
Andrews University Educational Research Index

Thirteenth Edition

By Donna J. Habenicht

The Andrews University Educational Research Index is published yearly in *THE JOURNAL OF ADVENTIST EDUCATION*. This index constitutes a report of the formal research conducted by faculty and students at Andrews University. Recognizing that some of these studies are of particular importance for teachers and educational administrators in the Seventh-day Adventist Church, the School of Education at Andrews University makes this information available to readers of this journal.

In addition to students who engage in research at the master's and doctoral levels, undergraduate honor students under faculty guidance are given the opportunity to do significant research in a field of their choice. Reports of the findings of these studies by the honor students (Andrews Scholars) are also available.

On the graduate level, members of the faculty guide students in major research for master's projects and theses and doctoral dissertations. These studies cover a range of research literature in which the following are emphasized:

- (1) analysis and testing of theory;
- (2) the application of theory;
- (3) specific problems in education and psychology;
- (4) development of specific curricula materials or psychological instruments.

The areas covered in these studies include educational administration, curriculum and instruction, methods of handling special education problems, educational measurement and evaluation, philosophy of education, educational psychology, counseling, guidance, student development, and religious education.

Studies Indexed in Previous Editions of the JOURNAL

Reports of studies completed between July, 1970, and June, 1984, appear in the following volumes of *THE JOURNAL OF ADVENTIST EDUCATION*: vol. 35, No. 2 (December, 1972-January, 1973); vol. 36, No. 3 (February-March, 1974); vol. 37, No. 2 (December, 1974-January, 1975); vol. 38, No. 2 (December, 1975-January, 1976); vol. 39, No. 2 (December, 1976-January, 1977); vol. 40, No. 2 (December, 1977-January, 1978); vol. 41, No. 2 (December, 1978-January, 1979); vol. 42, No. 2 (December, 1979-January, 1980);

vol. 44, No. 2 (December, 1981-January, 1982); vol. 45, No. 2 (December, 1982-January, 1983); vol. 46, No. 3 (February-March, 1984); vol. 47, No. 2 (December, 1984-January, 1985). This edition of the *Andrews University Educational Research Index* includes the research projects from June, 1984, to Summer, 1985.

Use of the Educational Research Index

The indexed titles of student research include: (1) author, (2) title, (3) date completed, (4) number of pages in the complete report, and (5) the name of the faculty advisor(s). A 350-word abstract is available for each of the studies. This contains the purpose of the study, the methods and procedures that the researcher used to develop the research, and the conclusions reached.

Readers may obtain an abstract upon request for one U.S. dollar (U.S. \$1.00). This fee includes mailing expenses. To readers in the U.S. and Canada, master's projects and theses are available for 13 cents per page. The fee to readers in other countries is 17 cents per page. Payment should be made to Andrews University by International Money Order or check payable in U.S. dollars. To order or

Dr. Habenicht is Associate Professor of Educational and Counseling Psychology at Andrews University, Berrien Springs, Michigan.

request further information about the Andrews University Educational Research Index, please write to:

Dr. W. G. A. Futcher, Chairman
Department of Educational and
Counseling Psychology
Andrews University
Berrien Springs, MI 49104

Doctoral dissertations are available only through University Microfilms International, 300 N. Zeeb Road, Ann Arbor, Michigan 48106, U.S.A. Requests for abstracts of these should be made directly to that organization.

Andrews University Educational Research Index Thirteenth Edition Summer, 1984-June, 1985

M.A. Projects

- Aaron, Livingstone. *A Cross Cultural Comparative Study of Locus of Control Differences Between International and American Students Attending Andrews Academy*, December, 1984, 76 pages, Merchant.
- Ang, Cheng Hee. *Shyness and School Achievement: A Correlational Study*, July, 1984, 42 pages, Habenicht.
- Araujo, Aurea L. *Reliability Level of the Life Series Basal Reader*, July, 1984, 65 pages, Chace.
- Castrejon, Gloria. *Twentieth Century World Literature Course*, July, 1984, 74 pages, Chace.
- Elenes, Javier G. *A Comparative Study of Classroom Teachers' and School Principals' Perceptions of Seventh-day Adventist Elementary School Principals' Effectiveness in the North Mexican Conference*, May, 1985, 117 pages, Chace.
- Gonzales, Carlos D. *The Problem of Over-Pricing Seventh-day Adventist Education*, July, 1984, 60 pages, Streeter.
- Hegelsen, Kjell. *A Content Analysis of S.D.A. Science Textbooks About Origins as a Basis for a Tentative Framework for including Creationism in the Curriculum of Norwegian Church Schools*, June, 1984, 82 pages, Chace.
- Letang, Ruth. *Task Delegation by Primary and Secondary School Principals in the East Caribbean Conference of Seventh-day Adventists*, August, 1984, 70 pages, Greenway.
- Schwartz, Michael Loren. *Guidelines for Developing Secondary Day Academy*

