

# Crime major concern in Fayetteville area

*Methodist offers safe haven; ranks in top five state-wide for lowest campus crime rate*

By Sonya Sparks Murdock  
Staff Writer

For the second year in a row, Cumberland County ranked third in the state in violent crimes, according to the 1995 Sheriff's Report on Crime. By comparison, Methodist College offers a safe haven within this danger zone.

As Methodist College students enter the campus premises, their risk of being victimized by crime drop significantly.

The Uniform Crime Report issued by the state Department of Justice includes crime statistics for Methodist from July 1, 1995, through June 30, 1995. Of the 29 North Carolina colleges and universities represented in the report, Methodist holds the fourth lowest overall crime total and boasts a perfect zero in its violent crime total. Beaufort County Community College, Pfeiffer University, Mars Hill College, and Methodist were the safest campuses in the state in that order.

While no violent crimes occurred last year at Methodist, campus police documented 42 incidents of damage to personal property and 19 burglaries, most of which were breaking and entering and larcenies, according to Cpl. Harold Blake, crime prevention officer for Methodist College. Blake said that most of the misdemeanor offenses were committed by students and were just "high-spirited pranks."

Blake explained that the campus security officers train for

13 to 14 weeks in the basic security officers program at Fayetteville Technical Community College and are authorized to detain a suspect on college premises.

The nine-man campus police force, on the other hand, consists of state-commissioned officers who complete the same training as any city law enforcement agent receives. The campus police are authorized to carry firearms and make arrests.

The campus force directs a roving foot patrol 24 hours a day, ensuring that residence hall doors are secure, checking other campus buildings, inspecting campus lighting at night, and securing campus perimeters. Methodist's security officers also teach personal safety classes during student orientation, hold discussions on crime prevention, participate in the "Friends Living in Community" program, and work in conjunction with the Fayetteville police.

High profile crimes, which Blake defines as any felony larceny of goods valued at \$1,000 or more, are posted on the Crime Stoppers bulletin boards in residence halls and the Student Union. Students are urged to report crimes or information they have about crimes to the Crime Stoppers Hotline by calling 630-7287.

Commuter students living in apartments or communities surrounding campus also enjoy safer boundaries than many other city residents. The Fayetteville Police Department divides the city into 16 patrol zones, with Methodist falling into zone 12. This zone covers the north side of the city, including Country Club Drive and Ramsey Street, north to the city limits,

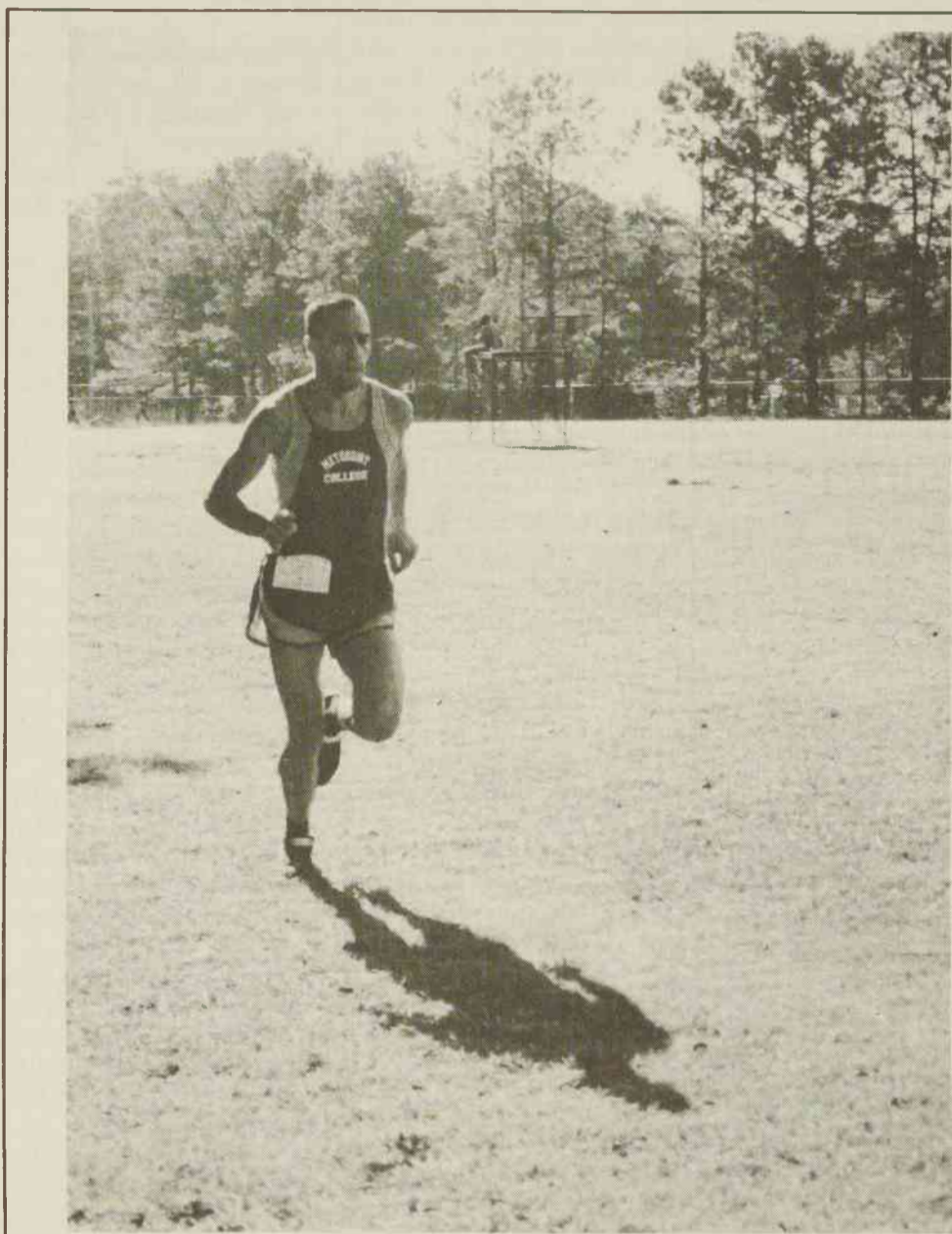
and the following communities: College Lakes, King's Grant, Kinwood, and Ascot I and II.

