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# WIL LOU GRAY OPPORTUNITY SCHOOL

## ANNUAL SCHOOL REPORT FOR 1980-1981



Printed Under the Direction of the  
State Budget and Control Board

**WIL LOU GRAY  
OPPORTUNITY SCHOOL**

**ANNUAL SCHOOL REPORT  
FOR 1980-1981**

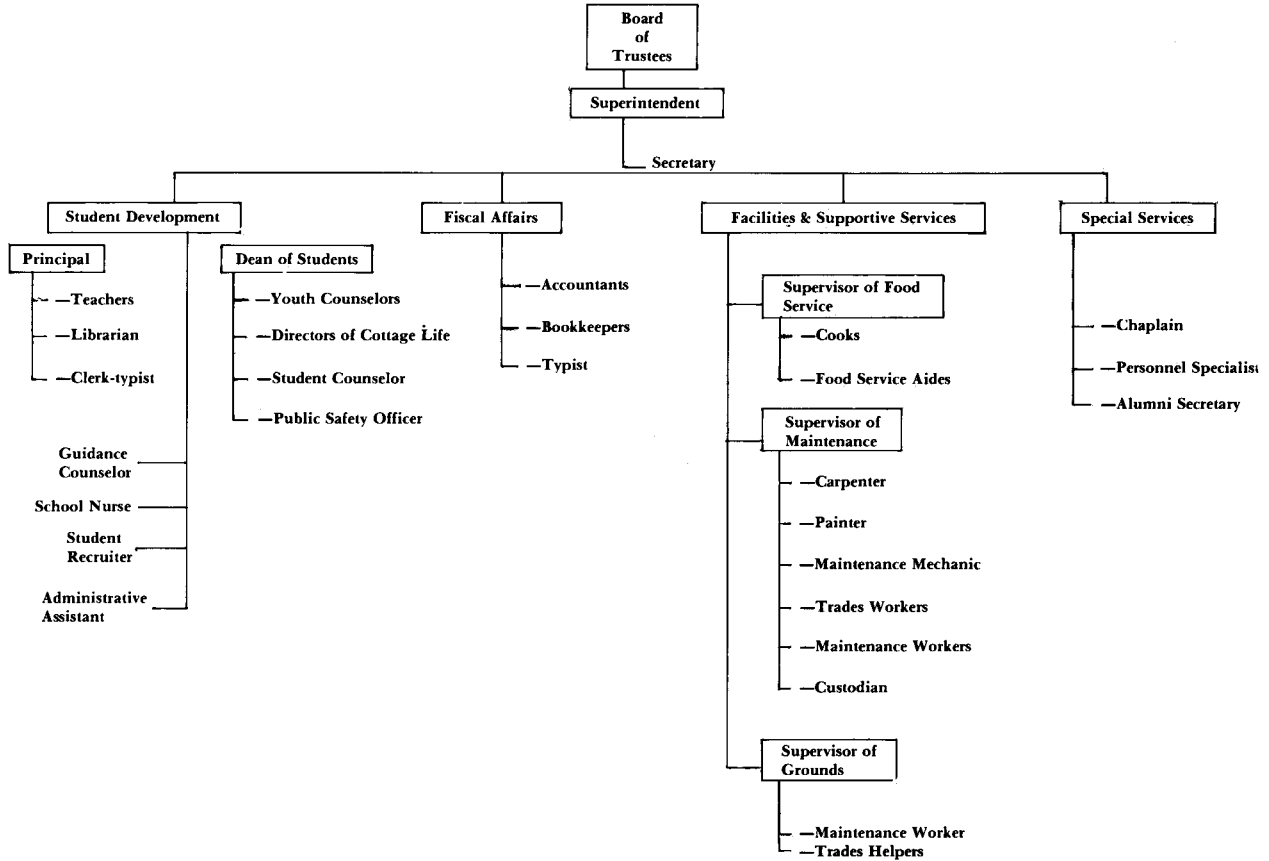


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State Budget and Control Board**

