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A PROGRAM OF GUIDANCE IN THE MISSIONARY BOARDING SCHOOL
BASED ON THE SELF-CONCEPT SYSTEM

by 6908

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Chapter 1

INTRODUCTION

One of the most serious concerns facing a family living overseas is the education of their children. The problem is often amplified for missionaries who are commonly stationed away from adequate educational facilities. Much discussion has arisen about this concern. Do parents neglect their familial responsibility in permitting separation from their children? Do children benefit or suffer from boarding school experience? The answers are not simple. In the following development, the problem will be clarified. One of the obvious factors to consider revolves around the child's self-concept.

Definition of Self-Concept

Prior to discussing a program of guidance for the missionary boarding school it is important to establish a definition of self-concept system and explain why the term is the basis of this guidance program. Jersild explains self-concept as the "ideas and attitudes which constitute a person's awareness of his own existence."¹ Whether one's view of oneself is accurate or not, self-concept is external; self-concept, according to Miller and Woock, is learned, from interaction with one's family, peer group, other significant adults, culture and school.²

¹Arthur Jersild, Child Psychology (Englewood Cliffs, New Jersey: Prentice-Hall, 1968), p. 163.

²Harry Miller and Roger Woock, Social Foundations of Urban Education (Hinsdale, Illinois: Dryden Press, 1970), p. 170

Other sources believe one's relationship to a Supreme Being and religious affiliations affect one's concept of one's self. Miller and Woock add that "self concept is always in terms of degrees of adequacy."³

Self Concept is Basic to Guidance

Self concept is basic to most guidance programs. An underlying philosophy of the approach used in this paper is that each individual is worthwhile, valuable, needing acceptance for what he is at the present and needing belief in his potential for development to come. In this framework, a basic goal of counseling is to aid the counselee in realizing his value. In addition to realizing worth as a human being, the counselee should understand his potential realistically. It is interesting to note again Miller and Woock's idea that self concept is always in terms of degrees of adequacy. An accurate self-concept will allow the individual to accept himself as he is, knowing he is worthwhile even in times of failure. The term "worth" perhaps should be substituted for the term "adequacy." Jersild holds an interesting viewpoint about self-acceptance. "Self-acceptance is built upon a frank and realistic view of self. . . . He acknowledges his limitations without blame. He is aware of discrepancy between what is and what might be. . . . He is able to feel regret and even remorse without saddling himself with the burden of guilt. . . . He does not need to pretend to be what he is not or to deny what he is."⁴

³Miller and Woock, loc. cit.

⁴Jersild, op. cit., p. 182.

Further Clarification by Donald Super

Donald Super in his essay "Toward Making Self Concept Theory Operational" further clarifies self-concept in terms of a system. The development is as follows. "Self percepts are observed facts, the impressions of the raw materials of self which the individual receives via the several senses."⁵ Percepts become meaningful as they are related to each other. "Self concepts are self percepts which have acquired meaning and which have been related to other self-percepts. Since the person cannot ascribe meanings to himself in a vacuum, the concept of self is generally a picture of the self in some role, some situation, in a position, performing some set of functions or in some web of relationships."⁶ Simple self percepts are organized into complex self concepts which are organized into the context of a role. New percepts are judged in the framework of the complex concepts; this causes the person to organize stimuli in the way in which he does. Self concepts are self-perpetuating and tend to be lasting, according to Super.⁷ The self-concept system, then, is composed of different pictures the person has of himself in various roles and in various situations. Super states that the self-concept system may be well or poorly organized.

Organization

This paper was written on the basis that the function of guidance is to integrate the parts of the self concept system and to clarify the

⁵Donald Super and others, Career Development: Self-Concept Theory (Princeton, New Jersey: College Entrance Examination Board, 1963), p. 17.

⁶Super, op. cit., p. 18.

⁷Super, Ibid.

self concept to be more accurate in light of the ability of the individual.

A further premise was that missionary boarding school children are in a position of having unique factors in their lives which influence their self-concept systems. Through opinions from missionary boarding school children, missionary teachers, significant persons in religious organizations and other professionals, the following factors were discussed. The factors included were that the missionary child is raised (1) with nationals, (2) outside the United States, (3) away from parents, (4) in the boarding school, and (5) in a religious atmosphere. These factors have pointed to the need of establishing special awareness of guidance principles. This premise was emphasized through discussion of two studies; one of former missionary children and the other of present missionary children, houseparents and teachers at missionary boarding schools.

Following the elaboration of the need of guidance, a program of action was discussed. The suggested plan included objectives, aims, role of the guidance counseling, responsibilities of the guidance committee, two ways of implementing guidance into classroom, and evaluation of the program. A guidance questionnaire for teachers and the compilation of data from the study of present missionary boarding school residents are included in the appendixes.

Chapter 2

THE NEED FOR THE GUIDANCE PROGRAM

Factors with Potential Influence on the Self-Concept System of Children

Raised with nationals. One of the basic influences on self concepts of children in the missionary boarding school is the fact that they are usually raised with national children of the country. Parental feelings about their work with the nationals affect the missionary children. The attitude of the parents can ingrain pity, superiority, racism, or genuine love in their children's feelings toward others.

The Black medical doctors Poussaint and Comer provide insight into the influence of parental attitude of racism. In some ways, missionary children are in a similar situation to Black children in the United States. These doctors plead for parents to rid themselves of racist attitudes unknowingly adopted. One's rejection of "different people" may be so slight that it escapes one's awareness. "Just as parents may injure a child directly by filling him with self-prejudice, they can also damage him indirectly with more general inhumane attitudes. Children tend to imitate adults and are quick to perceive inconsistencies in their values."⁸ "To base a child's self-esteem on a lack of respect for others is to make him vulnerable to the insidiously racist thinking that already pervades this society. . . . A child will be more likely to develop a

⁸Alvin Poussaint, M.D., and James Comer, M.D., "What Shall I Tell My Child," Redbook (January, 1971), p. 110.

sound sense of his own worth in a family where the dignity of all people is respected."⁹

It is important to note the change of missionary attitude toward nationals. Formerly, the missionaries were more apt to encourage nationals to become like themselves in middle class Anglo-Saxon values. Too often this resulted in pity or rejection of the effort and the people involved by the missionary children. Today, there is a greater concern with separation between Christianity and cultural values. The following are examples of the philosophy put forth to 12,000 students at the Inter-Varsity Christian Fellowship Missionary Conference in December, 1970. "Christians who care about evangelism must find a way to transcend the limitation of nationalistic purpose and carry forth the purpose of Christ. The church is Indian, African, American because Christ transcends cultural barriers."¹⁰ "The church in North America needs the ministry of Indians, Brazilians, and Congolese as well as vice versa."¹¹ "Jesus Christ is not the head of the Pentagon. . . . He is the Lord from Heaven. He's the Christ of God. He's not black or white. He is God's answer to

⁹Poussaint and Comer, Ibid.

¹⁰Opinion expressed by Myron Augsburg, President, Eastern Mennonite College and Seminary in an address ("Revolution and World Evangelism") at Urbana Inter-Varsity Missionary Convention, December 29, 1970.

¹¹Opinion expressed by Byang Kato, former General Secretary of the Evangelical Churches of West Africa in an address ("The National Church—Does It Want Us?") at Urbana Inter-Varsity Missionary Convention, December 31, 1970.

the entire human dilemma. . . ."¹² The change in philosophy is affecting the missionary child's attitude towards the Church and the world.

The situation of the missionary child being raised with nationals also holds the potential for development of a feeling of superiority towards the nationals. An interview with a former missionary child in Viet Nam, now teaching high school mathematics in the United States, brought forth the following insight. "A white person was treated as a leader; one's position was secure with the nationals. Insecurity developed in coming to the States because of not having the assurance of depending upon acceptance."¹³ This former student felt under much pressure to work hard to gain respect. A missionary teacher in Kenya, Africa, has also commented that a superior attitude develops toward peers in the other culture; the whites are boss.¹⁴ A medical student who was raised in Thailand of an American missionary family made the comment that questions such as "What are we doing over here? How do we know Buddhists are wrong and we're right?" arise in the minds of children. He cautioned against over-dogmatism and alienation.¹⁵

The international experience both broadens and narrows the concept of one's identity. The American child overseas can channel frustration

¹²Opinion expressed by Tom Skinner, Black evangelist ("U.S. Racial Crisis and World Evangelism") in an address at Urbana Inter-Varsity Missionary Convention, December 28, 1970.

