THE DAILY CLIPS

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On behalf of the Exceptional Community Baseball League, I would like to thank the East Carolina baseball team for coming out and helping as “buddies” on Oct. 17. The ECU baseball players spent several hours at the Sarah Vaughn Field of Dreams helping our special needs players enjoy the game of baseball.

I don't know that they realize how much of an impact that they have on our players. I and the many parents in attendance on Sunday will not forget these selfless acts of kindness. Coach Billy Godwin and his staff have been strong advocates for the ECBL program. We appreciate their support and the support of the university as a whole. From Godwin to Coach Ruffin McNeill, the university has always taken the time and energy to help. All I can say is thanks and go Pirates!

KEN LANG
Buddies Coordinator
Exceptional Community Baseball League
Winterville
First-year English students from East Carolina University are starting a project that will explore the history, legacy and culture of black schools operating in Pitt County prior to school integration.

Stephanie West-Puckett, an ECU English instructor, created a project about schools in Pitt County prior to desegregation that many of her classes can work on in the future. To get the project started, West-Puckett and her English 1200 students are looking for people who worked at and attended a school for blacks or Rosenwald-funded schools in Pitt County.

Students will conduct interviews starting in November and write essays about the experiences of those involved with the schools. West-Puckett also is hoping to start a website that will include videos, essays and historical documents. Her students are searching the North Carolina collections in Joyner Library to find historical documents about the schools.

“We are just scratching the surface. We're setting the framework,” West-Puckett said. West-Puckett got the idea of the project from a social studies teacher at J.H. Rose High School. Steven Hill worked with his students to design a booklet about the namesake of the school. Proceeds from sales of the book go to a scholarship fund in memory of a student who died. After the book was finished, Hill received requests from the community to do the same type of research about the area's black schools. Hill gave the idea to West-Puckett, who made it the focus of her English 1200 class.

To share stories, photos or historical documents, contact West-Puckett at westpucketts@ecu.edu.

Contact Lynsey Horn at lhorn@reflector.com or (252)329-9574.
Lineback emerges as a leader for Pirates

Former walk-on is ECU’s top tackler
By BRIAN HAINES, Brian@wdnweb.com, Sports Writer
Published: Thursday, October 21, 2010 2:18 AM EDT

GREENVILLE — Great linebackers excel at making educated guesses and then following that gut instinct with full dedication, which may explain why Dustin Lineback is having so much success with the Pirates.

It was only a few years ago Lineback decided to take a chance with his playing career. It would be one of the best gambles the senior from Southeast Guilford High School has ever made.

“I went to the North Carolina State-ECU game when they played in Carter-Finley Stadium (in 2006) and I told my dad that whoever wins this game I am going to try and walk-on to,” Lineback said. “East Carolina won and I’m glad to be a Pirate.”

The feeling is mutual.

So far this season the 5-11, 223-pounder has way overshot expectations as he leads East Carolina (4-2, 3-0) with 55 tackles and is third on the team with three tackles for a loss. On the season he is averaging nearly 10 tackles per game (9.2) and was recently named to Phil Steele’s mid-season All-Conference USA team.

Lineback turned in his best performance of his career against the team he almost tried out for as he racked up 14 tackles during the Pirates’ 33-27 overtime win on Saturday and recovered a fumble. Lineback almost had his second career interception but it was overturned by a roughing the passer penalty.

Making the decision to try and play for then-coach Skip Holtz and the
Pirates is one thing, actually doing it another. Lineback admits he wasn’t the most heavily recruited player coming out of high school, which is why he chose to play for Div. II Brevard College upon graduation. However, a few connections and a lot of hard work got his foot in the purple and gold door.

“Coach Holtz had open tryouts here and the coach I played for at Brevard was pretty good friends with coach (Harold) Robinson, so I got released and was able to communicate with the coaches. He got me a tryout here and I did pretty well. I ran real fast and coach (defensive coordinator) (Gregg) Hudson liked me and he picked me up, and I have been playing ever since.”

After watching Lineback help younger players with their alignments and emerge as a vocal leader on the team it’s hard to imagine that only a few years ago he was on the outside looking it – literally.

