

MISSOURIAN

Ellis Library fire suspect indicted on federal charges

Tuesday, July 3, 2012 | 6:29 p.m. CDT; updated 1:08 p.m. CDT, Wednesday, July 4, 2012

BY [ZAC BOESCH](#)

COLUMBIA — The Columbia man suspected of setting fires last year at MU's Ellis Library and in a building on the campus of Stephens College has been federally indicted in connection with both incidents.

Christopher C. Kelley was indicted in U.S. District Court June 27 on two counts of arson: one for the Ellis Library fire on Sept. 10, 2011, which caused an estimated \$600,000 to \$1 million in damage, and a second for the May 18, 2011, fire at 1400 Windsor St., on Stephens' campus. According to the Stephens College website, that's the location of Stephens College Children's School.

Kelley was charged under a section of the federal code that designates penalties for burning any buildings used for interstate commerce. He could serve up to 20 years in prison if found guilty.

He still has a misdemeanor theft charge pending against him in Boone County Circuit Court in connection with a shoplifting incident.

Kelley pleaded not guilty to the federal charges. He was released on bond on Tuesday. His bond did not include any monetary conditions. His trial was scheduled for Sept. 17.

Ellis Library was closed for several days as a result of September's fire. Most of the damage was confined to the library's circulation area, though the State Historical Society of Missouri sustained water damage. When responders first arrived at Ellis Library, 10 separate fires were burning. Kelley turned himself in to MU police after a Clery release was issued.

theman eater

Ellis Library arson suspect brought up on federal charges

by Kelsey Maffett at 8:06 p.m., July 4, 2012

The suspect in the Sept. 10 fire at Ellis Library has been indicted on federal arson charges.

Christopher C. Kelley, an MU graduate and former events assistant for the MU Police Department, was indicted on arson charges for the Ellis Library fire and a separate fire at Stephens College that took place in May 2011.

According to a previous Maneater article, the Ellis Library fire caused between \$600,000 and \$1 million in damage to the library and State Historical Society. The library was closed for three days following the incident. Kelley turned himself in to MUPD the day after the fire.

Kelley was brought up on both charges June 27, and the trial is set for Sept. 17.



Thompson autism center hires new director

By Janese Silvey

Stephen Kanne will be the new executive director of the Thompson Center for Autism and Neurodevelopmental Disorders after Joel Bregman's April resignation.

Kanne's appointment was announced Friday. Also last week, the Center for Autism in Philadelphia announced Bregman has been appointed medical director there.

Bregman arrived in Columbia in late 2010 with much fanfare, in part because he arrived just as the center moved into a new facility at 205 Portland Ave. The grand opening doubled as his welcome reception and drew a standing-room-only crowd that included local leaders and Gov. Jay Nixon and his wife, Georganne. There, Bregman promised to expand the center's clinical services, training, and community, education and research efforts.

The Tribune was unable to reach Bregman for comment.

Cheryl Unterschultz, spokeswoman for the Thompson Center, said Bregman wanted to return East to be closer to his family.

Kanne, who starts Sept. 1, is currently director of the Texas Children's Hospital Autism Center and an associate professor in pediatrics at Baylor College of Medicine.

He's no stranger to the Missouri center, though: Kanne spent six years as a psychologist and researcher here and was an associate professor in the University of Missouri's School of Health Professions.

"I can't tell you how happy I am to return," Kanne said in a statement. "I look forward to being a part of shaping autism research, training and clinical programs in one of the nation's leading autism centers."

The Thompson Center pointed to Kanne's successes in Texas, where he is credited with reorganizing the clinical structure to reduce time to diagnose autism, increasing the number of children seen using existing resources and bringing together providers to evaluate and treat children in a comprehensive and coordinated manner.

In a written announcement, Jim Poehling, assistant vice chancellor of health sciences, said Kanne not only brings prior knowledge of the center but also "refined his leadership skills" in Texas.

Unterschutz said she expects a formal welcome reception for Kanne to be held this fall.

Reach Janese Silvey at 573-815-1705 or e-mail jsilvey@columbiatribune.com.

