THE DAILY CLIPS

May 14, 2012

News, commentary, and opinion
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252-328-6481
Cultural understanding courses discussed
Sunday, May 13, 2012
ECU News Services

Representatives from Iraq, Japan, Nigeria and a dozen other nations were at East Carolina University last week to improve and expand on a unique program facilitating student interaction across cultures and time zones.

The fifth annual Global Partners in Education Conference was Monday through Thursday. It connects international educators and technical specialists offering students the ability to virtually meet with and learn from their peers around the world through a course on global understanding.

“Two percent of our students can go abroad,” said Rosina Chia, assistant vice chancellor for global academic initiatives. “This is for the 98 percent.”

The course launched in 2004 involving three nations outside the United States: China, Russia and Gambia. It has since grown to include 42 universities in 28 countries, Chia said.

Fourteen sections of the global understanding course are offered across eight departments in three colleges at ECU. Discussions often revolve around family or college life — elements Chia said people share across cultures.

“We devote our conference to talking about (the course), how to get students motivated to join, what needs improving,” Chia said. “No one else in the country is doing this.”

ECU faculty and administrators shared the university’s strategic initiatives with visitors Monday and Tuesday through presentations on leadership, economic development and public service. The hosts also taught their
international partners a few other things about being a Pirate, like how to form a hook and say “Arrrgh!”

“We’re looking at what’s the next phase of our global understanding program … the next levels of understanding and involvement and cultural appreciation,” said Austin Bunch, senior associate provost at ECU.

Paulina Teran, a conference participant from the Universidad Del Pacifico in Ecuador, said she is interested in exploring other elements to complement the existing program, such as scheduled, topical lectures by professors from the partnering institutions. Getting students interested in sharing experiences with other cultures is no longer an issue, she said.

“Word got around and now students voluntarily come (to the global understanding classes),” Teran said. “They just knock on the door.”

Other visitors said the benefits of Global Partners in Education extend beyond basic subjects and job skills training.

“It’s good to explain the cultures,” said Pa Sara Drammeh of The University of The Gambia. “Some at the university come from remote places. They don’t know about America. And students here, they don’t know about Africa. When they interact with our students, it changes (their perceptions).”

Chia said the presence of ECU Provost Marilyn Sheerer and representatives from the University of North Carolina General Administration at conference events is an endorsement of the program. She will travel to China later this year with representatives from Appalachian State, Fayetteville State and N.C. A&T universities, which hope to create similar networks for their students.

“My ultimate goal is to have every incoming freshman (at ECU) take this course to open their minds,” Chia said.

More information about the program is available online at http://www.ecu.edu/cs-acad/globalinitiatives.

**Cunningham shown as a surgeon**

A portrait of Dr. Paul Cunningham standing in his office and wearing surgical scrubs soon will hang in the lobby of the Brody Medical Sciences Building.

A surgeon by training, Cunningham was named the fifth dean of the Brody School of Medicine at East Carolina University in 2008. His likeness will
join those of the deans who preceded him and that of the late Chancellor Leo Jenkins, who spearheaded the creation of the medical school.

“This is a warning to the faculty: This is what you get when you become a dean,” Cunningham quipped after unveiling the portrait with his wife, Sydney, ECU Chancellor Steve Ballard and Dr. Phyllis Horns, ECU vice chancellor for health sciences. The unveiling took place April 25 at the Brody Building.

Afterward, Cunningham said he was honored by the occasion and the attention.

“The real reason for us all to have gathered was to celebrate the legacy of leadership that has supported the work of the Brody School of Medicine at East Carolina University since its inception,” he said. “It is inspiring to once again sense the strong and passionate support for the work and mission of the school.”

Approximately 30 years ago, Dr. Walter Pories persuaded Cunningham to drive about 50 miles from his practice in the rural town of Windsor to teach a few classes at ECU.

“To the embarrassment of the faculty, he quickly became the most popular teacher,” Pories said.

Pories, who at the time was chair of surgery at ECU, then hired him to be a full-time faculty member. Cunningham began at ECU as a general surgeon, then took on transplant surgery, bariatric surgery and trauma surgery.

“One of the reasons he’s such as good dean is he’s a superb doctor,” Pories said.

Cunningham left ECU in 2002 to become chair of surgery at State University of New York-Upstate Medical University in Syracuse, N.Y. He remained there until returning to ECU.

The portrait also shows a photo of the Cunninghams’ four children.

One day while walking, Cunningham and his wife talked about what he should look like in the portrait.

“I asked him, ‘Who do you feel you are at your core?’” Sydney Cunningham said.

“He thought about it for a second and said, ‘I’m a surgeon.’

“I said, ‘Well, you ought to wear your scrubs,’” she said.
Seeing the painting for the first time brought tears to her eyes, she said, “because it depicts who Paul is. He’s a healer, a generous soul and a kind, kind person and a remarkable surgeon.”

The portrait was painted by Irene Bailey of Emerald Isle, an award-winning artist and ECU graduate. Eighteen of her portraits hang at ECU, along with other works of art by her.

**New master’s offered in health informatics**

The Department of Health Services and Information Management in the ECU College of Allied Health Sciences has received the go-ahead from the University of North Carolina Board of Governors to establish the master of science degree program in health informatics and information management program starting in fall 2013.

The master’s in HIIM program is designed to prepare managers who will lead, develop and implement clear and effective health information strategies within and across health care organizations.

The establishment of the graduate program is a response to emerging workforce needs in the field as well as the vision of the American Health Information Management Association to transform health information management to graduate level education by 2016.

The program will replace the bachelor’s level health information management program at ECU and is the second such program approved within the UNC system. It will be offered on campus and via distance education. ECU will continue to offer a bachelor’s of science degree in health services management.
WILMINGTON, N.C. (AP) — The University of North Carolina Wilmington says federal funding cuts threaten an undersea laboratory which it operates.

The StarNews of Wilmington reported (http://bit.ly/J2CxZZ ) the school said the federal budget in the U.S. House could threaten the lab Aquarius, which is owned by the National Oceanic and Atmospheric Administration. UNCW is contracted to manage and operate the lab.

NOAA operates the National Undersea Research Center. But the federal agency has consolidated programs in its ocean exploration, which eliminates the undersea research program that includes Aquarius.

Underwater research operations in the Florida Keys could end by December unless another funding source is located. The program's 11 staff members could lose their jobs.

Private individuals are exploring the possibility of creating a foundation independent of the school to provide funding.

Warrant issued in cemetery crash
By Kristin Zachary
The Daily Reflector
Saturday, May 12, 2012

Greenville police are searching for a former East Carolina University football player in connection with a cemetery crash last week that damaged a dozen headstones.

Brandon Michael Jackson, 22, of Greenville is wanted by police in connection with the May 3 wreck at Greenwood Cemetery.

Police believe he was driving a car at a high rate of speed when it crashed through a fence at East Fourth Street and Cemetery Road about 2:30 a.m.

Officers found a silver 2006 Lexus in the cemetery and the damaged headstones. The driver fled before police arrived.

Police identified the registered owner of the car but could not locate him and did not release his name. On Friday they confirmed that Jackson is the car’s owner.

Jackson was a player during the 2009-10 year after transferring from the University of Kentucky. He was dismissed from the team on March 29, 2010, after he was arrested for underage drinking and other offenses in downtown Greenville.

Court records since then show that Jackson has been charged with driving while impaired, no operator’s license, drug and traffic-related charges.

He is charged in the May 3 case with one count each of failure to report an accident involving property damage and operating a motor vehicle without a license.

Greenville police Sgt. Joe Friday said other charges could be forthcoming in the May 3 incident, which remains under investigation.

Contact Kristin Zachary at kzachary@reflector.com and 252-329-9566 and follow her on Twitter @kzacharygdr.
LIBERTY MUTUAL INSURANCE recently presented the ECU Staff Senate a “big check” for $2,000 for the scholarship fund. The ECU Staff Senate developed a scholarship fund a couple of years ago in memory of a former staff employee at ECU. The intent of the scholarship is to provide assistance to ECU staff who are interested in furthering their education. From left are Jason Boulmay, secretary of the ECU Staff Senate; Mandee Foushee, chairwoman-elect of the ECU Staff Senate; Mary Susan Williams, chairwoman; Rebecca Mikell of Liberty Mutual; Ian Brinkley of Liberty Mutual; and Becky Vaughn, director of benefits at ECU.
### Unemployment rates

Average unemployment rates for college graduates 24 and younger between January and April*

<table>
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<th>Year</th>
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<td>2012</td>
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<tr>
<td>2011</td>
<td>9.1%</td>
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<tr>
<td>2010</td>
<td>8.1%</td>
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<td>2009</td>
<td>7.8%</td>
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*not seasonally adjusted

### 2012 college grads enter improving job market

By Scott Mayerowitz - Associated Press

NEW YORK - The class of 2012 is leaving college with something that many graduates since the start of the recent recession have lacked: jobs.

To the relief of graduating seniors – and their anxious parents – the outlook is brighter than it has been in four years. Campus job fairs were packed this spring and more companies are hiring. Students aren’t just finding good opportunities, some are weighing multiple offers.

In some ways, members of the class of 2012 got lucky. They arrived on campus in September 2008, the same month that Wall Street investment bank Lehman Brothers collapsed, touching off a financial crisis that exacerbated the recession.

On campus, they were largely insulated from the collapsing U.S. economy. While older brothers and sisters graduated into a dismal job market, they took shelter in chemistry, philosophy and literature classes.

They used their college years to prepare for the brutal realities of the job market that would await them. They began networking for jobs much earlier, as freshmen in some cases. They pursued summer internships not simply as resume boosters, but as gateways to permanent jobs. And they developed more realistic expectations about landing a job in the ideal place and at the ideal salary.

On campuses across the country, spirits are more upbeat this spring, and the employment outlook is especially promising, according to interviews with three dozen seniors and career center directors.
“It’s just been such a dramatic change from what we saw in 2008,” says Mercy Eyadiel, who oversees career development at Wake Forest University in Winston-Salem. Back then, openings disappeared overnight and companies were calling recent graduates to rescind offers. “It was a very bad, ugly situation.”

Wake Forest senior Lesley Gustafson started her job search during her freshman year.

She met with a career counselor to discuss her goals. Gustafson picked a double-major – computer science and political science – that made her more marketable. And she found internships every summer that helped her build skills and a network of professionals to offer advice. Gustafson was aggressive in other ways, too: she took part in mock interviews offered by the campus career center so that she’d be better prepared for real employer interviews.

Gustafson’s work paid off. In March, she was offered a job with consulting firm Accenture.

“I knew I would find something,” Gustafson says. “I was more nervous finding something that I would be interested in rather than having to take a job just to take one.”

The job market remains tough, even for those graduating from the best universities. Hiring is not back to its pre-recession level and plenty of seniors are leaving campuses without jobs. Yet this year’s graduates are less likely to face the disappointment of moving back in with mom and dad, or being forced to work at a coffee shop to pay off loans.

“I was nervous that my college degree would go to waste,” says Laura Mascari, who arrived on the University of Delaware’s Newark campus in the fall of 2008. Mascari, who received two job offers, will work in marketing – her major – for chemicals giant DuPont.

Between September 2008 and August 2010, 6.9 million American jobs were eliminated. In the last year and a half, 3.1 million jobs have been created. The strengthening job market has made a big difference to seniors who are job-hunting in their final semester.

The unemployment rate for college graduates 24 and under averaged 7.2 percent from January through April. That rate, which is not adjusted for seasonal factors, is down from the first four months of 2011 (9.1 percent), 2010 (8.1 percent) and 2009 (7.8 percent.) For all Americans, the unemployment rate is 8.1 percent.

College career centers across the country are reporting seeing more students and seeing them earlier.
At the University of Chicago, just 46 percent of freshman sought advice in the 2008-2009 school year. This year, it is expected to be more than 80 percent.

Students’ expectations have also changed. That dream job might just be a dream. Seniors are instead focusing on stepping-stone positions that will hopefully lead to better opportunities.

Jonathan Fieweger, a senior at New York University, doesn’t have a long-term job offer. But he was able to turn a public relations internship with TV network Showtime into a year-long, post-graduation job.

Others are willing to move to less desirable locations and settle for lower salaries. Pay for new graduates fell 10 percent during the recession, according to the John J. Heldrich Center for Workforce Development at Rutgers University. Few expect it to climb back soon.

Despite the lower pay, students today have more confidence in the job market. Two years ago, career directors say, seniors were so afraid of the recession that they flocked to graduate schools to wait out the dark times.

“This is a generation of kids that got trophies whether they won or lost the soccer game,” says Farouk Dey, director of career development at Carnegie Mellon University. “They were afraid of being rejected. What would that say about them? Would their parents be disappointed?”

That trend is reversing. The number of U.S. students taking admissions exams for graduate business school and law school are down 8 percent and 16 percent.

This year’s grads also have an advantage over those a year or two out of school with equal qualifications. Employers would rather have somebody fresh out of college than somebody who spent two years working at a local book store waiting out the market.

“As a matter of convenience – and you can call it a bias if you will – a lot of employers have said: let’s get started quickly by going back (to campus) and getting the new graduates,” says Philip D. Gardner, director of the Collegiate Employment Research Institute at Michigan State University. Companies cut their recruiting staff during the recession. Instead of sorting through thousands of resumes, it’s easier to do targeted searches on a few campuses.

Gardner estimates that about 7 percent more college grads will find jobs this year than last year, based on a survey of 4,200 companies.

The recovery is not consistent across all majors. Students seeking jobs in architecture – hit hard by the collapse of the construction industry – are having a
tougher time finding employment than those in education and health care, according to the Georgetown University Center on Education.

Colleges say the strongest growth in job offers has come from Fortune 500 companies, investment banks and consulting firms, all of whom make offers in the fall for jobs that don’t start until the summer. Most smaller employers hire much closer to when an employee is needed. That means graduates won’t get offers until late spring or summer. But college career directors say that, based on conversations with employers, it will be a strong year.

At Florida State University in Tallahassee, the number of job listings jumped from 1,379 last spring, to 2,299 this year. That is down from 5,000-plus listed before the recession.

At Arizona State University’s Tempe campus, 1,698 companies have attended job fairs or interviewed on campus, up from 1,357 two years ago but below the roughly 2,000 that visited before the recession.

“We’re about halfway back,” says Matthew Brink, director of career services at the University of Delaware.

Packed career fairs and increased job listings don’t necessarily translate into employment, warns Sheila Curran, a career consultant who used to run career centers at Duke University and Brown University. Companies might take the time to meet potential employees in case they start hiring again, but it doesn’t mean they are going to make job offers.

Those seniors who do have offers say they treated their search like a full-time job and, after some setbacks, managed to secure employment.

Max Gompertz, a senior at the University of Colorado, in Boulder, with degrees in psychology and communication, knows how hard it can be. Many of his friends who graduated last year are still nearby, working in bars and restaurants. Gompertz, however, got an offer in the middle of October for a job he’ll soon start providing customer support for financial data provider FactSet.

“I was lucky,” he says. “The stars aligned.”
tiwabu@newsobserver.com – New York City Mayor Michael Bloomberg gets a round of applause from University of North Carolina faculty members, including Chancellor Holden Thorp, right, after he spoke at UNC-Chapel Hill's commencement in Chapel Hill, N.C., Sunday, May 13, 2012.

Marriage vote was a setback for liberty and equality, Bloomberg tells UNC grads

By Jay Price - jprice@newsobserver.com

CHAPEL HILL - New York Mayor and financial media mogul Michael Bloomberg told nearly 5,700 UNC-Chapel Hill graduates Sunday they could glean some of the most useful lessons about life from a familiar source.

