THE DAILY CLIPS

October 11, 2005

News, commentary, and opinion
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The New York Times
The Wall Street Journal
USA Today
The Charlotte Observer
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ECU’s Mazey suspended from baseball post

The Daily Reflector

East Carolina University head baseball coach Randy Mazey was suspended with pay Monday after three seasons leading the team, Director of Athletics Terry Holland announced. Holland’s comments in a release indicated that Mazey would not return. He said that assistant coach Billy Godwin will be the acting head coach through the 2006 season and that a search for a new coach would begin after the season.

“We will assist coach Godwin in building a staff to provide this year’s team with the leadership necessary to compete at the highest level,” Holland said in the release. “We will conduct a national search for a permanent coach at the conclusion of the 2006 season.”

Mazey could not be reached for comment Monday.

ECU Chancellor Steve Ballard said he made the decision to suspend Mazey, based on Holland’s recommendation.

“These decisions are never easy,” Ballard said. “But I have complete confidence in Terry Holland’s assessment of the situation.”

Mazey has posted an overall record of 120-66-1 (.644) at East Carolina and coached the team to an NCAA Regional all three years.

His best season with the Pirates came in 2004 when the team set a school record with 51 victories and reached an NCAA Super Regional. The team was 34-27-1 in 2003 and 35-26 last season.

In addition, the Pirates also registered a 60-30 (.667) Conference USA regular-season record and an 8-12 post-season mark during the three-year span, which included three NCAA Regional at-large berths.

Most recently, Mazey guided ECU to a fourth-place league finish last spring with an 18-12 record, before the Pirates concluded their season with a pair of losses at the Tempe, Ariz., Regional.

Mazey would be the third head coach dismissed by the university since Holland became athletics director last October.

Football coach John Thompson was fired with two games remaining in the season last November. Men’s basketball coach Bill Herrion was asked to relinquish his duties at the end of the 2004-05 season last February.

When appointed to replace Keith LeClair as East Carolina head coach after the 2002 season, Mazey ended a four-year tenure as an assistant at Tennessee.

He served one season on LeClair’s first staff at ECU in 1996, after a one-year stint at Georgia and a three-year head coaching assignment at Charleston Southern (1994-96).

Mazey, who owns an overall six-year head coaching record of 186-160-2 (.537), began his coaching career at alma mater Clemson in 1990 where he helped lead the Tigers to three Atlantic Coast Conference titles and one College World Series showing appearance.

“My heart and prayers go out to all of last season’s coaches who are no longer with the program,” LeClair said in the release. “They are good friends, and I appreciate everything they did to push our program forward. I support Dr. Ballard, Coach Holland and Nick Floyd’s decisions as they continue to focus the program on our goal of winning the national championship.

“I certainly hope that everyone will provide great Pirate support for Coach Godwin and the team this season. Our goal remains the same — getting to Omaha.”
State, federal funds help foster children complete college dreams

The Associated Press

CHATTANOOGA, Tenn. — Even with more than two years of college left until graduation, Allen Green can easily see the finish line, and it's surrounded by family and friends.

Green, 20, is the first of his four siblings to graduate from high school and now he's turning his sights to a dentistry degree from the University of Tennessee at Chattanooga.

This is a feat made more impressive by the fact that Green has been in foster care since the age of 12.

"I'm running a race for my family and friends who didn't make it," Green said. "I felt like I needed to stay focused for them. I'm running a race that's bigger than me."

While Green may be motivated by his family, the state is hoping to make it a little easier for him and other foster-care students by providing a new lottery grant specifically for foster children.

The grant, which was approved by the General Assembly last year, provides an additional "last dollar" award to the federal grant already set up in the state, according to Brian Noland, associate executive director of the Tennessee Higher Education Commission.

The Chafee Education and Training Voucher Program is a grant that is financed 20 percent by the state governments that participate and 80 percent by the federal government. Established in 2001, the program provides more than $45 million for college students across the country.

The new foster care grant is for students who receive both the standard Tennessee HOPE Scholarship of $3,300 per year and the $5,000 federal grant. The additional grant is intended to make up the difference between the financial assistance and the actual cost of school, which includes books, fees and housing, Noland said.

