

## Education Dept. releases first national campus crime report

The College Press Service

WASHINGTON--For every 100,000 college students, 65 were the victims of a violent crime in 1994, the Education Department said in its first-ever report on campus crime.

Broken down into categories, that means nine students were raped out of every 100,000 students, 21 were robbed and 35 were assaulted. Only one out of every one million students was murdered, the report said.

Also, 257 students out of 100,000 were the victims of burglary or car theft.

The report was required by the 1990 Student Right-to-Know and Campus Security Act, which mandates that colleges and universities receiving federal funding must disclose campus crime statistics. However, critics of the report say many campuses still underreport crime on or near campuses and that campus crime logs and disciplinary hearings remain closed.

The Education Department was required to issue a report on campus crime statistics by 1995. David A. Longanecker, assistant secretary of education, told reporters that it was 18 months late because "we simply couldn't get started and completed by the deadline."

The report indicated that crime rates were higher at universities with on-campus housing. At colleges with on-campus housing, there were 113 violent crimes per 100,000 students, compared to 29 crimes for those without.

More than 10 percent of col-

leges failed to publish crime reports; also, 16 percent failed to use FBI or state crime definitions required by law. The biggest offenders in both cases were trade schools and colleges with fewer than 200 students, such as cosmetology or technical schools.

But critics say the biggest problem with the department's statistics is that they do not paint a true picture of campus crime.

That's because the statistics don't include incidents reported to officials other than the police, such as counselors at rape crisis centers and deans, says Security on Campus, Inc., a nonprofit watchdog group.

The group was founded in 1987 by Howard and Connie Clery, whose daughter Jeanne was raped and murdered in her dorm room at Lehigh University.

"Although these crimes are required to be reported under the Campus Security Act, we have found that a culture of nondisclosure persists due in large part to an almost total lack of enforcement by the U.S. Department of Education," said S. Daniel Carter, the regional vice president of Security on Campus.

In its report, the Education Department acknowledged that other crimes may have occurred on campus but were not reported to local officials. "For example, forcible sex offenses are widely considered to be vastly unreported crimes, both in the community and on campuses," the report said.

Security on Campus argues that image-conscious universities don't report crime statistics because the fear

loss of enrollment or endowment.

"When crime information is withheld by a school, their students are put at risk because they can't make informed decisions about security precautions," Carter said.

The group's president, Benjamin F. Clery, whose sister was murdered, says the report is "an absolute flop, as far as the Department of Education is concerned. They can't attest to the accuracy of any of this."

Security on Campus has been the driving force behind a congressional bill introduced Feb. 12, the "Accuracy in Campus Crime Reporting Act of 1997."

The bill would require universities to open campus police logs and confidential, on-campus disciplinary proceedings.

"University disciplinary boards are the only closed courtrooms in America," said Jennifer Markiewicz, former editor of Miami University of Ohio's student newspaper.

Markiewicz sued the university in 1996 when she was unable to obtain information about criminal incidents being handled by Miami's disciplinary board. The Ohio Supreme Court heard arguments in January and is expected to rule later this year.

"The secrecy [universities] have been allowed to operate under only serves to paralyze the entire community from protecting itself against violence on campus," she said.

## Even students with low GPAs can sell themselves big, according to counselors

The College Press Service

DELAND, Fla.--On her resume, Stetson University senior Meredith Preuss boasts of her computer skills and biology lab work.

But there's one thing left off her GPA.

That's because Preuss, 22, carries a 2.9 out of 4.0--not a grade-point average that typically catches a potential employer's attention.

"I know grades count, but employers are interested in 'well-rounded' people," she said. "Someone who can't handle the stress or failure is a little scary."

Although many employers view a high GPA as a way to predict success in the workplace, not every student graduates with a 4.0. For students with a less-than-perfect academic record, learning how to tailor your resume can mean the difference between a job offer and a rejection letter.

Rebecca Emery, career services director at Salisbury State University, says students should always focus on the positive on their resume. That means "if your

**A good employment history--even when it's not career-related--can show determination and a willingness to work hard in pursuit of goals.**

grade point average is well below the 3.0 level, leave it off," she said.

In some cases, the GPA in a student's academic major may be significantly higher than the overall GPA. In such a case, students should include their major GPA on the resume, Emery said.

For instance, Preuss plans to include the GPA in her biology major, a respectable 3.4, on her resume when she applies for jobs in the science field. "That's the one that matters," she said.

Emery adds that students can even separate their upper level GPA from the overall GPA to show employers what they have accomplished in their last two years.

