

Andrews University Educational Research Index

Fourteenth Edition

BY WILFRED G. A. FUTCHER

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 students in the School of Education 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 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,

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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.

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 (\$1.00). This fee includes mailing expenses. To readers in the United States and Canada, master's projects 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 to request further information about the Educational Research Index, please write to:

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Summer 1985-June 1986

M.A. Projects

- Allison, Joseph Ray. *Study of the Problems of Students From Single-Parent Homes in the Lake Union Conference*. July 1985, 48 pages. Streeter.
- Anderson, Marie Le Roi. *Early Education and Ellen G. White: A Comparison With Nineteenth and Twentieth Century Writers*. July 1985, 60 pages. Habenicht.
- Asekomah, Francis Abayoni. *The Roles and Functions of Vice-Chancellors in Selected Nigerian Universities*. July 1985, 83 pages. Lall.
- Charles, Harvey. *High School Counseling Experience as It Relates to Decidedness Among College Freshmen*. December 1985, 48 pages. Kosinski.
- Lively, Brian Thomas. *A Comparative Study of Ann Arbor's Private Schools*. July 1985, 67 pages. Greenway.

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dent's permanent record. Children who fail the tests should be referred to the appropriate specialists for additional evaluation.

Where to Turn for Help

Several options should be considered when a child needs referral for a speech/language/hearing evaluation. In the U.S., children classified as handicapped or in need of special education are eligible for specific services. Speech/language/hearing disorders are frequently classified as special education, but may be included as related services. Depending on the state, many public schools will extend services to children in private schools. You may be able to get speech therapy for your students in this way. If you are unsure of your state's interpretation of the law (P.L. 94-142) contact the state education department or the local school district.

The obvious advantage of this option is cost. Disadvantages may include transportation to therapy location, or irregular scheduling if the therapist must travel to your school. Group therapy is often the only choice available in the schools due to large caseloads.

If you choose to work out these services with your local public school, the classroom teacher should help with the responsibility of maintaining a regular schedule for therapy and being flexible in adjusting the student's program.

You might also investigate the private clinical services available in your area. Check the telephone book under "Speech Pathologists." Your county health department may be able to refer you to someone. Be sure to check the therapist's qualifications and licensing.

At times, depending on the diagnosis and situation, the costs of therapy may be partially covered by different agencies, funds, or grants. Otherwise, the families will have to pay the bill. This may be difficult or impossible for people with limited means.

Advantages of private therapy include one-on-one sessions, more regular scheduling, and enhanced contact between the therapist, family, and teacher. Disadvantages include cost and the need to travel to the therapy location.¹²

How to Make Services Available

The first step in improving and expanding services in Adventist schools is

to realize the need for them. After reading this article, you will probably be able to identify a greater number of students who should receive therapy.

Consult your educational superintendent about the specific needs of your students. Encourage him or her to provide you with practical information on handling speech/language disorders through in-service meetings, handouts included in mailings, and articles in the conference newsletter. Speak to your church board about providing some funding for students needing these services.

All Adventist children, whether they are normal, above average, or handicapped in some way, should be able to enjoy the benefits of Christian education to help them achieve their potential. By working together, teachers, administrators, and therapists can attain this goal. □

A future article will offer suggestions to help teachers in remediating communication disorders.

FOOTNOTES

¹ From a fact sheet released by The American Speech-Language-Hearing Association, Rockville, Maryland.

² Information based on a data page produced by *American Speech and Hearing Journal*; a fact sheet released by the American Speech-Language-Hearing Association; and *American Speech and Hearing Journal*, 27:8 (August 1985), p. 37.

³ Charles Van Riper, *Speech Correction* (Englewood Cliffs, N.J.: Prentice-Hall, 1978), p. 452.

⁴ Lois Bloom and Margaret Lahey, *Language Development and Language Disorders* (New York: John Wiley and Sons, 1978), pp. 13-19.

⁵ *Ibid.*, p. 292.

⁶ *Ibid.*, p. 319.

⁷ Van Riper, p. 133.

⁸ Bloom and Lahey, p. 297.

⁹ Nicholas DeGregorio and Nancy Gross Polow, "Effect of Teacher Training Sessions on Listener Perception of Voice Disorders," *Language, Speech, and Hearing Services in Schools* (January 1985) 16:1, p. 25.

¹⁰ *Ibid.*

¹¹ *Ibid.*

¹² You might also contact sources outside your local area. The National Association for Hearing and Speech Action, 10801 Rockville Pike, Rockville, MD 20852 (1-800-638-8255) offers information about speech, language, and hearing disorders, and referral about the certified professional nearest to your area. You are also welcome to contact the author for more specific suggestions about helping specific students when other resources are not available: AllSpeech, 3067 Tamiami Trail, Suite #10, Port Charlotte, FL 33952 (813-625-8800).

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Lashley, Keith Wilbur, *An Analysis of Subordinate Conflict as Perceived by Principals and Superintendents in Berrien and Lewis-Cass Counties of Michigan*. August 1985, 67 pages, Greenway.

