THE DAILY CLIPS

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Editorial: Strong effort - Worthy commitment restores Humber house

Tuesday, April 07, 2009

Renovating Greenville’s Robert Lee Humber house, located in the heart of downtown, once seemed an impossible task, one complicated by the structure’s poor condition and a lack of adequate funding. Now, the house nears restoration to its former glory, a dwelling more than a century old, where work will soon draw to a close.

Considering the unfortunate loss of historical structures across this community, the Humber house represents a victory for Greenville’s future, one that keeps alive the legacy of a remarkable resident. Though it has taken considerable time, this was a valuable project that was worth the determination and perseverance needed to see it complete.

Humber lived a remarkable life, one focused on a horizon far beyond the Pitt County line. A member of the state Senate, the Greenville native emerged as a leading advocate for world brotherhood. Those efforts would lead to his authorship of the “Declaration of the Federation of the World,” a statement of principles that rejected totalitarian rule and warfare in favor of government based on respect and human rights.

The sign in front of the house, which sits near the prominent intersection of Fifth and Evans streets downtown, notes a few of Humber’s contributions to the state, including his work to establish the N.C. Museum of Art in 1947. Humber placed high value in art, as proven by several of his works with the museum as well as the constant improvements on the 1895 house he inherited from his father.

Repairing that house required considerable effort — to craft a plan, secure funds and execute the work. Some argued that the structure did not warrant such attention and that the money could be spent elsewhere. But next month, the community will dedicate the newly reconstructed Humber house to stand as a landmark.

In the slow evolution of Greenville from small tobacco town to eastern North Carolina hub, too little emphasis was placed on historical preservation. Many of those places providing a link to the past have been victims of growth. Now they are lost, leaving younger residents or recent transplants little sense of the community that came before East Carolina University or the Brody School of Medicine, for instance.

And therein can be found the importance of this project. Not only does it keep alive the memory of a remarkable man, whose dreams of a better world — one united by a common vision to renounce war — inspired his peers and remains a noble hope. But it protects an architectural landmark, one whose beauty will remain a central part of the city’s downtown district for years to come.

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City Council adopts prescription drug card program

By Kathryn Kennedy
The Daily Reflector

Tuesday, April 07, 2009

Greenville's City Council unanimously adopted a resolution Monday night that could save citizens money when purchasing prescription drugs.

The resolution stated the city's intent to participate in the National League of Cities Prescription Discount Card Program. The CVS Caremark card offers average savings of 20 percent off the retail price of commonly prescribed drugs, according to staff reports.

All Greenville residents — regardless of age, income, insurance policy, or frequency of medication — will be able to pick up a free card that can be used at 37 area drugstores and more than 59,000 participating pharmacies nationwide.

"This is not an insurance policy, simply a (discount) card," Human Resources Director Gerry Case said. "Even though people have insurance, they may at some time or another have a prescription that is not covered."

She warned that in some cases, generics may still be cheaper.

Case's staff will be responsible for marketing the program and ordering the brochures, which will be placed at recreation facilities, police and fire departments, and other city offices.

"A lot of cities are signing on to it and a lot of our citizens are on a lot of drugs that they're paying for out-of-pocket," said Mayor Pro-Tem Mildred Council. "It's an excellent opportunity â€” in this economy in particular."

Council said she and Councilwoman Rose Glover became aware of the program while visiting a NLC conference in Washington, D.C. The card is currently available in a handful of North Carolina cities and several counties, including Pitt.

"A lot of people cannot afford their medicines in this city," Glover said. "And the leading causes of death, high blood pressure, diabetes, heart disease, could be taken care of â€” That would really help our citizens."

The program is expected to be in place by early May.

Contact Kathryn Kennedy at k kennedy@coxnc.com or (252) 329-9566.

