

## Wilkes Gets \$65,539 Grant

### Help for Students Bound for Colleges

Congressman Daniel J. Flood yesterday announced that he has been advised by the U. S. Office of Economic Opportunity that an OEO grant of \$65,539 is going to Wilkes College for an "upward bound" program for 50 high school students in Luzerne County.

Upward bound is a program for 10th and 11th grade students which prepares them for college training upon graduation from high school.

The selected students receive tutoring in various courses to help them prepare for college enrollment.

## Poverty Aid Program Due

### 10th, 11th Graders To Live at College

"Project Upward Bound" will be instituted this summer at Wilkes College, according to an announcement from Dr. Eugene Hammer, chairman of the Wilkes education department. It is sponsored by Office of Economic Opportunity in cooperation with Wilkes Institute of Regional Affairs. Hammer will be director of the project, assisted by Edwin Johnson of the education department faculty.

Hammer states Upward Bound hopes to recruit 25 10th graders and 25 11th graders from the poverty community of Luzerne County to participate in a six-week program slated to begin July 23.

Purpose of the project is to motivate able children who, because of lack of motivation, do not feel the need for higher education. Project leaders are looking for students who are able, but not necessarily cooperative students, who will be lost in the shuffle unless they receive some special attention.

The program will concentrate mainly on the basic skills of reading, composition and mathematics. In addition to the academic program, activities are planned in accordance with the cultural, recreational and educational opportunities available in the area.

Upward Bound students will live in campus dormitories for firsthand observation of college life. Costs of room, board and tuition will be provided under the project, and a small sum of spending money will be allotted participants on a weekly basis.

A follow-up plan will be instituted during the coming academic year, under which participants will periodically be invited back to the campus for educational programs. A counselor will be assigned to follow the progress of participants during the year. Here again, participants will be allotted spending money on a weekly basis.

Those interested in participating may acquire applications at

any area high school, or from Project Upward Bound, Education Department, Wilkes College. Clergy and welfare personnel of the area are encouraged to refer individuals for participation.

**SATURDAY EVENING, JULY 15, 1967**

**Mocanaqua  
Kotroski Named  
To Advisory Unit**



Joseph K. Kotroski, 110½ Italy street, Mocanaqua, was one of a group of county residents named to the advisory committee of the "Project Upward Bound" sponsored by Wilkes College, Dr. Eugene Hamner, director. He also represents the Mocanaqua Neighborhood Organization.

Mr. Kotroski, a school director for two terms in Conyngham Township School District and the Newport-Conyngham Joint School System, is at present a school director representing Conyngham Township in the Greater Nanticoke Area School District.

The summer portion of the program will be held July 24 through September 1.

Applications are available from Mr. Kotroski at his home.

# PROGRAM AT WILKES DRAWS 50 STUDENTS

Project 'Upward Bound'  
To Be Followed Up Next  
Semester

Fifty high school juniors and seniors of the area are participating in "Project Upward Bound" at the Wilkes College campus, according to Dr. Eugene Hamner, chairman of the Wilkes education department faculty. The program is federally financed and was developed in cooperation with the Wilkes Institute of Regional Affairs.

Purpose of the program is to focus special attention on students who, for various reasons, have concluded that college is beyond their reach. Participating students are living at the Wilkes campus for firsthand experience in a college environment in the hope they might be inspired toward a desire to attend college or seek some type of post-secondary education. Cost of room, board and tuition are provided under the federal grant, and a small sum of spending money is allotted on a weekly basis.

#### Six-Weeks Course

Summer phase of the project will last six weeks. A follow-up plan will be instituted during the coming academic year, under which participants will periodically be invited back to the campus for various educational programs.

High school students taking part in the program are Donna Gene Borys, Coughlin junior; Mary Ann Boscia, Swyersville senior; Thomasina Bouknight, GAR junior; Allen Bregue, Dallas senior; Carol Ann Brown, Plymouth senior; Theresa Conitz, St. Leo's junior; Donald Divers, Plains junior; Nancy Everlock, Plymouth junior; Barbara Gagliardi, St. Leo's senior; Frances George, GAR senior; Robert Gilbertson, Meyers senior; Karen Griffith, Meyers senior; Joseph Grill, Plains junior; Jude Height, GAR senior; Jane Hillard, Plymouth senior; James Hollock, GAR junior; Betty Ann Hopkins, GAR junior; Margaret Ann Hughes, GAR junior, and Martin Huntzinger, Plymouth senior.

Also, Linda Ann Jasons, GAR senior; Michael Jevin, Swyersville junior; Robert Jevin, Swyersville junior; Robert Jilla, Plymouth senior; Ricardo, John, St. Mary's junior; Johnnie Jones, GAR junior; Kathleen Koterba, GAR senior; John Lambert, Sacred Heart junior; Linda Lanzzone, Wyoming Area senior; Deborah Meurell, St. Leo's junior; Brenda McMullins, Coughlin senior; Gerald Olenick, Northwest junior; Larry Oney, Lake Lehman junior; Susan Lee Pasorella, West Hazleton junior; Maurice Peoples, GAR junior; Paul Provenzano, Pittston Area junior; Margaret Reese, Plymouth senior; Clarence Ryan, GAR senior, and Thomas Seriani, GAR junior.

Also Roseanne Shershen, Hazleton Area junior; Ted Sod, GAR junior; Elizabeth Ann Swanberry, Nanticoke junior; John Tenca, Plymouth junior; Pauline Wagner, Hazleton Area junior; William Weidner, Coughlin senior; James Walsh, Dallas senior; Margaret Ann Williams, Meyers senior; James Vascon, Lake-Lehman senior, and Andrew Zavada, Coughlin senior.

## Project Upward Bound Continues at Wilkes

Dr. Eugene Hammer, chairman of the education department at Wilkes College, announced that 50 high school juniors and seniors of the area are participating in "Project Upward Bound" at the local campus. Hammer is director of the project, assisted by Edwin Johnson of the Wilkes education department faculty. The program is federally financed and was de-

veloped in cooperation with the Wilkes Institute of Regional Affairs.

Purpose of the program is to focus special attention on students who, for various reasons, have concluded that college is beyond their reach. Participating students are living at the Wilkes campus for first-hand experience in a college environment in the hope they might be inspired to

ward a desire to attend college or seek some type of post-secondary education. Costs of room, board and tuition are provided under the federal grant, and a small sum of spending money is allotted on a weekly basis.

### Follow-up Plan

Summer phase of the project will last six weeks. A follow-up plan will be instituted during the coming academic year, under which participants will periodically be invited back to the campus for various educational programs.

High school students taking part in the program are Donna Gene Borys, Coughlin junior;

Mary Ann Boscia, Swoyersville senior; Thomasina Bouknight, CAR junior; Allen Brague, Dallas, senior; Cynthia Broody, Meyers senior; Carol Ann Brown, Plymouth senior; Theresa Comitz, St. Leo's junior; Donald Divers, Plains junior; Nancy Evelock, Plymouth junior; Barbara Gagliardi, St. Leo's senior; Francis George, GAR senior; Roger Gilbertson, Meyers senior; Karen Griffith, Meyers senior; Joseph Grilli, Plains junior; Jude Height, GAR senior; Jane Hillard, Plymouth senior; James Hollock, GAR junior; Betty Ann Hopkins, GAR junior; Margaret Ann Hughes, GAR junior; and

Martin Huntzinger, Plymouth senior.

Also, Linda Ann Jasons, GAR senior; Michael Jevin, Swoyersville junior; Robert Jevin, Swoyersville junior; Robert Jilla, Plymouth senior; Richardo John, St. Mary's junior; Johnnie Jones, GAR junior; Kathleen Koterba, GAR senior; Aidona Kupstas, GAR senior; John Lambert, Sacred Heart junior; Linda Lanzetta, Wyoming Area, senior; Deborah Meurell, St. Leo's junior; Brenda McMullins, Coughlin senior; Gerard Olenick, Northwest junior; Larry Oney, Lake-Lehman junior; Susan Lee Pastorella, West Hazleton junior;

Maurice Peoples, GAR junior; Paul Provenzano, Pittston Area junior; Margaret Reese, Plymouth senior; Clarence Ryan, GAR senior, and Thomas Seriani, GAR junior.

Also, Roseanne Shershen, Hazleton Area junior; Ted Sod, GAR junior; Elizabeth Ann Swanberry, Nanticoke junior; John Tencza, Plymouth junior; Pauline Wagner, Hazleton Area junior; William Weidner, Coughlin senior; James Welsh, Dallas junior; Margaret Ann Williams, Meyers senior; James Yascur, Lake-Lehman senior, and Andrew Zavada, Coughlin senior.



Wilkes-Barre  
Sunday Independent  
May 12, 1968

## Upward Bound Program Set At Wilkes

Dr. Eugene Hammer, chairman, Wilkes College Department of Education, and director of the project "Upward Bound," has announced the latter will get underway July 22. It will continue for six weeks.

The purpose of the project is to motivate able children who, for lack of incentive, do not feel the will for higher education. The project seeks students from the poverty communities of Luzerne County who are able, but not necessarily co-operative and who will be "lost in the shuffle" unless they receive some special attention.

### Basic Skills

The program will concentrate mainly on the basic skills of reading, composition, and mathematics and will be confined to Eight or Nine and Tenth graders. In addition to the academic program, there will be activities where students may take advantage of the cultural, recreational, and educational opportunities in the area.

Upward Bound students will live in the Wilkes College dormitories where they will conserve college life at first hand. Room, board, and tuition will be paid by the Project; and there will be a small sum of money allotted to the participants for spending money.

A follow-up plan will be instituted during the 1968-69 academic year. Under this plan, the participants will be invited back to Wilkes College periodically for educational programs. A counselor will be assigned to follow the progress of the participants during their academic year. Here again, participants will receive a small sum for spending money.

Those knowing 10th Graders who can qualify for Project Upward Bound are asked to acquaint them with the project or contact Edwin L. Johnson, administrator, Upward Bound, Wilkes College, Wilkes-Barre.



## Upward Bound Pupils Sought

Course at Wilkes  
To Last 6 Weeks

Tenth grade students who can qualify for Project Upward Bound are being sought by the director of the project, Dr. Eugene Hammer, chairman, Wilkes College, Department of Education. Project will get under way July 22 and will continue six weeks.

Its purpose is to motivate able children who, for lack of motivation, do not feel the need of higher education. The program seeks students from the poverty communities of Luzerne County who are able, but not necessarily cooperative, and who will be "lost in the shuffle" unless they receive some special attention.

Project will concentrate mainly on the basic skills of reading, composition, and mathematics and will be confined to eighth, ninth or 10th grade students. In addition to the academic program, there will be activities where students may take advantage of the cultural, recreational and educational opportunities in the area.

Upward Bound students will live in Wilkes College dormitories where they will observe college life at first hand. Room board and tuition will be paid by the project; there will be a small sum of money allotted to the participants for spending money.

A follow-up plan will be instituted during the 1968-69 school year. Under the plan, the participants will be invited to return to Wilkes College periodically for educational programs. A counselor will be assigned to follow the progress of the participants during their academic year. Here again, they will receive a small sum for spending money.

Those knowing 10th graders who can qualify are urged to contact Dr. Eugene Hammer, chairman, Project Upward Bound, Wilkes College, Wilkes-Barre.

## COLLEGE SEEKS 10TH GRADERS

Upward Bound Program  
Will Open July 22

Upward Bound Project will get under way at Wilkes College July 22 and continue for six weeks.

Dr. Eugene Hammer, chairman of Department of Education at the college and director of the project, is interested in locating tenth grade students who are eligible for the program.

Its purpose is to motivate able children who, for lack of motivation, do not feel the need of higher education. The program seeks students from the poverty communities of Luzerne County who are able, but not necessarily cooperative, and who will be "lost in the shuffle" unless they receive some special attention.

Project will concentrate mainly on the basic skills of reading, composition, and mathematics and will be confined to eight or nine tenth grade students. In addition to the academic program, there will be activities where students may take advantage of the cultural, recreational and educational opportunities in the area.

Upward Bound students will live in Wilkes College dormitories where they will observe college life at first hand. Room board, and tuition will be paid by the Project; there will be also a small sum of money allotted to the participants for spending money.

A follow-up plan will be instituted during the 1968-69 academic year. Under this plan, the participants will be invited to return to Wilkes College periodically for educational programs. A counselor will be assigned to follow the progress of the participants during their academic year. Here again, they will receive a small sum for spending money.

Those knowing tenth graders who can qualify are urged to contact Dr. Eugene Hammer, chairman, Project Upward Bound, Wilkes College, Wilkes-Barre.

Sept. 26, 1973 Times Leader

## Upward Bound Areas Defined

### Nearly 50 Attend Financial Outline

Nearly 50 members of Project Upward Bound gathered Saturday morning in Wilkes College's Center for the Performing Arts to hear Richard G. Raspen, director of financial aid at Wilkes, explain the various means of financing a college education.

Project Upward Bound, a pre-college program sponsored jointly by the Office of Education and Wilkes College, assists students from high schools in Luzerne, Lackawanna and Wyoming Counties in furthering their educations after high school. Sr. Barbara Craig, RSM., is director of the project.

In outlining several possible ways to finance their educations, Mr. Raspen suggested students could draw on three primary sources of income: their past earning power (in the form of student savings), their present earning power (participation in college work-study programs), and their future earning potential (in the form of state guaranteed loans). The financial aid director also explained the many forms of grants and scholarships which are available to graduating high school seniors.

Following the morning session, the Upward Bound members toured the college campus, enjoyed lunch in the new dining hall, and watched Wilkes Down Susquehanna University in a hard-hitting football game at Ralston Field.

A "sister" program to the federally sponsored Headstart program, Upward Bound at Wilkes College, currently has 48 members from 23 participating high schools.

Sr. Barbara reports a few openings exist for new students, and she encourages interested persons to contact her for additional information about the program at her office in Chase Hall.



**GROUP THERAPY AVAILABLE**—Family Service Association of Wyoming Valley announced that group therapy, a group approach to the solution of family problems, is available at their building on 23 W. Union St., City.

The goal of group therapy in the Family Service Association is the same as that of individual casework . . . to help the individual gain an understanding of himself, and to learn to function more effectively in his or her social environment.

Family Service conducts group sessions for high school and college students; single women's groups; married couples groups; parents of teenagers. In addition, several area churches have sponsored marriage enrichment seminars, led by Family Service counselors and case workers.

Pictured above is a group session composed of "Upward Bound" students attending Wilkes College, and counselors from the Family Service Association Agency. Left to right are Ellen Davenport, Sylvia Missal, Edward Milbrodt, Robert Bath, Lee Ann Mataiko, Mart Bochkaz, Orhan Vardar, Sandy Howath.

Tunkhannock New Age

Thurs., Nov. 22, 1973

Article by Pat Irish

## Three from TA Involved in Project

BY PAT IRISH

Three Tunkhannock High School seniors are involved in Project Upward Bound at Wilkes College. Matt Walen and Pat Irish were the first THS students in the program, having been selected in April, 1973. Rose Mary Gorski was accepted in time for a six-week program this summer.

Upward Bound is defined as an educational, social and cultural program for high school juniors and seniors whose

families' economic and educational resources are limited. Acting to motivate the students, the project helps with tutoring and activities to supplement the individual's experiences. The main aim of the program is to guide the student toward a post-secondary education.

During President Lyndon B. Johnson's War on Poverty in the 1960's, people became aware that the school system does not meet the needs of students on a lower economic level, and that the socio-economic background

of the students has a direct bearing on their achievement. To correct the balance of education and inequality, several acts were passed by Congress.

From these acts came the Higher Education Act of 1965 and the Upward Bound project.

The present director is Sister Barbara Craig, who taught foreign languages at College Misericordia. Helping her are secretary Peggy Hutsko, assistant Shawn Murphy and Ed Johnson.

For the present 54 students, there have been many activities. A few of them have been to a financial aid seminar at Wilkes, a week end at Camp Acahela in the Poconos, a trip to Bloomsburg State College and Fair, and a communications workshop and tour of the Wilkes-Barre Campus of Penn State University.

JUNE 13, 1974

## 28 of Upward Bound To Get Certificates

Dr. Francis J. Michelini, president of Wilkes College, will present certificates of achievement Thursday night at 7 to 28 graduating members of Project Upward Bound. Presentations will be made at a dinner honoring students at American Legion Post 132, 45 N. River St.

Sponsored jointly by the federal government and Wilkes College, Project Upward Bound is an educational program which assists high school students in attaining a college education.

Upward Bounders who will be honored are from 13 high schools in Luzerne, Lackawanna and Wyoming Counties. Of the 28 students, 24 have definite plans for continuing their education next fall.

The Upward Bound Program, which is directed by Sister Barbara Craig, RSM, consists of a six-week summer program held each year on the Wilkes College Campus and an academic year program. Participants live in college dormitories during the summer and participate in courses in arts and sciences, field trips and cultural events. During the academic year, they attend their home high school while maintaining frequent contact with Upward Bound teachers, counselors or tutors through meetings, classes, home visits, counseling sessions or trips.

June 1974

TIMES-LEADER, EVENING NEWS, RECORD, WILK



**16 STUDENTS HONORED** — Sixteen students from seven area high schools were among the 28 graduating seniors honored at a Wilkes College Project Upward Bound dinner at the Wilkes-Barre American Legion Home.

Dr. Francis J. Michelini, president of Wilkes College, presented certificates of achievement to the students. Project Upward Bound, an educational program sponsored jointly by the federal government and Wilkes College, was established at Wilkes in 1967.

Preceding the presentation of certificates of achievement, Dr. Michelini congratulated the students on behalf of the college and noted that "the purpose of higher education has always been to make individuals a productive and

(Photo by Ace Hoffman)

happy as they can possibly be, and we see in your efforts the first step toward these goals."

The Upward Bound program, which is directed by Sister Barbara Craig, is designed to assist high school students in attaining a college education. Of the 28 seniors honored, 24 have plans for continuing their education next fall.

Students honored: Left to right, seated, Kathy Finnegan, Lynda Savinski, Pat Kelly, Colleen Greene, Karen Kane and Janie Gavigan. Second row, Dr. Michelini, Peggy Hutsko, project secretary; Patricia Irish, Sue Strumski, Lee Ann Matisko, Project Director Sister Barbara Craig, Shawn Murphy, assistant to the director. Third row, Michael Petrocki, William Yuhas, John Wesolowski, Matt Walen and Adolph Wright.

## Penn State's EOP Program Head Practices What She Preaches

When you've been selected to head a unique educational plan called the Educational Opportunities Program, you had better know something about opportunities.

Karen H. Rosenbaum, who recently joined the staff of Penn State University's Wilkes-Barre campus as coordinator of the two-year-old EOP program, knows a great deal about opportunities. She's grabbed up a lot of them—some of them rather unconventional—and they have prepared her well for her new post.

Karen, 26, knew virtually nothing about the EOP program when she arrived here from Philadelphia a few months ago. Which is not surprising, because the program—which provides educational grants in aid and assisted other assistance to capable students financially unable to assume the expense of college—is just now getting into full gear.

Karen's indoctrination into the program came quickly, what has frequently been called the sink or swim method of learning.

### Active Participant

And sinking and swimming is something Karen Rosenbaum has had occasion to sink into. She

not because of Penn State's OEP program, but because she is an active participant in the rapidly growing (and somewhat dangerous) sport of white water canoeing.

Friends introduced her to the sport several years ago and she has been an addict since, heading for the Lehigh and Delaware rivers whenever she has a chance and the water conditions are right.

In addition to riding the rapids Karen is an avid and skilled backpacker, mountain climber and cross country skier. One regret attached to her new job is that she won't be able to ski to campus from her downtown Wilkes-Barre apartment.

Obviously, Karen relishes the outdoor opportunities that the Wilkes-Barre area affords. Each season of the year, she knows, will present new challenges. But there were challenges aplenty in West Philadelphia, too, where for the past three years she learned something about the harsh realities of teaching junior high school students in an inner city ghetto.

### Learns As Well

She prefers not to dwell on that experience, saying only that disciplining students took up most of her energies, and that she learned a great deal to learn

at least as much from her students as her students learned from her.

Working in a big city ghetto was useful, however, especially when Karen came to Wilkes-Barre in the early part of the



KAREN H. ROSENBAUM

Summer to teach a communications workshop at Wilkes College's Project Upward Bound. Says Penn State's new EOP coordinator: "Now that I'm into this new position I know I'm going to miss teaching a lot. Teaching is important to me. In Upward Bound we used an open classroom approach, and the exciting thing about it was that it really worked."

Karen's new responsibilities

will indeed keep her out of the classroom, but evidently will in no way diminish her desire to teach—and thus she and several friends will continue to offer occasional private courses in mountain climbing, an activity she finds exhilarating. Locally, she suggests Tillberry Knob in Nanticoke is an excellent location for climbing.

### Knows Needs

She plans, too, to continue her role as part owner of Uncle Eyeball's Mountain Traveler's Emporium, a South Washington Street store catering to the needs of outdoor enthusiasts.

Opportunities, then, are Karen Rosenbaum's stock in trade. In the past she's made them and utilized them, and now, as Penn State's freshly minted EOP coordinator, she will be offering them to others.

### QUOTA CLUB TO MEET TOMORROW

The Wilkes-Barre Quota Club will meet tomorrow at the Hotel Sterling for a dinner meeting. The officers and directors will meet prior to the meeting at 5:30 p.m., for a board meeting.

Mrs. Eleanor Seymour, chairman of the personalia committee, will have charge of the dinner arrangements and program for the September meetings. Assisting Mrs. Seymour are Sophie Andreeko, cochairman, Mary Morris and Loretta Smith.

This meeting will be opened only to the membership as the budget for the forthcoming year will be presented and the report on the Convention held recently at St. Louis, Mo., will be given by Elaine Richardson, president of Quota Club.

## Mr. and Mrs. John Skiba, Ashley Noting 60th Anniversary Today

Mr. and Mrs. John Skiba of 3 Davis Street, Ashley are observing their 60th wedding anniversary today with a Mass of Thanksgiving at St. Mary's of the Assumption Byzantine Rite Catholic Church, North Main Street, Wilkes-Barre.

Mr. and Mrs. Skiba were married in St. Mary's Church on Sept. 7, 1914 by the late Rt. Rev. Nicholas Chopey.

They are the parents of three

daughters: Mrs. Mary Shubilla, Trenton, N.J.; Mrs. Ann Hude, Belleville, N.J.; and Mrs. Joan Karboski with whom they reside. They also have seven grandchildren and three great-grandchildren.

Following the Mass, the day will be enlivened by a family dinner at the Treadway Inn.

Open house will be held at the family home for friends and neighbors from 4 to 8 p.m. No invitations have been issued.

## Upward Bound Unit To Be Reunited <sup>9-21</sup><sub>74</sub>

Members of Wilkes College Upward Bound will hold a reunion Wednesday at 6 in Chase Hall, the first since their six-week summer program ended in August.

Sister Barbara Craig, project director, reported plans for the current academic year will be disclosed and itinerary for a trip to Hawk Mountain discussed.

Highlights of the gathering will include a pizza supper and exhibit of photographs and slides taken during the Upward Bound Summer Program on the campus.

Project Upward Bound is a year-round program geared to helping educationally alienated high school students develop the skills and motivation necessary for success in college or post secondary vocational training.

Persons interested in joining Upward Bound can contact Sister Barbara at Wilkes College.



## Workshops Listed By Upward Bound

Wilkes College Project Upward Bound will continue its winter activities with the beginning of weekly communication workshops during the first week of the school's spring semester Jan. 20 in Chase Hall.

Many activities are planned for the members of the Wilkes organization. The second annual Project Upward Bound reunion was held recently at the First Methodist Church of Wilkes-Barre. Approximately 70 students gathered with Upward Bound's advisory board to enjoy a covered-dish supper. Sister Barbara Craig, project director,

SUNDAY INDEPENDENT, WILKES-BARRE, PA., MARCH 23, 1973

## Project Upward Bound Classes Are Resumed

Weekly classes for the 90 members of Project Upward Bound have resumed at Upward Bound's headquarters on the Wilkes College campus, according to an announcement by Sister Barbara Craig, Project Director.

Project Upward Bound is a federally funded program designed to assist high school students in selecting and preparing for college or other post-graduate study.

TIMES-LEADER, EVI RECORD, WILKES-BARRE, PA., TUESDAY, MARCH 25, 1973

## Students Financial Aid to Be Explained

Financial aid opportunities for students planning to attend college will be the topic of a program Tuesday night for mothers of Project Upward Bound students. The program, to be held in the Wilkes College Faculty House, S. River St., will begin at 8.

John R. Murphy, dean of student affairs at the Wilkes-Barre Campus of Penn State, will present information to the Upward Bound Mothers' Group about obtaining financial assistance for their youngsters' post-high school education.

Tips on filling out a Parent's

Confidential Statement, a form required from all students seeking financial aid, will be provided by Dean Murphy and Sr. Barbara Craig, Director of Project Upward Bound.

The Upward Bound Mothers' Group was formed last month following a luncheon meeting attended by 25 persons. According to Shawn Murphy, program coordinator, the purpose of the group is to provide information about Project Upward Bound to mothers of the participants and to enlist their assistance in enriching the program.

Project Upward Bound, a federally-funded program at Wilkes College, has an enrollment of 90 students from 18 high schools in a three-county area. The aim of the project is to assist young people in preparing for college, business or vocational school.

## Upward Bound Will Discuss Summer Plans

A preview of plans for Project Upward Bound's six-week Summer program will be among items on the agenda of the project's advisory board when it meets on Thursday night, according to Board Chairman Cornelia Wynn.

The meeting will be held in the Wilkes College Faculty House at 7:30 p.m.

On the agenda, too, is a progress report on the spaghetti supper scheduled for May 30, which will be undertaken jointly by members of Project Upward Bound, the advisory board, and the Upward Bound Mothers' Group. Sylvia Solinsky is chairman of this event.

