Dr. Johnson Addresses Upward Bound

"Education opens doors, provides economic options, and gives you a degree of security," said UT President Dr. Joe Johnson during an address to Pre-College Upward Bound students attending the summer components at UT.

Dr. Johnson definitely knows what he is talking about. "No one in my family had ever gone to college before me," he told the interested participants.

Johnson grew up in a small coal mining town in Alabama. Of the 126 kids in his graduating high school class, only six, including himself, went on to college. Today the university president oversees five college campuses enrolling 40,000 students and 14,000 employees.

So what influenced Johnson to decide to reverse the family trend? "I had an English teacher who demanded that I learn English and attend college," he said, "and a math teacher who insisted that I learn math and attend college." Johnson also credits his father with his college success. "My dad kept saying I needed to go to college because education is something that can't be taken away from you."

Johnson congratulated the students for participating in the UB summer program, and passed on some advice for continued success. "Study hard," he said. "Nothing replaces what you can gain from looking at books and thinking about them." Johnson also advised students to get to know their teachers. "Listen to those people," he urged. "They can be of tremendous value to you."

Upward Bound To See Changes in Fall '94

When September of 1994 rolls around and UTK's Upward Bound academic component gets underway there will be some changes in the Upward Bound staff. Beginning September 1st, Ms. Connie Hollingsworth will begin a leave of absence so that she may complete the requirements for the Ph.D. During Ms. Hollingsworth's absence Ms. Jane Ellen Headrick will assume the Associate Director's position. Ms. Hollingsworth will continue to work part-time with the Upward Bound program throughout the 1994-95 academic year.

Dr. Ernest W. Brewer, Project Director states, "Changes are often difficult; however, I am confident that as program participants you will continue to receive the same level and quality of support services that you have always received as Upward Bound students." He further states, "I know that the participants will be supportive of Ms. Headrick as she assumes this new role and will work with her and the Upward Bound staff to have the best Upward Bound program possible."

Bridge Component: A Way to Get Ahead

Stormy Wright • Senior Carter High School

If you're an Upward Bound student looking for a way to get ahead in college, the Upward Bound Bridge Component may be the program for you.

The three-year-old program, created by Project Director Dr. Ernest W. Brewer, helps prepare high school graduates for the fall freshman college semester. Participants attend summer school at UTK for two semesters and take six hours of college English. They receive full

See BRIDGE, Page 5

How America's Workforce Needs Are Changing

The educational system must move to a strategy of providing academic and technical courses for all students that prepares them for employment and future education.

Source: American Vocational Association

Over 1,200 East Tennessee High School Students Served
Upward Bound’s Summer Fun

Taffy Sealy • Senior
Carter High School

If you think the Pre-College Upward Bound Program is all work and no play, think again. Students participating in the summer program at UT do much more than just study. Volleyball, bowling, movies, and dances are just a few of the activities planned by Taffy Sparks, the program’s head resident advisor.

“All of the events scheduled are in some way important to benefit the students,” says Sparks. Sparks plans one activity for the students to enjoy each night and this summer organized at least 24 special events for the participants. Most of the activities were held at Humes Hall, where the students lived.

During the first week students took part in a variety of enriching seminars covering such educational topics as nutrition, first aid, and campus safety. Wednesday was designated “movie night,” and on Thursdays Upward Bound students head-to-head with the Math and Science Regional Center students in a variety of competitions, such as Scholars’ Bowl (a Jeopardy-style academic game).

Learn To Study—Study To Learn

Stefanie McDaniel • Bridge Student
1994 Seymour High School Graduate • UTK Freshman

You don’t have to be a star student to get better grades. Acing a test can be as simple as developing good study habits. Because college students have more freedom, they quickly learn how important it is to manage their time in order to get good grades. Studying, they discover, takes discipline—especially in an intense academic atmosphere. By buckling down and taking classes seriously, college students—and you—will find it easier to excel.

The following study tips from UB instructors Jane Ellen Headrick and Shawn Hirt will help you get a jump on good grades:

TIP 1: To be prepared for exams, know what each teacher expects of you, take notes, ask questions, and then review your class notes each night.

