MYTHS ABOUT FINANCIAL AID

“...you have to be minority to get financial aid.”

Reality: Funds from federal student aid programs are awarded on the basis of financial need, not on the basis of race. The FAFSA doesn't even collect this kind of information about an applicant.

“...the form is too hard to fill out.”

Reality: The FAFSA is easier than ever, especially if you fill it out online at www.fafsa.ed.gov. There are detailed instructions for every question, and the form walks you through step by step, asking only the questions that apply to you. If you need help, you can access real-time, private online chat with a customer service representative. If you're filling out the paper FAFSA, you can get help from a high school counselor, from the financial aid office at the school you plan to attend, or form our toll-free number: 1-800-4-FED-AID. And remember, the FAFSA and all these sources of advice are free.

For more information about federal student aid, see www.FederalStudentAid.ed.gov or call the Federal Student Aid Information Center:
1-800-730-8913
TTY: 1-800-730-8913
For inquiries without access to the toll-free number: 319-337-5665
2008-2009 Work-Study Instructions and Data Form

If you accept a Federal Work-Study award, you must complete a pre-employment process AND the bottom portion of this form. The following are instructions for completing the pre-employment process:

1. Go to www.ololmc.com
2. Click the Employment tab at the top left corner
3. Scroll down and click “Click here to view a list of all available jobs…”
4. Type “Student Worker” in the keyword search box
5. Complete and submit the application

Human Resources will contact you (usually by phone) to complete pre-employment screening

If you successfully pass pre-employment screening, you will be assigned to an available student worker position. The information you provide below will assist us in placing you in a position. Please understand availability is limited and some positions require an interview and/or additional qualifications. Complete the information below and return this form to the Office of Financial Aid. Your job assignment and/or any additional instructions will be emailed to your OLOL email.

Name:________________________________________

SSN: XXX-XX-________

Phone: (      ) ______  - _________

Program of Study:____________________________________

Number of hours you plan to work each week (maximum is 20): ________

Times you wish to work (circle all that apply):

Mornings  Afternoons  Evenings  Weekends

Please circle all types of work in which you are interested:

Office  Library  Community Service*  Lab

*Community Service jobs are located off-campus, but pay a higher rate.

Please list any work related skills you possess:
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

7434 PERKINS ROAD BATON ROUGE LA 70808 -4380 PHONE 225-768-1714 FAX 225-490-1632
WHAT IS FEDERAL STUDENT AID?

It’s financial help for an eligible student to pay for educational expenses at a postsecondary school (e.g., college, vocational school, graduate school). There are three categories of federal student aid: grants, work-study and loans. Check with your school to find out which programs your school participates in. Federal student aid covers expenses such as tuition and fees, Room and board, books and supplies, and transportation. Aid also can help pay for a computer and for dependent care.

Financial Aid Checklist

2009-2010

This form is designed to assist you with tracking the information you will receive from the Office of Financial Aid. Keep this checklist for your records and make copies of all submitted materials.

DOCUMENT CHECKLIST DUE ON OR BEFORE REQUESTED DATE


☐ OLOL Institutional Application (www.olorcollege.edu, click Financial Aid, Documents and Forms) March 2, 2009

☐ Entrance Loan Counseling (New Stafford & Grad PLUS, and Transfer Borrowers ONLY) March 2, 2009

☐ Stafford Loan Master Promissory Note (MPN) Upon notification from lender

☐ PLUS Loan Application May apply as early as March 2, 2009

Parent PLUS loan application for parents of dependent students, Graduate PLUS loan application for graduate students. (www.olorcollege.edu, click Financial Aid, Lending Partner, select lender choice. Visit lenders website and submit an application.)

☐ Verification Worksheet (Upon request by the Office of Financial Aid) Two weeks after notification

☐ Student and/or Parent 2008 Tax Return (Upon request by Financial Aid Office) Two weeks after notification

Our preferred deadline is March 2, 2009. If you are admitted after March 2, 2009, please respond to the requested information within two (2) weeks of your admissions date.

