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# WIL LOU GRAY OPPORTUNITY SCHOOL

ANNUAL SCHOOL REPORT  
FOR 1981-1982



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State Budget and Control Board

**WIL LOU GRAY  
OPPORTUNITY SCHOOL**

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FOR 1981-1982**

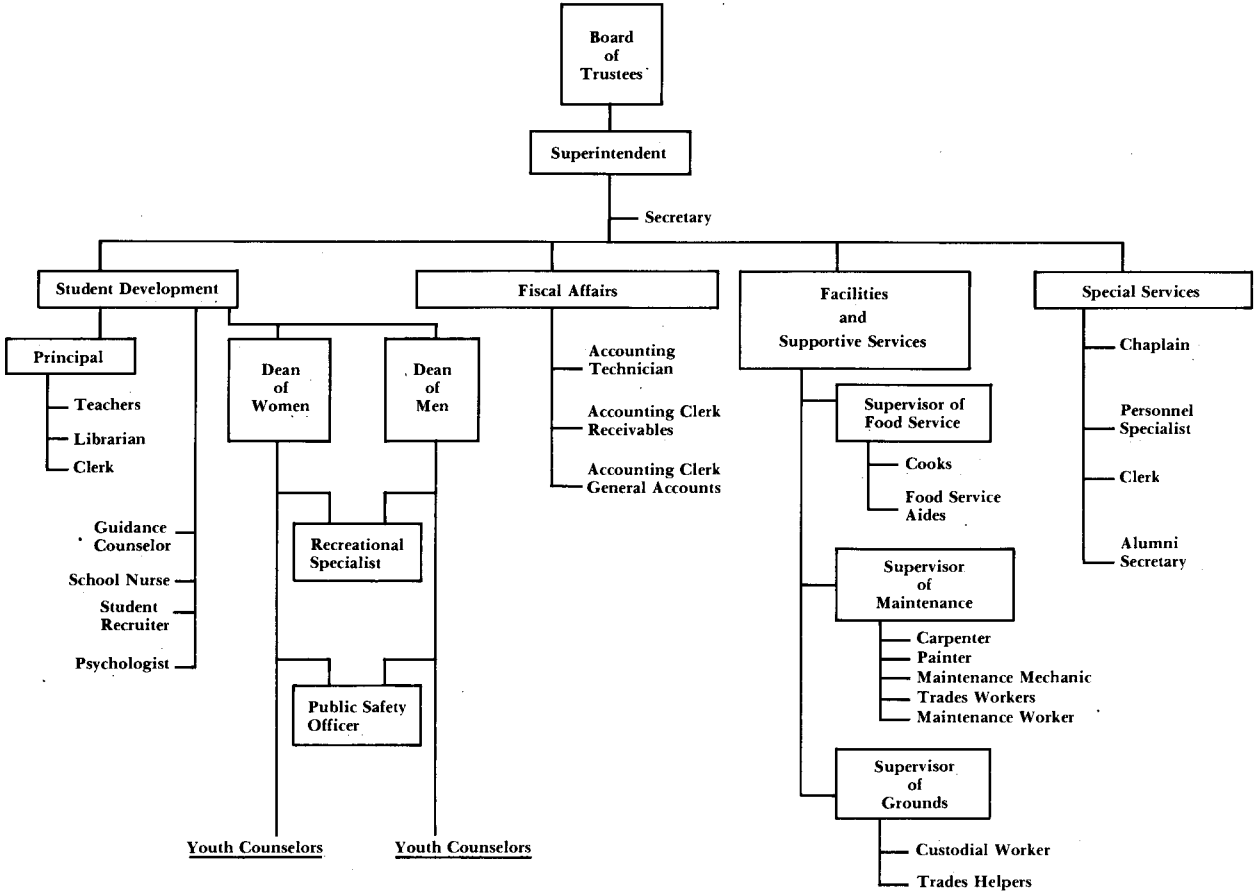


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**WIL LOU GRAY OPPORTUNITY SCHOOL  
ORGANIZATION AND FUNCTION CHART**



