THE DAILY CLIPS

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East Carolina University News Bureau
E-mail to durhamj@ecu.edu  Web site at http://www.news.ecu.edu
252-328-6481
Pirates' can-do attitude

WILLIE SMITH, left, and defensive graduate assistant Chris Bland, right, along with coach Mark Yellock and Dekota Marshall, not seen, drop off several garbage cans full of canned goods and food items at the Ronald McDonald House in Greenville on Tuesday. The canned goods were collected during Meet The Pirates last weekend along with several hundred dollars in donations.
First-degree murder indictment issued
By Ginger Livingston
The Daily Reflector
Tuesday, August 24, 2010
A man suspected in an Aug. 9 shooting death in the area of Pirates Cove and Copper Beech
apartments has been indicted on a charge of first-degree murder.
A Pitt County grand jury on Monday indicted Phillip B. Lewis, 20, of 501 Guilder Lane in the
Bedford subdivision, in the death of Tommy C. Falcone, 22, of Copper Beech.
Falcone was shot after a dispute that involved several others after a truck was damaged at Copper
Beech. The indictment indicates Lewis was a ringleader in the shooting and listed that as an
aggravating factor in support of the first-degree charge.
“The following aggravating factor exists for this offense,” the indictment said. “The defendant
induced others to participate in the commission of the offense or occupied a position of leadership
or dominance of other participants.”
Falcone was discovered in the parking lot of Pirates Cove apartments on East 10th Street with a
single gunshot wound to the back shortly before 4 a.m.
Police arrested and charged Lewis with an open count of murder later that day.
Police say the shooting stemmed from a fight between two groups that occurred after Lewis and
his friends drove Falcone and some friends from the downtown area to Copper Beech.
Lewis reportedly left Copper Beech and drove to his home, where he got two rifles and a shotgun.
He returned to the Copper Beech-Pirates Cove area, where the shooting occurred.
No one else has been arrested in connection with the shooting or the earlier fight.
First-degree murder is punishable by life in prison or death. Pitt County District Attorney Clark
Everett was unavailable Tuesday, so it’s unknown if he will pursue the death penalty.
Lewis’ attorney, Mark Owens III, cautioned that indictments are based on the prosecutor’s
evidence.
“In this situation the defendant nor counsel has an opportunity to present evidence before the
grand jury,” Owens said. “The grand jury only hears evidence presented by the state.
“We are cognizant of the fact that there is an awful lot of evidence out there that would be in the
defendant’s favor and justify a number of defenses,” Owens said.
Lewis’ case has been moved to Superior Court, and a District Court appearance scheduled for
today has been canceled, Owens said.
Lewis’ next court appearance will be in October when attorneys discuss administrative issues, he
said.
Contact Ginger Livingston at glivingston@reflector.com or (252) 329-9570.
Massey: PCC enrollment is expected to top 9,000
By Josh Humphries
The Daily Reflector
Tuesday, August 24, 2010
Pitt Community College continues to experience exponential growth as officials estimate enrollment near 9,000 students this fall.
PCC President Dennis Massey on Tuesday told the PCC Board of Trustees that preliminary estimates show a 13 percent growth in enrollment compared to last fall. Totals are not final and do not include East Carolina University students who are taking PCC classes, concurrent enrollment students or basic law enforcement training students.
Massey said enrollment is at 8,636 but likely will increase to more than 9,000 when all students are counted.
“IT is really significant, what we have been able to accomplish,” Massey said.
The financial aid department received more than 10,000 applications this year, and most of them have been processed. The school has added 130 new sections, 15 faculty positions and seven staff positions since last year.
“We needed to add on with this level of demand,” Massey said.
In anticipation of continued growth, the board is moving forward with plans to build three buildings on the Bowen Farm property across Reedy Branch Road.
The board approved a measure to convey 19.2 acres of the land to Pitt County to be used as security to fund a new classroom building, an automotive and carpentry building, and a facilities services complex.
Construction is expected in the coming months on the three complexes.
The board also met the 14 new PCC ambassadors at its meeting. The students, who are selected by committee, will work with administrators to organize campus events throughout the year, including events that will celebrate PCC’s 50th anniversary.
Contact Josh Humphries at jhumphries@reflector.com or (252) 329-9565.
Judge: Smith not guilty of trespassing, resisting arrest
By Michael Abramowitz
The Daily Reflector
Wednesday, August 25, 2010