MISSOURIAN

MU Women's and Children's Hospital joins program to increase breastfeeding rates

Wednesday, July 4, 2012 | 6:00 a.m. CDT; updated 10:13 p.m. CDT, Wednesday, July 4, 2012

BY [XINRUI ZHU](#)

COLUMBIA — The MU Women's and Children's Hospital is joining a national effort to increase breastfeeding rates in Columbia.

On Friday, The National Initiative for Children's Healthcare Quality, the organization spearheading the effort, chose 90 hospitals nationwide to participate in the Best Fed Beginnings program on Friday. The program aims to help hospitals improve maternity care practices in pursuit of a Baby-Friendly designation.

The children's hospital is joined by two other hospitals in Missouri participating in the program — Barnes-Jewish Hospital in St. Louis and Truman Medical Center in Kansas City. Through the program, the participating hospitals will take part in a 22-month long learning collaborative process to learn how to increase the number of infants who are breastfed.

According to the Center for Disease Control and Prevention's Breastfeeding Report Card for 2010, Missouri's breastfeeding rate in 2007 was 72.6 percent. This measure was based on if mothers ever breastfed their infants. The state's rate of any breastfeeding at six months (a key measure for the project) was 38.2 percent.

"I am glad they joined this program," said Kristy Crim, a first-time mom. "There is so much information that you receive in the beginning. I think that the first information from the hospital was incredibly helpful."

Crim had a difficult time when she wanted to breastfeed her first baby. "I thought it would just come naturally, but it did not," she said.

Many mothers decide to use formula instead of breastfeeding since it is more convenient and fast. But breastfeeding has many advantages to both babies and mothers.

"I cannot breastfeed my son because he just did not suck at all," said Chunfeng Mao, an MU biochemistry research scientist, said. "But I know there are many benefits from breastfeeding, such as antibodies that formulas cannot provide."

As part of the program, the children's hospital will implement the American Academy of Pediatrics' recommendations for successful breastfeeding. Called "The Ten Steps to Successful Breastfeeding," the program tells hospitals how to set up support groups and find out the right way to promote breastfeeding.

The program's 10 steps instruct hospitals to:

- Have written versions of breastfeeding policy for all health care staff.
- Have training programs for health care staff to be able to carry out those policies.
- Always inform pregnant women of the advantages of breastfeeding.
- Help mothers start breastfeeding within an hour of babies' births.
- Teach mothers how to maintain lactation and the basics of breastfeeding even when they are not with their babies.
- Always give infants breast milk as their only food, unless doing otherwise is a medical necessity.
- Practice "room in," which means letting mothers and infants stay together 24 hours a day.
- Encourage breastfeeding on demand.
- Tell mothers not to give artificial nipples to infants.
- Establish breastfeeding support groups to help mothers.

Jonathan Small, director of marketing and communications for the National Initiative for Children's Healthcare Quality, said there are three criteria the organization looks for when choosing the hospitals for the program.

According to the initiative, the first criteria is the hospital's strong commitment to the goal of improving breastfeeding rates. The second criteria is that the hospital is located in a state where breastfeeding rates are low. Third, they want hospitals that have large numbers of births.



Absolute ban on smoking a long shot for Kansas universities

By Simina Mistreanu

Jessica Bock, a research associate from Germany at the National Institute for Aviation Research, takes many of her smoking breaks at a designated smoking area near NIAR's building, on the Wichita State University campus.

If Bock worked at one of several universities across the nation that are enacting or discussing total bans on tobacco use, she might have to leave campus in order to smoke.

California's state system will ban all tobacco use in 2013. A ban on use and advertising at the City University of New York system goes into effect in September, and the University of Missouri-Columbia is going smoke-free in 2014. Ohio higher education officials plan a vote this month urging all public campuses to ban tobacco use.

The Kansas Board of Regents, which governs the state's six public universities, introduced a policy in 2010 that bans tobacco sales and distribution on campuses. But it has not banned smoking itself.

"We have nothing on use," said Vanessa Lamoreaux, assistant director of communications for the Board of Regents. "Decisions are left up to each individual campus."

WSU follows the Kansas Clean Indoor Air Act standards by offering employees a smoke-free workplace, said Ted Ayres, vice president and general counsel at the university. That means that smoking, including the use of electronic cigarettes, is prohibited in all campus buildings and also within 10 feet of any doorway, open window or air intake that leads into a building, facility or stadium.