“I remember a couple of days before the tryout I was actually watching the team practice through the fence. I was just thinking to myself “Man, I just want to be on the team. I don’t even care if I play much,” Lineback said. “You know, coming from a smaller school you look up to these guys. Once I made it was one of the happiest days of my life. As soon as I got here I was just so happy to be here. Then I realized that I can actually play.”

Slowly but surely Lineback’s role grew on the team as he took the working man’s route to earning playing time.

“I kept working hard and I got on special teams and did really well,” Lineback said. “Then I got my shot on defense as a sophomore. I got a couple of starts and now I’m starting.”

First-year defensive coordinator Brian Mitchell said it was Lineback’s work ethic that first made him take notice of the senior this summer.

“He’s just blue collar,” Mitchell said. “He’s a kid who is going to bring his lunch pail each day. He’s a kid that’s passionate about the game and he’s a kid that’s knowledgeable. He’s a kid that has some playing experience under his belt and he has shown it. He’s a good leader.”

If making the team was one of the best days of his life, celebrating his 22nd birthday this year is to far away as the senior got a present that was completely unimaginable only a short time ago.
“It was actually on my birthday, June 8th, was when I found out that I would be on scholarship,” Lineback said. “Coach McNeill and his staff gave me a scholarship along with Wes Pittman and Andrew Bodenheimer. He said that we earned it. It was a special day for us. It saves the family a few bills to pay and to have it on my birthday was an awesome present. I was real happy and it’s a blessing to play here and be on scholarship.”

From the time the Pirates topped Tulsa with a last-second Hail Mary pass, to their ability to overcome a 20-0 first-quarter deficit against Southern Miss, to Saturday’s overtime win over the Wolfpack, McNeill has cited his team’s sideline behavior as a major factor in their clutch play. Lineback embodies what the coach calls “positive chatter.”

“I consider myself a leader on defense ... and for the team as a whole,” Lineback said. “If Dominique Davis happens to throw an interception I feel like it’s my job to be the first guy over there and be like “Hey, it’s alright, we got you. Go get the offense straight and come back and get some points.’ But I treat myself like a leader on this team.”

Mitchell said it’s character guys like Lineback, who despite starting from humble beginnings has emerged as Conference USA’s eighth leading tackler this season, who truly represent East Carolina football.

“That’s what we stand for. That’s what where going to build our foundation on,” Mitchell said. “Those kids like Lineback, (Damon) Magazu and Travis Simmons are the kids who we want in our program and those are the kids we want to have represent this university.”
Science labs dread end of stimulus grants

By Eric Ferreri, Staff Writer
At Duke University, some scientists call it "The Cliff."

That's shorthand for next September, when federal funding from the American Recovery and Reinvestment Act starts running out.

ARRA, known broadly as the "stimulus" program, has pumped $787 million into the nation's economy - a good chunk of that going to science research. In quick order, it created jobs and spurred ambitious new research programs.

But now, researchers must start to prepare for life without it.

"It makes people very nervous," said Marianne Hassan, associate dean with Duke's Pratt School of Engineering and the team lead for Duke's ARRA Response Team. "People who have been in research a long time know the ebbs and flows. But that doesn't make it any easier."

The stimulus money was intended to be a short-term fix - a way to get people working until the economy rebounded. And locally, it has proven quite lucrative for research giants such as Duke and UNC-Chapel Hill. Duke has reeled in $202 million in stimulus funds, and UNC-CH has won grants totaling about $168 million so far. N.C. State University has taken in almost $43 million in ARRA funding, a spokesman said.

Still, The Cliff beckons, and with it, all sorts of headaches.

It starts next year
To be clear, there's no single cutoff. The stimulus money was doled out in all sorts of ways. Some research grants funded projects for just two years; others stretched far longer, which means some endeavors won't use up their funding for several years.

But much of the early funding expires next year, leaving faculty members, their postdoctoral fellows, graduate students and other staff members
scrambling either to find new funding to continue their projects or to find work elsewhere.

At Duke, for example, about 300 of 371 stimulus projects expire in September, Hassan said. Scientists are used to being on the hunt for grant funds to keep their work going. But with the stimulus money expiring across the nation, the sheer magnitude of need will likely assure that demand for new grant money outstrips supply.

