THE DAILY CLIPS

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East Carolina University News Bureau
E-mail to durhamj@.ecu.edu  Web site at http://www.news.ecu.edu
252-328-6481
A 2,000-pound cannon hauled up from the wreck of Blackbeard’s flagship off the North Carolina coast last week has stirred more interest in the infamous 18th-century pirate and brought more visitors to Beaufort, a small seaport near the site of the wreck. And since state funding for the work on the Queen Anne’s Revenge has all but dried up, archaeologists may have to rely on that public interest to resume work at the shipwreck next spring.

North Carolina State Archaeologist Steve Claggett said funding for next season’s work is uncertain. “We’ll do our darndest to find money and keep working,” Claggett said. “I’ll be optimistic and say there’s a small chance we won’t go back.”
It takes about $150,000 per season to fund the work at the Queen Anne’s Revenge. Archaeologists work at the site when conditions are most favorable in late May and June and in September and October.

The excavation of the Queen Anne’s Revenge is under the supervision of the North Carolina Department of Cultural Resources. Claggett said the state legislature last provided direct funding for the project in 2008. Although some state funds have been used since then, that money was moved from other state departments, he said.

“The prospects for appropriated funds (from the state legislature) in the foreseeable future is pretty dim,” Claggett said. “That’s why we’re mounting an effort to get private corporate funding for the project.”

The eight-foot cannon recovered October 26 was the 13th cannon removed from the wreck since work started at the site in 1997. Archaeologists think about 700,000 artifacts are contained in the wreck site. About 280,000 artifacts have been removed.

A major exhibition of those artifacts has been mounted at the North Carolina Maritime Museum in Beaufort, about 150 miles southeast of Raleigh. About 150,000 visitors have toured the museum since the exhibit opened a few months ago. Jennifer Woodward, Assistant Secretary of the Department of Cultural Resources, said news of the cannon’s recovery brought 800 more visitors to the museum that same day. One visitor drove all the way from Wisconsin, she said.

Visitors lining up at the museum to see the Blackbeard exhibit are proof that the pirate who once terrorized the seas from the Caribbean to the southeast U.S. coast still has a powerful grip on the public’s imagination.

Blackbeard assembled a varied collection of cannon during his brief, colorful career. It’ll be several years before archaeologists know where the most recently recovered cannon was built. But marks on the other cannon from the site indicate that they were the type of firepower a pirate would assemble. They were built in England, France and Sweden. The variety of manufacturers is what you’d expect in a pirate’s arsenal since he’d take whatever guns he could get, Claggett said.

The cannon recovered last week fired a six-pound solid iron cannonball about the size of a modern softball. The eight-foot-long gun is covered with concretions that formed during the nearly three centuries it lay offshore near Beaufort. Claggett said the concretions probably contain other artifacts.

“There could be almost anything in there,” Claggett said.
The cannon has been moved to East Carolina University in nearby Greenville, where it will undergo a lengthy treatment to preserve it. Students and faculty in ECU’s Maritime Studies Program have provided invaluable help with the Queen Anne’s Revenge project, Claggett said.

The cannon will be submerged in an electrolytic solution to remove salt from the iron, Claggett said. If the cannon was allowed to dry without removing the salt, the salt would form crystals causing the cannon to break apart, he said.

Not much is known of the man who called himself Blackbeard. The pirate’s real name is thought to have been Edward Thatch or Edward Teach, and he may have been born in England sometime before 1690. He may have become a sailor during the War of Spanish Succession from 1701 to 1714, when England hired private sailors to harass and plunder Spanish and French shipping.

But when the war ended, the sailor who would become Blackbeard was out of a job. He joined the crew of Benjamin Hornigold, another out-of-work sailor who turned to piracy after the war ended.

When Hornigold’s crew captured a French ship, Le Concorde, in 1716, Hornigold gave command of the ship to Blackbeard. He renamed it the Queen Anne’s Revenge and started his career as a pirate. In only about two years, Blackbeard became so feared that the mere sight of his ship prompted other vessels to surrender.