¹³Statement by Barbara Webber, personal interview, December 30, 1970.

¹⁴Statement by Faye Lichte, personal interview, December 29, 1970.

¹⁵Statement by Philip McDaniel, personal interview, December 30, 1970.

of "being different" into a more accurate self concept of one belonging to the total race of man, regardless of color or culture. The experience also holds the potential for stronger self-discovery, functioning as a unique individual regardless of environment.

Raised outside the United States. This section is open to debate concerning the degree of isolation from American culture actually possible anywhere in the world. The fact remains that living out of the United States is different than living within the area. The greatest concern involves the returning to the United States either for a temporary time or permanently, specifically when caused by an education need. The missionary child often feels he does not "fit in." In general, the child overseas has different values because he has been confronted with cultural changes. Emphasis has been placed on having material possessions sufficient for adequate living but not on abundance which will hinder identification with lower economic standards. Further emphasis concerns the examination of what really counts in life in doing God's work. This is not to say this evaluation does not occur in the United States; it tends to be stronger with Americans in another culture where more deprivation is daily witnessed.

The American child overseas experiences less opportunity to earn money and less ability to "get to town" as often to spend what he does have. When the youth returns to the United States, this area of wanting, spending, ownership, and independence because of finances necessitates re-adjustment and re-integration of self concepts.

The former missionary child quoted above who is now a high school

teacher admitted the embarrassment she had felt by being behind in teenage sub-culture and lingo. She mentioned she was self-conscious and frustrated waiting in a line to get to the cashier in a drug store.¹⁶

One former missionary child, now a social worker, has phrased his feelings in the publication entitled, "Problems of Missionaries: A Discussion by Professionals and Returned Missionaries." He states, "Could I add one dimension we discussed--the feeling of rootlessness? The inability to put one's roots down emotionally, of the child or parent, because of the feeling that on furlough, we will be going back, and when on the field, we'll go on furlough (and) not being able to identify clearly with one's own peers as children."¹⁷ The child overseas experiences areas of life differently than does the child raised in the United States.

Raised away from parents. A third influence on the self concept system is the factor that most missionary children live away from their parents most of the time. Various living situations and various mission boards cause many different situations. The fact remains that many children overseas spend a great deal of their school years away from their parents.

The child, even at age six, needs a clear understanding of the reasons he is away from his parents. The understanding can be used

¹⁶Webber, personal interview.

¹⁷Stanley Lindquist (ed.), "Problems of Missionaries: A Discussion by Professionals and Returned Missionaries," transcript of conference in Bakersfield, California, Oct., 1969 (Fresno, California: Link-Care Foundation, 1970), p. 102 (mimeographed).

positively, toward value development. The former missionary child who is now teaching school felt that the clear knowledge of why she and her friends were away from home, specifically to get an education, created an atmosphere of greater purpose than is evident among students in the high school where she is now teaching.¹⁸

The child needs to feel secure in his family position. His real family is his only family. The houseparents are special people to love but they are not substitute parents. Efforts must be made to keep the child in this context of thinking. Family relationships may be made to seem more precious to the child, in comparison to children without the boarding school experience.

One contributor to the publication, "Problems of Missionaries: A Discussion by Professionals and Returned Missionaries," made this comment:

Another problem: a type of sibling rivalry. The children learn to hate Nationals because they are competing for time and attention of parents. The Nationals have taken parents away from the children-- a type of jealousy comes up which may express itself as displaced anger toward the native; the anger really being at the parent, but they can't afford to be angry with the parent.¹⁹

It seems that this feeling may develop in the following parental attitude:

Another is the sublimation or substitution by the parents of their parental role, in the sense of saying, 'I will do everything for the Lord and for the work.' Indirectly saying, 'It's too hard to be a parent, it takes too much time and effort. I get better feedback if I can preach and people slap me on the back.'²⁰

Such a progression need not develop.

¹⁸Webber, personal interview.

¹⁹Lindquist, loc. cit.

²⁰Ibid.

Dr. Lila Wistrand, former missionary in Latin America, explained another progression. Parents may feel guilty because of having to leave their children at boarding schools. This may produce over-indulgence of their children when they are at home. A result may be children's disregard of teachers' governance and parents siding with the children against the teacher.²¹

Negative and positive influences may result from the child living away from home. The needs and motivations of the parents can make or break such an experience and their influence will be discussed in the next section. However, before elaborating on parental influence, two more potential influences on child self concept will be discussed.

Raised in the boarding school. John Gowan in Guidance of Exceptional Children has made several comments especially pertinent to the missionary boarding school situation. He states that "Nothing does as much good to self-concept as to realize that others labor with the same difficulties and if they succeed, so can we."²² He also believes that "Good self-concept depends upon objective analysis of feed-back information from one's peers."²³ An especially positive factor in boarding school life is the contact with peers. One missionary boarding school teacher who was interviewed contributed the following insight: "Missionary boarding school children have more potential to discover and develop

²¹Statement by Dr. Lila Wistrand, personal interview in January, 1971.

²²John Gowan and George Demos, The Guidance of Exceptional Children (New York: David McKay Company, 1965), p. 4.

²³Ibid.

their self-concept and personality by living with peers. They are confronted with inconsistencies in their lives which they may not realize if living at home. More self is revealed. They see themselves as they are. Peers are frank."²⁴

The boarding school holds the potential for developing great emotional stability to various life encounters. The child usually has more responsibilities and must learn to be more self-reliant than the child living in his own family.

A missionary teacher in Ethiopia has used the following diagram (Figure 1) to help explain the boarding school's influence on the missionary child. Both charts have three sections. The first section shows children who fail. The second section shows those children who sail through life and do not seem to have any problems. In an average sampling, the middle section exceeds the two end sections. In the missionary child

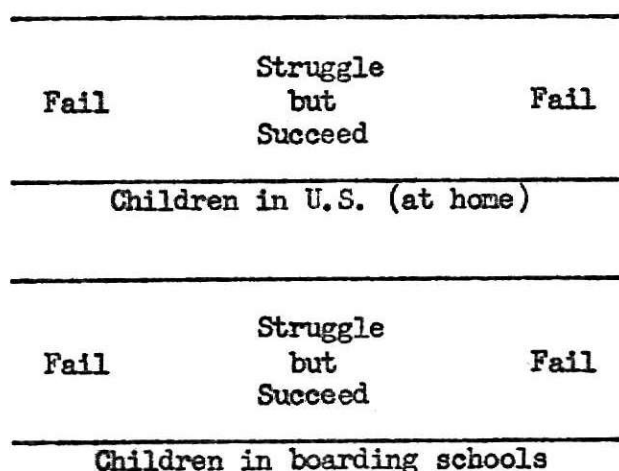


Figure 1

Success and Failure in Children Based
on Environmental Security

²⁴Lichte, personal interview.

chart, the end sections, sail or fail, enlarge, and the middle section striving but succeeding shrink. Dr. Cox, a psychologist who specializes in missionary children's concerns from whom the chart originated, claims that the chart's significance is due to the insecure environment in which the missionary children are raised. If the child is strong and independent, he sails, and sails through life. If he has less potential or needs more help, he fails and continues through life in a similar pattern.²⁵

Raised in a religious atmosphere. The last influence on self concept that will be discussed is the religious context in which the child is raised. This statement is not intended to imply that the child raised without the missionary boarding school experience is devoid of a religious environment; usually the atmosphere is more structured in the Christian boarding school. The former missionary child now studying medicine has commented that "self concept is more accurate when in the context of being created by the Creator, God."²⁶ Self-acceptance can be strengthened with the realization of God's design and His responsibility of making us the way we are, imperfect, yet accepted by Him. The debatable point seems to be whether this is the attitude which pervades the school or whether the atmosphere is one of negativism and regulations. These result from religious fear, false pietism and a lack of true freedom in Christ. Pharisaical overtones, hypocritical censorious self-righteousness, can be interpreted as preventing development of the real person and killing any joy in life. This can result in rejection of all

²⁵ Explanation by Donald Ricker, personal interview, April, 1970.

