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A STUDY OF PARENTAL ATTITUDES REGARDING SECONDARY BOARDING
SCHOOLS OF THE MID-AMERICA UNION OF SEVENTH-DAY ADVENTISTS

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School of Graduate Studies

A STUDY OF PARENTAL ATTITUDES REGARDING SECONDARY
BOARDING SCHOOLS OF THE MID-AMERICA UNION
OF SEVENTH-DAY ADVENTISTS

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Lawrence Gilbert Kromann

June 1982

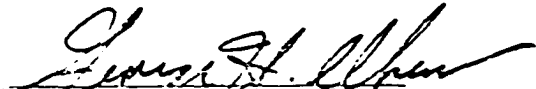
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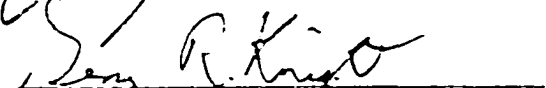
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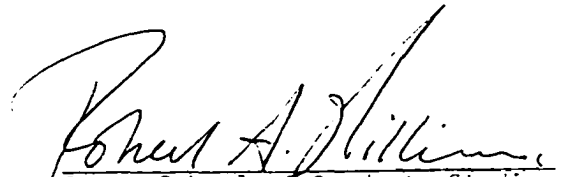

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July 19, 1982
Date Approved

ABSTRACT

A STUDY OF PARENTAL ATTITUDES REGARDING SECONDARY
BOARDING SCHOOLS OF THE MID-AMERICA UNION
OF SEVENTH-DAY ADVENTISTS

by

Lawrence Gilbert Kromann

Chairman: George H. Akers

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

Department of Education

Title: A STUDY OF PARENTAL ATTITUDES REGARDING SECONDARY BOARDING
SCHOOLS OF THE MID-AMERICA UNION OF SEVENTH-DAY ADVENTISTS

Name of researcher: Lawrence Gilbert Kromann

Name and degree of faculty adviser: George H. Akers, Ed.D.

Date completed: June 1982

Problem

One of the challenging problems of SDA education in North America is the possible trend of declining enrollment of boarding academies, which have been the mainstay of the SDA secondary school system. It was the purpose of this study to determine if a relationship existed between the declining enrollment and parental attitudes concerning the boarding academies.

Method

A five-page Likert-type scale survey was used to gather information from randomly selected parents of high-school-age students in the Mid-America Union. Seven sub-hypotheses were used to test the

major hypothesis which stated there would be a significant relationship between declining boarding school enrollment and parental attitudes toward the boarding school. The seven sub-hypotheses chosen covered areas of specific attitudes: financial costs, church attendance, socio-economic levels, length of church membership, dormitory concept, and the school's fulfillment of its mission.

A chi-square analysis was run on the 210 surveys, applying .10 as the level for significance.

Results and Conclusions

There was a significant relationship between the decline of enrollment of the boarding schools and the attitudes of parents. There was a significant difference between parents who did not send their young people to SDA schools and parents who did send them in the areas of: quality of academics, cost of attendance, parental church attendance and length of membership, work program, faculty dedication, witnessing training, and the dormitory concept.

There was no significant difference found between the two groups in the areas of: socio-economic levels, effectiveness of teachers, and parental perception of school's uniqueness concerning teaching Christian beliefs and values.

The study revealed that the cost of the boarding school and the dormitory situation were two negative variables that may have contributed to non-attendance. Recommendations were made in the areas of: (1) the promotion of Christian education, (2) academic achievement, (3) the cost of boarding school attendance, and (4) the dormitory situation.

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CHAPTER I

INTRODUCTION

The Seventh-day Adventist Church traditionally has placed emphasis upon religious education. Evidence of the church's stress on education can be found in the objectives of the Department of Education as stated in the 1979 World Report (General Conference, 1979):

- I. To prepare all children and youth of the Seventh-day Adventist Church for eternal citizenship in the heavenly kingdom -- "To save from sin."
- II. To prepare all students for the propagation of the gospel and to supply the denomination with the personnel trained for leadership in the various categories of denominational employment -- "To train for service."
- III. To unify the educational endeavor of the church through appropriate administrative policies.
- IV. To improve and maintain the quality of the curriculum in the Seventh-day Adventist school system. (p.11)

These four objectives describe the attitude and concern of the church for the religious education of its youth. The World Report of 1979 further stated operational objectives which depict the extent of attitudes and concerns of the church towards religious education. Some of these objectives included: (1) To identify at each level of organization the number of children and youth in the church who constitute the potential enrollment in the educational system of the church. (2) To encourage all potential to enroll.. ..

(3) To reverse the downward trend in Seventh-day Adventist enrollment as a percentage of total world church membership . . . , (4) To involve the entire church membership in the support and operation of Seventh-day Adventist education . . ." (Adventist Education around the World, 1979, p. 11).