City Councilwoman Kandie Smith was acquitted in Pitt County District court of a charge that she trespassed at a downtown convenience store on June 6 and resisted arrest by a Greenville police officer.
At the conclusion of the 8-hour trial without jury before Judge Paul Hardison, he said that widely varying testimony from several witnesses about how long Smith lingered at the Stop Shop at the corner of Reade and Fifth streets before her arrest that night left resolvable doubt about the trespass charge.
State statutes allowed Smith to reasonably ask why she was being arrested, and did not constitute resisting arrest, Hardison said.
The trial concluded nearly three months of debate and public attention in the city about the merits of Smith’s arrest, causing what some of Smith’s colleagues on the council described as a “distraction.” from city business.
Witnesses in District Court today testified about trespassing and recounted the events when Smith was arrested about 1:30 a.m. in her downtown district of Greenville.
The first witnesses took the stand in Smith’s trial after she was arrested and charged with second-degree trespassing and resisting an officer after he reportedly asked a group of people to move along from the parking lot of the Stop Shop.
Smith’s attorney Steven Edelstein promptly entered a plea of not guilty for his client before Judge Hardison. Smith was the last person to testify at the trial.
The first witness, arresting officer Bruce Groccia, recounted his version of the events of the night of the arrest. He was cross-examined by Edelstein and testified that he arrested Smith after she wouldn’t move along after he told her she was trespassing.
The second witness, Officer Robert Parker, corroborated much of Groccia’s account. He assisted with the arrest.
Michael Perkins, a patrolman with the East Carolina University Police Department, testified that he heard Smith tell Groccia that he couldn’t touch her and he saw Groccia attempt to handcuff Smith.
Jay Long, the Stop Shop general manager, testified the property is marked with signs that say no parking and no loitering. Both sides agreed that a no trespassing sign is not on the property. Long also said he often asks officers to clear his lot when people linger too long. Officers also have cleared the lot without him requesting it, he testified.

Contact Michael Abramowitz at mabramowitz@reflector.com or (252) 329-9571.
Music to his ears
Tuesday, August 24, 2010

For Steve Spence, playing football at East Carolina is a religious experience, or more correctly, it's a big part of a greater religious experience, one with its own soundtrack. "It's a process," the junior middle linebacker from Norfolk, Va., said, describing his daily pre-football music regimen, which has served as the opening act for Spence's rise to being the new starter in the middle of the ECU defense.

"Waking up in the morning, I'm playing gospel," said Spence, who was not only a football star at Maury High School but also an accomplished wrestler and a member of the cheerleading squad. "It's a matter of worship. It's a little slower-paced. It's something to just get my mind in tune to worship, because that's what I look at this opportunity as, another chance to worship."

By the time he gets on the bus to head to the practice field or to a game, the music has changed for the man who is often referred to as "Preacher Man" by his teammates.

As the time to start knocking heads nears, Spence's headphones are delivering classical orchestra, often Bach.

"I listen to the violins. It's soothing," the chiseled, 6-foot-2, 225-pound Spence said. "By the time I get into the stadium, I'm playing some praise — drums and contemporary Christian — I mean I need to hear some things going. When I'm out there on the field, I am radical, ready to go. I'm into it and I'm asking God to come be with me."

That ritual is getting back to normalcy for Spence this week after he worked his way back onto the field following a lingering groin injury that has shelved him for much of August camp.