Top-end jobs, however, do look closely at your overall grade-point average, warns Michelle Ohayon, director of the Career Resources Center at Nova Southeastern University.

"Your grade-point average

matters a great deal if you're hoping to work in a technical field such as engineering or in the sciences," she said. "If you're going into journalism, employers are more interested in your writing samples. If you're going into sales, your personality matters more than your grade-point average."

Real-world experience through internships, cooperative education, or volunteer experience can compensate for your grades, notes Ursula Hibbert, career counselor at Champlain College.

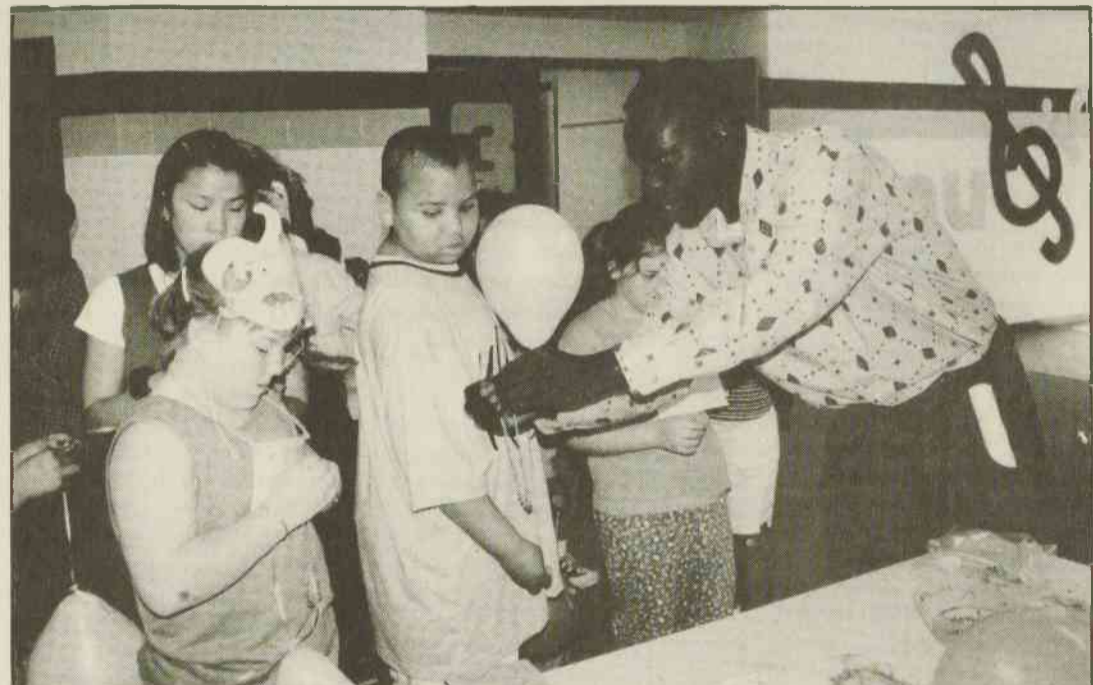
"Employers look at these as a true indication of ability," she said. "A good employment history--even when it's not career-related--can show determination and a willingness to work hard in pursuit of goals."

Students should use their college's alumni network to help them get over the low-grades hurdle, says Will Smith, career services director at Wartburg College.

"That way professors who are familiar with your abilities can make recommendations to alumni which may help you get your foot in the door," he said.

Of course, the best track to take is to have everything: strong academics, activities, and experience, says Frank J. Kollar, director of career development and university services at Mansfield University.

"The bottom line is that if your grades are lacking, you better have something else of significance to offer an employer," he said.



Sophomore Boubacar Sarr, one of MC's many international students, volunteers weekly at Jeralds Elementary School teaching students French and Spanish. Carr, along with fellow MC student Ruth Falcon, recently hosted a Mardi Gras celebration for the Jeralds students. (Photo by Jamee Lynch)

## International students appreciate opportunities available in U.S.

By Amanda Fellers  
Staff Writer

Three of Methodists' international students plan to stay in the United States after they graduate. They all agree that this is truly the "land of opportunity."

Nathalie Estoppey, a sophomore with a double major in French and Spanish, initially said she came to Methodist from Villeneuve, Switzerland, because she wanted to go to college. The real reason soon came out. She had spent a year as an exchange student at a high school in Smithfield, N.C., where she met her boyfriend. She wanted to come back to the area, saying, "I was in love." The two have been engaged for a year and a half.

