THE DAILY CLIPS

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Assault raises campus concerns
By Michael Abramowitz
The Daily Reflector
Tuesday, July 26, 2011

Some ECU students and an employee expressed fear and concern following a reported assault early Monday near the football stadium.

A 17-year-old East Carolina University student-athlete was assaulted at 14th and Berkley streets near Dowdy-Ficklen Stadium, police reported. The incident occurred at 5:36 a.m. when the student was on her way to an early workout, ECU assistant police chief Dawn Tevepaugh said. Two males assaulted her, then fled on foot.

No word was issued during the day from the Greenville Police Department about the victim's condition or circumstances of the alleged assault. Several requests for information drew no response.

Heather Muise works on campus and rides her bicycle each day past where the assault occurred, she said, but only feels safe because she travels during rush hours.

“I have to admit that when I heard where it happened, I was surprised because this neighborhood has usually been quite safe,” Muise said. “I'm used to hearing reports of this kind happening downtown and late at night.”

ECU students Sean Patzwaldt, a junior from Raleigh, and Nicole Duquette, a junior from Charlotte, were walking across 10th Street from campus to their College Hill homes Monday afternoon. They were worried about assault and other crimes from the weekend, including two shootings near campus and two armed robberies in town.

“I don't think it's safe to go off campus after dark, at least not until the fall semester when the campus will be more crowded and more students are around,” Patzwaldt said. “I don't want to go out at night,” Duquette said. “My mom wants me to transfer because she doesn't feel like I'm safe here.”

Patzwaldt said his father does not consider Greenville to be safe and warned his son not to go out after dark.

“I was on College Hill Saturday night and heard the police and ambulance sirens when a lot of the shootings and robberies were happening,” Patzwaldt said. “It was scary.”

The students said the crime area seems to be closer to campus than it was in past years.
“The most awful and shocking part is that before, it happened in the areas of Cotanche, Third and Fourth streets downtown,” Patzwaldt said. “Now, it's down to 10th Street and 14th Street, where students are all the time and it's supposed to be safe.”

The two students want to use the campus SafeRide service, but said it isn't available long enough.

SafeRide is a point-to-point, demand-response van service operating as a supplement to the campus bus system after regular daytime service has ended, from 8 p.m. to midnight. Service areas are limited and must be scheduled in advance.

Patzwaldt said there should be more police protection around the campus, and criminal punishments should be stiffer when crimes occur around there.
““The city should be protecting the school and areas where students commonly walk because they are more vulnerable,” he said.

Duquette said she believes students are being targeted because robbers believe they are getting money and valuables from home.
Both said they try not to go anywhere after dark, including local supermarkets and shopping centers.

“I think the police are paying attention, but I just don't see them enough,” Patzwaldt said.

Anyone with information about the student assault is asked to contact the Greenville police at 329-4315. Information also can be provided anonymously through Pitt-Greenville CrimeStoppers at 758-7777.

Contact Michael Abramowitz at mabramowitz@reflector.com or 252-329-9571.
Premiere-Grant Interior Photographs

Beaufort County native Ron Clark will begin the bus tour for his new book "The End of Molasses Classes: Getting Our Kids Unstuck - 101 Extraordinary Solutions for Parents and Teachers" at 7 p.m. today at Barnes & Noble, 3040 Evans St.

Teacher Ron Clark discusses book
By Kim Grizzard
The Daily Reflector
Tuesday, July 26, 2011

For a math teacher, Ron Clark doesn't really go for round numbers.

Tens, fifties or hundreds might seem too ordinary for this out-of-the-box educator. Clark, an East Carolina University graduate and New York Times best-selling author of “The Essential 55” (and the sequel “The Excellent 11”), is up to 101 with his third volume of educational advice.

“The End of Molasses Classes: Getting Our Kids Unstuck — 101 Solutions for Parents and Teachers,” is being released today by Simon & Schuster's Touchstone Books. The founder of The Ron Clark Academy in Atlanta is scheduled to return to his native eastern North Carolina today to talk about the book and sign copies.

Clark, 39, bases his advice not only on his classroom experience in Aurora, New York and Atlanta, but also on interactions with tens of thousands of educators.

“As I traveled to all fifty states to learn about education in our country ... I witnessed teachers with no energy, students who were struggling to prop up their heads and classrooms that were just checked out and uninterested,” writes Clark, Disney's American Teacher of the Year in 2000. “I thought to myself, over and over, ‘These are molasses classes.’”

Clark was determined to set a different pace for RCA, a nonprofit school in Southeast Atlanta for grades five through eight. The 120-student school, which opened in 2007, features a giant, winding, tube slide in the lobby and a two-story bungee trampoline in the library. What goes on inside the classrooms is no less lively.
Clark and his fellow teachers have been known to stand on desks, sing rap tunes and stage elaborate competitions, all in the name of education.