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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 Tilghman Boyce .....	Marion	July 2, 1983
Dr. Marvin Efron .....	West Cola.	July 2, 1984
Dr. J. Carlisle Holler .....	Rock Hill	July 2, 1981
Miss Mary Mack .....	Charleston	July 2, 1984
Mr. James McClary.....	Columbia	July 2, 1983
Dr. James F. Miles .....	Clemson	July 2, 1984
The Reverend James B. Mitchell....	Columbia	July 2, 1981
Mr. Clarence S. Rowland .....	Camden	July 2, 1981
Dr. Louise T. Scott.....	Florence	July 2, 1983
Mr. Karl Segelken .....	Summerville	July 2, 1984
Dr. M.B. Webb.....	Ridge Spring	July 2, 1981
Mrs. Jack Wilson .....	Williamston	July 2, 1984

Salvatore A. Fede.....	Superintendent
Patricia T. Robbins .....	Secretary/Superintendent
Jonnie Spaulding .....	Director of Student Develop- ment
Thelma Bailey .....	Principal
Muriel Anderson.....	Secretary/Principal
Larry Hoce .....	Dean of Students
Agnes Pittman .....	School Nurse
Marjorie Sanders .....	Guidance Counselor
George Smith.....	Student Recruiter
William Smith.....	Administrative Assistant
John King.....	Director of Fiscal Affairs
Minnie Hughes .....	Accounting Clerk/Receiv- ables
Marjorie Lancaster .....	Accounting Technician
Yvonne Naylor .....	Accounting Clerk/General Accounts
Pat Smith .....	Director of Facilities and Supportive Services
Mary Grant.....	Supervisor of Food Service
Walter Hughes.....	Supervisor of Maintenance
O'Neal Miller .....	Supervisor of Grounds

Alton Clark (Reverend) ..... Chaplain  
Gloria Lloyd ..... Personnel Specialist  
    Betty Armstrong ..... Secretary/Personnel/Student Development  
Eugenia 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 public 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.S. 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 accomodate 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 27,343 students. Of this number, 1,230 have graduated by passing the high school equivalency test and 39 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 revised and brought up-to-date the five year plan for development. 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 Services 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. An evening school program provided adults in the community with courses for upgrading their communication and occupational skills and/or refresher work for taking 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.

Personnel 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, 1980-JUNE 30, 1981  
STUDENT DEVELOPMENT**

The 60th school year was a good one, as the following reports prepared by the various department heads will show. Enrollment for the year was somewhat higher than the last several years. It remained rather constant through May. The number of graduates was about the same as it has been for several years. Test results showed that considerable growth in achievement took place for those students who stayed the entire 9 months. A noticeable amount of growth also occurred in many of those who were here for only a short period of time. Although unmeasured, the personal and social growth of many students was apparent.

**ACADEMIC REPORT:**

The Wil Lou Gray Opportunity School held its pre-service workshop for teachers on Monday through Friday, August 25-29, 1980. The Staff Handbook was distributed and discussed. Assigned duties and lesson plans were reviewed and discussed.

Dr. David Cole, Department of Mental Health Psychologist, and Dr. Joe Savage, Department of Mental Health Psychologist, discussed with the faculty different procedures and techniques used in teaching the student who has a behavior disorder.

Mr. Rip Linder, Administrator from Pine Lake Intermediate Conference Facility, gave a presentation on aggressive behavior.

Our school nurse, who is also certified to teach First Aid, taught the entire faculty the First Aid Course. Each faculty member received a certificate.

Every faculty member assisted in registration. They also tested and corrected tests on each student who registered on September 2, 1980.

Subject area chairmen, the counselor, and the principal designed and implemented a testing program that more constructively met the needs of each student. An individualized plan was developed for each student, after testing was completed.

Seven teachers, seeking additional certification in an area of special education, were working on permits, and the tuition for their two special education courses per year was paid by the school. In providing teachers with this special education certification, we will

enable the school to more nearly meet the requirements of P.L. 94-142 and P.L. 89-313 and to more nearly meet the needs of all handicapped students.

For the first time, the school offered full-time day courses in auto mechanics and building construction. These courses proved to be very popular with students and they gained much practical experience in the areas.

An advisory council was formed which took a very active and positive role in school related matters.