## WIL LOU GRAY OPPORTUNITY SCHOOL BOARD OF TRUSTEES

The Honorable Richard W. Riley, Governor, Ex-officio

The Honorable Charlie G. Williams, State Superintendent of Education, Ex-officio

Mrs. Anne T. Boyce .....	Marion	July 2, 1983
Dr. Marvin Efron .....	West Cola.	July 2, 1984
Ms. Patricia Jacques .....	Lexington	July 2, 1985
Miss Mary Mack .....	Charleston	July 2, 1984
Mr. James McClary .....	Columbia	July 2, 1983
Mrs. Hannah C. Meadors .....	Columbia	July 2, 1985
Dr. James F. Miles .....	Clemson	July 2, 1984
Mr. Clarence S. Rowland .....	Camden	July 2, 1985
Dr. Louise T. Scott .....	Florence	July 2, 1983
Mr. Karl Segelken .....	Summerville	July 2, 1984
Mrs. Elizabeth Thrailkill .....	Ft. Lawn	July 2, 1985
Mrs. Jack Wilson .....	Williamston	July 2, 1984

Salvatore A. Fede .....	Superintendent
Patricia T. Robbins .....	Secretary/Superintendent
Jonnie Spaulding .....	Director of Student Development
Thelma Bailey .....	Principal
Muriel Anderson .....	Clerk/Principal
James Knox .....	Dean of Men
Deborah Haney .....	Dean of Women
Marjorie Sanders .....	Guidance Counselor
Agnes Pittman .....	School Nurse
George Smith .....	Student Recruiter
Virginia Taylor .....	Psychologist
John King .....	Director of Fiscal Affairs
Minnie Hughes .....	Accounting Clerk/Receivables
Margie Lancaster .....	Accounting Technician
Yvonne Naylor .....	Accounting Clerk/General Accounts
Pat G. Smith, Jr. . . . .	Director of Facilities and Supportive Services
Mary Grant .....	Supervisor of Food Service
Walter R. Hughes .....	Supervisor of Maintenance
O'Neal Miller, Jr. ....	Supervisor of Grounds
Gloria L. Lloyd .....	Director of Personnel
Betty A. Armstrong ..	Clerk/Personnel/Student Development
Eugenia T. Bechtler .....	Alumni Secretary

## A BRIEF HISTORY OF THE SOUTH CAROLINA OPPORTUNITY SCHOOL

The Opportunity School was founded in 1921 by Miss Wil Lou Gray, State Supervisor of Adult Education, as an experiment in adult education. The first session, scheduled for "Lay-by-time" so that farm women and girls could attend, opened August 2, 1921, at Tamasee, the mountain school of the Daughters of the American Revolution. It was the first boarding school for women on elementary level. Requirements for admission were that a pupil be no younger than fourteen, be unable to attend school and have no higher than a fifth grade education. The curriculum at that time included the tools for learning supplemented by emphasis on health habits, good manners, civics, domestic science, and arts and crafts. The faculty consisted of one paid teacher, three volunteers, and several visiting teachers from Winthrop College and the community. Seventeen girls were registered as boarding students for the day school, and nineteen men attended night classes.

The experimental school proved very successful. The following year, larger quarters were sought, and since the state could pay only for teachers, additional means of financing were required. Cooperating with the State Department of Education, Lander College granted use of its facilities. The Methodist Conference and the Baptist Convention each contributed \$300.00 toward operational expenses, and a wide range of supporters of adult education supplied scholarship aid. The mills were especially cooperative, sending students as well as scholarships. Eighty-nine women and girls, ranging from fourteen to fifty-one and representing thirteen counties, attended the 1922 school. There was no school for men.

Erskine College supplied the facilities for the men's sessions beginning with 1923 through 1930. The girls' sessions continued at Lander through 1924. They were located at Anderson College in 1925, 1926, and 1927, and moved to the Women's College at Due West for the sessions of 1928, 1929, and 1930. In 1931, the schools became co-ed at Clemson College.

In 1931, with the support of a \$10,000.00 grant from the Carnegie Foundation, a study was made in "The Learning Ability of Adults," directed by W.D. Dray, Dean of Education, Chicago University, and Dr. J.W. Tilton of Yale University. This study, with the use of standardized tests, indicated that adults learn three to nine times faster than children. That year, for the first time, the Opportunity

School awarded seventh grade certificates. Fifty-two students received them.