“Whatever plan you do have is probably going to change 100 times before you’re 30,” said Bloomberg, the main speaker at the spring commencement ceremony, held in Kenan Stadium. “And you don’t need to be an expert in something to try it. So what, then, do you need? I’m going to tell you, but really, all I’m going to do is remind you of a few things you’ve already learned here – just by watching Carolina basketball.”
He detailed seven pieces of advice and summed them up this way: “Teamwork is everything. Assist others. Risks are necessary. Hmmm, the first three letters of those words are T-A-R – I wonder where this is going. Hustle, always. Elbows occasionally have to be used. Education is a lifelong journey. Love what you do. And if you put that list together, it of course spells Tar – Heel.”

Bloomberg said that technology will become the world’s most powerful weapon in fighting poverty, disease, repression and intolerance.

“The more light we shed on the nature of the world, the more we advance knowledge in science and technology, the more liberty we will spread,” he said.

To a roar of approval, Bloomberg also said that voters’ landslide approval Tuesday of an amendment to the state constitution that would bar same-sex marriage was on the wrong side of history

The referendum showed “just how much more work needs to be done to ensure freedom and equality for all people,” he said.

“I have no doubt that in your lifetime, liberty’s light will allow us to see more clearly the truth of our nation’s founding principles, and allow us to see all people, and all couples, as full and equal members of the American family,” Bloomberg told the graduates.

The event drew one of the largest commencement crowds in recent memory. University officials estimated that about 32,000 graduates, family and friends were in the stands and field seats of the stadium.
Occupy UNC holds 'alternative' commencement

By Monica Chen - Correspondent

CHAPEL HILL While Michael Bloomberg was speaking to tens of thousands of graduates and parents Sunday, a smaller celebration held by members of Occupy UNC-Chapel Hill sought to provide a different graduation experience – one they said was more real and less pretentious.

About 100 graduates, professors, parents and children turned out for the “Alternative Commencement” at Forest Theatre. Speakers shared their experiences with Occupy Wall Street and as life-long activists, and sought to provide courage to the graduates to live alternative lives.

Charles Eisenstein, a teacher of health arts and sciences at Goddard College and author of “Sacred Economics,” criticized Bloomberg and other corporate and political leaders.

“Theyir version of success that is held up as normal is one that says life is a struggle of everybody against everybody else, and you have to sacrifice what makes your heart sing,” Eisenstein said. “But everything is changing. ... We need to devote ourselves ... to the service of the planet, to other beings, to give of our gifts in whatever way feels right.”

Organizers gave out programs and bottles of bubble water. Bubbles floated through the air during the event, which also featured the band Morning Brigade. Some of the graduates wore home-made caps and gowns, one with blue floral patterns, one bundled up and clasped, and displaying a single white rose in the back.

As the ceremony ended, the 21 graduates in attendance went on stage and sang the UNC alma mater together.

Johnny Reis, 21, who is not part of Occupy UNC, attended because he sympathized with the movement. Reis studied math and physics and is moving to Montreal to work as a software engineer. But while he and some of his friends support the movement, Reis added, others believe it’s “futile.”

“Most of the people I interact with realize it’s difficult to live outside the system because our infrastructure is the system,” Reis said. “If they could, they would live and give of their gifts outside the system, but they have to live.”
Kari Dahlgren, 22, one of the chief organizers of the event, is heading to graduate school at Oxford University for African Studies. “Occupy is a consciousness. When you declare your solidarity with the movement, you are a part of it,” she said.
Rivers shines for N.C. State graduates

By J.P. Giglio - jgiglio@newsobserver.com

RALEIGH - The 5,236 graduates were the main reason for N.C. State’s commencement ceremony at PNC Arena on Saturday morning but Philip Rivers stole the show.
Rivers re-wrote the school, ACC and NCAA record books while playing quarterback for the Wolfpack from 2000 to ’03, and he returned to N.C. State on Saturday to give a heart-felt and inspired 11-and-a-half minute commencement speech.

Before Rivers gave his address, David Powers, from the University of North Carolina Board of Governors, told the crowd he has met six presidents but he was “still in awe in getting to share the stage with Philip Rivers.”

In a traditional black graduation gown, and a red tie with white stripes, Rivers, 30, spoke about his passion for football and his family, and his priorities. Nine years in southern California as a star NFL quarterback for the San Diego Chargers has smoothed some of the edges of his Southern accent but with the same haircut, and square jaw, he looked virtually the same as he did when he graduated from N.C. State almost nine years ago.

As if the amped-up crowd needed a reason to be more excited by the return of one of its most famous alums, Rivers provided an extra charge when he started his speech.

“Wow,” Rivers said after the initial ovation waned. “I gotta tell you, standing in front of the Wolfpack family again, it makes me want to run out of the tunnel at Carter-Finley Stadium just one more time.”

Rivers led the Wolfpack to a school-record 11 wins in 2002 and was the ACC Player of the Year in 2003. A four-year starter, he finished his career in ’03 as the second-leading passer in NCAA history (with 13,494 passing yards) and with his No. 17 jersey retired.

Rivers, who was a first-round pick in the NFL draft in 2004, told the class of 2012 he remembered being in their seat and having the similar concerns about life after college.

“I wasn’t certain what the future held but I was certain in what mattered most to me,” Rivers said. “I knew as long as I stayed focus on my priorities, I would be ready for life’s ups and downs.”

Rivers said his priorities are faith, family and football — and “in that order.”

“Class of 2012, what are you passionate about?” Rivers asked the sea of graduates who filled the floor of the arena. “What fires you up? Life is too short to just go through the motions. Discover your passion and do it to the best of your ability.”

Rivers’ speech continued with the importance of his family. He and his wife, Tiffany, who were married while Rivers was a sophomore at N.C. State, have six
children. Their oldest daughter, Halle, 9, made the trip from San Diego with her dad.

“Wolfpack Nation is represented well in southern California,” said Rivers, who has four daughters and two sons.

Rivers concluded his speech by asking the graduates how they want to be remembered. Rivers said he didn’t want to be remembered for his accolades.

“I don’t even care to be remembered for Super Bowl victories — although I do plan on winning a few of those,” he said.

Rivers said he wants to remember as someone who loved and cared for others.

“You’re on the brink of your greatest challenge yet; don’t take that step without a firm commitment to your priorities,” she said.

After the three-hour ceremony, Rivers admitted he was bit nervous before the speech but hoped he left the graduates with a positive message.

After a frustrating 2011 season, which saw the Chargers finish out of the playoffs for the second year in a row and Rivers throw a career-high 20 interceptions, he was planning on heeding his own advice to the class of 2012.

“It was an up-and-down year and I didn’t play as well as I liked,” said Rivers, who finished the season with 4,624 yards and 27 touchdowns. “But you know, you bounce back and go at again next year.”

Before and after Rivers’ speech, N.C. State chancellor Randy Woodson welcomed Rivers “home.” It was clear Saturday that both Rivers and the graduates were ecstatic he made the journey back.
Cliddy@newsobserver.com - Courtney Bailey of Selma, N.C., laughs as she holds onto her oversized mortar board that is decorated with Ms. Wuf the Wolfpack mascot. Bailey, a graduating senior, played the part of the lively mascot for the past four years. N.C. State University held its spring commencement at the PNC Arena in Raleigh, N.C., Saturday May 12, 2012.
Doctor of veterinary medicine recipients Lara Anderson, left, and Emily Ansel wave with blown up plastic gloves at N.C. State University's spring commencement at the PNC Arena in Raleigh, N.C., Saturday, May 12, 2012

Seeing red and loving it at N.C. State University commencement

By Katelyn Ferral - kferral@newsobserver.com

RALEIGH Graduates robed in red gathered at the PNC Arena in Raleigh on Saturday morning to celebrate their degrees as the 125th class from N.C. State University in front of a packed stadium of supporters.

By the numbers: 8,022 total graduates for the 2011-12 academic year; 5,236 degrees were awarded Saturday – 67 associate’s, 3,500 bachelor’s, 1,398 master’s, 195 doctoral and 76 doctor of veterinary medicine degrees. The rest of the degrees were awarded in December. One hundred twenty-four valedictorians earned perfect 4.0 grade point averages.
The ceremony: Hundreds of brightly decorated and funky mortar boards popped from the sea of graduates seated on the floor and in the stands of the PNC Arena. Veterinary graduates decorated the tops of their hats with miniature toy farms, horses, flamingos and other animals. The university’s men’s a cappella group, Grains of Time, sang a rearranged version of the National Anthem and another song memorializing their time at NCSU.

Honorary degrees: Robert B. Jordan III, a former North Carolina lieutenant governor and an NCSU alumnus, and David H. Murdock, chairman of Dole Food Company Inc., received honorary degrees from Chancellor Randy Woodson.

Commencement speaker: Philip Rivers, former record-breaking quarterback for the Wolfpack and current MVP quarterback for the San Diego Chargers. During his time at NCSU, Rivers was the second-leading passer in NCAA history with 13,484 passing yards during his career, including 95 touchdown passes. His NCSU jersey number, 17, was retired in November 2003. He graduated with a degree in business management in December 2003.

He is the Chargers’ starting quarterback and has been picked for the NFL Pro Bowl four times Rivers founded the Rivers of Hope Foundation with his wife in 2010, which finds homes for unwanted, abandoned and orphaned children. He donates 100 percent of his off-the-field earnings to the group.

What he said: Rivers reminisced about his time at NCSU and emphasized his three priorities in life: faith, family and football, in that order, and encouraged graduates to first identify their priorities, find out what fires them up, then commit themselves to success and remain grounded in their personal values.

“What intentional steps have you taken to protect what’s valuable to you?” he asked “...What are you passionate about, class of 2012? What gets you fired up?”

Though he loves football, Rivers said, he enjoys spending time with his six children and wife the most. His true fulfillment comes from his faith, he said, which he lives out on and off the field. He strives to reflect God’s love to others, he said, and cited Galatians 6:9.

“ ‘Your time on earth will end, ... and you will be remembered,’ ” he said. “Class of 2012, how are you going to be remembered? Answer that question now.”

The graduates: Cress Clippard will go from the grounds of NCSU to the military next year. Clippard, 22, walked briskly out of the PNC Arena on Saturday in his Marine Corps dress uniform a commissioned officer in the United States Marine Corps.
The native of Oak Ridge, N.C., earned a bachelor of arts in history and says he picked the Marine Corps because “they’re the best.” He’ll represent the university in the Marines when he begins training in Quantico, Va., for an infantry position, he said.

“It’s awesome,” he said. “It’s good to be from N.C. State; it’s a great school,” he said.

Daniel MacDonald is on his way to law school next year after four years of studying at NCSU.

“It’s great, it’s four years of hard work paid off,” said MacDonald, who received his bachelor of arts in political science. The 22-year-old from Wilmington plans to go to law school at Campbell University next year and hopes to practice public law.

He’ll remember the people the most from his time at NCSU, he said.

“This is such a large, diverse school, there’s lot of different people you meet.”
Casey Toth

John Sheng is congratulated by his mother Shirley Cai after Duke University's 2012 commencement ceremony on Sunday May 13th in Wallace Wade Stadium in Durham.
Duke grads enter world of ‘astonishing progress’

By Aliana Ramos

DURHAM - At Wallace Wade Stadium, the keynote speaker didn’t focus on the job market or share career advice.

Journalist, author and foreign policy analyst Fareed Zakaria offered a message of hope instead for 3,719 undergraduates, graduate and postdoctoral candidates at Duke University’s commencement ceremony Sunday.

“Remember, boys and girls we are leaving you a perfect world, don’t screw it up,” said Zakaria, quoting one of his favorite commencement speeches given by humorist Art Buchwald.
While Zakaria recognized that the world is not really a perfect place, he said graduates – especially those entering the workforce for the first time – should be encouraged by positive indicators.

The number of people dying in major war conflicts is down by 50 percent from the early 90s, and the global economy is expected to grow 10 to 20 percent faster than it did a decade ago.

“We are living in an astonishing era of progress,” Zakaria said. “Think of the cell phone you have in your pockets – that many of you are looking at now – the cell phones you have now have more computing power than the Apollo space capsule. That capsule couldn’t even tweet.”

He did share one pearl of wisdom.

“You cannot possibly understand the love that your parents have for you until you have children on your own. So on Mother’s Day make sure you go up and hug your mom and tell her you love her,” Zakaria said.

Also at the ceremony:

• Graduates took a moment of silence to remember former Duke Graduate School dean Jo Rae Wright, 56 who died in January after a years-long battle with breast cancer.

• Honorary doctoral degrees were awarded to James Barksdale whose foundation gave $100 million to support literacy efforts in Mississippi; Nancy Goodman Brinker who is the founder of Susan G. Komen for the Cure; Emmylou Harris who was elected in the Country Music Hall of Fame; Nobel prize winner and Cornell University physics professor Robert C. Richardson and Zakaria.

• Several graduates and audience members gave a standing ovation to honorary doctoral recipient Darryl Hunt, who was wrongfully accused of rape and murder and later exonerated with DNA evidence. Hunt played a role in the statewide effort to pass a death penalty moratorium bill.
Thomas Lavelle Quay
Born: Aug. 23, 1914 in Mt. Holly, N.J.
1938: Comes to NCSU as a graduate student
1948: Joins the faculty at NCSU
1980: Retires from NCSU
Died: April 16, 2012

*Courtesy of Dayang Chen* - Tom Quay points out to employees and trainees of the wildlife foundation how to spot birds and other wildlife while on the North Carolina coast. Photograph is circa early 1990s.
Life stories: Tom Quay protected birds and nurtured students

By Elizabeth Shestak - Correspondent

Tom Quay was a high school sophomore when he heard his first mourning dove singing near a little creek at the edge of his small, New Jersey town.

“I heard a doleful sound and looked up, and there, sitting on a limb, was a mourning dove, swelling up and bobbing its head and body, all those glistening, iridescent colors,” he recalled decades later. “I thought, ‘God, that’s beautiful.’”

Quay was in his 80s when he wrote about that memory for Wildlife in North Carolina magazine. It was part of a profile published when Quay was long retired from the zoology faculty at N.C. State University – and well into a second career he described as “full-time, volunteer, unpaid environmental activist.”

Quay died last month at the age of 97, having played a significant role in local environmental preservation, stretching from the Piedmont to the Outer Banks. His particular passion was birds, and those visiting the coastal islands of North Carolina can thank Quay when they see terns, pelicans, and the countless other bird populations that have thrived with the help of his study and advocacy.

During his 32-year tenure at NCSU, he directed 53 graduate students to their master’s and doctorate degrees, leaving a legacy as a beloved mentor as well as a strong researcher and academic. His involvement with many students did not end in the classroom, often blossoming during field trips to remote marshes and nesting grounds, and flourishing after that over shared meals and warm correspondence.

One NCSU graduate student says Quay played a singular role in shaping both her life and the life of her son.
Dayang “Diane” Chen came to the United States from China in 1991 to study adult education at NCSU and was in need of a place to stay. Then retired, Quay had been renting out rooms from his home near campus since he was widowed in 1983.

Their relationship quickly became far more than landlord and tenant. Quay became like a father to Chen, and he welcomed her young son when he moved to Raleigh from China soon after. Quay would take the boy to school and help him with his studies.

“I stayed with him almost 10 years, even after I graduated and my son left and I had a company. But we became just like a family,” Chen said.

