away from home. But when I went home for Christmas, I found that I kept telling my mom that I was going to do such and such when I got back home, and then I'd say, "Hey, wait a minute, I *am* home. Why am I saying Syracuse is home?" And Ma said, "Well, you're right. Syracuse is your home now, and it will be your home for four more years."

Markus D. Paul, Kissimmee, Fla.

Academic Support Center to help her with a course in microeconomics.

"It was my hardest class," Blau recalls, "but I got a tutor and he was really good. He really helped a lot." While Blau needed a tutor to help her grasp the course's complex material, she had at least been doing her coursework and studying on her own.

Unfortunately, many other freshmen grapple with the fact that, as finals draw near, they simply have not been studying enough.

says, "are about 12 hours short of the 30 hours."

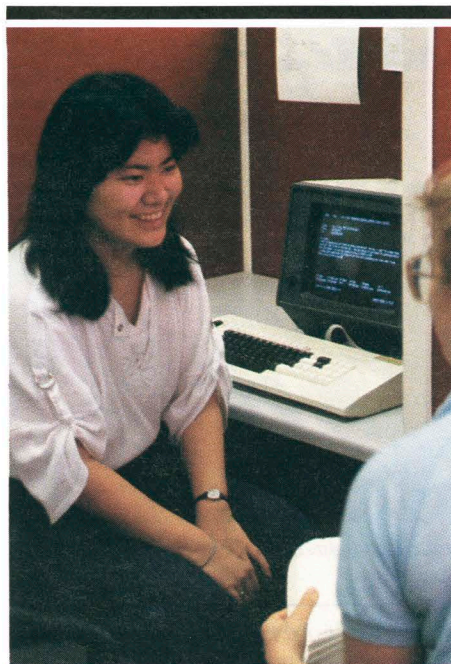
Amy Buroker fell into this category her first semester at SU. A self-described procrastinator, she studied only at the last possible minute. When her first finals loomed large, she called tutors in a last-ditch effort for help. "But by then it was too late," she recalls. "They didn't have time."

In preparing for and taking their finals, freshmen like Buroker, Johnson, Wakamoto, and Press ultimately learned

they were. I had expected to get better grades."

Wendy Wakamoto had to tell her parents that while she had pulled her F in French up to a C, it was at the cost of other classes. She was on academic probation. "The worst part," she says, "was convincing my mother to let me come back."

Grades made the difference for Russell Press, too, but the difference was positive. "I got a 3.0, and my folks were pretty happy," he says. "We got along much better over Christmas, and I think the grades I got in college had a lot to do with it. I think a 3.0 in college is a lot better than a 3.0 in high school. My dad expects it of me, but my mother was really happy."



I misused my time a lot my first semester. I got too involved with friends and their problems. I've been doing a lot better this semester. If I do my work first, then I have free time when I don't need to worry about goofing off.

Wendy A. Wakamoto
Los Angeles, Calif.

Press says his first semester of college also altered his family life in other ways. "I think I changed a lot," he says. "I'm more conscious of other people. My brother and I used to get into fights, but we avoided doing that over Christmas break."

Markus Paul was also reminded over Christmas break of the expectations his family has of him and his college career.

"My mother wanted to know what happened when I came home with a 2.5 grade point, because I'd always gotten

project to do, I don't go out until it's done."

During her second semester, Wakamoto not only improved her study habits, she also pursued a new intellectual love. Although a computer science major, she had taken two philosophy courses in the fall. In the spring, she signed up for two more.

"I was surprised I liked philosophy," she observes. "When I began reading it, I understood it better than I had thought I would. Now I think I will minor in phi-



I've got more confidence in myself and in my dramatic work. I'm much more able to let go and not be afraid of looking silly or sounding stupid. And if people laugh, well, they laugh. They'll get over it.
Sheila D. Head, Kingwood, Texas

above a 3.0 in high school," says Paul. "I told her college was different. But I told her I'd bring home a high grade point next semester—at least a 3.0. She's expecting it."

Not all freshmen return in January. Some, after landing on academic probation, choose not to return; others find their parents will not allow them to come back. But most do return, and they do so with a better understanding of what to expect.

"There's been a major change," says Wakamoto. "I don't waste time. I set up a schedule of what I need to do. If I have a

philosophy. It's not something that's practical, but it forces you to think about things you've never thought about before, and that's pretty interesting."

For Todd Sloane, spring semester brought a better understanding of how to work effectively.