TIP 2: Know yourself and what you’re capable of doing. If you need a lot of time to prepare for an exam, for example, begin studying the week before instead of the night before.

TIP 3: Set aside time to study when you are alert and awake. You’ll concentrate better, and, therefore, you’ll retain more information.

TIP 4: Study in a room with good conditions: adequate lighting, a comfortable chair, and a quiet atmosphere. The fewer the distractions, the more you’ll accomplish.

TIP 5: After studying, reward yourself with something you like to do—see a movie or eat an ice cream sundae, for example. If you anticipate a reward, then you won’t dread studying for the next test.

Upward Bounders Participate in Math and Science Regional Centers

Over the last four years, several UTK Upward Bounders have participated in the Math and Science Regional Centers from Tennessee, to North Carolina, and as far away as Florida. What did it take for these students to be accepted into these regional centers? LaDonna Mkonjic (West High School); Tweetie Cowan (Austin-East High School); LaToya Lundy (Alcoa High School); and Chea Smith (Carter High School) have all experienced the opportunity to participate in a regional center.

These students completed all of the necessary requirements in order to be accepted into regional centers. Generally, students must first show an interest and a desire to participate in a regional math and science center. UTK Upward Bounders interested in finding out more about regional centers should contact their Upward Bound counselors as soon as possible.

Secondly, students must complete extensive application packages for each center and provide detailed information about their academic experiences. Last but not least, students must be willing to spend six weeks away from home to participate in the program activities.

There are regional centers throughout the southeast, and, in case you are wondering, all program services are free including your transportation to and from the regional center. Applications are usually available in January and should be submitted no later than February 15th. See your Upward Bound counselor for more details.

Bridge Students Speak Out

“Tעבדペos a free orientation for Internet and now use it to gain information. I went to the career center today and took two tests and realized my major should be elementary education. I found out that I do better when I do the assigned homework right after class.”

Kerry Lee
West High School
Beech College

“The bridge component has helped me realize that college is not just about taking tests and doing projects, but about learning to study and reading huge amounts of material in a short amount of time. The support given by the counselor and mentors helped so much. The feeling I received in the program helped me jump in to college life.”

John Casey
West High School
UTK

“It has helped me to see a different perspective of college life. The English class is much harder than high school English but this helps me realize that I am not high school anymore. We have all grown responsibilities. We have learned to stop putting things off like our papers. Trust me it does not work.”

Natalie Williams
West High School
UTK

“The Upward Bound bridge component has made me more aware of what goes on during your college years. It has taught me much responsibility. You learn that quick and you do not have your parents there to help you with classes. Give you money, and give you the support that you have because in the past I never realized.”

Shannon Brown
Sevier County High School
UT Chattanooga

“The Bridge component has helped me be a new person for the first time. I have met so many people that now I do not feel out of place.”

Cheya Hamilton
Seymour High School
UTK

“Bridge is a very unique experience that I would not trade for anything in the world.”

Michelle McKinney
Carter High School
UT Chattanooga
Know Your Strengths and Weaknesses...

Positive Self-Concept

Dr. Ernest W. Brewer
Principal Investigator/Project Director

When you look in a mirror, what do you see? What sorts of words would you use to describe yourself? Are they positive, negative, or a combination of both? The view that we have of ourselves is called our self-concept. This view may be negative or positive, and is learned through interacting with other people and the environment around us. Self-concept includes not only how we view our physical body, but also how we view our ability to: accept and respect ourselves and others, solve problems, and make a difference in the world around us.

Working toward achieving a good self-concept begins by learning to accept yourself as you are today. Become aware of your strengths and weaknesses and make an effort to capitalize on your assets. Concentrating on the ways your talents can help you experience success also fosters a better view of yourself. As your self-concept improves, you will have the resources to begin working on overcoming your weaknesses.