St. Brice, Hillman, *A Comparative Study of Foreign Student Adjustment and Levels of Satisfaction With Programs and Services Offered at*

Andrews University. July 1985, 87 pages, Chaij.

M.A. Thesis

Iredale, David J. *Analysis of the Factors Affecting Job Satisfaction Among Educational Administrators Employed by the Seventh-day Adventist Church in Australia*. December 1985, 135 pages, Streeter.

Ed.D. Dissertations

Escobar, Edgar Jaime, *A Curriculum Data Base for Continuing Education for Ministers in the Colombia-Venezuela Mission of the Seventh-day Adventist Church*. January 1986, 279 pages, Chace.

Ferris, Roger Hockey, *Premarital Preparation: An Educational Design for Seventh-day Adventists in the United States*. October 1985, 238 pages, Youngberg.

Maysick, David John, *The Relationship of Self-Concept, Sex, Age, Major, Anxiety, Mathematics Background, and Mathematics Ability to the Level of Math and Statistical Anxiety Among College Juniors*. February 1985, 152 pages, Futcher.

Roach, Arthur Leon, *The Development of a Continuing Education System for the Colleges of the Bahamas With Implications for Third World Countries*. September 1985, 274 pages, Lall.

Ph.D. Dissertations

Groff, Charlotte Virginia, *A Study of Hemispheric Preference as It Relates to Reading and Recalling Nonsense Words From a Card Reader*. March 1986, 162 pages, Cruise.

Khillah, Khillah (Latif) Rady, *Motivation of Secondary-School Teachers in the Lake Union Conference of Seventh-day Adventists Based on Herzberg's Dual-Factor Theory of Job Satisfaction and Motivation*. May 1986, 173 pages, Lall.

Oke, Edward Lawrence, *A Descriptive Analysis of Evangelical Seminaries in Canada Based on and Comparing Their Presidents and Deans and of the Canadian Leaders of Evangelical Denominations*. May 1985, 205 pages, Lall.

Taylor, John Wesley, *Self-concept in Home Schooling Children*. April 1986, 231 pages, Chace.

Walker, Hampton Eugene, Jr., *A Study of the Attitudes Concerning Church Standards Expressed by Seventh-day Adventists in Relation to Selected Personality Traits*. July 1985, 175 pages, Chaij. □

Reports of studies completed by students graduating between July 1970 and June 1985 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); and vol. 48, No. 2 (December 1985-January 1986).

Loma Linda University Educational RESEARCH INDEX

BY DANIEL D. DIAL

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School of Education
Loma Linda University
Riverside, CA 92515

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1985-1986

- Connelly, Cyril. *Student Moral Judgment in Seventh-day Adventist Secondary Schools*, May 1986, viii + 106 pages, (Ed.D.)
- Devine, Lester Donald. *Beliefs, Perceptions, and Practices of Seventh-day Adventist Educators in Australia and New Zealand*, April 1986, xii + 299 pages, (Ed.D.)
- Li, Roger Po Wen. *Perceptions and Attitudes of Taiwanese Seventh-day Adventists Toward Seventh-day Adventist Education in Taiwan*, June 1986, xi + 188 pages, (Ed.D.)

Daniel D. Dial is a Graduate Assistant in the Department of Administration and Leadership at the School of Education, Loma Linda University, Riverside, California.

- Lister, Pennie A. *Attitudes of Students and Alumni Regarding University Policies*, June 1986, xi + 238 pages, (Ed.D.)
- Manassian, Johnny. *Job Motivation, Commitment, and Volunteerism Among Seventh-day Adventist Pastors*, December 1985, _____ pages, (Ed.D.)
- Mills, Jonathan Kendall. *The Teacher Perceiver Instrument and Its Correlation With Observer Ratings of Teacher-Pupil Relationships*, May 1986, x + 69 pages, (Ed.D.)
- Panneflek, Aignald J. *Academic Achievement Among Sixth-Graders in Curacao, Netherlands Antilles*, May 1986, xvii + 276 pages, (Ed.D.)
- Revel, Joan. *Parent and Teacher Attitudes Toward Parent-Teacher Conferences in Selected Seventh-day Adventist Schools in South-eastern California Conference*, June 1986, _____ pages, (Ed.D.)
- Rhoads, Gayle E. *Voluntary Lateral Transfer of Students From Selected Seventh-day Adventist Secondary Day Schools*, June 1986, xvi + 248 pages, (Ed.D.)
- Schulz, Luis Alfredo. *Employee Perceived Communication Effectiveness and Communication Satisfaction as Related to Job Satisfaction in Higher Education*, June 1986, xiv + 279 pages, (Ed.D.)
- Uyeda, Masaji. *Employee Participation in Motivation, Decision Making, and Job Satisfaction in the Japan Union Conference of Seventh-day Adventists*, June 1986, xx + 335 pages, (Ed.D.) □