A total of 567 students enrolled in the school this year, and 172 students remained for nine months. The average progress of 134 students, out of 172 students who remained for nine months, was one year and two months. The progress of 38 students showed little or no growth.

Fifty-three of our students graduated this school year, eight of them received a South Carolina High School Diploma and forty-five received a State Certificate for passing the tests of General Educational Development (GED).

### **VOCATIONAL TRAINING:**

Training was offered in the areas as listed below:

	<b>Number Enrolled</b>	<b>Certificates Awarded</b>	<b>Employed</b>
Building Construction	38	12	*
Auto Mechanics	56	25	6
Child Care	11	11	1
Nursing	16	16	14
Horticulture	6	5	*
Distributive Education	57	18	*
Office Occupations	45	15	4

\* Not Known

### **STUDENT SERVICES:**

Student Services included those activities provided during the out-of-class hours and on the weekends, including dormitory life. The services were provided by a full-time staff of thirteen people on duty from 2:00 p.m. until 10:00 p.m. The Dean of Students was on call until 8:00 a.m. each day to handle any emergency 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.

We received much help from community support programs such as the South Carolina Commission on Alcohol and Drug Abuse, Columbia Area Mental Health, Clemson Extension Service, Lexington County Health Department, Planned Parenthood, Vocational Rehabilitation, Lexington County Alcohol and Drug Abuse, Department of Juvenile Placement and Aftercare.

Several special programs were put on by students with the help of staff members. A Christmas program and dance, Miss Opportunity School Beauty Pageant, Spring Fling featuring Phase II, Hoe Down Night, etc. Much time and hard work were put into these programs.

Many interesting and enjoyable trips and activities were organized by the night staff; campouts at Camp Barstow, Carolina football and basketball games, S.C. State Fair, circus, Family Fest, trips to Columbia Mall, Volunteer Services each week at Midlands Center, Explorer Scout program, etc.

The recreation program engaged the students in a wide variety of recreational activities such as: softball, volleyball, basketball, shuffleboard, fieldhockey, frisbee, billiards, archery, table tennis, tennis, bumper pool, football, paddleball and other new games. Tournaments were offered on a bi-weekly basis for many of these sports.

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

A group of four young men from the AGAPE Force, a religious non-profit organization based in Lindale, Texas, spent three weeks on campus ministering to interested students on a one-to-one basis.

### **GUIDANCE COUNSELOR:**

In the early fall the guidance counselor began collecting information for the Placement Committee work. She attended several meetings with personnel from the State Department of Education. She assisted the process of referral for testing, engaging the psychologists, as needed, and overseeing their work of evaluation. She attended Placement Committee Meetings attended by parents and, sometimes, by the students being placed.

During staff orientation the guidance counselor introduced the California Test of Basic Skills tests to the teachers and organized testing for incoming students. She continued to test new students almost every week. The teachers and students were organized for final testing before school closed, and the Guidance Counselor caught up all late students for testing. An order was made out for needed tests for 1981-82.

A new class was begun for students classified as emotionally handicapped. This class was a psychology class taught by the guidance counselor and a teacher working toward certification in this area. The group met two periods a week. Methods used in the class included: Behavior Modification, Assertiveness Training, Values Clarification, and Transactional Analysis. Movies from the Department of Mental Health were shown on occasion. This class was taken to a staff member's house for a Christmas party and to the park for a final picnic.

The guidance counselor was "Acting" principal when the principal was absent. She made contacts and announcements related to graduation invitations and class rings. She assisted with tours to Benedict College and the Criminal Justice Academy. She helped the recruiter contact students so he could take them to Midlands Technical College, U.S.C., and several other colleges.

A drug addictions counselor assisted the guidance counselor with a group of students with a drug-related problem. This group met every week and had a spring outing to a staff member's home. Several young people came to share with this group their experiences in residential drug treatment and Alcoholic Anonymous type programs.

During the winter, a drug workshop was planned by the guidance counselor and attended by all students. Drug specialists from throughout the city assisted, and the purpose was to help students discover whether they might have a drug problem. They were given information on what to do about such a problem. One student reported afterwards that he did have a severe problem. The guidance counselor took him to visit Morris Village and helped him face his problem. He was later placed in a residential treatment program by Vocational Rehabilitation.