Other Kansas universities – both public and private – follow the same act, which basically regulates smoking inside and around buildings but not out in the open air, which is the object of a total smoking ban.

"We are concerned for the safety of all our students," said Michael Austin, provost and vice president for academic affairs at Newman University, a private university in Wichita. "We try to make sure that the students who smoke don't affect the health of the students who don't smoke, but right now we are not considering a tobacco ban on campus."

Friends University, another private Wichita college, restricts smoking to a few designated outdoor areas and has no plans to change the policy, said university spokeswoman Kate Bosserman.

A total ban is not under discussion at the University of Kansas either, said Jill Jess, director of the KU News Service.

According to the surgeon general's report for 2012, tobacco use among people ages 18 to 25 remains at high proportions nationwide. About a quarter to a third of college students smoke, studies have found.

Total ban unlikely

An absolute ban on tobacco on Kansas campuses has not come up in conversation, several university officials said.

"I would not see it happening," Ayres said. "I am not a smoker myself, so it's not that I favor it.

"But if people choose to smoke, and they do so in an area that is not currently prohibited by state law or university policy, I think it's a question of should the university take it upon itself to totally ban that exercise of choice."

In order to enforce an anti-smoking policy, campuses would need "smoking officers" who patrol the campus and make sure that nobody lights up, Ayres said. Plus, the measure would affect not only students and faculty, but also visitors.

Ayers thinks it's more likely that universities will continue to educate and inform students about the dangers of smoking.

"I see that as much more viable than an absolute ban," he said.

Changing policies

A change in smoking rules would have to go through all the steps that any new university policy needs to before it is adopted.

In the case of Newman, the student or faculty governing body would have to bring in a proposal, which would then have to be approved by the university president and the board of trustees, Austin said.

At WSU, a proposal would need to be submitted by one of the "policy initiator" groups on campus, such as the faculty senate or the Student Government Association, Ayres said. It would then be discussed with different stakeholders around campus and analyzed by senior administrators for fairness, reasonability and enforceability. Eventually, it would need to be approved by the university president.

If a new policy were to be adopted at the Board of Regents level, it would need to be drafted, presented to the board, discussed with different interest groups and then voted on, Lamoreaux said. Once approved, a Board of Regents policy has to be instituted by the state's six Regents universities.

The New York Times

Schools for Soldiers

By *MICHAEL DAVID COHEN*

Disunion follows the Civil War as it unfolded.

MU MENTION P. 2

By the first anniversary of the outbreak of the Civil War, Northerners had discovered how ill-prepared they were for a crisis. The peacetime Army had been tiny. Volunteers rallied to defend the Union, but what they brought in enthusiasm they lacked in experience. Many were too young to have fought in the Mexican War and, since most military academies were located in the South, few Northern youths had formal training in combat. To win the war, the Army had to create citizen-soldiers from scratch.

On July 2, 1862, Abraham Lincoln signed a bill designed to change that: the Morrill Land-Grant College Act, which offered federal financing to colleges that taught military tactics. When the next war began, its supporters believed, alumni of those colleges would be ready for battle. The law also required funded colleges to teach agriculture and engineering, thus preparing young men to serve their nation in both war and peace.

Since the United States' founding, education had remained a local and state concern. Now, in the midst of the Civil War, the federal government began to play a major educational role. Indeed, while its requirements were responses to the country's security and economic needs, the act proved to be one of the most transformative pieces of legislation in American history, seeding the ground for scores of high-quality public colleges and universities around the country.

The Morrill Act had been a long time coming. Justin Morrill, a Republican congressman from Vermont, had proposed it in 1857. He thought a network of colleges teaching scientific methods of farming would increase the country's agricultural output and encourage settlement of the West. So he introduced a bill to give federal land to each of the states, which would sell the land and use the proceeds to support colleges teaching agriculture, engineering and the liberal arts. States could award the money to either state or private colleges. Although the federal government had previously made a few land grants to aid in the founding of state colleges, this program would go far beyond any educational project it had attempted before.

Despite opposition from some Southerners (who opposed federal intrusion into state matters) and Westerners (who opposed giving Western federal land to Eastern states to sell), the bill passed Congress in 1858. But President James Buchanan, believing it unconstitutional, issued a veto.