- Facilities for Greater Miami Academy*, July, 1984, 100 pages, Streeter.
- Stevens, Jerry Allen. *Seventh-day Adventist Teacher Contracts: Origins and Comparisons*, May, 1985, 108 pages, Streeter.
- Straughn, Jonathan. *Self Concept of Early Adolescents from One-Parent and Two-Parent Families*, August, 1984, 65 pages, Merchant.
- Tabingo, Henry. *An Investigation of the Influence of Ethiopian Primary and Elementary Government Examinations GPA, High School GPA, Sex, Religious Affiliation, and Ethnicity on Ethiopian High School Government Certificate Examination GPA*, July, 1984, 47 pages, Thayer.
- Taylor, John Wesley. *A Comparative Study of Administrative Structures in Selected Seventh-day Adventist Colleges*, July, 1984, 165 pages, Greenway.
- Villamil, Rodolfo. *Cost of Education Index for Seventh-day Adventist Senior Day and Residential Academies in the Lake Union Conference*, June, 1985, 43 pages, Streeter.

M.A. Theses

- Batson, Maurice. *The Relationship Between Assertiveness and Career Decision Making of Secondary Students in Barbados*, August, 1984, 53 pages, Dickson.
- Holford, Karen. *An Investigation into the Use of Passive Relaxation Techniques with Mentally Retarded Children*, May, 1985, 90 pages, Habenicht.
- Reye, Dennis W. *Teacher's Perceptions of Factors Affecting Morale in SDA Schools in Trans-Australian Union Conference*, January, 1985, 99 pages, Streeter.
- Roberts, Owen Anthony. *An Investigation of the Relationship Between Learning Style and Temperament of Senior High School Students in the Bahamas and Jamaica*, August, 1984, 184 pages, Thayer.

Ed.D Dissertations

- Carey, John. *An Investigation of Parents' Perceptions of the Junior Academy Principal's Role in the Lake Union Conference of Seventh-day Adventists*, December, 1984, 324 pages.
- Lawson, Alfred Melville. *The Employed Versus the Nonemployed Mother. The Effects on the Seventh-day Adventist Family in Southwestern Michigan*, April, 1985, 221 pages, Dyer.
- Nainggolan, Rajoaman. *Indonesia Union College: A Historical Study of a Seventh-day Adventist Institution 1929-1970*, October, 1984, 330 pages, Youngberg.
- Norton, Edward. *The Philosophy of Christian Service and Its Practice in the Seventh-day Adventist Senior Academies of the United States During the 1979-1980 School Year*, June, 1985, 374 pages, Akers.

- Peyser, Julia. *Examiner Bias and Intelligence Test Scoring: A Study of the Effect of Speech-Handicapped Responses on the Scoring of the WISC-R Comprehension Subtest*, September, 1984, 133 pages, Futcher.
- Steele, Allen Richard. *A Model for Development of a Telecommunications Satellite Network for Administrative, Educational and Other Purposes in a Private Organization*, August, 1984, 122 pages, Streeter.
- Villeneuve, Claude M. *Religious Value Transmission Among Seventh-day Adventist White American Families: A Cognitive Approach to Parental Values and Relationship as Perceived by Youth*, November, 1984, 304 pages, Habenicht.
- Wright, Bruce R. *The Bender Gestalt and Symbol Digit Modalities Tests as Cerebral Dysfunction Screening Instruments: A Comparative Evaluation*, August, 1984, 116 pages, Chaij.

Ph.D. Dissertations

August, 1983, to June, 1985

- Bahimba, Phenias. *Potential Goals of the National University of Rwanda as Perceived by Senate Members, Faculty, and Students, with Implications for the Adventist University of Central Africa*, January, 1984, 165 pages, Lall.
- Beardsell, Derek Crowther. *A Study of Selected Administrative Issues that Have Influenced the History and Development of Newbold College, 1901 to 1971*, September, 1983, 499 pages, Streeter.
- Couty, Jean Roger. *An Investigation of Predictors of Success in Elementary Student Teaching in Selected Seventh-day Adventist Colleges*, June, 1984, 177 pages, Streeter.
- Cummings, Desmond D., Jr. *A Statistical Model for Seventh-day Adventist White English Speaking Church Growth in the United States*, July, 1983, 199 pages, Akers.
- Dixon, Inez E. C. Browne. *A Study of the Historical Development of Higher Education in Bermuda*, August, 1983, 253 pages, Lall.
- Fisher, Leonard Marion. *Cognitive Styles and Measured Occupational Preferences of College Freshmen and Sophomores*, July, 1983, 205 pages, Williams.
- Gui, Chui-Liu Serena. *A Cross-Cultural Study of the Relation Between Degree of American Acculturation and Androgyny*, August, 1984, 120 pages, Futcher.
- Gutekunst, Daniel. *The Implications of the Piagetian Stages to Age of Readiness for Baptism*, July, 1983, 199 pages, Futcher.
- Holman, Aurelia Rae. *Toward a Rationale for Foreign-Language Proficiency Requirements for Doctoral Degrees in Selected Professional Disciplines*, June, 1985, 373 pages, Streeter.

