

# DIVERSIONS

## Terrorists Beware!



ECSU prof defies 'image' of counter-terrorist

By Cheryl White

With his soft-spoken, professorial manner, ECSU assistant professor James McClenon may not look like an expert in international terrorism.

But, says McClenon, terrorists don't always fit the image people have of them, either.

Although security personnel have tried to put together a profile of terrorists' appearance, McClenon said the profiles aren't always effective.

"A person who looks seedy might be regarded as a terrorist, but modern terrorists are sophisticated enough to be aware of the profile," he said. "They are younger, active, and physically fit."

McClenon, who has worked with military police departments, and the U.S. Secret Service on counter-terrorist activities, returned from Japan March 25th, where he conducted a five-day workshop in counter-terrorist techniques for Japanese businessmen.

"I conducted a seminar which involves classroom lectures on covert action," said McClenon. "The company I went there for sent their security department, who developed a crises response plan. We created a simulated terrorist event."

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James McClenon

"Members of one group assumed the role of business executives," said McClenon, "Members of the second group played police officers, reporters, and terrorists. Then they were given the scenario."

"There's a press conference going on at the company and the terrorists have phony press passes. They take the people at the conference hostage. Then they negotiate with the business executives."

"The 'crisis' produced positive results," said McClenon.

"It was all very educational and beneficial. As a result they will be better prepared should the need arise for them to foster their newly-found skills."

McClenon says that putting students in "different roles" allows "an astonishing amount of learning to take place. Because each role is full of conflicts that have to be resolved. It's the kind of practical learning that isn't always measured on a final exam, but

it will be something the students will remember all of their lives."

Although McClenon teaches businessmen techniques to resolve and thwart terrorist activities, he says that the companies should avoid ever becoming targets for terrorists.

"Good public relations is the key to protection from terrorists," he said. "That will reduce the company's potential to be attacked."

"The most frequent type of activity is bombing. There is no way to thwart a well-planned terrorist attack, because of the nature of terrorism."

Although admitting that the average businessman has more chance of dying from a bee sting than from a terrorist attack, McClenon said that the leaders of large corporations are very concerned about the possibility of being attacked, or held hostage. They pay terrorist experts fees of \$1000 a day to help them learn what they can do to avoid or thwart terrorist

attacks.

McClenon said there is no real "terrorist personality," but added, "terrorists tend to be impatient with normal social progress. They are social activists who participate in social movements. Most of these people are non-violent, but some become impatient with slow social change, so they turn to violence."

McClenon said this happened in the 1960's with Martin Luther King and the Civil Rights Movement. "Most in those movements were non-violent, but others resorted to violence."

"The Black Panthers started as relatively non-violent. They had lunch programs for school kids in Oakland, California. But Blacks who proclaimed pride in their race placed themselves in dangerous situations. Society labelled them as terrorists. Some reacted to that label by engaging in violence."

McClenon said he wants to keep his status as an expert in counter-terrorist activities in perspective.

"I don't plan on becoming so deeply involved with discouragement of covert actions that I lose myself and my real world. I'm James McClenon, husband and sociology professor at ECSU first. Covert operations specialist is second."



Dr. James McClenon, terrorist expert, warns Americans and other nations of subversive activities. McClenon, an instructor in ECSU's Social Sciences department, has traveled to the Middle East and the Orient and has advised the U.S. Secret Service on this contemporary issue.