The school was held at Clemson College from 1931 through 1942, at which time it had to be moved because of war conditions. It was held at Lander in 1943 and 1944, and at Columbia College in 1945.

A new era for adult education began in the early 1940's. In 1941, two Opportunity School students were awarded high school diplomas by an accredited high school which they had not attended. These diplomas were awarded on the basis other than number of units earned. In 1942, the high school testing service was established by the State Department of Education. Two Opportunity School students were the first to earn high school certificates under this program. This program continued to be a boon to those who, for a variety of reasons, were unable to complete their formal schooling.

These one-month terms of the Opportunity School, held over a period of twenty-five years, had clearly shown the need for a permanent year-round school. This was further emphasized by returning World War II veterans who were unable to take advantage of the education benefits of the G.I. Bill because there was no boarding institution in South Carolina offering general education for adults on the elementary and secondary levels. Recognizing the pressing need, the Legislature in 1946 granted the request of the State Department of Education for an appropriation to operate the Opportunity School on a year-round basis. Through the efforts of many people, 998 acres and some 200 buildings of the de-activated Columbia Army Air Base were acquired by a quit-claim deed through the War Assets Administration for the joint use of the Opportunity School and the Trade School on a ten-year probationary basis. The school's first session in this permanent home opened January 2, 1947.

Students and staff worked closely together in a pioneer spirit in making the barrack type buildings into an attractive facility. The educational program was developed and expanded to accommodate commuting day and evening students in addition to the boarding students. Special attention was given to the needs of veterans and their families; programs were designed to teach practical arts in everyday living, as well as academics.

Fully satisfied with its utilization, the Federal Government released the property to the South Carolina Budget and Control Board in 1956. In a reallocation of the property several years later, the

Budget and Control Board delineated 107 acres as the Opportunity School Campus.

By a legislative act in 1957, the South Carolina Opportunity School was declared a body politic and placed under the management and control of a Board of Trustees.

Modern facilities have replaced the temporary Air Base buildings which served over twenty years. Revising and expanding its programs to meet changing needs, in a homelike atmosphere, the Opportunity School continues its mission of teaching adults.

During the 60 years of service to people, the school has enrolled 27,861 students. Of this number, 1,266 have graduated by passing the high school equivalency test and 43 have earned a standard high school diploma. The school was accredited by the State Department of Education in 1975 and since that time has been given the privilege of awarding standard high school diplomas to any student who earns 18 or more Carnegie Units.

## **PURPOSES**

The school is organized and patterned after the Danish Folk Schools of the nineteenth century. It provides academic and vocational training for out-of-school youth and adults in a good citizenship environment. Each student is placed in each subject area on a level of difficulty commensurate with his achievement level. The teacher-pupil ratio is on a one to twelve basis providing for individual attention by the teacher to each pupil. The instructional program's purpose is to prepare each student to live a more meaningful life.

## **LEGAL STATUS**

The school is an agency of state government chartered for the purpose of providing out-of-school youth and adults academic and vocational training. It is managed by a Board of Trustees. Ten of the trustees are appointed by the Legislature with each trustee serving for a term of four years. Two of the trustees are appointed by the Alumni Association and each serves a term of four years. The Governor of the State and the State Superintendent of Education are ex-officio members of the board.



## **FUNCTIONS OF THE DEPARTMENTS OF THE SCHOOL**

The Budget and Control Board recommended the following organization of programs to effectively administer the total program of the school.

The Administration planned, supervised, and evaluated all facets of the operation. It prepared the annual budget for all operational needs and pursued its adoption by the Legislature. It kept the Board of Trustees informed of the day-to-day operation. It performed many assignments as were made by the Board of Trustees and committees of the Board of Trustees.

The Department of Student Development incorporated both the Educational and Student Service programs.

The Educational Program provided academic training ranging from low elementary through high school and offered vocational training in seven areas. Courses for Carnegie Units of credit were offered as well as courses of preparation for the GED.