He mentored Chen in how to assimilate in America and guided her in her professional choices.

“He said to follow your passion, your heart,” Chen said.

**Encouraging students**

Quay fell in love with birds as a child, and he made choices in life that allowed him to follow that interest.

The son of a railroad conductor, he came from a rural area in New Jersey where most everyone farmed. He loved being outdoors and started documenting his wildlife encounters early on.

He spent two years working before he could afford to attend college, studying zoology at the University of Arkansas.

When he completed his studies at Arkansas, he took the train to Raleigh to begin his graduate work in how birds adapt to their habitat. Between his master’s and doctorate degrees at NCSU, he served in the Navy doing mosquito-control work in the South Pacific.

Quay was in the first graduating class of Ph.D.s from NCSU in 1948 and immediately accepted a position on its faculty.

He never left.

Quay was known for taking his students into the field to see local birds in action. John Connors, now coordinator of the Naturalist Center at the N.C. Museum of Natural Sciences, studied under Quay as an undergrad and later in graduate school.

Once he took students to a large blackbird roost in what is now the Mini City area of Raleigh. It was sunset, and they watched the birds come in from all directions.

“It was just spectacular,” Connors said. What was even more exciting was Quay’s invitation to join him that night. Finding their way by flashlight as they slogged
through four inches of bird guano, the students had the unique experience of having countless blackbirds fly up and land on their heads and shoulders.

**His legacy**

Quay often took his son on field trips with his students, and Quay’s son, Bert, can remember being utterly uninterested in birds. Today he works with boats, and he says he learned how to be discerning, precise and practiced in his methodology thanks to his father.

Former students feel the same.

“Before I met Dr. Quay, I was interested in the duck more as a hunter and a naturalist, but then he taught me more” about how to study them as a scientist, said Eugene Hester, an NCSU graduate and former faculty member who went on to become deputy director of the U.S. Fish and Wildlife Service.

Hester spearheaded the creation of the Thomas L. Quay Wildlife & Natural Resources Undergraduate Experiential Learning Award, a grant that gives undergraduates opportunities for research that usually is available only for graduate students.

Quay felt it was important for undergrads to have access to funding so they could find out whether what they were studying was actually something they’d enjoy as a career. He knew what it was like to have a career he enjoyed, and he wanted others to have that too.

“In North Carolina, the thing that worries me most is the rapid loss and degradation of our environment,” Quay wrote. “We cannot survive without the natural systems. … I think education must be the single biggest answer to our environmental problems.”

Quay’s work continued for more than a decade after he retired from the university. He later was inducted into the N.C. Wildlife Federation’s Conservation Hall of Fame.
A workbench shows the development process at work in the "garage", a creative think tank for students, on NC State's Centennial Campus in Raleigh, NC on May 3, 2012. The "garage" offers an informal workspace for students of different disciplines, mostly undergraduates, to work together on innovative product ideas.
cseward@newsobserver.com - Chet Helms, left, Dreier Carr, center, and John Crawford collaborate on a project as they work in the "garage", a creative think tank for students, on NC State's Centennial Campus in Raleigh, NC on May 3, 2012. The "garage" offers an informal workspace for students of different disciplines, mostly undergraduates, to work together on innovative product ideas. These three students are double majors in Electrical Engineering and Computer Engineering.

**N.C. State incubator helps get student ventures off the ground**

By Jay Price - jprice@newsobserver.com

RALEIGH - Even as they prepare to graduate Saturday, some of the first students to use N.C. State University’s “Entrepreneurs Garage” are about to spin off a small wave of fledgling businesses they dreamed up and honed there.

The 2,000-square-foot space inside a building on Centennial Campus is a kind of incubator for student ventures. It features meeting rooms, a lounge area and space for building prototypes that includes woodworking equipment and gear for building electronic devices. There also are two machines that are helpful for rapid prototyping: a 3D “printer” that quickly makes objects that students design by computer and a digitally-controlled, ultra-precise laser cutter.
It opened in fall 2010. Since then, students in a variety of disciplines, from computer engineering to textiles to business management, have used it to tinker with prototypes for products, swap ideas and host business meetings.

They also have cross-pollinated in the kind of “beneficial collisions” of students with different backgrounds and interests that the Garage was, in part, created to foster.

The Garage is part of a larger culture of entrepreneurship at a land grant university long focused on disciplines such as agriculture and textiles that directly affect the state’s economy. In the past few years, NCSU has begun using its strengths in technology, engineering and science to underpin a new emphasis on growing companies from scratch.

In 2008 it established the cross-discipline Entrepreneurship Initiative to teach and foster a culture of startups across campus.

In 2010, university officials announced a goal to double the number of privately-owned companies being spun off from the university, opened an “innovation hub” to help companies get access to campus expertise and technology and to help faculty and staff get help for marketing their technologies or create new companies.

And Chancellor Randy Woodson announced a $2.5 million fund to help faculty bring their discoveries to market.

**People with ‘spark’**

That same year, the Entrepreneurship Initiative opened the Garage. One of the first to take advantage was Angela Hollen, a graduate student from Greenville in the College of Textiles, who will get her master’s degree Saturday and then continue work on her doctorate even as she and two partners launch a company called Spitter Spatter, which will sell eco-friendly antibacterial and stain-resistant clothing for infants and toddlers.

“I don’t think any of us came here thinking that we wanted to start a company, but the Garage in the past year and a half has created a circle of people who have that spark,” she said. “And it seems like new people are joining that group every week.”

Her company is now just weeks away from taking orders for its first collection via the Internet, Hollen said, and is already planning the rollout of its next lines, which could include adventurous approaches such as crowd-sourced graphics and glow-in-the-dark materials.
The Garage was underwritten by local software company Red Hat and named to evoke the now legendary garages where Apple and Hewlett-Packard got their starts. Indeed, those garages are stops on an annual Silicon Valley field trip the Entrepreneurship Initiative leads.

It’s open 24 hours a day, and among the 50 or so students currently signed up to use it are those working on products such as high-tech soles for athletic and military footwear; custom clothing aimed at sororities; and a networking site for young professionals.

The prototyping area is where a group of computer and electrical engineering students created a sophisticated combination of hardware and software to monitor and control energy use, which they called Green Energy Management System.

**A broad appeal**

The group, which plans to incorporate this summer, won a $4,000 prize for best design and prototype in the university’s entrepreneurship-focused Lulu eGames last week and is working with a consultant to set up a pilot project using their system at a factory in Eastern North Carolina, said Dreier Carr, one of the students.

The group – which comprises three students who graduate Saturday and one who did last year – plans to initially market the system to the owners of medium-sized factories, though it hopes to eventually expand to other users, such as schools, hospitals and homes, he said.

On several walls in the Garage are conventional and digital white boards for planning and brainstorming. Hollen used the digital ones to sketch out designs for a line of kids’ clothing.

And she and Carr said their companies used the Garage’s meeting areas to huddle with potential investors and other outsiders when they needed to project a more professional, legitimate feel than they might at, say, a students’ house.

The Garage has been an immense help, but the network the start-up oriented students there have created, and the broader one NCSU offers, is even more important, Hollen said. If you need some specialized advice or bit of knowledge, someone on campus likely has it.

“People have just been great about opening their networks to us,” she said.

The Garage also has given students intimate brushes with some of the most powerful networks in the tech world by hosting “fireside chats” between small groups of students and entrepreneurial superstars such as Facebook co-founder Chris Hughes and Bob Creeden, executive director of Blackstone Entrepreneurs Network.
The Garage has been a boon to students interested in becoming entrepreneurs and has proven the value of the concept of a space where they can meet, said Thomas Miller, who heads the Entrepreneurship Initiative.

“A lot of people thought we’d see only engineering students in the Garage, but it really has attracted students from across the university, and they help each other learn,” Miller said.

Often there are notices posted there for groups that need to add someone with skills they’re missing, such as computer programming or prototype construction.

“We have some who were passionate about building stuff, but had no idea how you would go about selling it, and others who had no idea how to go about putting together a prototype, but knew how to create a business plan,” Miller said.

**Expansion planned**

The current version of the Garage is temporary. The plan has always been to build one at least 10 times that size, but first, Miller said, the university has to find private donors to pay the $6 million-plus cost.

Even the small version, though, has created a sort of critical mass, Miller said, justifying plans for a larger version.

“For us, it has really validated this notion that physical proximity matters,” he said. “It proves that it’s important to have a place where those beneficial collisions will happen, instead of having students who are interested in entrepreneurship spread all over campus and not ever really having a chance to meet.”
N.C. State University names Park Scholars

RALEIGH - Five high school seniors from the Triangle are among the winners of prestigious Park Scholarships to attend N.C. State University this fall.

Forty-five incoming freshmen from as far away as the United Kingdom were named as Park Scholars this week. Among them were 30 from North Carolina, including: Sidhartha Jandhyala of Durham’s Hillside New Tech High School; Avi Aggarwal of Chapel Hill, who is at the N.C. School of Science and Mathematics in Durham; Mithi de los Reyes of Raleigh, also a student at the N.C. School of Science and Mathematics; Allison Grey Menius of Cary, who is at Athens Drive High School; and Carl Lynwood Smith Jr., who will graduate from Southeast Raleigh Magnet High School.

• Jandhyala, who is the son of Ravi Shankar and Vyjayanti Jandhyala, plans to major in biomedical engineering. He is senior class vice president of his high school and has raised funds for public schools in Durham and Wake counties through his own non-profit group, Drive Education.

• Aggarwal is the daughter of Abhinav and Sarita Aggarwal. She volunteers with Britthaven Nursing Home and SOS Children’s Village India, and is a Siemens Competition Semifinalist. She plans to major in environmental engineering.

• De los Reyes, who is the daughter of Francis and Josephine de los Reyes, is captain of her high school’s Science Olympiad Team. She has also helped build homes in the Philippines, and presented at the 2011 International Student Science Fair in Thailand. She plans to major in physics.

• Menius, who is the daughter of Alan and Deborah Menius, is captain of her high school’s girls’ tennis team, and vice president of public relations for the Family, Career and Community Leaders of America. She is a volunteer with the Special Olympics, and the recipient of the Daughters of the American Revolution Good Citizenship Award and plans to major in architecture.

• Smith Jr., who is the son of Carl Lynwood Smith Sr. and Bridgette Miriam Harris, is sergeant at arms in the North Carolina Math Science and Education Network and co-author of a research paper titled “Nanoparticle Antireflection Coatings on Glass.” He plans to major in nuclear engineering.
The four-year scholarship is valued at $86,000 for students who are residents of North Carolina and $141,000 for out-of-state students. It covers tuition, fees, room and board, books and supplies, travel and personal expenses and a $2,200 computer stipend. The program also comes with other benefits, including mentors, a weekly seminar and grants for research projects, service activities and conferences in and out of the country.

The scholarship program was named after media entrepreneur Roy H. Park, a 1931 graduate of NCSU, and his wife, Dorothy. It’s funded by the Park Foundation, which he created.
Raleigh student among Robertson Scholarship winners

Twenty-five high school seniors have been named Robertson Scholars by Duke University and UNC-Chapel Hill.

The winners include one student from the Triangle – Pranav Haravu of Raleigh, a senior at the N.C. School of Science and Mathematics in Durham, who will enroll at UNC-CH.

The students will receive a full, four-year scholarship at one campus but will study at both. The leadership development program funds tuition, room and board, fees and up to three summers of domestic and international experiences.

Hailing from 10 states and six foreign countries, scholars will begin their studies this fall, with 13 enrolling at Duke and 11 at UNC-CH. Another recipient will enroll in 2013.

Julian and the late Josie Robertson of New York founded the program in June 2000.
Jerry McLain Wallace  
Born: April 20, 1935, Rockingham  
Residence: Lillington  
Career: President, Campbell University  
Education: Bachelor of Arts, East Carolina University; Bachelor of Divinity and Master of Theology, Southeastern Baptist Theological Seminary, Wake Forest; Master of Science and Doctor of Education, N.C. State University  
Family: Wife Betty; daughters Betty Lynne and Kelly; son McLain; five grandchildren  
Fun fact: Wallace put himself through college at ECU doing taxes, which he taught himself to do using a reference book he bought at a railroad station where he frequently went to watch trains. Barely 17 when he started, Wallace said he charged $3 for a federal return and $2 for a state return, showing up at the Rockingham mill at the end of the third shift to round up clients.
Tar Heel of the Week: Jerry Wallace oversees change at Campbell

By Marti Maguire - Correspondent

BUIES CREEK - A decade ago, Jerry Wallace sat under a tree awaiting Campbell University’s graduation ceremony, marveling at how much he had enjoyed his first year back in the classroom after more than 20 years as an administrator there.

He had no concern for the frantic preparations inside; his own plans included a monthlong beach vacation starting the next day. But that night, Campbell’s president paid him a visit. He was gravely ill and wanted Wallace to be the next leader of the private Baptist college.

“You’ve rested long enough,” Wallace recalls then-president Norman Wiggins telling him.

Indeed, Wallace, now 77, hasn’t rested much since. In 2003, he became the college’s fourth president, and in nine years he has overseen massive changes - including the addition of what will be the state’s second-largest medical school when it opens next year.

The school recently got the accreditation it needed to start recruiting its first class of students, and its 96,000-square-foot home is rising along U.S. 421 near Campbell’s main campus. It will be the first new medical school to open in North Carolina in 35 years and the first to train doctors of osteopathy, who tend to focus on primary care.

Wallace conceived the idea of a medical school only two years ago and championed it as a way to grow much-needed family doctors in the rural areas, where many of its students will train at area hospitals.

The $70 million project, funded with private donations, loans and cash reserves, will be the capstone of a tenure in which Wallace also revamped the university’s campus, moved its law school to downtown Raleigh, and added a series of new programs.

“None of this has been easy,” he says of the changes at Campbell. “We have had our work cut out for us, but the good Lord has provided.”

Campbell Trustee Bob Barker says the university has made tremendous progress under Wallace and credits Wallace with many of the strides the school made while he was provost under Wiggins.
“He is just an innovative person,” says Barker, a Campbell alumnus and owner of a Fuquay-Varina-based supply company. “He amazes me all the time with how he comes up with these ideas and carries them through.”

**Schooled in divinity, education**

Wallace has worked at Campbell for 41 years and boasts an unusual set of qualifications. The son of mill workers, he holds one doctorate degree in divinity from the Southeastern Baptist Theological Seminary in Wake Forest, and another in education from N.C. State University.

He grew up in tiny Rockingham, east of Charlotte on the South Carolina border, where his father managed the company store and his mother worked in the mill’s cloth room.

His youth was infused with his love of football, and he went to East Carolina University on a short-lived football scholarship.

“I didn’t last but two weeks,” he says. “I met three men who were bigger and better than I was, and I didn’t want to be hurt that much.”

He also saw how much the game infringed on players’ academic performance. So he left the team and paid his way through school by doing tax returns and earned his bachelor’s in English and government.

In Wake Forest, he was assigned as a student pastor during his studies, and he went on to be the pastor of an Elizabethtown Baptist Church for 15 years. There, he led the construction of a new church and several educational buildings.

When that project was done, he returned to school, commuting to N.C. State while still serving as pastor. He says his time at N.C. State, where he did much of his master’s work in sociology, complemented his years of religious study.

“It tempered me,” he says. “It made me a person who is less judgmental. When you’re looking at groups of people, you have to be objective enough to really see what is. I’d been dealing for years with what ought to be, and this tension between what is and what ought to be is what life is all about.”