Lacking a two-thirds majority in Congress, Morrill had to wait for a new president. Lincoln, who before his election had expressed support for agricultural education, was just the man.

In December 1861 Morrill reintroduced his land-grant bill. This time, given the wartime context, he added the military-education requirement. In a speech the next June advocating the bill, he put special emphasis on that provision. Bemoaning the unreadiness of Northern men to fight the rebels a year earlier, he blamed politicians in Washington for having “long assumed that military discipline” was as “spontaneous” as patriotism. That assumption, he said, had cost many lives. Had Congress earlier passed a law like the one he now proposed, “The young men might have had more of fitness for their sphere of duties, whether on the farm, in the workshop, or in the battle-field.” It was too late to start training for the Civil War, but Congress should pass the bill now so the country would be ready the next time disaster struck.

This time, Morrill succeeded; Congress approved the bill with large majorities and Lincoln signed it into law. But that was only the beginning. After the war, Congress followed the Morrill Act with laws expanding federal support of military training. In 1866 it authorized the dispatch of Army officers to colleges to teach military lessons, and in 1870 it authorized the loan of small arms and field artillery to colleges for use in those lessons. In less than a decade, the federal government had gone from having virtually no relationship with colleges to playing a direct role in their curriculum: it provided general financing, military professors and military supplies and underwrote instruction in agriculture, engineering, the liberal arts and especially military tactics.

Colleges, in the meantime, had introduced military lessons without any government assistance. Sometimes they did so at students’ request. Barely a week after the attack on Fort Sumter in April 1861, Harvard students signed a petition asking the faculty to institute a military drill at the Massachusetts school. The faculty obliged and 352 young men signed up for the College Drill Club. Among them was Robert Todd Lincoln, son of the president.

Drilling was not confined to the North. South Carolina College students formed the College Cadets a month before Fort Sumter. When they heard of the impending battle, they rushed to Charleston to join the Confederates. Later in the war, Wesleyan Female College in Macon, Ga., even formed its young women into military companies that marched around town in paper hats with artificial guns. In wartime, military activities had become a part of college life.

After the war, colleges made use of the new laws. By 1879 the Morrill Act was supporting 43 land-grant colleges and the Army was supplying the legal maximum of 30 officer-professors. The University of Missouri, for example, took advantage of both federal programs: it welcomed Gen. Richard W. Johnson to the faculty to drill its young men in 1868 and opened its Agricultural and Mechanical College using Morrill Act money in 1870. In the 1880s, following Wesleyan’s wartime precedent, it added an armed drill company for the women who recently had been admitted to the university.

The Morrill Act also enabled the creation of new colleges. New York’s Cornell University opened in 1868 and Arkansas Industrial University opened in 1872 using income from land sales under the law. Both of these schools also brought in Army officers as military professors.

The act had something of a knock-on effect as well. Neither Harvard nor South Carolina obtained federal support; nevertheless, as during the war, they diversified their curriculums to keep up with the times. Both introduced engineering courses, Harvard built an agricultural school and both taught at least limited military lessons, subjects that had become standard components of higher education.

The federal government's role in education only grew. In 1867, with some Northern politicians attributing secession to poor education in the South, Congress created the Department of Education to keep watch on the country's schools; it quickly became America's central repository for educational statistics. Congress gradually expanded the officer-professor program and, in 1916, transformed it into the modern Reserve Officers' Training Corps.

In time for the United States' entry into World War I in 1917, Justin Morrill had gotten his wish: civilian colleges were training men to defend the country's interests. The close link between higher education and the federal government, forged during and right after the Civil War, had become a key feature of both American defense policy and college campus life.

ST. LOUIS POST-DISPATCH

New stroke treatment could help prevent brain damage

By MICHELE MUNZ mmunz@post-dispatch.com 314-340-8263 | Posted: Thursday, July 5, 2012 12:00 am | [\(0\) comments.](#)

Researchers at the University of Missouri have shown that a new compound could be effective in protecting the brain from damage in the crucial hours after a stroke.

Stroke is the fourth leading cause of death in the U.S., with more than 800,000 cases each year. The most common form is the ischemic stroke, when a blood clot blocks flow to the brain. Not only does brain tissue start to die from the lack of oxygen and nutrients, so do blood vessels behind the clot.