Statement of Problem

As the membership of the church continues to grow in North America (see Appendix A), and with the stated objectives of the church towards educating its young, it would be natural to assume that the church school system in North America would also grow and flourish. This growth could also be expected at each academic level. The records, however, show that the growth of the educational system of the church is not parallel to its membership growth (table 1). The total elementary enrollment and the number of elementary schools are experiencing a fairly consistent gain. The ten colleges and two universities of the church are also experiencing a steady growth (General Conference Department of Education, 1978, 1980, tables 1, 2):

TABLE 1
SDA EDUCATIONAL GROWTH

Year	Elementary Enrollment	Schools	Secondary Enrollment	College Enrollment
1968	48,489	923		
1969	49,735	903		
1970	51,735	913	20,653	14,140
1971	52,216	922	21,779	15,050
1972	51,603	944	20,753	15,341
1973	51,798	983	22,253	15,920
1974	52,014	1003	23,047	16,668
1975	52,244	1030	23,032	17,749
1976	53,808	1084	22,504	18,760
1977	55,052	1145	22,594	18,938
1978	53,830	1156	22,606	19,000
1979	56,124	1190	21,571	19,524
1980	58,075	1194	20,557	19,599

However, the secondary portion of the church education system has not experienced steady growth. In 1975 it reached a peak and has since then fluctuated up and down. From 1976, however, there has been a dramatic increase in the number of schools and enrollment of the self-supporting secondary schools (table 2). These self-supporting secondary schools serve the Seventh-day Adventist membership but are not officially operated by the church, nor do they necessarily follow the curriculum or operational procedures recommended by the church.

These reports lead to several important questions. Why are the elementary schools and colleges of the church steadily increasing in enrollment, while the academy and junior academy enrollments are unsteady and appear to be decreasing? Also, why is there an increase in enrollment of the self-supporting secondary schools?

Another interesting aspect of the secondary enrollment is the drop in the number of students residing in the boarding academies. In

TABLE 2
 SENIOR ACADEMY ENROLLMENT & DORMITORY/NON-ELEMENTARY STUDENTS

	1967	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Senior academy enrollment	16,910	17,953	16,853	16,991	17,274	17,992	18,267	18,458	18,052	18,175	18,218	17,171
Junior academy	3,336	3,336	3,292	3,169	4,583	4,620	4,390	3,640	4,047	3,724	3,353	3,186
Totals	16,910	21,272	20,145	20,360	21,857	21,612	22,657	22,098	22,099	22,099	21,571	20,557
Self-supporting schools	407	407	379	393	396	435	375	436	495	507	604	942
GRAND TOTALS	16,910	21,679	20,524	20,753	22,253	23,047	23,032	22,534	22,594	22,606	22,175	21,499
Dormitory students	9,264	8,304	8,345	8,001	8,236	8,014	7,885	8,740	8,058	8,463	7,823	7,583
Non-dormitory students	7,646	9,632	8,508	8,990	9,038	9,978	10,382	9,718	9,994	9,912	13,748	12,974
Percentage of senior academies	54.8	46.3	49.5	47	45.8	44.5	43.2	47.4	44.6	46.06	42.94	43.65
Percentage of secondary academies	44.5	38.8	41.4	39.3	37.7	37	34.8	39.6	36.5	38.3	35.27	35.27

These figures are taken from the 1967 - 80 Annual Report, which vary in accuracy according to category placement.

1967 there were 16,910 students in senior academies; 9264 of these students were residing in the dormitories or 54.78 percent of the total senior secondary enrollment. In 1977 there were 18,052 senior academy students and 8058 in the dormitories or 44.64 percent of the total enrollment. The figures and percentages comparing the dormitory students to the total secondary enrollment are found in tables 2 and 3.

TABLE 3
SECONDARY ENROLLMENT VERSUS DORMITORY ENROLLMENT

Category	1967	1977	1978	1980
Total secondary	20,813	22,594	22,606	20,557
In dormitory	9,264	8,058	8,463	7,583
Percentage	44.5	35.66	37.44	36.88

Even though there were more students enrolled in SDA secondary schools in 1977 than in 1967, there were fewer students in the dormitories.

In 1979 the Education Department of the General Conference of Seventh-day Adventists gathered statistics to analyze the student loss per year in the secondary schools. The Board of Regents has used a figure of 14 percent as the level of acceptable loss. Figures that exceed the 14 percent are cause for alarm and further investigation. The statistics shown in Appendix A show that three of the ten unions were above the 14 percent figure and that 39 percent of the senior academies were above the optimum percentage (North American Annual Education Report, 1979, tables 11-20).