"We've been working with the Department of Children's Services to notify these students of the new grant," Noland said.

The Chronicle of Higher Education reports about 32 states offer tuition waivers, scholarships or other grants to foster-care children.

Through Tennessee's voluntary care program for foster care children 18 and older, enrollees can receive all types of financial assistance from rent to tuition until the age of 21.

The state currently has 262 foster-care students enrolled in colleges, according to Anidolee Melville-Chester, director of independent and transitional living for the Tennessee Department of Children's Services.

"By investing in these young adults, you're investing in the economy, in neighborhoods and in the community at large," Melville-Chester said.

According to Casey Family Programs, a Seattle-based nonprofit foundation that promotes improving the foster care system, foster-care children are twice as likely to drop out of high school.

Peter Pecora, senior director of research services, said that moving around often as a foster child can impede the learning process in school, making it harder to graduate.

"They've had greater childhood adversities," Pecora said. "Despite how smart and dedicated and very tenacious they are, we were finding a higher proportion do enroll in some form of post-secondary education but don't finish."

But Green isn't letting hurdles get in the way of his goal because he has to set an example for his siblings.

"I've got to help them," Green said. "I try to tell them, 'It ain't over, man. You can still get out there and make it.'"

Information from: Chattanooga Times Free Press, www.timesfreepress.com
Donation of a body is precious gift to medicine

By FRED MARION
Rocky Mount Telegram

Sunday, October 09, 2005

DURHAM — There was little to suggest that the body being operated on wasn't alive.

It was a Tuesday in the basement of the Bell Building at Duke University Medical Center. Dr. Robert Howard was suited up in blue surgical scrubs. He wore booties, gloves and a plastic face shield as he leaned over an exposed knee. Beneath the skin, a tibia had multiple fractures, and Howard, along with a small team of colleagues, was using a new form of computer-assisted surgery to mend the breaks.

DONATION CONTACTS

Rules and procedures vary from university to university. Contact the colleges for donation information, including bequeathing paperwork. Typically, the forms must be signed by the donor and two witnesses, although a person's next of kin can bequeath a body to a university.

Duke University
The Duke Anatomical Gifts Program, Box 3170, Duke University Medical Center, Durham, NC 27710. (919) 684-4250.

East Carolina University
Department of Anatomy and Cell Biology, The Brody School of Medicine, 600 Moye Blvd. Greenville, NC 27834. (252) 744-2843.

UNC-Chapel Hill
Body Donation Program, 314 Berryhill Hall, Campus Building No. 7520, Chapel Hill, NC 27599. (919) 966-1134.

Wake Forest University
Bowman Gray School of Medicine, Department of Neurobiology and Anatomy, Medical Center Boulevard, Winston Salem, NC 27151. (336) 716-4369.

He's been working on the technique for several months, and the results of his trials will determine whether the procedure ever makes it to a live person. For now, it's use is restricted to the Human Fresh Tissue Lab, a large room where cadavers are operated on by surgeons and doctors in training who are practicing or doing research before they perform live surgery.

Often a topic that's pushed under the rug, body donations are an essential part of doctors educations and research.

The cadaver Howard worked on was one of about 70 to 80 that Duke University's School of Medicine receives each year. The university is among four schools in the state that accept body donations. East Carolina University in Greenville, for example, takes in 40 to 50 bodies each year.

At Duke, medical students who will dissect the bodies as part of their anatomy coursework are given priority on the donations.

"You can't learn gross anatomy without dissecting the human body," said Clinton Leiwke, 50, the fresh tissue lab manager.

"It's just not humanly possible."

All of Duke's donations are in-state -- typically coming from the Triangle and surrounding regions. Some 10 to 15 percent
Few bodies are turned away. Among them are those with communicable diseases, such as HIV, syphilis and hepatitis A, B or C, and those weighing more than 400 pounds.

While other universities may turn them away, even victims of car accidents, organ donors and bodies that have had autopsies performed on them are accepted at Duke. Those bodies typically go to the tissue lab.