For years, he struggled between ministry and teaching. The first time he was hired at Campbell, he signed a contract and put it in the mail, then drove out to Buies Creek to intercept it.

“I love people, and being a pastor has to be the most personal relationship that anybody would have with another person,” he says.

He agreed to teach a class as an adjunct instead and says he was hooked. He left his church when he was offered a job chairing the religion and philosophy
department, and was soon named the university’s dean, then provost – a post that he held for nearly 20 years.

‘Full steam ahead’
Campbell had been on a growth trajectory before Wallace took over as president; since 1976, it has added professional programs in law, business, divinity and pharmacy, as well as a campus in Malaysia. But observers say Wallace has revved up the pace of change.

“We’ve been full steam ahead,” says Haven Hottel, Campbell’s communications director. “It’s been a great time here.”

Some of the changes Wallace had in mind from the beginning - such as adding a football team and building a convocation center. But he never envisioned a medical school at Campbell until he was asked by an accrediting group to visit a small Mississippi college that was considering adding one.

He started the trip believing that opening a medical school, with its $150 million price tag, was untenable at a small college. But he found that much of that cost came from opening a hospital, which wasn’t needed if students trained at existing hospitals.

The practice is common in osteopathic medical programs, where graduates earn a D.O. instead of the M.D. degree. Doctors of osteopathy complete a similar course of study but are trained in “whole person” care instead of focusing on illness and injury; the majority enter primary care fields such as internal medicine and pediatrics instead of specialties.

Wallace thought this model would work at Campbell, which had recently added a physician’s assistant and other health sciences programs. He pulled together statistics pointing to a dire statewide shortage of primary care doctors and presented his case to a small group of trustees.

They were understandably skeptical, but he sold them on the idea and has since forged relationships with nearly a dozen local hospitals where Campbell medical students will train, including WakeMed in Raleigh, but mostly in rural areas.

The school’s opening will mark another chapter in a growth story that is not without growing pains – moving the law school, for instance, rankled many alumni and faculty – but one Wallace is proud of.

“Campbell has sensed places where it could meet a need,” he says. “We’ve been entrepreneurial, and I like to think the world is better because of this little place in Buies Creek.”
Student archaeologists dig at NC plantation
By Sue Book - The Sun Journal of New Bern

POLLOCKSVILLE - Through the gates and down a winding dirt road by the 1824 Foscue Plantation House near here, student archaeologists are digging squares and sifting sand to discover more about our colonial past.

One day in March brought one of the "eureka" moments to many hours of often boring work.

Under the watchful eye of East Carolina University archaeology and anthropology graduate student Amanda Keeney, Craven Community College student Wendy Bennett found a button and a broken piece of pottery with the watermark still visible.

The dig at the back of the 1,300-acre plantation fronting U.S. 17 about 10 miles east of New Bern and backing up to the Trent River is in its fifth year, said Caroline Parham-Ramsey, archaeology professor at CCC.

She is coordinating the eight-week project by 10 CCC archeology students - as she has previous digs with other groups - along with ECU archaeologist Charlie Ewen.

Digs six and seven years ago unearthed Civil War artifacts near the plantation house itself, but this one continues the search for earlier history tagged in the Foscue Family Papers 1753-1869 that are now in a UNC Chapel Hill Wilson Library collection.

Those papers documented life on the Foscue Plantation prior to the 1824 plantation house, which is now restored and open to the public on Thursdays. And the archaeological explorations by the ECU and CCC students have literally brought up the bones of some family members and unearthed artifacts that give a clearer picture of the people and the period.

"We've learned a lot," said Jim Foscue, an eighth-generation Foscue and now owner of much of the site as he thanked Craven Community College President Catherine Chew for the project during her recent visit.

"This is a wonderful thing for the Foscue Plantation," he said. "We knew there had to be a dwelling not too far from the burial vault."
It is the house built in the mid-1700s, probably the overseer's residence on the plantation, which at that time probably had 19 slaves and is documented as having as many as 48 slaves near the Civil War era.

Papers documented the vault, but Ewen's $25,000 Geophysical Survey Systems Inc. ground penetrating radar (GPR) equipment earlier pinpointed the place that Ewen said has already produced three masters' thesis and lured a half dozen other students to become archeologists.

"Craven Community College hires one of my students to oversee the project," Ewen said. "This gives them hands-on experience. It is good to do, so when they get into the business world they know what's coming."

Cynthia Bellacero, chairman of CCC's Social Science and Humanities Department, said it is also great for her students. There is currently no other community college archaeology field school operating in the state.

During a 2010 project led by ECU grad student Melinda Seeman, the early 19th-century vault was excavated after GPR located it.

The historical record had indicated that the bodies of three people were in the vault - Simon Foscue Sr., Simon Foscue Jr., and his wife, Christiana "Kitty" Rhems Foscue. However, the excavation brought up a total of nine people, including one adult male, three adult females, a 3-year-old child and three preterm fetuses, two of which were likely twins, Seeman's research showed.

Her work stated that with a lack of research on the Eastern North Carolina gentry population, analysis of the bones reveals a lot about their life beyond historical documents, including health, diet, disease and burial practices.

The GPR also showed signs of artifacts nearby. The ongoing digs, Keeney said, have identified a 20-by-30-meter house that stood at the site.

Ewen said the GPR "is helpful to make digging more effective, but it is not the magic machine you see on TV."

The house's center chimney, now piles of bricks with a tree stump through them among the 2-by-2-meter squares being unearthed a half-inch at a time, had what appears to be warming ovens on each side, said Parham-Ramsey.

"The brick would have been made by slaves right here as far as we know," she said.

As they shovel, scrape and sift, students are finding iron nails, leading them to think the house was made of wood, and green bottle glass, a ceramics with a makers mark, said Keeney.
They carefully map each find on a grid that records where it was found and photograph both the artifact and its location because it is the last time to accurately put the object in its actual place and time.

"This has really been a rich experience for the students," said Bellacero, "and a great partnership" with Foscue and ECU that also helps Keeney gather the information for her thesis and enriches the history of the period in eastern North Carolina.

Grads get the message

By Cleve R. Wootson Jr.

Several thousand graduates received degrees in ceremonies across North Carolina on Sunday, paying homage to their mothers and hearing from speakers who talked about the future, the past and current events.

New York Mayor Michael Bloomberg spoke to a crowd of 32,000 at UNC Chapel Hill, saying the state’s Amendment One, a constitutional amendment that made marriage between a man and a woman the only civil union recognized by the state, was on the wrong side of history.

The referendum showed “just how much more work needs to be done to ensure freedom and equality for all people,” he said to a roar of approval.
Charlotte Mayor Anthony Foxx spoke at the Charlotte School of Law in uptown Charlotte. He shared the history of his family – from forefathers who were slaves to a West Charlotte graduate who became the second black mayor of Charlotte.

At Duke University, Fareed Zakaria – journalist, author and foreign policy analyst – offered a message of hope for the 3,719 graduates.

“We are living in an astonishing era of progress,” he said. “Think of the cell phone you have in your pockets – that many of you are looking at now – the cell phones you have now have more computing power than the Apollo space capsule. That capsule couldn’t even tweet.”
Advice from Katie Hughes

1. Learn constantly. She listened to business books while mixing chemicals in the lab at Princeton. One of her favorites: “Dream Big: Finding the Courage to Follow Your Dreams and Laugh at Your Nightmares” by Lisa Hammond. It’s for women who want to be entrepreneurs.

2. Reach out. Starting a business can be lonely, so make contact with organizations like Count Me In, a women’s economic-independence organization. (http://www.makemineamillion.org)

3. Figure out what motivates you. She recommends asking yourself questions about the work you do now. What do you love about it? Is it coming up with new ideas? Trouble-shooting problems? Working with data? Working with others?

For more info on her invention, Slip-On Dancers, visit www.slip-ons.net.
Ivy-League chemist starts over with a Zumba twist

By Julie Reed Bell

Katie Hughes dedicated five years of her life to earning a master’s and doctorate in chemistry from Princeton.

As the West Charlotte graduate labored to synthesize compounds and grow pure crystals for her dissertation on magnetism, she envisioned herself working one day as a solid-state chemist in a research lab for DuPont or GE.

But as time went on, the prospect started to lose its appeal.

Burned out from constantly standing over a lab bench, a new path began to materialize before her. And now, her focus has veered from chemical compounds like vanadium dioxide and toward Zumba, the Latin-inspired fitness workout that rules at Ys and health clubs across America.
Today, Hughes, 31, is the inventor of Slip-On Dancers, patent-pending stretchy elastic bands that slide over regular athletic shoes and are worn in Zumba and other dance-exercise classes.

In 2003, when Hughes started graduate school, her “fun” job was teaching classes, not in a lab, but in the university’s gym. She obtained her master’s in 2005 and the following year, while painstakingly mixing chemicals as she worked on her doctorate, began listening to business books on tape. One of her favorites: “Dream Big.”

Nearing the end of her Ph.D. research in 2007, Hughes became certified to teach Zumba, and she quickly noticed that her students had a hard time copying her dance moves if they were wearing ordinary workout shoes.

Ever the problem-solver, Hughes started thinking about how she might design something simple that someone could use just for taking that class.

At the same time, she was interviewing for jobs in her profession and landed a position with a large industrial supply company. McMaster-Carr Supply, of Robbinsville, N.J., offered her much-needed experience in management, which would complement her Ivy League education.

‘I had created my life raft’

In 2008, as she learned the ropes at McMaster-Carr, Hughes graduated with her Ph.D., still teaching Zumba on the side.

When students would ask about footwear, she’d advise dance shoes, but few wanted to pay the $50-$75 price.

She had an idea. “I got out my sewing machine and started making samples” of what would become the Slip-On Dancers. She started testing her efforts with her students, making refinements along the way.

The bands work by reducing traction, she says. They allow gliding and spinning while leaving enough resistance to do lunges or squats. The best part, she says, is that depending on where you place the bands, you can control the amount of traction.

In fall 2009, Hughes told her husband, Philip, she wanted to start her own business – in addition to her day job.

Working nights and weekends, “I applied for the patent, created the business and designed the website,” she said.

The next summer, Hughes and her husband discussed premiering her product at the Zumba Instructor Convention in August. “He told me if my product flopped,
would I please give up the idea of growing the company any further?” Hughes says. “We agreed.”

But then they sold out at the convention. All 1,000 pairs. She continued to chip away at building her business.

In January 2011, Hughes was called into a meeting at work. After watching her supervise in three departments, her bosses liked what they saw. She was getting a promotion.

Instead, she quit. “My response was to tell them I had actually prepared my letter of resignation for that very day,” Hughes says. “They were shocked.

“Essentially, I had created my life raft while working full time.”

‘Know what motivates you’

More than 15,000 pairs of Slip-On Dancers were sold in 2011, Hughes says, mostly in the United States. They are offered in various colors and prints and cost $15.

Most sales come online and through 700 Zumba studios across the U.S.

Hughes and her husband moved the business to Charlotte in 2011 to be closer to family. Slip-On Dancers are manufactured in a small plant in Salisbury.

Her days of researching superconductivity may be behind her, but she says she uses the skills she acquired from her Ph.D. each day in her new career.

“Self-discipline; the ability to look at complex problems and come up with a plan of action … the ability to work alone; the ability to teach yourself new skills and to know what motivates you,” she said.

She was recently invited back by the Princeton Career Services Department, Hughes said, to give a talk on that very topic.
Gov. Beverly Perdue's proposed budget for the coming fiscal year includes funding for a new film industry training program at Cape Fear Community College and to create a new accelerated nursing program through UNCW.

Released last week, the governor's proposal also would cap the state gas tax rate at 37.5 cents per gallon, 1.4 cents less than motorists are paying today. According to Perdue's budget, that would save motorists about $63 million in the fiscal year beginning July 1.

Among other adjustments, Perdue's proposed budget for 2012-2013 recommends:

$1 million to train up to 400 workers for production crews at Cape Fear Community College in Wilmington and Forsyth Technical Community College in Winston-Salem. Courses would be taught by local film industry professionals.

$415,206 for a University of North Carolina Wilmington nursing program at the extension campus in Onslow County targeted toward veterans and military personnel and their spouses who already have bachelor's degrees. The accelerated nursing program would allow graduates to more quickly begin careers in nursing. The funds could be used to hire faculty to work at the extension campus and implement the program.

"We have been striving to serve our military community in new and innovative ways, and this program is a way that we could do that," said UNCW spokeswoman Joy Davis.

$1.5 million to create 16 full-time positions and six temporary positions to support a mandatory at-sea observer program to monitor interactions with the Atlantic sturgeon, which was recently declared an endangered species.

$13.7 million for the state's share of projects such as dredging, navigation, flood control, aquatic weed control, beach protection and stream restoration. The state dollars would help leverage $36.2 million in federal funds and $20.4 million in local dollars across the state.
$2.5 million in additional dollars to the state Ferry Division to make up for the loss of revenues because passenger fares didn't increase in April as called for in the current budget. Both the governor's budget and a state House plan now call for increased ferry prices to take effect no earlier than July 2013.

But the Republican-led General Assembly has the final say on the state spending plan, and may decide not to fund initiatives in the Democratic governor's proposal. Lawmakers are already working on budget adjustments of their own and may release a budget this week. The General Assembly returns to Raleigh Wednesday for its short lawmaking session, with budget adjusting as the top priority.
For Caroline Mahar, exercise has always been a part of her life. Her parents have always stressed a good regimen, and she remembers playing sports at age 4. Mahar graduated from UNCW this weekend and, like any new college grad, she is thinking about a career. But it's not the traditional entry level job. Mahar wants to be a professional fitness model. And she seems to be on the right track.

Last year, Mahar found an advertisement for the Arnold Sports Fest Fitness Competition in Columbus, Ohio.

She filled out the application and soon was on her way to the competition.

"I just decided to do it. I had never done anything like that before and I'd be working out just as hard in the gym either way, so why not enter and compete," she said.

For her first competition, she placed eighth in her group.

"It's not about the being skinny, it's about promoting a healthy lifestyle," said Mahar, who would like to make a career speaking and motivating groups for their
future health goals. She says anything to do with physical fitness and health-related speaking would be a dream job.

And while it might not be about being skinny, it is about food. Mahar eats five meals a day, plus drinks a protein shake, just to make sure she gets the right calorie intake. She generally eats lots of vegetables and healthier proteins such as seafood and chicken.

This week, Mahar will compete in her third fitness competition, the National Physique Committee's Junior USA bikini contest in Charleston, S.C. Her goals: to do her best and eventually obtain an NPC Pro Card, which certifies a competitor as a professional career model.

While she is unsure if this opportunity will afford her to find her dream job, she is enthusiastic about competing again.

Mahar knows how hard it is to stay in shape consistently, but points out that it is not just about eating right and working out, it is much more mental. She says she pushes herself harder with each workout to continually improve. She must do this because that pushing, in turn, knocks all the negatives out.

"I'm passionate about fitness," she said, "and as long as I give it everything I have and give it my all, nothing bad can happen."
UNC-Pembroke Chancellor Kyle Carter says the school won't forget its beginnings as an American Indian school as it adds degree programs and expands community outreach initiatives.

When Kyler Carter took over as chancellor of the University of North Carolina at Pembroke in 2010, he began to understand the importance of ancestry. The university is a historically American Indian institution in Robeson County.

In March, the university that announced a Southeastern American Indian Studies program would honor the institution's history. Carter said he hopes the program will distinguish UNCP from the other 16 campuses in the UNC system and attract students interested in learning about and researching Indians in the Southeast.