The Student Services program provided supervision for residential students during out-of-class hours in the afternoons, evenings, and weekends. Planned recreational and personal development activities were included in this program.

Coordination and cooperation between the Educational Program and Student Service Program provided a wide range of practical, enriching, motivational activities for student development.

Support Services included food service, which provided three meals daily for seven days each week; maintenance service, which maintained the cleanliness of the buildings and made them comfortable; the grounds service, which kept the campus area maintained.

The Office of Fiscal Affairs was responsible for management and administration of the institution's financial accountancy function.

Personal Services implemented and maintained a broad and comprehensive personnel program of classification, employee relations, recruitment, and records maintenance within the State Agency.

## **DEPARTMENTAL REPORTS FOR JULY 1, 1981 — JUNE 30, 1982**

### **STUDENT DEVELOPMENT**

Although the 61st school year brought many achievements in all departments, statistics reflect the current economic tenor. Enrollment was down by 49 students and graduates down by 17. Fewer students stayed the entire 9 months but the average progress of those who did stay that long remained the same as last year. Again there were instances of rapid growth occurring in very short periods of time, reaffirming the theory that proper placement is vital to academic achievement.

Even though personal and social development is difficult to measure, it was very apparent that growth occurred among the entire student body and particularly in some individuals.

In spite of limited staffing, which was the result of random resignations and hiring practices dictated by the economy, an interesting, effective and successful program was offered for the academic, physical, social and personal development of students.

### **ACADEMIC REPORT**

The Wil Lou Gray Opportunity School held its pre-service workshop for teachers August 26 - 28, 1981. The Staff Handbook was distributed and discussed. The principal prepared packets for each teacher which contained supplies, class schedules, assigned duty sheets, committee assignments, and registration materials to register students on Monday, August 31, 1981.

Mrs. Virginia Taylor, School Psychologist, new to the faculty, was introduced to the group. She explained her duties and stated that she welcomed and needed the assistance of each teacher.

Mrs. Ann Walker, Consultant for Resource Associates Inc., spoke to the faculty on "Interpersonal Relationships". All teachers participated in group discussions and all activities.

Mrs. Lisa Peeples, Chairperson for the Advisory Council, was on the agenda to discuss the school's Annual Report, but Mrs. Peeples was unable to attend the inservice meeting. Mrs. Thelma W. Bailey, Principal, reviewed the report.

Miss Gloria Lloyd, Personnel Specialist, explained the personnel policies to the faculty.

Mrs. Tecora S. Drake, a teacher in Richland District I Schools, shared with the teachers "English as a Second Language". She related her experiences and shared some of her materials and techniques.

Miss Marjorie Sanders, School Counselor, gave each teacher his/her test schedules and supplied them with test booklets, answer sheets and manuals.

Each day of the inservice workshop teachers were allotted time to prepare their programs for the first week of school, including the completing of bulletin boards within their classrooms.

Every faculty member assisted in registration. They tested and corrected tests on each student who registered on August 31, 1981.

Five of the seven teachers who were seeking certification in an area of special education completed their certifications. We are now better prepared to meet the requirements of P.L. 94-142 and P.L. 89-313 and to meet the needs of all of our handicapped students.

The Advisory Council reviewed the Annual Report to evaluate our needs and strategies for achieving the written objectives. Most of the needs were met except in those instances when the projected budget requirements indicated "not feasible at this time, might be considered for 1982-83, 83-84 budget".

A total of 518 students enrolled in the school this year and 68 remained for nine months. The average progress of 47 students out of the 68 students who remained for nine months was one year and two months. The progress of 21 students showed little or no growth.

Thirty-six of our students graduated this school year, four receiving the South Carolina High School Diploma and thirty-two receiving a State Certificate for passing the Test of General Educational Development (GED).

## **VOCATIONAL TRAINING**

Training was offered in the following areas:

	<b>Number Enrolled</b>	<b>Certificates Awarded</b>	<b>Known Employed</b>
Building Construction	59	10	0
Auto Mechanics	68	12	0
Child Care	11	11	0
Nursing	23	19	17
Horticulture	8	2	0
Distributive Education	58	12	0
Office Occupations	55	18	6

**NOTE:** Additional students have completed sufficient hours for certificates in several areas but had left the school prior to the awarding of certificates.