²⁶ McDaniel, personal interview.

previous guidelines and a frustrating search to find oneself and "prove" oneself. True Christianity should hold potential for positive influence in helping the child better understand and accept himself, giving him greater security, more motivation for living, as well as helping him feel more responsible to share God's love in a real concern for other people.

An important point is that emotional growth is related to spiritual growth, for example, in dealing with feelings of guilt and self-doubt. However, emotional problems and spiritual problems are not the same and one should not be surmised or even inferred as being the cause of the other.

In summary of this section, it can be said that these five factors, namely: raised (1) with nationals, (2) outside the United States, (3) away from parents, (4) in the boarding school, and (5) in a religious atmosphere, hold considerable influence on the child's self concept system. Each can become an edifying or a destroying force.

Factors Influencing Needs of Parents

Adjustment of parents affecting children. It has been said that well-adjusted parents produce well-adjusted children. In order for a school guidance program to operate effectively, attention must be given ✓ to the backgrounds of the children, the needs of the family, and in particular, the self concept systems of the parents. The focus of this section will be the missionary parent.

Motivation influencing self-image. A current thought among missionaries is the idea that God calls them to a specific work. This

just happens to be overseas and there are no more brownie points toward the Kingdom of God in such a work than in any other.²⁷ An investigation into other reasons for motivation is worthwhile. Link-Care presents an interesting discussion on motivation which relates to the problem of low self concept.

Psychiatrist: I think there is something that needs to be looked at in dealing with the problems of missionaries, and that is the self image of the missionary and how it influences the motivation of going into missionary work. Thus, the kind of object a person chooses to relate to is very often a good indicator of the image of the individual. You will often find individuals who have had a difficult time relating to their own peer group who are able, however, to relate to another group that would not be equivalent of his own peers in his own country. If you will look at missions on a worldwide basis, you see that the missionary endeavors, in the main, have been concentrated on the socio-economically deprived. In India, the outcasts, until recently with the formation of indigenous churches where it's involving what would be the equivalent of the peer group. I think, to some degree, this is the reflection of the self image of the missionary who has gone out that somehow they failed perhaps to relate to their own peer group and have found a group to relate to, from whom they can get a lot of personal satisfaction and are very dependent upon this kind of feedback in order to maintain the sense of adequacy. Some of the frustrations that you run into among missionaries in working with this is when the supplies and feedback are cut off.²⁸

A criticism of this viewpoint is that the individual who is working with a lower socio-economic group may be perfectly capable of relating to his equivalent peer group. It is sensible that people who have the least to lose are the ones most likely to adopt a new philosophy of life. The lower socio-economic nationals may respond to missionary endeavors better than those with higher social positions. The natural

²⁷Opinion expressed by Paul Little, Director of Urbana Inter-Varsity Missionary Convention in an address ("God's Will For Me and World Evangelism"), December 29, 1970.

²⁸Lindquist, op. cit., p. 18.

result is that the missionary would expand the endeavor with those who are most responsive. One must take into account the social aspect as well as psychological need in a relationship.

A key to successful relationships on all socio-economic relationships overseas as in the United States, is the individual's sense of worth. The psychiatrist expands this idea:

I think the individual who has had a good relationship with his own peer group before he goes out has little problems on the mission field because he has that sense of adequacy, of personal worth that will stand a lot of stress. Whereas, the individual who has not had this experience may run into a considerable amount of stress. In respect to this we need to look at the missionary as a whole to see how he relates in a variety of areas, not only just this peer group; but how he relates to material things, how he relates to his peers, those in authority. All of these things are going to be problems that are going to be encountered on the mission field.

A social worker continues the conversation:

I spent a year and a half in a missionary training institution. In relating this to what you are talking about, the incredible thing about that year and a half was that many of the things we have talked about here, the compound life where you don't really relate to one another, where there is the kind of spirituality emphasis that if you get angry you are not spiritual. God gets blamed for everything, boy-girl relationships, etc. Somehow we bring God into this in weird sorts of rationalizations and projections and so forth, to the point that interpersonal relationships get extremely confused.

The key concepts in this conversation seem to be honesty and faith. Sometimes our dishonesty in relationships can confuse our religious faith. We blame God for what we have caused. Faith in God should develop greater love for God and for other people. This love should provide freedom where honesty can develop.

A psychologist responds:

Two things come to my mind. The kind of experience you talked about also happens to people who never go to the mission field. They get the same kind of feelings about themselves and they have to work them through. Also, in terms of living in the Christian

or missionary school, I wonder if the person who would go into it with a pretty good self concept might weather it without a problem, whereas the person who didn't have, would have difficulty with it.²⁹

Self-esteem for the Christian. Link-Care concludes this discussion of self concept with the following comments by the psychiatrist.

The kind of objects you feel comfortable in relating to are a fair indicator of your self-esteem. One of the problems in the Christian Church is somehow the low self-esteem. We've been taught to love others more than yourself. You put others always before yourself. Somehow this is a distortion. Read what Christ said, "Love the Lord thy God with all thy heart," and "Love thy neighbor as thyself." Paul says a similar thing. "Love those as you love yourself." Somehow self-esteem goes along so closely with the capacity to relate to objects. If self-esteem is not there, you are going to be severely inhibited in relating to objects you perceive as having greater esteem than you yourself are. If, somehow, you can see each other, in no matter what kind of a role, as a human being with similar needs. . . . One of the things that lends the greatest amount of help to me, relating to my self-esteem, is that God has chosen me to be an object through which He can reflect Himself and He can do this wherever I am and I think here's something we so often forget. I can't think of a more dignified and wonderful position to enjoy than to be an object through whom God chooses to reflect Himself.³⁰

School aware of parents' needs. In the addition to the above comments of missionary needs, another area of potential difficulty is the guilt which may develop from having to send their children away from home. A possible progression from this guilt has previously been discussed in the needs of children being raised away from parents. The school guidance program should be sensitive to parents' motivation, hard work, need for appreciation, and other feelings and should clarify, encourage, assure and edify whenever possible.

²⁹Ibid., pp. 19-20.

³⁰Ibid., p. 79.

Factors Influencing Needs of School Personnel

Twenty-four hour duty. The general needs of the missionary discussed above should be applicable to school personnel. In addition, the unique boarding school situation creates other specific concerns. Regardless of the official "time off," the teacher and houseparent may feel he is on twenty-four hour duty. Little time may be his own. It is difficult to remove oneself physically, and more difficult to do so mentally, from the students, staff and school grounds. The teacher's typical lack of privacy, everything he says and does being recorded in memories, is enlarged by the boarding situation overseas.

Enlarged frustrations. The teacher or houseparent may feel frustration at not being with nationals. He may struggle with a false concept of "doing God's work" and feel he should be with nationals to be representing his supporters. Inadequate supplies and make-shift facilities cause concern to teachers everywhere. The case may be amplified overseas where ordering and shipping is slow and money at a minimum.

Social isolation. The size of faculty varies a great deal. Naturally more social contact is maintained in a larger school, in the situation, for example of several mission boards combining efforts. Regardless of the size, loneliness is probably a key factor in teacher-houseparent discouragement. Somehow, interests outside of teaching must be carried on.

Deeper psychological insights. Link-Care included the following discussion which brings out some deeper insights.

Missionary: We are so institutionalized at home. I remember one of the younger men that was out. He almost literally screamed. The houses don't have walls. He was a classroom teacher. He said, "It haunts me. I wish I had four walls around me." It was pathetic. They are good teachers but when they come into a situation where there are no walls, it frustrates them greatly

Psychiatrist: What you are pointing out, for example, the fellow had difficulty teaching without four walls. It points out what one leans on traditionally for security. The problem is the fellow who is used to teaching is used to having some device to give security by focusing attention on him. Take away these traditional kinds of support for security and it raises the question, 'How important am I as a teacher?' 'What do I have to offer?' 'Do I have as much to offer as the monkeys that might be climbing the trees?' Or whatever is distracting the students. We each have our security blankets of one kind or another and when we go out on the mission field, some of these are taken away from us.