“That's my favorite part; I love the teaching,” Clark said in a telephone interview from his home in Atlanta. “Over the past four years, I've really pushed myself to be innovative and different and creative.”

Those efforts have not gone unnoticed. Since RCA opened, more than 10,000 educators from around the world have gone there to observe the school's teaching methods. Teachers pay $350 a day to sit in on RCA classes, often booking those seats as much as six months in advance.

“The End of Molasses Classes” was written, in part, for those teachers and for others like them who would welcome the chance to spend a day at RCA.

“One thing that happens when educators visit here and they spend a day with us, it's almost like they're overwhelmed,” Clark said. “It's like they went to Disney World for a day.

“They would be walking out the door asking questions,” he said. “How do you handle issues with parents? How do you fundraise in the community? How do you get kids who don't want to learn excited?”

“The End of Molasses Classes” seeks to answer those questions in mini-chapters titled “Stay connected; have parents on speed dial,” “Reach out to the community to build a powerful network” and “Make learning magical.”

Filled with illustrations from Clark's experiences, the approaches range from common sense (“Make sure you do your homework, too”) to unconventional (“Use a djembe drum. Every classroom in the world needs one.”)

None of the book's advice requires schools to have a $3 million budget, secure a Delta corporate sponsorship for travel or recruit Oprah Winfrey to be the middle school graduation speaker. (All three are true of RCA)

“The majority of the 101 things are things anyone can do in your classroom with no funding,” Clark said. “It's just a matter of how you treat your students, how as parents we deal with our children in our homes, simple things.”

Simple, but not necessarily easy. Some of the advice, such as “Not every kid deserves a cookie,” is a little hard to swallow.

“It's a bit of a shock,” Clark said. “It's a bit different from what is currently happening in our society (in which) you want everyone to feel like they all deserve the cookie and everyone's equal.
“We pacify them as children and even as young adults,” he said. “Then they get into the real world and it's time to go out to work and have a strong work ethic and to earn money, and the problem is they're sitting on the couch waiting for the cookie, and the cookie's not coming. At our school, we really push our kids that whatever you're going to get, you have to work for it.”

People who know about Clark through the 2006 TNT movie “The Ron Clark Story,” starring Matthew Perry, may have trouble reconciling the image of the globe-trotting teacher who writes rap songs and dances on the desk with that of a strict disciplinarian.

“No More Molasses Classes” shows the two, somewhat contrasting sides of Clark's approach. (For example, No. 56 is titled “Use chants to create a supportive, encouraging, exciting environment.” No. 64 advises “Don't give children second chances on tests and projects.”)

“I think a lot of people see me as a goofy Willy Wonka type,” Clark said. “Then when they come to the Ron Clark Academy and sit in my classroom and actually watch me teach, they realize, ‘Yeah, he's goofy and he's like Willy Wonka, but he has high expectations. He's holding these kids accountable. That's why my kids are successful, not because I'm jumping around and rapping on desks. It's because I have high expectations for these kids.”

Clark has the same kind of expectations for himself. In the book, he does not shy away from sharing stories that paint a less than perfect picture of him. Two of those stories (from No. 5 “Listen” and No. 33 “Be patient) are among Clark's favorites.

“Be patient” contains a story by Clark's father, Ronnie, who initially wrote the piece as a bit of a joke. While Clark was visiting his parents in Chocowinity, Ronnie Clark told his stressed-out son to take a break from writing and let his dad take over for a bit. The elder Clark turned out a humorous story about the day he tried to teach young Ron to drive a lawn mower. Ron, who had not wanted to be pulled away from the air conditioning and the TV to begin with, was leaving large gaps.

“I didn't have patience back then,” Ronnie Clark said in a telephone interview. “I'd rather he go in the house and I do it myself.”

“As I got older,” he wrote in “The End of Molasses Classes” section on parenting, “I realized that if I had used thirty minutes of patience that first afternoon, it would have saved me countless hours over the next ten years.”

In “Listen,” the younger Clark recalls a story from 1995 involving a Snowden Elementary School student named Kenneth Adams who needed someone to listen to him. Clark's book is dedicated to Adams, who is now coordinator of student activities at RCA. Adams, 24, who says Clark has been “like a second father to me,” mentors younger students, coaching the school's basketball team and sometimes taking students to dinner or a movie on the weekend — things that Clark once did for him. Adams, who will be
teaching filmography this fall at RCA, said he will incorporate Clark's techniques into his classroom but won't try to be a replica of his mentor.