Also - The number of students employed is based on limited data, due to inadequate follow up at this time.

## **STUDENT SERVICES**

Student Services included those activities provided during the out of class hours and the weekends, including dormitory life. The services were provided by a full time staff of eight people on duty from 2:00 P.M. until 10:00 P.M. Three full time staff members rotating on a bi-weekly schedule brought the total number to eleven full time student services staff members. The Dean of Men, Dean of Women and Public Safety Officer were on call until 8:00 A.M. each day to handle any emergencies that might occur during the night hours.

Many different activities were offered for students to participate in social and personal adjustment. Activities designed to combat drug abuse among the school population were emphasized.

Much help was received from community support programs such as the South Carolina Commission on Alcohol and Drug Abuse, Columbia Area Mental Health, Lexington County Health Department, Planned Parenthood, Vocational Rehabilitation, Lexington County Alcohol and Drug Abuse, Department of Juvenile Placement and Aftercare, and Jappa Alfa Psi Fraternity from the University of South Carolina.

Several special programs were put on by students with the help of staff members: Miss Wil Lou Gray Opportunity School Beauty Pageant, Spring Fling featuring Family Affair (musical group), Talent Show, "A Day Away" at Camp Barstow, Carowinds Trip, etc. Much time and hard work were put into these programs.

Many interesting and enjoyable trips and activities were organized by the Deans' Staff: campouts and horseback riding at Windchime Stables, lifesaving classes for students, caroling, football/baseball/basketball games, South Carolina State Fair, circus, Explorer Scout program, skating, swimming, visits to the Confederate Relic Museum, Planetarium, Science Museum, Riverbanks Zoo, etc.

Organized basketball and softball leagues were formed this year for both males and females. Approximately eight teams participated in

each league. The 1st Annual Christmas Basketball Tournament was held on campus this year with approximately twelve male and female teams participating in the three day program.

The recreation program engaged the students in a wide variety of recreational activities such as: volleyball, shuffleboard, frisbee, billiards, archery, table tennis, tennis, paddleball, racquetball, arts and crafts and other new games. Disco dances were held on a monthly basis featuring "Lady Black Pearl", "Windstorm", "Bittersweet", and other bands from the Columbia area. Open dorms were scheduled biweekly with refreshments and music provided.

Again, much help was received from Columbia Bible College. Many of their students were active in working with our students on a one to one basis.

The Student Union Group was organized this year to assist students in bettering their knowledge of self, family, peer pressures, alcohol and drug abuse. Films, speakers, group and individual sessions were part of the program. Dr. John Scott from the University of Australia conducted a creative writing program that students thoroughly enjoyed.

The Dean of Men and Dean of Women were involved in counseling sessions with the student body, often on a one to one basis, and at other times counseling included family members. The approaches utilized in these sessions were of a problem solving and reality oriented nature. Counselors also became involved in working with students during crisis situations such as placement during vacations, family deaths, etc.

Student assistant dorm counselors were trained this year to assist dorm counselors with security, dorm housekeeping, overall maintenance of the dorms, and peer problem solving. These individuals also assisted in orientation of new students to the school and its program of activities.

## **PSYCHOLOGIST**

The new position of School Psychologist has resulted in the identification of an increased number of students eligible for the October 1st Title I count. The psychologist has also coordinated the special education program as directed by P.L. 94-142, the regulations of which determine eligibility and procedures for Title I, P.L. 89-313.

Activities accomplished by the psychologist included: administration of evaluations; placement of students in appropriate programs/levels; involvement in IEP meetings and other activities related to P.L. 94-142 requirements; counseling of students and some parents; consulting with teachers, guidance counselor, school nurse, Vocational Rehabilitation personnel, other state agencies, and many staff members; conducting research and collection of data regarding students; review of laws and regulations related to federal programs; maintenance of records; agency representation on various state wide committees; presentation of programs related to the school which served as recruitment opportunities; and ordering of supplies and testing materials needed.