Career Emphasis Week was held in January. Workshops covered these areas: 1. Criminal Justice Jobs, 2. Jobs in Banking, 3. Attending Technical College, 4. Becoming a Diesel Mechanic, 5. Industrial

Electricity, 6. Welding, 7. U.S.C. Admission, Financial Aid, 8. Beauty Shop Work, 9. Jobs in Wildlife and Marine Resources 10. The Military as a Career, 11. Special Problems of the Handicapped in Job Hunting, 12. Machine Shop, 13. Maintenance and Janitorial Work, 14. How to Find and Keep a Job.

For the "Handicapped Are Beautiful Week" the guidance counselor invited a former student, Linda Van Deusen. She is in a wheelchair most of the time and is completing her course in Medical Technology at Midlands Technical College. Because many students were counseled concerning problems with rape, the Rape Awareness Specialist for the YWCA conducted a conference for all girls.

The guidance counselor gave a great deal of time to individual counseling, contacting an estimated 150 students. She had regular conferences with her supervisor and consulted with other staff members about various problems. She contacted many agencies concerning the needs of students. She operated the computer connected to the Employment Security Commission throughout the year to secure information for students concerning job openings, secondary schools, and career information.

A conference was conducted by the guidance counselor at Columbia High School as a part of their Behavior Workshop. Two Opportunity School students attended with her. She took two graduate courses this school year at U.S.C. One of these courses was on the psychology of the mentally retarded. This course has helped in the awareness of needs and how to approach educable mentally retarded on our campus.

### **HEARING IMPAIRED:**

During the 1980-81 school year, there were 61 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:**

A registered nurse was on duty five days a week for eight hours daily to attend to the needs of students.

At the beginning of the school year the nurse assisted in teaching the faculty and staff the Multimedia Standard First Aid Course. Later, in the classroom, students were also taught the course.

The nurse kept records of all the students regarding immunizations, and arrangements were made throughout each month for students who were still getting immunized to go to the Health Department. This process continued throughout the school year.

The nurse treated the students for the usual maladies and injuries that occurred during the school year. She was also available for staff members. Students who were in need of a doctor, dentist, or other health agency were referred to that particular service. Students who were too ill to attend classes were sent home for more extended care. Good health habits and personal hygiene were stressed as part of the student's continued well being.

The nurse attended conferences in relation to her work on campus and workshops, classes, etc., off-campus, as part of continuing education.

### **STUDENT RECRUITER:**

During the 1980-1981 school term the student recruiter was assigned to talk and counsel with families, groups, and agencies seeking information about the Opportunity School. Other responsibilities included public relations, home visits, work scholarships, and the school newsletter.

Contracts built up over a three year period resulted in one hundred and four students recruited. This was determined by "Recruiter Application" which was indicated at top of the admission form. The following information related to recruited students was collected from those admissions.

Twenty-eight counties had students representing them at the Opportunity School, with two representing North Carolina.

Males outnumbered females by two to one, with the average age being seventeen.

Of the one hundred and four students recruited, forty-one and a half paid their own expenses, twenty-nine were sponsored by Vocational Rehabilitation, and Juvenile Placement and Aftercare



funded fifteen. Fourteen and a half work-scholarships were given to students, with the Department of Social Service and the Dick Horne Foundation of Orangeburg each paying expenses for two students.

There has been a significant increase in number of students recruited by the student recruiter over the past three years. Beginning with fiscal year ending June 30, 1979, thirty-two recruited students registered for classes. The following year ending June 30, 1980, seventy-nine enrolled for classes at the Opportunity School. During the fiscal year ending June 30, 1981, one hundred-four enrolled for classes. This is an increase of over three to one from the first year of work.

