

ANDREWS UNIVERSITY EDUCATIONAL RESEARCH INDEX

19TH EDITION

BY JEROME D. THAYER

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 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 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, counseling, and psychology;
4. development of specific curricular 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 and counseling psychology, guidance and student development, and religious education.

Use of the Educational Research Index

This edition of the index references studies completed by students who graduated in August 1990 and June 1991.

The indexed titles of student research include: (1) author, (2) title, (3) date com-

pleted, (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 17 cents per page. The

fee to readers in other countries is 22 cents per page. Payment should be made to Andrews University by International Money Order or check payable in U.S. dollars. To order or request further information about the Andrews University Education Research Index, please write to:

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

**Andrews University
Educational Research Index
19th Edition
Summer 1990-June 1991**

M.A. THESES

Reeves, Teresa L. *Nature and the Human Spirit: A Conceptual Framework for Describing the Influence of the Natural Environment Upon Human Spiritual Development*, July 1990, 160 pages, Habenicht.

Holmes, Trudy Ann M. *The Concept of Salvation Held by Students in Seventh-day Adventist High Schools in Jamaica*. December 1990, 139 pages, Habenicht.

Ph.D. DISSERTATIONS

Bernard, Hinsdale. *Development and Application of a Diligence-Ability Regression Model for Explaining and Predicting Competence Among Juniors and Seniors in Selected Michigan High Schools*. May 1991, 271 pages, Streeter.

Boughman, Larry Wayne. *Guidelines for Campus Beautification in Seventh-day Adventist Academies and Colleges in North America*. May 1991, 207 pages, Streeter.

Freed, Shirley Ann Anderson.

Teacher Change and a Direct Instruction Reading Approach: A Multiple-Case Study. June 1991, 271 pages, Green.

Madgwick, Karen. *A Proposed Paradigm of Personality as Explored Through the Relationship Between Moral Reasoning and Cognitive Flexibility*. August 1990, 148 pages, Merchant.

McGarrell, Roy Israel. *The Historical Development of Seventh-day Adventist Eschatology 1884-1895*. September 1989 (submitted 1990). 432 pages, Knight.

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LA SIERRA UNIVERSITY EDUCATIONAL RESEARCH INDEX – 1990-1991

BY NORMAN C. MABERLY

The newly established La Sierra University, formerly known as Loma Linda University Riverside, is committed to encouraging and facilitating the advancement of knowledge through investigation. Graduate education, especially in the School of Education, is directed toward the development of the "scientist-practitioner" who not only effectively displays functional skills and methodology, but also discovers and analyzes truth and understanding.

Questions awaiting answers are found in issues ranging from job satisfaction to pastoral care, from educational funding to dropouts, as well as a host of other pressing concerns. These and other topics provide the impetus for formal research activities, many of which contribute invaluable insights and information to further educational understanding and practice within the Seventh-day Adventist school system. Of special interest this year are the contributions from students in the South Pacific Division who participated in the Extended Campus Program. Their topics include the unique problems of Australasian education as well as those

of struggling Pacific island mission endeavors.

This index provides a reference to master's theses and doctoral dissertations submitted to the School of Education faculty during the 1990-1991 school year. The investigations were part of program requirements for graduate degrees including the M.A. and Ed.D. in administration and leadership, the Ed.D. in curriculum and instruction. M.A. theses are available for U.S.\$.10 (10 cents) per page from the Dean's Office, School of Education, La Sierra University, Riverside, CA 92515 U.S.A. (Telephone: 714-785-2266). Copies of the doctoral manuscripts may be obtained from University Microfilms International, 300 North Zeeb Road, Ann Arbor, MI 48106, U.S.A. (Telephone: 1-800-521-0600).

**School of Education
La Sierra University
1990-1991**

M. A. THESES IN EDUCATION

Carter, Jean P., *The Spelling Cur-*

riculum: An Active Research. January 1990, ii + 65 pages. (M.A.)

Eaton, Hazel L., *Cross-Age Tutoring Effects on Attitudes and Editing/Spelling Approximations*. July 1991, ii + 173 pages. (M.A.)

Faull, Raymond S., *Funding Patterns of Australian Seventh-day Adventist Schools in the North New South Wales Conference, Australia*. June 1989 (submitted in 1990-1991), iv + 72 pages. (M.A.)

Fraser, John W., *Job Satisfaction Perceptions and Attitudes of Teachers in the Greater Sydney Conference*. August 1989 (submitted in 1990-1991), iv + 44 pages. (M.A.)

Olsen, Melvin M., *Pastoral Care in Australian Seventh-day Adventist Primary Schools*. June 1989 (submitted in 1990-1991), vi + 59 pages. (M.A.)

Ward, Martin, *The Stated Degree of Interest in Reading With English Second Language Acquisition*. August 1990, v + 45 pages. (M.A.)

Ward, Olga, *Stated Reasons for Pupils' Dropping Out From SDA Primary Schools in Papua New Guinea*. August 1990, iv + 63 pages. (M.A.)

Watson, Grant, *A Comparison of*