The lab, Brown said, is vital to expanding and improving treatments.

"All persons involved with these procedures on these bodies are better equipped having done it," Brown said. "We treat them just like they're living, breathing patients."

The 33-year-old was a medical student at Boston University the first time he saw a cadaver. Along with two other people, he would go on to dissect the body as part of his anatomy lab.

"I was amazed by the resources available to help train the future doctors," he said.

Similarly, Howard's friends and acquaintances are often awestruck by the fact that he has access to fresh tissue for research purposes.

"(Without access) we would be required to do more work on animals and simulated body parts," he said.

An average of about 40 doctors work with each body that is donated to the tissue lab. Bodies that are in better shape are typically used for dissection in anatomy courses, where five to six students work with them for three months.

After the bodies have been studied, they're cremated and, in most cases, the ashes are returned to the family. Ashes from the remaining bodies are scattered in Duke Forest. Each spring a memorial service is held in Duke Chapel to honor those who have donated their bodies to the university.

While Howard operated on a cadaver's tibia in one room, Kari Montgomery, a first-year medical student, was across the hall dissecting a cadaver. The assignment is part of her anatomy class, BAA 133: The Human Body. She was one of 45 students. All were broken up into smaller groups, huddled around sheet-draped bodies in a long room that smelled of formaldehyde.

"For people who are interested in science, you always try to look at it as a great learning experience," said Montgomery. "It makes what you learn concrete. You get the visual of what's beneath the skin when you see it."

She sees the work as an invaluable part of her education, comparing it to a computer engineer who claims to know everything about computers but doesn't know what's inside them.

"To not look inside a great machine, you're kidding yourself to say you know exactly how it works," she said.

When asked whether she was going to donate her body to science, Montgomery didn't hesitate.

"Of course," she said.

For the families of people who have already donated, what would she say to them?

"Oh, wow. 'Thank you,'" she said. "They're doing so much for medicine. They're doing so much for us and the people coming behind us. ... 'Thank you' I guess is all I can really say."
Eating fish may help slow mental decline
Study also suggests obesity in midlife can double risk of dementia

Associated Press
Updated: 6:24 p.m. ET Oct. 10, 2005

CHICAGO - Eating fish at least once a week is good for the brain, slowing age-related mental decline by the equivalent of three to four years, a study suggests.

The research adds to the growing evidence that a fish-rich diet helps keep the mind sharp. Previous studies found that people who ate fish lowered their risk of Alzheimer's disease and stroke. Fish such as salmon and tuna that are rich in omega-3 fatty acids also have been shown to prevent heart disease.

For the new study, researchers measured how well 3,718 people did on simple tests, such as recalling details of a story. The participants, all Chicago residents 65 and older, took the tests three times over six years. They also filled out a questionnaire about what they ate that included 139 foods.

"We found that people who ate one fish meal a week had a 10 percent slower annual decline in thinking," said co-author Martha Clare Morris, an epidemiologist at Rush University Medical Center. "Those who ate two fish meals a week showed a 13 percent slower annual decline."

At the same time, the Food and Drug Administration warns pregnant women, nursing mothers and children to avoid certain types of fish with high levels of mercury — shark, swordfish, king mackerel or tilefish. Mercury can damage the growing brains of fetuses and children.

The study of fish and mental sharpness was posted Monday on the Web site of the Archives of Neurology and will appear in the journal's December issue. It was published early online because of its general interest.

The researchers looked for, but failed to find, a link between omega-3 fatty acids and protection from brain decline. Previous studies found such a link.

**Staying sharp**

Researchers found that eating fish at least once a week slows age-related mental decline by the equivalent of three to four years.

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SOURCE: Archives of Neurology

Fish-rich diet benefits mind and body

A new study published Monday found that people who ate fish often lowered their risk of Alzheimer's disease, heart disease and stroke. It failed to find a link between omega-3 fatty acids and protection from brain decline, although previous studies had found such a link.