## FISCAL AFFAIRS

The fiscal office became a separate and distinct entity within the administrative structure of the institution, during the 1980-81 school and fiscal year. 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 unaudited general financial statement appears as follows:

### FINANCIAL STATEMENT \*

**1980-81**

#### Revenue

##### Source

General Funds (State)	\$1,161,442	
Federal Funds	210,537	
Institutional Funds	236,785	
Other Funds	53,644	
Total Revenue		1,662,408

#### Expenditures

##### Department

Administration	\$ 219,682	
Educational Programs	606,518	
Student Services	146,521	
Support Services	434,825	
Employer Contributions	160,407	
Other	71,599	
Total Expenditures		1,639,552
<b>Net of Revenues Over Expenditures</b>		<b>22,856</b>

#### \*Note to Financial Statement

The figures as stated are unaudited.

## **FACILITIES AND SUPPORTIVE SERVICES**

The support services was comprised of food service, maintenance service and grounds.

### **FOOD SERVICE:**

The Food service was provided by a staff of eight people under the direction of a food service supervisor. This year, Mrs. Mary Grant was appointed food service supervisor following the retirement of Mrs. Lillian Mackey. Mrs. Grant came to the Opportunity School from the Inspection Division of Clemson University and was a former employee of our food service program. She has completed requirements for the food service supervisor certificate offered at Midlands Technical College. The staff of eight food service personnel provided more than 95,000 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. This year utilization of Central State Purchasing for most of the food procurement aided in significantly reducing food costs. In addition, USDA receipts, which partially subsidizes our food service program, were increased by approximately \$18,500. This increase was due to revisions made in USDA regulations that allowed us to claim substantially more eligible meals, thereby generating a 37% increase in USDA receipts. Total cost for providing food service was \$178,533.

### **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. Funding was obtained to replace vinyl tile flooring in seven buildings that were in desperate need of refurbishment. In addition, our new Vocational Building was completed and classes inaugurated in Auto Mechanics and Building Construction.

### **GROUNDS:**

The maintenance of the grounds was provided by the grounds supervisor who also taught a course in Horticulture. He had three full time assistants to help him maintain 100 acres of campus. A campus beautification program was initiated to enhance the already immaculate grounds. An ornamental flower garden planted by the Horticulture Class adorned the entrance to the campus. Total cost of maintenance service was \$233,826.

## **SPECIAL SERVICES**

### **PERSONNEL SERVICES:**

The state mandate to reduce Personal Service expenditures by seven percent starting with FY 81-82 reduced our staff in 1980-81 by 3 positions. During the year nine employees were hired and four employees terminated their employment.

### **ALUMNI AFFAIRS:**

Alumni events of the year included a banquet on December 6, 1980, and a luncheon on June 6, 1981. Attendance was good.

At the business meeting preceding the banquet, the following alumni officers were elected: DeVon Belcher of Easley, president; A. Herman Tooley, Jr., of Greenwood, first vice-president; the Reverend John H. Grant of Shelby, North Carolina, second vice-president; Ms. Patricia Jacques of Columbia, secretary; Ms. Linda Spivey of Columbia, treasurer; and Mrs. Laura Barkley of Bath, historian. The term of office is two years.

The Corley Sisters and the McMahons provided delightful vocal and instrumental music for entertainment at the banquet.

As has been done in some past years, the Alumni Luncheon was held in conjunction with commencement. In a brief meeting before the exercises, the class of 1981 elected William Henry Lewis to represent the class as third vice-president of the Alumni Association. At the luncheon, the president of the Alumni Association presented the "Best All-Around Student" plaque to Mary Diana Jones, who had been selected by the faculty for this honor.

### **CHAPLAIN:**

The Chaplain conducted chapel services every Sunday when students were on campus, and conducted Vespers on the Thursday when no chapel assembly was held that particular week. (This represents about 50% of the Thursdays.) He also led prayers each week-day morning at the beginning of the school's activities for those students and staff members who cared to participate. This was done by way of the public address system. He also provided pastoral care to students and staff members who were in hospital and/or any other sort of crisis and assisted students and staff members in planning and preparing chapel assembly programs. The chaplain engaged in numerous counseling sessions with students on an individual or

small group basis. He did some counseling with staff members also.

The Chaplain resigned his position on January 13, 1981, to participate more actively in his responsibilities as Chaplain for the House of Representatives.