Members of the education committee, which is chaired by Joanna Wentling, will outline proposals for the academic segment of the Summer program.

Atty. George Loveland, acting chairman of the community resources committee, will report on continuing efforts to obtain financial support for Upward Bound.

Located at Wilkes College, Project Upward Bound is designed to assist high school students in selecting and preparing for college and graduate study.

June 27, 1975

## Brian Barnes Will Attend Arts Institute

Brian Barnes, a junior at GAB High School and a member of Project Upward Bound at Wilkes College, has been accepted for the annual Upward Bound Fine Arts Institute at Oakland University, Rochester, Mich., Sister Barbara Craig, director of the Wilkes' Project, announced.

Fine Arts Institute is for select members of Upward Bound projects east of the Mississippi River. Barnes will be one of 50 students chosen to participate in the eight-week summer institute.

Audition criteria for the institute's studio arts program included submission of slides of sculpture samples and portfolio containing still life, landscape and figure drawings. Barnes' selections included two ink and water color drawings of alien landscapes; a collage of ghetto scenes; and an acrylic portrait of Malcolm X.

Barnes was assisted in preparing his portfolio by Wilkes College student Joe Dettmore, a senior art major who served as Barnes' tutor during the academic year.

*Carey  
Jimmie  
Leach*

May 28, 1975

### Upper Bound Group To Sponsor Supper

Project Upward Bound will sponsor a spaghetti supper with salad bar Friday, May 30, from 5 to 7:30 p. m., at the Fellowship Hall of the First Methodist Church, 47 North Franklin Street, city.

Upward Bound has been in operation at Wilkes College since 1967. This year-round educational program is designed for high school students who have not had the preparation or opportunity to develop their academic potential. It seeks to provide a means to develop skills and motivation necessary for success in college.

Proceeds from the dinner will be used for expenses not covered by the grant and are deemed appropriate by Sister Barbara Craig, director of the program.



**UPWARD BOUND**—Aides of Project Upward Bound returned to Wilkes College with broad smiles and trophies in tennis, swimming and good sportsmanship following their participation in the Upward Bound Olympiad at Pittsburgh recently. Shown from left to right are Project representatives Mark Lehman, Bishop Hoban High School; Pati Watlavage, Coughlin; Dexter McGahee, GAR; MaryAnn McDaniels West Side Vo-Tech, and Sheldon Williams, GAR.

Fifty members of Wilkes College's Project Upward Bound returned to the valley

following a triumphant trip to Pittsburgh recently during which they captured several trophies in an Upward Bound Olympiad.

The Olympiad, hosted by the University of Pittsburgh, drew over 600 participants from colleges in three states.

The Wilkes College Project walked off with trophies in swimming and tennis, and won an ovation when its name was called as winner of the coveted good sportsmanship trophy.

Spearheading the Project's winning efforts in the table tennis tourney were Dan Brody, Dallas High School and

Linda Lavender, Gatehouse, Philadelphia. Members of the swim team who splashed their way to victory included Susan Raineri, Mary McKeon and Marion Durkes, Meyers High School; Ann Marie Kuczma, Coughlin; Claire LaBarre, Tunkhannock, and Wayne Douglas, Gatehouse.

Project Upward Bound, a Federally-funded program sponsored by Wilkes College, is designed to assist area high school students in developing the skills and motivation necessary for success in college or other post-graduate education.

## Area Student Gets Inside Look at D.C.

He shook hands with a troubled Henry Kissinger the day after King Faisal's assassination and then toured the controversial Central Intelligence Agency's headquarters. A ranking diplomat? An ambassador? Danny Balutis, a resident of Exeter, a member of Project Upward Bound at Wilkes College, and one of 370 students invited to participate in a recent Presidential Classroom held annually in Washington, D. C.

If Balutis is bubbling about his experience—and he is—it may well be because he "learned more about what goes on down there than I

dreamed possible."

The week included tours, not only of the CIA but also of the Senate, White House and other government buildings and monuments of note; briefings by Senators and congressional aides, and seminars in the State Department.

"We carried notebooks with us everywhere we went and were permitted to ask only one question at each briefing," Balutis said. One senses that for the loquacious debate team champion from St. John's the Evangelist High School in Pittston, the one-question limit must have chafed.

It wasn't all work and no play. Staying at the Sheraton Park Hotel in Washington, Balutis had a chance to meet other "classmates" from every state in the Union, Puerto Rico, Canada and Hong Kong. His group visited Ambassador Lane and got to see the steps used in filming "The Exorcist." Balutis even managed to get an inside glimpse of the Georgetown Medical Center: he acquired a persistent case of laryngitis requiring treatment in the Georgetown facility.

Graduation Banquet

A highlight of the week was

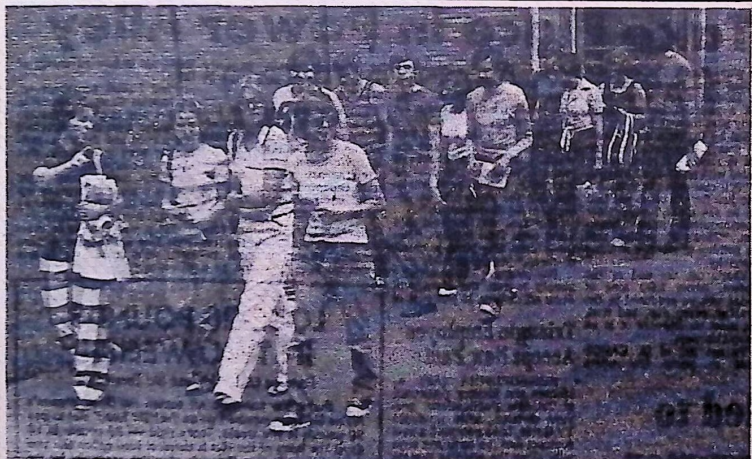
the graduation banquet held on the final night for all participants. Balutis gave the farewell speech titled, appropriately enough, "Friends." One of his own new-found friends played an arrangement of the Elton John hit by the same name and, according to Balutis, "There wasn't a dry eye in the place."

Balutis, who hopes someday to become a State Trooper, brought home with him more than memories and a full address book of new friends. He brought with him, too, a renewed pride in his country.

"We can't give up and just say there aren't any good men in our government," he observed. "I learned that I have to do something about our government. I just can't wait for everybody else to do it. We all have to help to see that the government is run for everybody, not just for a select group, and that the people we elect keep a high level of integrity."

July 7 1975

TIMES-LEADER, EVENING NEWS, RECORD, WI



**TOUR COLLEGE MISERICORDIA** — Liz Connery, above left, a junior at College Misericordia, relates facts regarding the campus to Rachel Thompson of Shickshinny, Carolé Armstrong of Nanticoke and Linda Barrow of Plymouth, as the three students and other members of Upward Bound participate in a tour of the Back Mountain

campus.

Fifty-five members of the Wilkes-Barre based organization visited Misericordia, meeting with admissions personnel, touring campus and picnicing.

Sister Barbara Craig, RSM, and David Pierce, an Upward Bound counselor, took the students to Misericordia.



## Upward Bound students earn honors

Local high school students enrolled in the Wilkes College Upward Bound program were honored recently for academic excellence. The program, in its 20th year, provides eligible area students with academic classes and motivation activities designed to prepare them for college careers. Shown are, from left, seated: Melissa Summa, Tunkhannock; Le Tran, GAR; Phan Ngu, Wyoming Valley West; George Brogan, Meyers; Julie Folmar, Lake-Lehman; Anne Graham, director, Upward Bound; sec-

ond row: Dawn Miklich, WVW; Maria Pizzella, Coughlin; Karen Liebman, Coughlin; Daniel Kreitzer, Hanover Area; Kathy Gaydos, Coughlin; Ryan Jackson, Northwest Area; Tom Thomas, Upward Bound counselor; third row: Mary Ann Bobkowski, WVW; Jennifer Gruenloh, Nanticoke; Joseph Zukoski, Hanover; Ann Nguyen, Bishop Hoban; Ann Kilyanek, Pittston Area; Ton Du, WVW; Linda Scappatini, Upward Bound academic coordinator.



### Wilkes College Upward Bound honors 17 high school students

Seventeen local high school students enrolled in the Wilkes College Upward Bound program were recognized recently for academic excellence. At ceremonies held on the college campus, the 17 students were presented "Certificates of Merit" for outstanding achievement at their respective high schools and in the Wilkes program.

According to Anne Graham, Director of Upward Bound at Wilkes, "We are always pleased to be able to recognize outstanding achievements, and are especially proud of these 17 students who exemplify the ideals of the Upward Bound program."

Now in its 20th year, the Wilkes Upward Bound program provides eligible area high school students with academic classes and motivational activities designed to prepare them for college careers.

Students recognized at the recent ceremonies, first row, from left: Melissa Summa, Tunkhannock; Le Tran, GAR; Phan Ngu, Wyoming Valley West; George Brogan, Meyers; Julie Folmar, Lake Lehman, and Ms. Graham, the Upward Bound director; second row: Dawn Miklich, Wyoming Valley West; Maria Pizzella, Coughlin High School; Karen Liebman, Coughlin; Daniel Kreitzer, Hanover Area High School; Kathy Gaydos, Coughlin; Ryan Jackson, Northwest Area High School, and Tom Thomas, Upward Bound counselor; third row: Mary Ann Bobkowski, Wyoming Valley West; Jennifer Gruenloh, Nanticoke; Joseph Zukoski, Hanover Area; Ann Nguyen, Bishop Hoban; Ann Kilyanek, Pittston Area; Ton Du, Wyoming Valley West, and Linda Scapatini, Upward Bound academic coordinator.



# Wilkes program prepares high-school students for college

This summer, 55 area high school students are experiencing college life for the first time through participation in the Wilkes College Upward Bound Program. The students live on campus and attend academic and special interest classes, study labs, volunteer placement programs, and counseling sessions.

Designed to prepare students for college, Upward Bound allows exploration of a wide range of subjects, including art, science, math, theatre, literature, and photography. A volunteer placement program is also available, providing work

experience in local public and private enterprises.

Anne Graham, director of Upward Bound, said 90 percent of the students are enrolled in the placement program which she said accomplishes two very important goals: "First, students become aware of career goals, and secondly, they learn the value of volunteer work," Graham stated.

The faculty for the academic classes consists of seven local high school teachers. The special interest classes, such as art, zoning, photography, and the literary magazine, are taught by three Wilkes personnel and a local poet who will

be writer-in-residence at West Chester University this fall.

All services are provided at no cost to the students, who live in Minter Hall, located on the Franklin Street side of the V.H.C.A. Meals are provided by the College at the Pickering Dining Hall.

A trained residential staff helps students adjust to the new college environment. The permanent staff, consisting of the director, coordinator, and counselor, are on campus all day and are available at all times if needed by the residential staff.



## Students take writing course

Shows are students who are enrolled in Wilkes College Upward Bound writing course. From left seated: Eddie Lupica, Meyer Barba Moore, Coughlin Owen Hayak, Wyoming Valley West Jim Gray and Brian Clark, Bishop Hoban; standing, Leslie Jones, GAE; Misses Brown, Tan-

hamann; Kathi Callahan, Coughlin; Sue Tonach, Wyoming Valley West; Kelle Klunas, Tonkham-ock; Brenda Esposito, Pittston; Janine Hyde, Wyoming Valley West, and Mrs. Barbara Quinn, instructor.



## Wilkes student attends Presidential Classroom

Miss Sandra Gates, daughter of Mr. and Mrs. Leo Cravapoli, Wilkes-Barre, a senior Wilkes College Upward Bound student, recently graduated from "A Presidential Classroom for Young Americans"—a week-long study of government held in the nation's capital.

Seated, from left, are Anne Graham, Upward Bound director, and Miss Gates; standing: Thomas J. Thomas, program coordinator, and Linda Scappitico, academic coordinator.

Upward Bound is designed to help disadvantaged high school students prepare for college. Each year, about 50 local high school students who may not have been planning to pursue a postsecondary education, participate in the program and eventually go on to college. Miss Gates, a senior at Coughlin High School, has been an active participant for three years in Upward

Bound at Wilkes and plans to attend college in the fall.

The students who attend are leaders in school and community organizations, and 96 percent hold grade point averages of B or higher. CV 5/27/75

# Wilkes College upward bound conducts graduation ceremony



Nearly 300 family members and friends attended the 1985 graduation of the Wilkes College Upward Bound, held at the Darré Center. Upward Bound assists eligible high school students who are preparing for college. Wilkes has hosted the federal program since 1967.

The graduates are, from left, first row: Cathy Conway, Joan Davenport, Tina Hummel, Judy Graver, Jennifer Klunas, Pietro Colella, Quare Ng, Susan Dukley, Dawn Granger.

Second row: Edna Kelley, Sabrina Major, Pamela Manaballo, Sandra Gates, George Chester, Marilyn Baloga, Barbara Mukkel, Diane Kusicki, Monica Drasba, Mary Ann Sadowski, Calicus Mulcahy.

Third row, standing: Thomas Thomas, Program Coordinator; Jennifer Clark, Marcel Abrams, Nancy Fournier, Vanessa Lantrock, Helen Della, Jennifer Glas, Maureen McElherty, Mishae Mrs. Fred Evansky, Brian Jankowski, Michael Mar- tinez, Phil Marcano, and Pro- gram Director Anne Graham. CV 5/27/75



## Wilkes Upward Bound Program Graduates 27

Twenty-seven high school graduates, who completed requirements in the Wilkes College Upward Bound Program, were recently graduates at a special ceremony at the Dorothy Pickens Barrer Center for the Performing Arts.

Dr. Eugene Hammer, chairman of the Wilkes Education Department, delivered the commencement address. Dr. Gerald Niedzwiedz, dean of Academic Affairs, spoke for the College Administration in congratulating the graduates.

The program is under the direction of Anne Graham, and is designed to aid high school students in the transition from high school to college.

Shows are the graduates from Upward Bound staff. From left, first row are: Christine Howlands, Sharon Elick, Cheryl Lewis, Holly Evisland, Leigh Ann Miller, Colleen Sumner, Phuong Tran, Lisa Costello, Jean Powell.

Second row: Linda Scappaticci, curriculum coordinator, Tom Thomas, program coordinator, Mark Balberchak, Todd Oliver, Diane Espinosa, Cara Watson, Cathy Hewitt, Fran Zimmerman, Juana Macgregor, Linda Moore, BJ Holmes, Herbert Eskin, David Kubitka, Anne Graham, director.

Third row: George Geaster, Vi Gmi, David Chizzia, Leonard Hoyle, Marc Barro, Matt Majken, Matt Wall.



## Students experience college

Fifty-five area high school students are experiencing college life for the first time through participation in the Wilkes College Upward Bound Program. The program prepares students for college, and the exploration of a variety of subjects, including art, science, math, and theater, literature and photography. All services are provided at no cost to the students, who live in Miner Hall, located on the Franklin Street side of the YMCA. Shows during the art class are, from left, the Cheri Kolar, Pittston; Jenny Grunholz, Nanticoke; Lisa Sokolits, instructor, and Brenda Esposito, Pittston.



Shown are some students admitted to the Upward Bound Program, with administrators, from left, seated, Pam Macagnello, GAB; Sandy Gates, Coquihlan; Marilyn Baloga, Bishop Hoban, and

Mike Nton, Coquihlan; standing: Linda Scappaticci, coordinator; Anne Graham, director; and Tom Thomas, coordinator.

## Upward Bound students at Chamber



Local Upward Bound students, from left, Mike Nton and Tom Thomas, and Coquihlan, Jennifer Gates and Pam Macagnello.

High level students are part of the program, which is designed to help students in the transition from high school to college.

Students are participating in the program through the Chamber of Commerce, which is providing the students with a variety of services, including tutoring and career counseling.

The program is designed to help students in the transition from high school to college. It provides a variety of services, including tutoring and career counseling. The program is designed to help students in the transition from high school to college.

From *Citizen Voice*, August, 1984

## Students join Upward Bound Program

**WILKES-BARRE** — Fifty students from area high schools were admitted to the Upward Bound Program at Wilkes College recently. Upward Bound is designed to help disadvantaged youth prepare for college. The following were admitted:  
Bishop Hoban — Joyce Ferretti, Michele Kondracki, Ann Nguyen, and John Coquihlan — Kathleen Gaydos, Sandra Grawezski, Brett Hendrick, Jeffrey Erokos, Karen Leitman, Maria Pizarcia and

Kathleen Wieruska.  
GAB — Walidna DeFranco, Lindsay McCline, Leslie Roberts and Tina Smith. Hanover Area — Matthew Hanson, Rebecca Jenkins, David Kretzer, Laura Ladd, Edward Gotsi and Tracy Sutter.  
John B. Fine — Maria Baranowski, Jennifer Gryndshol and Paul Lamoreaux. Loxleyman — Debra Scott. Myers — Elaine Alton, Brooke Brenner, Lori Brogan, Kimberly Coyne, Lori Kuczbanski and John Mager.

Northwest Area — Stephen Howe and DuMarie Mittelbrage. Bishop O'Reilly — Christopher Kozlogovskis and Angela Secomano. Pittston Area — Lisa Alaimo, Elaine Johnson and Anne Kilyanek.  
Tunkhannock Area — Virginia Babcock, David Kingston and Michael Shetter. Wyoming Valley West — Mary Ann Bokowski, Barbara Larch, Barbie Kowke, Angela Maral, Be, Dawn Mikalich, Nadine Nagle, Tami Ngai, Deborah Paltry and Lisa Thomas.

# Program at Wilkes among best in America

By SUSAN SNYDER

Times Leader Staff Writer

WILKES-BARRE — A Wilkes College program designed to prepare high school students for higher education recently was named one of the top four in the country.

The college's "Upward Bound" program is one of 424 across the nation reviewed by the National Council of Educational Opportunity Associations. It was lauded for its makeup, college officials said.

Upward Bound helps 10th-, 11th- and 12th-grade students, whose parents didn't go to college, prepare for higher education.

"They were looking for practical applications of theory that can easily be transferred and duplicated in other programs around the country," said Wilkes College Upward Bound Counselor Tom Thomas, who developed the program.

The Wilkes program is run so efficiently that it can serve 125 students, 50 more than the government says should be helped with the funds it provides, Thomas said.

"Well, I guess, everyone just works a little harder," Thomas said, explaining the school's efficiency.

And the college sticks to identifying academic fields available and boosting self-esteem on the sophomore level. Guidance and support services, which are more expensive to provide, aren't introduced until the junior and senior years.

Wilkes' program will be published in a small booklet and presented at two national training sessions on how to deliver Upward Bound pro-



TIMES LEADER, SUSAN SNYDER

**PROGRAM GAINS NATIONAL VISIBILITY** — Tom Thomas, Upward Bound counselor at Wilkes College, ranked among the top four of its kind in the nation.

grams, Thomas said.

To earn the recognition, he submitted the program to the council last year and learned a few months ago that it was chosen.

College officials recently announced the victory when Wilkes celebrated the program's 20th anniversary.

Students are screened for the program based on need according to their family income, he said.

"If they can not afford a college education on their own, they should apply," he encouraged.

Wilkes accepts students from Luzerne and Wyoming counties.

In the program, instructors help by teaching about financial aid, re-

viewing what universities are available and discussing career opportunities.

One feature is a computer system called "Pennsylvania College Search," which is designed to help students select colleges in the state which match their characteristics.

"Statistics show that children perform better when they are well-rounded individuals," he said. "We do everything we can to help the children get into college.

"It's very possible for them with hard work. But that (hard work) is one thing, I guess, we can't do for them."

Academics, social development and setting life goal are stressed in

the program.

The course is held once a week from September to May, and students spend six weeks in the Wilkes College dormitories in the summer to experience life at a higher-education institution, he said.

Anne Graham, director of Upward Bound, praised Thomas for the innovative program.

"Since 1982, Tom has diligently constructed and refined a comprehensive Career Counseling Model that is designed to be developmental and individualized in theory and in method of services," she said.

"It is a credit to his energy and creativity that the model was chosen as one of the best in the nation."

## Wilkes freshman honored

# Lupico is named recipient of state recognition award

**WILKES-BARRE** — Edward Lupico, a freshman biology major at Wilkes College, was named recipient of the Pennsylvania Association of Educational Opportunity Program Personnel (PAEOPP) Special Recognition Award.



EDWARD LUPICO

He was also present with a certificate of achievement by the student government of Wilkes Upward Bound.

Lupico attended Wilkes Upward Bound, which provides high school students with aca-

ademic skills and training necessary to succeed in college, as a student at E.L. Meyers High School.

He graduated first in his class at Meyers last spring and was accepted into Wilkes and awarded a Wilkes Trustees Scholarship.

The trustees scholarship is a full-tuition, renewable award, given on the basis of performance in high school, excellence in the Scholastic Aptitude Test (SAT) and promise for continued success.

He is enrolled in his second semester of study at the college, majoring in biology, and plans to pursue a degree in medicine. He remains active in the Upward Bound program as a tutor of science.



Edward Lupico, freshman biology major at Wilkes College, has been named a recipient of the Pennsylvania Association of Educational Opportunity Program Personnel (PAEOPP) Special Recognition Award. In addition to receiving the state award, Lupico was presented with a Certificate of Achievement by the Student Government of Wilkes Upward Bound at ceremonies held in his honor.

Seated, from left, are Lupico, accepting the Certificate of Achievement from Angela Mazaika, president of the Upward Bound Student Government and a senior at Wyoming Valley West; standing: Anne Graham, director of Upward Bound at Wilkes.

According to Ms. Graham, "Eddie was one of eight students statewide to receive this year's PAEOPP award. He was chosen because he demonstrated a fine academic record, persistence, and a capacity to succeed. The Upward Bound Student Government presented Eddie with this certificate because he serves as an example of what a student can achieve. He worked at attaining the goals of a successful Upward Bound graduate—entering college, developing his talent, and attaining personal growth."

Lupico attended Wilkes Upward Bound, which provides high school students with academic skills and training necessary to succeed in college, as a student at E.L. Meyers High School. Upon graduating first in his class at Meyers last spring, he was accepted into Wilkes and named as a recipient of a Wilkes Trustees Scholarship.

The Trustees Scholarship is a full-tuition, renewable award, given on the basis of performance in high school, excellence in the Scholastic Aptitude Test (SAT) and promise for continued success.

Lupico is currently enrolled in his second semester of study at Wilkes, majoring in biology, and plans to pursue a degree in medicine. He remains active in the Upward Bound program as a tutor in science.



## Wilkes Upward Bound Program notes 20th year

Wilkes College Upward Bound Program celebrated its 20th year of providing area high school students with college preparatory skills at its recent graduation ceremonies for the Class of 1987.

The ceremonies featured "A Tribute to Twenty Years of Up-

ward Bound at Wilkes College." Anne A. Graham, director of the Wilkes program, offered welcoming remarks. Academic coordinator Linda Scappatini recognized the program's faculty and science teacher Sharon Sklaney presented the message from the faculty. Other speakers included

Angela Mazalaika, president of Upward Bound student government, Christopher Zukoski, returning 1986 Upward Bound graduate, and Thomas J. Thomas, program counselor.

Members of the 1987 Class, first row, from left, are Julie Folmar, Angela Scocozzo, Brette Hedrick,

Becky Jenkins, Ann Nguyen, Anne Kilyanek, Kathy Gaydos, Sandra Groszewski, Maria Baranowski, Lisa Thomas and Elaine Altoe.

Second row: Lisa Alaimo, John Weida, John Mager, Lori Kochanski, Michele Kondracki, Jo Marie Mithelavage, Debbie Paltrineri,

Donna Scull, Cathy Troy, Marti Brogan and Kim Goyne.

Third row: Maria Pizzella, Jennifer Gruenloh, Matt Hanlon, Mary Ann Bobkowski, Dawn Miklich, Danny Kreitzer, Ron Cupil, Karen Liebman, Joseph Zukoski, Kathy Wiernusz, Angie Mazaika.

# Students eligible for Upward Bound program

The leaves may be falling from the trees, but the student activities haven't been falling at all.

Attention high school students! October is recruiting month for Upward Bound at Wilkes College. The Upward Bound staff will be looking for any interested high school sophomores who are eligible to take part in this very special program. Upward Bound is a federal program set up to assist students from financially eligible families to succeed in high school and go on to college. Some of Upward Bound's services include academic tutoring, career exploration, personal development, college selection process, preparation for the S.A.T.'s, on-campus experience and financial information. Upward Bound will be going to the different schools in our area recruiting the local high school students. The recruiting schedule is as follows: October 3, Bishop Hoban and Turkhanock; October 9, Pittston and Coughlin; October 13, Nanticoke and Northwest; Oc-

tober 14, G.A.R.; and October 15, Meyers and Bishop O'Reilley. If you would like to know more about the Upward Bound program, see your guidance counselor, or call the Upward Bound office at 824-4551, ext.357 in Sturdevant Hall on the Wilkes College campus in Wilkes-Barre.

Northwest Area is holding a sweatshirt sale to support some of the clubs and organizations in the school. The sweatshirts will arrive in time for Christmas, so the shirts would be an excellent gift. The sweatshirts sell for \$20 if hooded, and \$15 for crew neck shirts. They will have the Ranger mascot on the front, with the words "Northwest Rangers" in blue with gold outline, and the word "Rangers" down the sleeve in blue. Anyone wishing to purchase a sweatshirt, can see any student of Northwest High School. Your support will be greatly appreciated.

The Hanover Area Hawkeyes homecoming weekend was cele-



**Amy 'n Paul**

High school beat



brated in grand style. The weekend was kicked off on Thursday, with a bonfire and dance. Saturday night, the Hawkeyes defeated GAR during the homecoming game. The highlight of the week was the selection of the homecoming queen and her court. Candidates were Kristin Kocher, Luann Fallon, Tracey Zukoski, Amy Aftovich, Debbie Demchak, Amy Swan and Allison Swan. Miss Zukoski was selected as the homecoming queen and was escorted by Bob Hawkins, senior class vice-president.

