

Military schools change to boost enrollment

by Tim Wyatt
The Dallas Morning News

College prep has gained the high ground on close order drill, and it's enough to make a drill sergeant weep.

After a half-century of declining enrollment that thinned the ranks of the country's private military academies from 600 to three dozen, most schools have found that preparing students for college life, rather than for a tour of duty, is filling dormitories once again.

"Their objective is to put kids in college and have them be successful there," said Lewis Sorley, director of the Association of Military Colleges and Schools of the United States.

"And they want to be considered on their own academic merits."

Sorley said growing numbers of parents contact his association because they see military schools as offering a safe, values-based educational environment. That translates into what Sorley describes as a small universe of private schools -- half of which are coed -- with high academic and moral standards and no tolerance for drug and alcohol abuse.

Discipline and regimen haven't relaxed that much over the years, Sorley said, although it's a far cry from when he graduated from San Antonio's Texas Military Institute in 1951. As then, today's student-to-teacher ratios rarely top 13-to-1. But the stereotype of being dumping grounds for troubled young males doesn't apply anymore to military schools, he said.

Parents "are primarily worried that their children are not reaching their potential," he said, "and that public schools don't have the resources to meet individual needs."

Regimented resources and a secure environment come at a stern price, however. Military school tuition, room and board can cost from \$15,000 to \$21,000 a year. Those figures don't include air fare for the frequent trips home recommended by many schools.

By comparison, New Hampshire's Phillips Exeter Academy, one of the nation's most prestigious preparatory schools, runs about \$24,000 a year. Statistics on military school graduation rates, SAT scores or the percentages of students who go on to college aren't kept by Sorley's association, but many of the schools typically boast that 90 to 95 percent of their students move

on to successful college careers.

Pushing college preparation has allowed some schools to be more selective in admitting students and hiring faculty, according to James Dwight, president of the Florida Air Academy near Cape Canaveral. So hazing or alcohol and drug abuse aren't a problem, he said. "We simply don't have to put up with that stuff."

The majority of parents trying to get their sons into his all-male academy for grades eight through 12 expect their children to gain self-discipline as much as academic prowess. "We're still combating the image of shaved heads and once-a-year visits home at Christmas," Dwight said of the school his father founded in 1961. "With our kids, the military aspect isn't emphasized as much as other schools. But that's not to say there's no structure

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or discipline."

Like other military academies, the school has supplemented its core curriculum with computer programs and high-tech equipment. And like other military schools, the percentage of its graduates who pursue military careers has remained at less than 10 percent. Dwight credits the school's unique aviation program, which can add another \$3,000 to \$6,000 in fees, as the main reason the school has reached its 400-student capacity each year for the past 12 years.

"It draws overachievers, and we want overachievers," he said. Capt. Mark Samuels of Missouri Military Academy said enrollment at his all-male school is at its highest in four years. He said single and working parents are learning that their kids need the guidance, role models and close supervision that a 24-hour regimented environment can give. The 110-year-

old academy was named an "exemplary private school" by the U.S. Department of Education last year.

"Since the discovery of attention deficit disorder, many parents are coming to realize that a military school's discipline is perfect for their kids," Samuels said. "They don't leave with the ability to do close order drill, but with more mature and disciplined skills to handle college life."

The Mexico, Mo.-based school divides its 290 students into two divisions, grades four through eight and high school. While they don't spend time out of the classroom polishing cannon barrels, cadets are rarely idle, with supervised study and mandatory physical education taking up a good deal of their time off, the captain said. The campus also has a student-run newspaper and radio and television stations. At \$29,000 a year, including a cadet bank account, the troops aren't the only ones working hard to make the grade.

"It's a sacrifice for the parents, too," Samuels said.

Just three military academies remain in Texas. The Texas Military Institute is a 106-year-old Episcopal-run coed school in Northwest San Antonio. Its 60 boarders pay about \$19,000 a year in tuition; day students, the bulk of its student body, pay about \$9,000 annual tuition. Religious affiliation and coed campuses characterize at least half the country's military schools. San Marcos Baptist Academy has included both elements since its inception in 1907. San Marcos requires boys in grades six through 12 to participate in its Junior ROTC program. Its 8th-through 12th-grade girls have the option to join the corps of cadets, and about 20 percent choose to do so. Paul Armes, the school's president, said San Marcos Baptist has taught girls etiquette and social skills for years, but that in the last six years the school has focused on teaching leadership and community service skills that have been a regular part of the boys' curriculum for decades. The school's name alone speaks for its stance on God and country. "We're not a little Bible school," said Armes, though the academy's students are required to attend chapel on Wednesdays and Sundays and are required to take a few Old Testament courses.