In 1718, the Queen Anne’s Revenge ran aground near Beaufort. Some historians think the grounding was deliberate because Blackbeard wanted to get out of piracy. Grounding his ship would have allowed him plenty of time to remove the loot he wanted to keep.

But in late 1718, he was killed in a battle with a British fleet in Pamlico Sound.
A former ECU student suspected of killing a U.S. Army paratrooper Saturday surrendered to authorities Wednesday at the Pitt County Detention Center, a Greenville police official said.

Christopher W. Brauer, 21, of Durham was taken into custody at 10:30 a.m. when he showed up at PCDC with his attorney, Les Robinson, police Sgt. Carlton Williams said.

Brauer is accused of stabbing Pfc. Keyonn Parkin, 19, a soldier from Wichita, Kan. Parkin reportedly had traveled with friends from Fort Bragg to attend a Halloween party at Pirates Place Apartments.

Parkin was stabbed there during a fight over a stolen wallet, Greenville Police Chief William Anderson said Tuesday afternoon at a news briefing at police headquarters.

Brauer is being held at PCDC on a $1 million secured bond. He came to ECU in the fall of 2008 and still was enrolled when the incident occurred. As of Tuesday, he was no longer enrolled at the university, a school official said. The chancellor’s office declined further comment.
The stabbing occurred after Parkin’s friend, Pfc. Robert Michael Perry, 19, took the wallet from a bedroom as he was retrieving his coat, Anderson said.

He was confronted by Brauer and other men after he left the apartment about 12:30 a.m.

Parkin, unaware that Perry was being accused of stealing the wallet, went to his friend’s aid, Anderson said.

Brauer pulled a knife during the argument and stabbed Parkin, the chief said. Detectives recovered the knife at another location during their investigation, Anderson said.

Brauer was developed as a suspect through three days of interviews and information gathered by police, Anderson said. He was in Durham when police secured arrest warrants for him.

Contact Michael Abramowitz at mabramowitz@reflector.com or 252-329-9571.
Editorial: Open government only system
Thursday, November 3, 2011

A system that operates in full view of the public it serves should be considered the only acceptable form of government. Anything less — officials who operate in secrecy behind closed doors or who try to keep information out of citizens’ hands — violates North Carolina law, but also compromises a relationship that depends entirely on the consent of the governed.

In North Carolina two specific laws provide citizens access to government records and public meetings, and they have done well to pry open closed doors and protect access to the documents and activities of elected officials. However, those who advocate on behalf of open government should not consider the battle won, recognizing that any lull in their efforts will allow the shroud of secrecy to fall again.

Access to government meetings and records may be something most Americans take for granted. Yet, like so many societal advances witnessed in this nation’s history, those rights only emerged after difficult and protracted battles to uncover abuse committed by those in office. Consider that the modern open government acts were not passed on the federal level until 1966, though Wisconsin passed the first open records law more than a century prior.

North Carolina’s law sets forth the specific parameters for what can be closed, and can therefore be interpreted to promote an open approach to governance. Not as broad or empowering as the landmark Sunshine Laws of Florida, the statutes in this state do fairly well to ensure that government operates in transparency. There are notable setbacks however, such as the Easley administration’s attempts to erase email records and the questions posed by other emerging technology.

Open government will be the topic of discussion this afternoon at the Mendenhall Student Center at East Carolina University, as a number of experts and those who have used open meetings and public records statutes gather to examine North Carolina’s approach to transparency. Expect some
part of the event to look at Washington’s increasing secrecy, but citizens here — who are arguably served by the state laws more than the federal government’s — should know the importance of access to public actions and when officials are wrong to deny it.

This system, one that values open access over secrecy, is the only one acceptable in this country. It falls to the public to ensure those rights are vigilantly protected, knowing that any lull in their defense will only encourage elected officials to once again retreat behind the veil of secrecy.
Fundraising extends Governor's School for next summer

BY JANE STANCILL - jstancill@newsobserver.com

RALEIGH The Governor's School, a program for gifted students that had fallen victim to state budget cuts, has been saved for next summer by alumni and other donors.