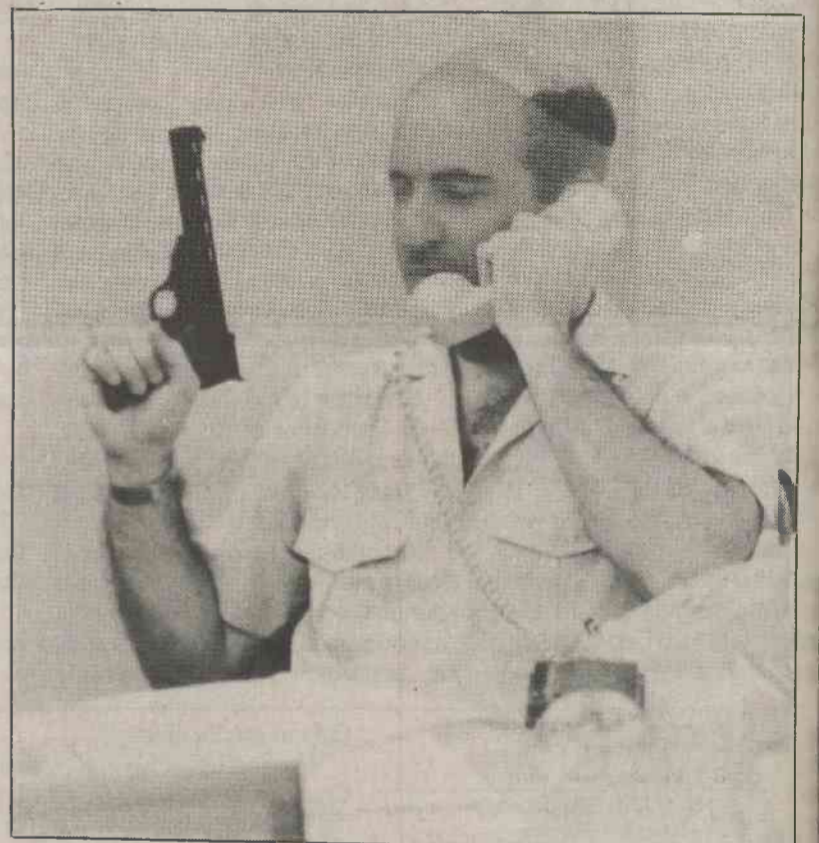
Photo by Richard McIntire



McClenon's students enact a terrorist attack during an anti-terrorist workshop. Students in the foreground portray hostages, while the man in the background is a terrorist. McClenon says putting students in different roles enhances learning "because each role is full of conflicts that have to be resolved."



A man with a stocking mask aims a machine pistol at a hostage during one of McClenon's counter-terrorist workshops. Businessmen pay as much as \$1,000 a day for similar workshops. Although he admits the average businessman has more chance of "dying from a bee sting than from a terrorist attack, McClenon adds that leaders of large corporations are very concerned about the possibility of being held hostage by terrorists.



A gun-wielding "terrorist" talks on the telephone to a "police officer," who is attempting to negotiate the hostages' release. "Crises" like these help McClenon teach students how to handle possible future terrorist attacks.

# Student teachers: Caring is common denominator for future educators

By Uchenna Bulliner and Pacquin McClain

Despite the frustrations of their field, ECSU's future teachers say they are excited about the opportunity to become educators.

"I can't imagine me doing anything else," said Mellany Williams, a senior special education major now doing her student teaching in the Pasquotank County School System. "Teaching is a challenging and rewarding aspect of my life. When I go into those classrooms I give 110% of myself."

"I try to teach my students what it takes to be successful, and prepare them to apply what they've learned in the world."

Lisa Lowry, a special education major, now doing her student teaching at Central Elementary School, enjoys "seeing the kids progress and watching them learn. That's the real challenging aspect of teaching I enjoy the most."

ECSU's 30 student teachers spend an average of seven hours a day, applying the concepts they have been studying in the classroom in the "real world" of teaching. They receive six credit hours for their work; however, student teachers say that they reap

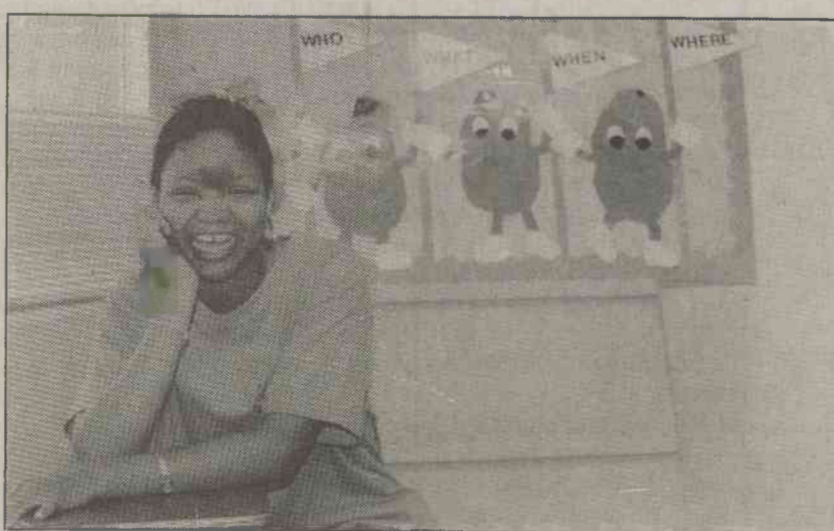
many other benefits as well.