In the police department's 1995 annual report, zone 12 ranked as the city's fifth safest area to live in. Crime in this zone fell 19 percent in 1995 from the previous year.

Although these encouraging statistics seem to indicate that security measures on campus are working, experts caution students against complacency. Crime analyst Steve Klingensmith of the Fayetteville Police Department stresses that students should use common sense and stay alert to their surroundings. Klingensmith notes that the majority of crimes occurring in the city are property-related crimes, which also happen to be the most common crimes on campus.

"Safeguard your property and don't leave items such as compact disc players, amplifiers, and radar detectors in plain view in your automobiles," Klingensmith advises. He adds that city residents don't really need radar detectors; since patrol cars are equipped with radars calibrated above the speed limit, drivers will find it difficult to contest speeding tickets.

Finally, Klingensmith emphasizes that the police are making "great strides to educate the public through a community-oriented policing concept" that encourages the public to assist each other by becoming extra eyes for the police department. He explains that residents should report anything they view as suspicious. "It's better for us to respond to an unfounded report than to find people who come forward later" to say that they were aware of a crime as it happened, but failed to report it at that crucial time.



Sophomore Frank Curiel was the decisive winner in the Methodist Invitational Cross-Country meet held Sept. 13. Curiel won with a time of 16:34, well ahead of second-place finisher Paul Williams from Greensboro College who finished with a time of 17:39. Curiel was named a Dixie Conference Athlete of the Week for the week of Sept. 16. The cross country team placed third overall in the meet. (Photo by Jamee Lynch)

## Non-traditional student

Increasingly common with some perceived advantages

By Mike McDermott  
Editor

Go to most colleges or universities in the United States and you will come across a wide variety of people from every origin, race, color, creed and sex. Many schools maintain a countless number of teams, organizations, cultures, subcultures and cliques. There exists one group, however, that has forged the river of social, cultural, racial and economic diversity like no other single group has been able to in the past. This dynamic conglomeration of people have been dubbed "non-traditional students."

Non-traditional students are students who did not come directly from high school to college. Generally, they are independent, which means simply that they are paying for their own education. They have legally separated from home and assumed full

responsibility for their lives from parents or guardians.

Often times they are seen by traditional students as outsiders. Junior Anthony Fairlamb feels that they "ask too many questions and hold up the class." This may be attributed to the fact that they have had a longer separation period between high school and college and have not fully retained much of the basic knowledge that is taught in primary learning institutions. Senior Leon Clark, however, feels that the inquisitive nature of the older students "stems from a higher maturity level and a greater sense of urgency."

Maturity seems to be the largest element dividing traditional and non-traditional students. This is not to say that the traditional students are immature, but rather less experienced. Paul Hanlon, a Methodist senior and non-traditional student, states, "Our personal educational standards are

higher. I ignored my parents while I was in high school, and I messed up. I have learned from my mistakes and I've learned to study. This is my last chance."