"But in all honesty, that's a positive thing that many parents can respect

regardless of their religious background. It's also one of our great strengths, and we're not apologetic about that."

If there's one holdout for the traditional military school setting, Col. Tom Hobbs, a retired Marine, is proud to say it's the Marine Military Academy in Harlingen, Texas.

"The lifestyle here is regimented and demanding," the colonel said. "And the cadets are truly unbelievable in what they can accomplish."

After a 1997 incident in which a cadet's throat was slashed by a fellow student, the school faced a barrage of lawsuits from parents who alleged that the academy didn't provide adequate supervision and overlooked vicious hazing practices by cadets. Hobbs declined to discuss the lawsuits, but said the academy's daily routines and overall mission aren't going to change. The cadets and staff, which includes a healthy core of other former Marines, are still honor-bound to follow the rigid customs and courtesies of the Corps. From the day green eighth-graders arrive for basic training, that routine is supplemented by self-discipline and personal responsibility.

But even among hard-charging Marines, Hobbs said, college preparation is the goal. A recruitment brochure notes sardonically that "home economics and bicycle repair are not part of the curriculum." Reveille blows at 5:50 a.m. on school days -- cadets are allowed to sleep in until 7 on weekends -- "and by 5:55 they're up and going all day," said Hobbs. By the time the first class bell rings at 8:30, his troops have undergone calisthenics, eaten breakfast, cleaned up their barracks and marched in formation to the flag-raising ceremony. At noon, a "pass and review" drill precedes lunch. Then it's back to the books for another four hours.

The next two hours can be taken up with boxing or judo lessons, rifle practice or golf. And after dinner it's two-and-a-half hours of mandatory study, leaving 30 minutes of spare time before lights out. Hobbs talks about the school's positive influence on young men from personal experience. His youngest son graduated from the Marine Military Academy in 1996 and is in his junior year at the University of Texas. "Adolescent boys do best in this structure," he said.

U. Of Cincinnati spruces up image with world-class buildings

by Tabari Douglass McCoy
Campus Correspondent
University of Cincinnati
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CINCINNATI, Ohio (TMS) — The University of Cincinnati is spending big bucks to give itself a new face in the new millennium that school officials insist will attract to campus architecture buffs from around the

"People already want to come to the conservatory, but this should make it very appealing to outsiders and people looking at the school," said Lonna Larger, a junior majoring in the conservatory's electronic media program. "I think it's going to be a great campus. This should make it even better."

But in some ways, the construction is causing problems. It has made

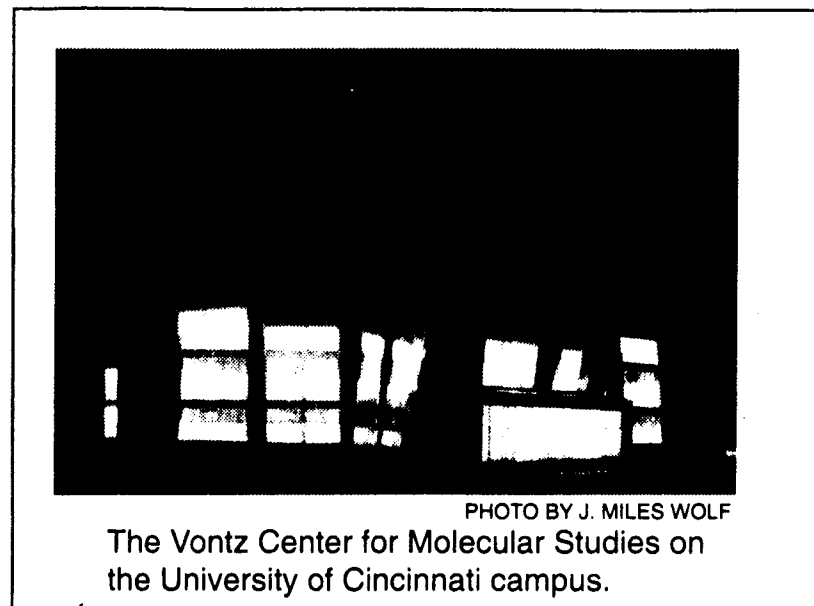


PHOTO BY J. MILES WOLF

The Vontz Center for Molecular Studies on the University of Cincinnati campus.

world.