The statistics have been restructured to compare the boarding

academy percentage with the day academy (Appendix A). The restructured figures show that the day academy loss percentage is 8.29 percent with the Canadian Union being the highest with 11.30 percent. However, the boarding-academy loss is 16.87 percent, the Southern Union the highest at 21.64 percent, and the Canadian Union the lowest at 10.27 percent. Sixty percent of the unions have percentages above 14 percent. Not only are the academies declining in enrollment, they also have a high loss percentage. And 60.96 percent of those dropping from the boarding academies are not re-enrolling in another SDA school but transferring to public education. Of those dropping out of day schools, 66.51 percent enroll in public education.

Purpose of Study

Loss figures in secondary schools are cause for concern for Adventist educators and parents. For not only are a significant number of students, 3.29 percent of day students and 16.87 percent of boarding students, leaving the secondary schools, but 60 percent of these students are changing from Adventist education to public education.

Adventist secondary education in North America is showing signs of weakness in two major areas: loss of enrollment and inability to maintain a satisfactory percentage of students who have enrolled. Until these areas of difficulty are more specifically identified, reasons are found for their existence, and remedial steps are taken to correct the underlying causes of the two stated problems, the secondary level of education within the church may be headed for even greater losses. If the secondary level continues to suffer, it may have a bearing on the church's collegiate enrollment.

It should also be noted that the area of greatest loss is the boarding school with 16.87 percent. It is, therefore, appropriate that the boarding school be isolated for study to help identify reasons for its high losses and lower enrollments.

It was the purpose of this study to determine if a relationship existed between the declining enrollment of the boarding academies of North America and parental attitudes concerning the boarding schools. The study analyzed parental attitudes in view of the fact that, traditionally, parents have greatly influenced the choice of type and location of school for their children.

If the attitudes of Adventist parents of secondary students are positive toward the boarding secondary school, there will be a greater attempt on the part of parents to enroll their youth in boarding schools. Conversely, if the attitudes are negative, there will be a lesser attempt on the part of parents to enroll their students. This does not mean that attitude is the only factor, but rather that attitude is one of the major factors.

Importance and Value of Study

The Seventh-day Adventist Church places much emphasis on education, as has been previously shown. The educational system of the church which begins with the elementary level adds a secondary level, a college level, and a graduate level to complete the system. As statistics have shown, the elementary and college levels have continually grown in the past twelve years, while the secondary level has plateaued and begun to decline. (See table 1). This has raised some very important questions: Does the secondary-school enrollment

indicate a trend that might eventually include the elementary and college levels? Is the decline in enrollment in the secondary boarding schools the result of negative parental attitudes toward Adventist education or just toward the boarding school? If there are negative attitudes, can they be specifically identified and can changes be made to improve the image of the boarding schools?

Without a specific study concerning the variables involved in the decline of secondary boarding schools, it may be impossible to correctly identify and remedy problem areas. Also, the decline of enrollment has caused some school administrators to talk seriously of closing. One school, Oak Park Academy in Iowa, did close its doors in 1980. If the causes for the demise of this school cannot be clarified, other closings may soon follow.

Another important aspect considered in the study was how parents perceive the dormitory concept. If parents believe strongly in the philosophy of Christian education but do not believe in sending their high-school-age children into dormitories, then the church must restudy its secondary educational approach. This question has serious consequences, as a non-boarding-school approach would require either more day schools, some type of home-study approach, or an unknown solution.

Without a study of enrollment trends in secondary boarding schools, the problem causing the declining enrollments may not be properly identified and a downward spiral could become an established occurrence.

Hypothesis

The hypothesis to be tested in this study was that there was a relationship between the declining enrollment of the secondary boarding schools and the attitude of parents toward the secondary boarding schools.

The sub-hypotheses that were to be studied to prove the hypothesis were:

- Sub-hypothesis 1 - There is a significant difference in attitude toward the secondary boarding school of parents of students attending SDA schools and parents of students not attending SDA schools.
- Sub-hypothesis 2 - There is a significant relationship between non-attendance and secondary boarding-school expenses.
- Sub-hypothesis 3 - There is a significant relationship between secondary boarding attendance and parental church attendance.
- Sub-hypothesis 4 - There is a significant relationship between parental socio-economic levels and secondary boarding attendance.
- Sub-hypothesis 5 - There is a significant relationship between secondary boarding attendance and parental length of church membership.
- Sub-hypothesis 6 - There is a significant relationship between the secondary boarding attendance and the parental perception of the school's fulfillment of its uniqueness.
- Sub-hypothesis 7 - There is a significant difference in the parental perception of the dormitory concept between parents of attending students and parents of non-attending students.

Delimitations

This study was delimited to that period of time in which the data were gathered. It was further delimited geographically to the territory within the boundaries of the Mid-America Union with its population being SDA parents of students of high-school age.

Definitions

For the purposes of this study, the following definitions were made:

- A. Boarding Academy - a secondary school offering grades nine through twelve where the students may live in residence halls called dormitories.
- B. Senior Academy - a secondary school offering grades nine through twelve.
- C. Dormitory Concept - a view of secondary education in an SDA school, requiring the student to reside away from home and particularly in a school resident hall.