A fundraising effort by the N.C. Governor's School Foundation has brought in more than $520,000, said Scott Gayle, a lawyer in Greensboro who led the donation drive.

That's enough to ensure that the summer academic program for high school students can operate on at least one of its two campuses next summer.

Today, the State Board of Education will decide whether to keep open the option of the second location so the foundation can continue to seek donations. The group hopes to raise closer to $1 million to keep the school fully operating during what will be its 50th anniversary year next year.

The board had given the foundation a deadline of Nov. 1 to raise $550,000 to finance about 300 students on a single campus with $500 tuition. That would be a significantly downsized program from the one that operated last summer, when Meredith College in Raleigh and Salem College in Winston-Salem each hosted 400 students.

Swinging into action

Earlier this year, lawmakers, facing a $2.5 billion budget shortfall, cut the entire Governor's School annual appropriation of $849,000.

That set the program's alumni in motion to do anything and everything to rescue the school, which offers six weeks each summer where students immerse themselves in the arts, social studies, math, languages and science.

Fundraisers have been stunning in their speed and determination. The foundation had been in existence for about two decades but never aimed to raise more than about $20,000 a year to supplement the state funding.

First, the organizers had to try to update a database of the 31,000 alumni. One existed, but the vast majority of addresses were old and outdated. Many female graduates were not listed under their married names and had to be tracked down.
The alumni held parties in cities across the state and along the East Coast. They used email and social networking to rally the troops.

Gayle said it would normally be a tough sell to donors to give to a state-funded program that would offer them no direct benefit.

"It's actually incredible that people would do this," said Gayle, who attended the program in 1968 and went on to be a Morehead Scholar at UNC-Chapel Hill before earning a law degree from Duke University.

State board member Chris Greene, who served on the Governor's School Task Force, said she was amazed at the group's tenacity.

"It has been an eye-opening experience," she said. "I've been involved with fundraising for a long time, but this has been a really unusual group. They've gotten their money from $10 donations to one grant of $100,000."

That $100,000 is a pledge from Salem College, which offered the discount on the campus rental rate as long as the state chooses Salem as the host.

Next the foundation will turn its attention from foundations and alumni to corporate donors. Most alumni have already given or haven't been located, Gayle said.

The group will work until January to bring in as much money as possible to be able to offer the program on the two campuses. But it's possible the school will have to be shortened from six weeks to five, or the number of seats will have to be reduced to 250 on each campus.

"I am very upbeat about this," Gayle said of the second phase of fund-raising.

**Officials are impressed**

State officials, who were originally skeptical of the fundraising effort, say they've become believers.

"Based on the numbers I'm seeing, I can see why they have the confidence," said Philip Price, chief financial officer for the state's Department of Public Instruction.

The state board is expected to go forward with plans for two campuses next summer, at least for now, and make a final decision in February. Student recruiting will begin for auditions in January.

The long-term prospects of the program are still up in the air, though.

Alumni will turn to lobbying lawmakers to restore funding.
"We've always said it was a one-time deal," Gayle said of the fund drive. "We can keep it going for one year, but that's it."

Greene asked the board to let the foundation have extra time to raise as much money as possible for next year.

"Governor's School is a significant entity in our state, culturally, educationally and economically," she said, "and I plead with you, let's keep it."

Stancill: 919-829-4559

**Governor's School**

**Founded:** 1963 by then-Gov. Terry Sanford

**Purpose:** Six-week summer residential program for intellectually gifted high school students

**Eligibility:** For rising high school seniors or rising juniors. Students must be nominated by school officials, and performing arts students must audition.

**Location:** Salem College in Winston-Salem and Meredith College in Raleigh

**Tuition:** $500 per student, first implemented in 2010
November 2, 2011

College Graduates’ Debt Burden Grew, Yet Again, in 2010

By TAMAR LEWIN

Students who graduated from college in 2010 with student loans owed an average of $25,250, up 5 percent from the previous year, according to a report scheduled for release Thursday.