Anthropologist, former missionary child: This also points out another problem. Culture shock is not confronting poverty or nakedness. It's the fact that we see roles that look familiar to us and find the inventory of behavior is completely different, or also in male and female roles. We think we are at home, but we're not and we end up in confusion, for the male-female role can cause a lot of problems. In dealing with missionaries, we have to be sensitive to the fact that it is the confusion of role inventories. If I try to be a teacher in Indian context, it doesn't work.³¹

Transitory involvement. The transience of some missionary school involvement may cause concern to teachers and houseparents. A term of service may be as short as one or two years. It seems that this sense of temporariness and termination might hinder security and the sense of belonging, as well as cause discouragement about what one can accomplish in such a limited time.

In summary. Needs have been purposely elaborated and in doing so have perhaps created a falsely negative aspect of overseas teaching.

³¹Ibid., p. 72.

The needs have been discussed in order to arouse a greater understanding of what a guidance program should meet; joy and fulfillment are also a great part of this work.

A Study of What Type of
Guidance is Needed

Factors with potential influence on a self concept system of children and needs of parents and school staff have been discussed. The following study will further emphasize the thought that special guidance principles should be developed in the missionary boarding school.

"The Ideal Teacher for Missionary Children as Seen by the
Missionary Children Themselves." Susan Weimer conducted a survey of college students who were formerly missionary boarding school residents.³² (1969, Wheaton College, Wheaton, Illinois) Twenty-five participants answered the question "What types of guidance (counseling) by teachers would be best and practical for missionary children?" The responses are tabulated below:

Same as for any student	8 times mentioned
College	5
Social (dating)	5
How to develop a healthful attitude toward the environment	4
How to adapt to the cultural shock and life in the outside world	3
How to relate to non-Christians	3
There should be no formal guidance; teachers should just encourage students to come around and talk	3

³²Susan Weimer, "The Ideal Teacher for Missionary Children as Seen by the Missionary Children Themselves" (unpublished paper, Wheaton College, Wheaton, Illinois, 1970), p. 20.

Academic	2 times mentioned
How to accept oneself	2
Parental	2
Spiritual	2
Vocational	2
Financial	1
Sympathetic and understanding	1
Sex	1

A second question was as follows: "How could a teacher help prepare MKs for the culture shock of return to the States?" Thirty-three students responded in this manner:³³

Tell them what it is like	14 times mentioned
Keep students up-to-date on current events through reading, music, movies .	8
Don't emphasize the shock	5
Maintain contact with outside world themselves	5
Be less strict	2
Maintain well-rounded school program	2
Impossible to prepare someone	2
There's no culture shock	2
Emphasize importance of responsibility that accompanies independence	1
Get students involved in activities outside missionary scene (with non-mission kids)	1
Place less emphasis on incidentals (like long hair)	1
Set up pen pals with American students .	1
Stimulate independence	1

Further analysis of a second study. Another relevant study was conducted (Janet Ford, Linnea Larson, 1970) involving responses of sixty-two children presently in missionary boarding school, thirty-six college students who were former residents, and thirty-nine houseparents and teachers of missionary boarding schools.³⁴ (See appendix for copies

³³Ibid., p. 21.

³⁴Janet Ford and Linnea Larson, "The Role of the Missionary Boarding School in Helping to Carry Out the Primary Function of the Christian Home: Personality Development of Each Child," (unpublished paper, Wheaton College, 1970).

of the questionnaires and tabulation sheets) The responses to questions show an overview of typical relationships in boarding schools, the attitudes currently being experienced in several schools in particular, and the feelings which a cross section of college students have held about their missionary boarding school years. The study should be examined for evidence of areas of guidance needs and supply.

The first question was "How do you think your houseparents and teachers help you the most in developing self-confidence and trust in other people?" Responses came from Faith Academy in the Philippines and Hillcrest School, Jos, Nigeria. The following chart shows the results from this question and an analagous one for houseparents and teachers.

One factor in the lack of congruence in the responses of children and adults, especially at Hillcrest, concerning the role of "substitute parent," could be the age factor of the children questioned. Most of the students were highschoolers; some of the teachers and houseparents dealt only with the younger children who did need more of a "substitute parent." However, this discrepancy in response is interesting. Possibly, the adults at the boarding schools do consider themselves substitute parents, while, according to the children, they are in greater want of adults in roles such as friend.

According to the children in Nigeria, characteristics of a Christian home that their houseparents best provided were (1) encouraging academic success and participation in work, (2) availability to talk and listen and (3) recreational activities. The other responses showed 22/46 providing the encouragement to accept one's appearance and opportunities to develop self-confidence and 20/46, being sensitive to boy-girl relation-

Roles Which Develop Self-Confidence in Children

In Children's Viewpoints

Rank Order of Importance	Role of Houseparent		Role of Teacher	
	<u>Hillcrest</u>	<u>Faith</u>	<u>Hillcrest</u>	<u>Faith</u>
1	Friend	Spiritual leader	Friend	Good example
2	Spiritual leader	Counselor	Counselor	Friend Counselor
3	Counselor	Friend Substitute parent Authority figure	Good example	Spiritual leader
4	Good example	--	Authority figure	Authority figure
5	Authority figure	--	Spiritual leader	--

In Teacher's and Houseparent's Viewpoints

	<u>Hillcrest</u>	<u>Faith</u>
1	Teacher	Teacher
2	Good example	Good example
3	Friend	Friend
4	Substitute parent	Substitute parent
5	Spiritual leader	Spiritual leader

ships. Teachers best provided (1) encouragement of academic success, (2) awareness of world, and (3) consistency in discipline. Children from Faith believe their houseparents best provided (1) encouragement of academic success, and (2) personal freedom and availability to talk and listen to the children. Teachers, according to the children, best encouraged (1) academic success, and (2) provided recreational opportunities and experiences for developing self-confidence.

The adult response from Hillcrest showed that the teachers and houseparents believed themselves to be most effective in (1) creating an atmosphere of love, and (2) providing consistency in discipline, allowing personal freedom and encouraging academic success. The teachers and houseparents at Faith reported that they felt they most effectively carried out (1) creating an atmosphere of love, (2) being available, and (3) providing opportunities to develop self-confidence.

Pupils at Hillcrest believed the most helpful characteristics of their houseparents and teachers to be (1) friendliness, and (2) understanding. Honesty and understanding were most important to the children at Faith. It is interesting to note the similarity between these characteristics with the children's ideas that the adult in the role of friend develops self-confidence in the children.

Questionnaires from Wheaton College students with boarding school backgrounds showed similar results. Houseparents in roles of friend, counselor and spiritual leader developed greatest self-confidence in the children. Teachers in roles of actual teaching, being a good example and being an authority figure developed the child's self-confidence. The college students felt that houseparents succeeded best in providing

the elements of a Christian home by an atmosphere of love and by being available to talk and listen. Teachers best encouraged academic success and were consistent in discipline. The characteristics of the adults at the boarding schools which were most helpful were love and understanding.

The study emphasized the importance of adults needing to listen, with a third ear, to the children. There must be involved caring for the children's activities and concerns. The adults need to show acceptance of the children like they are, which is a step toward having the children accept themselves. Children are wanting staff who are friendly, honest, and understanding. They believe that these characteristics in the adults develop self-confidence in themselves, which leads to the base of this paper, self-concept.

Chapter 3

PROGRAM IN ACTION

Introduction to the Program in Action

The preceding chapter showed that the missionary boarding school needs guidance principles enactivated into the school system. In this chapter a program of action will be discussed. George Hill and Eleanore Luckey in their book Guidance for Children in Elementary Schools stated that ". . . it is almost impossible to conceive of a school that starts its guidance program from zero. . . in most schools, the guidance program does not need to be started. It needs to be enriched, systematized, made more effective."³⁵ The process usually begins with discontent about not meeting individuals' needs. The next general steps are to increase staff awareness of guidance aims and practices and to add specialized personnel to the staff.