The psychologist has made preliminary contact with persons at University of South Carolina which ultimately should result in an agreement providing for the placement of University psychology students as interns/practicum participants in the school. Under the supervision of the school psychologist, the University students can provide additional testing and counseling opportunities for our students, expanding services to them at no cost to the school.

## **GUIDANCE COUNSELOR**

During the school year the Guidance Counselor talked individually with over 150 students. Some of these initial discussions developed into continuing contacts to help students solve personal problems, clarify goals concerning their futures, and motivate and guide them concerning achievement while attending the Opportunity School.

The Guidance Counselor helped a brother and sister, both students, look into possibilities for further study and to make plans for attending North Greenville College this fall. She made contact with persons at First Baptist Church of Columbia, who gave \$100 for the sister's room deposit, and other donors gave \$55 toward the brother's room deposit. Many other students were guided in researching the possibility of further study or jobs.

Springtime was a busy time for using the computer terminal. Students were given many printouts from Job Service in efforts to seek summer employment. Job information and possibilities were also provided to teachers in the vocational areas for distribution to students in their classes.

The Guidance Counselor participated in a number of workshops related to topics of benefit and interest to students at the school. She

also arranged sessions for students to receive instruction/information related to topics of concern to them and to society in general. She served as a representative of the school at various meetings and served on the Governor's Children's Coordinating Cabinet - Task Force on Emotionally Disturbed Children.

Final testing of students was organized by the Guidance Counselor. Test results were filed, an inventory of testing materials made, and tests ordered for the 1982-83 school year.

## **HEARING IMPAIRED**

During the 1981-82 school year, there were 87 hearing handicapped students enrolled at the Opportunity School. Many of these students were enrolled in regular classes as well as the hearing impaired class. There were both GED and Carnegie Unit candidates involved in the program. These students were taught basic manual communication skills and basic written sight-word vocabulary. They were also assisted in developing socialization skills related to communication.

## **INFIRMARY REPORT**

The infirmary was open from 7:30 A.M. through 4:00 P.M. daily, Monday through Friday. The nurse treated a total of 2,839 students from Sept. 1, 1981 to May 31, 1982, averaging 18 students per day.

On registration days the nurse worked in the Administration Building assisting with admissions and ensuring immunization records were in order. The nurse also did hearing and visual screening on Title I students during the school year.

Many different ailments were treated during the year such as headaches, colds, stomach viruses, sprains, infections, seizure disorders, minor emergencies, etc. Students who required doctor or dental visits had arrangements made for them. Those too ill to attend classes were sent home to recuperate. Others were referred to other health agencies, such as the Health Department for immunizations, etc.

The nurse worked cooperatively with school administrators, Vocational Rehabilitation, Student Services staff members, doctors, health agencies and hospitals in setting up procedures for record keeping and for providing communication for better health services to students.

In November, 1981, the nurse participated in a two day statewide

symposium that was held in Charleston, South Carolina. The topic of the conference was epilepsy and proved to be very informative and valuable in the provision of health services to those students suffering from this disorder.

## **STUDENT RECRUITER**

During the fiscal year 1981-1982, the student recruiter spent 41 weeks traveling to 36 counties in the state. More than 15,000 miles were driven to make over 1,000 contacts. Applications received as a result of the recruiter's efforts numbered 74. Information obtained from the applications provided the following statistics on those recruited.

As last year, males outnumbered females by a margin of almost two to one. Sixty five students were residential and the other nine commuted from the Columbia area. Of the seventy-four students recruited, twenty-eight paid their own expenses, twenty-seven were sponsored by the Department of Vocational Rehabilitation, and nine received work scholarships. Other means of financial aid included nine funded through the Department of Youth Services by foster funds and one each from the Dick Horne Foundation in Orangeburg and the Commission for the Blind. For the fourth straight year, individuals paying their own expenses constituted the largest number of individuals whose admissions were the result of the recruiter's efforts.

Publicity was a plus for the Opportunity School this year with appearances on six radio shows and one television show. The recruiter was invited to speak in West Columbia, Kingstree, Sumter, Manning, Conway and Charleston. He was also invited to appear on a thirty minute talk show by Educational Television in Sumter for the purpose of discussing the Opportunity School. Various newspapers throughout the state carried articles related to student achievement.