The average debt — once again the highest on record — came as the class of 2010 faced an unemployment rate for new college graduates of 9.1 percent, the highest in recent years, according to the report by the Project on Student Debt, which pointed out that unemployment rates for those without college degrees were still higher.

Matthew Reed, the report’s author, said that some people had expected the jump “to be even higher because of the economic downturn,” but that larger grants had helped “at least partially offset lower family incomes and higher tuitions while the class of 2010 was in school.” About two-thirds of the class of 2010 graduated with student debt. (The debts examined in the report do not include loans taken out by parents.)

The report is based on data from more than 1,000 colleges, representing half of all public and private nonprofit four-year schools. The average amount of debt would be even higher if the report included profit-making schools, where almost all students take out loans and, according to federal data, borrow about 45 percent more than students at nonprofits. But only five of 471 profit-making colleges reported student debt data for their 2010 graduates, the report said.

“Student debt goes up and it doesn’t ever go down,” said Mark Kantrowitz, the publisher of Finaid.org and Fastweb.com, two Web sites that offer advice on paying for college. “We’re clearly heading in the direction of decreased college affordability. Among lower-income students, the canaries in the cage that squawk first, we’re already seeing a decline in enrollment in four-year colleges and an increase in lower-cost two-year institutions,” he said.

Mr. Kantrowitz estimated that for the class of 2011, average debt was $27,200 — or, if parent loans were included, $34,000.
Aid advisers, concerned about the rising rate of defaults, stress the importance of borrowing as much as possible through federal loan programs before turning to private loans, which offer fewer consumer protections.

“How you borrow, not just how much you borrow, really matters,” said Lauren Asher, president of the Institute for College Access and Success, the parent organization of the Project on Student Debt. “If you have federal student loans, income-based repayment, unemployment deferment, and other options can help you manage your debt even in these tough times.”

The report listed the colleges where the class of 2010 had the highest average debt, cautioning, however, that since not every college reported its data, there may be others where the figures are higher. Of those in the report, the top two were the Cleveland Institute of Art, where the average debt was $55,231 and 82 percent of the students had loans, and Eastern Nazarene College, where the average was $51,336, and 87 percent had loans.

The report found that student debt loads vary substantially from state to state: New Hampshire students topped the list, owing an average of $31,048, while Utah’s students averaged half that. Students borrow more in the Northeast and Midwest, where there are more private nonprofit colleges, than in the West, where a greater share of students attend public universities.

The burden of student loans and the rising default rate has become a central concern of the nationwide Occupy protests, and a salient political issue.

Last week, the Obama administration announced new programs to ease the repayment of student loans, changing the income-based repayment program next year to allow lower monthly payments and shorter durations for low-income borrowers, and offering a slightly lower interest rate to some borrowers who consolidate their loans.

Democrats generally applauded the changes, while some Republicans criticized them, saying that they would encourage excessive borrowing.
Two-year colleges draw more affluent students

By Daniel de Vise

Julie Hong grew up in the sort of leafy Montgomery County suburb where college is assumed. Her parents had saved for the expense since she was a baby. When the time came, they said she could go wherever she wished. She chose a community college.

Comparatively affluent students are picking community colleges over four-year schools in growing numbers, a sign of changing attitudes toward an institution long identified with poorer people.

A recent national survey by Sallie Mae, the student loan giant, has found that 22 percent of students from households earning $100,000 or more attended
community colleges in the 2010-11 academic year, up from 12 percent in the previous year. It was the highest rate reported in four years of surveys.

In the lengthening economic downturn, even relatively prosperous families have grown reluctant to borrow for college. Schools are finding that fewer students are willing to pay the full published price of attendance, which tops $55,000 at several private universities. More students are living at home.

Community college leaders in the Washington region don’t ask students about family income, but they are seeing evidence of the trend. At Montgomery College in Maryland, financial aid officers have witnessed a steady increase in aid applicants from families earning $60,000 or more.

At Northern Virginia Community College, admission officers report an uptick in students from relatively prosperous families.