The university started this school year with about 700 fewer students than the previous year, which cost the school millions in tuition revenue. Initiatives like the Indian studies program, along with other expansions at UNCP, are aimed to increase enrollment and retention.

"Part of the reason for creating the program for Southeastern American Indian Studies is to say one part of us is always dedicated to the study of the American Indian, and that it pays tribute to our past," Carter said. "We invite anyone and everyone to be a part of that. But we are still this comprehensive university."

Carter recently spoke with staff writer Ali Rockett. Here are excerpts of their conversation:

**Q: What was the inspiration behind the Southeastern American Indian Studies program?**

**A:** We have an American Indian Studies program now. This is a program that will combine the academics, the research and the outreach components related to Southeastern American Indians.

We want this to become a nationally known program where people that want to know something about American Indians in the Southeast will want to come here and either do research or study.

Sometime in the future, we want it to become the School for Southeastern American Indian Studies, an entity that will have faculty. It will have staff,
researchers. It will provide outreach to local communities that would be problem-based like health issues or social issues.

We're just really excited about it. We think it's a way to solidify the American Indian heritage within the institution. UNC-Pembroke will only continue to get larger and larger, and we want the historic identity to always be here. Through this program, we'll be able to do that.

For my installation, we adopted a theme, "honoring our past, securing our future." It was an attempt on my part to let people know that I'm the new chancellor in town, but one of the things that makes us unique is the American Indian heritage that started this institution.

Regardless of how big we get or how complex we get or the various people we serve, that's where we started. It has an influence on us today, and it always will. This program for American Indian Studies is a way of operationalizing that theme.

**Q: Is it a way to identify UNCP as an American Indian studies school?**

A: There is a dilemma there. If we become an American Indian school in terms of our identity, student enrollment will just go away.

There are only 1,250 American Indian students that graduate in North Carolina every year. Somewhere between 400 and 600 go to college. We get about 40 percent of those students in our freshman class.

But you can see that we would be a very, very small institution if people only thought of us as an American Indian school.

On the same hand, we don't want to give up that history and that uniqueness.

But we are still this comprehensive university where the majority of our students are not American Indian. About 16 percent of our population is American Indian, 40 percent white, 30 percent African-American. The rest is a mix of Asian, Latino and international students. We are one of the most diverse institutions in the Southeast.

**Q: Is the university looking at adding or expanding other degree programs?**

A: We have been talking with East Carolina University about several programs. One that is really needed in this region is physical therapy and programs in the health sciences like nutrition and dietetics.

One of the things that we want to do is be relevant to the regional needs, and health is an issue that is very important to this particular region.

We are also talking to ECU about the possibility of a construction management program. They have both an undergraduate and master's program in construction management.
Engineering technology is another place we'd like to get a program started that will be a little more difficult for us.

**Q: Is the institution looking at these programs to recruit students to this area or to educate students that will remain in this area to work after graduation?**

A: I think it's probably both. Although we have students from 32 states and 18 countries, we predominately serve southeastern North Carolina. A majority of our students do come from Robeson County, Columbus, Hoke (counties) and in this area and will work there after graduation.

Agriculture, health care, teaching are areas that we really want to continue to provide trained personnel in those areas.

Nursing is an extremely important program for us. Our nursing program is one of the best in the state. This past year, we had 100 percent passing rate on the licensing exam. No other institution in the state can boast that. We are in the final stages of a master's degree in nursing.

**Q: As the cost of tuition and higher education rises, what is the university doing to attract new students?**

A: We're trying to keep our cost as low as possible. If you look at our tuition increase this past year, our tuition and fee increase was the lowest in the system - a total of $199 per year.

But we're really trying to make sure students understand that when they come here, they're going to get a special experience. They'll have small class sizes, personal attention, a number of programs that will have them engaged in the community where they'll get to practice what they learn in the classroom.

We try to make their academic experience something that is beyond the classroom. It motivates them, and they see the relevance of what they do. And that begins to resonate with perspective students.

Staff writer Ali Rockett can be reached at rocketta@fayobserver.com or 486-3528.
Narron brothers reunite on Brewers

By Lori Nickel of the Journal Sentinel
May 12, 2012

The age gap figuratively closed between the brothers in the summer of 1974 in Johnson City, Tenn.

Jerry Narron, four years younger and just out of high school in Goldsboro, N.C., batted third in the lineup. Johnny Narron, just out of East Carolina University, batted fourth.

The brothers, now both coaches for the Milwaukee Brewers, lived together in a single-wide trailer while they played catcher and first base in the minors for one season together.

"And then the following spring I got traded to the White Sox and Jerry stayed with the Yankees," said Johnny Narron. "It was just fun to be there with him. It was the first time we were really able to become friends. The entire summer was special."

See, baseball is a Narron thing. Some families put on military stripes, others cook up storms of food and fights and others crisscross the country on skis and mountain bikes. The Narrons drag their spikes through Kentucky bluegrass and if they're lucky, spend their summers in parks with stadium seats and chalky foul lines.

Nine of them have: Sam and Sam, Connor, Johnny, Jerry; M.A., Brandle, John and Richard.

Johnny and Jerry's uncle, Sam, was a major league catcher for St. Louis in the 1930s and '40s and a coach with Pittsburgh from 1951-'64. Sam's grandson - and Jerry and Johnny's cousin - Sam Narron, was claimed off waivers by the Milwaukee Brewers and pitched in the team's minor-league system. Jerry's son, Connor, is a minor-league infielder for the Baltimore Orioles.

Their father, John, and their other uncles Brandle, M.A. and Richard (Rooster) also all played Class A ball or in the Tobacco State League.

"Not all of us reached the big leagues, but all of us played professionally in some form," said Johnny.

Nearly four decades later, Johnny and Jerry bring the Narron family together again in Milwaukee, where Jerry is in his second season as the Brewers' bench coach, and Johnny is in his first year as the Brewers' hitting coach.
"Obviously, we're brothers but the respect goes beyond that," said Johnny. "He's got over 26 years in the major leagues as a player, coach and manager. I respect him as a brother, as a man of faith and as a baseball man.

"Everywhere I have gone in major-league baseball the last five years, groundskeepers, general managers, players, coaches, front office people, parking attendants - they all say, 'tell your brother I said hello. He's a fine man.'"

And the reunion might not have happened if it weren't for the blessing of Josh Hamilton.

Johnny Narron has spent a significant amount of his major-league coaching career working closely and specifically with Hamilton, whom he first met as a 9-year-old on his son's basketball team.

When the Reds acquired Hamilton in 2005, Cincinnati's manager at the time - none other than Jerry Narron - brought Johnny on staff as a video and administrative coach.

That turned into a special assignment position to work with Hamilton, and it continued for the last four seasons with Hamilton and Johnny and the Texas Rangers.

Johnny said he benefited from working so closely with Hamilton - helping him as a hitter return to the big leagues but also being there as Hamilton fought drug and alcohol abuse and addictions.

"Josh knew I had set aside my career, so to speak, as a hitting coach," said Johnny. "I always felt like my relationship with Josh was something that God put together.

"But it got to a point last year that he knew and I knew there had been some interest among other teams about me. Josh recognized that and said, 'Johnny if you get that chance, you take it. Don't stay here.' He said, 'Don't let me hold you back.'

"And that meant an awful lot to me. And I will never forget that."

Jerry said he didn't really have to vouch for his brother to Brewers manager Ron Roenicke after hitting coach Dale Sveum left late in 2011 to run the Chicago Cubs.

"When Dale left, Ron may have called me about hitting guys that were available," said Jerry. "But Mike Napoli was with the Rangers last year and I think Ron talked with Mike Napoli probably more than he did with me."

And Johnny was hired. Other than his four years with Texas and the year in Cincinnati, Johnny was the manager of the Helena Brewers in the rookie Pioneer League in 2004 (39-37) and the hitting coach in 2003 and 2006. He also was with Class A Brevard County and Class A West Virginia in 2005.

"For him to get the opportunity to be a major-league coach, for me, that's satisfying," said Jerry Narron. "I know he does a good job, I know what he teaches,
I know what he stresses, I know he's a solid hitting coach and I'm just thankful he's getting the opportunity."

Go around the clubhouse and there's one thing everybody says about Johnny Narron:

"Johnny is a positive reinforcement type of guy," said catcher Jonathan Lucroy. "That's what I like about him. He's honest with you but he's not negative."

To Johnny, there's no other way to do his job.

"There is enough failure involved with hitters," said Johnny. "Look at all of the men in the Hall of Fame and look at the fact they failed as much as 7 out of 10 times. You have to have strength and a confidence to be considered a hitter. These men are facing the best pitching in the world.

"Watching it on TV, you lose perspective on just how difficult it is to hit an object going over 90 miles an hour with the different type movements. I have to keep that in mind. I have to stay positive for them. I have to understand the anxieties they face and allow them to go through the ups and downs and be someone they can revert to for some support."

Asked what they want most in their hitting coach, the Brewers said besides support, they looked for depth of knowledge.

"He understands the inside and outs of swings," said outfielder Corey Hart. "If you know your stuff, you know your stuff. He had success with Texas. I think he'll be good for us."

George Kottaras said there has been a successful continuation of the progress Johnny started a year ago with Sveum. Carlos Gomez said much of the same.

"Jerry and Johnny are both very positive people, and that's one of the best attributes about them," said infielder Rickie Weeks. "They reinforce the positive things about the game or the team or the individual. The biggest thing is them knowing that everybody is different.

"A lot of times I think some hitting coaches try to tell people to do the same thing on every swing, every stance. That can't be done. The biggest thing about the hitting coach is to look at everyone different."

The brothers will try to keep Milwaukee a contender this year after losing Prince Fielder and while fighting injuries. And when the season is over, they'll head back to North Carolina, where their homes are about 30 miles apart and they will, maybe for a moment, turn their attention away from baseball for a quick game of basketball's "Horse."

"I think I'm 233-1 playing against him," said Jerry with a grin. Really? "No. I just threw a number out there. But I think he's beaten me one time his whole life."
Ponte Vedra Beach: Joseph Paul off to international science fair

Posted: May 12, 2012 - 12:11am

By SUSAN D. BRANDENBURG, Correspondent

Discussing Joshua's Legacy at the PVHS Academy of Biotechnology and Medical Research are, from left: Alison Frase, Dr. Kathryn Kehoe, Joseph Paul and Paul Frase.

By SUSAN BRANDENBURG

Ponte Vedra Beach News

Another school year is nearly at an end, and, as with all classrooms at Ponte Vedra High School, Dr. Kathryn Kehoe’s Academy of Biotechnology and Medical Research is bustling with activity as students busily complete their year-end projects and make plans for the summer.

Summer plans for senior Joseph Paul, who placed first in the River Region East Science Fair, will include a trip this coming week to Pittsburgh, Pa., to compete in the International Science and Engineering Fair. A brilliant young scientist whose goal is to become a researcher in the field of regenerative medicine, Paul developed a special interest in medical research due to his association with Joshua Frase, a former student in the biotech lab who was born with a condition called myotubular myopathy.

Frase passed away at age 15 on Dec. 24, 2010, but he lives on vibrantly in the memories of teachers and classmates at Ponte Vedra High School. Through the future research inspired by his presence there. Joshua’s parents, Alison and Paul Frase, are writing a book about their son’s life and the exciting medical advances being funded by his foundation (www.joshuafrase.org).

The Frases met last week at the biotech lab with Kehoe and Paul.

“I didn’t know Josh until I had a research project in the biotech lab in my junior year,” recalled Paul. “We went over some math and general class stuff, and he definitely surpassed my expectations on that level. He was really smart. I heard he planned to go into muscle gene research at Wake Forest to find a cure for his disease.”

Paul hopes to intern in research this summer at Wake Forest University before beginning his college career at East Carolina University. Although Joshua Frase and Joseph Paul had a very brief connection in the biotech lab at Ponte Vedra High School, they are destined to be forever linked to the future cure for myotubular myopathy.
Clarkson University Professor Diego Nocetti Receives Graham Faculty Research Award

Diego C. Nocetti, an associate professor of economics and finance in the Clarkson University School of Business, was awarded the John W. Graham Jr. Faculty Research Award during the University’s 119th commencement ceremony today.

His research focuses on the economics of uncertainty, with particular emphasis on the development of theoretical models that analyze both positive and normative aspects of decision-making under uncertainty.

In his latest research, Nocetti has explored the theory of precautionary saving in the presence of multiple sources of risk, the theory of comparative risk aversion among groups, and social discounting of environmental projects with uncertain returns.


Nocetti’s article “Properties of the Social Discount Rate in a Benthamite Framework with Heterogeneous Degrees of Impatience,” published in Management Science, was awarded the Finance and Sustainability European Research Award in the category Best Published Research Article.

He has presented his research at numerous academic conferences and has chaired several conference sessions. Nocetti has frequently served as ad hoc reviewer for highly regarded academic journals. He is a member of the American Economic Association, the Econometric Society, and the Western Economic Association.

He joined Clarkson in 2006. He received his Ph.D. in economics from the University of Memphis, his MBA from East Carolina University, and his B.A. (licenciatura) from Universidad del Salvador.
Choosing a college for the job that comes after

By Daniel de Vise

_Here is a guest post by Josh Wyner, executive director of the College Excellence Program at the Aspen Institute, an international nonprofit that seeks open-minded dialogue and enlightened leadership._

Beginning this month, high school students across the country will be making choices about the colleges they will attend for the next two or four years. Whether they are choosing from among elite private colleges and flagship public universities, or from a list of open-access state four-year and community colleges, how will they and their families make those decisions?

Until now, it has been almost impossible for students to include in their deliberations what graduating from specific colleges and their programs is likely to yield in terms of jobs and salaries after graduation. But that is starting to change.
Information will begin to become available this year that will enable students to say: “If I go to College X and earn a nursing/economics/marketing degree, I’m more likely to get a good-paying job post-graduation than if I receive the same degree from College Y.”

This is a huge development, and will increasingly enable people to get answers about post-college employment. Especially as college continues to get more expensive, students rightfully want to make sure that that their investment has value. They’re asking: What are the chances I’m going to get a job earning a decent wage? And if I’m choosing between two or three schools as a prospective student, which will give me the biggest bang for my (and my family’s) buck?

Here is the back story: After years of trying, the nation now has data sets about college students who graduate from different programs at different colleges. The primary source of new information is a new Labor Department-driven, data-sharing partnership among states, called the Wage Records Interchange System. The Labor Department has placed state-level employment and earnings data in a single place and is now getting states to agree to share the data. So, with the push of a button, states can look into each other’s databases.

Twenty-two states have signed on so far, with more coming on board every month. With access to this information, college administrators in Maryland will be able to see where their students have gone to work and how much they are earning – unless, of course, they inquire about their Virginia-bound graduates or others who have moved to states that have yet to join the agreement. Yes, that means that Virginia – unless it signs on – cannot get good information about most students who graduate and then go to work in Maryland, or D.C., or North Carolina, or any other state.

A second important source of information about college graduates’ jobs and earnings will be released this year by the Department of Education. So called “Gainful Employment Reports” will reveal employment and earnings levels for students who graduate from the most popular technical certificate programs at colleges all across the country. If these reports show wide disparities among graduates from different colleges, can it be long before the same data are demanded for all bachelors’ degree programs?