On Monday, Spence was at ECU practice, not going full speed but getting much closer to it.

While he admits nagging injuries are just that, Spence thinks he has used the time stuck on the sideline to his advantage.

"It's very difficult when you see your 104 teammates out here busting their tail and working, and you want to be out there with them but you can't, and you know that going out there prematurely is only going to make the injury worse," Spence said. "I look at this (injury) not as a setback but more of a setup to prepare me more mentally. I've continued to get stronger, and I'd rather it happen now than down the road and be out for a couple of months."

Spence and senior top reserve Melvin Patterson have taken command of the middle linebacker position vacated by veteran starter Nick Johnson.

While the gritty Johnson and Spence are two decidedly different animals, Spence said he's taken plenty of advice from his predecessor with regard to longevity at one of football's toughest positions.

"I asked him what his mindset was when he was preparing, how did he get through the games mentally, especially playing with a shoulder injury or a groin injury," Spence said of his most recent conversation with Johnson a couple of weeks ago. "He just said you've got to have fun with it, but you've got to work on taking care of your body, and he said that's something he had to realize."
Johnson learned that through the course of the season he had to save himself during the week to be sure he was fully ready for game days, but Spence said learning a new, up-tempo defensive scheme this offseason has turned up the intensity even during practice.

"With this defense, we're up and we're fast-paced, so it's not a matter of being able to take it easy," he said. "But I took from Nick to always prepare yourself mentally, continue to sharpen that sword."

Contact Nathan Summers at nsommers@reflector.com or (252)329-9595.
UNCW nursing students get room to stretch their wings

By Vicky Eckardt
Vicky.Eckardt@StarNewsOnline.com

Published: Tuesday, August 24, 2010 at 2:00 p.m.

Without leaving campus, a group of University of North Carolina Wilmington nursing students spent Tuesday morning checking up on a 79-year-old man with diabetes. They monitored his blood sugar level and recorded vital signs.

It was boot camp day for the students in a community health course as they spread out throughout the rooms of a fake apartment – complete with a working kitchen and living room furniture – caring for their “patient” – a simulation mannequin.

The apartment is just one of the mocked-up health settings inside UNCW’s new School of Nursing building, which also includes a lab, an operating room, acute care unit and physical exam rooms.

“There’s no comparison. It’s a lot more conducive to learning than what we had before,” said Shannon Blankenbeckler, who expects to get her bachelor of science in nursing next spring.

After nearly two years of construction and many more of planning, the 75,000-square-foot building opened to students last week when the fall semester started.

Besides giving the nursing classes much-needed room to stretch, it also centralizes one of the school’s marquee programs, which had been scattered around the campus and depended on only one cramped simulation lab.

“The students were distributed throughout campus,” James McCann, the nursing school’s director said during a media tour of the building Tuesday.

Lawmakers appropriated $30.1 million for the nursing school. It contains 10 times the amount of laboratory space for simulation learning, 10 classrooms and a lecture hall that holds 200.

With the additional facilities, officials plan to eventually branch out into having graduate nursing students see low-income patients from the community and conduct non-invasive, outpatient clinical trials in the school.

This semester, there are more than 340 pre-licensure, registered nurses and masters candidates in the school. Also housed in the building, there are another 47 non-nursing students getting their undergraduate degree in clinical research with plans to add a master’s program in clinical research and product development.

High-tech patient simulators – the most realistic version costing $80,000 and with the ability to speak and take IVs – make up a large part of the clinical practice the
nursing students now can do in the building.

Anne Zabriskie, coordinator of the nursing school's simulation learning center, said the students still spend close to 24 hours a week at outside clinical sites, the additional simulation space helps free up some of the crunch of competing for clinical time at local hospitals with other nursing programs in the area like Cape Fear Community College.

"We're replicating the clinical environment," she said.