“The middle-class families in our suburbs are beginning to realize the value of NOVA,” said George Gabriel, vice president of the school’s Office of Institutional Research, Planning and Assessment.

For the price-conscious, community college epitomizes value. Public two-year colleges generally charge less than $5,000 a year — one-tenth the sticker price of elite private institutions. They offer most of the same general-education courses as four-year colleges, often with smaller classes taught by professors rather than graduate-student teaching assistants.

“I actually think that two years at a community college is better than the freshman and sophomore year at a four-year institution,” said John Rossi, a Springfield parent who sent his eldest daughter, Elise, to Northern Virginia Community College this fall.

Rossi is a retired college professor with sufficient means to pay for a four-year college. For 18-year-old Elise, the Rossis chose community college over Roanoke College, a private four-year liberal arts school that charges $44,000 in tuition, fees and living expenses. They also considered George Mason University, a public campus where Elise could have saved money by living at home. But even there, annual tuition is more than $8,000.

“My wife and I have four daughters,” Rossi said. “We have to think about what is the most strategic use of our resources.”

Community colleges, many with two-year honors programs, are competing with four-year schools for the accomplished high school graduate. Their top students can transfer to prestigious universities and finish their education at reduced expense.
Hong, a Gaithersburg resident raised in a double-income home, graduated this year from Montgomery public schools.

She got acceptances from several four-year colleges, including Loyola University Maryland, Catholic University and the University of Maryland Baltimore County.

Her parents were willing to pay for any of them. But Hong found herself balking at the expense.

“I didn’t want my parents to spend that money, especially if they didn’t have to,” she said.

Montgomery College beckoned with a merit scholarship, which left her responsible only for textbooks. She is living at home, working at a law firm and saving money toward an eventual transfer.

College officials say the Great Recession changed how upper-income families think about paying for college. It left them averse to debt and wary of paying full price. Families are shopping for value and pressing for discounts.

The Sallie Mae survey may have captured a turning point. Its 2011 edition found that upper-income families spent 18 percent less on college in 2010-11 than in the previous academic year, the first such decline the survey has recorded.

Other surveys have noted a shift in attitudes toward college.

A College Board report last week found that the average amount students actually spend on private four-year colleges, after subtracting grant aid, has been essentially flat over the past five years. A Pew Research Center report this year found that a majority of Americans fault higher education for failing to provide value.

Students increasingly shop for the best college deal.

Admission officers respond by offering merit aid to talented students, occasionally sparking bidding wars.

Some students reap still larger discounts by forgoing four-year residential colleges altogether.

“You could pay for a whole year at NOVA for the amount you pay for room and board somewhere else,” said John Michie, 20, a second-year student at Northern Virginia Community College.
After struggling at four-year Radford University, Michie enrolled at the community college rather than another four-year school.

He was not without financial options; Michie’s father is an IT professional and his mother a substitute teacher. But Michie didn’t want them to spend the money.

“My parents told me, even before the housing bubble, the last thing you want to do is start your life out in debt.”

Community colleges can’t quite match the wall-to-wall experience of residential college. But they cater to collegiate sensibilities, with intramural sports, coffeehouses, activity boards and pillow-strewn lounges.

Outside the student activity office at the main campus of Northern Virginia Community College in Annandale on a recent afternoon, students huddled around low-slung tables playing “Magic: The Gathering.” In a courtyard nearby, three students tossed a football.

Ethan Bovender, 19, sat at an outdoor table with his laptop. A music major from a financially comfortable Fairfax County household, Bovender plans to transfer to Virginia Commonwealth University. For now, he walks to school.

“It’s close and convenient,” Bovender said. He gestured over his shoulder: “My house is right across the way.”
The miseducation of American dreamers

By Michael M. Crow

This piece is part of an On Leadership roundtable on higher education and the 21st-century leadership challenge for university presidents.

America once again finds itself at a crossroads. But what has happened to our nation is not the result of a global banking conspiracy or the collapse of the housing bubble. Instead, we have been so successful at selective innovation that many of our traditional pathways to economic success are now closed. A good job in public safety or at the plant down the road no longer provides the economic return necessary to fully participate in an economy designed around innovation and technological advancement.