The still-developing movement to increase higher education accountability and improvement has been focused for the last decade or so on improving graduation rates – undoubtedly a critically important measure of excellence. The problem is that, as important as it is for students to finish their degrees, graduation rates in and of themselves don’t offer a very good measure of quality. And if you’re a student entering college, you certainly aren’t solely interested in a diploma that hangs on
your wall. You’re far more interested in getting a good job when you graduate, one that enables you to have a good salary that puts you on a path to earning a decent living. This is especially important for the growing number of minority and low-income students today on America’s campuses, largely at community colleges and open-access four-year colleges.

We’ve entered a new era in higher education. We’re starting to look beyond enrollment and student access, beyond graduation rates to labor market outcomes. So the question before us is this: In addition to producing more degrees, how do we make sure colleges provide students with degrees that have greater value?

It is estimated that up to a million jobs in the country right now are going begging - literally, up to a million jobs that are empty because we don’t have workers who are skilled for those jobs. And a lot of colleges look at that and say: “Well, that’s an opportunity, but where are we going to find that money to expand programs to provide those skills?”

Here’s a suggestion: take money from programs and courses completely disconnected form good employment outcomes, and beef up the ones that lead to solid jobs. This does not require dismantling the philosophy or visual art department or other disciplines that instill the kind of critical and creative thinking employers want as much or more than ever. But it does mean reconsidering whether students can get more of what they need for good jobs by cutting certain programs whose graduates are not getting jobs, or doing away with a esoteric courses that are not required for graduation and have not been shown to increase the kind of critical thinking or technical skills needed for employment.

The importance of this newly available data cannot be overstated. States can now enable colleges to access labor market information to confront a critical reality with hard numbers. Colleges will have new, valuable information about which of their offerings lead to the best jobs, and how they stack up against the same programs at other colleges. What better information could they have to signal what programs need improvement? Colleges will also be able to use the labor market data to help undecided students choose programs earlier, which is emerging as a research-based strategy to increase student graduation rates.

That is a quantum leap from where we have been in the past and, in essence, will begin to put labor market outcomes alongside graduation rates as a key metric of value and excellence in the college sector. It’s time for all the states to make sure this happens by entering the data-sharing agreement. It’s the right thing to do for colleges striving to get better. But mostly, it’s the right thing for students, their families, and the students’ future employers.

By Daniel de Vise  |  08:59 AM ET, 05/11/2012
Howard graduate caps a four-year fight for access

By Daniel de Vise, Published: May 12

Britney Wilson graduated Saturday from Howard University in a flourish of collegiate honors: Phi Beta Kappa, summa cum laude. But none of them brought quite the same rush of pride as the shiny new handicapped door-opener that awaited her back at the residence hall.

“That’s my switch, right there,” Wilson said as she punched the metal square that activates the doors she cannot open with her hands because she has cerebral palsy.

Flowing blue gowns blossomed on the central quad of Howard’s Northwest Washington campus for the university’s 144th commencement exercise.

This weekend and next mark the peak of college graduation season: American, Catholic and Gallaudet universities, among others, held graduation ceremonies Friday and Saturday. The universities of Maryland and Virginia hold their commencements next weekend, as will Georgetown and George Washington universities.

The end of college is a seismic demographic event in Washington, emptying the city and its suburbs of more than 100,000 students, some of whom will return along with a fresh batch of freshmen in fall. Others, such as Britney Renee Wilson, will move on.

Wilson, 22, has spent much of her life fighting against societal ignorance and erratic special-education services. Her relationship with Washington’s fabled historically black university is equal parts love and frustration, but she believes that both she and the school are the better for it.

“I love Howard,” she said as she steered her scooter down a bumpy Georgia Avenue sidewalk after the morning ceremony. “I’m going to love it forever. But I’m going to say that I love what it could and should be, more than what it currently is.”

Howard spokeswoman Kerry-Ann Hamilton said the university complies fully with the Americans with Disabilities Act but has made “tremendous progress” in the past four years to improve access while renovating aging facilities.

“We are proud of Britney and value her contributions to improve access during her time on campus,” she said.
Wilson wasn’t the first student to arrive at Howard with a disability. But she said she found herself in perpetual battle — over automatic door-openers that didn’t work and such basic privileges as a dormitory room on the first floor.

In the end, she got her first-floor room and the automated doors were fixed. But Wilson said she can’t help but wonder whether a less assertive student would have prevailed.

“As a black, female, disabled person, I’ve been an anomaly, not just at Howard but everywhere,” she said.

“When you’re female, people don’t want you to be vocal and aggressive, but when you have a disability, you have to be vocal and aggressive to get what you need. And if you’re a black person, they especially don’t want you to be vocal and aggressive. And when you put all of that together, you get me.”

**Brooklyn native**

Wilson was born in Brownsville, the working-class east Brooklyn neighborhood that produced Larry King and the Rev. Al Sharpton. Her father, Victor, was a lawyer. After her parents divorced, Britney was raised by her mother, Roslyn, an administrator with New York’s social services department.

Wilson’s cerebral palsy diagnosis came at 18 months, after her mother recognized that she “wasn’t sitting like normal kids would and she wasn’t walking.” Wilson learned to walk with a two-wheeled walker, then crutches.

She attended Catholic schools, riding in a special-education bus filled with public school students.

As Wilson progressed into gifted classes and academic demands rose, her mother found herself drawn into fights with the school board over the lax bus service, which often delivered Wilson to school late. On days when the public schools were closed, sometimes it wouldn’t come at all.

When Wilson was old enough to take stock of her situation, her mother told her, “Not being able to walk isn’t the worst thing in the world.”

In summer, Wilson’s mother kept her busy with workbooks from a teacher’s bookstore. Television was allowed only on weekends.

On her daily bus rides, Wilson saw “just how low society’s expectations are for children with special needs,” she recalled. “Kids the same age as me were still coloring and doing crafts when I was doing pre-algebra.”

She kept a 4.0 grade-point average at Cathedral High School in Manhattan and was tapped as the first winner of the Full Ride Scholarship from the Tom Joyner
Foundation. The scholarship from the foundation, named for the nationally syndicated radio host, covered tuition and living expenses.

During high school, Wilson came to Georgetown University with the Junior State of America program. After that, “I wanted to be the great lawyer-politician,” Wilson said.

She applied to Georgetown, Catholic, George Washington and Howard and was accepted by all four universities. She chose Howard.

“People discount the importance of HBCUs [historically black colleges and universities],” she said. “But it’s so important to find out who you are.”

**Strong voice**

At Howard, Wilson became an advocate and critic. She penned a column for the Hilltop campus newspaper: Mut(e)iny: The Silent Rebellion. In it, she railed against Howard’s social cliques, lamented the scarcity of student-scholars and celebrated the propensity for a math class to suddenly veer into a discussion of black history.

The graduation ceremony sparked one last dispute with Howard officials.

“They were going to put me off to the side,” in a handicapped section, Wilson said. “I was like, ‘Ah, I want to sit with my class.’ They put a wooden plank in the grass for me to park my scooter.”

Dignitaries gathered beneath a blue canopy on the main quad, with black, blue and white chairs radiating outward. Education Secretary Arne Duncan delivered an oration.

After the ceremony, Britney rolled slowly back to her dorm room in Howard’s East Tower, stopping every few yards to embrace a classmate.

“I’m so proud of you, girl,” cooed one.

Another told her mother, “There is no Class of 2012 without Britney Wilson.”

At Friday’s recognition ceremony, when Wilson crossed the stage to receive her actual diploma, the entire class stood and applauded.

Come fall, Wilson will be in law school. Howard will be a memory; a fond one, despite it all.

“This place has shaped me,” she said. “It made me who I am.”
Why we’re getting the homework question wrong

By Valerie Strauss

This was written by Vicki Abeles, a mother, activist, and filmmaker. She directed the documentary “Race to Nowhere.”

By Vicki Abeles

Hayley Eaton was always an academic achiever. Like many American teens, college was uppermost in her mind, as well as that of her parents and guidance counselors. She signed up for all the available AP and honors courses at her high school and performed well. She didn’t flinch when homework meant getting five or six hours of sleep a night before “waking up and repeating the cycle all over again.” Haley used to joke, “I’ll sleep when I’m dead.” One afternoon while driving home from high school, Haley nodded asleep and crashed into a tree, totaling her car. She escaped with minor cuts and bruises but the experience caused her to rethink her concept of success. “I’m grateful,” she says. In reprioritizing she found her life goal. Today she’s pursuing a master’s in education so she can help create school reform — away from “endless homework and inadequate high stakes testing” and toward “healthy priorities for young people’s physical and mental health.”

Are American students like Haley spending too much of their lives at their desks? And is putting in that grueling second shift of homework paying off in the long-term?

Two recent studies have fueled a growing debate over how much homework is too much, and whether it has any benefit at all. They reached different conclusions. One study, published by the Australian Institute of Family Studies, presented findings that are consistent with about a century of scientific analysis on homework; that is, it concluded that homework offers no benefits for elementary and middle school children. In contrast, the second study found the opposite to be true. In that investigation, spending more than two hours a night doing homework led British students to achieve better results in English, math and science.

Faced with a decade’s worth of contradicting academic studies — not to mention countless stories like Hayley’s — what is a parent to conclude about the role of homework in her children’s lives? This parent, for one, has concluded that “the homework question” itself is flawed. Further, our preoccupation with it has led us to overlook a far more important inquiry. Forget homework’s impact on our children’s test scores, report cards, and international aptitude exams — good or bad. The salient question, instead, is this:
What does all this desk and test time mean for the quality of our kids’ lives, now and for their future?

Let’s turn instead to the evidence that is mounting in our homes, our classrooms and our ball fields. At my kitchen table, putting in a second shift of homework after seven hours in school does not help my son become a more inquisitive, confident, life-long learner with an intrinsic sense of curiosity and joy in discovery. It does not allow my family to strike a graceful balance between school and home life. It does not leave time for those non-academic pursuits — lying on a blanket under the sky and puzzling out the constellations, peering under rocks, putting a nose in a book for long, lost hours — that can shape a child’s personality, aspirations and dreams.

Of course, rigorous research backs up these observations, too. The Lucille Packard Foundation recently reported that homework is now the greatest contributor to stress among our high-schoolers. And a growing body of scientific data tells us that a brain under chronic stress is a brain that performs less well. We have only to look at the harried adult world to see that less is often more: recent studies show a strong correlation between adult workaholism and diminishing returns on workers’ ideas and productivity.

Chronic school stress is also taking a profound physical toll on our kids. More children than ever before are reporting chronic health conditions, including headaches, back pain, abdominal pain, and general malaise.[i] Studies show that rates of depression among high schoolers in America have been increasing steadily for decades.[ii] And the more academically competitive the school, the greater the link to student depression.[iii]

Meanwhile, rates of happiness are declining among children between 6th and 12th grade. Researchers recently equipped more than 800 students from 33 different schools across the country with a special wrist watch, then prompted them at random moments to signal where they were, what they were doing, and how happy or unhappy they were at the time. Kids were least happy at school. Their happiness levels went up over weekends, then fell again just before the school week began again.[iv]

Homework may indeed have a role in shaping my children’s academic and intellectual lives. But as a parent, I’d like to be sure that role is kept in balance. Why not ask our schools to assign homework only when assignments advance a spirit of learning, curiosity and inquiry, and offer a learning opportunity students can’t have during the school day? Why not advocate for policies that make homework the exception — not the rule — in elementary and middle school, and that limit it to at-home reading or occasional project-based work, not busywork and drills? Why not give parents — who should have at least some control over the arc
of their children’s lives — the power to opt out of homework on behalf of their children, for any reason, without fear that doing so will result in negative consequences for the child? Why not simply eliminate all homework on non-school nights, including weekends, holidays and school breaks, so that these hours can be filled, instead, with the passions and pursuits of our children’s and families’ choosing?

Implementing policies like these may seem daunting. But a number of schools are already leading the way. Ridgewood High School in Ridgewood, New Jersey, banned homework during the winter and February breaks this year, and when area schools learned of the change they followed Ridgewood’s lead. Walter Payton College Prep in Chicago has eliminated homework for all breaks and is experimenting with the “upside down” classroom. Grant Elementary in Wyoming has a no-homework policy for grades K-5. The Van Damme Academy in Mission Viejo, California is pursuing a little to no-homework policy all the way through grade eight.

We recently interviewed David Ackerman, a courageous principal at Oak Knoll Elementary in Menlo Park, California who established a homework policy that discourages assigning homework for homework’s sake and maintains a focus on reading (preferably of the student’s choice). Last October, he instituted a no-homework month to collect data on the impact of homework on family life and on students’ attitudes towards learning. Ackerman’s philosophy on homework was covered by local press several years ago, and district officials discouraged him from responding to inquiries from national press around his bold step. Inspired by these local changes, we launched a new petition on Change.org, which asks the National PTA to stand behind a set of national homework recommendations that would encourage schools to assign homework only when it advances true learning, encourages a child’s self-direction and curiosity, and promotes a healthy, balanced schedule.

The adoption of such recommendations by the National PTA — and their embrace by a broad coalition of schools and parents — would signal that we’ve finally begun to ask the right set of questions about homework. Do we want our children to grow up to be whole, thriving adults who have held onto their innate joy of learning and discovery? Or do we want to teach them it’s only work we value—and not health, family, balance, creativity and fun? We don’t need an academic study to reach the right conclusion on that.
A Generation Hobbled by the Soaring Cost of College

By ANDREW MARTIN and ANDREW W. LEHREN

ADA, Ohio — Kelsey Griffith graduates on Sunday from Ohio Northern University. To start paying off her $120,000 in student debt, she is already working two restaurant jobs and will soon give up her apartment here to live with her parents. Her mother, who co-signed on the loans, is taking out a life insurance policy on her daughter.

“If anything ever happened, God forbid, that is my debt also,” said Ms. Griffith’s mother, Marlene Griffith.

Ms. Griffith, 23, wouldn’t seem a perfect financial fit for a college that costs nearly $50,000 a year. Her father, a paramedic, and mother, a preschool teacher, have modest incomes, and she has four sisters. But when she visited Ohio Northern, she was won over by faculty and admissions staff members who urge students to pursue their dreams rather than obsess on the sticker price.

“As an 18-year-old, it sounded like a good fit to me, and the school really sold it,” said Ms. Griffith, a marketing major. “I knew a private school would cost a lot of money. But when I graduate, I’m going to owe like $900 a month. No one told me that.”

With more than $1 trillion in student loans outstanding in this country, crippling debt is no longer confined to dropouts from for-profit colleges or graduate students who owe on many years of education, some of the overextended debtors in years past. Now nearly everyone pursuing a bachelor’s degree is borrowing. As prices soar, a college degree statistically remains a good lifetime investment, but it often comes with an unprecedented financial burden.

Ninety-four percent of students who earn a bachelor’s degree borrow to pay for higher education — up from 45 percent in 1993, according to an analysis by The New York Times of the latest data from the Department of Education. This includes loans from the federal government, private lenders and relatives.

For all borrowers, the average debt in 2011 was $23,300, with 10 percent owing more than $54,000 and 3 percent more than $100,000, the Federal Reserve Bank of New York reports. Average debt for bachelor degree graduates who took out loans ranges from under $10,000 at elite schools like Princeton and Williams College,
which have plenty of wealthy students and enormous endowments, to nearly $50,000 at some private colleges with less affluent students and less financial aid.

Here at Ohio Northern, recent graduates with bachelor’s degrees are among the most indebted of any college in the country, and statewide, graduates of Ohio’s more than 200 colleges and universities carry some of the highest average debt in the country, according to data reported by the colleges and compiled by an educational advocacy group. The current balance of federal student loans nationwide is $902 billion, with an additional $140 billion or so in private student loans.