Objective pertaining to the student. The objective of guidance pertaining to the whole child takes into special consideration the matter of total responsibility of the student while he is away from home. Public schools debate the issue; the matter should be more clear for the missionary boarding school; the responsibility involves mental, physical, emotional, social and spiritual development. One objective of guidance

³⁵George Hill and Eleanore Luckey, Guidance for Children in Elementary Schools (New York: Appleton-Century-Crofts, 1969), p. 402.

then, for the missionary boarding school, could be stated as the following: to aid the student in development of his whole person, mentally, physically, emotionally, socially and spiritually.

Objective of aiding school personnel. The second objective pertains to the school personnel. To teachers also, a guidance program in the boarding school carries with it more responsibility than in a public school. The school should aid in teachers' development insofar as this development affects the children at the school.

Objective of responsibility to parent. The third objective pertains to the children's parents. The school is concerned about the emotional health of the parents in matters which affect the well-being of the children.

Aims of the Program

The aims of the guidance program follow the categories of the three objectives.

Aims which pertain specifically to children.

1. Assist each child in increasing self-understanding and developing a unique self-identity. This more accurate self-concept should perpetuate in the areas of the mental, emotional, social, physical and spiritual.
2. Aid in understanding and appreciating the international environment and its effect on one's life; learn how to adjust to different national cultures and life styles, accepting responsibility to improve the environment when possible.
3. Help children to learn to understand, appreciate and develop loyalty to one's own country and to practice the principles of American democratic living.
4. Help children to learn and practice the principles of successful family living, cooperation and responsibility.

5. Aid in learning how to effectively use one's leisure time.
6. Aid in developing awareness of work, earning a living, magnitude of vocations, and personal aptitude and interest in vocations.
7. Help children to learn to appreciate and conserve natural resources.
8. Help in developing sensitivity to needs of others.
9. Aid in decision making and problem solving development and taking responsibility for one's choices.
10. Help children to develop a personal value system (what he wants out of life and where he is headed).

Aims pertaining to parents.

1. Help parents see ways to contribute to child's success in school.
2. Acquaint parent with child's development and potential as the school understands them to be.
3. Acquaint the parents with specific problems of their child if any should arise.
4. Assure parents of the care and teaching that the child is receiving.
5. Help parents gain understanding of the mental health goals and methods of the school.

Aims pertaining to school personnel.

1. Help in developing increased awareness of guidance point of view.
2. Assist with education placement by evaluation information.
3. Assist in recognition and guidance of children with emotional difficulties.
4. Provide teachers with current material on guidance.
5. Help discover and use community resources for growth of children.
6. Aid in translating to national community and mission community the mental health goals and methods of the school.
7. Assist in integrating international culture with one's own culture.

Role of Guidance Counselor

As was stated in the introduction to this chapter, the process of increasing a guidance program includes adding specialized staff and making the present staff more aware of guidance aims and practices. Full time guidance personnel at missionary boarding schools are infrequent because of budgeting for only the most demanding needs. If the school is provided a counselor, he becomes leader of the guidance program. His work involves three categories, those of counseling pupils; consulting with teachers, houseparents, parents; and coordinating of child study and psychological-educational evaluation and interpretation.

Guidance Committee

Description. The definitely more common situation is the school where staff members form a specific committee on guidance. Members should include teachers, principal, nurse, several houseparents, and perhaps student representatives. This committee is not a student-faculty council; it is not the recreation council; it is not the meeting of houseparent, teacher and student on discipline or school improvement in general. The matter of concern is guidance, putting the aims into practice.

Outline of responsibilities. The following is an outline of suggested guidance responsibilities which the guidance committee should bring to the attention of the school. Roles of participants in the program should be clearly defined, although overlapping will occur.

Administrator

Gives leadership to the guidance program.

Coordinates school, mission boards and parental relations.

Provides for optimum conditions for an effective guidance program (physical conditions, teacher load, clerical help).

Provides in-service training and discussion for teachers and houseparents on topics such as: emotional and social adjustment, how guidance helps the teacher and houseparent, differentiation between emotional and spiritual problems, use of guidance tools (cumulative records, test scores, case conferences, anecdotal records, health records, autobiographies, interview, and samples of student work), mental health of teachers.

Continuous assessment of guidance program in terms of meeting pupil, staff and parent needs.

Teacher

Encourages other teachers to support school guidance program.

Adapts teaching material to needs of students.

Provides orientation of new students.

Makes use of child studies.

Identifies children with special needs.

Counsels individuals and groups.

Administers ability and achievement tests.

Keeps cumulative folders up to date.

Utilizes community resources.

Relates to parents about students.

Houseparent

Provides learning experiences for children outside the classroom.

Encourages profitable use of leisure time and provides recreational opportunities.

Counsels individuals or groups (listens with the third ear)

Identifies children with special needs.

Relates to parents about children.

Nurse

Coordinates health appraisal.

Identifies health needs and makes appropriate referrals.

Evaluates school health program.

Counsels with individual or groups about health needs and concerns.

Rapport between the guidance committee and parents. The guidance committee should communicate with the parents concerning their importance in molding their children's self concept systems. Parents with pre-school children should be in communication with the school about ways of preparation for the school experience. Jersild explains that parents can help in changing a child's self-defeating attitude. Emphasis should be placed on providing at pre-school level experiences that would help the child view himself as one who can achieve and whose accomplishments are worthy of notice.

A study of parental influence. Sears conducted a study using five self-concept scales given to eighty-four girls and seventy-five boys, all in the sixth grade.³⁶ Two hypotheses were examined: (1) maternal warmth, uncritical acceptance and praise in early years were associated with good self-concepts in both boys and girls but more perceptible in girls than in boys, and (2) similar qualities in the father were associated with good self-concepts in children but the relation was more strongly evident in boys than in girls. A clear indication existed of significant rela-

³⁶Robert Sears, "Relation of Early Socialization Experience to Self-Concepts and Gender Role in Middle Childhood," Child Development, Number 2, XXXI (June, 1970), pp. 267-289.

tions between mother and father warmth and self-concept in both boys and girls. There was no support that warmth of the same-sexed parent was more influential for each sex of child. It was interesting, also, that the larger the family, the poorer was the child's self-concept. Two other studies agreed with this data that high social status correlated significantly with high self-esteem. A significantly positive correlation was reported by Coppersmith (1967) between mothers' and boys' self-esteem and between boys' self-esteem and mothers' belief in reward rather than punishment; restraint, denial and isolation rather than withdrawal of love; and reasoning and discussion rather than autocratic means of control. However, according to Sears the extent of use of physical punishment was unrelated to any of the self-concept measures. Sears concluded that a low but positive correlation existed between parental occupational expectation of the child and the child's self-esteem.

Methodology: Class or House Meeting

Reality therapy in action. An interesting article relevant to the missionary boarding school appeared in the "Instructor Magazine," March, 1971. The article pertained to putting William Glasser's principles of reality therapy into action in a culturally diverse community and school population. The basic technique of class meetings was utilized to achieve the goals of developing (1) the child's sense of self-worth, (2) his sense of responsibility for his own actions and (3) his ability to think critically and solve relevant problems.³⁷

³⁷Donald O'Donnell and Keith Maxwell, "Reality Therapy Works Here," Instructor Magazine, Number 7, LXXX (March, 1970), p. 71.

Application to the missionary boarding school. The idea of Glasser's approach can be applied to either the school or living unit at the boarding school. The Palo Alto Ventura School suggested holding meetings of a half hour length several times a week. (Glasser recommended the frequency of once a day, for all students, beginning on the kindergarten level.) Chairs are arranged in a circle to facilitate acceptance of each member as a respected individual. The staff member introduces a topic or probes to get the students to initiate a concern. "No attacks are allowed. Dealings must be with present behavior in an attempt to solve the problem. Blame or punishment are never acceptable as a solution. They only hide the fact that nothing constructive is being done."³⁸ All replies should be treated with respect and response should be given to the comments. A settlement of a commitment to a solution, although perhaps tentative, should be decided upon at the end of the meetings.

Topics of discussion. Students may discuss social behavior, educational problems in the classroom or open-ended ideas, for example, on current events and culture differences they are encountering. Many of the topics outlined in the next sub-section as guidance teachings can be applied to the class or house meeting.

Methodology: Scheduled Guidance
Teaching in the Classroom

Approaches. Several approaches may be used in guidance teaching. A teacher may find that following a series such as Ojemann's "A Teaching

³⁸O'Donnell and Maxwell, op. cit., p. 72.