“I'm not the type to jump on the desk; that's not me,” Adams said. “But I've taken some things that he does day in and day out, and I've applied them to what I feel like are my skills.”

Marina Bonner Gold is another former student of Clark's who has found her way into the classroom. The ECU graduate and third-year teacher will begin at Snowden this fall. Gold, 24, who has been to RCA to observe her former teacher's classroom techniques, has Clark's first two books and has ordered “The End of Molasses Classes.”

“He's creative and he's passionate,” she said. “If you're creative and you're passionate, then the learning just comes.”

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Davis defends UNC effort

BY KEN TYSIAC - Staff Writer

PINEHURST– UNC-Chapel Hill football coach Butch Davis defended university officials Monday, saying they have been "cooperative" and "diligent" in the NCAA's investigation of the Tar Heels program.

Davis spoke at the ACC football kickoff in his first extended interview since the NCAA charged the school with nine major violations in a Notice of Allegations delivered last month. Echoing comments he made in October, Davis said he "fully and completely" takes responsibility for North Carolina's NCAA troubles, which he called the most important issue the school has faced in "many, many, many years."

"I'm the head football coach," Davis said. "And things that happen, anything I can do to make sure these things don't occur again, whether it's from education of the players, whether it's rules and regulations and policies, anything that we can do to make sure that doesn't happen again, that's part of my responsibility."

Davis said he never considered resigning in the wake of the investigation. Commending the university administration's handling of the NCAA investigation, Davis called UNC officials diligent in their efforts.
"They've worked as hard as they can to be as cooperative and help expedite and help the NCAA to get to a resolution on this."

University officials consistently have said they were thorough and helpful to the NCAA throughout the investigation. After the NCAA began a probe into impermissible benefits, the school uncovered academic improprieties last year and reported them to the NCAA.

**Media crush**

Davis' interview was highly anticipated by the ACC media. Thirty minutes before his interview Monday, reporters were camped out at the table where he was to sit. By the time Davis sat down, more than 30 reporters had surrounded him.

Davis was not personally cited in the NCAA's Notice of Allegations and said he felt like he always has had the UNC administration's support but added that he regrets what's happened.

"It's caused a tremendous amount of embarrassment and a tremendous amount of hard times for Carolina alums and fans and stuff, but we're going to get through this," Davis said. "And because of it, we're going to come out of this, and we're going to be better than we were before."

Davis also took responsibility for hiring former associate head coach John Blake, who was cited in three of the violations, accusing him of working for the late sports agent Gary Wichard while at UNC.

According to Davis, there were no red flags in the initial university personnel review of Blake. Davis said he hired Blake based on what he knew of Blake as a high school athlete and student, and as a fellow assistant coach with the Dallas Cowboys.

Earlier this month, the discovery by fans on an N.C. State message board of apparent plagiarism in a term paper written by former Tar Heels player Michael McAdoo has caused school officials more headaches.

Athletic director Dick Baddour and school lawyer Steve Keady had vouched for the authenticity of McAdoo's work in a failed appeal to the NCAA to restore McAdoo's eligibility. When McAdoo sought an injunction to get reinstated, the paper in question appeared in court documents.

**Plagiarism check**

NCSU fans and later the media ran the paper through online plagiarism checkers that revealed long sections that were apparently copied from other texts.
UNC Chancellor Holden Thorp has said he regrets that nobody at UNC discovered the apparent plagiarism in McAdoo's paper before NCSU fans did. Davis said Monday that though he isn't privy to all the information, he is confident in school administrators' handling of the investigation.

"My sense of it is, this institution has done everything they can to be as cooperative and as diligent and as hard-working, and the man-hours they put into looking into academics and agents and every single thing," Davis said. "But any more details about that obviously are things you'd have to ask somebody who knows a lot more about it than I do."

The NCAA first visited UNC's campus in July 2010 in an investigation that led to 14 players missing at least one game and seven missing the entire 2010 season. News of the investigation has ebbed and flowed but recently has hit a crescendo.

A media victory in a lawsuit gaining the release of players' parking tickets in June showed fewer than 12 players had amassed 395 tickets over 31/2 years, with fines totaling $13,125. The Notice of Allegations also came in June, followed by the release of McAdoo's paper this month.

UNC has until Sept. 19 to provide the NCAA with a written response to the Notice of Allegations. School officials are scheduled to appear in front of the Committee on Infractions on Oct. 28 in Indianapolis.

"I know how important this is," Davis said. "This is not some trivial issue, and I know that there's a million questions. And there's a lot of things that people would like to know. And hopefully in October, we'll be putting this stuff in the rearview mirror and we'll be moving on."

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Beyond the noisy throngs marveling at the dinosaurs, the dioramas and the immense blue whale, up on the fifth floor where visitors are not allowed, the American Museum of Natural History takes on an entirely different character.