**Selected fish with a high omega-3 fatty acid content**

- Salmon (Atlantic, wild)
  - 3.2g*
- Mackerel (Pacific, Jack)
  - 3.2g
- Bluefin tuna
  - 2.8g
- Atlantic herring
  - 2.4g
- Rainbow trout
  - 2.0g

*Grams per six ounce portion

SOURCE: University of Michigan Health System

France but was not involved in the current study.

In the questionnaire, "only four seafood items were included, which did not allow this distinction," Barberger-Gateau said in an e-mail.

The questionnaire included four broad seafood categories: tuna fish sandwich; fish sticks/fish cakes/fish sandwich; fresh fish as a main dish; and shrimp/lobster/crab.

Testing participants' blood for omega-3 fatty acids would have given a more definitive measure, said Dr. William E. Connor of the Clinical Nutrition Department of Medicine at Oregon Health & Science University. He was not involved in the study.

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From Yale to Cosmetology School, Americans Brush Up on History and Government

By SAM DILLON

Quick, who was the American general at the Battle of Yorktown?

If you answered D), you did better than two out of three graduates of America's top universities. Many of them picked Grant — and 6 percent picked MacArthur.

Historians are citing those results along with a cascade of other data to argue that many Americans are, for all practical purposes, historically illiterate.

Senator Robert C. Byrd, the Democrat from West Virginia who keeps a copy of the Constitution in his pocket, finds the nation's historical amnesia frustrating. In December he inserted into a giant spending bill a passage requiring every American school receiving federal money to teach about the Constitution on Sept. 17, the date it was signed in 1787.

Saturday is the first annual Constitution Day, and Mr. Byrd's law is focusing considerable attention on the document.

Millions of new copies have been printed, and readings and discussion are scheduled at the National Archives, thousands of schools and universities, and even many technical institutes unaccustomed to constitutional debate.

A massage school in Michigan will test students on the Constitution, and students at a cosmetology school in Philadelphia will watch a taped lecture by two Supreme Court justices.

Congress's decision to mandate lessons on the Constitution for every school, however, has also brought forth voices of dismay. The 10th Amendment leaves education to the states, and Congress has rarely dictated what the nation's schools must teach.

Some people fear that Mr. Byrd's initiative has opened the door for lawmakers to mandate other lesson plans, like requiring science teachers to include intelligent design alongside evolution.

"We don't want the Congress to start acting like a national school board," said Tom Hutton, a staff lawyer at the National School Boards Association.

The law requires all federal agencies to provide federal employees with training materials on the Constitution, and requires schools receiving federal money to "hold an educational program." When Sept. 17 falls on a weekend, as it does this year, schools may comply in the previous or next week.

Mr. Byrd is in a tangle. His stenographer voice rose in excitement when he spoke of the Constitution in an interview on Wednesday, sounding as some do when they discuss Formula One racing, or Lance Armstrong's seventh victory.

"There's a crying need for every American, starting early in their lives, to get inspired by this document, to cherish this document," Mr. Byrd said. "They should read it over and over. They should love it.

"It affects every day of our lives, every act we take! It's the foundation for our entire society! It's the anchor, the compass, the guiding light!"

"People revere the Constitution," he added, "yet know so little about it — and that goes for some of my fellow senators."

Popular support for Constitution Day has "nearly overwhelmed" him, he said. Some people have even approached him in the supermarket, brandishing their own pocket editions of the Constitution and congratulating him, he said.

"I don't know of anything that I've done in my whole career that's given me more comfort," he said.

The new law takes effect as many historians are voicing alarm over the dimming historical memory of the nation.

James Rees, executive director of George Washington's Mount Vernon estate, said that in his 22-year tenure he has seen a growing historical ignorance among visitors. He cited the 1989 telephone survey of 556 graduating seniors from the nation's top 50 universities and colleges, who were asked to name the American general who won the Battle of Yorktown, which secured the colonists triumph over British forces in the Revolution.

"We see it every day here, that people just don't come with the same historical awareness that they used to," Mr. Rees said.

David Eisenhower, the historian who is the grandson of President Dwight D. Eisenhower, expressed similar sentiments in an afterword he wrote for one of several new editions of the Constitution being distributed nationwide.