The other essential ingredient in being able to move toward a positive self-concept is believing in yourself. If you do not believe in yourself, others sense this and will act accordingly. This clearly helps keep a bad self-concept firmly in place. On the other hand, if you do believe in yourself and project a good self-concept, others will look at you as someone who is self-confident and deserves respect. So, in attaining a good self-concept, you reach the point of being able to look beyond yourself and assist others. Thus, the payoffs of having a positive self-image are great, both for you and the people around you!

High School Players in NCAA

Many high school athletes list a professional sport as a career goal. However, an NCAA study shows the pool of high school athletes who play even in college is small.

<table>
<thead>
<tr>
<th>Basketball</th>
<th>Football</th>
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</thead>
<tbody>
<tr>
<td>Number of high school players</td>
<td>525,000</td>
</tr>
<tr>
<td>Number of high school seniors</td>
<td>150,000</td>
</tr>
<tr>
<td>Number of NCAA players</td>
<td>12,000</td>
</tr>
<tr>
<td>Number of NCAA freshman positions</td>
<td>3,800</td>
</tr>
<tr>
<td>Number of NCAA seniors</td>
<td>2,400</td>
</tr>
<tr>
<td>Number of pro rookies a year</td>
<td>64</td>
</tr>
<tr>
<td>Percentage of high school players playing in college</td>
<td>2.6</td>
</tr>
<tr>
<td>Percentage of college players turning professional</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Source: USA Today—February 19, 1992

West High School Senior Michael McClendon accompanies the Upward Bound Chor during one of their practice sessions.

“Upward Bound TRIO graduates are four times more likely to earn an undergraduate degree than those students from similar backgrounds who did not participate in the program.”

(Source: Equality, Volume XI, Number 6, June/July 1994)
How To ‘Ace’ the ACT

Shannon Brown
Sevier County High School Graduate
1994 Bridge Student • UTK Freshman

Planning to go to college? Then you’ll want to prepare for the ACT (American College Test). High school juniors and seniors applying to college are required to take the ACT before being accepted. Exam results are used to place the students in the appropriate level courses and to measure their probability of success in college. Guidelines recommend taking the test during the second semester of your junior year and the first semester of your senior year. Test takers are given four hours to answer 215 questions on mathematics, reading comprehension, natural science, and English.

Intimidated? Don’t be. Acing the ACT isn’t as difficult as it sounds, says ’93-’94 UB ACT-Prep Instructor David Powell. With the help of Cliff Notes, teaching videos, and books by Barron, you can prepare to pass the test with ease. Powell offers the following tips to students getting ready to take the ACT:

TIP 1: Study effectively. Create an atmosphere conducive to studying (little noise, good lighting, and a comfortable setting). Develop a schedule that allows you enough time to review your notes each night.

TIP 2: Eat and sleep well before the test.

TIP 3: Pace yourself. Allow yourself enough time to read and answer each question carefully.

TIP 4: Answer the easier questions first; then go back and answer the more difficult ones last.

TIP 5: If you don’t know the answer, eliminate all the wrong answers first. An educated guess is better than no answer at all.

If you want to improve your score, you can take the test again. (The lowest score is automatically dropped.) In fact, says Powell, taking the test is the best way to prepare yourself for taking it the next time.

Some Do’s and Don’ts
Suggested by Dr. Ernest W. Brewer

Test-Taking Tips

Tests are in the same category as Monday mornings and root canals, but like other unpleasant events, they can be managed. If you’re well-prepared, you can turn a potentially unpleasant event into a good experience.

Tests are a part of academic life, so resolve to get the best of them. Begin to prepare for tests on the very first day of class by careful note-taking and studying. Schedule test preparation time well in advance, and avoid last minute cramming!

Here are some strategies education experts suggest that you use to increase your test-taking effectiveness:

Before the Test

• Try to predict test questions as you take notes.
• Review all notes taken in class and those developed when reading texts.
• Recite aloud any facts that you need to learn.
• Avoid rereading textbooks before a test.
• Consider studying with a partner or in a small group.
• Concentrate on important information that you have highlighted or summarized.
• Get a good night’s sleep.