PARTICIPIATING PHARMACIES:

East Carolina University Student Health Service
Rite Aid
Kmart
Hometown Discount Pharmacy
Healthwise Pharmacy
CVS
Walgreens
Target
Kroger
Leo Jenkins Cancer Center Pharmacy
Brody Outpatient Pharmacy
Medical Park Pharmacy (Greenville and Winterville)
Wal-Mart
Harris Teeter
Realo Discount Drugs
Bernstein Center Pharmacy
Pharmerica (Simpson)
Sam's Club (Winterville)
Kerr Drug (Ayden)
Best Value Drug (Farmville)
Kue's Pharmacy (Farmville)
Bethel Pharmacy (Bethel)
Letter: Pay cuts target wrong state workers

Tuesday, April 07, 2009

Thanks to our new governor and legislators, the lower-paid state employees will once again be punished for something they had no control over. Taking away the longevity pay from state employees only takes money from the lower-paid state employees. The higher-paid state employees are exempt from longevity pay. (Longevity pay is a percentage of annual salary awarded once a year according to the years of service beginning after 10 years of service.)

The ones making the decisions are not losing a thing. The way I see it, the lower pay grades did not make the decisions that got our state in this financial mess.

The higher-paid decision makers who put us in this mess should be the ones to take furloughs without pay and give up their bonuses.

KIRSTY MERRITT
Greenville_SpgB

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In-state students should be given more priority

TO THE EDITOR:

The argument to admit more out-of-state students in UNC schools is completely ludicrous.

This editorial ("Let Them In!", March 30) infers that UNC should not be a university for North Carolinians and become a university paid for by Carolinians, for which few get to attend, and which allows out-of-state students to take the spots of rightly deserving in-state students.

The editorial's argument rests its case on the possibility that UNC would "benefit" from admitting more out-of-staters, but that is not the point. UNC stands not to benefit from anything because it was merely established to benefit tax-paying Tar Heels by giving them an education, which they deserve.

Also, the argument that competition for out-of-state spots is greater than resident spots is ridiculous. There are thousands of real Tar Heels who are more than qualified to attend UNC, and don’t get admitted because of the selectivity and because out-of-state students are taking their rightly paid-for and deserved spots.

In reality, spots should be reversed, and more real Tar Heels should be admitted in place of the out-of-state students. Think about it. Why should a university paid for by and established by Carolinians deny Carolinians admission in favor of out-of-state students?

In my opinion, UNC should be reserved for North Carolinians only.

P.S. North Carolina doesn't need or want any more Yankees anyway.

J. K. Pettit
UNC could not thrive with only in-state students

TO THE EDITOR:

In response to Wednesday's letter to the editor, "In-state students should be given more priority," I want to say that the author should consider the reality about out-of-state students.

First, he argues that out-of-state selectivity is not more competitive than in-state selectivity, that fake Tar Heels are taking up spots of "real" Tar Heels.

This argument makes no sense because it is a fact that out-of-state student admission is limited to 18 percent of the first-year class, not that it is reserved for 18 percent.

North Carolina has many bright students, but it cannot out-compete the rest of the United States put together.

Therefore, it makes sense that the academic standard of out-of-state students is greater than that of in-state students.

However, that does not mean that every out-of-state student is brighter than every in-state student.

Also, isn't it better that competition in UNC classrooms be increased so that all strive for a higher standard in learning?

One final point is that the author should reconsider the implications of reserving UNC only for in-state students. Like winning basketball games? Will Graves and Mike Copeland (N.C. natives), as great as they are, they are not going to take us to the Final Four by themselves.

For that matter, say goodbye to most athletic championships because recruiting out-of-state students is
critical to almost every varsity sport.

Like being ranked in the top 30 colleges according to U.S. News & World Report? Say goodbye to that too, as the SAT score average will be significantly lower.

Adam Tosh

Junior

Economics, chemistry
Out-of-state admissions is much more competitive

TO THE EDITOR:

As an out-of-state student and an assistant at our admissions office, I am deeply disgruntled by J.K. Pettit’s ignorant letter to the editor. (“In-state students should be given more priority,” April 1.)

Pettit’s argument that UNC should be restricted to Carolinians and that out-of-state students hinder their admission fails on every level.

The issue that competition for out-of-state spots is greater than for resident spots is not a debatable opinion — it’s a fact.