For more information call (225) 768-1714 or visit www.olorcollege.edu.
Time Off Shouldn't Be Just a Vacation

But unconventional shouldn't mean unproductive. Investing your time, energy and money in traveling abroad, volunteering or otherwise expanding your horizons can pay career dividends if you learn about yourself along the way.

"Learn what makes you happy, sad, angry, hopeful; learn about your Integrity, how you make decisions, how you interact with others, because [as an employer], I'm going to ask you about these," says Steven Levy, principal of Huntington Bay, New York-based Outside-the-Box Consulting, a human resources development company.

Scott Dinsmore has plenty of answers for any interviewer. A 2004 graduate of the University of California-Santa Barbara, Dinsmore spent last year in Sevilla, Spain, where he not only taught English to native Spanish-speaking professionals but also launched and ran a business around his instructional activities. Now he's searching for a consulting job in the San Francisco Bay Area, and his Spain experiment is only helping his cause.

"So far, the interviewers and people I've met with have been very impressed with what I did last year and the experience that I was able to create for myself," says Dinsmore.

Allison Aiken shares similar sentiments. After graduating from the University of South Carolina in May 2000, she spent three months working and saving money so she could head for Edinburgh, Scotland, in September. There, through a "working holidays" program called BUNAC, Aiken served as a receptionist in a doctor's office before traveling through Europe and the Philippines.

"Most employers have thought it was a great thing for me to do," says Aiken, who now does media relations, event planning, media research and PR strategy/ planning for clients as an assistant account executive for Tugboat Communications in Charlotte, North Carolina. "They all have come to me as a sort of international expert in work-related situations, and they've often told me that even though I may still be young, my experiences have proven that I'm wiser than my age."

Should You Take a Year Off After Graduation?

You'd like to take a few months or even a year after college to do something off the beaten career path, but you're worried about the effect on your job prospects after your self-imposed sabbatical is over. Take heart: Such a break can often be empowering and beneficial to your career.

"If an employer thinks you wasted a year by biking in Eastern Europe or tutoring children at a homeless shelter, then why would you want to work for that employer?" says Jerry Houser, director of the Career Development Center at the California Institute of Technology (Caltech) in Pasadena, California.

Besides, says Colleen Kinder, author of Delaying the Real World: A Twentysomething's Guide to Seeking Adventure, potential employers will just as likely respect your decision as question it.

"I gathered the stories and tips of over a hundred young adventurers for Delaying the Real World," says Kinder, a 2003 Yale graduate who after graduation lived in Cuba, traveled throughout Latin America and volunteered with the elderly. "So many of them stressed how much their unconventional experiences have benefited their careers."

Manage the Career Risks

A post graduation hiatus, as Houser calls it, does pose some career-related risks. For starters, you'll have to work hard to reconnect with old contacts on your return, warns Krystal Temple, a 2005 Arizona State University grad who is now an account coordinator for Tempe, Arizona-based advertising and public relations firm Off Madison Ave.

"Many potential employers questioned why I didn't have a job right away after graduating, and some were not that impressed or didn't admire the fact that I was trying to better myself," says Temple, who participated in a post graduation seven-week study-abroad program in Spain. However, "some did take into consideration that traveling abroad was interesting and worthy and important."

So while there's always that voice telling you to take the conventional career path right after graduation, give equal time to the one saying, "Do something different, and do it now -- while you still can."

"I cannot express the importance of it enough," Dinsmore says. "Some people see me as being a year behind compared to everyone who jumped into the grind straight out of college. But I'm confident that my experience put me leaps ahead."
Are You Ready for Graduate School?

Earning a graduate degree can further your career and raise your salary. It also demands a lot of hard work, a significant time commitment and substantial financial support. You have a lot of options after graduating college. If you’re thinking about graduate school, make sure it’s the right choice.

Master’s degree holders earned an average of $10,000 more a year that those with only a bachelor’s degree, according to a 2003 Salary.com survey. Professional degree holders’ yearly salaries were nearly double that of those with bachelor’s degrees.