“If one is not thinking about where this is headed over the next two or three years, you are just completely missing the warning signs,” said Rajeev V. Date, deputy director of the Consumer Financial Protection Bureau, the federal watchdog created after the financial crisis.

Mr. Date likened excessive student borrowing to risky mortgages. And as with the housing bubble before the economic collapse, the extraordinary growth in student loans has caught many by surprise. But its roots are in fact deep, and the cast of contributing characters — including college marketing officers, state lawmakers wielding a budget ax and wide-eyed students and families — has been enabled by a basic economic dynamic: an insatiable demand for a college education, at almost any price, and plenty of easy-to-secure loans, primarily from the federal government.

The roots of the borrowing binge date to the 1980s, when tuition for four-year colleges began to rise faster than family incomes. In the 1990s, for-profit colleges boomed by spending heavily on marketing and recruiting. Despite some ethical lapses and fraud, enrollment more than doubled in the last decade and Wall Street swooned over the stocks. Roughly 11 percent of college students now attend for-profit colleges, and they receive about a quarter of federal student loans and grants.

In the last decade, even as enrollment at state colleges and universities has grown, some states have cut spending for higher education and many others have not allocated enough money to keep pace with the growing student body. That trend has accelerated as state budgets have shrunk because of the recent financial crisis and the unpopularity of tax increases.

Nationally, state and local spending per college student, adjusted for inflation, reached a 25-year low this year, jeopardizing the long-held conviction that state-subsidized higher education is an affordable steppingstone for the lower and middle classes. All the while, the cost of tuition and fees has continued to increase faster than the rate of inflation, faster even than medical spending. If the trends
continue through 2016, the average cost of a public college will have more than
doubled in just 15 years, according to the Department of Education.

Much like the mortgage brokers who promised pain-free borrowing to
homeowners just a few years back, many colleges don’t offer warnings about
student debt in the glossy brochures and pitch letters mailed to prospective students.
Instead, reading from the same handbook as for-profit colleges, they urge students
not to worry about the costs. That’s because most students don’t pay full price.

Even discounted, the price is beyond the means of many. Yet too often, students
and their parents listen without question.

“I readily admit it,” said E. Gordon Gee, the president of Ohio State University,
who has also served as president of Vanderbilt and Brown, among others. “I didn’t
think a lot about costs. I do not think we have given significant thought to the
impact of college costs on families.”

Of course, economists and many parents say that the only thing worse than
graduating with lots of debt is not going to college at all, since study after study
has shown that graduates earn more over a lifetime. And most college students in
the United States manage to eventually pay back their student l

To that end, the Obama administration has given out more grants and loans than
ever to more and more college students with the goal of making the United States
first among developed nations in college completion. The balance of federal
student loans has grown by more than 60 percent in the last five years. And in 2007,
Congress made sure the interest rates on many of those loans were well below
commercial rates; currently, a debate over keeping those lower rates from doubling
in July is roiling lawmakers.

But even if student loans are what many economists consider “good debt,” an
increasing number of borrowers are struggling to pay them off, and in the process
becoming mired in a financial morass.

Education Department data shows that payments are being made on just 38 percent
of the balance of federal student loans, down from 46 percent five years ago. The
balances are unpaid because the borrowers are still in school, have postponed
payments or have stopped paying altogether.

Nearly one in 10 borrowers who started repayment in 2009 defaulted within two
years, the latest data available — about double the rate in 2005.

Economists do not predict a collapse of the student loan system, which would, in
essence, mean wholesale default. And if there were one, it would be unlikely to
ripple through the economy with the same devastating impact as the mortgage
crash. Though now larger than credit card and other consumer debt, the student
loan balance remains smaller than the mortgage market, and most student loans are issued by the federal government, meaning banks wouldn’t be affected as much. Still, economists say, growing student debt hangs over the economic recovery like a dark cloud for a generation of college graduates and indebted dropouts. A study of recent college graduates conducted by researchers at Rutgers University and released last week found that 40 percent of the participants had delayed making a major purchase, like a home or car, because of college debt, while slightly more than a quarter had put off continuing their education or had moved in with relatives to save money. Roughly half of the surveyed graduates had a full-time job.

“I’ll be paying this forever,” said Chelsea Grove, 24, who dropped out of Bowling Green State University and owes $70,000 in student loans. She is working three jobs to pay her $510 monthly obligation and has no intention of going back.

“For me to finish it would mean borrowing more money,” she said. “It makes me puke to think about borrowing more money.”

‘Nothing Is Free’

Christina Hagan is an Ohio lawmaker who says students need to understand that attending college is not an entitlement. Last year, she was appointed to fill a seat once occupied by her father in the Ohio House of Representatives.

Ms. Hagan, 23, is also a college student. She will graduate shortly from Malone University, an evangelical college in Canton, Ohio, with more than $65,000 in student debt (among her loans is one from a farm lender; she had to plant a garden to become eligible). Though she makes $60,000 a year as a state representative, she plans to begin waiting tables in the next few weeks at Don Pancho’s, a Mexican restaurant in Alliance, Ohio, to help pay down her student loans and credit cards. She pays about $1,000 a month.

“I placed a priority on a Christian education and I didn’t think about the debt,” said Ms. Hagan, who says she takes responsibility for her debt and others should do the same. “I need my generation to understand that nothing is free.”

While Ms. Hagan’s perspective is unusually personal, it is a common view among lawmakers here in Ohio and many states. Across the country, elected officials are increasingly unwilling to assume a large share of the bill for public colleges and universities, which seven out of 10 students attend. The change has contributed to sharp increases in tuition and more fund-raising — and the need for students to borrow more.

From 2001 to 2011, state and local financing per student declined by 24 percent nationally. Over the same period, tuition and fees at state schools increased 72 percent, compared with 29 percent for nonprofit private institutions, according to
the College Board. Many of the cuts were the result of a sluggish economy that reduced tax revenue, but the sharp drop in per-student spending also reflects a change: an increasing number of lawmakers voted to transfer more of the financial burden of college from taxpayers to students and their families. (Local funding is a small percentage of the total, and mostly goes to community colleges.)

“To say that tuition goes up because the state doesn’t pay enough money, well, that is the taxpayers’ money,” said Ohio’s governor, John Kasich, a Republican elected in 2010 whose budget included cuts to higher education because of the end of federal stimulus money.

Donald E. Heller, an expert on higher education, said elected officials in both parties had figured out that colleges were one of the few parts of state government that could raise money on their own. If lawmakers cut state financing, the schools could make it up by raising tuition.

“It lets legislators off the hook and makes universities look like the bad guy,” said Mr. Heller, dean of the College of Education at Michigan State University.

Ohio’s flagship university, Ohio State, now receives 7 percent of its budget from the state, down from 15 percent a decade ago and 25 percent in 1990. The price of tuition and fees since 2002 increased about 60 percent in today’s dollars.

The consequence? Three out of five undergraduates at Ohio State take out loans, and the average debt is $24,840.

If any state is representative of the role government has played in the growth of student debt, Ohio makes a good candidate. While other states have made steeper cuts in recent years because of the recession, Ohio has been chipping away at it far longer. It now ranks sixth from the bottom in financing per student, at $4,480.

In the late 1970s, higher education in Ohio accounted for 17 percent of the state’s expenditures. Now it is 11 percent. By contrast, prisons were 4 percent of the state’s budget in the late 1970s; now they account for 8 percent. Federal mandates and court orders have compelled lawmakers to spend more money on Medicaid and primary education, too. Legislators could designate a greater percentage of the budget to higher education by raising taxes, but there is no appetite for that.

Governor Kasich has signed a pledge not to raise taxes, as have about two dozen legislators.

Some Ohio elected officials say state colleges and universities have brought the debt problem upon themselves.

They suggest, for example, that state schools are bloated, antiquated and don’t do a good enough job graduating students or training them for the work force. Some complain about the salaries of football coaches and college presidents, like Mr.
Gee, who has a compensation package of $2 million a year as president of Ohio State. Mr. Kasich questions why all state universities need to offer every major, like journalism or engineering, instead of parceling those programs among the schools.

“It’s not just inefficiencies,” said the governor, an Ohio State graduate. “It’s, ‘I want to be the best in this.’ It’s duplication of resources. It’s a sweeping change that is needed across academia.”

There is an ideological and political tug of war as well. State Representative John Patrick Carney, a Democrat, said if legislators were serious about financing higher education they could find a way, like eliminating tax breaks for corporations. He noted that even as funds for higher education were being reduced, Mr. Kasich and the Republican-controlled Legislature eliminated the state’s estate tax, which will cost the state an estimated $72 million a year.

Mr. Carney said he worried that the constant tuition and fee increases would limit access to college for lower- and middle-income students — a founding principle of public universities. At least two-thirds of Ohio lawmakers attended public colleges or universities, including Mr. Carney, an Ohio State graduate.

“It’s hard to say it’s affordable when students leave with that much debt,” he said.

The new financial reality for colleges has left administrators scrambling to maintain academic quality and all-important rankings with diminished state resources. That puts an even higher premium on attracting top-tier students — the rankings depend on them — and playing down the burdens of college debt.

**Buy Now, Pay Later**

At Ohio State, “college can be a reality for everyone, no matter your income or background,” its Web site says, while at Ohio Northern, future students are urged to get over the “sticker shock,” and focus instead on “return on investment.”

Oberlin College’s Web site tells prospective students that its financial aid policy is simple: “We meet the full demonstrated financial need of every admitted student.” The University of Dayton declares itself “one of the most affordable private Catholic schools in the country” and a “lifetime investment, appreciating over the course of time.”

The costs for these colleges? At Ohio State, about $25,000 a year for tuition and fees, room and board and living expenses; at Ohio Northern, about $48,000; at Oberlin $60,000; and at Dayton $48,000.

Colleges are aggressively recruiting students, regardless of their financial circumstances. In admissions offices across the country, professional marketing
companies and talented alumni are being enlisted to devise catchy slogans, build enticing Web sites — and essentially outpitch the competition.

Affordability, or at least promising that the finances will work out, is increasingly a piece of the pitch.

Almost all colleges promote the money they give away in financial aid, though generally only the most elite schools — like Oberlin in Ohio — are able to provide enough in grants and scholarships to significantly keep student debt down.

College marketing firms encourage school officials to focus on the value of the education rather than the cost. For example, an article on the cover of Enrollment Management, a newsletter aimed at college admissions officials, urged writers of admissions materials to “avoid bad words like ‘cost,’ ‘pay’ (try ‘and you get all this for...’), ‘contract’ and ‘buy’ in your piece and avoid the conflicting feelings they generate.”

“There are direct marketing ‘words’ that can make or break your piece,” the article, published in 2009, added.

The financial aid award letters to newly admitted students can also be a minefield for students and parents sorting through the true costs of a school. Some are written in a manner that suggests the student is getting a great deal, by blurring the line between grants and loans or not making clear how much the student may have to pay or borrow.

A quick reading of an award letter from Drexel University, received by a New Jersey applicant in March, implied that the student would owe nothing and might actually walk away with money. The expected payment to Drexel, it said in highlighted bright yellow, would be a negative $5,900. The calculation presumed grants, student loans and a $42,120 loan taken out by the parents toward the $63,620 estimated cost — figures also included in the letter but not highlighted.

A Drexel spokeswoman said that the letter was not misleading and that it had not received complaints about it. But for many students, the financial realities of attending a college conflict with the optimistic rhetoric of campus tours, financial aid materials and salesmanlike admissions officers. And many of them don’t realize it until it is much too late.

“The overall message was, ‘It’s doable and normal to go into that much debt,’ ” said Jillian Potter, 23, who grew up in Ohio and attended Anderson University, a nonprofit private Christian school in neighboring Indiana.

Ms. Potter figured she would have to borrow about $10,000 a year. But the tuition increased every year, and because she didn’t declare a major until her junior year, she needed five years to graduate.
A social worker, she now owes $80,000. “I try not to think about it because it’s really depressing,” she said.

For Evan Frank, Ashland University, a nonprofit private school in Ohio, dangled the possibility of a sports scholarship, he said. Mr. Frank liked the campus and was promised a spot on the football team. His high school guidance counselor encouraged him and so did his family, though they couldn’t help financially.

Ashland offered to knock about $12,000 off the costs, and when Mr. Frank called financial aid to ask for more, they suggested he keep applying for scholarships. No one at the time said to consider a cheaper alternative, he said. Ashland costs about $42,000 a year.

“Maybe at the time I was a little naïve,” said Mr. Frank, 22, a senior who owes $80,000. “Everyone was like, ‘You can get grants, you can always get loans.’ I wanted to play football really bad, and I hoped eventually I’d get a football scholarship.”

Many students and parents don’t have a firm understanding of the cost of attending college, or the amount of debt they will incur. And most colleges aren’t much help. Student debt is not their primary concern in the end — the loan money usually gets deposited directly with the colleges, so they get paid either way — and the main job of the admissions staff, after all, is to admit students.

“Ultimately with everything in financial aid, from start to finish, the student and their family need to take responsibility and monitor their aid,” Melanie K. Weaver, the director of financial aid at Ohio Northern, said in an e-mail. “With over 3,000 on aid it is difficult for our office of 10 staff members to stay on top of every student.”

While there are standardized disclosure forms for buying a car or a house or even signing up for a credit card, no such thing exists for colleges.

Instead, college pricing is complicated by constant tuition increases, a vast array of grants and loans and a financial-aid system that discounts tuition for most students based on opaque formulas. “No one has a vested interest in simplifying the process but families,” said Mark Kantrowitz, the founder of FinAid, a Web site devoted to explaining college financial aid. “It obscures the price of a college and makes the choice of college not depend on the price but other factors.”

Federal regulations require financial aid officers to counsel students when they take federal loans and again when they graduate. The counseling typically consists of making sure they complete a brief online course about student loans and repayment.
Beyond that, it is up to the college to decide what, if any, debt counseling to provide. With a few exceptions, their track record is not very good, according to students and experts on college finance. Until Congress banned the practice a few years ago, some colleges outsourced counseling to private lenders, the same ones offering loans. Now many colleges do little beyond what is required by law, experts say.

Ohio Northern administrators said they were trying to come to grips with the growing debt of their students — an average of $48,886 for borrowers — at a time when enrollment is down slightly, as it is at many of the small nonprofit private colleges with which it competes.

Financial aid officers have not yet told any prospective students that they cannot afford to attend, school administrators said. But Ms. Weaver, the director of financial aid, noted, “We are having that conversation.”

Mr. Frank, at Ashland, said he did eventually receive financial counseling — on the day he arrived for football camp as a freshman.

A financial aid adviser suggested Mr. Frank rethink his decision to attend “because the way it’s looking you are going to be looking at a high amount of debt if you are going to stay here,” he recalled. “I wanted to play football really bad, and I was already moving in for camp,” he said. “I wasn’t going to turn back then.” He never did receive a football scholarship.

Officials at both Ashland and Anderson Universities said they provided thorough financial aid counseling to incoming students.

Ms. Griffith, the Ohio Northern student whose mother is taking out life insurance on her — a precaution that might be unnecessary because some lenders forgive loans upon death — said she wished someone had been frank with her about the consequences of taking on so much debt. (She also received grants.) She is searching for a full-time job in marketing, her major, while earning $225 a week at two restaurants.

“When I was young, I wanted to get out of Putnam County, get out of the cornfields,” said Ms. Griffith, who is from rural Ottawa, Ohio. “I would love to get away. But it would be more financially responsible if I got a job near here and lived with my parents.”