"Will we be able to fund everything at the levels they're funded now?" asks Barbara Entwisle, interim vice chancellor for research and economic development at UNC-CH. "No. I don't think so."

Training scientists
Research projects both large and small face the dilemma. Consider a small internship project Entwisle is involved with at the Carolina Population Center. The center received $5,000 in stimulus funds for a minority internship program. The program gave internships to about a dozen undergraduates who apprenticed at the population center and took part in an extensive prep course for the graduate school entrance exam.

Though it operates on relatively little money, the program's future is in doubt because there's no new money committed when the stimulus grant expires in about nine months.

Hundreds of jobs
On the other end of the spectrum is Tom Meyer, a UNC-CH chemist overseeing a large, interdisciplinary research project aimed at developing solar fuels. The five-year project - involving six staff members, about 30 postdoctoral fellows and grad students, and 20 faculty members from UNC-CH and four other universities - is supported by $17.5 million in stimulus funds. That's the largest stimulus-funded project at UNC-CH.

It's a high-profile project, one of 46 such solar cell research centers nationwide. And still, Meyer has to worry about what happens when his money runs out three years from now. If he can't secure more funding then - and he expects to need at least as much as the $17.5 million he started with, if not considerably more - then many of those staffers and researchers on the project may then be looking for work.
"The competition will be fiercer because there will be less money," Meyer said.

Stimulus funds have created or retained 530 jobs at UNC-CH, according to Entwisle, interim head of the research office. At Duke, stimulus funds paid the salaries of more than 500 employees during the last financial quarter, said Hassan, who gleaned that number from reports the university files four times a year.

At Duke, not all stimulus money pays salaries. The university won two grants totaling about $20 million to help build new laboratories.

Construction grants bring risks and rewards; there's an immediate economic payoff in the jobs created while facilities are built. But there are the long-term budget risks associated with the continuing operations of new facilities, said Hassan, the Duke official.

"We always have to be able to sustain the building - the bills, the maintenance, everything," she said.

Equipment, on the other hand, makes everyone happy because it doesn't go away after the money is spent. Duke won at least 10 stimulus grants for high-priced, high-tech research equipment, including a $500,000 microscope that takes fluorescent images, separates colors and can mark particular characteristics of a cell.

It is housed in Duke's Light Microscopy Core Facility, where scientists can rent it by the hour. (It's $13 an hour for the first two hours, if you're interested.)

"Microscopes are pretty expensive, and the high-end ones are out of reach of most research groups," said Sam Johnson, who directs the microscopy facility. "It's been pretty popular by far."

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U-Va. probe of journal editor's suicide faults administration for weak oversight

By Daniel de Vise
Washington Post Staff Writer
Wednesday, October 20, 2010; 11:23 PM

An internal investigation into the suicide of Kevin Morrissey, an editor of the University of Virginia's literary journal, concluded Wednesday with a report that faults Morrissey's boss for "questionable" management and the university for weak oversight.

The nine-page report, from U-Va.'s Internal Audit Department, doesn't directly address whether Ted Genoways, editor of the Virginia Quarterly Review, bears responsibility in the July 30 death of his deputy. It largely clears U-Va. of blame, stating that leaders of the public university took "appropriate actions" based on what they knew of the trouble brewing in the journal's Charlottesville offices.

Morrissey, 52, shot himself inside a coal tower near campus. His suicide note blamed no one. Relatives and some Review employees alleged that he had been the target of workplace bullying by Genoways, a decorated poet who has raised the currency of the literary magazine.

Genoways said he never harassed Morrissey or anyone else on the journal's small staff, and all involved said that Morrissey had a lengthy history of depression.

Lloyd Snook, Genoways's attorney, said in a statement that the report "apparently found no support for early accusations in the media that Ted Genoways was a bully - a conclusion with which we agree." Snook said Genoways was traveling and unavailable to comment.

University President Teresa Sullivan met individually Wednesday morning with Genoways and two other journal employees to divulge the results of the investigation, which she began Aug. 19. The university "remains committed to publishing VQR" but with changes that strip away some of its
independence from the university, spokeswoman Carol Wood said in a statement.