Having a graduate degree on your resume can accelerate your climb up the career ladder. The knowledge you gain in the few years of graduate school may take you much longer to learn while on the job. For some professions, like medicine and the law, a graduate degree is essential to advance. In these cases, going to grad school is an essential part of the career path.

Pursuing graduate study is not for everyone. Ask yourself these questions to see if it is right for you:

**What are your career goals?**

Before you head straight to graduate school, take time to assess your career goals. Do you need an advanced degree to achieve your goals? If you’re unsure about your career path, attending graduate school could turn out to be a waste of time and money. Working for a few years in the field you are interested in could give you experience and help you decide if you want to commit to a graduate degree.

**Are you motivated?**

Graduate school is a lot of work. Earning an advanced degree could take from two to seven years of hard work. You must be motivated to pursue a field of study despite the high level of stress you may encounter. “The coursework was very challenging, but the most difficult aspect of graduate school is learning how to be very productive on your own. No one is around to motivate you but yourself,” says Maria Sierra, a graduate biology student at the University of Chicago.

**Passionate about a specific area of study?**

During undergraduate study, you were probably encouraged to take a wide variety of courses in different subjects. Graduate studies focus on a much more specific academic area. For example, if you want to go to grad school for English, you’ll have to choose a specialization such as American literature, literary criticism, history of the English language or comparative literature. You must have a genuine interest in a field and a strong desire to learn to succeed in graduate school.

**Is graduate school a smart move financially?**

While graduate degree holders tend to earn higher average salaries than those who only have a bachelor’s degree, attending graduate school is a pricy endeavor. Before you decide to enroll in graduate school, consider how much more you are likely to earn with an advanced degree as well as the costs of graduate education. The average debt accumulated for graduate degrees ranges from $27,000 to $114,000, according to FinAid.com.

If you asked yourself these questions and are still unsure if grad school is right for you, you may want to spend more time thinking about your options. How will spending the money to earn an advanced degree fit into your career and personal goals? Taking time off before applying may help clarify the correct choice. A year off between college graduation and graduate school could be a welcome break from the academic grind. “I recommend taking some time off between undergraduate and grad school to explore the area and make sure you’re willing to completely commit yourself to it,” Sierra says.

Graduate school is an excellent opportunity to delve into a field of study that interests you and further your career plans. You must be prepared to make a big commitment of time, money and work. Consider the pros and cons before enrolling.
Finding money to pay for college can be difficult in today's challenging economy. The average 2007-2008 tuition costs for a public four-year college are $6,185 - up 6.6 percent from last year, Collegeboard.com reports. That means every penny is important, and students like Angel Zhang, an 18-year-old Clinton High School senior, will soon begin searching for scholarships to help pay for her education. "I want to relieve my parents of some of the cost," she said, "and I feel like if I get scholarships, I'll have accomplished something." Zhang said many teens don't bother applying for scholarships because it takes time, and some simply forget before the deadlines have passed, but Suzanne Sullivan, director of admissions at Belhaven College, said the time spent searching and applying is often worth it. Sullivan said there are many state and local scholarships that students can compete for. But if you're willing to spend time searching the Internet, you may stumble across many unusual scholarships you never knew existed. "We have a student here this fall, and she has her way paid because she did the research," Sullivan said. "She's received that many outside scholarships, so I definitely think it's worth the time. There are so many out there. "Sullivan's first tip: start early. "Ninth and tenth-grade students should begin looking to see what's available," she said. "If they wait until their senior year, they may miss out. So start early, and start with your own high school guidance counselor, because they will know about things that other students in the past have applied for." The next step is to get to know an admissions counselor at the college you plan to attend. They will be able to tell you about the scholarships the college offers and where to look for others. "There is a lot of information readily available to everyone, and there are a lot of great Web sites out there," she said, "but I definitely encourage students to stay away from paying someone to look for scholarships and just do it themselves." Sullivan said the Educational Services Foundation is one free scholarship resource. She also recommends Fastweb.com, Studentaid.org and Collegeboard.com. Scholarships are available for many people from different backgrounds. They aren't solely limited to students with high GPAs. In many cases, scholarship committees look favorably at community involvement. Once you've found a scholarship you plan to apply for, deresources.org says make sure you read the application thoroughly. Many require letters of recommendation, so it's important to ask for the letters in advance. It's also important to prepare a personal statement because most scholarships require those too. Don't wait until the last minute. Laura E. Diven-Brown, the University of Mississippi financial aid director, said it's never too early to begin the scholarship search. She said financial aid and admissions offices are there to help. Counselors can help students calculate what their total college experience is, including tuition, housing, food, books, supplies and miscellaneous expenses. "We want to be there as a support network," she said. "We know that the cost of education is something families have to take seriously."