The neatly labeled metal lockers that line the hallway are much like the stacks of a research library, except that instead of books there are many of the museum’s millions of specimens, from ants in amber to dry-mounted birds. Signs point the way to invertebrates, entomology, ornithology. Here, it is the quiet home of the Richard Gilder Graduate School, whose 13 students are earning doctorates in the specialized field of comparative biology, teasing out what fossils from the Gobi Desert and leeches and frogs have to reveal about the evolutionary tree of life. The museum is the first in the nation accredited to offer a doctorate in its own name.

But around the country, all kinds of museums are venturing deeper into the world of education, finding new ways to use their collections in research and teacher training, and bringing in more students, in person and virtually.
Many have entered into partnerships with local universities. Last year, Chicago’s Museum of Science and Industry introduced a master’s in science education with the Illinois Institute of Technology. The Getty Conservation Institute is in partnership with the University of California, Los Angeles, in a master’s in conservation of ethnographic and archeological materials. The Cooper-Hewitt National Design Museum in New York joins with Parsons, the New School for Design, in a master’s in the history of decorative arts and design.

And it may not be long before others try to follow the Natural History Museum’s lead in offering their own degree. “We’ve had inquiries from quite a few other museums, and they’re watching what we’re doing with interest,” says John Flynn, the paleontologist who is dean of the Gilder Graduate School, in its third year and accredited since 2009. “Many museums already have a lot of what you need — the collections, the curators, the libraries, the tradition of research.”

The Museum of Natural History, on the Upper West Side of Manhattan, also has built online graduate courses in science that are used, for credit, by eight colleges and universities, and this month was approved to participate in a state-financed pilot program in which it will develop and offer a master’s in teaching for earth science.

“There’s been a redefinition of the schoolhouse, as the roles of different institutions are being blurred,” says Ellen V. Futter, the president of the museum.

All told, about 100 graduate students, including visiting students from the museum’s longtime partner universities and postdoctoral fellows, roam the fifth floor. Gilder itself accepts only four or five students a year, an eclectic group of American and international scholars, some straight from college, some with master’s degrees and years of work experience as a veterinary technician or a high school biology teacher.

On a sunny morning this spring, the four first-years — and two visiting students from other New York grad schools — gathered for their “Evolution” seminar in a cozy classroom that reflects the museum’s Victorian character. It has a fireplace, bay window with window seats, and huge mounted caribou head with elaborately arching antlers. “Evolution” is one of only three required classes. (The others are “Grantsmanship, Ethics and Communications,” in which students write grant proposals — and sometimes get money — and “Systematics and Biogeography,” which deals
with the relationships among species and organization of life, past and present.)

For an hour and a half, Jin Meng, a paleontology curator who team-teaches the class, talked about the morphological differences between New World and Old World monkeys, the history of the research and fossil finds, and how delicately Darwin had to approach the new concept of human evolution.

In many ways, it could have been a graduate seminar at any research university. But the Natural History Museum’s program has some real differences. It is four years instead of the usual five. And most students go on extended field trips around the globe.

For Shaena Montanari, a third-year paleontology student interested in chemically analyzing dinosaur fossils to learn what they ate, the Gobi Desert has been a trove of specimens. “The Gobi is very fossiliferous,” she says. “That’s a word, right? Anyway, there’s a lot of fossils there, very well preserved. You can even find a dinosaur brooding on a nest of eggs.”

The quest to map and fill in the evolutionary tree of life is both the hallmark of the museum’s scientific program and the focus of most of the students’ research. How are frogs that burrow related to frogs that climb trees? How have leeches adapted to survive exclusively on blood? Dawn Roje, a first-year student researching flatfish, says that having that common interest is one of the pleasures of the program.

“I’ve done the university thing, and in a big biology department my interests wouldn’t be in the mainstream,” says Ms. Roje, who is going to Madagascar in the fall to gather tissue samples. “Here we all share an interest in phylogenetics. We’re all into that tree-of-life thing. I like being one of the white sheep, not the black sheep in the group.”

Elective courses change from year to year, depending on students’ interest. This year’s offerings include a field course in Mexico on parasitology and another on major events in vertebrate evolution. And because many will move on to academia, students are required to complete two teaching stints, one as a teaching assistant in a university course and another that can be in a less formal setting, like one of the museum’s education programs.