Summary

The Seventh-day Adventist Church traditionally has placed emphasis upon the education of its youth. Because of this emphasis, its school system has grown and become one of the largest Protestant educational systems in the world. In the last seven years, the elementary, college, and university levels have continued enrollment growth while the number of students in the boarding academies has declined.

Not only has the enrollment of the boarding schools declined, but in the boarding academies it has dropped from 45 percent to 35 percent. Moreover, of those students who do enroll in the boarding school, 17 percent eventually leave the school. In comparison to the

16.8 percent student loss in the North American Division, the Mid-America Union loss was 16.81 percent, which parallels the national picture. The purpose of this study was to determine if there was a relationship between the declining boarding enrollment and parental attitudes toward the boarding school. The study was delimited to the Mid-America Union and SDA parents of high-school-age youth within its territory.

CHAPTER II

LITERATURE REVIEW

Christian education can trace its beginning in North America to the very first settlements. In fact, education in the newly settled land was Christian education. In 1638 the Lutheran churches of America already had a system of parochial education (Damm, 1963). However, as the country grew, the philosophy developed that every individual had the right of education, so the state and local governments began to establish the public-school system. Christian education experienced many highs and lows in enrollment but the total number of church-sponsored schools continued to increase. The Seventh-day Adventist Church opened its first official school in 1872 at Battle Creek and began its system of education in 1887.

Though Christian education has continued to grow, it has been slow in monitoring its growth and studying reasons for growth or decline. In the 1930s L. B. Koos did a comparative study of private secondary education and public education and found that although the students in the church-related schools had more ability, they were inferior in attainment (Koos, 1931). Robert Hill in 1957 did a similar study and found that when scholastic aptitude was controlled, the college freshmen from public schools were superior to parochial-school students.

It was not until the early 1960s that Christian education

began to realize that to survive, it must base its operating decisions upon factual data. As the nation's economy changed, attitudes concerning moral values and attitudes towards church authority changed, the enrollments of many parochial systems began to fluctuate.

It was the intent of this review to ascertain the major studies and trends that have taken place in Christian education in North America in the last twenty years.

The literature review for the study has been concentrated upon the time from the 1960s to present and has been organized in the following manner:

- A. Christian education - Reasons for growth and reasons parents send their children to church-related schools.
- B. Seventh-day Adventist education - (1) Areas of recent studies, (2) Parental attitudes, (3) Boarding-academy studies.
- C. Catholic education - (1) The reasons for Catholic education, (2) A look at declining enrollments, (3) Parental attitude, (4) The Greely studies.
- D. Other parochial school systems - (1) Lutheran, (2) Baptist.

Christian Education

In 1972 David Kass did a study on the attitudes of parents in the Grand Rapids, Michigan, area. The purpose of the study was to ascertain what demands parents were placing upon the parochial schools in the Grand Rapids Christian School Association. Kass found 99 percent of the 2204 surveyed families were positive in their demand for a uniqueness in Christian education. He also stated that the most important reason for the surveyed parents sending their children to a parochial school was the subjects were taught from a Christian

viewpoint. The parents also expressed a strong willingness to support and share the educational expense (Kass, 1972).

Margaret Gratiat examined reasons why parents chose non-public church-related schools in the San Francisco area and found that there were two basic reasons: (1) Parents wanted their children to have religious training, and (2) They were dissatisfied with public education (Gratiat, 1978).

In 1980 George Ballweg did a study on the growth of students and schools in parochial education since 1966. He found there were no significant socio-economic, cultural factors, nor any philosophical or theological reasons for attendance. According to Ballweg, the basic reason stated was that parents wanted to exercise their right to educate their children in their family's value system. He concluded his study with this remark: "Parents are showing growing resentment toward those who attempt to teach values contrary to that of the family" (Ballweg, 1980).

Seventh-day Adventist Education Areas of Recent Studies

Some of the recent studies done on Seventh-day Adventist senior academies include Roger Bothwell's. He compared senior boarding students to non-boarding students in the area of moral development. He used the Defining Issues Test, by James Rest of the University of Minnesota, and found no significant differences existed between Seventh-day Adventist academy seniors and public-high-school seniors. When Bothwell selected various groups and paired them, such as Adventist, Catholic, and Mormon, he again found no significant difference in moral development (Bothwell, 1980).

Joseph Noble did a study in 1971 on senior academy students in the Northwest to determine what academy seniors believed concerning Seventh-day Adventist doctrines, and how their beliefs affected their attitudes toward the church educational system. The results showed that though the students knew the doctrines quite well, they practiced less than they believed. However, they wanted their own children to attend Adventist schools (Noble, 1971).