"Student teaching is one single measure that really let's a student know if he or she really wants to be a teacher," said Dr. Boyce Williams, Director of E.C.S.U.'s Teacher Education Program. "It can either make you or break you. It's the only profession that will allow you to make a difference in thousands of students' lives."

Although ECSU's student teachers say they are aware of the drawbacks of the profession—relatively low pay, long hours, discipline problems and too much paperwork—they all seem motivated by a single desire—to help improve the lives of their students.

"I chose teaching as a career because I wanted to teach black kids, so they'd have a positive role model," said Kim Saunders, senior early childhood education major at ECSU. "I also wanted to help them become better citizens and better persons, and help them leave drugs and alcohol alone."

Saunders is now doing student teaching at J.C. Sawyer in Elizabeth City. "Since teaching I've encountered problem students with low self-esteem," says student teacher Melissa Allen. "They have a tendency to put themselves down. As a prospective teacher I try to instill friendliness, a



Senior childhood education major Kim Saunders, smiles happily after a challenging day at J.C. Sawyer Elementary School where she student teaches.

feeling of warmth, and positive reinforcements as though the students were a part of me."

Does she have problems motivating kids?

"No," says Allen. "Motivation comes from within yourself." Allen added that her concern for her students fall into three categories, "love for individuals, to implement instruction, and to make teaching fun."

Kim Saunders also admits she has "times of frustration," as a student teacher.

"But one has to be willing to put forth time, effort and patience," she added.

Lisa Lowry said she feels teachers' salaries are a drawback to the profession.

"We are definitely underpaid, especially special ed. teachers," she said. "There is so much paper work, extra testing, evaluations, and so on. The pay just doesn't compensate. We give more than enough, but we're not paid enough."

Lowry also said that, at times, behavior becomes a problem.

"I teach an autistic class; some of these students can't express themselves, so they resort to violence to show their emotions. That's how they communicate."

"I know we have the NEA that helps improve teachers' salaries, but unlike the union they won't go to the courthouse and fight for you. So I don't see why a union would be a bad idea."

While admitting that "some days you feel like throwing the towel in," Mellany Williams said, "I can't imagine doing anything else. To say I love teaching would be an understatement."

Williams also said that she has a problem with teachers' salaries and also the image of teachers in the press. "Teachers get a bad rap," she said. "We are certified to teach and to emphasize what is supposed to be taught at home. But these things are first supposed to be taught at home. I don't think they should come down on us so hard."

Williams said she thinks teachers should receive better pay.

"We do as much work, and we're certified and educated, yet we get less pay and less raises than a sanitation technician. Teachers tend to receive the raw end of the deal; however, we are not the parents. We are expected to instill social values as well as in-

struct them in the three R's.

"But the moral values should already have been taught to them at home."

ECSU's student teachers have various reasons for deciding to enter the teaching profession.

Sallie Durham, a senior mathematics major who teaches at North-eastern High School, said her motivation to begin teaching came from her perception of teachers as role models. "I always looked up to my teachers because I thought that they had all the answers," she said.

Mellany Williams said she was inspired to teach when she was only six years old.

"I used to watch those telethons and cry all day long," she said. "I wished I was rich so I could give them all my money to help them. I believe the Lord prepared me at an early age to teach them. I wanted to teach them badly."

ECSU's teachers agree that teaching is a helping profession based on skills in human relations, communications and leadership. And "caring" is their universal common denominator.

"Don't take for granted how important the early years are," says Kim Saunders. "Children have to experience love while they are young."