Vicky Eckenrode: 343-2339

On Twitter.com: @vickyeckenrode

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With limited training, Teach for America recruits play expanding role in schools

By Michael Birnbaum
Washington Post Staff Writer
Monday, August 23, 2010; A01

Four months ago, Jamila Best was still in college. Two months ago, she started training to become a teacher. Monday morning, the 21-year-old will walk into a D.C. classroom, take a deep breath and dive into one of the most difficult assignments in public education.

Best is one of 4,500 Teach for America recruits placed in public schools this year after five weeks of summer preparation. The quickly expanding organization says that the fast track enables talented young instructors to be matched with schools that badly need them -- and the Obama administration agrees. This month, Teach for America won a $50 million federal grant that will help the program nearly double in the next four years.

But many educators and experts question the premise that teaching is best learned on the job and doesn't require extensive study beforehand. They wonder how Best and her peers will handle tough situations they will soon face. Best, with a Howard University degree in sociology and psychology, will teach students with disabilities at Cesar Chavez Parkside Middle School in Northeast Washington. She has none of the standard credentials for special education.

"I'm ready to go," Best said last week at the public charter school as she put finishing touches on her lesson plans. "The challenges will come."

Teach for America, based in New York, was founded in 1990 by a Princeton graduate who hoped to expose future leaders to the problems of education. It enlists college graduates from a variety of academic backgrounds and career interests, not just education majors.

The recruits commit to teach for two years in low-income urban and rural public schools. The program was formed to match needy schools with elite teachers from schools such as Harvard, Stanford and the University of California at Berkeley. Its alumni include the founders of the KIPP charter school network, Mike Feinberg and Dave Levin, as well as D.C. Schools Chancellor Michelle A. Rhee.

Class appeal

In an economy in which options have narrowed for new graduates, competition is intense. Applications are up by a third, and just 12 percent of this year's applicants were accepted. Starting pay for teachers rivals that in many other industries; new teachers in D.C. public schools will make $49,000 this year, and possibly more if they participate in a voluntary performance pay program.

More than 200 of its recruits are starting this week in the District and Prince George's County.
"What's terrific about it is that it makes teaching sexy for a group of people for whom teaching would not ordinarily be sexy. And it attracts bright people," said Arthur Levine, former president of Teachers College at Columbia University.

But he said five weeks of training is not enough. Nor is it adequate, he said, to know the subject matter: Teachers also must know how to connect with children.

"For inner-city kids, it's a huge disadvantage to have a teacher who doesn't know how to teach," Levine said. And even if the teachers rapidly improve, they just as rapidly quit. Almost half of Teach for America instructors leave the profession after their two-year commitment, according to a 2008 Harvard study. Such turnover, Levine said, "ensures a continuous array of rookies."

In late June, about seven weeks after graduating from Howard, Best entered the Teach for America institute in Philadelphia. There she taught summer school, took pedagogy classes and learned the organization's leadership philosophy -- all in half of the 10 weeks that the Army requires for its basic training. She rose early for breakfast and lesson prep before catching a 6:45 a.m. bus to an aging elementary school where she spent the bulk of the day.

Almost an hour a day was devoted to teaching first-graders. At midday, she and other recruits gathered in a stuffy room where books are usually stored. They snacked on sandwiches and potato chips as they learned how to plan lessons, grade students, interpret test data and teach new material, among other things.

The campus hummed with people on a mission. Teachers pulled children out of class for tutoring; advisers met with trainees to dissect their classroom performance; elementary students surged through the hallways.

Best, who grew up in New York, is considering a career as a school psychologist. She said she is concerned that minority children, especially African American boys, are shunted too often into special education. She hopes a stint as a special education teacher will help her figure out why.

**Learning by doing**

One day last month, Best led a room of first-graders through a lesson in spelling and phonics.

"Destiny, share with me a word," Best said, asking a girl who was wiggling in her chair to say, then spell, one of the vocabulary words. Destiny pulled off "C-A-T."

Best called on students one by one, making sure all were focused on her.