Rueben Hilde's study on curriculum in 1970 preceded Noble's study and stated that though students, teachers, ministers, and medical personnel agreed there may be deficiencies, all believed that Adventist youth should be educated in Adventist schools (Hilde, 1970).

Elizabeth Wilkens did a comparative study of critical thinking skills of Seventh-day Adventist college freshmen who attended Adventist secondary boarding schools, Adventist day schools, and those who attended public high school. She found no significant difference among any of the three groups (Wilkens, 1979).

Dr. Larry Lewis did a study in 1974 to determine the religious effects of the Adventist school system and found Seventh-day Adventist adults who did attend Adventist schools did not necessarily differ from Adventist adults who did not attend Adventist schools. However, the study did show that the likelihood of Adventist males dropping away from the Adventist church increased with non-Adventist education. He further found that Adventist youth were more likely to marry Adventist youth if they attended Adventist schools.

Parental Attitudes Studies

In 1969 a study was conducted by Howard Metcalfe in the

Columbia Union Conference which includes the states of Delaware, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, West Virginia, and the District of Columbia. The purpose of the study was to determine the attitudes of parents towards Adventist elementary and secondary education. Metcalfe applied the Mann-Whitney U Test and used grade level, parental age, sex, religion, occupation, and parental level of education as factors. He found that: (1) Mothers were more favorable towards Adventist education than fathers, (2) Vocationally unskilled parents were more favorable than professional parents, (3) Parents with higher levels of education were less favorable than those with less education, (4) Adventist parents were equally favorable when compared to non-Adventist parents, and (5) The age of the parents was not significant (Metcalfe, 1969).

To determine how long the Seventh-day Adventist membership would be willing to maintain its system of education was the purpose of Vernon Jewett's study in Lincoln, Nebraska, in 1968. He found that parents were more favorable than non-parents, and females more favorable than males for support of Adventist schools. He also stated that most members were willing to sacrifice in order to support the educational system. However, the longer one was a member of the church, the more favorable the member became.

In the Lake Union, which includes Michigan, Illinois, Indiana, and Wisconsin, James Stephen did research to examine select factors which might influence enrollment and finances in elementary and secondary schools. From his study he projected that there would be no growth for the Lake Union if present trends continued. But in the ethnic, black schools, there would continue to be an increase. The

most frequent reason given for non-attendance was the remoteness and distance to get to an Adventist school. Concerning the academic program, only 3.5 percent of those responding felt it was not satisfactory (Stephen, 1979).

Adventist Boarding Schools

The major study found in this review on Adventist boarding schools was done by Virgil Bartlett in 1971 and is described in his doctoral dissertation entitled "A Study to Determine the Effect of Dormitory Experience on Students in Seventh-day Secondary Schools." His population encompassed the secondary schools of the Lake Union which included six boarding and two non-boarding schools. The students selected either resided for all four years of academy at home or in a dormitory. Among Bartlett's twelve hypotheses was number twelve, which stated: "There will be no significant differences in the membership of the parents in the Seventh-day Adventist church between the students, according to sex, who have been graduated from an academy having lived in a dormitory and those who have graduated from an academy having lived at home" (Bartlett, 1971, p. 98). The results were as follows:

	<u>Both Parents SDA</u>	<u>Only Mother</u>	<u>Only Father</u>
Male - dorm	23 (N)	14 (N)	2 (N)
Male - non-dorm	24	3	0
Female - dorm	42	18	0
Female - non-dorm	24	2	0

"A significant difference at the .05 level was found to exist between the membership of the parents of the male dormitory in the

SDA church when compared to the membership of the parents of non-dormitory males" (Bartlett, 1971, p. 99).

The most revealing aspect of Bartlett's study was that when the following variables were considered, there was no significant difference found: (1) Leadership in college academic achievement, (2) Leadership in college-sponsored activities, (3) Leadership in church as well as non-church organizations following graduation from college, (4) Continued membership in church, following college graduation (Bartlett, 1971, p. 103).

Hampton Walker's study stated that the Adventist senior expressed higher traditional values than the public-high-school senior. The Adventist boarding-school seniors expressed higher traditional values than the Adventist day-school seniors (Walker, 1969). And further evidence of the boarding school's effect can be seen in Ingram DuPreez' research. He studied the moral and religious problems and attitudes of students in academies across North America and found that the boarding-school students have fewer problems than the day-academy students. He also stated that freshmen have more problems, while seniors have the fewest (DuPreez, 1977).

Catholic Education

Of the various parochial educational systems, the Catholics have done the most research. They have established NORC, National Opinion Research Center, in an effort to keep abreast with not only Catholic education but all facets of church life.

Reasons for Catholic Education

In 1958 Joseph Fichter did a sociological study on Catholic education and published it in Parochial School--a Sociological Study.