The university has come up with a master plan containing a list of construction projects expected to cost more than \$450 million. By the time the work is finished, school officials say they'll have a masterpiece that will set the university apart from any other. Already, the plans have grabbed the attention of some of the world's most famous architects. The elite Princeton Architectural Press is including UC among a soon-to-be-released 20-book series chronicling the development of what it considers the most architecturally significant campuses in America and Europe.

Many students say they're pleased with all the attention but are really hoping someone remembers to leave them a few parking spaces near their classes. Building proposals call for the school's east and west campuses and satellite suburban colleges to be more connected through a system of open spaces and walkways. Already completed this year are two of the plan's biggest projects: construction of a new center for molecular studies and a new music conservatory.

parking on or near campus more difficult. The university replaced one parking lot with a grassy knoll and tore down a popular parking garage, leaving many students without parking spaces close to their classes. As a result, the surrounding business district and residential areas that already place priority on public parking now find themselves engaged in a parking war with students.

Jessica Cappel, a senior business major, said she's eager for the university's parking problems to be over.

"It's [the parking] horrible," she said. "I have to hike clear across campus to get where I'm going. I think the future will be OK once it's all finished, but right now it's all hectic."

University officials say that parking should return to normal — if not improve — once all the dust settles.

"The bottom line is we're not losing parking, and we are gaining more green space," said Chris Curran, the university's assistant director of public relations.

Winfrey's lectureship at Kellogg Rekindles graduate business-school debate

by Greg Burns
Chicago Tribune
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Prof. Don Haider was working at Columbia University's business school years ago when the famed Arthur J. Goldberg arrived in a limousine, ready for action.

The former United Nations ambassador, labor secretary and Supreme Court justice had touched off a sensation among students when he agreed to teach at the Ivy League school in New York. Alas, as Haider recalls it, Goldberg bombed.

"He told them everything he knew in the first class," said Haider, a one-time Chicago mayoral candidate who now teaches at Northwestern University. "By the time he got to the tenth class, he was talking to himself."

These days, Haider and his fellow faculty members at Northwestern's Kellogg Graduate School of Management are casting a critical eye on another famous success story.

The jury's still out on media tycoon Oprah Winfrey, who along with longtime beau Stedman Graham is teaching the popular course, "Dynamics of Leadership." Oprah's latest role as "Prof. Winfrey" at a top-ranked school spotlights a source of tension in the booming realm of graduate business programs. Some worry a growing reliance on practitioners for classroom instruction could overshadow the scholarly mission of academic research and original thinking on business topics. Indeed, Winfrey's side job at Kellogg has prompted a gut-check among the business-school elite. True to her talk-show roots, Winfrey has set tongues

wagging about whether top B-schools are in danger of going soft in their quest for publicity, big-money donations and high scores in the closely watched Business Week rankings.

No question, Winfrey isn't everyone's academic ideal. "On the face of it, it's not Chicago's style," said Mark Zmijewski, deputy dean at the University of Chicago's Graduate School of Business. "Our most famous people teaching in a classroom are Nobel Prize winners."

While neither Kellogg nor any other top-20 program is in danger of becoming a vocational school, some believe celebrity-dazzled students might be at risk of getting shortchanged in the long run.

"I worry that some schools are placing their primary emphasis on what the students want to learn," noted Ilker Baybars, senior deputy dean at the Carnegie-Mellon business school in Pittsburgh. He wouldn't name names, but he added, "The academic degree programs ought to be more than that."

Yet Winfrey has found at least some support among her new colleagues at Kellogg, who say the presence of the show-biz star is fitting at a school known for its emphasis on marketing and group activities — never mind if her academic credential is a bachelor's degree from Nashville's Tennessee State University. Said Haider, a Columbia Ph.D. and Kellogg professor of public management: "Oprah thus far has been a brilliant move."

Added Roger Myerson, a Harvard Ph.D. and Kellogg professor of decision sciences: "We were

delighted." Ravi Jagannathan, a Carnegie-Mellon Ph.D. and Kellogg professor of finance, echoed the sentiment: "The university is a blend of things." Naturally, as Jagannathan pointed out, the final analysis will come after the course ends Nov. 30, and student evaluations are tabulated; "You have to wait and see," he noted.