During the Test

• Be sure you understand all the directions.
• Pace yourself. Don’t spend a lot of time on a few questions.
• Answer questions you know first then go back to those you are less sure of—but be sure to answer all questions.
• Write legibly and/or be sure your answers are recorded in the right place.
• Stay calm and avoid changing answers. Your first choice is most often correct.
• Finally, don’t second guess your performance. The actual results may be very different from your expectations.

By using these tips you’ll be well on your way to success in testing. If you feel you need outside help to improve your test taking, don’t hesitate to ask your teacher or advisor for an appropriate referral.

Projected Percent Change in Employment, 1992-2005

Between 1992 and 2005, jobs requiring education after high school will grow faster than those requiring only high school.

Source: Occupational Outlook Quarterly / Spring 1994
UB Graduates Applaud Program

Karrey Lowe • 1994 West High School Graduate • Bridge Student • UTK Freshman
Kristi Tyson • Senior • 1994 Alcoa High School Graduate • Freshman ETSU
Will West • Senior • Seymour High School

Upward Bound associations don’t always end after high school. The following UB graduates still maintain close ties with the program. Here they reflect on their experiences and how they have benefited from program participation.

My Upward Bound experience presented me with a lot of opportunities,” says Chad Calendine, a Freed Hardeman University graduate and resident assistant (RA) for the Math and Science Regional Center at UT, a sister program to Upward Bound. Calendine, a 1991 Carter High School graduate, participated in UB for three years. “I was in Upward Bound for the pre-college experience, and it helped me learn what college would be like. Living in the dorm during the summer program and taking classes on a college campus helped prepare me for my freshman year. I learned what to expect socially, and I got use to college rules.”

Calendine will attend medical school and study radiology. He applied for a summer RA position two years ago and thinks that his Upward Bound experience helped qualify him for the job. Calendine says being an RA is stressful because he has so many different responsibilities, but working with the students is worth it. “It’s hard to keep my sanity around all these crazy teenagers sometimes, but you just have to be somewhat crazy yourself,” he says. “My advice to Upward Bounders is to realize the opportunity UB gives you. Make the most of it, and definitely attend college.”

“Upward Bound gave me the initiative to achieve,” says 20-year-old Sharon Phillips, former Upward Bound participant and RA for the Math and Science Regional Center at the University of Tennessee. Phillips, a 1992 Gibbs High School graduate, participated in the Upward Bound program between 1988 and 1992. She says the college experience she received from Upward Bound participation helped her to ace the ACT and qualify for scholarship funds. “Take advantage of all these opportunities,” she advises other UB students.

Phillips believes that Upward Bound has helped her accomplish her goals. She currently majors in chemical engineering and pre-med at UT and after graduation plans to attend Howard University Medical School in Washington, D.C. Robert Ogle can’t get enough of Upward Bound. A 1988 Seymour High School graduate, 23-year-old Ogle participated in Upward Bound for two years during high school. Today, he teaches mock trial, algebra 2, and geometry for the UB summer component.

“Upward Bound has helped me a lot,” he said. “Living in the dorms gave me college experience. The academic programs helped my grades in high school, and now I’m getting valuable work experience by teaching for the summer component.” Ogle says he enjoys working with UB and is reminded of his high school days. “I like spending time with the students on Tuesday nights—bowling, playing volleyball, and getting to know them.” He says little has changed since he was an Upward Bound student. “But there are more college prep courses now, and we didn’t have the morning run,” he admits.

Ogle, a UT graduate, currently works at Fly Away, an indoor wind tunnel in Pigeon Forge. He plans to teach high school economics and accounting.

Continued from Page 1...
Preparing For College: A Timetable

August
- Now is when you should review your career plans and decide which type of school is right for you: large or small, public or private, at home or away?
- The summer is a good time to visit schools and narrow down your choices. You can also call or write the schools you are interested in and ask for catalogs and applications.

September
- Meet with Admissions Representatives who are visiting your school.
- Start asking for letters of recommendation. You may want to ask teachers, employers, friends in community organizations or your advisors in extracurricular activities.
- Find out which tests you will need (for example SAT, ACT, ACH) and when to register. And be sure your scores are sent to the colleges where you plan to apply.