He stated that:

Parents sending their children to St. Luke's School do so because they want them to have Catholic training. Catholic parents who send their children to public schools do so mainly because it is closer to the home. The former have a religious and educational reason, the latter a reason of comfort and convenience. (Fichter, 1958, p. 316)

Fichter also stated that if a student attended Catholic elementary school, parents were more definite in sending their children on to Catholic high school.

Warren Caine in his study on attitudes and perceptions of parents and teachers in New Orleans, Denver, and Washington, D. C., found that there was a significant difference between New Orleans and the other two cities in how they positively perceived the uniqueness of Catholic education (Caine, 1979).

Declining Enrollment

According to the Official Catholic Directory as quoted in "Catholic School in a Declining Church" in 1945, there were 10,912 Catholic schools with 2,590,660 students. In 1965 there were 14,296 schools and 3,505,186 students, but by 1975 there were 24 percent fewer schools and only 2,959,788 students. "If one speaks of a decline in Catholic school attendance, one must be careful to specify that most of this decline has taken place at the elementary school level. At the secondary level enrollment also fell but has begun to inch back up toward the 1965 high" (Greely, 1976, p. 9-10).

According to Brother Kyrin Powers in his 1974 study, the

biggest factor in the declining enrollment was rising tuition cost and the inability of the schools to meet vocational and job-training needs. It must be observed, however, that Powers' study was done in Brooklyn where inter-city problems may have influenced the outcome of the study. Parents also stated that the teaching of religion or prayers had little affect upon attendance (Powers, 1974).

For the Midwest two studies are cited. Catholic education in Des Moines, Iowa, was studied and the findings revealed that the declining enrollment was linked to the parental perception of the Catholic schools being academically inferior to the public schools. The parents also were seriously concerned with the effectiveness of the program and quality of the staff. The study made the statement that it was quality and not cost that caused the decline. One interesting factor which appeared in the study stated that if any schools were to close, it should be the secondary and not the elementary (Schiffgens, 1969).

The second Midwest study cited was done in Bismarck, North Dakota. The majority of those polled positively agreed on the uniqueness and character of Catholic education. The respondents also stated tuition cost should be in line with pupil cost. They also agreed, as did the Des Moines survey, that if any schools were to be dropped, it should be the secondary schools. The study also showed that older Catholic members were stronger supporters of Catholic education when compared to younger members (Leary, 1975).

Reasons why Catholic parents transferred their children out of Catholic school have also been studied. Brosnan concluded that tuition costs and a lack of variety of courses were the major reasons

for transfers. However, most parents agreed that the Catholic schools were superior instructionally (Brosnan, 1971).

Rev. John Bakel found that in the St. Louis area parents who transferred students were less educated, of a lower income bracket, and participated less in church. He also stated that parents of transferees were confused upon the goals of Catholic education and that suburban whites did not believe Catholic schools were unique (Bakel, 1974).

The Greely Studies

In 1963 Andrew Greely and Rossi did a study for NORC and found that Catholic education was effective among German and Irish Catholics but ineffective among Polish and Italian Catholics. The study further affirmed that the church membership had a high investment financially and emotionally. The 1963 study dwelt primarily with "value-oriented education as opposed to an alternative educational enterprise operating under what might be termed 'ordinary' circumstances" (Greely, 1976, p. 11). But since 1963 great changes have shaken the Catholic church and many have begun a strong quest to eliminate the school system. So Greely did another study in 1974 whose conclusions may be summarized as follows (Greely, 1976):

1. Decline in attendance was due to high tuition cost in the cities, and decline in the suburbs was due to a lack of schools.
2. Catholic parents chose Catholic schools primarily because they had better educational facilities and secondarily for religious training.
3. In 1963, 44 percent of Catholic children attended Catholic schools. In 1974, only 29 percent of children were enrolled.

4. Older parents were more likely to send children than younger parents.
5. "There is a linear relationship between education and the use of Catholic schools, that is; as respondent's education goes up, the likelihood that they will use the Catholic schools for their children also increases." (p. 221-235)

Other Denominational Systems

Lutheran

John Damm in a study on the growth and decline of Lutheran parochial schools reported that there was a rise in enrollment from 1638-1830. Then a total collapse came. It was attributed to immigrant and language problems, and the rise of the common school. The recent decline of the Lutheran Missouri Synod schools he attributed to the following:

The development of the Missouri Synod Parochial School System shows a direct correlation between a synod's insistence of the cultivation of its distinct identity and the conservation of its confessional position and the expression of belief in and support of a parochial school system. (Damm, 1963, p.38)

The history of the early movement demonstrated that when the insistence upon purity of teaching and doctrine was not strong in a synodical organization, then parochial schools were not considered necessary (Damm, 1963). Johnstone research stated that Lutheran schools were not very effective (Johnstone, 1966). Brehhe study concluded that the student's beliefs were different from Lutheran public-school students, but that behavior and attitudes were the same (Brehhe, 1974).