While guidance counselors and college admissions offices are a good place to start your scholarship search, you can find many scholarships online. Some publications like The Ultimate Scholarship Book 2009 include many scholarship listings. Here are a few from the book that you may not know about.

The American Fire Sprinkler Association Scholarships Program
Website: Afsascholarship.org Description: To provide financial aid to high school seniors and introduce them to the fire sprinkler industry. Applicants must be high school seniors. Students must read the Fire Sprinkler Essay online and take an online quiz. Award: $2,000

Apple Scholars Program
Website: Education.apple.com/scholars Description: To provide scholarships and technological equipment to students who have demonstrated a prolific use of technology in their schoolwork. The competition is open to all U.S. high school seniors. Award: $2,000

Best Buy Scholarships
Website: Bbycommunications.com/crnew/scholarships.asp Description: Applicants must be graduating seniors residing in the U.S. or Puerto Rico, live within 75 miles of a Best Buy store, have a minimum GPA of 2.5 and have community service or work experience. Award: $1,500 to $10,000.

For a complete listing please visit http://www.clarionledger.com/apps/pbcs.dll/article?AID=/200811040100/FEAT05/811040323
General Scholarship Tips:
- Remember, due to limited funding, not all applicants receive scholarships. The process is competitive, and you should be careful and thorough when filling out your application to give yourself the best possible advantage.
- If you were not selected in the past years, re-evaluate your qualifications and application package. Be certain that you make academic progress in the next term, earn the highest GPA possible, and make any necessary adjustments in your application process, then reapply next year.

Pre-Application Tips:
- Start to build a network of professionals and educators who are willing to advise you, write recommendations, proofread your applications and essays, and guide you through the application process.
- Be ready with the necessary information and experience to apply for need and/or merit based funding.
- Each scholarship fund has its own specific guidelines. Before applying for a scholarship, be certain that you meet, or will meet, all the necessary qualifications such as academic standing, specified financial situation, and personal or professional background and explain how you meet them.

General Application Tips:
- Have multiple copies of the application in case you make a mistake and must start over.
- Make a checklist of what you need to have for the application.

Personal Statement/Essay Tips:
- The committee wants to know three things: why are you right for the scholarship, why it is right for you, and why it is important to you.
- Your personal statement/essay is viewed as the equivalent of a face-to-face interview.
- Avoid long, drawn out, essay responses. While a background story is sometimes necessary, try to get to the point but don’t be so brief that the importance is lost. Remember the committee members reading your essay have many more applications to read.
- If the essay prompt calls for an explanation and you provide an article, still explain what you have done and do not simply put “See attached article.”

Recommendation Letter Tips:
- Ask the recommender to fill out the form if one is provided. Some scholarships have the need to find evidence of some really specific personality trait that was set by the donor whose generosity made the scholarship available. Eloquent letters of reference that do not touch on that one specific trait make it hard for the evaluator to find evidence of the required trait.

Cover Letter/Resume/CV Tips:
- Do not include a cover letter, resume, or CV if the application does not request it.
- Show you have worked—either with substantial responsibilities in the home or in summer/school year jobs. This may not be an important qualification for a lot of scholarships, but work/employment responsibilities build character as much as many other activities.