“In most university biology departments, they want graduate students to teach the big introductory premed classes,” says Sebastian Kvist, a third-year student from Sweden whose study of leeches has taken him to Mexico, Canada and New Jersey. “Here,” he says, “there are a lot of choices.”
For his informal teaching, Mr. Kvist worked with a student in the museum’s undergraduate research program, a 10-week summer internship. He taught her DNA extraction and sequencing, and she was listed as an author on an article, “Teaching Biodiversity and Evolutionary Biology,” published this year in The American Biology Teacher. “The saying ‘see one, do one, teach one’ really became evident to me,” Mr. Kvist says. “It’s true that you never fully understand something unless you’ve taught it to someone else.”

Given the size of the program, with 50 or more applicants a year, it is an achievement just to be admitted. The doctoral students get full support — tuition, a stipend and at least $2,000 of unrestricted research money, which can be supplemented by grants or further support from the school. Mr. Gilder, the brokerage founder who is the museum’s largest donor, provided a $50 million endowment for the school. The students get to work closely with the curators — the museum’s tenured scientists, the equivalent of full professors at a university.

And they have access to the specimens gathered over the 142 years of the museum’s history, shelves crammed with wet samples and jars of iguanas, floor space taken up with large tanks for alligator and komodo dragon specimens. There are endless halls of insect specimens, and rooms where fossils are carefully brushed out of the sand they were buried in. There are state-of-the-art molecular labs and an imaging lab in which students can take CT scans of a rotating specimen and magnify them — the better to count how many scales a lizard has on its legs.

Several of the graduate students say they have always been critter people — as interested in ants and bees and leeches as in more cuddly mammals.

Phil Barden, a first-year student who studies fossil ants in amber, confessed wistfully that he sometimes misses live ants and watching the way they move.

“I’m going to set up a live colony in my office,” he says. “I just have to go out and collect a few queens.”

Tamar Lewin is an education reporter for The Times.
The Master’s as the New Bachelor’s

By LAURA PAPPANO

William Klein’s story may sound familiar to his fellow graduates. After earning his bachelor’s in history from the College at Brockport, he found himself living in his parents’ Buffalo home, working the same $7.25-an-hour waiter job he had in high school.

It wasn’t that there weren’t other jobs out there. It’s that they all seemed to want more education. Even tutoring at a for-profit learning center or leading tours at a historic site required a master’s. “It’s pretty apparent that with the degree I have right now, there are not too many jobs I would want to commit to,” Mr. Klein says.

So this fall, he will sharpen his marketability at Rutgers’ new master’s program in Jewish studies (think teaching, museums and fund-raising in the Jewish community). Jewish studies may not be the first thing that comes to mind as being the road to career advancement, and Mr. Klein is not sure exactly where the degree will lead him (he’d like to work for the Central Intelligence Agency in the Middle East). But he is sure of this: he needs a master’s. Browse professional job listings and it’s “bachelor’s required, master’s preferred.”

Call it credential inflation. Once derided as the consolation prize for failing to finish a Ph.D. or just a way to kill time waiting out economic downturns, the master’s is now the fastest-growing degree. The number awarded, about 657,000 in 2009, has more than doubled since the 1980s, and the rate of increase has quickened substantially in the last couple of years, says Debra W. Stewart, president of the Council of Graduate Schools. Nearly 2 in 25 people age 25 and over have a master’s, about the same proportion that had a bachelor’s or higher in 1960.

“Several years ago it became very clear to us that master’s education was moving very rapidly to become the entry degree in many professions,” Dr. Stewart says. The sheen has come, in part, because the degrees are newly specific and utilitarian. These are not your general master’s in policy or administration. Even the M.B.A., observed one business school dean, “is kind of too broad in the current environment.” Now, you have the M.S. in supply chain management, and in managing mission-driven organizations.
There’s an M.S. in skeletal and dental bioarchaeology, and an M.A. in learning and thinking.

The degree of the moment is the professional science master’s, or P.S.M., combining job-specific training with business skills. Where only a handful of programs existed a few years ago, there are now 239, with scores in development. Florida’s university system, for example, plans 28 by 2013, clustered in areas integral to the state’s economy, including simulation (yes, like Disney, but applied to fields like medicine and defense). And there could be many more, says Patricia J. Bishop, vice provost and dean of graduate studies at the University of Central Florida. “Who knows when we’ll be done?”

While many new master’s are in so-called STEM areas — science, technology, engineering and math — humanities departments, once allergic to applied degrees, are recognizing that not everyone is ivory tower-bound and are drafting credentials for résumé boosting.

“There is a trend toward thinking about professionalizing degrees,” acknowledges Carol B. Lynch, director of professional master’s programs at the Council of Graduate Schools. “At some point you need to get out of the library and out into the real world. If you are not giving people the skills to do that, we are not doing our job.”

This, she says, has led to master’s in public history (for work at a historical society or museum), in art (for managing galleries) and in music (for choir directors or the business side of music). Language departments are tweaking master’s degrees so graduates, with a portfolio of cultural knowledge and language skills, can land jobs with multinational companies.