Baptist

In recent years the Baptist schools have had increased growth

in enrollment and schools. Timothy Ewearitt did a study to determine why parents sent their children to Baptist schools. Ninety-four percent agreed they sent their children because of the teaching of the Bible and moral values. Eighty-one percent stated they were concerned about the lack of discipline in public schools, and 54.6 percent stated they felt academic standards were inferior in the public school. In Ewearitt's study, 47.7 percent of the families were middle or upper class with incomes \$20,000 or above (Ewearitt, 1979).

Conclusions

Several observations have been made from the review of literature that could have a bearing on this study.

- A. Several studies (Bakel, 1974; Caine, 1979; Damm, 1963; Kass, 1972) indicate that a parochial school must convince its constituents of its uniqueness. It must prove it has a role to play that other school systems can not.
- B. When parents are convinced that the schools are meeting their objectives, costs are not a negative factor for enrollment.
- C. There may be a correlation between the Catholic parents' attitude that their first priority is a good education and the teaching of religion is secondary in importance, and the decline of Catholic education.
- D. There does not seem to be evidence that Seventh-day Adventist boarding schools are inferior to SDA day schools. Evidence suggests that students of boarding schools are equal or superior when compared to students of day academies.
- E. Costs do not appear to be a determining negative factor for SDA or other parochial schools.
- F. A correlation seemed suggested between the SDA boarding academies declining enrollment and parental perception of a loss of uniqueness. As a result of this literature review, this observation has been converted into a moderator* variable -- Sub-hypothesis - 7.

* Moderator variables are discussed on page 25.

CHAPTER III

METHODOLOGY

In chapter I evidence was presented to substantiate the fact that the Seventh-day Adventist boarding academies have plateaued and have begun to decline in enrollment, while the elementary, college, and university enrollments are increasing. It was hypothesized that there was a relationship between the declining enrollment and the parents' attitude toward the boarding academy. In this chapter the hypothesis is structured and the variables identified so that proper statistical analysis can be made. A description of the population is given and a detailed delineation of the procedure and type of statistical analysis to be made is proposed.

Hypothesis

It was the purpose of this study to determine if a relationship existed between Seventh-day Adventist boarding school attendance and parental attitudes toward the boarding academy. It was hypothesized that there was no significant relationship between the decline of enrollment of the secondary boarding schools and the attitudes of parents toward the secondary schools.

The sub-hypotheses studied were:

- Sub-hypothesis 1 -- There is no significant difference in attitude toward the secondary boarding school between parents of students attending SDA high schools and parents of students not attending SDA high schools.
- Sub-hypothesis 2 -- There is no significant relationship between non-attendance and the cost of secondary boarding school.
- Sub-hypothesis 3 -- There is no significant relationship between secondary boarding non-attendance and parental church non-attendance.
- Sub-hypothesis 4 -- There is no significant relationship between parental socio-economic levels and secondary boarding non-attendance.
- Sub-hypothesis 5 -- There is no significant relationship between secondary boarding attendance and parental length of church membership.
- Sub-hypothesis 6 -- There is no significant relationship between the secondary boarding attendance and the parental perception of the school's fulfillment of its uniqueness or mission.
- Sub-hypothesis 7 -- There is no significant difference between parents of non-attending student and attending student concerning the dormitory concept.

Variables Identified

In this ex post facto study the attitude of the parents towards the boarding school has been the independent variable, and the attendance or non-attendance at the boarding school has been the dependent variable. It was assumed that as the attitude of the parents increases or decreases favorably toward the boarding school, that the attendance would rise or decline. The dependent variable represented the consequence of a change within the parents being studied.

The moderator variables chosen were the academy costs, parental

church non-attendance, length of church membership, and the school's perceived fulfillment of uniqueness. The control variables chosen were parental age, parental socio-economic levels, parental sex, and area of residence of the parent.

It was assumed that the parental attitudes toward the academy were influenced by the various moderator variables, or as the moderator variables change, they were assumed to have an influence upon the chosen independent variable which may modify the relationship with the dependent variable.

Description of Population

This study was delimited to the geographic area of Colorado, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. It is referred to as the Mid-America Union of Seventh-day Adventists. The constituents of the Seventh-day Adventist churches within the Mid-America Union constitute the population at large and the constituents who had children of high school age during the 1981-82 school year have been the defined population.