Sullivan said she would change university policies to make it simpler for employees to report workplace issues and for those reports to reach U-Va. leaders and be addressed.

A wave of national publicity followed Morrissey's death, with some observers passionately defending Genoways and others portraying him as a national symbol of workplace bullying.

The audit doesn't settle the issue, stating enigmatically: "It is sometimes difficult to define where the line gets crossed between a tough manager and an unreasonable one."

Neither Genoways nor any other journal employee is out of a job, Wood said. At least two staffers have resigned. The others, including Genoways, remain on leave, and the journal is on hiatus.

The report reviews the roles that Genoways and university leaders played in handling the journal's staff and finances.

Auditors said that "appropriate actions were taken by the institution" to address the problems within the journal, considering what little university officials apparently knew. They wrote that "no specific allegations of bullying or harassment" reached university leaders before Morrissey's death.

Colleagues and friends said Morrissey and some co-workers had reported the matter to university officials multiple times. In some cases, though, the reports went to offices that hold matters in confidence and don't pass information on to university leaders.

The accounts that did reach university leaders, the audit said, were not dire. The investigation recommended "appropriate corrective action" toward Genoways but did not state what that should be. University officials said that any response would be handled in confidence.

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Early Action Could Aid in Admission, Report Finds

By JACQUES STEINBERG

It is a question on the minds of so many high school seniors at this time of year: How can you raise your chances of getting into your No. 1 college choice?

A report released Wednesday by an association of guidance counselors and admissions officers could be worth a look. It provides new evidence for those who believe that applying to college early in the academic year — or, more specifically, submitting applications under binding early-decision programs — increases the likelihood of acceptance.

Nearly three of every four students who applied last year under such programs, which are offered by many of the nation’s most selective colleges, were accepted, compared with just over half who applied to the same colleges in the main application round, according to the annual report, “The State of College Admission,” by the National Association for College Admission Counseling.

All told, the percentage accepted last year in the early-decision round, in which those accepted are compelled to withdraw all other applications and enroll, was 15 points higher than in the main phase. And that gap is rising, the authors said. In fall 2006, 61 percent, on average, were accepted early, compared with 53 percent in the regular pool.

Critics of early-admission programs argue that they represent a way for well-off and connected high school students to game the system. But colleges that offer them counter that the acceptance rates are often so high because the quality of students is particularly strong.

The report suggests that these figures “may rekindle debates about the effects of early-decision admission, particularly as it relates to access for underrepresented populations.”
To that end, the report provided new measurements of how the nation’s poorest high school graduates, as well as those who are black and Hispanic, continue to lag behind their peers in going to college. Only 58 percent of high school graduates from the bottom quarter nationally, as ranked by family income, went to college in 2008, compared with 87 percent from the highest-earning bracket, according to the report.

And while black and Hispanic students represented 33 percent of “the traditional college-aged population” in 2008, the report noted, only 25 percent of the students enrolled in colleges and universities that year were black or Hispanic.

If one figure in the report might give anxious applicants, and their parents, some solace, it is this: nearly one of every three colleges reported a decrease in applications in 2009, compared with the year before. That is the largest proportion of four-year colleges reporting such a drop in nearly 15 years.

The authors said the sluggish economy could be a factor. More students may be applying to fewer colleges, as well as to community colleges and other two-year institutions.
IN a basement laboratory at Harvard, Ashley Prince read from the instructions as her lab partner, Allan Jean-Baptiste, poured fruit nectar into a pot.

“Heat it to 113,” Ms. Prince said.

Then Mr. Jean-Baptiste added a mix of sugar and pectin, and Ms. Prince whisked.

“So far, so good,” Ms. Prince said.

These Harvard students were making chewy fruit gelées for From Haute Cuisine to Soft Matter Science, an undergraduate course that uses the kitchen to convey the basics of physics and chemistry, a most unusual Ivy League approach to science.

Each Thursday, David A. Weitz, a physics professor, or Michael P. Brenner, a professor of applied mathematics, covers the science concepts. On the following Tuesday, one of a
select group of top chefs, some well versed in kitchen technology — like Wylie Dufresne, of WD-50 on the Lower East Side of Manhattan, or Grant Achatz, of Alinea in Chicago — talks about cooking techniques that illustrate the science.