The Hanover Area Senior Class recently elected their class officers

for the upcoming year. This year's officers are: president, Glen Pascoe; vice president, Bob Hawkins; secretary, Debbie Pojunis; treasurer, Kate Toole. Good luck to all!

This week, Meyers High School observed their homecoming activities. Spirit week was kicked off Monday with "Clash Day", followed by "Twin Day" and "Dress-Up Day", Tuesday and Wednesday. Today is "50's Day" in Mohawk land. There will be a bonfire tonight at 6:00 at Minor Park. Both the Homecoming king and queen will be announced there.

Tomorrow is "Color Day" at Meyers. There will be a pep rally to get psyched up for the homecoming game against Coughlin. Saturday night will be the grand finale to Spirit Week, with the Homecoming Semi-Formal. Have fun, Mohawks!

Students of Mr. Al Johnson's history class and Mr. Tony Rutchowskis's photography class at Meyers High School went on a field trip last Thursday. The students departed from Meyers at 8:00 that morning and headed for Lancaster. While in Lancaster, they visited the Strausburg Railroad and toured the facilities. From Lancaster, they stopped at Inter-course, for a brief visit. The trip proved to be both educational and enjoyable.

That's the news, folks! If you have any news or items of interest that you would like to appear next week, drop us a line at: The Citizens' Voice, c/o Amy n' Paul, 75 N. Washington St., Wilkes-Barre, Pa., 18711. Have a great week!

## Area students accepted

The Upward Bound program at Wilkes College recently accepted 52 new area students to begin the 1988 spring term. These sophomores from 13 area high schools join the 70 currently enrolled students who are high school juniors and seniors.

The Upward Bound program, established at Wilkes in 1967, helps eligible high school students prepare for college. Academic classes, guidance, motivational activities, transitional seminars, tutoring and residential experience combine to provide a well-rounded preparation for higher education.

For the third year in a row, Upward Bound at Wilkes has produced the recipient of the "Achiever's Award," signifying statewide recognition. Uyen-Anh-Nguyen, a 1987 graduate, received the citation from the Pennsylvania Association of Educational Opportunity Programs and is now continuing her education at Wilkes as a Trustee Scholar. The 1985 recipient, Robin Balla, is continuing her education at Muhlenberg College and Eddie Lupico, the 1986 Achievement Award winner, is also a Trustee Scholar at Wilkes.

Students from Tunkhannock Area High School chosen for the program include Toni Fassett, Jennifer Mazur, Kelly McClain, Ron Robinson, Kristen Valdez and Jennifer Ventrella.

## College news

### WILKES COLLEGE

The Upward Bound program at Wilkes College recently accepted 52 new students who have begun the 1988 spring term.

Ayen-Anh-Nguyen, a 1987 graduate, received the citation from the Pennsylvania Association of Educational Opportunity Programs and is now continuing

her education at Wilkes College as a trustee scholar.

Those entering the program are: Justin Gibbon, Brian Kopec, and Hanh Nguyen from Bishop Hoban High School; Mary Jean Baird, Ruth Ann O'Donnell, and Janine Rzdowski from Bishop O'Reilly High School; Matthew Mros, Coughlin High School; Richelle Tenneson and Charmain Thompson, John S. Fine High School; Lyann Glowacki

and Robert Harris, GAR; Sharon Weida, Hanover Area; Valerie Kllamovich, Chet Koprowski, and Angel Kreidler, Lake-Lehman; Timothy Croughn, Nicholas Freitas, and William Jones, Meyers; Connie Gray, Krisann Jackson, Brooke Madl, William McCabe, and Bertram Price, Northwest Area; Daniel Trotta, Pittston; Toni Fassett, Jennifer Mazur, Kelly McClain, Ron Robinson, Kristen Valdez, and Jennifer Ventrella, Tunkhannock;

Jody Giordano, Wyoming Area; Deborah Bower, Thomas Cosloskey, Paul Drazba, Craig Gainey, Dennis Gentry, James Gillespie, Tami Hoppersberger, William Hurst, Hung Huynh, Susan Kaufer, Christopher La France, Jeff Massaker, Denise Miklich, Patricia Monroe, Lisa Romashko, Joseph Rowe, Douglas Sakoutis, Brian Thomas, Mark Werkheiser, Karen Young, and Richard Gdovin, Wyoming Valley West.





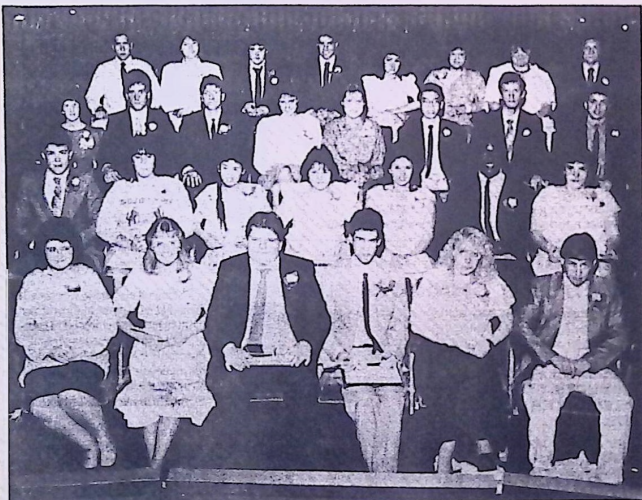
### Upward Bound student wins 'Achiever's Award'

For the third year in a row, the Upward Bound Program at Wilkes College has produced the recipient of the "Achiever's Award," signifying state-wide recognition.

Uyen-Anh-Nguyen, a 1987 Bishop Hoban High School graduate, was recently presented with the citation from the Pennsylvania Association of Educational Opportunity Programs, and is now continuing her education at Wilkes as a Trustee Scholar.

The Upward Bound Program, established at Wilkes in 1967, helps eligible high school students prepare for college. Academic classes, guidance, motivational activities, transitional seminars, tutoring and a residential experience combine to provide a well-rounded preparation for higher education.

From the left are Anne A. Graham, director, Wilkes Upward Bound; John Gibbon, Upward Bound Student Government; Uyen-Anh-Nguyen, and her mother, Muio-Ah-Nguyen.



## Wilkes College Upward Bound program holds commencement

Wilkes College Upward Bound program recently held commencement ceremonies at the Darte Center. Featured speakers were program alumni: Father John Lambert, '68; Jeanine Bolinski, '82; Donna Chajko, '81; Deborah Paltrineri, '87; and Darlene Barbario-Payne, '80.

Dr. George W. Waldner, Wilkes College vice president of academic affairs, brought greetings from the campus.

Upward Bound, established in 1967 at Wilkes, helps eligible high school students prepare for college. Academic classes, guidance, motivational activities, transitional seminars, tutoring and res-

idential experience provide a well-rounded preparation for higher education.

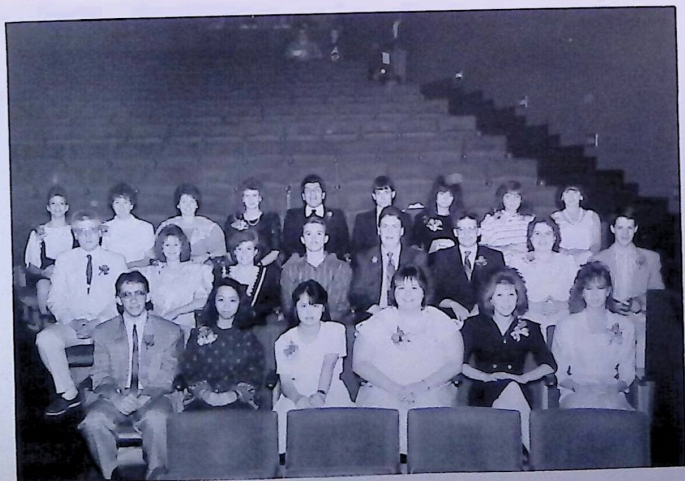
Graduates, first row, from left: Theresa Davis, Diane Duffy, Joseph Flynn, John Gibbon, Trudi Harvey and Bradley Hoyt; second row: Gary Monka, Paula Moratori, Phan Ngu, Donna Prebish, Cheryl Simon, Eric Smith and Melissa Summa; third row: Cathy Culp, George Brogan, August Baloga, Doreen Miklich, Anita Zurinski, Anthony Yu, Richard Yencha and Timothy Lavelle; fourth row: John Bolesta, Joanne Miller, Daniel Mello, Ryan Jackson, Hun Huynh, Le Tran, Cheryl Swainbank and Michael Kwashnik.



## Wilkes nursing student wins award

Le Cam Tran, a first-year nursing student at Wilkes College, has been named recipient of the Pennsylvania Association of Educational Opportunity Program Personnel Achiever's Award. From left are Paul Farber, Upward Bound Student Government president, presenting the award to Ms. Tran, and Anne A. Graham, Upward Bound director.

A 1989 graduate of GAR High School, Ms. Tran participated in the Wilkes College Upward Bound Program for three years. The award recognizes her outstanding effort, participation and achievement. This is the fourth consecutive year that an Upward Bound student from Wilkes College has been named for the statewide Personnel Achiever's Award.





CV 7-24-89



### 43 students in Upward Bound program

Forty three students from school districts throughout the Wyoming Valley are spending six weeks of their summer in the Upward Bound program at Wilkes College.

The high school students spend their mornings in class preparing for their next year of high school. The afternoons are spent participating in various activities including, career placement, extra-curricular classes such as art and drama, and personal development discussions.

The intensive six-week program gives the students a chance to grow academically, socially, and personally.

Upward Bound is a program that gives young people an opportunity to succeed in high school and prepare for college. The program, funded by the U.S. Department of Education, has been at Wilkes

College since 1967.

First row, from the left, are Brenda Zurinski, Phuong Ngu, Jennifer Ventrella, Matt Mros, Paul Farber, Mario Maffei, Mike Jabloski, Bill Specht and Lisa Madden; second row, Tom Cosloskey, Bill Jones, Dan Trotta, Bill McCabe, Lyann Glowacki, Jim Gillespie, Krisann Jackson, Ruth Ann O'Donnell; third row, Everal Eaton, Liza Letti, Shannon Hrobak, Rebecca Stark, Tony Gruenloh, Eric Armusik, Tim Croughn and Viet Hung Huynh; fourth row, Christine Okrasinski, Michele Fine, Sara Malkerenes, Rachael Toney, Peter Nguyen, Viet Bao Huynh, Sharon Weida and Karen Young; fifth row, Mary Dempsey, Kim Kalinas, Lisa Roinashko, Mary Jean Baird, Patti Monroe, Amy Zukoski, Lori Parry, Tara Hill, Paul Drazba and Denise Miklich.



## Visits Backyard of WVIA



*Right: Television crew from Pittsburgh Upward Bound area students in the Upward Bound program at Wilkes College. Those involved are from left: Tony Vu; Michael Jablonski; Thomas Thomas, Counselor with Upward Bound; Paul Farber; Kim Kalkas, and Elaine Altoe. Wilkes College is WVIA local underwriter for PA 2000. Left: Felicia Daniels, a native of Pennsylvania, hosts "Going Places" on PA 2000.*



Wilkes-Barre - Students from the Upward Bound program at Wilkes College are part of a statewide television show entitled "Going Places: Your Guide to College." The show produced by WQED-TV in Pittsburgh, is part of a series of shows called "Pennsylvania 2000." Each show will deal with a certain issue, the first deals with education. "Going Places: Your Guide to College" airs statewide on the Pennsylvania Public Television Network, and will be shown on WVIA-TV, Channel 44, Wednesday, Nov. 1, at 9 p.m.

"The main thrust of the show is to encourage high school students to go on to some form of post-secondary education," said the show's Associate Producer Ellie Levine. She added, "We looked around the state for programs which focus on young people and higher education. The program at Wilkes was something we wanted to look at and talk about."

The show will include a toll-free number which viewers can call for more information, and packets of information will be sent statewide to guidance counselors and school officials to share the story about post-secondary opportunities in Pennsylvania. "The greatest benefit for this show is in its outreach potential, not only when it's shown, but also after it airs," said Levine.

Wilkes is one of the 18 schools, both high school and college, across the state visited by the television crew. The others in this area include the Monroe County Vocational Technical School, and Coughlin High School in Wilkes-Barre. The segments shot across the state are only part of the program. The show will include high school guidance counselors, college financial aid officers, and admission officers. This show will air statewide—watch for it on Wednesday, Nov. 1 at 9:00 p.m.



## 23 graduated from Upward Bound

Attorney Ann H. Lokuta, inset, a member of the 1970 class of Upward Bound, returned Wednesday night to deliver the commencement address as 23 students were graduated during ceremonies at the Dorothy Dickson Darte Center on the Wilkes College campus.

Lokuta's address highlighted the program, which opened with greetings from Dr. George Waldner, vice president of academic affairs at Wilkes, and a welcome by Matthew Gruenloh, one of the graduates.

Other class members who addressed the gathering were: Paul Farber, who presented the recognition of Peter Valania, an educator at Northwest Area High School; Phan-Anh Nguyen, who presented the recognition of faculty, and Lisa

Madden, who delivered the message to the families.

Lori Saunders was named recipient of the Eugene L. Hammer Student of the Year Award in recognition of her outstanding participation and commitment. The award is presented to the student who has used the opportunities available at Upward Bound and has grown in both academics and in personal development and who has exemplified the qualities that the program tries to foster: effort, excellence and enthusiasm. The award is named in honor of Dr. Hammer, who wrote the first Upward Bound grant in 1967, and served as its director during the program's formative years.





## Upward Bound students graduate

By JUNE D. BELL  
Times Leader Staff Writer

**WILKES-BARRE** — In keeping with Upward Bound's emphasis on promoting achievement and confidence, the program's Wednesday night graduation ceremony featured the graduates themselves.

The 24 seniors at area high schools introduced speakers, offered remarks and presented their parents with pink silk roses in Wilkes College's Dorothy Dickson Dart Center for the Performing Arts.

The Upward Bound program helps students from lower-income families prepare for college. The high school students receive counseling and tutoring while attending weekly evening classes in basic skills.

Students also spend their summers taking courses and living in dormitories at Wilkes College, which hosts the federally funded program.

Lisa Madden, a senior at Bishop O'Reilly High School, received one of two scholarships her classmates funded through candy sales.

She credited the program's workshops on assertiveness with helping her conquer her shyness.

"Now I'm really open and can talk to anybody," she said before

the hour-long ceremony.

She said she would recommend Upward Bound to "anyone who wants to go on in the future but whose grades aren't good and who needs extra help, that extra boost."

Michael Jablonski received the Eugene L. Hammer Student of the Year Award for "outstanding participation and commitment" to the Upward Bound program, said Anne A. Graham, Upward Bound's director.

The Hanover Area High School senior will study pre-pharmacy at Wilkes College this fall.

Upward Bound gave Sherri Marabell the confidence she needed to succeed in honors courses at Tunkhannock Area High School. Before Upward Bound's one-on-one tutoring and small classes, she was an average student, she said.

The program's Scholastic Aptitude Test (SAT) preparation course helped her raise her SAT score by 250 points, she wrote in an essay Graham read to the crowd of about 100 parents and family members.

Guest speaker Ann H. Lokuta, a local lawyer and a 1970 graduate of the program told the students:

"Have a belief in yourself no matter what people say, no matter what you think they're saying."

Upward Bound taught her to set

goals and work to achieve them. She said, recalling some high school teachers had told her she "wasn't college material."

The Upward Bound program, which has been hosted by Wilkes College since 1967, serves about 100 high school students from Luzerne and Lackawanna counties.

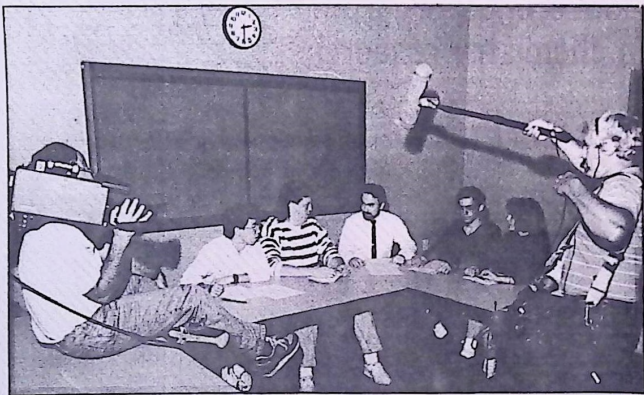
Below are the 1989 Upward Bound graduates, their high schools and the colleges they are slated to attend:

Caney Beator, Hanover Area High School, Bloomsburg University; Janet Bodrowski, Wyoming Valley West High School, King's College; Annette Clotso, Wyoming Area High School, King's College; Brian Currey, Coughlin High School, Bloomsburg University; Mary Demosov, Bishop O'Reilly High School, Bloomsburg University; Paul Farber, Northwest Area High School, Penn State University, Wilkes-Barre campus; Matthew Greenish, John S. Fike High School, Penn State University, University Park campus; Laura Hamilton, Pittston Area High School, Lackawanna Junior College; Michael Jablonski, Hanover Area High School, Wilkes College; Kimberly Kalins, Meyers High School, Wilkes College; Carrie Kondracki, Wyoming Valley West High School, Kutztown Junior College; Lisa Madden, Bishop O'Reilly High School, Wilkes College; Maria Matfe, Wyoming Valley West High School, Penn State University, Wilkes-Barre campus; Sherri Marabell, Tunkhannock Area High School, East Stroudsburg University; Erica Nash, Wyoming Valley West High School, Wilkes College; Phung Ngu, Wyoming Valley West High School, Wilkes College; Phyllis Nguyen, Bishop Hoban High School, University of Scranton; John Prechar, Meyers High School, King's College; Lori Saunders, Hanover Area High School, Luzerne County Community College; William Sorech, Bishop Hoban High School, Kutztown University; Ronald Stocker, Coughlin High School, Philadelphia College of Bible; Sandra Suenocki, Coughlin High School, Kutztown Junior College; and Kerrie Wilson, Wyoming Valley West High School, Luzerne County Community College.



**END OF JOURNEY** — Attorney Ann H. Lokuta (above) speaks at the Upward Bound graduation ceremony in Wilkes-Barre Wednesday. Lokuta is a 1970 graduate of the program which aids students to prepare for college. Below, some of the graduates say good-bye to their classmates during the ceremony held at Wilkes College, which hosts the program.

## Wilkes part of statewide TV show



### Upward Bound Program taped for 'Pennsylvania 2000'

Students from the Upward Bound program at Wilkes College are part of a statewide public television show entitled "Going Places: Your Guide to College."

The show, produced by WQED-TV in Pittsburgh, is part of a series of shows called "Pennsylvania 2000." Each show will deal with a certain issue — the first, with education.

"Going Places: Your Guide to College" airs statewide on the Pennsylvania Public Television Network. It will be shown on WVIA-TV, Channel 44, Wednesday, Nov. 1, at 9 p.m.

A television crew from Pittsburgh taped area students in the Upward Bound Program at Wilkes. Those involved, from left: Tony Yu, Michael Jablonski, Thomas Thomas, counselor with Upward Bound; Paul Farber, Kim Kalinas and Elaine Altoe.

"The main thrust of the show is to encourage

high school students to go on to some form of post-secondary education," states Ellie Levine, the show's associate producer. "We looked around the state for programs which focus on young people and higher education. The program at Wilkes was something we wanted to look at and talk about."

The show will include a toll-free number which viewers may call for more information, and packets of information will be sent statewide to guidance counselors and school officials to share the story about post-secondary opportunities that are available in Pennsylvania.

The Upward Bound program at Wilkes, in being since 1967, is funded by the U.S. Department of Education. It is a program which gives young people an opportunity to succeed in high school and prepare for college. Students from school districts in several area counties spend part of their time at Wilkes preparing for their next year of high school.

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## Wilkes Part Of Statewide Television Show

Students from the Upward Bound program at Wilkes College are part of a statewide television show entitled "Going Places: Your Guide to College." The show produced by WQED-TV in Pittsburgh, is part of a series of shows called "Pennsylvania 2000." Each show will deal with a certain issue, the first deals with education. "Going Places: Your Guide to College" airs statewide on the Pennsylvania Public Television Network, and will be shown on WVIA TV, Channel 44, Wednesday, Nov. 1 at 9 p.m.

"The main thrust of the show is to encourage high school students to go on to some form of postsecondary education," said the show's Associate Producer Ellie Levine. She added "we looked around the state for programs which focus in on young people and higher education. The program at Wilkes was something we wanted to look at and talk about."

The show will include a toll-free number which viewers can call for more information, and packets of information will be sent statewide to guidance counselors and school officials to share the story about postsecondary opportunities in Pennsylvania. "The greatest benefit for this show is in its outreach potential,

not only when it's shown, but also after it airs," said Levine.

Wilkes is one of the 18 schools, both high school and college, across the state visited by the television crew. The others in this area include the Monroe County Vocational Technical School, and Coughlin High School in Wilkes-Barre. The segments shot across the state are only part of the program. The show will also include a panel discussion moderated by Faith Daniels of CBS News. The panel will include high school guidance counselors, college financial aid officers, and admission officers.

"The Upward Bound Program at Wilkes College is honored and pleased to be part of this worthwhile statewide effort," said Anne Graham, who directs the program at Wilkes.

Upward Bound is a program which gives young people an opportunity to succeed in high school and prepare for college. Students from school districts in several area counties spend part of their time at Wilkes preparing for their next year of high school. The Upward Bound program at Wilkes College is funded by the U.S. Department of Education, and has been at Wilkes since 1967.

# Michele Fine Attends National Conference

Michele Fine, daughter of David and Joanna Fine of South Sheridan Street on Wilkes-Barre recently attended The National Student Leadership Congress in Washington D.C. representing the Upward Bound program at Wilkes University.

One-hundred fifteen students from Upward Bound programs across the country



FINE

were selected for the program which combined elements drawn from model student leadership training activities and national public policy seminars. The emphasis of the student congress was on leadership and student participation in decision making affecting federal policy and national priorities.

"We nominated Michele because she is confident, well-spoken and an academically strong student who represents our program very well," said Anne Graham, Director of Upward Bound at Wilkes University.

The Meyers High School senior was impressed with the program and came away from the meeting with lessons which will benefit her in the future. "They taught us how to be a leader that gets things done and one that people can really count on," said Michele.

The highlight of the Washington trip for this 16-year old student was a private half-hour meeting with Congressman Paul Kanjorski (D) 11th District. That meeting is the part of the trip Michele will

remember for a long time. "I was very impressed with his openness and willingness to take the time to talk with me. He was very nice and we had a wonderful conversation."

She also enjoyed meetings with aides to U.S. Senators John Heinz and Arlen Specter as part of the five day program.

Upward Bound is a program which gives young people the opportunity to succeed in high school and prepare for college. It is funded by the U.S. Department of Education and has been at Wilkes since 1967.

## Wilkes Upward Bound student at National Leadership Congress



Michele Fine, at left, daughter of David and Joanna Fine, South Sheridan Street, Wilkes-Barre, recently attended The National Student Leadership Congress in Washington, DC, representing the Upward Bound program at Wilkes University. At right is Anne Graham, director of Upward Bound at Wilkes, congratulating Miss Fine on her participation in the five-day event.

Upward Bound is a program which gives young people the opportunity to succeed in high school and to prepare for college or university. It is funded by the U.S. Department of Education and has been at Wilkes since 1967.

"We nominated Michele because she is confident, well-spoken and an academically strong student who represents our program very well," commented Ms. Graham.

The Elmer L. Meyers High School senior was impressed with the program and came away from the Leadership sessions with lessons she feels will benefit her in the future. "They taught us how to be a leader that gets things done and one that people can really count on," said Michele.

A highlight of the Washington trip was a private half-four meeting with Congressman Paul Kanjorski (D-11th District).

"I was very impressed with his openness and willingness to take the time to talk with me," said Michele. "He was very nice and we had a wonderful conversation."

Michele also enjoyed meetings with aides to U.S. Senators John Heinz and Arlen Specter as part of the five-day long program.

# Upward Bound program featured in Public Television series

by Becky Steinberger  
Beacon Staff Writer

WILKES-BARRE — A Pitts-  
burgh based public television sta-  
tion, WQED-TV, was recently on  
the Wilkes campus to film the first  
in a series of shows entitled "Penn-  
sylvania 2000." The Pennsylvania  
Public Television Network will air  
"Going Places: Your Guide to

College," on November 1 at 9:00  
p.m.

The show will feature students  
from Wilkes' Upward Bound pro-  
gram. Students who participated in  
the filming include Kim Kalinas,  
Michael Jablonski, Tony Yu,  
Mishel Kondracki, Ann Ngycyn,  
Elaine Alpal, Eric Smith. Upward  
Bound was designed "to encourage  
high school students to go college."

according to Ann Graham, program  
director at Wilkes. The Wilkes  
Upward Bound program, which is  
in its twenty-second year, is for  
local high school students. The  
program helps them prepare for  
their future education.

Graham stated that in a recent  
study, Pennsylvania was ranked  
forty-seventh out of the fifty states  
in the percentage of students at-  
tending college. The show, which  
will air on all public television net-  
works in the state, is one effort to  
push high school students to  
continue their education. Eventu-  
ally, the show will be dis-  
tributed to various high schools in  
the state on video for further use.

Graham hopes the segment  
will "inform as well as motivate  
high school students to go to col-  
lege." Wilkes is one of 18 schools  
which will be on the "Pennsylvania  
2000" segment. Eric Smith, a so-  
phomore who participated in the  
program, said, "Wilkes has one of  
the best Upward Bound programs  
in the state."

CBS News correspondent  
Faith Daniels will moderate a panel  
discussion on the show, which will  
include representatives from col-  
lege admissions offices and high  
school guidance counselors. View-  
ers will be able to call a toll-free  
number for further information  
about the opportunities of a college  
education.