Program in Human Behavior and Mental Health" or the "National Forum Guidance Series" (see list of resources) is effective for her classroom. Discussions may develop from the "Unfinished Stories" printed in "Today's Education" the NEA journal.

Outline of topics. The following outline suggests some specific topics appropriate to the guidance aims.

Human relations

Group dynamics sessions; the way a group operates and one's role in it.

Pressures of popularity.

Conform or transform.

Freedom to be oneself because of God's love.

Family relations

Comparing the American family in the United States and on the mission field.

Comparing family life in various cultures.

What's happening today -- women's lib, non-conventional "family" units.

The family members' roles from the Biblical perspective.

Vocation and work

The world of work -- field trips, slide presentations of jobs in the U.S.

Emphasis on "how do I fit in and what are my real interests and abilities."

Economics

Handling allowances.

Budgeting; the concept of salary; taxes.

Realistic cost of living.

Comparison of living in the United States and elsewhere.

Responsibilities in democratic living

Prejudices.

Fears of being with United States American children.

Community helpers, in the United States and overseas.

Voting -- city, county, state, as well as national.

United States city government, compared to tribes and villages.

A mental health unit

Write and discuss fears, angers, other feelings: "What Concerns Me Most."

Summary of Methodology

The above ideas of the class or house meeting and the scheduled guidance teaching are two practical ways of carrying out the guidance principles in the missionary boarding school. Many more ideas, appropriate to specific school situations, should result from discussions of the guidance committee.

Chapter 4

EVALUATION OF THE GUIDANCE PROGRAM

Reason for Evaluation

Maximum growth of a guidance program in the missionary boarding school will occur with continuous evaluation. Hatch and Steffire in Administration of Guidance Services explained reasons for evaluation.

The purposes of evaluation are (1) to check on the effectiveness of the school program, (2) to validate hypotheses on which the schools are operating, (3) to provide information for curriculum revision and for guidance services development, (4) to increase the psychological security of staff members by letting them appraise the results of their efforts, and (5) to provide data upon which can be built a sound program of public information and public relations.³⁹

The last reason, in the context of the missionary boarding school, would specifically concern relating with the mission boards.

Problem of Evaluation Criteria

One of the greatest problems in a guidance program is determining evaluation criteria. The common criterion is often listed as "changed behavior"; the question with such a determinant is whether behavior always reflects changed attitudes, specifically a more accurate self-concept system. Yet there seems to be no way of evaluating attitude outside of a behavior sampling (including verbal behavior). Hatch and Steffire stated:

³⁹Raymond Hatch and Buford Steffire, Administration of Guidance Services (Englewood Cliffs, New Jersey: Prentice-Hall, 1965), p. 262.

No one measure by itself will give the answers needed to make sound judgments about a program. All criteria contribute some worthwhile information if the data are critically used. On the other hand, all criteria, individually or collectively, are open to criticism.⁴⁰

Hatch and Stefflre also provided insight into the frustration guidance personnel feel with attempting evaluation.

Evaluation makes use of research but is not synonymous with research. Value judgments are the essence of the evaluative process and no amount of statistical manipulation and no ingenious research design will provide us with direct answers to questions of values. The most we can hope for from science is sound data upon which to base judgments. The question of 'what is' may yield to research, but the question of 'what should be' remains in the area of values.⁴¹

Jordaan brought another point of evaluation into focus:

The most important changes in a person's self concepts come about through undistorted hypothesis testing and experiences which yield new information. Experiences which are sought in order to confirm or reject a hypothesis which one has about oneself are more likely to yield information than those which are not approached with any particular question in mind, and the information which is obtained is also more likely to be incorporated into one's picture of oneself.⁴²

In practical terms, this should encourage those concerned with guidance to cause the child to initiate self-examination of who he really is and question the previous accuracy of his self-appraisal.

⁴⁰Hatch and Stefflre, op. cit., p. 274.

⁴¹Hatch and Stefflre, op. cit., p. 305.

⁴²Jean Pierre Jordaan, "Exploratory Behavior: The Formation of Self and Occupational Concepts," Career Development: Self-Concept Theory (Princeton, New Jersey: College Entrance Examination Board, 1963), p. 62.

Guidance Questionnaire for Teachers

One way to encourage total staff involvement is the survey method of evaluation. The survey has as its purpose a clarification of the existing conditions and, from such an understanding, direction toward improvement of the program. This method may involve such a questionnaire as included in Appendix B. The main topics included in this inventory are: orienting parents and pupils, learning about pupils, providing occupational and educational information for the students, developing and using records, counseling individuals, improving the curriculum, assisting teachers, providing for self-professional growth and research, and providing for pupil participation.

Chapter 5

CONCLUSION

A specific guidance program should be developed in the missionary boarding school because of the factors which influence children and because of particular needs of those children, the school staff and the missionary parents. The factors affect the self-concept system both positively and negatively, with potential to obscure or clarify self-appraisal in light of one's abilities. No quick answers have been advanced to perfect adjustment of every missionary child. Instead, research into opinions of students, school staff, parents, psychologists, and other professionals concerned with the self-concept system was tabulated. Ideas have been presented concerning the needs of people and the objectives, aims, and methodology of guidance to help meet these needs. A general outline of the responsibilities of the personnel involved has been sketched. Finally, a program for guidance classes in missionary schools was suggested together with some procedure for evaluation.

The missionary boarding school provides a unique situation for growth. A conscious effort should be made by the school personnel to enactivate a guidance program which could include the suggestions discussed. The program should be carried out by the administrator, teacher, houseparent and nurse. If a counselor is a member of the staff, he counsels, consults and coordinates the program. The guidance committee supervises the program if a counselor is absent.

Missionary children need specific guidance programs in their schools. They need greater belief in the value of their unique situations. They need help in better understanding and accepting themselves. Development toward a more accurate self-concept system for the missionary boarding school child can actually be manifested only when such suggestions as these are applied to individual schools and, more particularly, to individual lives by concerned mission boards and local field personnel.

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APPENDIX A

Questionnaire For Missionary Children

Please comment on the following questions:

1. How do you think your houseparents helped you the most to develop self-confidence and trust in other people? Please rank with numbers in order of importance. By being: an authority figure
a spiritual leader a counselor a housemaid a maintenance man
a baby sitter a friend a good example a teacher
a substitute parent Other _____
2. How do you think your teachers helped you the most to develop self-confidence and trust in other people? Please rank with numbers in order of importance. By being: an authority figure
a spiritual leader a counselor a housemaid a maintenance man
a baby sitter a friend a good example a teacher
a substitute parent Other _____
3. What characteristics of a Christian home did your houseparents provide for you?

Indicate your answer by marking an "H" on the blank spaces.

- _____ being consistent in discipline.
- _____ providing an atmosphere of love.
- _____ creating opportunities for developing self-confidence.
- _____ building trust relationships (among other children and adults).
- _____ allowing personal freedom according to age and ability of children.
- _____ promoting participation in work responsibilities.
- _____ being available to talk and listen to you.
- _____ providing recreational and extra-curricular activities.

- _____ encouraging academic success.
- _____ being sensitive to boy-girl relationships.
- _____ making you aware of the world in which you live.
- _____ encouraging an awareness to and acceptance of your personal appearance.

4. What characteristics of a Christian home did your teachers provide for you? Go back to Question 3 and indicate your answer by marking a "T" on the blank space.
5. What personal characteristics of your houseparents and teachers were most helpful to you as an individual? Rank with numbers in order of importance. (1-13)
 - __friendly __honest __confident __understanding __authoritative
 - __loving __dependable __spiritual __loyal __listenability
 - __sense of humor __impartial __mature Other_____
6. How did you know that your houseparents and teachers liked and accepted you? Explain.
7. How did you help share responsibility in the boarding house?
What job(s) did you have?
8. How did your houseparents and teachers respond to you when you needed to talk? Explain.
9. How were you taught and prepared to face the world in which you live?
Explain.
10. How did your houseparents and teachers handle discipline fairly?
Explain.