After graduation, Estoppey would like to teach foreign language in high school. Although she would like to go home for one or two years to work, she said, "I have a better chance of working in the United States...I know for a fact that when I graduate I'm going to get a job." Opportunity is one of the things Estoppey likes best about being here.

Estoppey spends some free time tutoring students in Spanish at

the Salvation Army in Fayetteville. She tutors eight to 10 students of every age twice a week. "I love to work with the kids because they're kids." She enjoys working in the field of her major as well as the challenge of answering students' questions.

During the summer and winter holidays, Estoppey returns to Switzerland. She misses her family and friends the most, but admits that six months isn't that long to wait to see her friends. "We call...we have expensive phone bills," she said. She also misses the lakes and the Alps.

Boubacar Sarr, from Senegal, West Africa, is also a double major in French and Spanish. He came to Methodist after being in the Army for four years. He spent his last year stationed at Fort Bragg, and Methodist seemed like the perfect opportunity. Methodist "has soccer and it has foreign language," Sarr said.

After graduating from a military high school in West Africa, Sarr headed for New York City. He wanted to go to college, but there was no one to tell him how. He ended up getting a job, sometimes three or four jobs at a time. He was tired of the low-paying jobs, though, so after he saw an

Army commercial, he joined the military.

Sarr would also like to teach in the United States when he graduates. He would like to move to Monterey, Calif., to teach French and Spanish to elementary students. He wants to move west because they offer more pay.

Sarr has also been gaining experience in the field of his major. Both he and Estoppey volunteer once a week at Jeralds Elementary School, where they teach French and Spanish to the children who are in the foreign language club. They also have parties for the children and teach them games. Sarr said he loves going to the school. He loves language and believes that the earlier people can learn a foreign language, the better.

Sarr has a message for students of all ages--from elementary to college: "You can be anything you want to be if you put your head to it. You have a lot of opportunities; you should grab them." He would like to continue giving motivational speeches to elementary and high school students. He believes school-aged children can be shaped more easily. "You

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## Anxiety disorders prevalent, yet treatable

By Whitney Larrimore  
Assistant Editor

Feeling stressed? Panicky? You're not alone. Anxiety disorders are common among college students, and MC's Counseling Center recently held a free screening clinic to help students determine if they need help.

According to Darlene Hopkins, director of the Counseling Center, approximately 23 million Americans have some sort of anxiety disorder. Most of them are between the ages of 18 and 24. There are many different types of anxiety disorders, but the most prevalent are generalized anxiety disorder, panic disorder, social phobia, obsessive-compulsive disorder, and post-traumatic stress disorder.

Generalized anxiety disorder is when the affected individual has constant anxiety and is basically worried or scared when there is really no cause to be. There is no particular fear of any one thing. The individual has anxiety at levels above what unaffected individuals would have from day to day. A diagnosis of this disorder can be made when a person spends at least six months worried about everyday usual problems.

Panic disorder is an anxiety disorder where affected individuals have feelings of terror that strike suddenly and can cause physical symptoms like light-headedness, weakness, or fainting. Many people who experience these attacks feel like they are



out of control, going crazy, or even dying. Attacks can occur at any time and without warning; this causes even more anxiety for affected individuals.

Another anxiety disorder is social phobia. Social phobia is a fear of public humiliation. People who suffer from this disorder feel they aren't competent in social situations and that slight mistakes they make are noticed by everyone. They may try to avoid social situations and sometimes the disorder can affect normal life and a career. Dreading a social event can occur weeks ahead of time and cause debilitating physical symptoms.

The fourth most common form of anxiety disorder is obsessive-compulsive disorder. This disorder involves anxious thoughts or rituals the person just can't control. One manifestation of this disorder is when people wash their hands many times a day; much more than normal hand-washing. This can also involve re-

peated doubts (continually thinking you didn't lock a door), feeling that things must always be in a particular order, aggressive impulses, or even images that constantly resurface in one's mind.

In post-traumatic stress disorder, a particularly tragic event leaves the person with a helpless and frightened feeling. This disorder has been prevalent among Vietnam veterans. In this case, affected individuals have flashbacks or terrible nightmares. The affected person relives the traumatic moment over and over again in his or her mind.

The campus screenings, which were co-sponsored by Dr. Jackie Hansen of the psychology department, were very successful. According to Hopkins, she said, "Lots of people came. We were busy all day. Out of the people who stopped...[we were able to diagnose] a handful of people [who] had an anxiety disorder

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