From left to right: Tony Yu; Michael Jablonski; Thomas  
Thomas, Upward Bound counselor; Paul Farber; Kim Kalinas;  
and Elaine Alloe.

## Coordinator named for Wilkes Upward Bound

Barbara A. Q.-Killian of Mountaintop has been appointed as the academic coordinator for the Upward Bound Program at Wilkes College.

As the academic coordinator, Ms. Killian is responsible for instruction, tutoring, testing and evaluation of the Upward Bound students. Upward Bound is a program which gives young people the opportunity to succeed in high school and prepare for college. The Upward Bound program at Wilkes College is funded by the U.S. Department of Education and has been a vital part of the college

since 1967.

Ms. Killian received a Bachelor of Arts degree from Wilkes in 1979 and a Masters in Public Administration from Marywood College in 1982. She is currently pursuing graduate studies in Psychology at Marywood.

Most recently, Ms. Killian served as outreach coordinator with the Domestic Violence Service Center. She also has extensive experience in educational opportunity programs in the community. In addition she has served as an adjunct instructor at Marywood College and College Misericordia.

In the community, Ms. Killian serves on the Advisory Board of Single Parents and Homemaker Program at Luzerne County Community College, the Board of Directors, Domestic Violence Service Center, and is the president of the Board of Directors at the Wyoming Valley Montessori School.

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**ACHIEVEMENT RECOGNIZED** — Standing from left are Anne Graham, Upward Bound director; Phah Anh Nguyen, award recipient and Lyann Glowacki, Upward Bound president

## Upward Bound student wins award

For the fifth consecutive year, a Wilkes University Upward Bound student has received the Pennsylvania Association of Educational Opportunity Program Personnel Achiever's Award.

Phah Anh Nguyen of Wilkes-Barre won the state-level award which recognizes outstanding effort, participation and achievement.

Ms. Nguyen is a 1989 graduate of Bishop Hoban High

School who participated in the Wilkes University Upward Bound Program for three years.

She is a first-year pre-med student at the University of Scranton.

Upward Bound is a program designed to give young people an opportunity to succeed in high school and prepare for college.

The program, which began at Wilkes in 1967, is funded by the U.D. Department of Education.



# Wilkes Upward Bound students graduate

The Wilkes University Upward Bound recently held its commencement ceremonies at the Dorothy Dickson Darte Center for the Performing Arts.

Guest speaker for the ceremony was Mrs. Margaret Reese Bau, an early graduate of the Wilkes Upward Bound Program. Charles Ripa, Hanover Area guidance counselor, was recognized for his efforts to assist students achieve a college education.

Other participants in the graduation were Christopher Zukoski, Class of 1986, Michael Jablonski, Class of 1989, and several members of the Class of 1990.

Upward Bound, funded through the U.S. Department of Education, began at Wilkes in 1967 helping eligible high school students prepare for college academic classes. The preparation for higher education includes guidance, motivational activities, transitional seminars, tutoring and a residential experience given to the students in preparing for college.

First row, from the left, are James Gillespie, Lyann Glowacki, Krisann Jackson, William Jones, Patricia Monroe and Michelle Morrissey; second row, Jennifer Ventrella, Sharon Weida, Brenda Zurinski, Karen Young, Joseph Rowe, William McCabe and Lisa



Romashko; third row, Justin Gibbon, Paul Drazba, Robert Urban,

Ruth Ann O'Donnell, Thomas Cosloskey, Mary Jean Baird, Mi-

chael Mros, Doreen Miklich and Dennis Gentry.

Other graduates were Valerie Kliamovich and Kristen Valdez.

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### Upward Bound wraps up 1990 summer program

The Upward Bound program for high school students ended its 1990 summer program on Friday with a luncheon at the Wilkes University cafeteria.

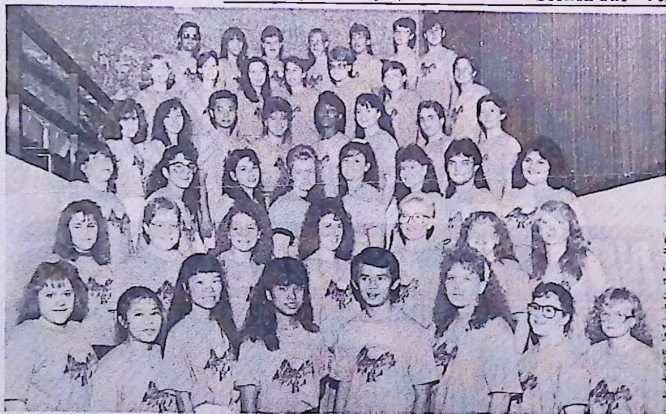
From the left are Tara Hill, Hunlock Creek; Bonnie Oakes, Wilkes-Barre; Thomas J. Thomas, counselor; Tony Gruenloh, Glen Lyon, and Michelle Fine, Wilkes-Barre.

Oakes and Gruenloh were selected as Students of

the Summer and Hill and Fine spent volunteer stints in the Citizens' Voice newsroom.

Upward Bound offers students a concentrated study opportunity. The students live on campus.

A student-produced literary magazine was distributed at the luncheon and the students recognized teachers and resident counselors.



**UPWARD BOUND PROGRAM** — Forty-seven students from area high schools are participating in the Wilkes University Upward Bound Summer program. The program includes intensive academic preparation for high school and college, career exploration, personal development and educational trips to Valley Forge and West Point. During the six-week period, students also served as community volunteers for the American Red Cross and Greater Wilkes-Barre YMCA. Upward Bound is a federally funded program for eligible high school students that helps them prepare for success in post-secondary education. The Wilkes University Upward Bound Program has been continuously funded since 1967. Local high school students participating in the summer program of the Upward Bound Program at Wilkes Uni-

versity are front row from left: Autumn Shoemaker, Jie Jessica Chen, Chanh Bao Tran, Maria Elena Comillo, Viet Hung Huynh, Valerie Klamovich, Rochelle Valenti and Tammy Wortman. Second row: Krisann Jackson, Sara Malkemes, Terra Wlushewski, Sharon Welda, Jennifer Ventrella, Liz Keator and Jennifer Williams. Third row: Gary Miller, Grazia Delle-Cave, Amy Zukoski, Tara Hill, Lori Parry, Patti Monroe, Joe Rowe and Elvira Delle-Cave. Fourth row from left, Ruth Ann O'Donnell, Stacy Scott, Viet Bao Huynh, Lyann Glowacki, Helen Kennedy, Marisa Rae, Ron Savage and Paul Drazba. Fifth row: Liza Lettie, Mary Walsh, Kathy Klitrick, Bonnie Jean Oakes, Tony Gruenloh, Bill Ruckel and John Gadomski. Sixth row: Matt Mros, Tom Costoskey, Bill McCabe, Stan Madero, Mike Koplak, Bob Passetti and Bill Humphrey.

## Schools & Colleges

# Wilkes University's Upward Bound Program welcomes fifty-three new students

The Upward Bound Program at Wilkes University recently accepted 53 new students for the Spring 1990 term.

Upward Bound is a pre-college, educational support system designed to assist high school students prepare for higher education. Members attend weekly classes on the university campus and receive college and career in-

formation and guidance. The students also have the opportunity in the summer to participate in an intensive, pre-college residential experience geared toward academic challenge and personal motivation.

The Upward Bound Program at Wilkes University, started in 1967, is funded by the U.S. Department of Education. This summer marks

the beginning of the 25th anniversary year.

The students selected for 1991 include: Bishop Hoban High School, Frank Wojcik and Jennifer Yechimowicz; Bishop O'Reilly High School, Suzette Christian, Margaret Gilgallon, Kathleen Gabel, Michael Holland, Susan Kurlandski, Tara Kuzma, Robert Peeler, Winona Reeder and Edward Sartin.

Also: Coughlin High School, Kristeen Andes, Kimberly Courtney, Francis Goretski, Christine Koch, Albert Prado, Aaron Stoker and Rachel Tarnalicki; Crestwood Area High School, Hillard Malkemes; GAR High School, Richard Tomko; Hanover Area, Laurie Beres, Megan Finley, Anthony Karpovich, Brian Kibbler, Jeffrey Kotz, Frank Stoodley and Melanie Stuart; Greater Nanticoke Area (John S. Fine High School), Merrit Nash and Lawrence Tabbitt; Lake Lehman Area, Karen Del Kanic and Jen-

Jennifer Edwards.

Also: Meyers High School, Lori Gavrish, Viet Cuong Huynh, Jennifer Knight, Bernard Seeman, Miguel Such, Tammy Bogert, Cathy Evanitis, Andrea Fink, Julie Wolfe and Shawn Jackson; Seton Catholic High School, Michael Morrissey; Tunkhannock Area, Corey Comstock; Wyoming Valley West High School, Randi Dupras, Lori Gialanella, Elena Kozloski, Tue Ngu, Sandra Rice, Barbara Roman, Julie Truax, Michael Urban, Tracey Walsh and Christopher Hahn.



## Wilkes Upward Bound program graduates 24

The Wilkes University Upward Bound program recently held its commencement ceremonies at the Dorothy Dickson Darte Center for the Performing Arts. Upward Bound, funded through the U. S. Department of Education, began at Wilkes University in 1967 helping eligible high school students prepare for college academic classes. First row, from left: James Gillespie, Lyann Glowacki, Krisann Jackson, William

Jones, Patricia Monroe and Michelle Morrissey. Second row: Jennifer Ventrella, Sharon Welda, Brenda Zurinski, Karen Young, Joseph Rowe, William McCabe and Lisa Romashko. Third row: Justin Gibbon, Paul Drazba, Robert Uran, Ruth Ann O'Donnell, Thomas Cosloskey, Mary Jean Baird, Michael Mros, Dorren Miklich and Dennis Gentry. Absent from the photo: Valeria Khamovich and Kristen Valdez.

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## Wilkes University Upward Bound Program graduates 16

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Sixteen students from throughout the region graduated from the Wilkes University Upward Bound Program at annual commencement exercises held recently in the Dorothy Dickson Center for the Performing Arts.

Dr. Joseph Grilli, an early graduate of the Wilkes Upward Bound Program and vice president of Home Health Care of America, was guest speaker at the ceremony.

The Wilkes ACT 101 Program staff was also recognized for their efforts in assisting students to achieve a college education.

Also participating in the ceremony was Jennifer Greunloh, Upward Bound Class of 1987; Lyann Glowacki, Class of 1990, and several members of the Class of 1991:

Upward Bound began at Wilkes in 1967 to help eligible high school students prepare for college academic classes. Funded through the U.S. Department of Education, the hallmark of Upward Bound is to provide well-rounded preparation for higher education through guidance, motivational activities, transitional seminars, tutoring and a residential experience. All of this year's Upward Bound graduates will enter college in the fall.

First row, seated, from left, are Jennifer Tershak, Michele Fine, Mary Evans, Elizabeth Keator, Helen Kennedy, Kathleen Kittrick and Sarra Malkemes; back row: Lori Pary, Tara Hill, Amy Zukoski, Eric Armusik, Michael Matosky, Erin Newson, Julie Ostrowski and Rebecca Stark. Absent from photo is Lisa Lettle.

**Gallery**

*57 students involved in Wilkes University's Upward Bound summer program*



Fifty-seven students from high schools throughout Luzerne and Wyoming counties are currently participating in the Wilkes University Upward Bound summer program.

This year marks the 25th summer that the program has offered eligible high school students an opportunity to actively prepare for a college career.

The summer experience includes intensive academic preparation, career exploration, personal development, and educational trips to New York City and Bloomsburg University.

During the six-week period, students also serve as community volunteers for the American Red Cross, Greater Wilkes-Barre YMCA and other community service agencies.

This year, Wilkes Upward Bound students Jessica Chan, Viet Hung Huynh, Julie Mehta, Marisa Rae, and Chanb Tran attended the first regional Math-Science Upward Bound Program, held at Penn State University.

Upward Bound is a federally funded program that helps eligible 10th, 11th, and 12th grade students prepare for success in post-secondary education. The Wilkes University Upward Bound Program has been continuously funded since it began in 1967.

Local high school students participating in this year's extensive summer program of the Upward Bound at Wilkes University are:

Front row from left are Michelle Fine, Kathy Kittrick, Winona Reeder, Tammy Turva, Anthony Karpovich, Jennifer Knight, William Ruckel, Lori Gavrus, Elvira

Delle-Cave, Albert Prado, Terra Wilumbewski.

Second row: Amy Zukanski, Anthony Grunloh, Sara Malkemes, Megan Finley, Kathleen Gabel, Tammy Bogert, Julie Wolfe, Jennifer Edwards, Colleen Kittrick, Elena Kotzicki, Liz Kealar, Caprice Miletta.

Third row: Miguel Such, Karen Del Kanic, Tammy Wortman, Randi Dupras, Barbara Roman, Rochelle Valenti, Margaret Guggalon, Maria Elena Cemilo, Tue Ngu, Christine Koch, Bonnie Oakes, Kimberly Cozartney.

Fourth row: Gary Miller, Michael Kopak, Corey Comstock, Frank Wojcik, Robert Passetti, Viet Cuong Huynh, Christopher Hahn, John Giggallon, Frank Stodley, Jeffrey Koz, John Gudanski, Michael Valenti. Also attending are Grazia Delle-Cave, Robert Peeler, Rachel Tarnalicki, Stacy Scott.

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## Upward Bound students visit blood center

Wilkes Upward Bound students recently visited the American Red Cross Blood Center, Hanover Township. The students were shown a slide show illustrating the function of blood in the body and were taken on a tour of the building's donation and laboratory facilities.

From left are Mariaelena Comillo, Lisa Ann Madden, Chris Hahn, Chris Koch, Karen Del Kanic, Kathy Gable and Peg Mihalick, director of volunteers, Wyoming Valley Chapter of the American Red Cross.



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# Wilkes taking applications for Upward Bound Program

The Upward Bound Program at Wilkes University is accepting membership applications from interested high school students.

Funded by the United States Department of Education, the Upward Bound Program is designed to assist high school students prepare for success in college. The opportunity provides eligible young people with experience on a college campus while they improve their readiness for the challenges of higher education.

For consideration, students should be in 10th grade, be a potentially first generation college student and be able to meet the economic criteria established by the U.S. Department of Education. Members receive all services at no cost.

The six-week, residential summer program offers an intensive experience which combines academic preparation, individual attention, personal and social growth, career education and cultural trips.

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## Upward Bound applicants sought

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The Upward Bound program at Wilkes University is currently accepting membership applications from interested high school students. Funded by the U.S. Department of Education, the program is designed to assist high school students prepare for success in college.

Students should be in 10th grade, be a potentially first generation college student, and be able to meet the economic criteria set by the U. S. Department of Education. Participants receive all services at no cost.

The six-week residential summer program offers academic preparation, individual attention, personal and social growth, career education and cultural trips. Classes and seminars are also offered throughout the year.

For an application and additional information, contact the Upward Bound office at Wilkes University at 824-4651, ext. 4230.

## Wilkes University Memberships available *F15*

The Upward Bound program at Wilkes University is accepting membership applications from interested high school students. Funded by the United States Department of Education, the Upward Bound program, is designed to assist high school students prepare for success in college. The opportunity provides eligible young people with experience on a college campus while they improve their readiness for the challenges of higher education.

For consideration, students should be in 10th grade, be a potentially first generation college student and be able to meet the economic criteria established by the U. S. Department of Education. Members receive all services at no cost.

The six-week, residential summer program offers an intensive experience which combines academic preparation, individual attention, personal and social growth, career education and cultural trips.

For an application and additional information contact the guidance office in your local high school or the Upward Bound office at Wilkes University at 824-4651, Ext. 4230.

## CHS Students Move Forward With UPWARD BOUND



While most kids are spending their summer vacationing, working for some extra money, or just taking a well-deserved break, others are taking advantage of that time to prepare themselves for the upcoming school year--and having a great time doing it!

Wilkes University's Upward Bound summer program takes place over a six-week period during June and July. In addition to participating in three academic classes, there are special interest classes, like theatre and art, and volunteer placements at such places as the YMCA, CYC, and the American Red Cross. During the afternoons and evenings, students take part in small counseling group sessions and various sports activities.

Although the program is only on weekdays, students move into a dorm at the University in order to have the full college experience. The students are allowed to return home on the weekends, in addition to visitation nights in which friends and family can come to see the students in their college environment.

In addition to the summer, Upward Bound continues its program throughout the school year. One night a week, students meet for classes, tutoring, S. A. T. preparation, and help with college application and financial aid.

Information about the Upward Bound program can be obtained in the guidance office.

Pictured are Coughlin's participants in the program--first row, left to right--Tammy Wortman, Kris Andes, Wendy Patronick, Kimberly Courtney, and Rachel Tarnalecki. In row two--left to right--are Chris Koch, Frank Gorcetski, Albie Prado, and Aaron Stoker. Jenifer Knight and Bill Humphrey are also members of the Upward Bound program.

5/28/92 CV

## Upward Bound will mark 25th anniversary at Wilkes

Wilkes University Upward Bound program will mark its 25th anniversary during commencement exercises Thursday, May 28, at 6 p.m. in the Dorothy Dickson Darte Center for the Performing Arts.

Upward Bound alumni from the last 25 years are invited to attend the celebration.

Dr. Eugene L. Hammer, professor emeritus, will speak at the ceremony; he wrote the first Upward Bound grant in 1967. Edwin Johnson, associate professor of education, who was first Upward Bound director, will also offer

remarks.

Through Upward Bound, eligible high school students learn to be successful in post-secondary education. The academic program involves a summer residential program and career planning as well as intensive assistance with college selection and financial aid processing.

For the last 10 years, more than 90 percent of all Upward Bound graduates have entered post-secondary education upon completing high school. The program currently serves 125 students from area high schools.

### ■ Wilkes University Anniversary slated *TL 5/28/92*

The Upward Bound Program at Wilkes University will mark its 25th Anniversary of service to the youth of Wyoming Valley during commencement exercises set for Thursday, May 28 at 6 p.m. in the Dorothy Dickson Darte Center for the Performing Arts. Upward Bound Alumni from the past 25 years are invited to attend the celebration.

Dr. Eugene L. Hammer, Wilkes University Professor Emeritus, will serve as commencement speaker for the ceremony. Hammer was the author of the first Upward Bound grant in 1967. The first Director of the Upward Bound program, Edwin Johnson, Associate Professor of Education, will also offer remarks.

Upward Bound serves eligible high school youth by preparing them to be successful in post-secondary education.

## Upward Bound accepts 60 students for spring term

Wilkes University's Upward Bound program recently accepted more than 60 new students for the spring term. The students are from 14 high schools in Luzerne and Wyoming counties.

Funded by the U.S. Department of Education, the program began at Wilkes in 1967 and helps high school students grow academically, socially and personally while preparing for college.

The students accepted for the new term are Christopher Andes, Karen Harrington, Maureen Kittrick, Melody Snyder and Enrique Such from Bishop Hoban; Carolyn

Evans, Nicole Seitchek, Steven Stavridis, Kim Tommaselli and Renee Walke, Bishop O'Reilly; Arthur Jones, Paul Kukucka, Antonio Marearis, Rebecca Milligan and Michelle Pekariski, Coughlin; Chris Beleski and Susan Herbert, Dallas High School; Christy Pekar, Holly Pekar and Tom Pikas, GAR; Linda Girlock and Colleen McDivoe, Hanover Area; Lynn Evans and John Stolarik, Nanticoke High School; Lori Amyx, Dalisa Dean, J. Daniel Hanley, Sharon Jones and David Pall, Lake-Lehman; Olivia Hansen, Tammy Jacobs, Christopher Pelchar, Jamie Perrins, Matthew Lehman and Walter

York, Meyers; Christian Eckrote, Raquel Evans, Joseph Gregorovics, Daisy Gregory, Dana Hull, Heath Hines, Chad Siller and Bryan Wolfe, Northwest Area; Noreen Collins and Alice Goerner, Pitston Area; Tracey Ankiudovich, Grace Cavanaugh, Jodi Matichka, Robert Rae, Russchelle Scott and Tessa Wright, Tunkhannock Area; Bill Harry, Wyoming Area; Hillary Adams, Marquette Adams, Lisa Bartlow, Andrew LeBarre, Monica Kane, Steven Perzia, Donna Phillips, Christina Rawls, Sandra Romashko, Kevin Suchocki, Julie Voelker and Leah Yurchol, Wyoming Valley West.



**UPWARD BOUND PROGRAM** — The Upward Bound Program at Wilkes University recently celebrated 25 years of service to the youth of Wyoming Valley during commencement exercises. Wilkes University President, Dr. Christopher N. Breiseth greeted the graduates, their families and Upward Bound alumni. Dr. Eugene L. Hammer, Wilkes University professor emeritus, delivered the commencement address. Hammer was the author of the first Upward Bound grant in 1967. The first director of the Upward Bound program, Edwin Johnson, associate professor of education, also offered remarks. First row, from left: Tammy Wortman, Coughlin; Kathleen Gable, Bishop O'Reilly; Rochelle Valenti, Pittston Area; Colleen Kittrick, Bishop Hoban; Louis Lau, Wyoming Valley West; Terra Wilushewski, John S. Fine;


Elvira Delle Cave, Meyers. Second row: Maria Elena Comillo, Northwest; Mary Kurlandski, Bishop O'Reilly; Michael Urban, Wyoming Valley West; Bonnie Oakes, GAR; Chan Bao Tran, Wyoming Valley West; Julie Mehta, Wyoming Valley West; Beth Seris, Bishop O'Reilly; Wendy Patronick, Coughlin; Jie Jessica Chan, Meyers. Third row: William Humphrey, Coughlin; John Gadomski, Hanover Area; Robert Passettl, John S. Fine; William Ruckel, Northwest; Michael Koplak, Hanover; Gary Miller, Meyers; John Gillgallon, Bishop O'Reilly; Christopher Hahn, Wyoming Valley West; Marisa Rae, Tunkhannock. Other graduates include: Anthony Gruenloy, John S. Fine; Viet Hung Huynh, Meyers; Charly Little, Wyoming Valley West; Jesse Nelson, Wyoming Valley West; and Heather Richardson, Wyoming Valley West.

## **Student Meets Rep. Kanjorski**

Albert Prado of Wilkes-Barre recently met with U.S. Representative Paul Kanjorski in Washington, D.C., and attended a session of Congress while participating in the National Student Leadership Congress.

A member of the Upward Bound Program at Wilkes University, Prado was selected to attend the five-day conference. One hundred students from across the country participated in workshops, congressional visits and cultural activities.

SI 7/12/98



**NCEOA**

*The Board of Directors*  
*of the*  
*National Council of Educational*  
*Opportunity Associations*

ACKNOWLEDGES THE SUPPORT OF

*Wilkes University - Upward Bound*

**FOR EQUAL EDUCATIONAL OPPORTUNITY  
AND THE NATIONAL COUNCIL**

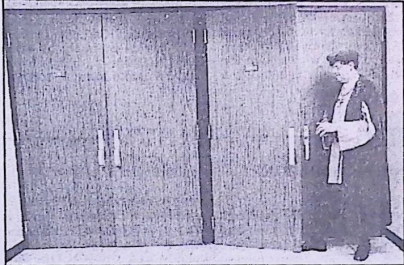
1993 - 1994

*Christine Briggs Johnson*

PRESIDENT

*Arnold Smith*

EXECUTIVE DIRECTOR



TIMES LEADER/ALEJANDRO ALVAREZ

## Discovering history

Joseph Laufer, a nationally known Christopher Columbus expert, awaits his cue. The New Jersey native brought his myth-busting version of the Italian explorer's story to Upward Bound students at Wilkes University Friday.

-26/02/92  
TL



# Movin' Up

CV 8/1/90

The Upward Bound Program held its summer awards luncheon on Friday to cap another successful year.

Upward Bound gives high school students a six-week cram course in academics to help prepare them for college. The program is operated by Wilkes University.

The students will travel to Washington, D. C., for a three-day visit next week after which they will return to their homes. The students have been living in Wilkes dorms.

Acknowledged as "Students of the Summer" were Karen Del Kanic, Edwardsville, at left in photo, and Albert Prado, Wilkes-Barre. In the second row are teachers Michael Booth, Pittston, cited for 15 years with Upward Bound; Paul Evans, Pleasant Valley, and Charles Knorr, Shavertown, both 10 years.

Students who received academic class awards were J. Daniel Hanley, Russchelle Scott, Bernard Seaman, Tracey Ankudovich, Jennifer Edwards, Joan Stolarik, Frank Stoodley, Karen Del Kanic, Lori Amyx, Christopher Beleski, Joseph Gregorowicz, Brian Kib-



Gililand/Voice/Warren Rude

bler, Kim Courtney, Elena Kozloski, Tessa Wright, Alex Bash, Jennifer Knight, Julie Voelker and Antonio Marcario.

Earning Residential Awards were Alex Bash, J. D. Hanley, Brian Kibbler, Antonio Marcario, Tessa Wright and Bob Passetti. The Student Government Award

went to Kim Courtney.

Remarks were made for Wilkes by Dr. Mahmoud Fahmy, dean of external affairs, and Dr. Paul Adams, dean of academic support services.

Work by the students is on display in the university's Sordoni Art Gallery.

## Schools &amp; Colleges

## Upward Bound at Wilkes University celebrates the end of a successful summer



More than 50 area high school students attended an awards luncheon recently to celebrate the completion of their six-week residential component of the Wilkes University Upward Bound Program.

The sophomores, juniors and seniors from Luzerne and Wyoming Counties had been living on the Wilkes campus while taking courses to prepare for post-secondary education.