Citing a 1998 survey carried out for the National Constitution Center, an independent nonprofit group, he said: "More young Americans could name the Three Stooges than the three branches of government." Some educators believe that young people's history proficiency is declining because they watch too much television, a view that gained support with the results of a United States history test administered by the Department of Education in 2001, the most recent such test to yield nationwide results.

Only 18 percent, 17 percent and 11 percent, respectively, of the nation's students in 4th, 8th and 12th grade, scored at a proficient level. In each grade, the more hours that students reported watching television a day, the lower their scores.

Some experts say the problem is worsening because history and civics are receiving less attention in public schools, the result of a nationwide focus on reading and math.

Jeff Passe, a professor of education at the University of North Carolina at Charlotte who is president of the National Council for the Social Studies, said that although sequences vary by state, most public school children study American history three times, once in elementary school, once in junior high or middle school and once in high school.

But because of President Bush's No Child Left Behind Law, which imposes sanctions on schools where students fail to make annual progress on reading and math tests, many schools are reducing the time spent on history, or even eliminating it, Professor Passe said.
David McCullough, the historian, also faulted the law in testimony before a Senate Committee in June.

"Because of No Child Left Behind, sadly, history is being put on the back burner or taken off the stove altogether in many or most schools, in favor of math and reading," Mr. McCullough said.

He testified in favor of a bill, sponsored by Senator Lamar Alexander, Republican of Tennessee, that seeks to advance knowledge of history by directing federal officials to administer nationwide history tests more often, partly on the theory that teachers concentrate their instruction on subjects that are tested.

But that legislation has not advanced in the Senate, whereas Mr. Byrd's initiative is law. So, for this week anyway, Constitution Day is where the action is.

And there is action on all sides. Many universities and public schools will mark Constitution Day next week. At Yale, for example, the events include a law professor's lecture on the Preamble.

Today, hundreds of thousands of students across the nation will watch a videotape of Justices Sandra Day O'Connor and Stephen G. Breyer discussing the Constitution with teenagers.

The lecture has also been distributed on DVD to thousands of schools, including the Jean Madeline Aveda Institute in Philadelphia, where some 400 students will interrupt cosmetology lessons to watch the two justices discuss the separation of powers, said Stan Gordon, a director.

At Irene's Myomassology Institute, a private massage school in Southfield, Mich., Susan Vert, an admissions officer, printed a quiz with 27 questions, like "What are the first 10 amendments to the Constitution called?"

"We're not doing enough to make the world a smarter place," Ms. Vert said. "And maybe some of this Constitution stuff is being lost in that as well."
Now at Design Schools,
Big Concepts on Campus

By ROBIN POGREBIN

On a recent afternoon at the Pratt Institute in Brooklyn, students were lounging in front of the new architecture school building, smoking drinking coffee, talking. Sitting atop a low wall that rises on a diagonal angle on the building’s new brick plinth, they seemed to revel in the communal space, a stone’s throw from their drafting studios in the glass-enclosed building behind them.

Before the new building, the Higgins Hall Center Section, was recreated by the architect Steven Holl, the students had been somewhat dispersed, crowded into small 19th-century classrooms in the north and south wings of Higgins Hall. Now they have a large, funky space in the middle in which to study, chat about what they are learning and collaborate on projects.

“The open floor plan forces people to interact,” said Keith Gratkowski, 27, a student who transferred to Pratt from Johnson College in Scranton, Pa., this year. “So people stop and talk and see what people are working on.”

Pratt, whose new building was formally dedicated on Thursday, is not alone. Amid growing student interest in their programs, New York architecture and design schools are moving to add new buildings conceived by hot architects of the moment.

Aside from Mr. Holl’s glass-and-concrete center at Pratt’s School of Architecture, a new main building by Lyn Rice is rising at Parsons School of Design in Greenwich Village, and City College has thrown up construction tents around what is to become its new architecture hall in Harlem, designed by Rafael Viñoly.

Next summer, Cooper Union for the Advancement of Science and Art will break ground on a $105 million expansion of its art studios and engineering school designed by the Los Angeles architect Thom Mayne.