Besides the laboratory work — the week before the fruit gelées, the students made ceviche; the week after, molten chocolate cake and ice cream — the students also work on projects tackling some sort of culinary science conundrum.

The guest chefs have suggested ideas and problems that they hope the students can solve.

Mr. Dufresne and the other chefs at WD-50 have concocted Parmesan noodles for the fall menu, but the texture deteriorates too quickly. “They’re e-mailing and calling, ‘Is there any team you have yet that can run this project?’” said Amy Rowat, a postdoctoral researcher who is also involved in putting together the course.

Mr. Achatz wants help with some dessert geometry. At Alinea, some desserts are served by pouring them onto a latex sheet draped on the table. Cream will pool into the expected circular puddle. But chocolate flows, to spectacular effect, into a square puddle, and Mr. Achatz would like to know why.

The projects will culminate in a science fair in December, at which the students will be judged on their science (by the instructors) and the culinary presentation (by chefs including David Chang, of the Momofuku restaurants).

For Mr. Jean-Baptiste, a junior majoring in economics, it’s been an introduction to two worlds. “I think I will start to cook,” he said. “I actually think I will take more science classes.”

His gelée experiment was part of a lesson on elasticity (how easily a solid, like gelatin, can be squeezed or pulled) and viscosity (whether a liquid flows fast or slow).

Dr. Weitz also used a steak to demonstrate elasticity, measuring its thickness, applying some weight to it and seeing how much it was squeezed. “A steak is a spring,” he said enthusiastically. “We’re going to understand the difference between a raw, rare and well-done steak. Tofu has exactly the same behavior. It’s all the same.”

Cooks increase the viscosity of gravies and sauces by using flour and cornstarch as thickeners. In recent years, some chefs have manipulated the textures of their dishes by tapping ingredients from the processed-food industry like xanthan gum and guar gum.

To show how that worked, Dr. Weitz had a brainstorm in the morning, saying in an e-mail to Dr. Rowat, “Please bring spaghetti.”
Pouring cooked spaghetti out of the pot, Dr. Weitz explained to the students that the strands entangle and rub against one another and that the friction slows their movement, increasing the viscosity. In the same way, the proteins in flour, cornstarch and xanthan gum also increase viscosity and thicken the liquid.

If the spaghetti strands — or these proteins — stick together, the liquid turns into a gel.

In the laboratory, as their fruit gelées were cooling and solidifying in a freezer, the students measured the viscosity of water mixed with varying amounts of guar gum and the elasticity of blocks of gelatin.

The experimental apparatus was an improvised mash-up of science and cooking tools. To measure the viscosity, the liquids were poured into measuring columns — standard equipment for a chemistry lab. The funnels were upside-down mustard squeeze bottles with the bottoms cut off.

This particular week, Carles Tejedor, the chef at Via Veneto in Barcelona, had flown in to give the Tuesday lecture. He stopped by the laboratory to see what the students were doing and then started experimenting himself.

In his kitchen, Mr. Tejedor has been developing olive oil jellies. A tiny bit of xanthan gum can thicken water but does nothing when added to olive oil. But if he first made a mixture of water and xanthan gum and then blended in olive oil, the result would be olive oil jelly.

In the Harvard lab, he did something similar but with guar gum, a thickener he had not used before.

“And it’s really good,” Mr. Tejedor said. “It’s like crème brûlée.”
(The guar gum was actually a second choice of the instructors. Originally, the lab was to use xanthan gum solutions, but “at high concentrations, it has strange properties we couldn’t explain,” Dr. Rowat said.)

Explaining how all this works — why, say, honey is viscous and sugar water is not — has turned out to be a tough task, even for the professional scientists.

“What we realized is we also don’t completely understand it,” Dr. Weitz said. “We learn a lot in trying to explain it.”

The science-of-cooking class grew out of a visit to Harvard a couple of years ago by Ferran Adrià, the wizard chef of El Bulli in Spain. At the time, Harvard was looking to revamp and revitalize the core undergraduate curriculum, and the idea of such a class popped up. Mr. Adrià liked the idea, and his foundation collaborated on the course material, which covers the phases of matter, thermodynamics and the various chemical reactions that turn ingredients into food.
The subject material appealed to the students as well, many of whom are history or political-science majors yet to take a science course.