October
- Work on your application essays. You may want to ask your English teacher or Guidance Counselor to review them.
- Visit the schools you are interested in and set up tours and interviews.
- If you are applying for “early decision” you should complete and submit your application now.
- Attend College Fairs and Financial Aid Nights.

November
- Find out which financial aid application is required by the schools to which you are applying.
- You may want to remind your parents that your financial aid application (Need Analysis form) is due after January 1, so they can start gathering financial records.
- Finalize your school applications.
- Visit your Guidance Office and get a financial aid application (Need Analysis form - for example FAF or FFS).

December
- Research additional sources of financial aid with your Guidance Office or Financial Aid Office, particularly private scholarships.
- Attend College Fairs and Financial Aid Nights.
- Be sure to mail in your applications to the colleges to which you are applying.

January
- Fill out and submit the Need Analysis form required by those schools to which you have applied.

- Make and keep copies of all the forms you submit.

February
- Check with your Guidance Counselor to be sure your mid-year transcripts have been sent to the schools to which you have applied.
- If you have not submitted your Need Analysis form, be sure to do it this month.
- Register for Advanced Placement exams.

March
- Submit copies of tax forms if requested by the school’s Financial Aid Office.
- You will be starting college before you know it. You should start looking for a summer job.

April
- Start getting excited - schools will notify you about your acceptance and financial aid packages. Compare the financial aid offers you receive.
- If you need a student loan, call Citibank at 1-800-692-8200 and ask Operator 429 for an application, or fill in Lender Code 826878 if you already have an application.
- Now is the time to make your final decision on the school you want to attend and send in your deposit by the deadline. Be sure to notify those schools you are not going to attend.

May
- Complete the application for a Stafford Loan (formerly GSL), Supplemental Loan for Students (SLS), or Parent Loan for Undergraduate Students (PLUS) and send it to the Financial Aid Office at the school you will be attending.
- It is a nice gesture to send thank you notes to the teachers and counselors who have helped you on your way.
- If you have any questions about financial aid call the Financial Aid Office.

June
- Ask your Guidance Office to forward your final records to the school you will be attending.
- Have fun at graduation.

July
- Have a great summer, but be sure to put some of your paychecks away to cover your expenses for next fall. Once you are at school, you will be happy to have the extra money.

Over 100 staff and students from Alabama A&M University's Upward Bound Program enjoy a visit and tour of UTK. UT was just one stop for these students as they toured other Tennessee attractions including the Oak Ridge National Museum of Energy, Knoxville College, and Nashville. The group is directed by Betty Thomas.

One of the highlights of the End-of-the-Summer Awards Ceremony was the debut of the Upward Bound Choir. The choir performed under the direction of Mrs. Jana Ellen Headrick and Student Director Keysha Bates.
# Making the Grade: What Counts for College Admission?

What do college admission officers consider when choosing among applicants? Knowing this could help you get into the college of your choice. Culled from the fifth annual admission trends survey of the National Association of College Admission Counselors (NACAC), the numbers in the accompanying table show how NACAC member colleges rated the importance of factors that influence decisions on admission to college.

As in past years, colleges ranked grades in college prep courses as the most important factor by far. Also ranking high were admission test scores, class rank, and grades in all subjects.

Slightly fewer than half of the respondents described counselor and teacher recommendations as “moderately important.” Interviews, despite the anxiety they may produce, carried little weight.

For more information about the 1993 survey results, write to NACAC, 1631 Prince St., Alexandria, VA 22314-2818. Or telephone (703) 836-2222; FAX (703) 836-8015.