So what’s going on here? Have jobs, as Dr. Stewart puts it, “skilled up”? Or have we lost the ability to figure things out without a syllabus? Or perhaps all this amped-up degree-getting just represents job market “signaling” — the economist A. Michael Spence’s Nobel-worthy notion that degrees are less valuable for what you learn than for broadcasting your go-get-’em qualities.

“There is definitely some devaluing of the college degree going on,” says Eric A. Hanushek, an education economist at the Hoover Institution, and that gives the master’s extra signaling power. “We are going deeper into the pool of high school graduates for college attendance,” making a bachelor’s no longer an adequate screening measure of achievement for employers.
Colleges are turning out more graduates than the market can bear, and a master’s is essential for job seekers to stand out — that, or a diploma from an elite undergraduate college, says Richard K. Vedder, professor of economics at Ohio University and director of the Center for College Affordability and Productivity.

Not only are we developing “the overeducated American,” he says, but the cost is borne by the students getting those degrees. “The beneficiaries are the colleges and the employers,” he says. Employers get employees with more training (that they don’t pay for), and universities fill seats. In his own department, he says, a master’s in financial economics can be a “cash cow” because it draws on existing faculty (“we give them a little extra money to do an overload”) and they charge higher tuition than for undergraduate work. “We have incentives to want to do this,” he says. He calls the proliferation of master’s degrees evidence of “credentialing gone amok.” He says, “In 20 years, you’ll need a Ph.D. to be a janitor.”

Among the new breed of master’s, there are indeed ample fields, including construction management and fire science and administration, where job experience used to count more than book learning. Internships built into many of these degrees look suspiciously like old-fashioned on-the-job training.

Walter Stroupe, a retired police first lieutenant and chairman of the department of criminal justice at West Virginia State University, acknowledges that no one needs to get the new master’s degree in law enforcement administration the school is offering beginning this fall. In fact, he concedes, you don’t even need a college degree in West Virginia to become a police officer, typically the first step to positions as sheriff and police chief.

Still, Dr. Stroupe says, there are tricky issues in police work that deserve deeper discussion. “As a law enforcement officer, you can get tunnel vision and only see things from your perspective,” he says. “What does a police officer do when they go up to a car and someone is videotaping them on a cellphone?” The master’s experience, he hopes, will wrangle with such questions and “elevate the professionalism” among the police in the state.

These new degrees address a labor problem, adds David King, dean of graduate studies and research at the State University of New York at Oswego, and director of the Professional Science Master’s Program, which oversees P.S.M. degrees across the SUNY system.
“There are several million job vacancies in the country right now, but they don’t line up with skills,” he says. Each P.S.M. degree, he says, is developed with advisers from the very companies where students may someday work. “We are bringing the curriculum to the market, instead of expecting the market to come to us,” he says.

That’s why John McGloon, who manages the technical writing and “user experience” team at Welch Allyn, the medical device company, helped shape the master’s in human-computer interaction at Oswego. He says employers constantly fear hiring someone who lacks proper skills or doesn’t mesh. Having input may mean better job candidates. This summer, Mr. McGloon has three SUNY Oswego interns. “We plug them right into the team,” he says. “Not only can you gauge their training, you can judge the team fit, which is hard to do in an interview.”

While jobs at Welch Allyn may not require a master’s, the degree has been used as a sorting mechanism. After posting an opening for a technical writer, Mr. McGloon received “dozens and dozens” of résumés. Those in charge of hiring wondered where to start. “I said, ‘Half of our applicants have master’s. That’s our first cut.’ ”

Laura Georgianna, in charge of employee development at Welch Allyn, confirms that given two otherwise equal résumés, the master’s wins. A master’s degree “doesn’t guarantee that someone will be much more successful,” she says. “It says that this person is committed and dedicated to the work and has committed to the deep dive. It gives you further assurance that this is something they have thought about and want.”

The exposure to workplaces, and those doing the hiring, makes master’s programs appealing to students. “The networking has been unbelievable,” says Omar Holguin. His 2009 B.S. in engineering yielded only a job at a concrete mixing company. At the University of Texas, El Paso, which is offering a new master’s in construction management, he’s interning with a company doing work he’s actually interested in, on energy efficiency.

There may be logic in trying to better match higher education to labor needs, but Dr. Vedder is concerned by the shift of graduate work from intellectual pursuit to a skill-based “ticket to a vocation.” What’s happening to academic reflection? Must knowledge be demonstrable to be valuable?