No one deliberately designed an economy in which these core drivers of success—innovation and technological advancements, manifested through new business formation and investment—push people off their farms, offshore their jobs and drive wages down in many sectors. Unfortunately, these have been the unintended consequences.
The only path forward for the United States is to continue on this historical trajectory of perpetual innovation, a path forged by education. Following the Second World War, our nation emerged to lead the world in educational attainment, and from there led the way to scientific discovery, new business start-ups, new industrial sectors like biotech, pioneering military preparedness, and astonishing feats of human creativity and technological genius, like landing humans on the moon or creating an Internet economy.

We are now falling from the lead on many of these indicators of success. There has even been a rise of those within our own country who believe that the American economic zenith has passed and that now it is time to retrench and cut back on investment in higher education.

Yet higher education is the single most critical adaptive function in our society. Can we educate all Americans to be more creative and entrepreneurial? Can we redesign our outmoded K-12 education system to produce students who can succeed in our colleges and universities? Can we rearticulate our community colleges to better perform their critical role in advanced training and university preparation? And, can we find a way to reconceptualize our universities to prepare broadly educated master learners who can adapt over their lifetimes to the changing socioeconomic conditions of the global knowledge economy?

All of this is possible if academic leaders emerge who understand the imperative for innovation to be both a process applied to higher education and its critical outcome. What is missing at present are leaders creating such models—that is, pathways for more students to achieve higher levels of educational attainment while graduating at the lowest possible cost. At present, we are not trending toward success at the levels necessary for continued social and economic development in the decades ahead.

Public universities, which educate nearly 70 percent of our college graduates, have declining graduation rates, rising costs of access, and higher rates of dissatisfaction from families and public investors such as state legislatures. Universities, both public and private, have generally reacted to the economic slump and escalating costs of the past few years with retrenchment rather than even minimal expansion. Their lack of creativity in adjusting to the reduction of resources has shocked governors and business leaders alike who want to see universities innovate in order to educate more students better, faster and cheaper.

Unlike other sectors, higher education is dominated by a model in which status is attained through the maintenance of scarcity. Such scarcity is
sanctioned by tradition and attained through exclusivity. Historically, status hasn’t been measured through impacts on local, state or national socioeconomic success, nor achieved through indicators of innovation or reductions to the cost of learning.

Higher education is languishing because we have not generally created the conditions for the emergence of effective leadership. Governing boards often focus on status to the exclusion of outcomes, overlooking the essential correlation between an institution’s strategic goals and social and economic progress. Moreover, boards often become sidetracked by issues of local political immediacy.

In short, we often lack adequate leadership in higher education because leaders are not sufficiently directed toward the production of outcomes that address regional, state and national goals. This is especially the case for community colleges and regional public universities focused on teaching rather than research. These institutions are seen as subordinate in the status hierarchy and their efforts at innovation little incentivized or recognized.

It is this lack of innovation by academic leaders that has left room for a proliferation of pushback in the form of incomplete ideas and poorly conceptualized policies. Among such ill-conceived schemes are proposals to effectively turn universities into businesses. Some are proposed by frustrated state leaders desperate to educate more students without bankrupting newly fragile state governments. Others suggest that we send our kids to college in the basement with the local online university when, to the contrary, the level of focus required for competitiveness in the knowledge economy is best produced through immersion—students actually working with and learning from one another, side by side.

At a time when higher education is critical to national success, we need colleges and universities to be more accessible and successful at the scale our nation requires. We need leadership that recognizes academic enterprise as intrinsic to the intellectual core of the institution. We need academic leaders focused on innovation.

In order for our nation to retain its economic competitiveness, we need to change higher education’s criteria for, and measurements of, success. We need leaders with the vision and capacity to advance our national higher education enterprise, and subsequently our entire educational system, to new levels of performance and attainment. If we fail, we imperil the American dream in the present and for future generations.

Michael M. Crow is president of Arizona State University.