(To page 32)

secular courses. About 11,000 students are affected in one locale, more than 25,000 in the other. Also, the Reagan administration, which had been pushing for more public involvement in private schools, is nursing a wound.

By implication the rulings indicate at least the following:

1. The high tribunal remains capable of emphatic reaffirmations of church-state separation despite the "conservative" or "accommodating" tendency of its 1983-1984 rulings.

2. In judging aid to parochial schools the three-part test adopted in the 1971 case of *Lemon v. Kurtzman* is alive and well. Under that test a law or program is permissible if its purpose is secular, if its primary effect is neither to advance nor inhibit religion, and if excessive entanglement of government and religion is not fostered.

3. The notion that some curricular aspects of parochial schools are "purely secular" is dubious, as are some of the child-benefit theories currently used to defend parochial aid.

The finding that on-site neutral services are not constitutional is reverberating nationwide. A chorus of sympathy for disadvantaged pupils, many of whose most urgent educational needs may now go unmet, is being heard. The morale of the participating high school teachers is down—they had vowed to function in a strictly separationist way, but now find their integrity being questioned.

There is also a search for alternative, more acceptable kinds of aid to parochial schools. Catholic leaders, for example, may put public school instructors in mobile classrooms parked adjacent to Catholic schools, or bus parochial students to nearby public schools during or after school hours (release-time in reverse). Third-party

providers of remedial instruction (educational television) and neutral sites (such as storefronts) are also under consideration. Meanwhile, the White House is striking back with shopworn proposals to give parents of children in affected schools a tuition tax credit or an expendable voucher—proposals whose fate is uncertain.

Since 1971, the Court has reviewed more than a dozen varieties of aid to parochial schools. Only one or two have passed constitutional muster, most notably Minnesota's provision of a tax break for the payment of tuition. Right now Government's revenue preoccupations bode well for critics of parochial aid, as does the Supreme Court's careful scrutiny of practices that are litigated on church-state grounds. □

Sources of Materials

(Continued from page 26)

riculum for elementary schools in New York state. For information, write to TEMPCO, Inc., P.O. Box 1982, Topeka, KS 66601.

8:30 Monday Morning is an alcohol prevention project for use with young people in grades 7 through 12. It is available from American Business Men's Research Foundation, Suite 1208, Michigan National Tower, Lansing, MI 48933.

The Peer Education Manual on Alcohol and Drugs for grades 7 through 12 costs \$65 and is available from the County of Riverside Health Department, Attention: Monzoor Massey, 3575 11th St., Riverside, CA 92501. □

AU Educational Research Index

(Continued from page 27)

Ladd, Karen. *A Comparative Study of the Psychological Profiles of a Selective*

Sample of Incarcerated Females Versus Non-Incarcerated Females, August, 1984, 179 pages, Futcher.

Lukman, Roy L. *Androgynous Coping Behaviors: A Test of Bem's Sex-Role Theory*, July, 1983, 107 pages, Blitchington.

Melgosa, Julian. *Occupational Identity Assessment Among Middle and Late Adolescents*, March, 1985, 231 pages, Cruise.

Napper, Byron P. *A Comparative Study Between the Black and White Seventh-day Adventist Seminarians Concerning Their Attitudes and Perceptions of Their Ministry Relative to Selected Social and Theological Issues*, August, 1983, 257 pages, Harris.

Purcell, Stephen L. *An Empirical Study of Relationship Between Religious Orthodoxy Defined as Religious Rigidity and Religious Closed-Mindedness and Marital Sexual Functioning*, April, 1984, 183 pages, Thayer.

Reye, Arnold Colin. *Frederick Griggs: Seventh-day Adventist Educator and Administrator*, January, 1984, 492 pages, Knight. □

Keeping Youth Drug-Free

(Continued from page 10)

phoric highs with mild discomfort coming down. As a result, the user begins to develop a tolerance for the substance. Behavior changes occur; the user becomes moody, hostile; loses interest in hobbies and school; begins to have problems with the law. What started as a way to feel good (in Stage 1) becomes the way to feel good.

Stage 3. Preoccupation with drugs. Now the young person's whole life revolves around drugs. Being high is his or her sole interest. At this stage the drugs of choice are marijuana, alcohol, nicotine, pills, and sometimes cocaine. He steals and deals. Because body tolerance has increased greatly, the user feels physical and psychological distress when off drugs. After the euphoria, there is a backswing into pain. By this stage, the young person has severed relationships with straight friends and begins to experience school failure, police incidents, job