Some non-traditional students have perceived a difference in their treatment by professors, as compared to traditional students. Senior Karl McKenna states, "I felt like they were ignoring me at first, like I was foreign to the classroom, but I soon realized that it was because I was not acting silly. I was more mature than the other students, so I was treated like an adult."

A large number of Methodist's non-traditional students are undertaking second careers. Many of them joined the military after graduating from high school and decided that it was time to make something more of their lives. Clark, a former Marine, states, "I enjoyed my Marine See NON-TRADITIONAL, page 5

### Cumberland county ranks third in N.C. in violent crime

North Carolina ranked as the 20th most dangerous state in the country, thanks in part to Cumberland County's 1,126.5 violent crimes per 100,000 inhabitants last year. That's why the 1995 Sheriff's Report on Crime also ranked Cumberland County third in the state in violent crime.

Meanwhile, the Uniform Crime Report issued by the state Department of Justice reveals a 57 percent increase in the state's number of violent crimes since 1986.

One violent crime is committed every 11 minutes, 26 seconds in North Carolina according to the report. The Uniform Crime Report classifies the following as violent crimes: murder, rape, robbery, and aggravated assault. The report defines aggravated assault as "the unlawful attack by one person upon another for the purpose of inflicting serious injury."

Cumberland County contributed 34 murders to the 1995 state totals. However, the number of aggravated assaults for the county declined by 5.2 percent in 1995 from the previous year, with an average of 1.2 aggravated assaults each day.

The Fayetteville Police Department's 1995 report cited the downtown zone as the most dangerous in the city, while the airport zone was the least dangerous in terms of violent crime.

(See related commentary, page 6)

### INSIDE

Kobudo classes teach self-defense skills as well as confidence.....page 3

Irish soccer player discovers stereotypes about Americans just aren't true.....page 4

Is Generation X just a bunch of slackers?.....page 6

Crime is more than a dry list of statistics as it hits home in a very personal way.....page 6

#### Work-study positions still available:

If you have been awarded work-study or live in the dorm and are interested in a work-study position, come by the Financial Aid office or call them at 630-7192/7193. Positions are still available for those who do not yet have one.

## Effective study strategies key to academic success

By Alexandra Nulle Dummer  
Staff Writer

Picture it: 8:00 Sunday night and you suddenly realize that you have a two-page essay due tomorrow morning and a test in philosophy. What do you do?

According to *The Study Game* by Connie Bovier, for every hour spent in class you can expect to spend three hours studying. For most of us, this seems unrealistic considering other time demands like clubs, socializing, and sports. Time is precious, which is why you should prioritize the events of a normal day, including sleeping and eating. Having a class schedule that works with your internal clock is another good way to make the best use of time, says Bovier.

The environment in

which you study is very important, and in a dorm, distractions are inevitable. So don't procrastinate. Start with your simpler assignments first and stick to it until you're finished, but remember to take short breaks every hour or so to keep from becoming mentally exhausted. Make sure your study area has a comfortable temperature with good ventilation, good lighting, a desk with ample work surface, a comfortable chair, supplies and equipment, storage space, and reference books. If it's impossible to study in your room because of a noisy roommate or whatever, head over to the library.

Working in study groups is a great way learn, but some of you out there may need more personal attention. That is what the Academic Resource Center is for.

Its purpose is to provide students with the support necessary to ensure academic success. Carolyn Bittle, Coordinator of Testing and Tutoring Programs, says they "help students in any way they can" by providing professional and non-professional tutors free of charge. She adds, "Teachers will refer students if they feel they need extra help in certain areas." Also, there are study hall sessions every night from 6:30 to 8 p.m. in room 214 held by Frank Curiel, and anyone who wishes to attend is welcome. The ARC is planning to hold workshops on various topics to help students with their study techniques. Last spring, Sheila Yates, Coordinator of Academic Resources, held one on how to do research papers.

Organization is another

important key. This occurs from the moment you take notes to the moment you begin studying them. For effective notetaking, you should date them, leave margins for additional comments, use your own abbreviations, highlight important points, don't distract yourself by doodling, and review your notes within 48 hours. To keep the information as fresh as possible, you should review often. Michele Scarbrough, a freshman at MC, says, "I take very detailed notes because I more easily understand my own terms."

Students also need to develop critical reading strategies. There are three steps for an effective reading process. First, scan the entire assignment, then read in depth, picking out topic ideas and See STRATEGIES, page 5