FRONT ROW, from left, are Rachel Tarnalicki, Barbara Roman, Megan Finley, Joseph Gregorowicz,

Monica Kane, Julie Vorker, Karen DelKane, Susan Herbert, Lori Amyx, Jonnie Knight and Christopher Seienki; SECOND ROW: Michael Valenti, Brian Kibbler, Christopher Felcher, John Sialarik, Steven Ferras, Leah Yurcha, Antonio Marcara, Tracey Anandovich, Hillary Adams, Lynn Evans, Melody Seyour, Karen Ann Harrington, Jodi Mallicka, Wynona Reeder and Christina Eckrote; THIRD ROW: Kevin Suchocki, Alex Bata, David Pali, Frank Goretzki, Bernard Sososan, Tony Karpovich, Billy Harry, Rumschelle Scott, Frank Stoodley, J. Daniel Hanley, Andrew LaBarre, Robert

Rae, Albie Prado, Tems Wright, Kim Courtney and Dalisa Dean. Absent from photo are Jennifer Edwards, Heath Hine and Elena Krosinski.

Upward Bound is a federally-funded program with over 275 programs nationally. The Wilkes University Upward Bound Program, initiated in 1967, recently received funds to sustain an additional three years of service to the students of Wyoming Valley. Each year, more than 100 sophomores, juniors and seniors participate in the year-round local Upward Bound Program.

## Schools & Colleges

# Wilkes University accepting membership applications for Upward Bound Program

The Upward Bound Program at Wilkes University is accepting membership applications from unattached high school students.

Funded by the United States Department of Education, the Upward Bound Program is designed to assist high school students prepare for success in college.

The university provides eligible young people with experience on a

college campus while they improve their readiness for the challenges of higher education.

For consideration, students should be in 10th grade, be a potentially first generation college student and able to meet the economic criteria established by the United States Department of Education. Members receive all services at no cost.

For an application and addi-

tional information, students are advised to contact the guidance office in their local high school, or the Upward Bound Program office at Wilkes University — at 610-4530.

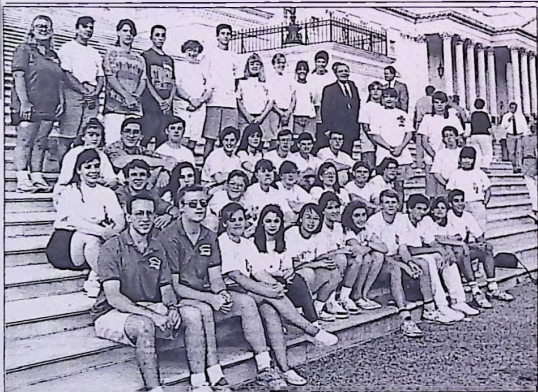
The six-week, residential summer program offers an intensive experience which combines academic preparation, individual attention, personal and social growth, career education and cultural trips.

Throughout the year, the Upward Bound Program prepares its members for college by offering a variety of academic classes by providing assistance with college selection and financial aid.

Seminars are also offered in decision making and in preparing for the transition from high school to college, giving students the confidence and the skills needed. The Upward Bound Program at

Wilkes University began in 1967 and has served hundreds of students from Luzerne and Wyoming Counties.

Since 1980, 90 percent of its members have gone on to pursue a college education. One of the oldest programs of its kind in Pennsylvania, the Upward Bound Program at Wilkes has received national recognition for its career education component.



## Wilkes University's Upward Bound Summer Program students tour nation's capital

Students from the Wilkes University Upward Bound Summer Program recently traveled to Washington, D.C. for a three-day educational tour of the nation's capital. The Smithsonian Museum and other historical sites were part of the tour.

A highlight of the trip was a visit to the Congressman Paul E. Karcjowski and a tour of the Capitol. The congressman, with whom the students had an opportunity for conversation, commended the visitors for their work to prepare for college.

Front row, seated, from left are Paul Farber and Matthew Greenish, of the Upward Bound staff; Lori Amyx, Lake Lehman High School; Jodi Matrichki, Tunkhannock; The Ngu, Wyoming Valley West (WVW); Teresa Wright, Tunkhannock; Karen Ann

Harrington, Bishop Hoban; David Pall, Lake Lehman; Alex Bash, Myers; Dalene Dean, Dallas, and Althe Pradi, Coughlin.

Second row: Brenna Espinosa and Jeff Whitmer, Upward Bound staff; Melody Snyder, Bishop Hoban; Joseph Gregorowicz, Northwest; Elena Kuziocki, WVW; Tracey Ankudovich, Tunkhannock; Rachel Tarnalocki, Coughlin; Bertze Seeman, Myers, and Andrew LaBarre, WVW.

Third row: Lisa Maddox, Upward Bound staff; Frack Wojcik, Bishop Hoban; Corey Comstock, Tunkhannock; Hilary Adams, WVW; Ruxselle Scott, Tunkhannock; J. Daniel Hanley, Lake Lehman; Juan D. Dobbler, Hancock, and Franz Soodley, Hancock.

Fourth row: Angela Mazaika, Upward Bound staff; Kim Courtney, Coughlin; Christopher

Belicki, Dallas; Steven Ferris, WVW; Megan Flaley, Hancock; Billy Harry, Wyoming Area; Leah Yurcho, WVW; Karen DelKanic, WVW; Julie Voeiker, WVW; Frank Goreski, Coughlin; Con-

gressman Paul E. Karcjowski, John Siskarik, Nanticoke; Antonio Marcario, Coughlin; Robert Rae, Tunkhannock; Michael Valenti, Seton Catholic; and Jessica Chou, Myers.

OCT 2, 1992

NEW AGE-EXAMINER  
 TUNKHANNOCK, PA

WKLY - 5,713

'04>

## Upward Bound seeks applicants

<sup>225 FF</sup>  
 The Upward Bound program at Wilkes University is accepting membership applications from interested high school students.

Funded by the United States Department of Education, the Upward Bound program is designed to assist high school students prepare for success in college. The opportunity provides eligible young people with experience on a college campus while they improve their readiness for the challenges of higher education.

For consideration, students should be in 10th grade, be a potentially first generation college student and be able to meet the economic criteria established by the U. S. Department of Education. Members receive all services at no cost.

The six-week residential summer program offers an intensive experience which combines academic preparation, individual attention, personal and social growth, career education and cultural trips.

Throughout the year the Upward Bound program prepares its members for college by offering a variety of academic classes, providing assistance with college selection and financial aid. Seminars are also offered in decision-making and in preparing for the transition from high school to college, giving students the confidence and the skills needed to succeed.

The Upward Bound program at Wilkes University began in 1967 and has served hundreds of students from Luzerne and Wyoming counties. Since 1980, 90 percent of its members have gone on to pursue a college education. One of the oldest programs of its kind in Pennsylvania, the Upward Bound program at Wilkes has received national recognition for its education component.

For an application and additional information, contact the guidance office in your local high school or the Upward Bound office at Wilkes University at 831-4230.

SUNDAY DISPATCH

PITTSSTON, PA  
 WEEKLY 14,942

FEB 9 1992

449 BURRELLE'S 3 ZK

### Local Students To Attend Program At Wilkes University

<sup>84317</sup>  
 Wilkes University's Upward Bound program recently accepted more than 60 new students for the spring term. The students are from 14 high schools in Luzerne and Wyoming counties.

Funded by the U.S. Department of Education, Upward Bound Program at Wilkes University began in 1967 and helps high school students grow academically, socially and personally while preparing for college.

Greater Pittston students accepted for the new term include: Noreen Collins and Alice Goernor from Pittston Area High School; Bill Harry from Wyoming Area High School.

## Schools & Colleges

# Wilkes University accepting membership applications for Upward Bound Program

The Upward Bound Program at Wilkes University is accepting membership applications from interested high school students.

Funded by the United States Department of Education, the Upward Bound Program is designed to assist high school students prepare for success in college.

The university provides eligible young people with experience on a

college campus while they improve their readiness for the challenges of higher education.

For consideration, students should be in 10th grade, be a potentially first generation college student and able to meet the economic criteria established by the United States Department of Education. Members receive all services at no cost.

For an application and addi-

tional information, students are advised to contact the guidance office in their local high school, or the Upward Bound Program office at Wilkes University — at 631-4230.

The six-week, residential summer program offers an intensive experience which combines academic preparation, individual attention, personal and social growth, career education and cultural trips.

Throughout the year, the Upward Bound Program prepares its members for college by offering a variety of academic classes by providing assistance with college selection and financial aid.

Seminars are also offered in decision making and in preparing for the transition from high school to college, giving students the confidence and the skills needed

The Upward Bound Program at

Wilkes University began in 1967 and has served hundreds of students from Luzerne and Wyoming Counties.

Since 1980, 90 percent of its members have gone on to pursue a college education. One of the oldest programs of its kind in Pennsylvania, the Upward Bound Program at Wilkes has received national recognition for its career education component.

SL 2/28/93

## Upward Bound Program Accepts New Members

The Wilkes University Upward Bound Program has accepted 60 new members from 14 area high schools. These new members join the 80 current members in the pre-college experience that is designed to prepare students academically, and personally for success in post-secondary education.

The students will attend weekly academic and special classes and workshops on careers and self-development. They will also have an opportunity to attend the summer residential session, take educational trips, and participate in leadership activities. Wilkes University has hosted the Upward Bound Program since 1967.

Those accepted include: Richard Maley and Tracy Weida, Bishop Hoban; Bridgett Pollick, Bishop O'Reilly; Edwin Bell, Kevin Kopec and Stacy Szafran, Coughlin; Jessica Groz and Diane Kowaleski, from Crestwood; Joy Holeman, Valerie Pawloski and Joy Scott, from Dallas Area; Shannon Callahan, Lena Diamonds, Shannon Garey, Stacy Grochowski, Danny Harkenreader, Janet Lasiewicki, Dawn McLeod, Timothy Melan, Rebecca Rushkowsky, Lori Savage and Stephanie Weirnsuz, G.A.R.

Also Kelley Ceppia, Lisa Graves, Renee Jones, John Paul Karpovich, Tracy Makarczyk, Jennifer

McIvee, Malissa Nickol, April Piccotti, Christina Powell, and Jaclyn Stoodley, Hanover Area; Joshua Bower, Louise Musselman, Bethany Offshack, Malissa Wascalus and Shawn Zona, Lake; Lehman; Konstance Brusilovskii; Jeremiah Ngolo and Ann Ngolo; Meyers.

Also, Joni Anderson, April Aufiero, Christina Dacchille, Beth Edwards, Cheralee Falls, Christina Gray and Amelia McElwee, Northwest Area; Tony Traglia, Pittston Area; Wynne Comstock, Shawn Kapalka and Hannah Rugg, Tunkhannock Area; Kimberly Keller, Wyoming Area; and Michelle Belle, Malissa Bynon, Molly Malloy, Jodi Monroe, Jennifer Pagan, Laura Segarra and Kathleen Talipan, Wyoming Valley West.

C.V. 3/8/93

## Schools & Colleges

### *Sixty new members accepted for Upward Bound Program at Wilkes University*

Wilkes University Upward Bound Program has accepted 60 new members from 14 area high schools.

These new members join the 80 current members in the pre-college experience that is designed to prepare students academically

and personally for success in post-secondary education.

The students will attend weekly academic and special classes and

workshops on careers and self-development.

They will also have an opportunity to attend the summer residential session, take educational trips, and participate in leadership activities.

Wilkes University has hosted the Upward Bound Program since 1967.

Those accepted into the program include the following: Richard Maley and Tracy Weida, Bishop Hoban High School; Bridgett Pellic, Bishop O'Reilly; Edwin Bell, Kevin Kopec and Stacy Szafran, Coughlin; Jessica Grosz and Diane Kovaleski, Crestwood; Joy Holeman, Valerie Pawloski and Joy Scott, Dallas Area; Shannon Callahan, Lena Diamonds, Shannon Garey, Stacy Grochowski, Danny Harkenreader, Janet Lasiewicki, Dawn McLeod, Timothy Melan, Rebecca Rushkowsky, Lori Savage

and Stephanie Weiruz, GAR; Kelly Ceppa, Lisa Graves, Renee Jones, John Paul Karpovich, Tracy Makarczyk, Jennifer McIlvee, Malissa Nickol, April Piccotti, Christina Powell and Jaclyn Stoodley, Hanover Area.

Also: Joshua Bower, Louise Musselman, Bethany Offshack, Melissa Wascalus and Shawn Zona, Lake Lehman; Konstance Brusilovski, Jeremiah Ngolo and Ann Ngolo, Meyers; Joni Anderson, April Anferio, Christina Dacchille, Beth Edwards, Cheralcee Falls, Christina Gray and Amelia McElwee, Northwest Area; Tony Traglia, Pittston Area; Wynne Comstock, Shawn Kapalka and Hannah Rugg, Tunkhannock Area; Kimberly Keller, Wyoming Area, and Michelle Belles, Maelissa Bynon, Molly Malloy, Jodi Monroe, Jennifer Pagan, Laura Segarra and Kathleen Talipan, Wyoming Valley West.

AUG 26, 1994

NEW AGE-EXAMINER  
TUNKHANNOCK, PA

WKLY - 5,713



## Summer study program 235ff

HIGH SCHOOL students and incoming college freshmen who participated in the Upward Bound program this summer at Wilkes University included, front row, from left to right, Cathy Foase, Nanticoke; Tanya Kille, Tunkhannock; Molly Malloy, Wyoming Valley West; Erin Eustice, Crestwood; Christine Thomas, Coughlin; Binh Nguyen, GAR; Joy Holeman, Dallas; Shawn Booker, Nanticoke; Tessa Wright and Jodi Matichka, Tunkhannock; Becky Milligan, Coughlin, and Christine Gray, Northwest; second row, same order, Wendy Kalinas, Meyers; Autumn Jarmusik, Northwest; Kathleen Baczynski and Tanya Tamarantz, Hanover; Melody Snyder, Bishop Hoban; Russchelle Scott, Tunkhannock; Tracey Ankudovich, GAR; Danielle Tirpak, WVW; Maureen Kittrick and Lan Phuong Pham, Bishop Hoban; Jessica Radley, Lake-Lehman, and Jennifer Pagan, WVW; third row, Roman Ciuterri, Coughlin; Leigh

Roberts, WVW; Ann Ngolo, Meyers; Shannon Recicar, Bishop Hoban; Rennae Watkins, Northwest; Terri Gallagher, Hanover; Kevin Kopic, Coughlin; Seaton Lescher, Lake-Lehman; Melissa Bynon, WVW; Stacey Searloss, Crestwood; Charlie Coleman, Northwest; Steven Kester and Lisa Gregory, Meyers; back row, Joe Gregorowicz, Northwest; Carrie Gula, Pittston; Cheralee Falls, Northwest; Angela Madden and Bridgett Pollick, Bishop O'Reilly; Michael Redmond, Northwest; Melissa Wascalus and Sirena Radley, Lake-Lehman; April Auflero, Northwest; Kevin Suchocki, WVW; Ken Brusilovski, Meyers; William Del Kanic, WVW; Paul Ludden, Pittston; Robert Rae, Tunkhannock; Christopher Andes, Bishop Hoban; Alex Podsadlik, Pittston; Shannon Callahan, GAR, and Anna Delle Cave, Meyers.



# Upward Bound Students Study At Wilkes U.



Upward Bound students, high school and soon-to-be college freshmen, at Wilkes University involved themselves in a rigorous academic program to prepare themselves for college studies. The residential program included 55 students who spent six weeks in college prep classes, career exploration activities, community volunteer services, personal development and field trips to the Pocono Renaissance Faire, the New Jersey Aquarium and the Academy of Natural Sciences in Philadelphia. Fifteen students were also enrolled in Wilkes University's summer classes and earned college credits.

Upward Bound, a federally funded program hosted by Wilkes since 1967, assists eligible 10th, 11th and 12th grade students prepare for success in post secondary education. Applications from 10th graders are accepted in the fall.

Pictured: first row, from left, Cathy Foose, Tanya Killie, Molly Malloy, Erin Eustice, Christine Thomas, Binh Nguyen, Joy

Holeman, Shawn Booker, Tessa Wright, Jodi Matienka, Becky Milligan, Chrsine Gray.

Second row, Wendy Kalinas, Autumn Jarmusik, Kathleen Baczynski, Tanya Temsarantz, Melody Snyder, Russchelle Scott, Tracey Ankuovich, Danielle Tirpak, Maureen Kitzack, Lan Phuong Pham, Jessica Radley, Jennifer Pagan.

Third row, Roman Glufert, Leigh Roberts, Ann Nglo, Shannon Reiccar, Rennae Watkins, Terri Gallagher, Kevin Kocpek, Season Lescher, Melissa Bynon, Stacey Seafross, Charlie Coleman, Steven Kestor, Lisa Gregory.

Fourth row, Joe Gregorowicz, Carne Gula, Pittston, Cheralce Falls, Angela Maaden, Bridget Polick, Michael Roanoch, Melissa Wascalus, Sirena Radley, April Autiero, Kevin Suchocki, Ken Brusilovski, William Del Kanic, Paul Ludden, Pittston, Robert Raw, Christopher Andes, Alex Pogadiak, Pittston, Shannon Callanan, and Anna Delle Cave. 7884

MUTUAL  
PRESS CLIPPING SERVICE

AUG 28, 1994

SUNDAY DISPATCH  
PITTSBURGH, PA

SUN - 54.000

## Ludden Named To Who's Who

Paul Ludden, son of Deborah Ludden, R.N., was nominated to the Who's Who Among American High School Students.

Ludden is a junior at Pittston Area High School and is enrolled in the honors classes. He maintains a 4.0 GPA, and is ranked number one in his class. He is a

member of the Pittston Area Key Club, Stand Tall, Drama and National Honor Society.

Ludden has attended Pittston Area Math Workshops at Penn State University, State College, and was selected by the Rotary Club to represent PA at a conference at Keystone Junior College, LaPlume this past June. 7884

He recently completed the summer session of Wilkes University's Upward Bound

Program, and received the program's Creative Writing Award. He plans to attend college and will major in pre-med and political science.

His brother, Jeremy, a freshman at PA, has received two national Science Merit Awards and an Presidential Academic Fitness Award.

His mother, Deborah, has received recent awards from Who's Who in Nursing, Who's Who in Health and Human Services, and Who's Who in the East.

MUTUAL  
PRESS CLIPPING SERVICE

AUG 28, 1994

SUNDAY DISPATCH  
PITTSBURGH, PA

SUN - 54.000

NOV 2, 1994

SUBURBAN NEWS  
HUNLOCK CREEK, PA

NOV 2 - 10, 549

WORKSHOP

There will be a workshop for parents on preparing students for college on Wednesday, November 9 at 7:00 p.m. in the library at the Northwest Area High School. The program will be conducted by Tom Thomas, Program Counselor of the Upward Bound Program at Wilkes University. Topics will include setting goals, making career decisions, taking advantage of educational and financial opportunities, and a timeline for college preparation.

The workshop is sponsored by the Northwest Area Parents for Academic Excellence. For more information, contact Bonnie Shane at 542-2217.

PRESS-ENTERPRISE

ELDONSBURG, PA  
DAILY & SUNDAY 22,000

THURSDAY

NOV 3 1994

32  
C-4  
BURRELLE'S  
EG

Seminar offers advice  
on setting goals

A workshop for parents on preparing students for college will be held Wednesday, 7 p.m., in the library at the Northwest Area High School. The program will be conducted by Tom Thomas, program counselor of the Upward Bound Program at Wilkes University. Topics will include setting goals, making career decisions, taking advantage of educational and financial opportunities.

Parents will find the program useful in helping students prepare for education beyond high school. The workshop is sponsored by the Northwest Area Parents for Academic Excellence. For more information, contact Bonnie Shane at 542-2217.

NOV 30 1994

703  
C-6  
BURRELLE'S  
EG

Sweet  
Sixteenth  
Birthday



Heidi Ann  
Gregorowicz  
BURRELLE'S

Heidi Ann Gregorowicz will celebrate her sixteenth birthday on December 2. She is the daughter of Joseph and Barbara Gregorowicz of Hunlock Creek.

Heidi is a sophomore at Northwest Area High School where she is a participant in the Northwest Concert Choir and the Drama Club. She has also been accepted as a probationary member in the Upward Bound program at Wilkes University.

Heidi has an older brother, Joseph III, who is a freshman at King's College and a younger sister, Monica, who is a Kindergarten student at Hunlock Elementary School. Her maternal grandparents are Mr. and Mrs. Edward Sotack. Her paternal grandparents are the late Mr. and Mrs. Joseph Gregorowicz Sr. A party will be held in her honor.



## Wilkes Upward Bound Program accepts 61 new area high school students

The Wilkes University Upward Bound Program recently accepted 61 new members from 15 area high schools.

The new members join 71 current members in a pre-college experience designed to prepare students academically and personally for success in post-secondary education.

Upward Bound students attend weekly academic classes and workshops on career and self-development. They also have an opportunity to attend the summer residential program, take educational trips and participate in leadership activities.

Wilkes University has hosted the Upward Bound Program since it was undertaken in 1967.

The new Upward Bound members, front row, from the left, are Lily Korbell, Lake Lehman High School; Ray Gartland, Hazleton H.S.; January Guzik, Wyoming Valley West H.S.; Katrina Protheroe, Gina Monroe and Pamela Bayer, all three of Wyoming Valley West (WVW) High School; Abbey Robinson and Heather Keithline, Tunkhannock Area; Pamela Schell, WVW; Kari Hilbert, Tunkhannock; Corrine Rushkowsky, WVW, and Stephanie Janiewicz, Dallas H.S.

Second row: Nicole Pace, Linda Owens and Carolyn Gazdowicz,

WVW; Chenoa Harris, Lake Lehman; Mark Slatky, Heidi Gregorowicz, Autumn Minkiewicz, Spring Tripp, Amy Okoneski, Regina Kiwak and Natalie Lombardo, all of Northwest H.S.

Third row: Donald Naughton, WVW; Danielle Cellura, Coughlin High School; Paul Jackowski, Jennifer Karpovich, Jason Gavlick, Ryan Stavish and Edward Cologie, Hanover Area; Amie Rosiak, Lisa Finnerty, and Kristen Kubasko, all Pittston Area High School.

Fourth row: John Moss, Hanover; Mark Kurlandski, Bishop O'Reilly; Christopher Jemio, Bobbi Jo Mergo and Christine Minet, Coughlin; Esther Vitale and Linda Mullen, John S. Fine; Tony Bobyak, Kathy Connell, and Bob Rushkowsky, GAR Memorial H.S.

Fifth row: Scott Endrusick, Lynn Yerashunas and Mary Frances Kohnevich, all of Bishop O'Reilly; Tara Solt, Michael Brown and Christa Mauer, all of Bishop Hoban; Paul Jacobs, Crestwood H.S.; Matthew Boyer, Crestwood; and Estelle Drayton, GAR.

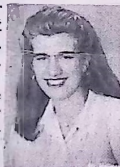
Absent from photo are: Joseph Redmond, West Side Area Vocational-Technical School; Alessa McHugh, Bishop Hoban; Amanda Wickham, Edward Salsavage and Kim Parise, all of Hanover Area; Travis Grobes, Pittston; Max Lawson, Tunkhannock, and Angela Kakareka and Jamie Szalran, both Coughlin.

FEB 8 1995

BURRELLE'S

Student  
Of MonthStudent is honored  
at Northwest Area

Cheralee Falls, daughter of Candy Everett and Kirby Falls, was selected as senior student of the month for the month for January at Northwest Area High School. Cheralee is a member of the National Honor Society, Knowledge Masters Open Team, Drama Club, and Field Hockey Team.



Falls

She is the high school stage manager, is active in student council activities, and helps conduct the annual blood drive. Cheralee has participated in the Upward Bound Program at Wilkes University for three years, and was a delegate to the Wyoming Valley Youth Salute Program. Cheralee's honors include the Inking and Xerox writing awards, Social Studies and Language Arts Departmental Awards, and Foreign Language Student of the Year Award in 1994.

After graduation, Cheralee plans to pursue a career in law or political science. *CV 2/19/95*

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Cheralee Falls,  
daughter of Candy  
Everett and Kirby Falls,  
was selected as Senior  
Student of the Month  
for January at  
Northwest Area High  
School.

Cheralee is a member of the National Honor Society, Knowledge Masters Open Team, Drama Club, and Field Hockey Team. She is the high school stage manager, is active in student council activities, and helps conduct the annual blood drive.

Cheralee has participated in the Upward Bound Program at Wilkes University for three years, and was a delegate to the Wyoming Valley Youth Salute Program. Cheralee's honors include the Inking and Xerox writing awards, Social Studies and Language Arts Department Awards, and Foreign Language Student of the Year Award in 1994.

After graduation Cheralee plans to pursue a career in law or political science.

DALLAS POST

DALLAS, PA  
WEEKLY 3.000

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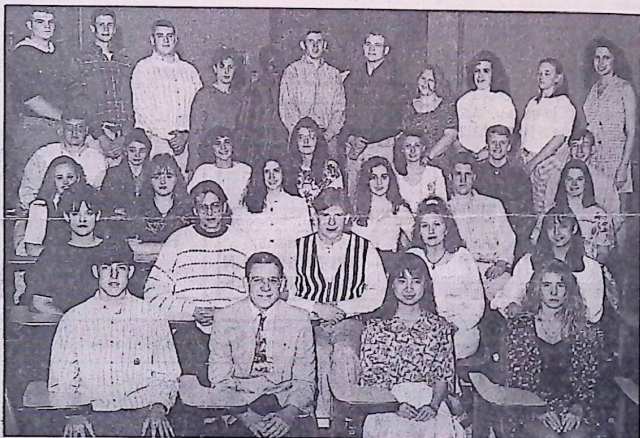
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## Back Mountain graduates of Upward Bound

Seven Back Mountain high school students recently graduated from Wilkes University's Upward Bound Program.