Transcript/Academic Record Tips:
- If you have an off-semester or even a course grade that is an aberration, explain the situation/circumstance/reason. Leaving it out there for the evaluator to guess is not in your best interest.
- Make sure your transcript is properly sealed, with school stamp/signature across the seal.
- If your school’s grading system is not based on a standard scale, include a description of how your school determines grades.

Scholarship Search Tips:
- There are many scholarship opportunities available, so never limit yourself to applying for just one. Research as many funding sources as you can, and learn which ones you may qualify for, then apply promptly.
- Find at least two search engines with which you’re comfortable—use both to search for scholarship opportunities. Two good examples include www.fastweb.com and www.scholarships.com. For international students, be sure to search www.internationalscholarships.com. Remember to check the schools that you are applying to. Many schools offer scholarships to students that seek them.

For the complete list on Scholarship tips please visit: http://www.nshss.org/scholarships/Scholarship_App_Tips.pdf
STUDENT AWARD FOR THE HEALTH AND DIGNITY OF WOMEN
PRESENTED BY AMERICANS FOR UNFPA

The Student Award for the Health and Dignity of Women will recognize one student who demonstrates commitment to women’s health and/or the promotion of rights of women.

AWARD

The winner will:

1. Travel with Americans for UNFPA staff for five days (approximately) in July 2009 to visit field programs and meet one of the 2009 Americans for UNFPA International Honorees to increase your global understanding of the health and rights of women.*

2. Guest-blog on a leading publication website and AmericansforUNFPA.blogspot.com about trip, and participate in media interviews.

3. Lobby your Representatives in Congress about your trip and the need for U.S. support for UNFPA.

4. Host an on-campus awareness-building event about global women’s health and dignity in the year after you return from your trip. Americans for UNFPA staff will work with you to help prepare for this event and for your lobby visits to local elected officials.

CRITERIA

The award winner must be a full-time, non-graduating, undergraduate student in the United States with a demonstrated interest and commitment to improving her contribution to the health and rights of women. The awardee must be eligible to vote in the United States. Applicants should:

Hope to improve the ways that government agencies, non-profit organizations, or educational institutions support the health and dignity of women;

Have community service or extra curricular experiences that demonstrate an interest in collaboration, activism, leadership and/or global change; and

Be a culturally sensitive, open-minded, team player with values consistent with UNFPA’s mission;

SUBMISSION/SELECTION PROCESS

Short essays, reference info and resume must be received by March 9, 2009 at noon. The contest winner will be announced on March 31, 2009.

Send application and essays to: studentaward@americansforunfpa.org
Or to Americans for UNFPA Student Award, 370 Lexington Avenue, Suite 702, NY, NY 10017.

Americans for UNFPA will cull the nominations to the 12 most inspiring essays. A selection committee of individuals with expertise in the health and rights of women will select the winner from this pool. For the latest details on the contest visit www.americansforunfpa.org or our page on Facebook.

ESSAY QUESTIONS (PLEASE WRITE TWO SEPARATE ESSAYS)

Discuss why the American people and our government should support UNFPA in its mission to improve the health and rights of women around the world. (300-500 words).

Discuss how you personally hope to play a role in improving the rights and health of women worldwide, and how experiencing UNFPA programs firsthand would make you a better advocate than you currently are. (300-500 words).

* 2009 International Honorees are selected in early May and their location will determine the Student Award winner’s destination. Past honorees were from Cambodia, Ecuador, Madagascar, Malawi, Mexico, Mongolia, Nepal, Niger and Yemen.
A college education has long been viewed as a ticket to a better quality of life. It is probably the most important decision a student will make and it may have the highest rate of return in achieving life goals. Unfortunately, some students do not think clearly about this decision, buying the “hot” college brand and assuming large amounts of debt. By overinvesting, they destroy their chances for a brighter future. “Excessive student debt, often made without an explicit decision on its impact on future life choices, not only restricts traditional career choices but the basic ability of young people to take risks – requiring them to defer their dreams,” says Robert Shireman, executive director for the nonprofit Project on Student Debt.