The questions matter, not just to the world of jobs, but also to the world of ideas. Nancy Sinkoff, chairwoman of the Jewish studies department at Rutgers, says its master’s, which starts this fall, will position students for jobs but be about inquiry and deep learning.
“I would imagine in the museum world, I would want to hire someone with content,” she says hopefully. “To say, ‘I have a master’s in Jewish studies,’ what better credential to have when you are on the market?”

“This will make you more marketable,” she is convinced. “This is how we are selling it.”

Whether employers will intuit the value of a master’s in Jewish studies is unclear. The history department at the University of South Florida has learned that just because a content-rich syllabus includes applied skills (and internships) doesn’t mean students will be hired. “Right now, yes, it’s very hard to get a job” with a master’s in public history, says Rosalind J. Beiler, chairwoman of the history department, noting that the downturn hurt employers like museums and historical societies.

The university is revamping its master’s in public history, a field that interprets academic history for general audiences, to emphasize new-media skills in the hopes of yielding more job placements. “That is precisely the reason we are going in that direction,” she says.

“Digital humanities,” as this broad movement is called, is leading faculty members to seek fresh ways to make history more accessible and relevant in their teaching and research. A professor of Middle Eastern history, for example, has made podcasts of local Iraqi war veterans in a course on the history of Iraq.

It may be uncomfortable for academia to bend itself to the marketplace, but more institutions are trying.

In what could be a sign of things to come, the German department at the University of Colorado, Boulder, is proposing a Ph.D. aimed at professionals. Candidates, perhaps with an eye toward the European Union, would develop cultural understanding useful in international business and organizations. It would be time-limited to four years — not the current “12-year ticket to oblivion,” says John A. Stevenson, dean of the graduate school. And yes, it would include study abroad and internships.

Dr. Stevenson sees a model here that other humanities departments may want to emulate.

It does, however, prompt the question: Will the Ph.D. become the new master’s?

Laura Pappano is author of “Inside School Turnarounds: Urgent Hopes, Unfolding Stories.”
The Postgraduate Population
The number of adults with advanced degrees in the United States, age 25 to 64, has soared since 1990, from about 10 million to more than 17 million in 2009. As a proportion of the population, the growth among women has been particularly striking, although they still lag behind men at the highest levels.

<table>
<thead>
<tr>
<th>PEOPLE WITH ADVANCED DEGREES IN THE U.S.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Master’s</td>
<td>Professional</td>
</tr>
<tr>
<td>1990</td>
<td>6.7 million</td>
<td>2.3</td>
</tr>
<tr>
<td>2009</td>
<td>12.3 million</td>
<td>3.2</td>
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PERCENTAGE OF WOMEN WITH DEGREE

<table>
<thead>
<tr>
<th>Degree</th>
<th>1990</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.4%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Professional</td>
<td>1.1%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Master’s</td>
<td>1.7%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>19.8%</td>
<td></td>
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</table>

PERCENTAGE OF MEN

<table>
<thead>
<tr>
<th>Degree</th>
<th>1990</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1.3%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Professional</td>
<td>2.6%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Master’s</td>
<td>2.3%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>18.4%</td>
<td></td>
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INTERNATIONAL GRADUATE STUDENTS
The number of foreign graduate students has risen sharply in recent years. In some fields, almost half the students are nonresident aliens.

<table>
<thead>
<tr>
<th>Occupations</th>
<th>2004-2005</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2010</td>
<td>2009-2010</td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td>58%</td>
<td>53%</td>
</tr>
<tr>
<td>Domestic students</td>
<td>43%</td>
<td>47%</td>
</tr>
<tr>
<td>Master’s</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td></td>
<td></td>
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<tr>
<td>Legal Professions and Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WOMEN</th>
<th>MEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school teachers</td>
<td>1,402,000</td>
</tr>
<tr>
<td>Subject teachers (high school, college)</td>
<td>484,000</td>
</tr>
<tr>
<td>Lawyers</td>
<td>366,000</td>
</tr>
<tr>
<td>Managers and administrators</td>
<td>319,000</td>
</tr>
<tr>
<td>Registered nurses</td>
<td>303,000</td>
</tr>
<tr>
<td>Managers in education and related fields</td>
<td>287,000</td>
</tr>
<tr>
<td>Physicians</td>
<td>280,000</td>
</tr>
<tr>
<td>Secondary school teachers</td>
<td>275,000</td>
</tr>
<tr>
<td>Vocational and educational counselors</td>
<td>260,000</td>
</tr>
<tr>
<td>Social workers</td>
<td>218,000</td>
</tr>
</tbody>
</table>

Sources: Census Bureau, Minnesota Population Center; Institute of International Education; Department of Education
Small-Town Doctors Made in a Small Kansas Town

By A. G. SULZBERGER

SALINA, Kan. — This state, so sparsely populated in parts that five counties have no doctors at all, has struggled for years to encourage young doctors to relocate to rural communities, where health problems are often exacerbated by a lack of even the most basic care.