In a sense, the schools are coming to realize that they, of all institutions, should be embracing high-concept architecture for their campuses.

“We’re all seeing the same thing — our students, our staff and our faculty are asking that we provide quality facilities,” said Bob Kerrey, the president of New School University, which includes Parsons. “They matter. They affect the decision to come, the decision to stay and the quality of the work while you’re here.”

“We’re trying to make design more central,” he added.

As if to embody that idea, all of these new projects feature a atrium around which the rest of the school is organized — a kind of beating heart at the core. Such common entrance areas are intended to foster an easy flow of communication and physical movement. Students can see one another and be seen, crossing easily between various parts of the building, generating a vibrant sense of activity.

Although a good deal of architecture study takes place in the classroom, much of it occurs in the studio, where students create their drawings and models and observe and comment on one another’s work. Architecture projects often involve collaborations between teams who brainstorm on theory and form to arrive at innovative designs.

In redesigning the new center section of Pratt’s Higgins Hall — a 19th-century building damaged by fire in 1996 — Mr. Holl linked it fluidly to the adjacent sections with passages and ramps on each of its three stories. A new main entrance, basement auditorium, digital resource center and lobby anchor the Higgins complex as a whole.

“It’s like a break of connective tissue,” Mr. Holl said of his design on a recent visit to the hall, at 61 St. James Place. He framed a new public space in front of the entrance, Mr. Holl said, because students “never had a place they could sit and meet each other.”

He also wanted the building to be something the architecture students could learn from. To that end, and because of a limited $10.5 million budget, Mr. Holl left the building’s concrete columns exposed, along with stone walls from the original Higgins. “Because it’s an architecture school, the building can be a didactic tool,” he said. “You can read the whole structure as you go.”

“There is nothing hidden in this building,” he added. “There’s not one stitch of it that you can’t see — its bones, its skin.”

Faculty members said they planned to invoke the design in their classroom teaching. “It’s a learning space in terms of the way buildings go together,” said Caleb Crawford, the assistant chairman of undergraduate architecture at Pratt.

The new Parsons building on Fifth Avenue at 33rd Street includes a double-height skylight-covered quadrangle composed of aluminum, glass and raw concrete surrounded by galleries, meeting rooms, an archives center, lecture hall and new design store.

“It’s in effect a new front door to the school,” said Paul Goldberger, the Parsons dean, formerly the architecture critic for The New York Times. “More coherent, visible, conspicuous, exciting, usable.”

The project’s architect, Mr. Rice — formerly a principal at OpenOffice, which designed the Dia Foundation’s Beacon galleries, illuminated by northern skylights — said he was interested in giving Parsons greater “poreosity.” His design features an open lobby, large glass windows in which students can sit and easier circulation between the school’s four connected buildings.

A space in the corner for student critiques would allow passersby a literal window onto the workings of the school. The school’s two galleries will be upgraded to museum-quality standards, and the elevator banks’ exterior walls will be sheathed in students’ work — what Mr. Rice calls “pedagogical billboards” — that will change throughout the year. A wall of electronic text is to be designed by the media artist Ben Rubin.
The $13 million center, to be completed by 2007, is named for Sheila C. Johnson, a New School trustee and co-founder of Black Entertainment Television, who donated $7 million toward the project.

At City College, Mr. Viñoly’s $39 million redesign, scheduled to open in the fall of 2007, adds two floors of loft studio space, an architecture library, a central exhibition space, offices and a lecture hall around a large atrium traversed by bridges. In a similar spirit, students passing through Mr. Mayne’s new Cooper Union building pass through the common areas before reaching their labs and studios. Stairs crisscross the void of the central atrium, connecting the various lab and studio floors.

Reviewing the design last year in The Times, Nicolai Ouroussoff wrote that, when viewed through the building’s perforated metal screens, “the forms of passing students will have an ephemeral, cinematic quality, creating a perpetual state of motion within the building.”

Years ago, the design of art and design schools may not have mattered so much because the city itself provided such a rich campus, Mr. Goldberger noted. But now, “we need to offer students more,” he said. “Demand is so huge for design education.”