Arkansas school to keep logo despite trademark spat

Wednesday, November 20, 2013 | 8:37 p.m. CST
BY The Associated Press

GREEN FOREST, Ark. — A northwest Arkansas school board has voted to continue using a tiger in its logo despite warnings that the image violates an MU trademark.

The Green Forest School Board received a letter from Collegiate Licensing Company last month that said the district's logo was "nearly identical" to the University of Missouri's trademarked tiger head. Green Forest stands to "dilute the distinctiveness of the mark that the public associates with the university" if it keeps using the logo, the letter said.

School officials initially considered redesigning the logo but voted Monday to keep the original in place after hearing from members of the community. The teacher who designed the logo, Warren Utsler, noted there are differences in the eyes, nose and stripes of the Green Forest tiger, as compared to the MU logo. Utsler also said that Green Forest's school colors are red and white — unlike Missouri's black and gold.

"We don't feel like we are treading on their trademark," School Board President Bud Phillips said. "We don't understand how anybody could be confused as to our logo representing anybody but Green Forest."

Charles Harwell, an attorney representing the school district, told school board members this week that although the tigers are similar, he doesn't believe Green Forest's logo represents a trademark violation.

"Unfortunately," Harwell said, eliciting chuckles from attendees, "that's the nature of the beast. They're both tigers."
James Aronowitz, an attorney for Collegiate Licensing Company, said MU doesn't actively look for schools with tiger mascots but that the Green Forest logo was brought to the university's attention. He also said that trademark owners have to protect their trademarks or risk losing ownership of them.

Missouri made a similar request to the Bentonville School District several years ago. Bentonville has since reworked its logo and trademarked it.
Curator receives distinguished honor

David Steward, co-founder and chairman of World Wide Technology Inc. and a member of the University of Missouri Board of Curators, will be inducted next spring as a member of the Horatio Alger Association of Distinguished Americans, Inc.

The Horatio Alger Association, which was established in 1947, is a not-for-profit educational organization honoring the achievements of outstanding individuals and encouraging youths to pursue their dreams through higher education.

In April, 12 business and civic leaders, including Steward, will be inducted into the association during a three-day ceremony in Washington, D.C.

According to a news release, Steward was raised on a farm near Clinton, and as a first-grader became the first black person to attend Clinton's newly integrated elementary school. Steward earned a degree in business management from Central Missouri State University before eventually becoming the co-founder of World Wide Technology, Inc., a company that distributes computer hardware, software and services to the federal government.

"We speak often of the American Dream, and no individual better captures the power of that dream that David Steward, who has overcome adversity to achieve incomparable success and to serve as a role model for the power of perseverance," Tony Novelly, president and CEO of the Horatio Alger Association, said.

"My life has taken many unexpected turns but all have taught me valuable lessons and all have called upon my personal resilience. I am honored and blessed to be recognized by the Association for my perseverance and personal and professional achievements," Steward said.

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Posted in Education on Wednesday, November 20, 2013 2:00 pm.
College-Completion Rates Remain at Last Year's Pace

By Katherine Mangan

NO MU MENTION

Despite aggressive efforts to push more students through to the finish line, college-completion rates remained unchanged this year, with 54 percent of those entering college for the first time in 2007 earning a degree or certificate within six years, the National Student Clearinghouse Research Center reported on Thursday.

The center's report tracks students even if they transfer to a different college, sector, or state. It offers an alternative to the federal government’s college-completion measure, which doesn’t count transfer or part-time students.

As in last year’s report from the clearinghouse, the new data show that working students, parents, and others who could attend only part time were the least likely to graduate within six years.

Only 22 percent of students who attended exclusively part time earned credentials within six years, compared with 76 percent of those enrolled full time.

The center noted a slight uptick for students who started at four-year public institutions. Their completion rate inched up 1.3 percentage points, while the rate for those who began at two-year public institutions was up 1.1 percentage points.

Not surprisingly, students who started at four-year private, nonprofit colleges had the highest completion rates, at 72 percent. The lowest rate, 37 percent, was for those who started at two-year public colleges.
The research center will issue its full report next month, and it will include students who had previously earned college credits while still in high school. Those students weren't included in the figures released on Thursday in order to make an apples-to-apples comparison of completion rates over the last two years.

### Outcomes for Students Who Started in 2007, 6 Years Later

Graduation rates varied by the type of institution where students started out. The figures below exclude dual-enrollment students, who earned some college credits while still in high school.