UNC-Chapel Hill’s in-state acceptance rate is around 50 percent; for out-of-state students, it is approximately 20 percent.

Clearly out-of-state students are at a glaring disadvantage when applying to this school.

Pettit also implies that non-resident students somehow rob the good taxpayers of this state. But unless a nonresident receives a hefty sum of financial aid, the amount he doesn’t pay in taxes is more than made up for by his tuition rate.

And the argument that “real” Tar Heels are getting denied in favor of us “Yankees” is ridiculous, not to mention unnecessarily rude.

Because the bar is set higher for out-of-state students, there are in reality many more higher qualified out-of-state applicants who are denied admission because of a state charter requiring UNC-Chapel Hill to reserve 82 percent of its first-year seats for North Carolina residents.
Our University of the people was meant to be inclusive, not exclusive, and out-of-state students boost its diversity, its funds and its academic ranking.

All qualified students deserve a chance to attend UNC-Chapel Hill, Tar Heel bred or not.

*Olga Kuzmina*

*First-year*

*Political science, European studies*
January 4, 2009

Dreamers and Doers

By JOHN SCHWARTZ

Nicolas Naranjo knocked on Evan Kimbrell’s door at midnight.

At other colleges, this might have been a prelude to a fraternity prank or an invitation to help float the keg at the end of a party. But Mr. Naranjo, who had just arrived in the United States from his native Colombia some weeks before, wanted to talk about starting a business. He had an idea about a hop-on, hop-off bus service for college tours around the Boston area. Mr. Kimbrell had tried to start a bus company the previous year and knew the pitfalls — and was happy for the break from his studies to talk business.

This is life in the E-Tower at Babson College in Wellesley, Mass. Babson focuses on business, and E-Tower focuses, even more tightly, on entrepreneurship. The residents of E-Tower hash out new business plans at Monday night meetings, and they talk shop throughout the day and night.

“We’re really a dorm of dreamers and doers,” says Prinya Kovitchindachai, who is hoping to market a vile-tasting pill, imported from Thailand, that he touts as a hangover treatment. “College students are the largest group of binge drinkers,” he says, quietly gleeful at the prospect of such a large market so close at hand. Friends have helped him bone up on the basics of international shipping, of securing shelf space and — in a consultation with a neighbor who was wearing a towel and still dripping from the shower — of creating Web sites.

“No school can teach entrepreneurship,” he says, “but at Babson, we live entrepreneurship.”

Now, let’s not get carried away: as a reporter and as a parent, I find myself on plenty of college campuses these days, and many of the students I meet are indistinguishable from the dull-eyed slackers I went to college with (when dinosaurs roamed the Earth and Pluto was still a planet). But then there are those who have this . . . THING, this go-getting excitement to start something, make something. They want money, sure. But the overwhelming desire seems to be to carve out something of their own.

Today’s students have grown up hearing more about Bill Gates than F.D.R., and they live in a world where startling innovations are commonplace. The current crop of 18-year-olds, after all, were 8 when Google was founded by two students at Stanford; Mark Zuckerberg founded Facebook in 2004 while he was at Harvard and they were entering high school. Having “grown up digital” (to borrow the title of Don Tapscott’s recent book on the Net Generation), they are impatient to get on with life.

“They’re great collaborators, with friends, online, at work,” Mr. Tapscott wrote. “They thrive on speed. They love to innovate.”

The easiest way to find kids like these is to check in on entrepreneurship education, in which colleges and
universities try to prepare their students to recognize opportunities and seize them.

For those who haven’t been paying attention, the idea of entrepreneurship might bring up the Memo Minder, the lame invention by the “Future Enterpriser” played by Bronson Pinchot in “Risky Business.”

Reader, you date yourself: that was 1983. In the intervening decades, Tom Cruise has grown up and entrepreneurship programs have boomed.

A report issued last year by the Kauffman Foundation, which finances programs to promote innovation on campuses, noted that more than 5,000 entrepreneurship programs are offered on two- and four-year campuses — up from just 250 courses in 1985. Full-scale majors, minors or certificates in entrepreneurship have leaped from 104 in 1975 to more than 500 in 2006. Since 2003, the Kauffman Foundation has given nearly $50 million to 19 colleges and universities to build campus programs.