Carmen Berkeley, a 23-year-old who graduated from the University of Pittsburgh last year, assumed a huge financial burden to attend a public university as an out-of-state student. “My life is definitely impacted by my $80,000 college debt from the University of Pittsburgh,” she says. “I really want to go to law school, but can’t unless I get a scholarship. Though I believe my college education was a good investment, I doubt I will ever own a car or a house.” The nonprofit US Student Association, where she serves as president, contributes a $200 monthly stipend to assist in retiring her loans. Once she completes 10 years of public service, Ms. Berkeley will also qualify for loan forgiveness under the 2007 Higher Education Act for a portion of her outstanding federal loans. Even with the stipend and loan forgiveness, it will take her more than 20 years to repay her debt. Berkeley did not consider future income before assuming her loans, although she anticipated always working in the nonprofit or public sector. Her choices confirm a recent survey by student-loan provider Sallie Mae that post-graduate income was not a factor for 70 percent of students and parents in determining how much to borrow to finance a college degree.

According to the Project on Student Debt, the average 2006 graduate carried $21,100 in loans. But student debt has a disproportionate effect on middle-class families. Families with incomes between $50,000 and $100,000 will borrow nearly $5,000 a year to pay for college. Those that make less than $50,000 will borrow on average $3,900, and families that earn over $100,000 will borrow $3,710. To begin paying off those loans, graduates of the class of 2008 will receive an average salary of $36,400 according to the National Association of Colleges and Employers. Sounds great, until those graduates have to pay taxes, bringing net income to $27,500 or approximately, $2,300 a month. According to federal tables, they can expect to spend $1,800 to $2,000 a month for rent, utilities, out-of-pocket healthcare, car payments, gasoline, insurance and entertainment. The remaining $300 to $500 a month may seem comfortable enough for the $230 a month needed to repay a $20,000 student loan at 6.8 percent over a 10-year period. But repaying college tuition is only one part of the debt equation. “Social debt is another concern as students face the pressure of keeping up with other students, hanging with the right crowd,” says Sharon Fries-Britt, an English professor at the University of Maryland. “Credit cards are being overextended, and students are indebting their future, limiting their life choices.” For students who don’t want to have daunting repayment obligations, consider these ideas:

• Know the average amount of debt that students carry at each of your potential colleges. Check economicdiversity.org for more information.

• Use the 2009 US News college ranking table that values schools based on debt load (usnews.com/sections/rankings/index.html).

• Remember, you may not qualify for a grant based on need if your family's income exceeds $100,000, so don't assume a grant unless you are certain you qualify.

• If short on funds, choose a cheaper route. Live at home for two years, attend a community college, and transfer to a state university.

• Check out your likely starting salary at naceweb.org – don't plan to borrow more than your first year's income.

• Dr. Kathleen Connell is a professor at Haas Graduate Business School, University of California, Berkeley.
Trips to the grocery store and gas pump are costing everyone more money these days, but for college students rising prices can be particularly painful. Helping your students learn simple strategies to trim their food and gas budgets will give them essential tools they can use throughout their lifetime — not just while they are on campus. The tips listed here highlight information from USA Funds® Life Skills®, a financial literacy program designed to help you teach your students to manage their money and time wisely while in school and after graduation.

When shopping for food, encourage students to:
• Buy in bulk wherever possible.
• Shop only once a week.
• Buy only what is on their lists.
• Compare prices and buy items when they are on sale.

Use coupons and take advantage of in-store special savings. Purchase only food items at the grocery store. Non-food items almost always are cheaper at a discount store.

In addition, students should investigate all of their campus meal plan options, pack their lunches daily, and eat out less often and less expensively by taking advantage of coupons, early bird specials and cheaper entrees.