Only one treatment is available to limit the brain damage from stroke — a clot-busting drug called tissue plasminogen activator, or tPA, which must be given within the first three hours of a stroke's onset. While this drug can restore blood flow to the brain, it also carries a significant risk of causing the weakened blood vessels to break apart, sending blood into nearby brain tissue and causing deadly swelling.

By mimicking a stroke in mice, MU researchers have helped discover that targeting an enzyme which plays a role in the breakdown of blood vessels can prevent bleeding in the brain. The findings were published recently in the journal *Molecular Neurodegeneration*.

"While we are still in the research phase for this type of compound, we believe it could be combined with tPA in the future to buy ischemic stroke patients a longer window of time to receive emergency treatment," said Dr. Zezong Gu, assistant professor of pathology and anatomical science at the MU School of Medicine.

A group of more than 20 matrix metalloproteinase enzymes are known to contribute to the degeneration of the brain after stroke and traumatic brain injury, particularly one enzyme known as MMP-9. Researchers at the University of Notre Dame developed a compound, known as a gelatinase selective inhibitor, which only targets MMP-9.

At the MU medical school's Center for Translational Neuroscience, scientists have also been studying how to inhibit MMP-9 by inducing a blood clot in the brains of mice, one of the few labs in the country able to successfully produce an ischemic stroke in an animal model. The two universities were able to team up for the latest study.

"To be able to study the effectiveness of this potential new treatment under these conditions provides us with a highly unique set of data showing this compound can disrupt key harmful pathological events that occur after stroke," said Dr. Jiankun Cui, the study's lead researcher at MU.

The mice were injected with the inhibitor within two and four hours after the stroke, as well as continuously for the next week. Researchers found it significantly reduced brain damage and the amount of bleeding. Further tests are in the works.

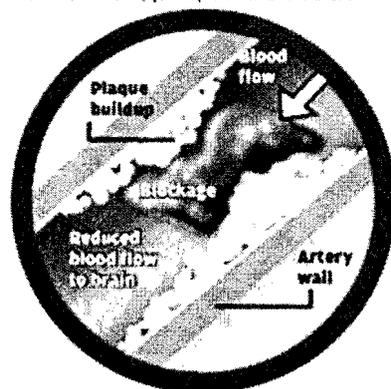
"With this compound we've now confirmed a potential method to rescue the blood vessels from the damaging effects of MMP-9 and protect neurons at the same time," Gu said.

ANATOMY OF A STROKE

A stroke occurs when the arterial blood flow to the brain is interrupted by either a blockage or an arterial rupture. In each case, the lack of oxygen-rich blood transported through the blood vessels into the brain causes brain cells to die.

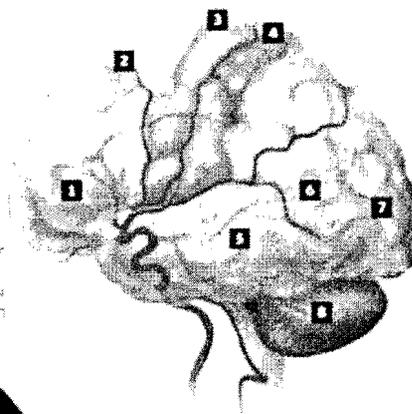
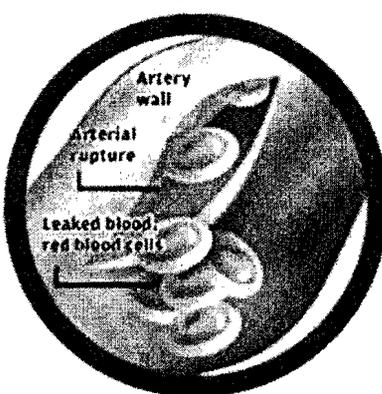
ISCHEMIC STROKE

Caused by vascular blockages prevents regular blood flow and oxygen deprivation of the brain



HEMORRHAGIC STROKE

Caused by conditions such as heart disease or high blood pressure, a blood vessel ruptures, causing blood to leak directly into the brain and depriving brain cells of oxygen