Lesa Mitchell, a Kauffman vice president, says that the foundation is extending the reach of its academic gospel, which used to be found almost exclusively in business schools.

Now, the concept of entrepreneurship is blossoming in engineering programs and medical schools, and even in the liberal arts. “Our interest is in the whole curriculum,” she says. “We need to spread out from the business school.”

Either as class projects or on their own, students in an array of disciplines are coming up with ideas, writing business plans and seeing them through to prototype and, often, marketplace. In their spare time, students in agricultural economics at Purdue invent new uses for soy; industrial design majors at Syracuse, in a special collaborative laboratory, create wearable technologies; a psychology major, through the Yale Entrepreneurial Institute, starts a limited liability company offering neuromarketing services.

Richard Miller, the president of the Olin College of Engineering in Wellesley, recalls a time that academically packed programs like engineering believed that teaching business and entrepreneurship would require watering down curriculum. “We think differently now,” he says. Dr. Miller says a personal turning point came back in his days at the University of Southern California, when visitors from McDonnell Douglas told a classroom of engineers that the project they were working on in class was actually the subject of a patent worth $200 million. “What’s a patent?” they asked.

Clark University, a liberal arts college in Worcester, Mass., offers a minor in entrepreneurship that can be fitted into just about any degree plan. “It’s too important to be taught by business professionals to business students,” says George Gendron, the founder and director of its innovation and entrepreneurship program. The program, he says, is intended to help students find “what they’re passionate about,” and to learn how to apply themselves to it practically, whether in business or in the growing area of social entrepreneurship, which focuses on societal change.

Even at Babson, entrepreneurship isn’t all about business: in E-Tower, Austin Conti and Gerald Praysman are writing a screenplay about the Middle East that they hope to sell using the techniques for spotting business opportunities. And Gabriel Schillinger, a freshman, is engaged in social entrepreneurship. A nonprofit organization he helped start in high school, For Darfur Inc., put on a concert by Kanye West in Florida that raised $300,000 for Doctors Without Borders, and he is trying to build on that early success.
The entrepreneurship movement has its critics, especially among those who see college as a time for broad academic exploration. Daniel S. Greenberg, author of “Science for Sale: The Perils, Rewards and Delusions of Campus Capitalism,” finds the increasingly fervent campus embrace faddish and narrow. “I just don’t think that entrepreneurship ranks so high in terms of national need, or in terms of what can effectively be taught in the limited time available” in the college years, he says. “What aren’t you studying because you’re studying entrepreneurship?”

Leonard A. Schlesinger, Babson’s president, says that the question of whether innovation really can be taught is “an age-old debate.” Mr. Schlesinger, who has served as chief operating officer of Limited Brands, says that if teaching entrepreneurship is an academic fad, it is one the school has pursued since 1978 — “a fad like wearing pants and underwear.”

Schools do not teach the spark of creativity so much as provide the tools for students to capitalize on that spark, he says. “I’m going to teach you to find opportunity.”

Especially in a bad economy, he adds, the curriculum “gets our people to be much better prepared for the structure and dynamics of the job market they’re likely to face. The thought process and logic that we teach is at the core of stimulating innovation, stimulating innovation is at the core of any developed economy.”

“I’m not trying to be arrogant,” Dr. Schlesinger notes, “but the world needs what we do.”

The urge is strong at E-Tower.

With word of a visitor on the premises spreading, some two dozen dorm residents crowded into the common room to talk about their projects. They were brimming with excitement about their plans, and eager to share them with a reporter who, as more than one noted, might be able to help them make a connection in the business world or get them a little publicity. Prinya Kovitchindachai pressed one of his hangover pills into my hand. I tried it, and grimaced at the taste. “It’s much better if you’re drunk!” he insisted.

Another student grabbed me as I was leaving. He asked that I not use his name in the article. The people with whom he was dealing in his start-up trading business, he said nervously, “don’t know how old I am.”