Nearly 700 students wanted to enroll. By lottery, 300 got in. (Dr. Brenner noted to the students that the chance of getting into the class, about 43 percent, was still much better than the chance of getting a reservation at El Bulli.)

A "Top Chef" aesthetic has already made its way into the laboratory. Madison Shelton, a senior, cut her finished gelée into various shapes and attempted to stand them up on a rectangular white shape, just as on the television cooking shows. The soft gelées, however, did not stand up straight, but leaned to the side.

"If you have time, you ought to figure out the elasticity of your jellies," said Tom Dimiduk, a physics graduate student and one of the teaching assistants for the lab section.

Ms. Shelton took no heed of that suggestion. "I need to make more shapes — a star," she said, and she cut a star out of the gelée, then a heart, and added them to the plate.
Community colleges not preparing California's future workforce, study says

By Carla Rivera, Los Angeles Times
October 20, 2010

Seventy percent of students seeking degrees at California's community colleges did not manage to attain them or transfer to four-year universities within six years, according to a new study that suggests that many two-year colleges are failing to prepare the state's future workforce.

Conducted by the Institute for Higher Education Leadership & Policy at Cal State Sacramento, the report, released Tuesday, found that most students who failed to obtain a degree or transfer in six years eventually dropped out; only 15% were still enrolled.

In addition, only about 40% of the 250,000 students the researchers tracked between 2003 and 2009 had earned at least 30 college credits, the minimum needed to provide an economic boost in jobs that require some college experience.

There were also significant disparities in the outcomes of black and Latino students. Only 26% of black students and 22% of Latino students had completed a degree or certificate or transferred after six years, compared to 37% of whites and 35% of Asian Pacific Islanders.

Latino students were half as likely as white students to transfer to a four-year university — 14% versus 29% — and black students were more likely than others to transfer to private, for-profit institutions without obtaining the credits needed for admission to the University of California or Cal State.

The findings point to a troubled college system that needs drastic revamping, said study coauthor Nancy Shulock, executive director of the higher education institute.

"It's not an understatement to say that the future of California is at stake," Shulock said. "Unlike other developing countries with which California and other states have to compete, each generation is getting less educated and attaining fewer higher degrees. The gaps are large and critical and when you look at the future face of California, they are the ones for whom we're not delivering much success."

The study comes as increasing state and national attention is being focused on the critical role played by community colleges in filling occupations that require some college education. California's two-year schools are a key engine for such employment, providing 70% to 75% of all public postsecondary enrollment compared to about 45% in other states, Shulock said. Nearly 2.8 million students are enrolled in California's 112 community colleges.

Students face many barriers, including not being prepared for college-level study, as well as financial, work and family constraints. Black and Latino students, the study notes, are more likely to have attended segregated and overcrowded elementary and high schools and to have had less access to highly qualified teachers and counselors. But some community college campuses do a better job than others, and the research found that students who pass college-level math and English early in their college careers and complete at least 20 credits in their first year of enrollment had higher rates of success.
The study encourages community colleges to improve data collection about enrollment patterns and student progress and also calls for a new state funding model that rewards schools when students complete degrees and transfer.

California Community Colleges Chancellor Jack Scott was traveling Tuesday and could not be reached for comment. But spokeswoman Terri Carbaugh said the study reinforces conclusions that the system must institute reforms that help students to persist and graduate.

"In some respects, we're ahead of the report and have made substantial policy changes already," Carbaugh said.

...the community colleges already are putting more emphasis into ensuring that students master basic math and English skills early in their college careers, she said. Legislation signed this year also establishes an associate's degree that will provide more seamless transfer of community college students to UC and Cal State University. Under another new law, the community colleges' Board of Governors will create a task force to consider ways to improve retention and degree attainment.

"In an era of diminishing resources and transitioning economy, the focus from the president down to the governor is that community colleges have to do much more," Carbaugh said.

The study was released jointly by the higher education institute, the nonprofit Campaign for College Opportunity and more than a dozen other groups.

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