<table>
<thead>
<tr>
<th>Percent reporting degree of importance as:</th>
<th>Considerable</th>
<th>Moderate</th>
<th>Limited</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades in college prep courses</td>
<td>82</td>
<td>10</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Admission test scores</td>
<td>46</td>
<td>39</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Class rank</td>
<td>42</td>
<td>33</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Grades in all subjects</td>
<td>39</td>
<td>42</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Counselor recommendations</td>
<td>22</td>
<td>48</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Teacher recommendations</td>
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<td>46</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>Essay/writing sample</td>
<td>14</td>
<td>36</td>
<td>27</td>
<td>23</td>
</tr>
<tr>
<td>Interview</td>
<td>12</td>
<td>31</td>
<td>35</td>
<td>22</td>
</tr>
<tr>
<td>Work/extracurricular activities</td>
<td>6</td>
<td>33</td>
<td>46</td>
<td>15</td>
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<tr>
<td>Personal recognition programs</td>
<td>0</td>
<td>12</td>
<td>44</td>
<td>44</td>
</tr>
</tbody>
</table>

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# Learning for Earnings

People with more education tend to earn more money. But an academic degree does not, by itself, guarantee a high-paying job. This is one conclusion from a Bureau of Labor Statistics study on how job-related education and training affect earnings. According to the study, many workers with college degrees work at jobs that do not require special skills or education. These workers earn less than college graduates in jobs that do require specialized education or skills. And what about workers with less than a college education who hold jobs that require special skills or training? They earn as much as college graduates who do not need training to get their jobs. Conclusion: The skill and educational requirements of a job affect earnings. To raise earnings greatly, the educational and skill requirements of jobs, as well as the education and skills of workers, must increase.

Employers play a crucial role in providing training and in using it. Evidence suggests that formal and informal company training programs help workers with their required job skills and reduce the number of workers in training. For 4-year or longer college programs, employers are also the primary source of training for workers who wish to improve their skills. Combined with the training needed to get a job, formal company training programs help workers upgrade their skills.

For more information about this study, see “Job-Related Education and Training: Their Impact on Earnings,” in the October 1993 Monthly Labor Review.

---

# 1994-95 ACT Assessment Test Date Schedule

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<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline</th>
<th>Late Registration Deadline</th>
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<tbody>
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<td>October 22, 1994</td>
<td>September 23, 1994</td>
<td>October 7, 1994</td>
</tr>
<tr>
<td>February 4, 1995</td>
<td>January 6, 1995</td>
<td>January 24, 1995</td>
</tr>
<tr>
<td>April 8, 1995</td>
<td>March 10, 1995</td>
<td>March 27, 1995</td>
</tr>
<tr>
<td>June 10, 1995</td>
<td>May 12, 1995</td>
<td>May 26, 1995</td>
</tr>
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From left to right, Jessica McCoig, LeeAnne McCall, and Mike Hale present their poster project on the evolution of domestic housing.
Upward Bound Pre-College Program
Tentative Saturday Sessions 1994-95

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>#1</td>
<td>September 10</td>
<td>Regular Session</td>
</tr>
<tr>
<td>#2</td>
<td>September 17</td>
<td>Field Trip</td>
</tr>
<tr>
<td>#3</td>
<td>September 24</td>
<td>Regular Session</td>
</tr>
<tr>
<td>#4</td>
<td>October 22</td>
<td>Regular Session</td>
</tr>
<tr>
<td>#5</td>
<td>October 29</td>
<td>Regular Session</td>
</tr>
<tr>
<td>#6</td>
<td>November 12</td>
<td>Field Trip</td>
</tr>
<tr>
<td>#7</td>
<td>November 19</td>
<td>Regular Session</td>
</tr>
<tr>
<td>#8</td>
<td>December 3</td>
<td>Regular Session</td>
</tr>
<tr>
<td>#9</td>
<td>January 14</td>
<td>Regular Session</td>
</tr>
<tr>
<td>#10</td>
<td>January 28</td>
<td>Regular Session</td>
</tr>
<tr>
<td>#11</td>
<td>February 11</td>
<td>Regular Session</td>
</tr>
<tr>
<td>#12</td>
<td>February 25</td>
<td>Regular Session</td>
</tr>
<tr>
<td>#13</td>
<td>March 4</td>
<td>Regular Session</td>
</tr>
<tr>
<td>#14</td>
<td>March 18</td>
<td>Fieldtrip/ROPEC</td>
</tr>
<tr>
<td>#15</td>
<td>April 8</td>
<td>Awards Meeting</td>
</tr>
<tr>
<td>#16</td>
<td>April 22</td>
<td>Orientation</td>
</tr>
<tr>
<td>#17</td>
<td>May 22</td>
<td>Orientation</td>
</tr>
</tbody>
</table>

Please note that these are tentative dates. Should it become necessary to cancel a session due to inclement weather conditions, students should listen to local Knoxville radio and/or television stations on the Friday evening prior to the Saturday Session after 6:00 p.m. and/or call the UB Lesson Line. Sessions cancelled due to inclement weather must be rescheduled. Students will be notified of the make-up date(s).