John Schwartz is a reporter for The Times.
The college-admissions process used to be relatively private, but that's all changing thanks to Facebook. After all, it's not hard to figure out who got in when your classmate joins a group called "New York University Class of 2013" — and Facebook's news feed rubs it in your face.

Sophie Ramayat, an 18-year-old in Silicon Valley, joined the NYU 2013 group as well as groups for three other schools she was accepted into — the University of Richmond, the University of Washington and American University — and has been browsing the discussion boards on them to get a preview of life on the different campuses. "You can kind of tell what the students are like," she says. "I noticed that everyone at the University of Richmond is white." (See how to get off college waiting lists.)

Some of the 1,300 members of the NYU 2013 group — which is exceptionally active, with some 200 newcomers joining each day — use the site to discuss the pros and cons of attending the school. "I got into Johns Hopkins and NYU and I don't know where to go," wrote a girl from Albany, N.Y. "They are so different and will both cost me the same. Someone on here please persuade me ASAP." (See photos of the evolution of dorm life.)

Officials from at least one college have copped to reading these kinds of deliberations. "Facebook has been a wonderful way for us to hear what students are thinking," says M.J. Knoll-Finn, Emerson College's vice president for enrollment. "Before, we'd only hear from the exceptionally ecstatic or upset student who bothered to write in, but now we can see exactly what the average accepted student is thinking and how they're deciding between schools."

While most Class of 2013 groups are formed by admitted students, Emerson is one of the few schools that runs its own Facebook page. "This is completely new for us," says Mike Petroff, Emerson's Web manager, who started the group in January at the request of an early-decision applicant. Petroff responds to students' questions — When is the open house? How do they set up their e-mail accounts? — and even plans to post
video tours of the college for students who can't visit Emerson in person. But for the most part, he sits back and lets the students communicate with one another.

Facebook's admitted-student groups are yet another wild card in the college-admissions game, which is even trickier this year, given that the recession has school officials fretting over the number of students who will ultimately enroll. "I think it's safe to say that this is the most uncertain year in terms of predicting what students will do," says Christoph Guttentag, Duke University's dean of undergraduate admissions. "I honestly don't know how the economy is going to affect things." (See how one school uses financial aid to reel in students.)

Since most colleges give students until May to accept an offer of enrollment, admissions officers won't find out the true repercussions of the economic downturn for several weeks. But if Facebook groups are any indication, the class of 2013 is just as excited to join the world of dorm rooms, frat parties and communal bathrooms as were the many classes that came before them. "Oh man," says Mark Harber, an 18-year-old from Tulsa, Okla., who joined Vanderbilt's 2013 group within hours of receiving his acceptance letter. "I can't wait."

And of course, with Facebook becoming synonymous with full disclosure, students are also using the site to detail where they didn't get in. One group called "REJECTED! Class of 2013" includes a series of posts from a girl in Seattle about finding out she got turned down by Cornell, Brown, MIT and her first choice, the University of Chicago. Even some admitted-student groups are full of kids licking their wounds. Ted Williams was rejected from Yale but accepted at Wesleyan. When he joined the WesAdmits 2013 group, he found a number of other students in the same position. "There was a chain of posts from other people who'd also gotten rejected from Ivies," he says. "It was nice to have a little bit of commiseration."

Read "Facebook Wants to Read Your Mind."

Vote for Facebook founder Mark Zuckerberg and others for the TIME 100.

Find this article at:
http://www.time.com/time/nation/article/0,8599,1889298,00.html
April 5, 2009

MORTGAGES

College Tuition Not on the House

By BOB TEDESCHI

PARENTS of college-age children used to be able to count on home-equity loans to help pay tuition, but this is no longer the case with housing values sliding and the mortgage market imposing much tighter restrictions on loans.

As a result, educational institutions that once considered a house as a college fund of sorts are taking a more realistic look at home equity's role in the financial aid equation.

"With so many people up against the wall with declining home values," said Philip Day, president of the National Association of Student Financial Aid Administrators, "the issue of using home-equity loans for tuition is almost rendered moot."