A glance at the syllabus for Winfrey's "Dynamics of Leadership" reveals a moderate workload, grounded in both academic and popular treatments of the somewhat fuzzy subject matter.

Winfrey gets a rare second billing behind Graham, who has taught part-time at Kellogg before and who sold the school on the idea of team-teaching a leadership class with his significant other. Each is said to be earning the standard rate for an adjunct professor, not quite \$5,000, while students pay \$25,872 in annual tuition. Neither Graham nor Winfrey would comment for this story. The pair have assembled a 475-page packet of readings for the course, which encompasses ten, three-hour sessions held at a steeply tiered lecture hall on the Evanston, Ill., lakefront campus.

Their selections range from a case-study of Washington Post Co. to a one-page article, "Emotional IQ, A New Secret of Success." Several chapters of Graham's 1997 book, *You Can Make It Happen* supplement the 335-page textbook, *Principle-Centered Leadership*, by Stephen Covey, best-selling author of *The 7 Habits of Highly Effective People*.

Discussion subjects such as "Understanding Yourself as a Leader" might seem familiar to fans of

Winfrey's TV talk show, and 26-year-old Kellogg student Jeff Jones concedes that part of the class amounts to "self-help" on an elevated scale. No surprise, Winfrey sets the mood. "She's funny. She's personable. She keeps the atmosphere light."

"It's much more interactive than most classes," said Jones, who is among 110 second-year MBA students in attendance. "Prof. Graham takes quite a serious, academic approach. It's a fairly rigorous class."

So what's the message? "The biggest point is that not every successful leader is born," Jones said. "They develop. They set a goal and look inside themselves." They also make powerful friends, as evidenced by the recent guest lecturer at the Winfrey-Graham class: Amazon.com mastermind Jeff Bezos. Leadership courses, along with those on entrepreneurship, have become staple fare for practitioners teaching at B-schools — much more so than economics, finance or other traditional fields. Nontenure-track faculty frequently get tapped for courses requiring special expertise, too, such as derivatives, real-estate or, lately, E-commerce.

Meantime, programs are expanding fast, in part because of the surging economy, but also because the annual Business Week rankings have put a premium on greater size, some say.

Schools need a critical mass of students to make recruiting trips more productive, pleasing the corporate headhunters who form the most important voting bloc in the rankings, according to Maury Hannigan, a New York-based consultant to recruiters.

Where there's a will, there's an 'A!'

by Rachel Sokol
and Paul LaRocco
Campus Contributors
Emerson College

BOSTON (TMS) — Given that homecoming, football — and sports in general — aren't widely associated with Emerson College, a band of students determined to start a cheerleading squad on campus are getting some pretty funny looks.

"What do we need cheerleaders for?" asked sophomore Ryan Murray. "It's not like we have a football team."

No matter, the cheerleading hopefuls say. They want to add zest to the arts-focused campus, long known for its aversion to conformity. They also want to fill stands at the college's games with more than just athletes' parents and significant others.

"Just because I am interested in communications and journalism doesn't mean I don't enjoy sports," said Nicole Witkov, one of several members of Emerson's women's volleyball team who is working to establish the squad. "Just because we're an art school doesn't mean sports have to be shafted."

So far, 14 women — "eight defines," Witkov said — have signed up for the squad. They're watching scrimmage games to determine where cheerleaders would fit in best — during halftime or with cheers from the bench. And they're already practicing their routines — some of which are recycled from their high school days — in the college's student union.

Until the black, purple and white sample uniforms Witkov ordered arrive, the women hope to cheer wearing matching aerobic tanks and

shorts for the upcoming men's basketball season, which begins Nov. 20. "We're stubborn. We won't give up," said senior journalism major Marsha MacEachern. "This is definitely something we want to do. We are very excited about it." Getting the rest of the campus as fired up is another matter entirely, many students said.

"It's a joke," sophomore Nick Majocho said of a potential squad. "How can you have cheerleaders when

Just because I am interested in communications and journalism doesn't mean I don't enjoy sports."

-Nicole Witkov,
members of Emerson's
women's volleyball

you don't have real sports?" Besides, cheerleaders — those happy, perky types — are "against everything Emerson is," said sophomore Megan Bradner. "We're a surly, cynical bunch."

None of the criticism really matters, MacEachern said. After all, the college's athletics department is pleased with the idea.

"I am supportive of other on-campus groups, so why shouldn't they be supportive of us?" MacEachern said. "Emerson is about expressing yourself in different ways."