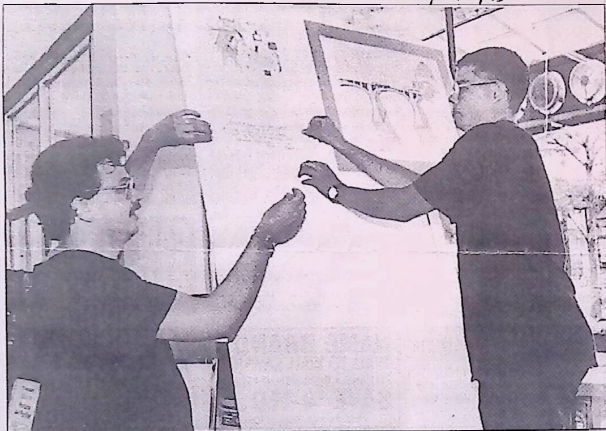
Approximately 95 percent of the graduates will enter colleges and universities in the fall. Back Mountain graduates are, from left, Sirena Radley and Bethany Offshack, both of Lake-Lehman; Joy Holeman, Dallas; and Stephanie Wascaus and Melissa Wascaus both from Lake-Lehman. Absent from photo: Jessica Radley, Lake-Lehman.



**UPWARD BOUND GRADUATES ANNOUNCED** — The 1994 Commencement ceremonies for the Wilkes University Upward Bound Program recently celebrated the successes of the 38 graduates. Approximately 97 percent of the students, will enter colleges and universities in the fall. Paul Provenzano, a 1968 graduate of the Upward Bound Program, presented the commencement address. Professor Joseph Bellucci was honored for his longstanding service to the youth of Upward Bound. Wilkes University has hosted the Upward Bound Program since 1967. First row, from left: Art Jones, Joseph Gregorowicz, Lan Pham, Michelle Belles, Second row: Julie Voelker, Paul Kukucka, Kevin Suchocki, Dalsy Gregory, and Danielle Tipak. Third row: Lori Amyx, Lynn Evans, Maureen Kittrick, Melody Snyder, Christopher Beleski, Donna Phillips. Fourth Row: Heath Hines, Jodi Matichka, Tess Wright, Russchelle Scott, Karen Ann Harrington, David Pall and J. Daniel Hanley. Fifth row: Robert Rae, William Henry, Chad Sittler, Hilary Adams, Jeremlah Ngolo, Christopher Andes, Bryan Wolfe, Rebecca Milligan and Tracy Hall, Nicole Seltchek, Michelle Pekarski, Coughlin. Absent from photo were: Tracey Ankudovich, Ken Brusilovski, Monica Kane Steven Perzia, and Shawn Kapaka.

TL 6/8/94.

CV 7/28/95



### Upward Bound artwork being displayed by Boscov's

The artwork of students enrolled in the federally jeopardized Upward Bound Program is now on display in Boscov's store window.

Boscov's in Wilkes-Barre is showing its support of the Wilkes University program by offering the storefront windows of the Woolworth's building as

a visible "art gallery" to the downtown community. Boscov's is leasing the adjacent Woolworth's building for a limited time.

Upward Bound teachers began hanging the artwork Thursday afternoon. From the left, are art instructors Bruce Lanning and Bernie Seeman.



### Windows to art

Window shopping has taken on an artful air at the former Woolworth's building on South Main Street as Shirley Triefel, left, and Sara Malkemes assemble the display. Boscov's is sponsoring the display of art created by students in the Upward Bound program. The two women are staff members of the federally funded Upward Bound program at Wilkes University, which offers post-secondary education for eligible students. Boscov's is leasing the Woolworth building, where artwork will be displayed for the next week.

7/28/95

## Remember message: save Upward Bound

Editor:

I've been told many times that one voice can't make a difference, and that fighting for what's right should be left up to those with names to remember. However if I believed that kind of nonsense, this letter would never get written.

Project Upward Bound is on the chopping block, and Congress is deciding whether education programs for the underprivileged are causing too many headaches for those who want less government. Well it may seem sensible to start with programs that help teens see that an education is important and that learning gives you power, after all these programs don't affect those of us already in the workforce. However, in the long run anytime you cut education you're cutting your own throat.

Upward Bound is a voice that gives hope, and promises that with effort and hard work you can be a college graduate no matter what your income or background holds against you.

Anne Thomas, director of Project Upward Bound at Wilkes University and all the staff and teachers that share their time and experience with teens should only be commended and helped to continue this goal of keeping young people in school, and off the streets.

When I was 15 years old the only goal I had in life was

to grow up and get out of the house. I had no idea how to go about it, and classes at school were too crowded for a teacher to take time out to help one individual. Anne Thomas opened the door to a future I thought was fiction, especially for a girl growing up in a project. She read my poetry, yelled at me when I took more interest in boys than my tutorial in algebra, listened when I said I was afraid and reminded me to send our college admission forms. She fought with me when I said "I can't" and crossed her fingers when I said "I'll try" and when I stood up on graduation day with 30 other Upward Bound students to accept my diploma, she said, "I knew you could do it." This woman is still doing the same with more students every year, and now the government is saying this is not an important job, that this program is not worth saving and that teens can fend for themselves, after all, they don't vote.

Please show me that one voice counts and that the youth of today — Upward Bound graduates of tomorrow — count and that their pride in themselves and their education are not just a fiction novel on a dime-store rack.

Let one voice be heard. If you don't remember the one who wrote this, that's okay. Just remember the message: save Upward Bound and let your congressmen and senators know that your one voice is attached to a lever in a voting machine and that you will use it.

CU  
8/24/95

Madelyn Nay  
Wilkes-Barre

# Graduates from Upward Bound

April Aufiero, daughter of Edith and Ralph Aufiero, Shickshinny, graduated from Wilkes University

Upward Bound Program on May 11, 1995.

Ms. Aufiero won the Alumni Association Award for commitment, which recognizes the member who maintains a long-standing commitment to the program and

April Aufiero whose participation in Up-Ward Bound is marked by enthusiasm and earnestness.

She also received a monetary award toward her college tuition, which she use to will attend LCCC.

She will be graduate from Northwest Area on June 9, where she is an honor student and a Ranger cheerleader.



April Aufiero

SUBURBAN NEWS

HUNLUCK CREEK, PA.  
WEEKLY 12, 800

JUN 14 1995

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## Up-Ward Bound Graduate

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April Aufiero  
April Aufiero, daughter  
of Edith and Ralph

Aufiero, R.R.2, Shickshinny, on May 11, graduated from Wilkes University Up-Ward Bound Program.

She won the Alumni Association Award for Commitment, which recognizes the member who maintains a long-standing commitment to the program and whose participation in Up-Ward Bound is marked by enthusiasm and earnestness. She also received a monetary award toward her college tuition. She will attend LCCC.

April will be graduating from Northwest Area on June 9. She is an Honor student and a Ranger cheerleader.



# Judge says Upward Bound made her legal career a reality

By DENISE PAVLOSKI  
Cezana Voice Staff Writer

Judge Ann Lokuta of Luzerne County Court of Common Pleas is a model example of a student who has become a success thanks to the Upward Bound Program at Wilkes University.

Judge Lokuta said it was in 10th grade, while participating in Upward Bound that she decided she wanted to attend law school and someday be a



Lokuta

judge. Now Judge Lokuta has become the first female judge in the history of Luzerne County.

"I doubt I would have gone into the legal profession if it wasn't for Upward Bound. It provided a significant change on my young life, and becoming a judge was a direct result of the education given to me by Upward Bound," said Judge Lokuta.

Upward Bound is one of several pre-college or college programs that the new majority in Congress led by John Kasich's House Committee is seeking to eliminate for 1996 for budget reasons.

"I am outraged by this," said Judge Lokuta. "This is the one

program that was the most beneficial in my life. It taught me to be competitive in the world and helped me break the cycle of poverty my family found themselves in."

Upward Bound is a federally funded program for first-generation low-income high school students designed to prepare them for success in post-secondary education.

"This program is funded for disadvantaged students of which I was one," said Judge Lokuta. "I wanted to break this cycle of poverty and my education was the only way. I am now a judge in this

(See LOKUTA, page 5)

CV 7/16/95

## Lokuta

from page 5

county because of the education I received from Upward Bound. Because of my Upward Bound training, I believed I could do anything I wanted."

Upward Bound is part of the TRIO pre-college and college programs including Student Support Services, Talent Search, the Ronald E. McNair Post-Baccalaureate program and the Educational Opportunity Centers that the new Congress seeks to terminate next year.

If Congress succeeds in its attempt to eliminate these programs, more than 680,000 students will be thrown out of the TRIO programs in 1996.

"I challenge these senators and these politicians who want to strip students in this country from their one chance of succeeding. The only way we are going to help these students is through education," said Judge Lokuta. "This is the type of program that succeeds in equalizing students. It is a program that works and provides economic and educational freedom and individualizes a core curriculum to help disadvantaged students compete in the work force. It is an abomination that Congress wants to cut this out."

After entering the Upward Bound program in 10th grade, Judge Lokuta was introduced into research on the college level. "It was at that point that I truly became interested in becoming scholarly," she said.

After finishing the program, Judge Lokuta said her marks went

up astronomically, her SAT scores improved and she began to enjoy learning.

Since that time, Judge Lokuta has become a 1975 maxima cum laude graduate of King's College where she earned her bachelor of arts degree in government and politics. While at King's, she was a member of the Aquinas Society, the Delta Epsilon Government and was selected as first woman president of the junior class.

In 1979, she received her juris doctorate from Holstra University Law School, Hempstead, N.Y. and was chosen by the dean and faculty to study international law at Sheffield University in England.

Before beginning her own private law practice in 1983, Judge Lokuta was associated with the Munley Law Firm, Scranton and served as law clerk to Judge Arthur Dalessandro of Luzerne County. She also served as a lecturer at King's College.

She had served as a Luzerne County mental health hearing officer, solicitor to Luzerne County register of wills, assistant district attorney in Lackawanna County under Ernest Preate and senior trial district attorney in Luzerne County.

Judge Lokuta has now become a part of history, being the first female judge in Luzerne County after she was selected by the electorate to a 10-year term as judge of the Court of Common Pleas of Luzerne County.

Judge Lokuta said the Upward Bound program had helped her in all facets of her life and she carries those skills she learned every day.

CV 7/16/95

SUNDAY DISPATCH

PITTSFORD, PA  
SUNDAY 14, 1992

JUN 25 1995

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## Gula Accepted Into Who's Who

Carrie Ann Gula, daughter of Mary Lou Gula, Dupont and John Gula, West Pittston, has been accepted into Who's Who Among American High School Students.

Carrie is the granddaughter of Charles Milazzo, Plymouth, the late Eileen Wilce, Wyoming, and Helen Gula, Scranton and the late John Gula Sr., Scranton. She will enter her senior year in the fall. She also attends Wilkes University as an Upward Bound Student.

# Wilkes' Upward Bound program in jeopardy

## Congress poised to trim funds

By DENISE PALVOSKI  
Contributor, The Daily News

Members of Wilkes University are fighting to keep the school's Upward Bound program from being eliminated this year.

Upward Bound, a pre-college program of rigorous academic instruction, individual tutoring and guidance for students from financially unstable families, began at Wilkes University in 1967 and serves 130 students from Delaware and Wyoming counties.

The new majority in Congress led by John Kasich's House Committee is seeking to eliminate the Upward Bound Program, along with other TRIO pre-college and college federal programs including Student Support Services, Talent Search, the Ronald E. McNair Post-Baccalaureate Program and the Educational Opportunity Centers.

*"It's nice to see this program can help those kids who come in and look like they have almost no future and they don't have their educational goals defined for them. This program makes them aware of their college potential. A lot of kids would not have made it without this program."*

**Matt Gruenloh**  
Program director

"We are fighting very hard to turn that around," said Arne Thomas, director of the Upward Bound Program at Wilkes University. "We certainly understand the need to cut spending in the 1996 budget, but the House and Senate have zero funds for Upward Bound."

Thomas said there are only enough funds available to continue the Upward Bound Program from now until the end of the year.

"Unless we are able to convince the congressmen and senators, especially the House Republicans, that this opportunity is worthwhile and to put it into the budget, there will be no funds for this for next year," Thomas said.

Since 1963, more than 10 1/2 million Americans have benefited from the services of Upward Bound and all TRIO programs, which were established to help low-income students overcome ethnic, social, cultural and academic barriers to higher education.

If Congress succeeds in its at-

tempt to eliminate these programs, more than 600 000 students will be thrown out of the TRIO program.

Matt Gruenloh, resident director and a chemistry teacher for the Upward Bound program, is one of the many members of Wilkes University fighting to keep this program available to students.

"It's nice to see this program can help those kids who come in and look like they have almost no future and they don't have their educational goals defined for them. This program makes them aware of their college potential," said Gruenloh. "A lot of kids would not have made it without this program and it is shorted for by the government not to allow these kids to go to college."

A 1993 graduate of the Upward Bound program at Wilkes University, Gruenloh said this program enabled him to be the first in his family to graduate from college.

"This program enables high school students to go on to college when they did not feel it was possible and most of these students graduate," said Gruenloh. "And in this society, college education is needed."

Upward Bound is the largest federal program, next to financial aid, that brings post-secondary education within the reach of eligible students. Nationally, 36,000 students are enrolled in Upward Bound this year.

Program services include academic preparation, motivation, guidance and pre-college experience, such as the on-campus, residential summer program. A series of seminars are also offered to assist members with their transition from high school to college.

Since the program began at Wilkes University, 110 students have participated and 578 of those students have graduated from the program.

Margaret Bau, a teacher at Main Street Elementary School, Plymouth, and president of the Upward Bound Alumni Association, was a member of the first graduating class of the Upward Bound Program at Wilkes University. She also was the first person in her family to graduate from college.

"One of the ways the program helped me is that it gave me the confidence to know that I could go to college, and once I tried on the college campus for six weeks, the whole college scene wasn't as scary," said Bau. "The program benefits the students who do not have the family backing."

Bau said thanks to the Upward Bound program, she now encourages her own three daughters to attend college.

Paul Farber, a 1989 graduate of

the Upward Bound Program, now employed as an investment consultant for FNC Brokerage, said the program helped him with his leadership and academic skills.

"Going into the program I was an average student. It helped me academically, and socially, it helped me with my leadership and academic skills. It made me more able to work with groups through the experience they provided for the students in the program," said Farber.

Bau and Farber said they

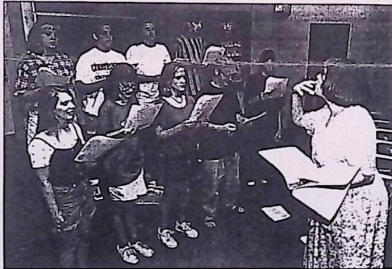
are opposed to Congress' attempt to eliminate the program and both have written letters to Congressman Paul Kanjorski stating their opposition.

"I voted my opinion to Congressman Kanjorski stating I was against it," said Farber. "I feel the program is necessary for the future youth of our country. It provides an opportunity for students who wouldn't ordinarily be able to go to college or who wouldn't have that opportunity to go because of their various en-

vironments where they were raised."

Bau said she has received a response letter from Congressman Kanjorski who said he was supportive of the program.

Senator Arne Specter has been supportive of the Upward Bound Program in the past but has not yet stated his position on the program for next year. Representatives from Specter's office said Wednesday that they believe the senator will continue to support the program next year.



Speech choir classes could end

Anne Butler, speech choir teacher for the Upward Bound program at Wilkes University, leads students in song Wednesday.

Students are, front row, Lily Korbel, Lare Lehman, January Cruz, Wyoming Valley West; Christa Maurer, Bishop Hoban, Matthew Boyer, Christwood, and John Mims, Hanover; back row, Christine Mint, Coughlin; Kristen Harry, Wyoming

Area; Krissie Kukaska, Pittston; Paul Jackowski, Hanover; and Donald Naughton, Wyoming Valley West.

The speech choir class is one of many educational programs for high school students at Wilkes University that the new majority in Congress led by John Kasich's House Committee seeks to eliminate for 1996 or budget to zero.

PHOTO BY DENISE PALVOSKI FOR THE DAILY NEWS

Friday, July 15  
Citizens' Voice, Wilkes-Barre, Pa.

# The CITIZENS' VOICE

Citizens' Voice Editorial Board

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## Editorial

### Upward Bound is bootstraps; don't cut it

### Put a little faith in helping young people

Once they were high school students who didn't know where in life they might be headed. Today they are teachers, financial advisers . . . even high court judges.

Examples they are of the good things that can happen in life if we put a little faith in each other, if we give each other a little support.

We should take inspiration from these success stories.

We should not take away the system which helped them.

They are graduates of the Upward Bound Program at Wilkes University, which after 30 years of achievement — and several world-class success stories — is in danger of being shut down by shortsightedness in the current Congress.

The program each year gives about 130 local young people the chance to set their sights on a better future by way of rigorous schooling, individual tutoring and hands-on experience and guidance. For many of the young people, Upward Bound makes the difference between succeeding or not succeeding in high school and college.

Here is the story in their own words:

• "One of the ways the program helped me is that it gave me the confidence to know that I could go to college, and since I lived on the college campus for six weeks, the whole college scene wasn't as scary. The program benefits the students who do not have the family backing."

• "This is the one program that was the most beneficial in my life. It taught me to be competitive in the world and helped me break the cycle of poverty my family found themselves in."

Consider, especially, that last testimonial.

Many members of the current Congress say they want to see young people in difficult circumstances pull themselves up by their bootstraps. They constantly criticize youngsters and others who aren't good students, wage earners or "productive people" of society. But, by cutting the Upward Bound program, they will be cutting the very bootstraps which are making 130 area youngsters a year into good students.

Graduates of Upward Bound — many of them now prominent members of our community — are writing to Congressman Paul Kanjorski, Senator Arlen Specter and Senator Rick Santorum and asking that funding be continued for Upward Bound. Our elected officials should listen carefully to these living examples of Upward Bound's value. They should speak and vote in Washington on behalf of Upward Bound.

### Support Upward Bound for a better future

Editor:  
In reference to your article and follow-up editorial on the Trio Programs and especially Upward Bound, I'm a full supporter.

My daughter just graduated from the program. She will be attending Luzerne County Community College in the fall. Without this program I do not feel she would be doing so. Tom, Barb, Ann and all the teachers and staff have a true belief in these kids. They are supportive of them in all aspects. They give them emotional, educational and moral support.

They also help the parents of these kids deal with the multitude of forms to help get them through registration. Their alumni association helps in all ways.

We need this program for the future of our children and country. These kids learn they have worth and can apply all they learn into many aspects of their and others' lives.

Please, Congressman Kanjorski, Senator Santorum and Senator Specter, support this program. For in doing so, you support a better future.

Katherine Pagan

CV 7/13/95

# The Boston Globe

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## Onward, Upward Bound

When thousands of high schoolers in Upward Bound headed for college campuses this week, many wondered whether this summer's pilgrimage from poverty to new possibilities would be the last. Upward Bound's survival in the most recent budget battle represents a significant hurdle cleared.

Since its inception three decades ago, Upward Bound has proven its worth. Students who thought college was out of reach have become Rhodes scholars, doctors and attorneys. With the support of Upward Bound and several related programs under the rubric TRIO, families have hoisted themselves out of poverty.

This week the House Appropriations subcommittee on labor, health, human services and education voted to preserve TRIO's \$463 million in funding for next year - a departure from the deep cuts approved in other programs. However, TRIO's opponents in the House and Senate still have chances to cut or scuttle it.

In addition to Upward Bound, TRIO includes Talent Search, which identifies promising students as early as sixth grade and helps them maximize

their potential; educational opportunity centers, which help students fill out college and financial aid applications; and student support services, which helps students get through college.

With all the talk of providing colorblind, need-based educational opportunities, TRIO programs should be ripe for expansion. Participation is limited to students whose parents have not graduated from college and whose incomes fall below \$24,000 for a family of four. Forty-two percent of the participants are white, 35 percent are black and 15 percent are Hispanic.

Those who have called for the elimination of TRIO's programs suggest that school guidance counselors and parents should fill the void. They ignore the fact that even with the best intentions, parents who have not attended college may be hard pressed to provide the support their children need. Many students in these programs attend schools where guidance counselors are overburdened. The TRIO programs and the students who benefit from them deserve full congressional support.

## Upward Bound students' art work will go on display

Artwork by students of the Upward Bound program will hang in the windows of a downtown Wilkes-Barre store.

Upward Bound is a federally-funded program in danger of being eliminated by budget cuts.

Bosco's is showing its support for the program at Wilkes University by offering the storefront windows of the Woolworth's building as a visible art gallery to the downtown community. Bosco's is leasing the adjacent Woolworth's building for a limited time.

Upward Bound teachers will be hanging the artwork today beginning at 1:30 p.m.

The Upward Bound program is a pre-college program of academic instruction for students from fi-

nancially eligible families.

The new majority in Congress is trying to eliminate the program in 1996 for budget reasons.

Next to the financial aid program, Upward Bound is the largest federal program that brings post-secondary education within the reach of eligible students. The students who are served are the first generation in their family to head to college. Nationally, 36,000 students are enrolled; locally 130 students are in Wilkes University's Upward Bound program.

Bosco's is providing the space and materials to the Upward Bound program as a committed demonstration of support to the community.



# Upward Bound Program students end six-week college preparatory experience



For the past 30 summers, area high school students have come to the Wilkes University campus to participate in the Upward Bound Program, a six-week residential college preparatory experience.

In addition to personal development and physical fitness activities, the 48 students explore career interests through volunteer work at several local agencies.

Participants in Upward Bound also enroll in courses such as trigonometry, chemistry, literature. The Upward Bound Program,

funded by the U.S. Department of Education, prepares students for successful college careers. It is the oldest program in TRIO, the second largest federal educational opportunity program in the nation.

The latest Wilkes Upward Bound Program concluded recently with a day trip to the PA Renaissance Faire in Mount Hope.

Upward Bound participants, front row, from the left, are Alicia Suchoski, Bishop Hoban; Tara Yuscavage, Angie Baez, Shannon Gabriel, all from Wyoming Valley

West (WVW); Mary Frances Kohnevich, Bishop O'Reilly; Rachel Trimble, Meyers; Angelica Ciuferri, Coughlin; Nicole Seniuk, WVW; Melissa Wettstein, Tunkhannock; Faith Posten, WVW; Crystal Copeland, Lake Lehman and Ashley Jackson, Bishop Hoban.

Second row: Heather Carey, GAR; Linda Mullen, John S. Fine; Jamie Szafran, Coughlin; Aurilla Derby, Northwest; Denise Kelly, WVW; Sarah Geras, Jana Vandermark, Tunkhannock; Heather Grosz, Crestwood; Jamie Gardjulis, John S. Fine; Heidi Gregorowicz, Northwest; Christine Dinger, Lake Lehman; Adrienne Metcalf, Hanover and Davienne Platt, Northwest

Third row: Jennifer Konefal, Coughlin; Mary Gallagher, Hanover; Paul Stebbins, John S. Fine; Charles Ferguson, West Side Votch; Paul Jacobs, Crestwood; Anthony Bohyak, GAR; Ryan Flynn, Coughlin; Matthew Major, Brent Lukowich, Meyers; Max McNelis, WVW; Paul Jackowski, Hanover; Ray Gartland, Hazleton; Ed Marcy, Bishop O'Reilly; Brian Coleman, Elizabeth Watkins, Northwest, and April Steele, Tunkhannock.

Absent from photo: Melissa Blake, WVW; Chavon Croman, Lake Lehman; January Guzik, WVW; Alessa McHugh, Bishop Hoban; Trish Mosluk, GAR; Julie Woodruff, Tunkhannock and Beth Ziegenfus, WVW.

## *Sixty new members accepted for Upward Bound Program at Wilkes University*

Wilkes University Upward Bound Program has accepted 60 new members from 14 area high schools.

These new members join the 80 current members in the pre-college experience that is designed to prepare students academically

and personally for success in post-secondary education.

The students will attend weekly academic and special classes and

workshops on careers and self-development.

They will also have an opportunity to attend the summer residential session, take educational trips, and participate in leadership activities.

Wilkes University has hosted the Upward Bound Program since 1967.

Those accepted into the program include the following: Richard Maley and Tracy Weida, Bishop Hoban High School; Bridgett Pollick, Bishop O'Reilly; Edwin Bell, Kevin Kopec and Stacy Szafran, Coughlin; Jessica Grosz and Diane Kowaleski, Crestwood; Joy Holeman, Valerie Pawloski and Joy Scott, Dallas Area; Shannon Callahan, Lena Diamonds, Shannon Garey, Stacy Grochowski, Danny Harkenreader, Janet Lasiewicki, Dawn McLeod, Timothy Melan, Rebecca Rushkowsky, Lori Savage

and Stephanie Weiruz, GAR; Kelly Ceppa, Lisa Graves, Renee Jones, John Paul Karpovich, Tracy Makarczyk, Jennifer McIlvee, Malissa Nickol, April Piccotti, Christina Powell and Jaclyn Stoodley, Hanover Area.

Also: Joshua Bower, Louise Musselman, Bethany Offshack, Melissa Wascalus and Shawn Zona, Lake Lehman; Konstance Brusilovski, Jeremiah Ngolo and Ann Ngolo, Meyers; Joni Anderson, April Aufiero, Christina Dacchille, Beth Edwards, Cheralee Falls, Christina Gray and Amelia McElwee, Northwest Area; Tony Traglia, Pittston Area; Wynne Comstock, Shawn Kapalka and Hannah Rugg, Tunkhannock Area; Kimberly Keller, Wyoming Area, and Michelle Belles, Maelissa Bynon, Molly Malloy, Jodi Monroe, Jennifer Pagan, Laura Segarra and Kathleen Talipan, Wyoming Valley West.



# Upward Bound Accepting Applications

The Upward Bound program at Wilkes University is accepting membership applications from interested high school students. Funded by the United States Department of Education, the Upward Bound program, is designed to assist high school students prepare for success in college.

The opportunity provides eligible young people with experience on a college campus while they improve their readiness for the challenges of higher education.