On Friday, a new medical school campus opened here to provide a novel solution to the persistent problem: an inaugural class of eight aspiring doctors who will receive all their training in exactly the kind of small community where officials hope they will remain to practice medicine.

The new school, operated by the University of Kansas, is billed as the smallest in the nation to offer a full four-year medical education. More important, supporters say, the students will remain personally and professionally rooted in the agricultural center of the state — a three-hour
drive from the university’s state-of-the-art medical and research facilities in Kansas City.

It will be a different experience, one that administrators say will better prepare students for the realities of a rural practice. Lectures on subjects like anatomy will be delivered via streaming video, lab work will be overseen by more practicing generalists and fewer academic specialists, and the problems of patients will tend more to the everyday than to the extraordinary.

And, the thinking goes, spouses picked up along the way are less likely to complain about moving to a small town.

“It just makes sense, and it’s great that it’s been put into practice,” said Alan Morgan, the president of the National Rural Health Association. “From a rural policy perspective, this is big news.”

Increasingly, medical schools across the country have been looking for ways to add to the ranks of physicians in rural areas. Some are using incentives like guaranteeing admission or forgiving loans to students who commit to practicing in small communities.

Others are recruiting students from rural areas and giving their applications preference, in the hope that they will return after graduating. And a number of schools encourage students to spend one year or more training in rural areas.

Kansas has tried each of these approaches in recent years, all of which are being used at the Salina campus. But with more than half the primary care physicians concentrated in the four largest counties, a vast majority of the state is considered medically underserved. And with many rural doctors near retirement age, the shortage could grow more acute.

The medical school program here, which is similar to a program at the Indiana University campus in Terre Haute, emerged as the top recommendation several years ago in a state report on the shortage of rural physicians.

It was supported by research suggesting that students who trained in urban areas faced hurdles in adjusting to the more bare-bones life of a country doctor, said Dr. Heidi Chumley, a senior associate dean at the University of Kansas.

“When they go off to the ritz and the glitz and pick up a spouse from the big city, it’s always hard to get them back to small-town America,” said Micheal Terry, president and chief executive of Salina Regional Health Center,
which donated the three-story building being used by the school, as well as enough money to run it for a year. (The school cost $1.1 million to start and $1.1 million in reserve to operate it for the first year.)

Situated at the intersection of two highways, Salina, which has a population of nearly 50,000, serves a crucial role as a regional hub supporting surrounding rural communities; the hospital where the school is based receives patients who travel as many as four hours to get there.

University officials were relieved when one visitor from the Liaison Committee on Medical Education, an accrediting body whose approval was considered a major hurdle, remarked with surprise that the area was not just cornfields.

Barbara Barzansky, co-secretary of the accrediting agency, said there had been concerns about the size of the school: Salina is the smallest city in the country to host a full medical degree program. But she said the committee found the resources to be adequate.

“It’s an interesting model, and if the outcomes are good, it could be a stimulus for other schools to do it,” Ms. Barzansky said.

On Friday, the eight students met for the first time for orientation, sitting nervously alongside one another before breaking into enthusiastic chatter. Dr. William Cathcart-Rake, a longtime physician here who is the director of the school, said that while they were the first class of “something very, very special,” they should not think of themselves as experiments.

Though a couple of students said they would have preferred to attend at the campuses in Kansas City or Wichita — one plans to commute from there — the rest said the smaller school had been their first choice.

Most of them grew up in small towns themselves and have agreed, in exchange for free tuition and monthly stipends, to start their careers in rural areas.

They know the life of a rural physician is not easy. Patients tend to be older, poorer and often uninsured. The job generally pays less than lucrative specialties. And many rural doctors have so little support that they are essentially on call permanently.

But the students also spoke firsthand of the need for doctors — one recalled a half-hour drive to the city, relieved by four Advil and an ice pack, to see a doctor about his broken arm.
I’m a small-town girl, and I always wanted to be back in a small town,” said Kayla Johnson, 23, who grew up west of here in Odin (population 101) and did not like the idea of living in a city to study medicine. “When I heard that the Salina program was starting, I was so excited.”

Dr. Robert Moser, who had a rural practice before becoming the secretary of the Kansas Department of Health and Environment, said he expected the number of students who go into primary care in rural areas to at least double each year.

And while the number is still small, he said, the impact on communities will be significant.

That would be the case in Jewell County, where the only two doctors have moved away, forcing the county to pay outside physicians to provide services a few days each month and to be on call for emergencies.

“It would be great to have a doctor full time here,” said Angela Murray, the administrator of the County Health Department. “Hopefully that will happen.”