Upward Bound Pre-College Staff 1994-95

Dr. Joseph E. Johnson • UT President
Dr. William T. Snyder • UTK Chancellor
Dr. Jacquelyn O. De Jonge • Dean, College of Human Ecology
Dr. Greg Petty • Department Head
Dr. Ernest W. Brewer • Principal Investigator/Director
Connie Hollingsworth • Associate Director
Laura Clipard • Counselor/Instructor
Ernestine Cody • Instructor
Buddy Elliot • Resident Assistant
Angel Hamlett • Resident Assistant
Jane Ellen Headrick • Counselor/Instructor
Shawn Hirt • Instructor
Serguei Iakovenko • Instructor
Ron Kennedy • Resident Assistant
Kenneth Libby • Instructor
Robert Ogle • Instructor
Ross Owen • Instructor
Susana Pena • Instructor
Sharon Phillips • Resident Assistant
David Powell • Instructor
Ilrey Sparks • Head Resident
James Statzer • Instructor
Kris Tatum • Resident Assistant
Steve Zides • Instructor
Terry W. Hoskins

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UTK Printing Authorization No. R01-1566-03-001-95

1994-95
Targeted School Calendars

Knox County Schools
- August 22 • First Day for Students (1/2 Day)
- September 5 • Labor Day Holiday
- September 12 • Teacher Inservice/Student Holiday
- October 28 • Teacher Inservice/Student Holiday
- November 24-25 • Thanksgiving Holidays
- December 20 • 1/2 Day for Students
- December 21-January 2 • Mid-Winter Holidays
- January 13 • Teacher Inservice/Student Holiday
- January 16 • Martin Luther King Day/Student Holiday
- March 20-24 • Spring Holidays
- April 14 • Good Friday Holiday

Sevier County Schools
- August 25 • First Day—Students K-8 & 10-12(1/2 Day)
- August 26 • Full day—Students K-9
- August 29 • Full day for All Students
- September 2-5 • Labor Day Holiday
- October 28 • Teacher Inservice/Student Holiday
- November 23 • Half-Day
- November 24 & 25 • Vacation Days—No School
- December 19-January 2 • Vacation Days—No School
- March 3-6 • Vacation Days—No School
- April 17-21 • Vacation Days—No School
- May 2 • Teacher Inservice/Student Holiday
- June 6 • Administrative Day/No Classes
- June 7 • Last Day of School

Blount County Schools
- August 17 • Registration
- August 22 • First Day of Classes
- September 5 • Labor Day Holiday
- October 28 • E.T.E./Optional Inservice
- November 11 • Veteran's Day Holiday
- November 24-25 • Thanksgiving Holiday
- December 19-31 • Christmas Holiday
- January 2 • Inservice
- January 17 • MLK Day/Student Holiday
- February 21 • Teacher Inservice/Student Holiday
- April 1-8 • Student Holiday
- June 1 • Last Day for Students

Alcoa City Schools
- August 19 • Student Orientation and Registration
- August 23 • First Full Day of Classes
- September 6 • Labor Day Holiday
- September 20 • Teacher Inservice/Student Holiday
- October 29 • Teacher Inservice/Student Holiday
- November 15 • Teacher Inservice/Student Holiday
- November 25-26 • Thanksgiving Holiday
- December 22-January 2 • Christmas Holiday
- January 14 • End of Semester/Student Holiday

The above schedules were provided by the respective school systems.

Activities described in this newsletter are supported in part by the U.S. Department of Education. However, the opinions expressed do not necessarily reflect the position or policy of the U.S. Department of Education and no official endorsement should be inferred.