RESULTS OF QUESTIONNAIRE TO MISSIONARY CHILDREN

Question 1. Houseparents helping to develop self-confidence and trust in children:

Roles of Houseparents	NIGERIA						PHILIPPINES						WHEATON COLLEGE					
	Rank of Importance			Rank of Importance			Rank of Importance			Rank of Importance			Rank of Importance			Rank of Importance		
	Low	Middle	High	Low	Middle	High	Low	Middle	High	Low	Middle	High	Low	Middle	High	Low	Middle	High
Authority figure	6	14	14	9	1	1	1	1	4	3	1	4	1	4	4	5		
Spiritual leader	1	7	15	20	0	1	1	4	4	6	0	1	0	1	8	6		
Counselor	1	5	23	16	1	0	6	4	4	4	0	4	0	4	7	2		
Housemaid	17	17	4	0	3	5	1	0	0	0	5	4	5	4	2	0		
Maintenance man	8	22	7	0	2	5	1	1	1	1	5	2	5	2	1	1		
Baby sitter	28	11	1	0	4	5	0	0	0	0	4	5	4	5	0	1		
Teacher	2	21	16	0	3	5	2	0	0	0	0	6	0	6	6	2		
Good example	0	3	27	16	1	2	6	2	2	2	1	2	1	2	8	4		
Substitute parent	9	13	16	4	1	2	4	3	3	3	2	3	2	3	4	5		
Friend	0	5	9	33	0	2	5	3	3	3	0	4	0	4	3	5		

RESULTS OF QUESTIONNAIRE TO MISSIONARY CHILDREN

Question 2. Teachers helping to develop self-confidence and trust in children:

Roles of Teachers	NIGERIA						PHILIPPINES						WHEATON COLLEGE					
	Rank of Importance			Rank of Importance			Rank of Importance			Rank of Importance			Rank of Importance			Rank of Importance		
	Low	Middle	High	Low	Middle	High	Low	Middle	High	Low	Middle	High	Low	Middle	High	Low	Middle	High
Authority figure	2	2	22	14	0	5	2	2	3	0	0	2	4	2	4	6		
Spiritual leader	2	5	27	8	0	2	6	5	5	0	0	2	6	2	6	4		
Counselor	0	3	17	21	0	1	7	6	6	0	0	2	8	2	8	0		
Housemaid	5	25	3	0	1	6	0	0	0	5	1	0	0	1	0	0		
Maintenance man	0	24	8	0	3	4	0	0	0	3	3	0	0	3	0	0		
Baby sitter	18	19	0	0	4	2	0	0	0	3	4	0	0	3	4	0		
Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Good example	0	0	27	18	2	6	7	8	8	0	0	1	7	1	7	6		
Substitute parent	4	22	7	0	2	4	1	0	0	1	5	3	0	1	5	3		
Friend	0	4	14	26	0	0	9	6	6	0	0	3	4	0	3	4		

RESULTS OF QUESTIONNAIRE TO MISSIONARY CHILDREN

Questions 3 and 4. Characteristics of a Christian home provided by:

	NIGERIA		PHILIPPINES		WHEATON COLLEGE	
	Houseparent	Teacher	Houseparent	Teacher	Houseparent	Teacher
Consistent in discipline	18	28	2	9	10	13
Atmosphere of love	18	11	1	6	12	7
Developing self-confidence	22	25	1	10	11	11
Build trust relationships	18	22	1	6	7	8
Personal freedom	19	24	4	7	6	9
Participation in work	29	27	3	8	11	10
Availability	28	26	4	9	12	10
Recreational activities	27	25	2	10	11	9
Encourage academic success	29	21	5	11	6	15
Sensitive to boy-girl relationships	19	8	3	3	5	4
Aware of world	14	29	1	4	8	9
Acceptance of appearance	22	11	2	3	8	8

RESULTS OF QUESTIONNAIRE TO MISSIONARY CHILDREN

Question 5. Characteristics of teachers and houseparents which were most helpful to child:

Characteristics	NIGERIA						PHILIPPINES						WHEATON COLLEGE					
	Rank of Importance			Rank of Importance			Rank of Importance			Rank of Importance			Rank of Importance			Rank of Importance		
	Low	Middle	High	Low	Middle	High	Low	Middle	High	Low	Middle	High	Low	Middle	High	Low	Middle	High
Friendliness	-	8	13	24	-	2	2	2	4	-	2	9	5					
Honesty	1	15	19	9	-	2	2	1	6	1	4	6	2					
Confidence	6	20	18	2	2	2	2	4	-	-	9	5	1					
Understanding	3	8	21	14	-	2	2	3	6	-	-	8	8					
Authority	7	20	15	4	3	4	4	1	1	4	6	3	2					
Love	15	16	8	5	-	4	4	4	1	-	-	6	10					
Dependability	1	12	10	-	-	5	3	3	1	-	-	-	-					
Spirituality	8	22	16	7	1	4	2	2	4	2	7	6	1					
Loyalty	6	24	7	2	3	4	-	-	-	4	4	6	1					
Listenability	4	20	17	3	2	1	6	6	-	1	5	8	1					
Sense of humor	7	24	9	6	2	1	5	5	1	3	1	8	3					
Impartiality	13	16	6	6	3	5	1	1	-	-	8	6	2					
Maturity	9	17	9	8	-	3	4	4	2	-	7	7	4					

Questionnaire for Teachers and Houseparents

Indicate your present status by circling the data which concerns you:

Houseparent Teacher Married Single

Previous experience on mission field

No previous experience on mission field

1. What do you see your primary role to be as you relate to the missionary children? Please rank with numbers in order of importance. By being:

 an authority figure a spiritual leader a counselor a house-
maid a substitute parent a teacher a good example
 a maintenance man a friend a babysitter Other _____

2. Which of the following elements of a Christian home are you able to carry out in your relationship to the missionary children?

Rank with numbers according to your effectiveness. (1-12)

 being consistent in discipline.
 providing an atmosphere of love.
 creating opportunities for developing self-confidence of
children.
 building trust relationships. (among adults and peers)
 allowing personal freedom in proportion to age and ability
of children.
 promoting participation in work responsibilities.
 being available to talk and listen to children.
 providing recreational and extra-curricular activities
for children.
 encouraging academic success.

_____being sensitive to boy-girl relationships.

_____making children aware of the world.

_____encouraging an awareness to and acceptance of personal appearance.

3. What personal characteristics are most beneficial to you as a teacher-houseparent in dealing with the missionary children?

Rank with numbers in order of importance. (1-13)

__friendly __honest __confident __understanding __authoritative

__loving __dependable __spiritual __loyal __listenability

__mature __impartial __sense of humor Other_____

4. How are you able to create a climate of love in your relationship to the missionary children? Give specific examples.
5. How are you able to encourage the children to share responsibilities? Give examples.
6. How are you able to maintain consistent discipline with the children? Give examples.
7. How are you able to keep the lines of communication open between the missionary children and you? Give specific examples.
8. How are you able to prepare the children to face the world in which they live? Give examples.
9. Do you agree that a missionary boarding school can carry out the primary functions of a Christian home? Why or why not?