"I'm working harder," he says, "but I'm much more relaxed. I think work comes a little easier than it did last semester. I'm not so uptight about doing a good job."

For Russell Press, the second semester brought the exhilaration of finding that hard work does pay off. He came back ready for more.

"I didn't work as hard in high school as I could have, but here I motivate myself. My real motivational push is not to let myself get below a 3.0. I want to keep doing better, if possible."

It is also during the spring semester when many freshmen begin asking for the help they need in order to do better. Jonathan Palmer, an honors student, was an outstanding English student in high school, but, try as he might, he could not earn above a B in his first semester of honors English. And during his second

semester, he received a D on an honors English paper. To find out what he was doing wrong, he went to his teacher for help.

"She helped a lot," he says, "She went over my papers and told me what points were good, and what were bad. Then I could revise them before turning them in for a final grade."

Palmer appreciated the challenge. "In high school," he recalls, "my mother would read my English papers, and criticize them, but my teachers would

give me good grades, so I'd think, 'Well, what does my mother know?' But now I think that in high school the teachers I had were just kind of high on the way I did things. I'd get a very good grade, but I wouldn't get much constructive criticism."

Above all, the second semester is a time when freshmen realize what college is—and is not.

"They say college is different from high school," Chris Olson says, "and it is. The classes are hard. I thought I

THE SPECIAL NEEDS OF FRESHMEN

Understanding freshman concerns—and doing something about them, is nothing new at Syracuse. Ten years ago, a committee of faculty members, administrators, and students from the College of Arts and Sciences undertook a year-long review of "The Freshman Experience." The resulting changes touched every aspect of freshman life, from the classroom to the dorm.

The changes ranged from the establishment of the all-University requirement that every freshman take English 101 and 102 to the creation of the Liberal Arts Core in the College of Arts and Sciences. This latter change eliminated a "smorgasbord" requirement system and replaced it with one that ensures that students enroll in courses relevant to their academic and career goals.

Today, hundreds of professionals continue to help freshmen via 28 different offices and programs. Together, these offices can answer any social or academic concern. Four of the offices that most often assist freshmen are described below:

The Office for Student Assistance. "Our office is a one-stop shop that students can come to with any problem or question," explains Jane Hyde, director of the Office of Student Assistance. "If we can't help, we know who can."

A special phone number (423-HELP) makes it easy for students to ask ques-

tions, most of which can be answered immediately. Others are referred to the appropriate office.

The staff also sees students in personal counseling sessions. The counseling services are general in nature, dealing with both academic or social problems. As with the HELP Line, personal sessions often result in referrals. A counselor will direct a student in financial straits, for instance, to the Office of Admissions and Financial Aid. The counselor helps to set up the appointment, and often advises the student about what documents and information to bring and what questions to ask.

Academic Support Center. The Academic Support Center has a single purpose: solving academic problems.

The Center offers one-credit study skills courses on topics ranging from effective note-taking techniques to critical thinking, and has tutors for hire in all disciplines. In addition, the center's director, John Radigan, counsels students on how to overcome test-taking anxieties.

The center's Diagnostic Testing Services (DTS) provides other vital services, helping students identify learning disabilities and suggesting ways to overcome them.

Radigan says the worst problem any student can have is *avoiding* his or her problem. "Sooner or later," he says, "they have to admit it and do something about it."



Jane Hyde, director of the Office of Student Assistance

Academic Advising and Counseling Services. Forty percent of SU's freshmen are enrolled in the College of Arts and Sciences, where the Academic Advising and Counseling Services (AACS) ensures that students receive appropriate academic advice pertaining to their liberal arts studies.

When Arts and Sciences freshmen first arrive on campus, AACS assigns them peer and faculty advisors, says Barry L. Wells, AACS director. Peer advisors tell freshmen what to expect socially and academically, while faculty advisors make sure their course schedules meet college requirements.

understood my political science class. I thought it was like eleventh-grade social studies. But the questions the teacher asks on the test are definitely not eleventh-grade social studies anymore.”

In April it is hard to find freshmen.

Of course they are there, but they no longer stand out. Gone is the sea of lost faces. Now freshmen are a part of the campus, too. No longer do they ask directions; they confidently give them at any opportunity. Sauntering across the Quad,

If freshmen still have questions, they can go to AACS counselors for help. The counselors do everything from helping students plan their schedules for the next four years to double-checking degree requirements. Counselors also work closely with students who are on academic probation, planning a weekly study schedule that will help students pull their grade point averages back above 2.0.