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Not enrolled</th>
<th>Still enrolled</th>
<th>Completed at different four-year institution</th>
<th>Completed at different two-year institution</th>
<th>Completion at starting institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Year Public</td>
<td>49.5%</td>
<td>58.1%</td>
<td>33.6%</td>
<td>25.3%</td>
<td>57.6%</td>
</tr>
<tr>
<td>4-Year Private, Nonprofit</td>
<td>3.5%</td>
<td>2.6%</td>
<td>2.3%</td>
<td>3.3%</td>
<td>2.9%</td>
</tr>
<tr>
<td>4-Year Private, For-Profit</td>
<td>3.9%</td>
<td>6.4%</td>
<td>6.6%</td>
<td>6.6%</td>
<td>5.1%</td>
</tr>
<tr>
<td>2-Year Public</td>
<td>15.2%</td>
<td>11.0%</td>
<td>13.3%</td>
<td>19.1%</td>
<td>11.4%</td>
</tr>
<tr>
<td>2-Year Private, Nonprofit</td>
<td>9.8%</td>
<td>18.4%</td>
<td>9.8%</td>
<td>18.4%</td>
<td>7.4%</td>
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<tr>
<td>2-Year Private, For-Profit</td>
<td>22.0%</td>
<td></td>
<td>22.0%</td>
<td>22.0%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

*Note: Percentages may not add up to 100 because of rounding.*

*Source: National Student Clearinghouse Research Center*
November 21, 2013

**When Support Services Exist, Veterans Fare Well in Class, Report Says**

By Libby Sander

**NO MU MENTION**

When the Post-9/11 GI Bill took effect, in 2009, some observers worried that veterans might not succeed at college. But new research shows that where support services for veterans exist, those students do well in the classroom.

The new analysis, which is being released this week, looked at 741 student veterans at 23 colleges. It found that, during the 2011-12 academic year, the veterans stayed enrolled, posted solid grade-point averages, completed nearly all of the credits they pursued, and counted more than a few aspiring engineers and businesspeople among them.

What's more, every college reported having an on-campus veteran coordinator and a student-run veterans club or association. More than 80 percent give credit for military training and have a website or web portal for veterans.

Among the services on the rise, the report says, are having an on-campus counselor who is trained in treating students suffering from traumatic brain injuries or post-traumatic stress disorder.

The report, "Completing the Mission II: A Study of Veteran Students' Progress Toward Degree Attainment in the Post-9/11 Era," is slated for release on Friday. The participating institutions, located in 20 states and the District of Columbia, are four-year brick-and-mortar nonprofit colleges; all but four are public. They either have taken part in training services offered by Operation College Promise, a policy, research, and training organization in New Jersey that produced the research, or have teamed up with the Pat Tillman Foundation, which offers scholarships to military students and was a contributor to the report.
Among the students, 20 percent of whom were female, the average grade-point average was 2.98. Each student earned nearly 91 percent, on average, of the credits he or she pursued that year. And nearly all—97 percent—who started in the fall semester came back for the spring term. The most popular majors were engineering, business, psychology, criminal justice, biology, and history.

Wendy A. Lang, director of Operation College Promise and the report's lead author, said the goal was simple: "Now that we know these schools are providing these services, how are their students progressing?"

With the Post-9/11 GI Bill now in its fourth year, and the number of beneficiaries topping one million, calls for reliable data have increased. Just last week, Google announced a $3.2-million grant to four organizations to support national research that will assess student veterans' academic performance and determine what kinds of campus-based programs are most effective in helping them.
ASK A SCIENTIST Q: Why do stars appear to twinkle at night instead of shining steadily?

By DEANNA LANKFORD of MU’s Office of Science Outreach

Wednesday, November 20, 2013 at 2:00 pm

This question was submitted by students in Ms. Morris' first-grade class from Benton Elementary.

A: University of Missouri physics Professor Linda Godwin, a former NASA astronaut, notes, "The nearest star is actually 4.2 light-years away from the Earth." In one light-year, light will travel approximately 5.88 trillion miles within the vacuum of space. This means that if you were able to travel at the speed of light — which is not possible at this time and might never be possible — it would take more than four years for you to reach the star nearest to Earth.

Godwin explains: "Light from stars travels trillions of miles, passes through the Earth's atmosphere and appears as a single point of light. It is important to remember that the Earth's atmosphere distorts light from stars, creating a twinkling effect, as the light is just from a single point.' The same star viewed from outer space would not appear to twinkle."

Godwin says, "It is important to note that stars, like our sun, produce light rather than reflect light. Our moon reflects light from the sun. Although the atmosphere distorts reflected light, too, the moon is much closer; reflected light is coming from the whole surface facing us and does not appear as light from a single point, and so there is no twinkle."

Astronomers tell us there is much more to learn about astronomy. You can observe the sky, trace the path of the moon and learn more about distant stars. Godwin reminds us to "be an informed citizen, and take advantage of every opportunity to learn more about science."