"I don't think Damian is listening to me right now," she told a boy who had scooted into the aisle between neat rows of desks. When another boy put his head down, she nudged him to attention with a hand on his back. All of the students perked up when she led them in a chant of the vocabulary. The students seemed more engaged than in some nearby training rooms.

After the period was over, another recruit stepped up to the front, and Best joined eight adults in the back who had watched her the whole time. Some were trainees. One was a veteran Philadelphia teacher. Another was a Teach for America tutor who would meet with Best later to critique lesson plans and classroom management.
The institute, one of eight across the country, also tries to inculcate a philosophy that leaders outside the classroom should be leaders inside as well. It encourages attention to data, assertiveness and self-confidence in pushing through whatever challenges arise. That creed might help explain Teach for America's ascent. The organization has more than doubled since 2005. The federal grant will help bolster its annual recruiting to 7,500 by 2014. That's still a drop in the bucket of the estimated 349,000 public school teachers that will be hired that year, but an increasingly influential one.

Most of the people running the summer institute are alumni of Teach for America -- and young. Many of the tutors are corps members who spent two years in the classroom. Rebecca Maltzman, head of the site that trained Best, started as a Teach for America recruit five years ago.

Looking back, Maltzman said she was not at a disadvantage the first time she led a class.

"A lot of how you learn to teach is by teaching," she said. Maltzman started teaching in Camden, N.J., alongside a new graduate from education school. "I had as much or more knowledge," she said.

Dueling studies

In 2004, the Mathematica Policy Research group reported that students taught by Teach for America recruits topped their peers in math and equaled them in reading. Teach for America cites that study as evidence that its teachers don't need education school.

But researchers from the University of Texas and California State University reached a more skeptical conclusion after a review of almost two dozen studies. They reported in June that the evidence suggests that Teach for America recruits start at a disadvantage. After several years, they perform equal to or better than their peers, but they often leave the profession before the benefits of their experience can make an impact in the classroom.

The report also noted that school districts must spend more money on recruiting as a result of Teach for America's churn. In addition, the organization charges school districts an average of $2,500 for each teacher it provides, and districts spend extra money to train teachers once they arrive.

Some education school leaders say Teach for America sets its recruits up for a hard fall.

"They promote these corps members as adequate to the task of teaching in some of these most challenging assignments after just five weeks of training," said Sharon P. Robinson, president of the American Association of Colleges for Teacher Education. "It creates a situation that will likely soon drive the passion out, in favor of 'How do you keep your head above the water?' "

Last week, Chavez Parkside Middle was abuzz, with boxes of books shifting around and new students dropping by to enroll. Administrators said Teach for America recruits account for a quarter of their faculty.

"I came from a traditional background," said Raymond Weeden, the principal. He graduated from the University of Virginia's education school as a skeptic of Teach for America. Now he's a convert.

"If I can find people with the right values, I can mold them to be great teachers," he said. He estimated he hires 10 percent of his teachers from traditional programs and the rest through alternative channels. The school's teachers spent the first three weeks of this month in workshops. Every week during the school year, they have a few hours of professional development. Teach for America recruits also attend
night classes run by the organization.

Best said she was looking forward to the first day.

"I'm not worried," she said. Teach for America "is not the only resource. You can go to other veteran teachers. My mom has been sending me a lot of articles. When you meet these children, and they're in front of you, what are you going to do?"

On Monday, she will begin to answer.
August 24, 2010

Even at Commuter Schools, Dorm Life Beckons

By FERNANDA SANTOS

Ken Meyer and Carmine Fiore shook hands in the kitchen as their daughters, Sabina Meyer and Stephanie Fiore, pondered logistical problems on opposite ends of Room 227 on Monday, which was moving-in day at the sole dormitory at Queens College. Stephanie Fiore, for example, wondered where to store her many pairs of shoes, since her closet already seemed too small to fit all her clothes.