Office of Residence and Dining Services. The Office of Residence and Dining Services (ORDS) does more than provide students with clean sheets and hot meals. Its dorm directors, in-residence counselors, and live-in student resident advisors (RAs) also help freshmen adjust.

The dormitory staffs provide special programs, talks, and workshops to educate and entertain residents. In September, they hold workshops on community living, and as midterms and finals near, they also sponsor study skills workshops. Throughout the year, student and faculty lectures are held at various dorms.

To keep ORDS programming relevant to freshmen, a special committee formed by area ORDS coordinator Barbara Baker is currently conducting a study of the values and attitudes freshmen bring with them to the University.

“This study will help us create programs and services that are targeted to meeting the special needs of freshmen,” Baker explains.

they wave to classmates and friends with an easy familiarity. Those who wondered which fraternity or sorority to join are now full-fledged brothers and sisters. Some freshmen have declared majors for the first time; others have already changed theirs after discovering new subjects that sparked their interest.

Come spring, freshmen belong, both academically and socially.

“A self-confidence begins to appear” says Boney, who sees hundreds of freshmen each year through the Student Affairs programs he oversees. “They begin to feel that way when they can go talk about what they learned in philosophy, or what they did in an engineering lab. There is a strong sense of confidence and benign arrogance that comes with this intellectual maturity.”

In spite of their air of “benign arrogance,” freshmen also develop an eagerness to share the secret to their successful adjustments.

“Get involved,” says Sheila Head. “Some people sit back hoping someone will draw them out. But if you’re not going to get out and fight, well, whose fault is it?”

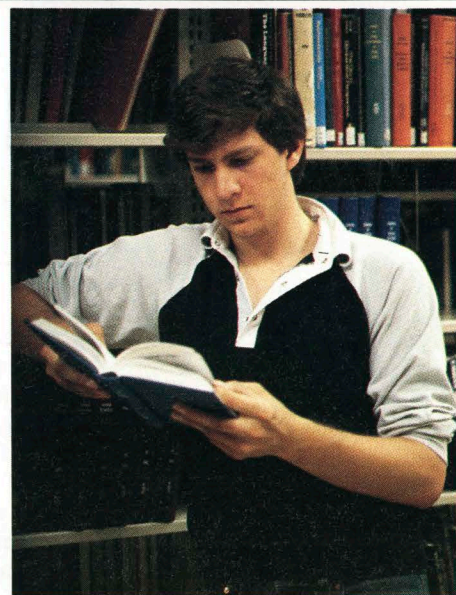
“For God’s sake, meet everyone. At least know your classmates’ names. Get to know upperclassmen—they can advise you about a project or professor. And at least get to the level with your professors where you can talk to them, because if you ever have any trouble with your work—any questions—it makes it easier if you can be on friendly terms. My profs have been wonderful about making me feel free to come and talk to them.”

Head herself is proof positive that such an approach works. By mid-April, this once-lonesome girl from the Lone Star State was happily thinking of how to decorate the apartment she and some classmates have leased for the fall. Homesickness was a distant memory.

“My best friend back home is still the best,” she says, “but I have a group of very close friends here, too, now.”

“I’ve really taken it upon myself to get involved,” says Jonathan Palmer, a volunteer staff member at the new student-run radio station, WJPZ. “It makes me feel there’s something I can shoot for over the next few years besides my diploma.

“But,” he adds, “even if you don’t join an organization, if you choose carefully,



I wanted to find out things about myself. You can do that in a university. You’ve got an incredible collection of knowledge, and they turn you loose to do whatever you want to do. I can go to the library in my spare time and just start reading.
Steven M. Katz
Barrington, R.I.

your classes alone can provide a rich experience that is motivation enough to remain here and have school spirit. You can go home and tell your friends that you took this class or read that book, or that your professor was a certain strange and interesting personality.”

When all of this is done—when freshmen have chosen their friends from among the 15,000 students at SU, joined any of the 200 clubs and organizations on campus, and taken ten of the thousands of undergraduate courses offered at SU—then, one day, they find that they do belong.

“It’s funny,” says Charlotte Reed, from Wilmington, Del., an SU field hockey player, Hendricks Chapel Choir member, and electrical engineering major, “I look back and it seems I’ve known all my friends up here for the longest time, but I’ve just met them. It’s really neat. Home still feels like home, but now it feels like home up here, too.”