RESULTS OF QUESTIONNAIRE TO TEACHERS AND HOUSEPARENTS

Question 1. Status of person:

STATUS	NIGERIA	PHILIPPINES
Single	6	11
Married	7	13
Teacher	8	17
Houseparent	6	6
Previous experience on mission field	6	15
No previous experience on mission field	6	9

RESULTS OF QUESTIONNAIRE TO TEACHERS AND HOUSEPARENTS

Question 2. Primary Role in Relating to Missionary Children:

Roles of Teachers and Houseparents	NIGERIA						PHILIPPINES					
	Rank of Importance			Rank of Importance			Rank of Importance			Rank of Importance		
	Low	Middle	High	Low	Middle	High	Low	Middle	High	Low	Middle	High
Authority figure	0	4	7	0	0	0	3	6	8			
Spiritual leader	0	1	5	6	0	0	2	11	6			
Counselor	1	0	10	1	0	0	3	12	3			
Housemaid	5	1	0	0	2	1	0	0	0			
Maintenance man	3	4	0	0	2	0	0	0	0			
Babysitter	3	0	1	0	1	2	0	0	0			
Teacher	0	4	3	5	0	0	0	4	12			
Good example	0	4	4	3	0	2	2	9	9			
Substitute parent	0	1	0	9	0	0	3	2	7			
Friend	0	4	6	1	0	2	10	8				

RESULTS OF QUESTIONNAIRE TO TEACHERS AND HOUSEPARENTS

Question 3. Elements effectively carried out in relationship to missionary children:

Elements Carried Out	NIGERIA			PHILIPPINES		
	Rank of Importance			Rank of Importance		
	Low	Middle	High	Low	Middle	High
Consistent in discipline	0	1	8	3	1	7
Developing self-confidence	0	4	8	0	1	2
Atmosphere of love	0	1	4	7	1	5
Building trust relationships	0	5	4	2	1	5
Allowing personal freedom	2	6	0	3	0	11
Participation in work	1	5	5	1	1	8
Being available	0	2	8	2	1	4
Providing recreational activities	0	5	2	2	4	6
Encouraging academic success	0	4	4	3	2	7
Being sensitive to boy-girl relationships	2	4	3	0	3	9
Becoming aware of the world	2	7	2	1	2	12
Encouraging acceptance of appearance and self	1	9	1	0	2	12

RESULTS OF QUESTIONNAIRE TO TEACHERS AND HOUSEPARENTS

Question 4. Personal characteristics most beneficial to teacher-houseparent:

Personal Characteristics	NIGERIA						PHILIPPINES					
	Rank of Importance			Rank of Importance			Rank of Importance			Rank of Importance		
	Low	Middle	High	Low	Middle	High	Low	Middle	High	Low	Middle	High
Friendliness	-	1	6	3	3	3	-	4	9	8		
Honesty	-	2	5	3	3	3	1	4	11	4		
Confidence	-	8	1	1	1	1	3	8	8	3		
Understanding	-	-	5	6	6	6	-	4	9	8		
Authority	3	2	4	1	1	1	9	4	3	-		
Love	-	1	4	5	5	5	-	2	10	8		
Dependability	-	3	6	1	6	1	-	9	8	1		
Spirituality	1	5	3	1	3	1	-	5	7	7		
Loyalty	2	7	1	-	1	-	2	14	1	-		
Listenability	-	6	4	-	4	-	-	8	6	4		
Maturity	6	3	-	1	-	1	6	6	3	2		
Impartiality	3	6	-	1	-	1	2	12	6	-		
Sense of humor	1	6	2	1	2	1	4	6	8	2		

APPENDIX B

This questionnaire is adapted to missionary boarding schools without counselors from the questionnaire by James A. Stewart, "A Measure of Classroom Teacher Participation in the Guidance Services of Those Schools in the State of Washington That Have Counselors."⁴³ The adaptation includes omittance of items inappropriate to schools without counselors and to schools in an overseas setting. Items with an asterisk (*) have been added or altered by the writer. The method of the continuum has also been slightly changed.

Guidance Questionnaire

Orienting Parents and Pupils

Continuum of Frequency
never seldom often always

- Do you contact the parents of prospective pupils before their children actually enroll in your class?
- Do you send introductory letters to the parents of your new pupils?
- Do you provide special activities to assist newcomers to adjust to the school?
- Do you spend part of the class period discussing future class topics?

Learning About Pupils

- Do you have measures of the academic aptitude of each pupil whom you teach made available to you?
- Do you have measures of the academic achievement of each pupil whom you teach made available to you?
- Do you conduct surveys of the problems and needs of the pupils who you teach?

⁴³Hill and Luckey, op. cit., pp. 577-580.

Continuum of Frequency
never seldom often always

- Do you attempt to discover the over-achievers and under-achievers in your class?
- Do you administer socio-metric tests in your class?
- Do you administer pupil attitude scales in your class?
- Do you administer pupil study habit inventories in your class?
- Do you have pupils chart their physical growth?
- *Do you make systematic surveys of the out-of-the classroom interests of your pupils?
- Do you ask that diagnostic tests be administered to pupils who are experiencing learning difficulties?
- Do you have your pupils write autobiographical sketches?
- Do you draw scattergrams of ability versus achievement for your class?
- Do you keep records of individual participation during discussions?

Providing Occupational and Educational Information for the Students

- Do you use audio-visual aids that portray the adjustment problems pupils may have in school?
- *Do you show films, film strips, or slides that deal with occupations in the United States?
- Do you encourage pupils to talk about their hobbies?
- Do you supply pupils with literature relating to educational or occupational adjustment problems?
- *Do you examine the guidance literature that the guidance committee receives?

Developing and Using Records

Continuum of Frequency
never seldom often always

- Do you refer to the cumulative records?
- Do you place samples of pupil work in the cumulative files?
- Do you write anecdotal reports for the cumulative files?
- Do you request that certain pupils be tested or retested?
- Do you suggest that case history studies be made of certain pupils?
- Do you request that pupils who enter part way through the year be given achievement tests?

Counseling Individuals

- Do you hold individual conferences with pupils?
- Do you discuss the report cards with individual pupils?
- Do you discuss test results with individual pupils?
- Do you give special attention to pupils that are failing?
- Do you discuss pupils' personal concerns with them when they so desire?
- Do you provide special instruction for pupils who have been absent?

Improving the Curriculum

- Do you make curricular modifications to meet individual needs?
- Do you allow your pupils a voice in determining the curriculum?
- *Do you provide special learning activities for pupils of exceptional (low, high) abilities?

Continuum of Frequency
never seldom often always

Do you know the interests of the pupils whom you teach?

Do you incorporate special motivational activities in your teaching?

Do you take your students on tours of local centers of interest?

Do you indicate the occupational importance of the subjects you teach?

Do you participate in the work of curriculum revision?

Assisting Teachers

Do you share teaching techniques and materials with other teachers?

*Do you engage in conferences (not gossip) with other teachers to discuss adjustment and academic problems of your pupils?

Providing for Self-Professional Growth and Research

Do you read professional literature in the field of guidance?

Do you requisition guidance literature for the library that is directly related to your instructional program?

Do you have conferences with the school nurse about pupils in your class?

Do you attend meetings called to discuss school policies?

Do you attend workshops or in-service training in guidance?

Do you sponsor extra-curricular activities?

Do you use any recognized statistical procedures to assist you in assigning letter grades?

Continuum of Frequency
never seldom often always

Do you determine such statistics as the mean and percentiles for tests?

*Do you determine pupil profiles from test results, using a battery of tests?

Providing for Pupil Participation

Do you make special efforts to secure the participation of shy pupils in classroom activities?

*Do you encourage pupils to participate in extra-curricular activities, including athletics?

Do you employ role playing or sociodrama in your class?

Do you encourage pupils to make impromptu speeches?

Do you have planned activities designed to stimulate new interests in your pupils?

A PROGRAM OF GUIDANCE IN THE MISSIONARY BOARDING SCHOOL
BASED ON THE SELF-CONCEPT SYSTEM

by

LINNEA CAROL LARSON

B. A., Wheaton College, 1970

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

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A guidance program should be developed in the missionary boarding school because of the factors which influence the children and because of particular needs of those children, the school staff and the missionary parents. The factors, specifically of living (1) with nationals, (2) outside the United States, (3) away from parents, (4) in the boarding school, and (5) in a distinct religious atmosphere, affect the self-concept system both positively and negatively, with potential to obscure or clarify self-appraisal in light of one's abilities. No quick answers to perfect adjustment of every missionary child were offered. However, a collection of data of opinions of missionary students, school staff, parents, psychologists, and other professionals concerned with the self-concept system were supplied as a contribution toward a solution.

Two studies of present and former residents of missionary boarding schools were surveyed in depth. Content included ideas of the needs of people and the objectives, aims, and methodology of guidance to help meet these needs. Two ways of implementation included were the class or living unit meeting, based on Glasser's ideas in reality therapy, and the scheduled guidance teaching in the classroom. An outline of personnel and administration was sketched. Evaluation of a guidance program was discussed in terms of reasons for evaluation, the problem of criteria, and a sample guidance questionnaire for teachers.

Development toward a more accurate self-concept system for the missionary boarding school child can actually be manifested only when applied to individual schools, and more particularly, to individual lives by concerned mission boards and local field personnel.