For consideration, students should be in 10th grade, be a potentially first generation college student and able to meet the economic criteria established by the U.S. Department of Education. Members receive all services at no cost.

The six-week, residential summer program offers an intensive experience which combines academic preparation, individual attention, personal and social growth, career education and cultural trips.

Throughout the year the Upward Bound program prepares its members for college by offering a variety of academic classes by providing assistance with college selection and financial aid.

Seminars are also offered in decision making and in preparing for the transition from high school to college, giving students the confidence and the skills needed to succeed.

For an application and additional information contact the guidance office in your local high school or the Upward Bound office at Wilkes University.



National Council of Educational  
Opportunity Associations  
1025 Vermont Avenue, N.W., Suite 1201  
Washington, D.C. 20005

(202) 347-7430

August 22, 1994

Ms. Anne A. Thomas  
Director, Upward Bound  
Wilkes University  
South River Street  
Wilkes-Barre, PA 18766

Dear Ms. Thomas:

Thank you for your contribution to the National Council of Educational Opportunity Associations. It is contributions like yours that make it possible for us to work to keep TRIO programs alive.

Sincerely,

A handwritten signature in cursive script, reading "Arnold L. Mitchem". The signature is written in dark ink and is positioned below the word "Sincerely,".

Arnold L. Mitchem, Ph.D.  
Executive Director

# The Changing View of Intelligence: Implications for Compensatory Education

By Thomas J. Thomas, Jr.



**Thomas J. Thomas, Jr.** is Program Counselor and History Instructor of the Wilkes University Upward Bound Program, Wilkes-Barre, Pennsylvania. Mr. Thomas has been on the staff of the Wilkes University Upward Bound Program since 1979.

## Abstract

*TRIO personnel have generally operated from the assumption that past academic performance is only one indicator of intelligence. Recent research on the nature of intelligence provides the evidence we require to support this view.*

*The author introduces some of the research relevant to a broader conception of intelligent behavior and explores options for incorporating these findings in our work with students. Readers are encouraged to consider these studies and create additional options appropriate to specific programs.*

## COUNSELING RECORD:

NAME: Ruth A.  
Ninth Grade GPA: 2.54  
••Summer, 1988

Met with Ruth for career guidance. Discussed her performance (3.3 in 10th grade) and asked her interpretation of such improvement. She described how, at the end of 9th grade, she saw the seniors at graduation who were in the National Honor Society—she “loved those neat gold cords.” After finding out what they were, she decided she wanted to wear them when she graduated.

So this past year she remained in college prep and took the same classes as the “smart kids.” She also thought this would help her to become an engineer.

••Fall, 1988

Ruth stopped by to ask me to review her speech for President of Student Government. Talked briefly about Advanced Placement classes next year in school.

••Spring, 1989

Met with Ruth to discuss her college plans. She thinks her SAT

score of 740 (290 verbal) is too low for someone wishing to be an engineer. I explained that one test score is not necessarily an indication of her potential and she would have more opportunities to take the exam.

She made Honor Society, though! She almost forgot to tell me.

••Fall, 1989

Ruth is discouraged about applying to engineering programs. After all, she asked, how smart can she be if, after three attempts, her board scores did not correspond more closely with her friends who had similar grades in school? I pointed out that past performance is the best indication of future performance. We also discussed the significance of her leadership roles both in school and in Upward Bound—as well as President of Student Government.

••Spring, 1990

Ruth will attend Penn State University. She is still doubtful of her ability to do college work because of her low SATs. I reminded her that “dumb” students don’t get a B in Calculus and A’s in Advanced Chemistry II and Advanced Physics II. And they don’t graduate with “gold cords.”

I concluded our session by telling her how impressed I was by the methodical way she achieved her academic goals, including membership in the National Honor Society. I reminded her that this was indeed a measure of a high level of intelligence and that she could become a successful student in college. She did not appear convinced.

Does this report sound familiar? Like many educators associated with compensatory programs, you, too, may have long assumed a broader concept of intelligence—even if this position was anchored

more in faith than in research. Some even argue that the very idea of equal access to higher education is rooted in the socio-economic and cultural traditions within the study of intelligence.

The time may be right to consider formally how our students might benefit from the expanding view of what constitutes intelligence. Recently, the *NCEOA Journal* introduced readers to one such proposal with Howard Gardner's Theory of Multiple Intelligences (Grow, 1987). Professor Robert J. Sternberg of Yale University also has proposed an expanded view of intelligence with his Triarchic Theory (Trotter, 1986). Their research seeks to rescue "intelligence" from the confines

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## "The time may be right to consider formally how our students might benefit from the expanding view of what constitutes intelligence."

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of fixed IQ and to elevate other aspects of intelligent behavior to a level worthy of study alongside "academic intelligence." And it is here, in the relationship between "practical" and academic intelligence, that we find special significance for compensatory education (Neisser, 1979).

### The Role of IQ in Identifying Students for Compensatory Programs

To what extent do we use IQ tests or similarly constructed instruments when selecting students to receive compensatory services? What leads us to conclude that an

applicant is an "underachiever"? What does the relationship between IQ, or other standardized instruments, and GPA really tell us? Admittedly, these are broad questions, but the answers affect the students selected to receive services, as well as those not chosen.

TRIO programs have tended to go beyond the constraints of test results when judging an applicant's potential to profit from our services. Guidance counselors and teachers have provided us with valuable observations that have often taken into account factors such as motivation and persistence.

Therefore, as research continues to support a more elastic definition of intelligence, we should be ready to incorporate instruments designed specifically to measure "beyond IQ" (Sternberg, 1985). Meanwhile, we could benefit from research showing how intelligence is manifested in activities beyond classroom examinations. We could specify the kinds of student-behavior that indicate potential; or we could develop recommendation forms that lead counselors and teachers to make the kinds of observations that reflect an expanded view of intelligence.

### Preparing Students for a Novel Experience

If mental self-management is the primary goal of our intelligence, then the implications reach far beyond the classroom. Measuring this aspect of intelligence involves observing our attempts to deal with novelty. A new situation or problem requires us to draw upon our experiences while simultaneously searching for new constructs in order to find possible solutions. For our members, college is that novel experience demanding appropriate responses in order to succeed. Consider the following examples of how some of our members responded to this novel experience.

Gary, the seventh ranked student in his high school class, had advanced science courses and S.A.T. scores of over 1100. Six years later he barely earned a degree because

his attempts to solve family and personal problems were anything but successful. In fact, to an impartial observer, it would appear as if Gary intentionally constructed barriers to his own success.

Marie entered college with a fine record in high school and S.A.T. scores over 1200. Distracted by personal problems and poor decision-making, she finished her first semester with a below average record. In her second semester, she allowed personal problems to intensify the strain in her family relationships, and attempted to escape them through alcohol. She never returned for her sophomore year.

Tammy, Marie's classmate, had a similar high school record but S.A.T. scores only slightly above average. Despite personal problems and a stressful family situation, she earned her undergraduate degree with honors and a master's degree from a prestigious university. Although their academic differences appeared slight, the outcome was understandable to teachers who worked with these students. You see, although it could not be measured in classroom examinations, Tammy "had her act together."

These experiences represent the important relationship between practical and academic intelligence. Tammy's success demonstrates Ulric Neisser's definition of practical intelligence: "responding appropriately in terms of one's long-range and short-range goals, given the actual facts of the situation as one discovers them" (qtd. in Wagner & Sternberg, 1985). Meanwhile, Gary and Marie are examples of "academic intelligence" without the full support of its practical side.

Intelligent behavior in this regard is not easy to define, but we know it when we see it. Perhaps we recognize it most by its absence, such as in those who lack common sense, are poor decision-makers, or seem to "have no brains." Many people believe that intelligence in this regard is something you either have or you don't. Professor Sternberg's studies of tacit-knowledge are challenging that belief.

## Facit-Knowledge Can Be Taught

Tact-knowledge includes those "tactics," though seldom articulated, that allow us to succeed in various environments. For example, tact-knowledge leads us to conduct ourselves differently at a philharmonic than at a rock concert. Tact-knowledge is the knowledge that effective teachers possess and utilize, but is difficult to develop within teacher training programs. Tact-knowledge is used by students to decide how much (or little) effort to apply to a course in order to get by with a passing grade. Tact-knowledge also plays an important role for a first-generation college student who must make the transition from high school to college.

Therefore, I propose that the less academically prepared for college a student is, the more important practical intelligence becomes. Academically prepared students have more room for poor judgment and more time to adjust before the consequences become serious. If we suppose, in the above example, that Gary's past performance was slightly below average, or Tammy lacked the practical "sense" to utilize a support system and to keep personal problems in perspective, their experiences may have been quite different.

Compensatory education programs have generally been successful in preparing members for the interpersonal and intrapersonal transition to college. We meditate the higher education experience for our members during campus visits, pre-college summer residential programs, and personal counseling sessions during the first year or two of matriculation. Many programs offer group counseling sessions, classes, or seminars designed to prepare members directly for their transition to college. Research on improving tact-knowledge may prove valuable in our attempt to assist our members who generally do not have the experience of a parent who doubles as a live-in tutor and academic guide.

Encouraged by research demon-

strating the relationship of tact-knowledge to job performance, Howard Gardner and Robert Sternberg have developed a program that improves school performance by directly teaching the knowledge that is usually only implied in the curriculum (Sternberg et al., 1990). This "Practical Intelligence for School" Program (PIFS), which assimilates their Multiple Intelligences and Triarchic Theories, may provide us with an additional model to guide those students experiencing academic difficulty.

Research on practical intelligence may also prove useful to our academic guidance components. For example, findings suggest that intelligent people learn to capitalize on their strengths and compensate for their weaknesses (Sternberg, 1988). Assisting our members to do this is a major objective of career guidance. Seen this way, the choice of a career is viewed as selecting the environment where our personal and academic strengths can maximize our chance for success. At the very least, our students should realize the role that formal schooling plays in helping them compensate for their weaknesses.

### Metacognition: The Bridge Between Academic and Practical Intelligence

In or out of the classroom, the common denominator of intelligent behavior is metacognition, the higher order mental processes we utilize to monitor our thinking. Some classroom examples include monitoring and controlling of our attitudes and attention, and executive control of behavior as it relates to academic activities (Marzano et al., 1988). Metacognitive processes in general include recognizing the existence of a problem, defining the problem, developing a plan to solve the problem, and monitoring the solution (Sternberg, 1988).

Therefore, teaching our students to monitor their thinking may provide us with the bridge between the classroom and their "real world." While the types of problems differ

## "...teaching our students to monitor their thinking may provide us with the bridge between the classroom and their 'real world.'"

significantly, intelligent classroom behavior can be related to intelligent behavior in life situations. Helping our students to understand this relationship may motivate some to monitor their problem-solving in both academic and practical situations.

Although our study skills seminars have been successful in encouraging intelligent academic behavior, they seldom go far enough to improve metacognition. Further, some question whether the strategies often taught in "study skills" courses transfer to learning situations that differ even slightly from the context in which they were introduced.

### Teaching Thinking Skills

Perhaps it is the direct instruction of thinking skills which has the greatest potential for incorporating recent findings in intelligence research. It is also the area that requires the greatest commitment of time and energy. If intelligence can be improved through direct instruction, and there is much to suggest that it can, does it have a place in compensatory education programs?

There are reasons why we ought to consider making thinking skills instruction available to our members. At the secondary school level, few students have the option of participating in such a course. School districts are already hard

pressed to satisfy content requirements, and their complex administrative structures discourage such initiatives. Compensatory programs not only avoid these pressures, but also offer the advantages of a smaller student-to-teacher ratio.

Programs with academic components have several options to explore for incorporating instruction in thinking skills. This instruction can be integrated into existing study skills courses or in academic subject areas. The latter approach would lead us to make compensatory education more than a review (or preview) of what is learned in school. The coordination and teacher in-service training will be worth the effort if it leads to an academic experience that emphasizes the *application* of knowledge learned in a classroom.

Finally, the option exists to offer our members a separate course in

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**"TRIO staff and students can be encouraged that several recent 'reforms' in education have been standard procedure in our programs for a quarter of a century."**

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thinking skills instruction (Sternberg, 1986). The significant time commitment requires a careful decision and may make it impractical for many of our programs. However, familiarity with packaged programs may also lead to creative approaches to the problem. Anyone contemplating such a step will benefit from articles, some by the researchers themselves, that provide a detailed discussion of the

programs available (Marzano et al., 1988; Sternberg & Bhana, 1986).

### Conclusion

I have suggested several areas in which recent intelligence research may benefit our member students. These recommendations serve primarily to encourage readers to explore the options for helping our members to improve their ability to identify intelligent behavior in the context of both academic and practical situations.

TRIO staff and students can be encouraged that several recent "reforms" in education have been standard procedure in our programs for a quarter of a century. Smaller class size, a more productive student-counselor relationship, and the emphasis on applied knowledge are a few of TRIO's basic services that the education community has recognized as necessary ingredients for success in our schools.

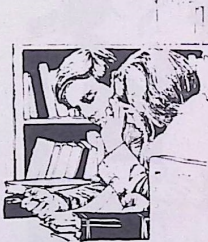
Perhaps the most obvious contribution that TRIO has made is in the area of high school-college articulation. Because TRIO has been bridging the gap between high school and college for more than two decades, our students did not have to wait until now to benefit from the myriad of programs that seek to attract them to their campuses.

With this tradition in mind, it is clear that we need not hesitate to search for ways to integrate the findings of intelligence researchers into our educational components. For whom would we be waiting?



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# PROJECT UPWARD BOUND — A Modern Coming of Age

by Anne Graham '70

If David Copperfield were suddenly dropped from the literary heavens into present day Wyoming Valley, he no doubt would be recruited to become a member of Project Upward Bound at Wilkes College. David epitomizes the youth who is served by Project Upward Bound; he is the promising student who has not been afforded all the advantages of middle-class and upper middle-class society. He is eager to learn, waiting to be directed, and enthusiastic despite hardships and setbacks. Like David, the typical Upward Bound student needs a mentor to help him believe in himself, to realize his potential, and to take his place in the world. Of course, David found his Aunt Betsy Trotwood, who guided him, supported him, and fostered his growth. Those special people —

the Betsy Trotwoods of the world — are still with us, but because of the changes in society, generated by modernization, the family support system is sometimes not adequate, not sophisticated enough to deal with the maze coming of age has become. Through agencies and special services the government has become the doing aunt of the young David's of the twentieth century. This support is positive, energetic, and hopeful for the society that ministers it and the youth who receives it.

Typically, Wilkes College has been involved actively in serving the needs of this community, and in 1967 the College agreed to host a newly funded Project Upward Bound, a remedial and motivational program designed to offer support and encouragement to eligible high school students. In the nation, Project Upward Bound itself has become one of the most successful federally funded activities; the program located at Wilkes is no exception. In reaching the dual goals of students succeeding in high school and of students pursuing education after high school the program at Wilkes has served nearly six hundred students. Since its inception 100% of students who remain in the program graduated from high school, and since 1973 at least 75% of graduating seniors go on to post-secondary education. Many of these are students who often would be easily "overlooked" by the system — the underachiever, the late bloomer, the students beset by family or personal difficulties.

Furthermore, the program offers one remedy to the near 10% high school drop out rate in Luzerne County.\* Also, a recent survey done by Luzerne County Community College and Luzerne County Counselor Association has shown that only 57% of graduating seniors in the area plan to go on to some type of post-secondary education. The program is able to augment the efforts of guidance counselors in motivating more students to enroll in colleges and schools. Further, the services extended to the students can be highly personalized and tailored to their needs. In area high schools the student to guidance counselor ratio is high, on the average 475 students to one counselor. In Upward Bound the ratio is sixty students to one counselor; this is especially important in the

students' senior year when vital decisions regarding college, career, and financial aid are being made. In addition to the program counselor, the full staff actively fosters social and personal development and maturity. Counseling and role-modeling are interwoven in a positive atmosphere; the student is affirmed in the program — even if this affirmation exists nowhere else.

Another important aspect of the program is its year-round operation. In the summer, when many students drift away from school, the Upward Bound student is actively involved in a six-week program on the Wilkes Campus. The summer component offers remedial work, developmental studies, career guidance, social and recreational activities. Students live on campus; this is not only very popular with students, but it gives them an opportunity to experience dorm life — an important ingredient in success if they choose to live away from home after high school. The opportunity to adjust and grow on this personal level is just as important as the academic program. In the summer the students spend time in the classroom studying subjects that they will be taking in their own high schools in the fall. The classes stress the "basics" — reading, mathematics, composition, and study skills. Some students need remedial, individualized learning in a certain subject such as reading. The program also provides "challenge" courses — for example, independent study in creative writing. In addition to academic offerings, students also select life-skill courses such as decision-making, budgeting, CPR, and public recreating. The YM/YWCA, Kirby Park, the weight room, the SUB are all places that are livelier on summer evenings because Upward Bound is swimming, playing softball, volleyball, having an "Anything Goes," or dancing the latest disco dance.

These activities are all geared to produce thoughtful young men and women who are serious about pursuing a post-secondary education. After two or three years with the program, students who have finished their senior year are ready to "bridge" during the summer component. These students enroll in two college courses for credit; it is their first



Members of the Upward Bound staff, from left — Jean Narcum, counselor; Susan Donia, administrative assistant; Anne Graham, director, and Jackie Boyle, assistant director.

taste of a true college challenge. The experience prepares them for the fall when they will be full-time students, and it also measures the program's success. After the intensive course work the students have done during their high school years, the "bridge" program demonstrates the growth and maturity they have achieved.

During the academic year students are also involved in the program. From September to May students attend weekly classes in the evening. These classes, like the ones offered in the summer component, emphasize basic academic skills. In addition, classes designed to prepare students for College Boards offer challenging and practical knowledge. Special activities augment the studying; for example, for Halloween the students collected money for UNICEF and then had a Halloween party and dance.

Throughout the program the students are tested, evaluated, and placed at appropriate levels of studying. This feature of individualized learning geared to the student's needs and ability is not unique in education; however, it is a theory that is difficult to implement in large and impersonal groups. The Project Upward Bound faculty is a mixture of area high school teachers, Wilkes

professors, and individuals from the community. These educators bring experience, concern, and diverse backgrounds to the program. The students' lives are enriched culturally and socially, as well as educationally, by interacting with these teachers who are truly interested in youth.

In yet another dimension, the program provides cultural and social enrichment for the participants. One important goal of the project is to encourage the students to become well-rounded individuals; the program does this by traveling, by exposing them to new experiences, by challenging them to become involved in new activities. Project Upward Bound has logged thousands and thousands of miles: the program has traveled to New York, Philadelphia, Cape May, Pittsburgh, New England, Lancaster, Gettysburg, Atlantic City, Rochester, Corning — the list goes on. For many of the students the trips represent a first glimpse of a world away from Northeastern Pennsylvania. In addition to all the miles and suitcases and fast-food stops, each trip logs many "firsts": the first visit to a real zoo, the first visit to an art museum, the first Broadway show, the first — but not the last — time getting lost on a bus with forty-some other people.

Also, because the staff comes to know each student well, and because the staff is aware of the many opportunities for youth, many students have been able to participate in such national and state-wide events as the Presidential Classroom in Washington, D.C. and the Governor's School for the Arts at Bucknell.

Motivation is another important factor in fostering growth in adolescents. Many times students are caught up in the all-consuming present, but as they develop in the program they learn that tomorrow is shaped by the planning and decision-making skills and valuable college entrance and financial aid preparation. Seniors are eligible to go on Project Upward Bound sponsored college visits to about ten different campuses throughout Pennsylvania. When seniors have the opportunity to visit schools and see first-hand what they could be learning and doing, they are all the more eager to succeed.

Of course, motivation is never truly achieved until it becomes self-motivation. The program, which is funded entirely by the Federal government, challenges the students, shifts important decisions towards the student, and encourages responsible and mature behavior. Somewhere in the time spent with the program each student comes to realize that he is accountable and in charge of his actions. When this "dawning" comes, the student has succeeded and, more importantly, will continue to succeed.

In conclusion, there is no concluding that can be done. Although students graduate from the program, they continue to return with college transcripts, with news of their careers, with their children. So to draw the full circle, we are back to David Copperfield, who wondered in the beginning "whether I shall turn out to be the hero of my life." Quite simply, Upward Bound believes that our students are the heroes and heroines of their own lives . . . and they come to believe this too.

\*Statistics figured from the information supplied by the Division of Education, Pa., Human Relations Commission, 1978.





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November 1994

Dear: Ms. Thomas

Enclosed you will find the PAEOPP Certificate of Merit for Konstance Brusilovski, who was nominated for the 1994 PAEOPP Special Recognition Awards. This year's competition, as usual, was keen. It is unfortunate that not all students can receive the \$250 award.

Please convey the committee's congratulations to Konstance. We encourage them to keep up the good work! On behalf of the Awards Committee, I thank you for your support of the PAEOPP Awards.

Sincerely,

Kevin J. Leuschen  
PAEOPP Awards Committee

*Pennsylvania Association  
Of  
Educational Opportunity Program Personnel*

*Certificate of Merit*

*Konstance Brusilovski*

*In recognition of perseverance in striving for excellence in education. This certificate acknowledges your dedication to the achievement of goals and acknowledges you as a true representative of the ideals of all TRIO programs.*

*Francesca C. Smith*  
\_\_\_\_\_  
**PAEOPP PRESIDENT**

*10/21/94*  
\_\_\_\_\_

**DATE**

*Anne E. Hanna*  
\_\_\_\_\_  
**PROJECT DIRECTOR**

PENNSYLVANIA ASSOCIATION  
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*Certificate of Merit*  
*Tie Jessica Chen*

In recognition of perseverance in striving for excellence in education. This certificate acknowledges your dedication to the achievement of goals and acknowledges you as a true representative of the ideals of all TRIO programs.

*Russa Scavetti*

PAEOPP PRESIDENT

*10-28-92*

DATE



*Jose L. Thomas*

PROJECT DIRECTOR



# RESEARCH BRIEFS

Volume 2, Number 3 • 1991

*Division of Policy Analysis and Research  
American Council on Education, Washington, D.C.*

## College Going, Persistence, and Completion Patterns in Higher Education: What Do We Know?

Cecilia Ottinger

Upcoming demographic changes and increased legislative interest have made it essential for higher education administrators to focus on new trends in the persistence and completion patterns of college students. The first key issue faced by postsecondary institutions is that the pool of traditional college-age youth (18-to-24 year olds) is changing. The total number of 18-to-24 year olds will hold steady between 1990 and 2025, but there will be significant changes in the composition of racial and ethnic groups within this population. During this period, the number of white college-age youth will decrease 18 percent, while that of minority youths is projected to grow by 42 percent. Historically, white 18-to-24 year olds have been the most likely cohort to begin and complete college education, however, by 2025, minorities are expected to comprise 40 percent of all college-age youth. These trends indicate that higher education will have to exert greater effort to increase the college attendance, and successful graduation of different types of students.

Secondly, colleges and universities are being held more accountable by various levels of government. One in two undergraduates now receives financial aid to attend college. State and federal legislators want to know the outcomes for these students, particularly now when governments are experiencing budget problems which create more competition for funds. Taxpayers want to see how their tax dollars contribute to the next generation of educated persons. Many state legislators see links between the level of taxpayer support for public education and the prospects of long-term economic prosperity for the state. Together, these and other concerns indicate the need to focus on what we know about college entry and persistence in our college and universities.

This research brief reviews and analyzes national data on college going, persistence and graduation.

### HIGHLIGHTS

- The majority of 1980 high school graduates who enrolled in postsecondary education did not enter in the traditional pattern.
- Who attains a degree is influenced not only by intellectual ability but also by socioeconomic status. 1980 high school seniors of high ability but low socioeconomic means were not as likely to attain a bachelor's degree as are their counterparts from higher income families.
- African Americans and Hispanics are more likely to enter college on the nontraditional path, and

they disproportionately enroll in two-year and less than two-year institutions. African Americans and low-income students are the most "at-risk" in terms of dropping out of college.

- African Americans and Hispanics are less likely to persist for four years in college or to earn a bachelor's degrees.

Overall, students are taking longer to attain bachelor's degrees.

- Half of the 1980 high school graduates who started college on track "stopped out" of college at some point in their educational experience.

## IMPLICATIONS

- College persistence rates and bachelor's degree attainment rates are lower for African Americans and Hispanics. If colleges hope to improve the retention and graduation rates of those students, better programs should be developed to address the academic and environmental barriers these groups face.
- Improved mechanisms should be developed for increasing access and retention for minorities and low-income students.
- Further research should address the issue of why relatively few students of high ability and low-income are persisting and graduating from college.
- Better cooperation should be developed between two- and four-year institutions to increase the number of community college students who successfully transfer and attain bachelor's degrees.
- More programs should be developed to increase the completion rates of students who enter college on the nontraditional path.

## INTRODUCTION

Because students follow diverse paths to the completion of study, a variety of issues must be considered in examining their goals.

The key questions guiding this inquiry are:

- Who enrolls in college after high school graduation?
- How soon after high school graduation do students enroll in postsecondary education?
- What are the characteristics of students who enter college on a "traditional path" and of those who enter on a "nontraditional path"?
- Who persists?
- Who stops out or drops out of college?
- How many earn an associate's or bachelor's degree in 5 1/2 years?
- Which types of programs are most successful in retaining and graduating students?

**Table 1**

Percent of 1980 High School Graduates Who Entered Postsecondary Institutions by February 1986, by Socioeconomic Status<sup>a</sup>

	Total	Low-SES	2nd Quartile	3rd Quartile	High-SES
<b>Total</b>	67%	52%	62%	74%	89%
<b>Race/Ethnicity</b>					
Hispanic	59%	53%	71%	70%	91%
American Indian	60	56	31	81	88
Asian	90	75	96	87	97
African American	64	60	66	75	85
White	69	48	61	74	89
<b>Ability Quartile<sup>b</sup></b>					
Low-Quartile	45%	42%	40%	48%	66%
2nd Quartile	62	50	57	70	80
3rd Quartile	78	65	71	83	91
High-Quartile	92	78	90	90	97

a. Socioeconomic status quartiles are determined by a composite score based on parental education, family income, father's occupation and household characteristics in 1980.

b. Ability quartiles were measured by performance on a test administered as part of the High School and Beyond survey in 1980.

