

Loma Linda University Educational Research Index

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Education Specialist Theses

Da Costa, A. Moses. *A Comparison of Student Self-Concept in Seventh-day Adventist Boarding and Day Academies*, June, 1981, iv + 55 pages, (Ed.S.)

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Reise, Jahnn. *Selected Statements on Prayer in Education From the Writings of Ellen G. White*, June, 1981, iv + 143 pages, (Ed.S.)

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develop other techniques and programs to achieve their common goals.

Conclusion

Our colleges and universities need to take the initiative in bringing about a cure for the malaise that exists in Seventh-day Adventist education. Educators and administrators need to exalt the role of education as a truly evangelistic mission backed by quality academic training and spiritual commitment.

I wish those of us committed to

Worry that Christian education will grow beyond the church's ability to cope with it can be compared to the farmer's fears that his crop will be too bountiful.

Christian education could write with the authority found in the Biblical pleas, "Hear O Israel . . ." and "Hear, you who have ears to hear . . ."—for these suggest an imperative. They imply a command to hear.

However, perhaps the best we can do is to work for change and remain optimistic. Emily Dickinson expressed the sentiment well:

Perhaps you laugh at me. . . . Perhaps the whole United States are laughing at me too! I can't stop for that! . . . I found a bird, this morning, down—down—on a little bush at the foot of the garden, and wherefore sing, I said, since nobody hears? One sob in the throat, one flutter of the bosom—My business is to sing—and away she rose!³ □

FOOTNOTES

³ Clark Kerr, "Earl V. Pullias Lecture in Higher Education," University of Southern California, 1984.

² Ernest L. Boyer, *High School. A Report on Secondary Education in America*. The Carnegie Foundation for the Advancement of Teaching. (New York: Harper and Row Publishers, 1983), pp. 265, 266.

³ Quoted from Betsy Erkkila, "Emily Dickinson on Her Own Terms," *The Wilson Quarterly* (Spring, 1985), p. 109.

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Extended Campus Program

(Continued from page 26)

dents themselves? How do you handle an expanding program when a limited number of well-prepared faculty are available? How do you assess faculty workload: Is the off-campus teaching part of the regular load, or above and beyond it? Should faculty be paid an additional amount for off-campus teaching? Or should they receive a small amount of "combat

pay" for being gone from home on off-campus teaching assignments? Should the School of Health add additional faculty just for the purpose of off-campus teaching, and if so, what standards of faculty selection should apply? What kind of academic control should be exercised over course offerings in the off-campus program, and by whom?

Currently, the School of Health faculty is exploring these questions, seeking input both from within the university and from other universities. While other schools of public health do offer extended-campus programs, usually these are limited to communities in close proximity to the institutions. This was the major reason why the University of Washington School of Public Health deferred to Loma Linda when a request came in from Alaska for such a program. It was also why the Utah State Department of Public Health requested an M.P.H. degree off-campus program in environmental health from Loma Linda.

The School of Health found that off-campus programs furnished sufficient student enrollment to keep the institution financially viable. The faculty has been rewarded by the visible success of the graduates, both in terms of personal advancement and contribution to the church's program. Although the development phase can be viewed as complete, the expansion phase is just beginning. The School of Health must continue to address the questions posed by that expansion. □

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Sneed, Mishele. *Guidance and Counseling Needs as Perceived by Students in Senior*

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Doctoral Dissertations

- Alexander, Horace B. *Job Motivation of Seventh-day Adventist Administrators in North America*, May, 1985, xv + 279 pages, (Ed.D.)
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- Utt, Kenneth Charles. *School Board Member Self-Perceived Role Understanding and Role Effectiveness in Seventh-day Adventist Schools of the Pacific Union Conference*, June, 1982, x + 226 pages, (Ed.D.)
- Young, Florence. *A Study of Freshmen Drop-outs from Seventh-day Adventist Institutions of Higher Learning for the 1980-1981 Academic Year*, June, 1983, viii + 193 pages, (Ed.D.)

College Composition Revisited

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should not, *dare not*, ask our students to understand literary *products* while remaining ignorant of the *process* through which they were created.

In order for English teachers to manage effective reform, states Kearns, himself an English teacher, they need to make a three-fold commitment: to graduate good writers, to develop performance-centered curricula, and to practice what they teach. To achieve these objectives English teachers must be willing to eliminate tests in which teachers do the writing and students fill in the blanks. They must combat the impression that good form is independent of good content.

And finally, warns Kearns, English faculty "must forgo the comforts of specialization—of teaching and evaluating only scholarly or informational prose. Writing poetry enhances scholarly understanding and critical judgment; exercising our scholarly and critical faculties makes us better poets."¹⁸ There is absolutely no better way for college students to assess the originality and worth of their own literary creations!