One floor above, Leticia Camacho and Juliet Dolan, new roommates, giggled at the odd coincidence of having brought items that followed the same color scheme: turquoise- and-purple hangers, storage boxes, sheets. On the fifth floor, Mohamed Sako kept his dorm room door ajar and his stereo on, the words to Nicki Minaj’s “Your Love” wafting onto the hallways — “You got spark, you, you got spunk.”

Living on campus is a privilege available to 500 of the roughly 20,000 students at Queens College, which is primarily a commuter college in a corner of Flushing that is easily reachable by car and by bus, but not by subway. Rooms at the Summit, as the dorm is officially named, come with full kitchens, cable television, wireless Internet access and private bathrooms.

The place has a hotel feel, with carpeted hallways, a glass-encased gym and a lobby with flat-screen TVs. For its residents, it is an enviable convenience. For the college, it is a recruitment tool.

Queens College, like the other colleges that are part of the City University of New York system, has always drawn students mostly from the city and nearby parts of the rest of the state and New Jersey. Provost James R. Stellar said the college was not looking to change that when it opened the dorm last fall. It was, however, aiming to broaden its reach.

“We want to attract students who never would have thought of applying to Queens College because it didn’t offer them a full college experience, or the chance to leave home and live on campus,” Dr. Stellar said.
Other city universities have opened dorms for similar reasons. The City College of New York built one for 600 residents on its campus in Harlem in 2006. Hunter College has had one for more than 20 years on East 25th Street, housing 622 students in a building that once was home to nurses employed by Bellevue Hospital. On Sunday, for the first time in its history, Baruch College placed 120 of its students into a dorm on Ludlow Street belonging to the School of Visual Arts, which had available space.

“It’s about becoming more competitive as an institution, really,” said Ben Corpus, vice president for student affairs and enrollment at Baruch.

The dorm at Queens College cost $72 million and it has a small waiting list for the semester that begins on Thursday. It houses a mix of freshmen and upperclassmen, most of them from the city and Long Island, but about 100 from out of state and abroad. Mr. Sako, 23, a senior who plays on the college soccer team, was born in Guinea and had been living in Paris before he enrolled at Queens College in 2007. This is his second year in the dorm.

Dr. Stellar, a former dean at Northeastern University who took over as provost in April 2009, is also one of the dorm's original residents. He lives in a single apartment on the first floor, in a wing of similar size apartments for faculty and administrators. His wife, Teresa, stayed behind in Massachusetts, first to see their younger daughter through her last year of high school and now to sell their house.

“I've learned many things from the students here, including how to start my own Facebook page,” he said.

He also helped judge a reverse-gender Mr. Summit contest, which crowned a boy who dressed as Lady Gaga as its winner, and hosted monthly pizza nights in the lobby. On Monday, he was among the volunteers lugging students’ belongings from cars onto carts and into rooms.

Moving began at 8 a.m. and soon a line began to form outside the dorm's elevators, snaking past the desk where Chloe Skye, 18, a sophomore and a returning resident, checked students’ IDs.

Ms. Skye, an English major, said it could take her hours to drive the 30 miles from her home in Rockville Centre, on Long Island, to the college, but rejoiced that now “it's amazing to be able to roll out of bed and go to class.”

To Ms. Camacho, a senior majoring in dance who is living in the dorm for the first time, it was either sleeping at a friend's apartment nearby or spending hours to travel by bus, subway and again by bus to get from her home in East New York, Brooklyn.
Ms. Fiore, 18, a freshman from Yorktown Heights, N.Y., and Ms. Meyer, 18, a sophomore from Hicksville, on Long Island, have not had to worry about commuting, which suits them just fine.

Their main concerns on Monday amounted to rearranging furniture, clothes and shoes. By Tuesday, Ms. Fiore had stored her flats in a bin under the bed and her high heels on the closet floor, below her colorful summer dresses.

Rebecca White contributed reporting.