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


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

M.A. Projects


M.A. Theses


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.


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.


Couty, Jean Roger. An Investigation of Predictors of Success in Elementary Student Teaching in Selected Seventh-day Adventist Colleges, June, 1984, 177 pages, Streeter.


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.

(The Journal of Adventist Education
which had been pushing for more 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 parochiaid.

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 parochiaid, as does the Supreme Court’s careful scrutiny of practices that are litigated on church-state grounds.

Sources of Materials
(Continued from page 26)

Keeping Youth Drug-Free
(Continued from page 10)

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

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.


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