Of the roughly 2,000 four-year colleges nationwide, only about 250 require applicants for financial aid to disclose a home's value and outstanding mortgage debt. That disclosure comes in the College Scholarship Service's Financial Aid Profile, a supplement to the Free Application for Federal Student Aid.

Institutions that require the Financial Aid Profile are typically costlier, and wealthier, with endowments large enough to sustain a supplemental financial aid program. Traditionally, these schools would ask parents to contribute 5 or 6 percent of their home's equity to the tuition.

As real estate values climbed in the early part of this decade, colleges started to back away from that formula, because it forced many families of otherwise modest means to cover too much of the cost of tuition. About two dozen of the nation's more affluent colleges, like Columbia University and the Massachusetts Institute of Technology, capped the amount of home equity that they would consider available for tuition.

If an applicant had, say, $500,000 in available home equity and the household income was $100,000, some of these colleges would consider only $120,000 of home equity in their financial aid calculations, or 1.2 times the family's income. Others would multiply the household income by 1.5 or 2, instead.

Some schools, like Sarah Lawrence College in Yonkers, N.Y., have not opted for a cap. But now that home values are lower, and families cannot easily qualify for home-equity loans, applicants are getting a break in other ways. "We're seeing less equity available now," said Heather McDonnell, the director of financial aid, "so our expectations for families are down."

Ms. McDonnell said that a household with an adjusted gross income of about $100,000, and $150,000 in available home equity, had been expected to use roughly 5.65 percent of that home equity for a year of tuition. That amounts to about $9,000 of Sarah Lawrence's tuition and fees, which exceed $50,000.
Extra Savings For Extra College Classes

College has become obscenely expensive, and buying ramen noodles in bulk will only save you so much money.

One time-honored way to save on college costs is taking college-level classes before beginning freshman year. The classes are usually cheaper for younger students (sometimes free, depending on the school) and may give them college credits from day one. Gathering enough credits from Psych 101 and French could enable a student to graduate a semester or even full year early, saving tens of thousands of dollars in the process. (Another bonus: You can bypass large, generic survey courses for more challenging classes in your areas of interest.)

Advanced Placement courses in high school are probably the most common way to accumulate college credits early. (Of course, you have to go to a school that offers such classes.) APs are meant to be harder than regular classes and, depending on your score on the end-of-year comprehensive exam, you can earn college credit or bypass basic requirements. (My high school was big on APs, and I passed out of an English workshop and math requirement in college and applied about 12 other credits to my transcript — a full semester.)

Another option: Classes at a local college or university. There are dozens of dual enrollment programs at the state, county and school-district level for high school students to earn college credit and fulfill high school requirements. Many of the programs are entirely free — the schools even loan out textbooks. In North Carolina, all but two counties have schools with programs linked to UNC Greensboro, where high-schoolers can take classes for college credit. Florida Atlantic University, Western Michigan University, and the University of New Orleans also have designated high school programs, to name a few.

High school students also have the option of taking for-credit classes at local colleges during the academic year without fulfilling high school course requirements. Such classes require extra work and may cost some money, but they're still a great way to start transitioning to higher ed.

Then, of course, there's summer school. Many elite colleges offer special programs for incoming freshmen. These six- or eight-week programs generally include a couple classes, room and board and social activities, and can cost as much as $8,000. Pricey, yes, but some students choose these programs to get ahead and
adjusted early to campus life.

But if saving money is the goal, summer courses at a nearby community college or public university (or online) will be more suitable. Here again, practical, entry-level basics are your best bet. The University of Oregon's online "ecampus" offers classes to students worldwide for about $624 each ($208 per credit). This summer's catalog includes more than 80 courses for high school students and loads of others for students already in college.

Before you register for any of these programs, check in with your chosen school — every college differs on which outside credits it allows. Some limit the number of credits you can earn elsewhere, so even if you take 10 AP classes, you may only be able to get credit for five. Other schools may require you to take their version of Calc 101 — even if you completed the same course at another college.