A QUESTION OF TIME

Once an ischemic stroke is suspected or diagnosed, **getting prompt medical care is critical**. Over a few hours, oxygen-deprived brain cells die, affecting key areas of cognitive or motor functions. Here's what is affected based on stroke location:

- 1 Speech
- 2 Fine skills
- 3 Muscle control (leg, trunk, neck, arm, finger and face)
- 4 Sensation (leg, trunk, arm, hand, face)
- 5 Hearing, emotional reaction
- 6 Language skills
- 7 Vision
- 8 Coordination, posture, balance

STROKE RISK FACTORS

- Smoking
- Personal or family history of stroke
- Blood pressure of 140/90 or higher
- Personal or family history of diabetes, heart disease, high cholesterol, or cardiovascular problems

theman eater

Alden talks SEC move at ceremonial flag raise

The day following Missouri's official adoption into the Southeastern Conference, a flag was raised outside Mizzou Arena.

By Seth Boster

On his first Monday morning of business as an athletics director in the Southeastern Conference, Mike Alden was wearing a bright yellow Mizzou Golf polo and his usual thin-rimmed glasses, and a flag was being raised behind him.

“I want you to think back to 1839, when the University of Missouri was founded,” he said before a contingency of media members and fans on the Walsworth Plaza outside the North entrance of Mizzou Arena. “You think over the course of well over 100 years, student athletes and coaches, and staff, and chancellors, and faculty members, and staff members, wherever they might be, all worked together to be able to see Mizzou move forward. Today gives us another opportunity to recognize another moment in time in history to be able to move forward.”

It was important to signify MU’s adoption into the SEC, Alden said. Though that adoption was official on Sunday, he said it might have been difficult to rally people on church day.

At the stroke of midnight July 1, the online countdowns expired and Missouri was ushered into the SEC with wide celebration throughout Columbia and among the team's fans.

All the while, Alden — having officially completed the long process of league conversion from the Big 12 Conference — was at his home with family, watching a rerun of "Saturday Night Live" hosted by Emma Stone with a musical appearance by Coldplay, who performed “Paradise.”

Alden was asked to describe all it took for the day to finally come.

“It’s hard to describe,” he said. “It’s been a daily effort, no matter if it’s having to change the sign at the Hearnes Center to taking a look at our recruiting budget ... It’s just been a myriad of things we’ve been working on.”

He was sure to express final gratitude to the Big 12, formerly the Big Eight, the home of Alden and Missouri for the past 16 years and all 14 years of his tenure.

“We would not have the opportunity to do the things we’re able to do today — we would not have been as well-prepared had it not been for our association with the Big 12 Conference,” he said before the SEC flag was hoisted.

Throughout the year, Alden answered questions concerning matters such as the program's ability to compete in the SEC, regarded as, what he called, "the strongest athletic conference top to bottom in the United States of America." He heard fans' worries of league rival Kansas ending the century-old Border Showdown, disintegrated as of now.

"These types of decisions, they don't just stay in your head," Alden said. "They're in your heart, too."

He said that the real work was just beginning, that Missouri's real acclimation to the SEC would be made over the span of several years.

"It's not like you just move to a new neighborhood and everything's going to be peaches and cream right away," he said. "Everything's going to be new."

Gary Anders and Kathy Ungles, members of the athletics department, rolled down the pole's chain and people watched quietly as the flag was clipped on. Alden remarked that the chain would hold the flag firmly. The cheering started once it reached the top.

ST. LOUIS POST-DISPATCH

Letters to the editor, July 5

Posted: Thursday, July 5, 2012 12:00 am | [\(2\) comments.](#)



The Tigers' new gold football jersey. Photo courtesy University of Missouri, Nike.

Mizzou's goal: Educate students or create sports programs that true fans can't afford to see?

I don't always agree with the paper's editorials, but I agree with "Wag the dog" (July 3) 100 percent. Does the University of Missouri administration and our state government want to educate our future leaders or create sports programs that true fans can't afford to attend? Let's use that \$200 million to improve campus facilities, hire world-class professors and improve benefits for support staff.

My son graduated from Mizzou in 2006. He is almost finished paying off his student loans. I'm glad he didn't get stuck with the bill that future graduates will.

Ken Farrell • Maryland Heights