It is believed that personal contact with the public and the positive publicity which has occurred have contributed to an improved image of the Opportunity School.



## FISCAL AFFAIRS

The fiscal office, having specific responsibility for payroll, expenditure/payment, and management of student accounts, is staffed by an accounting technician and two accounting clerks, under supervision of the office's director.

The fiscal office, also, has the responsibility for fiscal and administrative policy development, budget development and preparation, annual preparation of the agency's annual planning document, grants control and management to include federal reporting, and co-administration of the procurement function.

The pre-closing financial statement appears as follows:

### FINANCIAL STATEMENT \* 1981-82

#### Revenues

##### Source

General Funds (State)	\$1,197,191
Federal Funds	150,387
Institutional Funds	295,029

Total Revenues	1,642,607
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#### Expenditures

##### Department

Administration	243,439
Regular Education	457,985
Vocational Education	131,749
Library	14,258
Student Services	145,171
Support Services	446,379
Employee Benefits	177,601

Total Expenditures	1,616,582
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Net of Revenues over Expenditures	\$ 26,025
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\* Note to Financial Statement

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The figures as stated are pre-closing for the fiscal year

## **FACILITIES AND SUPPORTIVE SERVICES**

Support Services included food service, which provided three meals daily for seven days each week; maintenance service, which maintained the cleanliness of the buildings and made them comfortable; the grounds service, which kept the campus area maintained.

### **FOOD SERVICE**

The food service was provided by a staff of eight people under the direction of a food service supervisor. The staff of eight food service personnel provided more than 94,000 meals including special meals and banquets to the student body, staff and visitors. An emphasis was placed on creating a warm and cordial atmosphere for the students. The food service was called upon frequently this year to lend support for the accomplishment of many special functions. The food service supervisor attended the USDA training conference in August to familiarize herself with the new changes in USDA regulations. An effort was made to interrelate the food service program with the Home Economics Department so that a wide range of ideas could be considered and implemented where feasible, thus providing a nutritious meal as well as one that would be appealing to our students. Total cost for providing food service was \$175,214.44.

### **MAINTENANCE**

The maintenance service was provided by a staff of seven people under the direction of a maintenance supervisor. The staff maintained cleanliness and upkeep on twelve service buildings and eleven residences. A five year Permanent Improvement Plan was developed and submitted to the Joint Bond Review Committee and the Budget and Control Board. This plan will hopefully enable the Opportunity School to obtain the necessary funding for the completion of these much needed projects. Total cost of maintenance service was \$256,470.

### **GROUNDS**

The maintenance and upkeep of the grounds was provided by the grounds supervisor who was also an instructor in Horticulture. Three full time employees assisted him in maintaining 100 acres of campus. An ornamental flower garden at the entrance of the campus was maintained to enhance the already immaculate grounds.

## **SPECIAL SERVICES**

### **PERSONNEL SERVICES**

The Opportunity School faced a 2.19 percent budget cut mandated by the State Budget and Control Board in the fall of 1981 as were all state agencies. During the year, six employees were hired and twelve employees terminated their employment.

### **ALUMNI AFFAIRS**

Alumni events of the year included a banquet on December 5, 1981. The attendance was good.

Dr. C. Julian Parrish provided music and Ms. Elizabeth Sawyer, former teacher, was the speaker for the evening. Following the banquet, a video tape of the "Wil Lou Gray 98th Birthday Celebration" was shown in the auditorium.

The Class of 1982 has elected Marvin Powell to represent the class as fourth vice president of the Alumni Association. Devie Whitten has been selected as the "Best All-Around Student" to be presented with an award at the Alumni banquet on December 4, 1982.

### **CHAPLAIN**

The part-time position of Chaplain was filled by a well qualified, ordained minister who also served as a dormitory counselor.

The Chaplain maintained regularly scheduled office hours for purposes of individual counseling of students and staff. He regularly conducted Sunday evening religious services to which he brought programs of religious music and appropriate guest speakers. In those instances of chapel programs or other school activities where prayers and/or other religious ceremonies were appropriate, the Chaplain served in a most effective manner. He provided pastoral care for both students and staff in times of illness, crisis or sorrow.