The best way to save money on gasoline: Walk, bike, carpool or take public transportation. Other ways students can pinch pennies at the pump:
• Purchase regular, unleaded gasoline and pay cash if the station offers a discounted price.
• Keep their car tuned up and observe recommended service dates for oil changes and other required checks.
• Inflate tires to the proper pressure.
• Don't drive faster than 65 miles per hour.
• Use the air conditioning only when traveling on the highway.
• Coast to stop lights and signs, and use the brake less often.
• Combine errands to make fewer trips.

It's important for students to track their expenses to obtain an accurate picture of the money they are spending on food and gasoline. USA Funds Life Skills Module 1, “Get a Grip on Your Finances: Smart Spending for Students,” includes budgeting worksheets students can use to determine how they are spending their money. As they work to reduce expenses, they should continue tracking their costs to see if they are successful.

Helpful links:

Saving for college Vs. retirement:

Do you have enough money for college?
http://online.wsj.com/article/SB122133849499832587.html?mod=googlenews-wsj
SQUINT hard, and textbook publishers can look a lot like drug makers. They both make money from doing obvious good — healing, educating — and they both have customers who may be willing to sacrifice their last pennies to buy what these companies are selling. It is that fact that can suddenly turn the good guys into bad guys, especially when the prices they charge are compared with generic drugs or ordinary books. A final similarity, in the words of R. Preston McAfee, an economics professor at Cal Tech, is that both textbook publishers and drug makers benefit from the problem of “moral hazards” — that is, the doctor who prescribes medication and the professor who requires a textbook don’t have to bear the cost and thus usually don’t think twice about it.

“The person who pays for the book, the parent or the student, doesn’t choose it,” he said. “There is this sort of creep. It’s always O.K. to add $5.” In protest of what he says are textbooks’ intolerably high prices — and the dumbing down of their content to appeal to the widest possible market — Professor McAfee has put his introductory economics textbook online free. He says he most likely could have earned a $100,000 advance on the book had he gone the traditional publishing route, and it would have had a list price approaching $200.

“This market is not working very well — except for the shareholders in the textbook publishers,” he said. “We have lots of knowledge, but we are not getting it out.”

While still on the periphery of the academic world, his volume, “Introduction to Economic Analysis,” is being used at some colleges, including Harvard and Claremont-McKenna, a private liberal arts college in Claremont, Calif.

And that, in a nutshell, is a big difference between textbook publishers and the drug makers. Sure, there have been scientists with Professor McAfee’s attitude — Jonas Salk was asked who owned the patent to the polio vaccine and scoffed: “Could you patent the sun?” For the textbook makers, however, it is a different story. A broader effort to publish free textbooks is called Connexions, which was the brainchild of Richard G. Baraniuk, an engineering professor at Rice University, which has received $6 million from the William and Flora Hewlett Foundation. In addition to being a repository for textbooks covering a wide range of subjects and educational levels, its ethic is taken from the digital music world, he said — rip, burn and mash.

Unlike other projects that share course materials, notably OpenCourseWare at M.I.T., Connexions uses broader Creative Commons license allowing students and teachers to rewrite and edit material as long as the originator is credited. Teachers put up material, called “modules,” and then mix and match their work with others’ to create a collection of material for students. “We are changing textbook publishing from a pipeline to an ecosystem,” he said.

Like Professor McAfee, Professor Baraniuk says he decided to share his material while writing a textbook.

“If I had finished my own book, I would have finished a couple years ago,” he said. “It would have taken five years. It would have spent five years in print and sold 2,000 copies.” Instead, he said, he posted it on the Web site and there have been 2.8 million page views of his textbook, “Signals and Systems,” including a translation into Spanish.

For the complete story please visit http://www.nytimes.com/2008/09/15/technology/15link.html?partner=rssnyt&emc=rss
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<td></td>
<td></td>
</tr>
</tbody>
</table>

- Fall Commencement on 19th
- Christmas Eve on 24th
- Christmas on 25th
- Financial Aid Closed on 26th