**The Shadow of For-Profits**

Wanda McGill has stopped opening her student loan bills.

She isn’t sure how much debt she has accumulated, though she thinks it’s about $100,000. But Ms. McGill, a 38-year-old single mother, knows for sure she cannot pay it.
Ms. McGill said she dropped out of DeVry University, a for-profit college with a branch in Columbus, two years ago after she ran out of money — even with the loans. She now makes $8.50 an hour working for an employment training center in Florida.

“I was promised the world and was given a garbage dump to clean up,” she wrote in an online complaint at consumeraffairs.com. “Like my life was not already screwed up with welfare and all.”

The student loan crisis has spread from for-profit colleges to more traditional institutions, but the for-profit colleges continue to represent the worst of the problem. Students complain that they were misled about the costs of education and that their job prospects were exaggerated. Government reports and lawsuits have accused some for-profit colleges of outright fraud, including doctoring attendance records or peddling near-worthless degrees.

The result? Students at for-profit colleges are twice as likely as other students to default on their student loans. Moreover, among students seeking a bachelor’s degree, only 22 percent succeed within six years, compared with 65 percent at nonprofit private schools and 55 percent at public institutions. (For-profit students, however, tend to do better at obtaining associate degrees and certificates.)

Leaders of the for-profit industry defended themselves, saying they were providing higher education for lower-class students that traditional colleges had left behind. “The reality is the type of students we attract have no other opportunity,” said Steven Gunderson, head of a leading trade organization. “We are the ones that provide a path to the middle class.”

Still, the outcomes for many students have been so poor — and the reported abuses and misdeeds by the colleges so abundant — that the for-profit colleges have played another role in the worsening debt problem: drawing attention away from nonprofit private and public colleges and universities, which have been slow to face public scrutiny.

The situation has parallels to the mortgage crisis of a few years ago, said Barmak Nassirian, associate executive director of the American Association of Collegiate Registrars and Admissions Officers. The for-profit colleges are like the subprime lenders — attracting the limelight because they represent the worst of the problem, he said.

“Mainstream higher ed can really self-righteously look at the big problem out there and say, ‘The problem lies with the other guy,’ ” Mr. Nassirian said. “If you are looking at highway robbery and raping and pillaging, that is true. But there are all kinds of unfortunate practices in traditional higher education that are equally as problematic that are reaching the crisis point.” Last year, Congress approved
regulations to curb abuses in the for-profit sector, but there has been less focus on establishing broader rules for traditional colleges and universities.

The Obama administration has tried to make college pricing easier to understand; as of last year, colleges and universities were required to post calculators on their Web sites that explain the net price after grants and loans, but critics say they can be confusing, misleading or hard to find. And the administration has proposed that colleges be required to offer a “shopping sheet” to make it easier for families to measure the true costs and benefits.

“We just have to get them much more information,” said Education Secretary Arne Duncan. “If you’re going to college, you need to know not what the first year costs. You need to know what it’s going to cost for the long haul.”

But even with more information, students and their parents seem willing to pay the ever-escalating price of a college degree, which remains the key rung up the ladder of economic mobility.

Denise Entingh, 44, dropped out after two quarters at Columbus State Community College because she didn’t want to wait any longer to get into the nursing program. So she signed on at the Hondros School of Nursing, a for-profit college that advertises “No Waitlist!” on a billboard a few blocks from Columbus State.

Ms. Entingh said she expected to borrow about $45,000 to get a bachelor’s degree in nursing from Hondros, which costs more than three times as much as Columbus State.

“It scares the hell out of me,” she said of her debt load. “But I think it will be all right. I’m not going to worry about it right now. I had to take that plunge.”

Andrew Martin reported from Ada, Ohio, and Andrew W. Lehren from New York.
May 13, 2012

**Exploring the Role of Mobile Technology as a Health Care Helper**

By STEPHANIE NOVAK

Two decades ago, a woman having a difficult birth in a Ugandan village would have had few options to get life-saving treatment if there was not a nearby health clinic. But today, mobile technology can help her get advice from a doctor in Kampala over the telephone, alert a community health worker about her situation, or even get her to a hospital.

Mobile technology is changing the landscape of health care delivery across the developing world by giving people who live in rural villages the ability to connect with doctors, nurses and other health care workers in major cities.

“Now, a phone call can compress the time that it would have taken before to come to that decision point and get the woman care more often and quickly,” said Dr. Alain Labrique, a professor of International Health and Epidemiology at Johns Hopkins University, in Baltimore.

More than 60 faculty members and 120 students are part of the Johns Hopkins Global mHealth Initiative, which has 51 projects exploring the use of mobile technology in health.

Its work received such a positive response that in March 2013, the Johns Hopkins Bloomberg School of Public Health will begin two courses on incorporating mobile technologies into global health fieldwork.

“The students coming into global health today are challenged with the need to think of the potential appropriate use of these technologies in the resource-limited areas where we work,” said Dr. Labrique. “There’s a lot of excitement among faculty, but there’s 10 times as much excitement coming from students.”

“What mobile technologies are doing is changing the way that we see global health in terms of our ability to impact populations, to collect data in real time, to develop real strategies to impact public health that we hadn’t thought of before,” he added.

Dr. Larry Chang, a Johns Hopkins researcher who studied H.I.V./AIDS and the use of technology in Uganda, said that “over the past decade of working in Africa you really started seeing this amazing growth in the use of mobile phones and it seemed obvious to use it for global health.”
While mobile technology is one of the quickest ways to deliver health care to those who would otherwise have little to no access, there are challenges in making the technology effective.

“There hasn’t been a lot of rigorous evaluation of their impact,” said Dr. Chang. “We need to study and make sure that these devices are doing what people say they are doing and that they are really helping people.”

Students face challenges beyond simply figuring out the most efficient way to use mobile technologies to deliver health care.

When phones can bring care to 50,000 patients as opposed to 50, it is important that other resources, like health care professionals and medical services, also be increased to support the larger workload, Dr. Labrique said.

He said that “mHealth has the potential to be integrated into the way we teach.”

“We have to be able to demonstrate how much impact on a mortality or health outcome they have before they actually get recognized by global bodies like W.H.O. and the mainstream health system,” Dr. Labrique added.
May 13, 2012, 10:44 am

**Bloomberg Defends Same-Sex Marriage in State That Rejected It**

By MICHAEL M. GRYNBAUM

Updated 5:15 p.m. |

Mayor Michael R. Bloomberg, in a commencement address at the University of North Carolina at Chapel Hill on Sunday, delivered a spirited defense of the right of gays and lesbians to marry, just days after North Carolina passed an amendment that banned the practice.

“Each and every generation has removed some barrier to full participation in the American dream,” the mayor said. “I would argue last week’s referendum banning same-sex marriage shows just how much more work needs to be done to ensure freedom and equality for all people.”

Mr. Bloomberg has become a vocal supporter of same-sex marriage, which was legalized by the New York State Legislature last year, and he chairs a group, “Mayors for the Freedom to Marry,” that supports “ending marriage discrimination at all levels of government.”

Mr. Bloomberg’s commencement speech – which had been scheduled months in advance – allowed the mayor an opportunity to weigh in on an issue that dominated the national conversation last week, as President Obama announced that he believed same-sex couples should be allowed to marry.

Mr. Bloomberg, in his remarks to about 5,700 graduating students at the university’s main campus in Chapel Hill, said, “More than any other generation that has walked the Earth, you are free to pursue your dreams – unbounded by limits placed on your race, gender, ethnicity, orientation, or lineage.”

He added, “I have no doubt that in your lifetime, liberty’s light will allow us to see more clearly the truth of our nation’s founding principles, and allow us to see all people, and all couples, as full and equal members of the American family.”

The mayor’s remarks about same-sex marriage came early in his speech, as he urged students to reflect on the evolution of the freedoms they are afforded in the United States.
“If government can deny freedom to one, it can deny freedom to all,” the mayor said. “Exclusion and equality are mortal enemies – and in America, every time they have met in battle, equality has ultimately triumphed.”

“The work is not over. Far from it,” the mayor added, before he offered his implicit disapproval of the outcome of last week’s state referendum.

Mr. Bloomberg’s comments found a receptive audience on the campus, which had held multiple rallies against the amendment during the campaign, and which is located in one of a handful of counties that voted against it.

When Mr. Bloomberg spoke in support of same-sex marriage, he was greeted with the loudest applause of the morning, from students and administrators, including the school’s chancellor, Holden Thorp.

“I think it’s just because everyone here [in Chapel Hill] is so against it,” said John Gillespie, a graduating student from Pinehurst, N.C.

And Chelsea Pickett, a graduating student from Fayetteville, N.C., said, “We’re on the same page, so I agreed. We as a state have a long way to go.”

In his address, Mr. Bloomberg also paid notice to the uncertainty of life after graduation, allowing a wry reference to the possibilities offered by politics.

“The girl behind you could be a future president of the United States,” Mr. Bloomberg told the students. “Or even, better than that, the mayor of New York City!”

Steven Norton contributed reporting from Chapel Hill.

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Gap Year: Congrats! You're Accepted to College, Now Go Away

By SUSAN DONALDSON JAMES

May 14, 2012—

Gap year Students Gain Maturity, Explore the World, Outperform Their Peers

Sam Helderop received an acceptance letter from Michigan's Hope College this spring, but has no intention of going -- at least not in the fall of 2012.

The college has allowed him to defer his admission, and Helderop will take a gap year to teach English with the DaLaa project in a remote village in Thailand, then backpack throughout Southeast Asia -- "until my money runs out."

"I always wanted to travel pretty much my entire life," said Helderop, a graduating senior from Grand Rapids, Mich. "But after 18 years of the same old routine, going to school and sitting in class, I am not motivated enough right not to go through four years of college."

"I feel like a gap year will narrow down what I want to study and do in my life," he said. "To get my interest in education back again."

Helderop's mother is not happy about his plans to step off the academic ladder and do volunteer work.

But higher education experts say that giving students an opportunity to explore the real world helps them mature. And early research reveals that once they restart their academic studies, they actually perform better than those who go straight from high school to college.

An estimated 1.2 percent of first-time college freshmen take a gap year, most of them male students, according to the Higher Education Research Institute at the University of California Los Angeles.

"These are still small percentages," said John Pryor, director of the cooperative institutional research program at HERI. But college admission officers say the gap year is gaining momentum.

In Britain and Europe the gap year has been de rigueur for decades, but a 2011 survey of American colleges estimated only about 18,000 of the 1.5 million
freshmen had taken a year off after high school.

But now, some of the nation's most competitive colleges -- Harvard, Middlebury and Princeton, among others -- have adopted formal policies to allow students to defer their admission.

And public colleges like the University of North Carolina offer a Gappl to pursue academics and service abroad.

"Admission offices tell you is that the gap year increases independence and self-reliance and students have a confidence about them," said Julia Rogers, director of Vermont-based EnRoute Consulting.

In a persuasive column in the Burlington Free Press, she paraphrases Middlebury's acceptance letter to those who have asked for a gap year deferment:"Congratulations, you're in. Now go away."

Her students have spanned the globe.

Right now, Cindy Li of Chesterbrook, Penn., is interning for a radical art collective in Mexico. Mica Thompson of Cape Elizabeth, Maine, is working on an elephant conservation project in South Africa and Tegan Henderson, an American living in London, is learning fashion alongside designer Stella McCartney.

"We live in an increasingly digital world and are existing more virtually than before," said Rogers. "The gap year forces them into a real experience -- learning a language on the ground, meeting people, engaging in situations -- all of which is becoming more and more rare among their peers."

The gap year is also an attractive option financially, costing an average of $10,000 to $25,000 compared to college tuitions, which are now upwards of $55,000 a year, according to Rogers.

She is helping Helderop shape his plans pro bono because he mother is not supporting his gap year, and his father died eight years ago.

"Travel makes Americans nervous, and we are suspicious of other cultures," Rogers said. "But I think that's changing and evolving, especially this generation, which is exploring the world more."

For starters, Rogers recommends that gap year students "do good work, be in a safe location and have a local coordinator."

Helderop estimates his year abroad will cost about $7,000, money he has saved himself through coaching tennis, working at a diner, and even donating plasma to get closer making to his dream a reality.
And a gap year doesn't have to be overseas.

Alex Galarce from Illinois is volunteering for 10 months with City Year in Chicago. There, he serves as a full-time tutor and mentor to keep students on track for graduation from high school. Next year, he'll attend New College of Florida.

"Doing City Year is what made me consider being a teacher," said Galarce, who had no idea what he wanted to study when he graduated from high school last year. "If I hadn't done a gap year, that would not have been something I was interested in."

Robert Clagett, who has worked in admissions for both Harvard University and Middlebury College for three decades, is a passionate convert.

While serving as dean of Middlebury College admissions until last year, he and his colleagues did a comparison study of incoming freshmen, and those who began in February -- so-called "Febs" -- and those who took the regular route and enrolled in the fall.

They controlled for variables like high school credentials, having an affluent background or attending a better high school and Febs not only had higher GPAs, but the positive effects lasted all four years.

Gap Year Freshman May Outperform Their Peers

The results were "startling," according to Clagett. "And we knew we were on to something here."

"The best predictor of overall academic success was being a Feb," he said. "My theory is that students who have an opportunity to get off the treadmill do better."

"The pressures of college admission to get in somewhere wags the educational dog in too many ways in high school," said Clagett. "And the students who get the brass ring into college step back and say, 'Where am I now?' That doesn't happen as much for Febs, who have had intense experiences or maybe worked."

Clagett's research is backed up an Australian study of 2,502 students published in the 2010 Journal of Educational Psychology, which said gap year students are more highly motivated.

"The conventional wisdom is you run the risk of the kid losing hard-earned study skills and, God forbid, they don't go on to college," he said. "But those aren't legitimate concerns. In my 30 years, I have never met a student who took a gap year and regretted it."

In addition to its 100 Febs, Middlebury accepted 40 students in 2011, who chose
to take a gap year -- "the highest we ever had," he said.

One of them, Caroline Cating of Arlington, Mass., has woofed [Worldwide Working on Organic Farms] in Hawaii, learned to fly and worked as a ski instructor. Today, she is volunteering a day care center in Mexico for low-income children of single mothers.

"I absolutely love children, and nothing is so wonderful as making meaningful bonds with them," she wrote ABCNews.com in an email. "It has also been wonderful to practice my Spanish and learn a new culture."

For her, a gap year has meant "individual, unmonitored, personal growth."

"All of my different experiences have helped me learn to be patient and to have faith that things work out, though not always as planned," said Cating. "I've learned to budget for groceries and gas and rent, to navigate new social situations in which there isn't always a right or wrong answer."

Chloe Sharples of Austin, Texas, will start Colorado College in the fall after spending a whirlwind year abroad with the full support of her parents.

Today, the 19-year-old is in Chiang Mai, Thailand, volunteering for Art Relief International, after going on a daddy-daughter trip to the remote Himalayan kingdom of Bhutan.

Last fall, she improved her Spanish volunteering in an environmental program with Carpe Diem in Ecuador and Peru.

"College is a choice rather than a path for me: I am going to college truly excited to learn," she wrote ABCNews.com in an email. "I've seen so many amazing things this year and met and learned from so many incredible people and I've been so inspired and become so curious about so much that I can't wait to take courses on all of these amazing subjects."

Her advice to the nervous parent, like Heldrop's: "Don't be afraid."

And to students contemplating a gap year: "Be brave and do things that are outside your comfort zone ...(but don't be dumb). Talk to people, the world has so much to teach."