Source: National Center for Education Statistics, *Plans, Participation, Persistence, and Baccalaureate Degree Attainment of 1980 High School Graduates, by Socioeconomic Status*. Unpublished data tabulations, February 1989.

Where possible, analysis by race/ethnicity, sex, socioeconomic status and academic ability are included. Several case studies of institutional retention programs are highlighted to illustrate strategies developed for those students who are most "at-risk" of leaving college before completion. In addition, a review of longitudinal retention data from Tennessee is presented.

This report is based primarily on longitudinal data from the U.S. Department of Education's 1980 High School and Beyond Survey (HS&B). HS&B<sup>1</sup> has monitored the patterns of college going and educational attainment among a national sample of 1980 high school graduates.

The data used in this report are based on published High School and Beyond reports and from special data tabulations on the socioeconomic status and academic ability of students. The data in this research brief use special definitions that are specific to this data set and offer a distinctive approach to how issues of college entry, persistence, and graduation are discussed.

The following are the key terms used in this report:

### KEY TERMS

- Immediate college-entrants** are those 1980 high school graduates who entered any type of postsecondary institution by October 1980.
- Traditional-path college entrants** are those 1980 high school graduates who entered a four-year institution on a full-time basis by October 1980.
- Nontraditional-path entrants** are those 1980 high school graduates who entered less than four-year institutions or attended college part-time, or delayed entering college or transferred into a four-year institution.
- Persisters** are those 1980 high school graduates who entered a four-year institution on a traditional path and were continuously enrolled for four years (i.e. through academic year 1983-84) but had not completed a bachelor's degree by May 1984.
- Stopouts** are 1980 high school graduates who entered college on the traditional path and left college for at least one semester but had returned by May 1986.
- Dropouts** are the 1980 high school graduates who entered college on the traditional path, left college and had not returned by May 1986.

### Who Enrolls in College?

Much research has found that students who enter college immediately after high school graduation are the most likely to persist to attain degrees. The HS&B 1980 survey data base documents this but also allows us to compare the characteristics of these students to other types of postsecondary entrants.

**Table 2**

Percent of 1980 High School Graduates Who Entered Any Postsecondary Institution Immediately After Graduation<sup>a</sup>

Percent of 1980 High School Graduates	
<b>Total</b>	48.2%
Male	44.9
Female	51.3
<b>Race/Ethnicity</b>	
Hispanics	39.0%
American Indian	34.6
Asian	75.5
African American	41.7
White	49.9
<b>Ability<sup>b</sup></b>	
Low ability	23.0%
2nd quartile	41.1
3rd quartile	60.7
High ability	77.7
<b>Socioeconomic Status<sup>c</sup></b>	
Low-SES	31.5%
2nd quartile	42.5
3rd quartile	54.9
High-SES	72.6

a. Immediately—1980 High School Graduates who entered any postsecondary institution by October 1980.

b. Ability quartiles were measured by performance on a test administered as part of the High School and Beyond survey in 1980.

c. Socioeconomic status quartiles are a composite score on parental education, family income father's occupation and household characteristics in 1980.

Source: National Center for Education Statistics, *Plans, Participation, Persistence, and Baccalaureate Degree Attainment of 1980 High School Graduates, by Socioeconomic Status*. Unpublished data tabulations, February 1989.

### Enrollment Patterns

- Two-thirds of 1980 high school graduates (67 percent) attempted some type of postsecondary education within six years of high school graduation (i.e., by May 1986) (table 1).
- Education participation rates are affected greatly by family income. Almost half of the 1980 high school graduates from the lowest SES background never enrolled in postsecondary education (NCES, 1989b). In contrast, 89 percent of students from high-SES backgrounds had enrolled in college by 1986.

## Timing of College Entry

The majority (52 percent) of 1980 high school graduates did not pursue any type of postsecondary education immediately after high school.

- Slightly less than half of 1980 high school graduates (48 percent) entered postsecondary institutions immediately after high school (table 2).
- Women high school graduates were somewhat more likely than men to enter postsecondary institutions immediately (51 percent vs. 45 percent).

The pattern of immediate postsecondary entry also varied by race/ethnicity:

- Among 1980 high school graduates, Asians were the most likely group to enter college immediately after high school graduation (76 percent).

However, with the exception of Asians, minorities in the 1980 graduating class were less likely than whites to enter postsecondary education immediately after high school graduation.

- Forty-two percent of African American high school graduates entered college immediately, as did 39 percent of Hispanics and 34 percent of Native Americans; in comparison, 50 percent of whites exhibited this pattern.

Academic ability and socioeconomic status also influence the timing of college entry. The higher the socioeconomic status and academic ability the greater the likelihood of immediate postsecondary entry (table 2).

- Eighty-five percent of 1980 graduates of both high ability and high socioeconomic status attended college immediately, compared to 78 percent of high-ability youth from low-income families (NCES, 1989b).

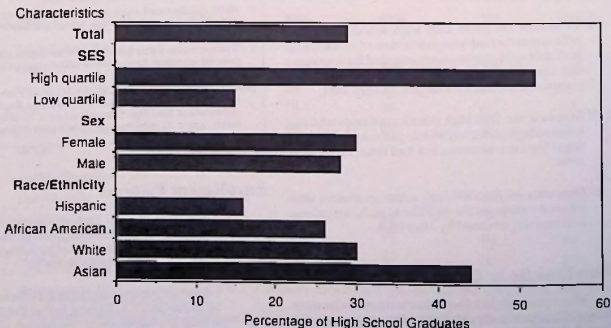
## College Going: Traditional Path vs. Non-Traditional Path

The traditional perception of college attendance is that students enter a four-year college in the fall immediately after high school graduation, study full-time for four consecutive years, and then graduate. Other patterns of study — especially initial enrollment at a two-year college — are now acceptable and common but, as the HS&B study demonstrates, students who follow a nontraditional path are put at some disadvantage.

Yet, as is evident from the HS&B data, the majority of 1980 high school graduates did *not* fit the traditional pattern.

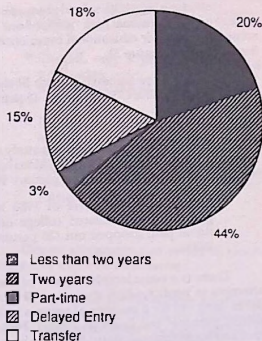
- Less than three out of ten 1980 high school graduates (29 percent) attended college in the traditional way, as defined here (figure 1).

**Figure 1**  
Traditional College Attendance Rates by 1980 High School Graduates,  
Selected Characteristics



Source: C. Dennis Carroll, *College Persistence and Degree Attainment for 1980 High School Graduates: Hazards for Transfer, Stopouts and Part-Timers*. (Washington, D.C.: National Center for Education Statistics, 1989), p. 7.

**Figure 2**  
**Nontraditional College Attendance of 1980**  
**High School Graduates**



Source: C. Dennis Carroll, *College Persistence and Degree Attainment for 1980 High School Graduates: Hazards for Transfer, Stoppers and Part-timers*. (Washington, D.C. National Center for Education Statistics, 1989), p. 9

- In comparison, 38 percent of 1980 high school graduates started college in a nontraditional manner. These students either entered two-year or less-than-two-year institutions or entered college after October 1980 (figure 2)
  - More than 4 out of 10 of these students attended two-year institutions (44 percent);
  - Another 18 percent transferred into four-year institutions;
  - 15 percent delayed entry into college;
  - 20 percent attended less than two-year institutions; and
  - Another 3 percent attended college part-time.
  - One-third of 1980 high school graduates had not enrolled in college by 1986 (i.e., had never attempted formal study for a postsecondary degree or certificate).
- Generally, White and Asian 1980 high school graduates were more likely than others to start college on the traditional path.

- For example, 44 percent of Asian 1980 high school graduates and 30 percent of whites 1980 high school graduates attended college on the traditional path; in comparison 26 percent of African Americans and 16 percent of Hispanics did so (figure 1).
- However this does not always hold true. For example, African Americans at independent institutions were equally as likely as whites to have started on the traditional path (73 percent, for both) (Porter, 1989).

Not surprisingly, the SES of a student's family appears to affect the type of college entry.

- Among 1980 high school graduates only 15 percent of low-SES students entered college in the traditional pattern in contrast to 52 percent of those from families in the high socioeconomic status (figure 1).
- Among those who began their college career on the nontraditional path, Hispanics were more likely than other ethnic groups to enter a two-year institution (53 percent). In comparison, 43 percent of whites entered two-year institutions, as did 42 percent of African Americans.
- Of all students who entered two-year institutions, those from low-SES backgrounds represented a larger proportion than those with high-SES backgrounds (46 percent and 37 percent, respectively) (Carroll, 1989).
- African Americans were the most likely racial/ethnic group to attend a less than 2-year institution (27 percent) while Asians were the least likely (7 percent).

## Who Will Persist and Who Will Leave The Traditional Path?

### PERSISTERS

Persisters are those 1980 high school graduates who 1) entered college on the traditional path (i.e. immediately after high school graduation, in a four-year institution on a full-time basis); 2) were continuously enrolled through May 1984 and 3) had not completed a bachelor's degree as of May 1984.

This categorization offers a measure of how many students maintain continuous enrollment, in the traditional pattern of college study. Many of these students will complete their degree study, as documented by the 1986 HSEB follow-up.

- More than half (54 percent) of 1980 high school graduates who entered on the traditional path were persisters (Carroll, 1989).

## PERSISTENCE VARIED BY RACE/ETHNICITY

- Asians who started college on the traditional path persisted at a slightly higher rate than whites (61 percent vs. 56 percent).
- Both African American and Hispanic students who started on the traditional path were somewhat less likely to persist than whites (44 percent and 42 percent, respectively).
- Persistence also varied by socioeconomic status. Sixty percent of high-SES 1980 high school graduates who started on the traditional path persisted four years. In comparison, only 42 percent of low-SES persisters followed this pattern.
- The higher the level of ability and SES the more likely students were to persist. For example, 65 percent of high ability and high-SES 1980 graduates persisted through academic year 1983-84. In comparison, 51 percent of those of high ability and low-SES persisted through academic year 1983-84 (NCES, 1989b).

- However, African American students of high ability were much less likely to persist than their white counterparts (38 percent vs. 63 percent respectively).

## STOPOUTS

Half of the 1980 high school graduates who started college on the traditional path "stopped out" of college at some point in their educational experience but had returned by 1986 (figure 3).

- Males were somewhat more likely to stopout than females (53 percent vs. 48 percent).

## DROPOUTS

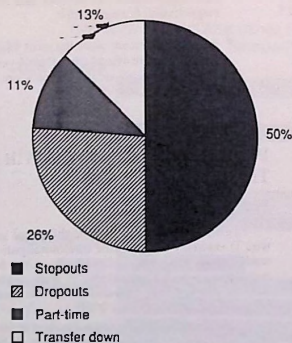
"Dropouts" for purposes of this study are students who enrolled in college on the traditional path but left college and had not returned by February 1986.

- More than one-quarter of 1980 high school graduates who entered college on the traditional path dropped out (26 percent) (Carroll, 1989).

There is a considerable amount of literature that attempts to predict which students will drop out. Students drop out for a number of reasons including academic, personal and financial factors. Factors such as race and socioeconomic status have also been associated with dropping out of college (Clewley and Ficklen, 1986). These same patterns were evident for 1980 high school graduates.

- African American students were more likely to dropout than any other racial group. For example, 33 percent of African American 1980 high school graduates who started college on the traditional path had dropped out by 1986, compared to the 18 percent of Asians who did so.
- Students from low-socioeconomic backgrounds dropped out at a far greater rate than those from high socioeconomic families (44 percent vs. 14 percent).

Figure 3  
Pattern of Traditional Path Leavers



Source: C. Dennis Carroll, *College Persistence and Degree Attainment for 1980 High School Graduates: Hazards for Transfers, Stopouts and Part-timers*. (Washington, D.C.: National Center for Education Statistics, 1989), p. 14.

## Degree Attainment

Given the variety of college going patterns exhibited by 1980 high school graduates, a key concern is how many of these students who entered postsecondary institutions completed a bachelor's degree. However, it should be noted that not all students who entered college were aiming for a four-year degree.



- Overall, less than one out of five of all 1980 high school graduates had attained a bachelor's degree by 1986 (19 percent).
- More than half of 1980 high school graduates who entered college in the traditional pattern earned a bachelor's degree by 1986 (53 percent) (Carroll, 1989).
- Overall, only 9 percent of 1980 high school graduates who entered college on the nontraditional path earned bachelor's degrees.
- Persisters — those who started college immediately and maintained continuous enrollment — were the most likely group to earn bachelor's degrees by 1986. Among those 1980 high school graduates who persisted, 74 percent attained bachelor's degrees by May 1986.

Degree attainment also varied by race/ethnicity, ability and socioeconomic factors.

- About one-third of African Americans and Hispanics who started on the traditional path had attained bachelor's degrees by 1986 (33 percent and 31 percent, respectively).
- Forty-four percent of African American 1980 high school graduates of high-SES background who entered college in the traditional pattern earned a bachelor's degree compared to 28 percent of those from low-SES backgrounds who entered in the traditional manner. (NCES, 1989b)
- Whites who started college in a nontraditional pattern were more likely to attain bachelor's degrees than African Americans or Hispanics who started college on the nontraditional path (10 percent vs. 5 percent and 4 percent, respectively) (Carroll, 1989).

Among all 1980 high school graduates, those from high-SES backgrounds earned bachelor's degree at a far greater extent than those from low-SES families.

- Many bright students did not complete college for reasons related to family income. While 66 percent of high-SES, high ability students who entered on the traditional path attained degrees by 1986, only 44 percent of their high ability, low-SES counterparts, did so. (NCES, 1989b)

- Among 1980 high school graduates who started college on the nontraditional path, those from high-SES backgrounds were more likely to attain a bachelor's degree than were low-SES graduates (19 percent vs. 4 percent).

The likelihood of attaining a bachelor's degree also depended on the characteristics of students' college going experiences.

- Thirty-nine percent of stopouts earned bachelor's degrees by 1986. (Carroll, 1989).
- Only 34 percent of those who shifted from full-time to part-time study earned bachelor's degrees by 1986.
- The least likely groups to attain a bachelor's degree were students who attended two-year or less-than two-year institutions. Many of them, it must be acknowledged, never intended to work toward a bachelor's degree.

## PROFILE OF TWO-YEAR COLLEGE ENTRANTS

- Overall, 25 percent of 1980 high school graduates had entered a two-year public institution by 1986 (NCES, 1989b).
- Thirteen percent of 1980 high school graduates entered public two-year institutions immediately after high school graduation.
- According to Grubb (1991) 20 percent of 1980 high school graduates who entered two-year institutions transferred to four-year institutions within four years.
- African Americans were the least likely group to transfer (10 percent) while 22 percent of whites and 16 percent of Hispanics did so.
- By 1986, 15 percent of those who entered two-year public institutions had attained a bachelor's degree.
- Among those who entered two-year public colleges immediately after high school graduation, 38 percent had attained an associate's degree or certificate by 1986.
- Overall, 7 percent of all 1980 high school graduates had attained an associate's degree by 1986.

## SUMMARY

The national data from the *High School and Beyond* study indicate several key factors about who is most likely to finish college in 5 1/2 years, who is least likely to attend in a traditional pattern, who persists and who drops out of college. Generally, the results show that:

- Students who enter college in the traditional pattern are more likely to persist and earn a degree. However, the majority of 1980 high school graduates did not attend college in this fashion.
- African Americans and Hispanics have lower rates of completion and higher rates of dropping out than do Asians and whites. Both the former groups are likely to enter college in the nontraditional fashion.
- Socioeconomic status still affects persistence even when ability is taken into account.

Below is a summary of retention data for the state of Tennessee, which shows that "some of" the same patterns of the college experience are found on the state level.

## STATEWIDE RETENTION DATA: TENNESSEE

In 1984, Tennessee enacted its Education Reform Act. A component of this legislation established a goal of "an increase in the percentage of students who enter a four-year university degree program and subsequently earn baccalaureate degrees." As a result of this goal the state tracks the traditional student, which is defined as a first-time full-time student registered for 12 credits or more, entering in the fall term. These students are reviewed at two, three, four, five and six year intervals to determine if they have completed their goals. Findings for the 1984 freshmen class include:

- The majority of the 1984 freshmen took more than 4 years to complete their college education from the admitting institutions.
- Twelve percent of 1984 freshmen class graduated with a bachelor's degree within four years.
- Eighteen percent of the 1984 class earned a college degree in five years and 8 percent did so in six years.
- Bachelor's degree attainment rates for African Americans in Tennessee were less than that of whites (23 percent vs. 40 percent).
- Overall, the completion rate at two-year institutions (i.e. successfully earning an associate's degree) was 15 percent.

- Seven percent of those who graduated from two-year institutions did so in two years and another 8 percent did so in three years.
- As with four-year institutions, African American graduation rates in two-year institutions lag behind that of white rates (7 percent vs. 17 percent).

## What Works?

If higher education is to address the issue of college persistence and attainment, institutions must develop their programs and practices to meet the special needs of low-income and minority students and those who enter college in the nontraditional fashion.

Clewell and Ficklen (1986) indicated that the elements of a successful retention program include: explicit university policy, a high level of institutional commitment, a substantial institutionalization of the program, comprehensive services, dedicated staff, systematic collection of data, monitoring and follow-up, strong faculty support, and nonstigmatization of participants.

The institutional case studies below illustrate all or some of these aforementioned components.

## MOUNT SAINT MARY'S COLLEGE— DOHENY CAMPUS

Mount Saint Mary's College in Los Angeles is a small Catholic women's liberal arts college. The institution's main campus is in West Los Angeles (i.e. the Chalon campus) and houses the baccalaureate degree program.

In 1962, Mount Saint Mary's opened a two-year program in downtown Los Angeles, which is the Doheny Campus. This campus has been extremely successful in enrolling and graduating minority women. Many of the young women who enter the associate degree program are first generation college attendees, and considered "high-risk" students. Many of these students have had poor or less than adequate academic preparation in high school, or are immigrants with English language difficulties. The principal criterion for admission to the Associate of Arts degree program at Mount Saint Mary's College is for students to demonstrate the potential for success.

The college specializes in educating students who have high school grade point averages and SAT scores that are below the cut-offs of many colleges: the average high school GPA for entering freshmen is 2.5 and average composite SAT score is 662. The demographic profile of the college is two hundred young women with approximately 10 percent Asian, 17 percent African American, 63 percent Hispanic and 10 percent white.

Sixty-seven percent of the young women who entered this program in fall 1987 either completed their associate of arts degree or transferred to the Chalon campus where the baccalaureate degree program is housed.

In 1989, Mount Saint Mary's College conducted a study to assess their two-year associate program and to develop a model which describes and explains the program. The key finding of the study was that:

The most important component of the Mount Saint Mary's College program at the Doheny campus is the strong commitment of the entire institutional community to the successful education of minority women.

The strategies used in the minority advancement program at Mount Saint Mary's College include:

#### SUPPORTIVE CAMPUS CLIMATE

- Both students and faculty considered the warm and caring campus climate which encourages studying and learning the most important factor contributing to student persistence and success.
- The campus climate is characterized as warm, trusting and generally caring. There is an active concern for student's needs which involves affirming each student's talents, abilities and skills. Counseling services are provided to assist each student in developing a strong sense of self.

#### ADEQUATE ACADEMIC SUPPORT SERVICE

- Financial aid and the assistance of the Admission's office are other major factors in recruiting students.
- The academic support services include diagnostic testing and placement, which identifies each student's strengths and weaknesses. Students are also given reliable academic advisement which is closely monitored.

#### GENERAL STUDENT SUPPORT SERVICES

Students are provided with an extensive network of support services including support and understanding for the varying multicultural perspectives on campus. Career services are also provided.

#### WAYNE STATE UNIVERSITY

Wayne State University which in 1956 came under state control has achieved excellent local education participation rates. This is due in part to the location of the institution, its links with public schools, and its longstanding commitment to providing educational opportunities to a diverse student body.

Wayne State is an urban institution geared toward students who are employed. Twenty-five percent of the total curriculum and 30 percent of undergraduate courses are offered in the late afternoon and evening. Only about half of the students attend full-time.

Regular admission to WSU requires a 2.75 high school GPA. The majority of students are admitted on this criterion. Wayne State University also utilizes a bridge program in order to close the educational gap for students who do not meet the institution's criteria. These programs include extended classes covering required material, tutoring, learning laboratories, collaborative study and intrusive counseling. These programs are geared to those students who might be particularly vulnerable to academic failure.

WSU offers an outreach program for students ineligible for regular admission. Once students complete 24 to 30 credits in special format classes, they may transfer to other colleges within the institution through the Project 350 program. The program supports these students for three years with summer bridge programs, skills instruction and tutoring. It is estimated that 30 to 40 percent of these students graduate from a postsecondary institution. This graduation rate exceeds that of many regularly admitted students at WSU and urban universities.

#### KINGSBOROUGH COMMUNITY COLLEGE

Kingsborough Community College (KCC) is located in Brooklyn, New York. The New Start program was initiated in 1985; it is designed to assist students facing dismissal at four-year institutions and to give them a second chance.

After referral by a four-year institution, students who enroll in the program are admitted to KCC in good academic standing and are permitted to apply up to 30 previously earned credits toward an associate's degree. In addition, the students are assigned a counselor to assist them with academic transfer, career and personal concerns, and make appropriate referrals to on-and off-campus support services.

A total of 1560 students from eleven colleges participated in New Start during its first six years with enrollments increasing from 51 in fall 1985 to 610 in spring 1991. Most enrollment was concentrated in the fields of Liberal Arts, Business Administration, and Accounting. By the end of spring 1991, approximately 25 percent of all New Start students had graduated from KCC or transferred to four-year institutions; 46 percent were planning to continue at KCC after spring 1991. All of the New Start graduates who applied to four-year institutions were accepted by at least one of the colleges of their choice.

## POLICY IMPLICATIONS

Students who enter college right after high school and attend four year colleges are the most likely candidates to graduate. Yet higher education since the 1960s has changed dramatically: the college student of today and those of the future — based on demographic trends — are not likely to follow the traditional pattern. If institutions hope to enroll, retain and assist these students in attaining their educational goals, they must be more effective in addressing the particular needs of these groups.

The analysis of college going behavior of 1980 high school graduates illustrates the need for institutions to answer several key questions related to the the low attainment rates for minorities, students from low-income backgrounds, and for those who did not attend college in the traditional manner.

- Is our society willing to take the risks of future bipolarization on the basis of race and socioeconomic factors?
- What role can colleges play in addressing the needs of minority youth in college?
- What role will a multicultural curriculum play in addressing these problems?
- What mechanisms can institutions develop to increase the likelihood of educational goal attainment for non-traditional entry students?

## Attainment Differences by SES Background:

We also know from the data that many high ability low-income students are not completing their education. This leads to several questions.

- Are student aid monies reaching those most in need?
- How can institutions and low-income families creatively address the problem associated with financing their college education?
- What other mechanisms can institutions utilize to address the needs of the economically disadvantaged?

The fact that fewer minorities are attaining degrees, coupled with the fact that the vast majority are beginning their postsecondary education at less than four-year institutions, are two issues that higher education must address. Related questions which need to be considered are:

- What strategies can be developed by two- and four-year institutions to increase transfers?
- What types of programs will assist students in attaining their educational goals at two-year institutions?

Only after we answer these questions and more institutions develop strategies to address these issues can higher education begin to increase the educational attainment of those who enter college in the nontraditional pattern. Yet, it is exactly these individuals who appear to be an ever-increasing component of the college-going population.

## END NOTES

1. The High School and Beyond Survey (HS&B) is a national longitudinal study of 1980 high school seniors and sophomores. The data base was developed by the National Center for Education Statistics (NCES) of the U.S. Department of Education. Base year information was collected on 28,000 high school seniors in 1980 and includes follow-up surveys of nearly 12,000 in 1982, 1984 and 1986. This paper presents data supplied by 1980 high school graduates in the second and third follow-ups which were conducted in 1984 and 1986.

The HS&B data base is a single source of information on the generation of college students in the 1980s and is probably the most complete national data base available. The HS&B allows one to analyze the overall patterns of college attendance and completion for a national sample of students.

## RESOURCES

The National Center for Academic Achievement and Transfer, a program of the American Council on Education, works to examine, strengthen and enhance student transfers between community colleges and four-year institutions. The center coordinates a range of programs, including grants to cooperating two- and four-year institutions, transfer policy development, research on transfer and assistance to nationally based associations to strengthen transfer. For further information call (202) 939-9715.

The High School and Beyond Survey (HS&B) was conducted by the National Center for Education Statistics (NCES). The HS&B survey provides information on the academic characteristics of 1980 high school sophomores and seniors, as well as their educational experiences, labor market activities and social development (e.g. family formation). The survey allows one to monitor the various behaviors of this cohort during various periods of their lives. In addition, it allows one to analyze the overall patterns of college completion for a national sample of students. For further information call C. Dennis Carroll/Paula Knepper at (202) 219-1448.

The National Association for Independent Colleges and Universities conducted a special analysis of HS&B survey data in 1989. A report, "Undergraduate Completion and Persistence at Four-Year Colleges and Universities: Completers, Persisters, Stopouts and Dropouts," describes the persistence behavior of undergraduate students, with an emphasis on similarities and differences between public and independent institutions. For further information call Oscar Porter (202) 347-7512.

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