Background of Population

The Mid-America Union operates six (6) boarding academies and two (2) day academies. They are:

<u>Boarding School</u>	<u>Location</u>	<u>1980-81 Opening Enrollment</u>
Campion	Loveland, Colorado	256
Enterprise	Enterprise, Kansas	115
Dakota Adventist	Bismarck, North Dakota	89
Maplewood	Hutchinson, Minnesota	237
Platte Valley	Shelton, Nebraska	197
Sunnydale	Centralia, Missouri	195

<u>Day Academies</u>	<u>Location</u>	<u>1980-81 Opening Enrollment</u>
College View	Lincoln, Nebraska	89
Mile High	Denver, Colorado	147
Total Enrollment		<u>1325</u>

The Mid-America Union is a newly formed union. In June 1980 the former Central Union (Kansas, Missouri, Nebraska, Colorado, and Wyoming) merged with the former Northern Union (Iowa, Minnesota, North Dakota, and South Dakota) to form the new Mid-America Union. For the purpose of this study the Central States Conference has been eliminated because of a lack of parental information.

In chapter I statistics showed the decline of the secondary-school enrollment in North America. In appendix A-4, figures are given to show the decline of the Mid-America academy enrollment. Appendix A-2 shows the Mid-America church membership and the percentage of membership enrolled in the secondary schools of the Union. Appendix A-3 gives the mean birth rates for the states within the Mid-America Union for the time frame affected for this study. For example, the birth rate for 1953 would have an effect upon the 1967 enrollment as it was assumed that the normal age for a ninth grader is fourteen. The figures show births per 1000 population. Appendix A-2 compares the Union's membership year by year to show the percentage of growth or decline.

It is apparent from appendix A that the church membership in the Mid-America Union has continued to increase. The secondary schools show a declining trend as did the percentage of church membership in secondary education. However, it should be pointed out that the birth rate for the states comprising the Mid-America Union

has steadily declined until 1967. Further study needs to be made to determine whether the declining birth rate is a significant variable in the declining enrollment. It was assumed for the purposes of this study that the declining birth rate was not significant. The rationale for this assumption was (1) No studies have yet been done to determine the North American Seventh-day Adventist Church birth rate (The birth rate within the church may or may not coincide with the general population), and (2) The percentage of growth in the Union should help to offset any loss from birth-rate declines.

Sampling

The population for this study was defined as the parents of high-school-age youth who are members of SDA churches in the Mid-America Union. Within the last two years the Mid-America Union Education Department has conducted a youth census of all children of ages one to twenty-one belonging to church members. The census was taken on a uniform card (appendix E) and contained parental information needed for this study. The census cards are currently stored in the Mid-America Union Office of Education and the information has been transferred into the Union College computer. Each year the computer updates the census names by grade and a printout for each conference within the Union is sent out to be updated by the local church. The updating requires that youth who have moved, ceased church membership, or died be taken off the list, and any new youth who have reached the age of one or moved into the area be added.

To obtain a random sample, the computer printouts were arranged alphabetically by conference. Each family having

high-school-age children was given a number. Using sampling procedure, 350 computer-generated, random numbers were used to select 350 families to serve as the defined population.

To further insure accuracy a letter was sent to the 350 selected families from E. S. Reile, president of the Mid-America Union, notifying them of their selection for an upcoming education survey and asking for their cooperation. (See appendix C-1.) Address correction requests were placed upon the envelopes and corrections made when returned by the postal service. When a family's address could not be located, it was assumed that they no longer resided within the union and the next family name on the computer list was selected for the survey.

Data Collection

In order to collect the data for determining the attitudes of the sample, a questionnaire using a Likert-type scale was prepared (appendix D). In preparing the questionnaire the various variables were listed and a series of questions designed by the author to determine the attitudes of the respondents. After the questionnaire was formulated, it was pilot-tested upon a group of parents of high-school-age students living in the Minneapolis-St. Paul area. Parents of high-school-age children attending the Northbrook and Minnetonka churches were asked during Sabbath School to meet together. The purpose of the study was explained and they were asked to answer the prepared survey instrument. After completing the survey, they were asked to write comments after any question they did not understand or questions they felt to be not suitable. Sixty families completed the pilot survey.

After analyzing and comparing the pilot survey, changes in format and wording were made to make the instrument more useful. The revised instrument was then sent to various faculty members of Andrews University for evaluation.

Mailing Procedure

Because this study was authorized by the Mid-America Board of Education, the survey was mailed with a cover letter from Randall Fox, Director of Education of the Mid-America Union. (See appendix C-3.) The letter stated the importance of the study, gave assurance of confidentiality, offered the opportunity to receive survey results, and included instructions for completing and returning the survey. To assure confidentiality, a special post office number in Minneapolis was used, called Mid-America Parent Survey.

To insure a reply each letter was stamped with a special colorful issue stamp and a self-addressed stamped envelope was provided. The letters were also mailed so they would arrive in the home during a weekend. It was assumed weekend mail for SDA members would receive quicker attention.

To help identify from which state a completed survey came and the non-respondents, a code number was placed upon the bottom of the last page of the instrument.

Three weeks after the first mailing, a card was sent to those families who had not returned their surveys. (See appendix C-4.)

Again, three weeks were allowed for responses. A cover letter and new surveys were then sent to those not responding. These surveys were given an additional code number to determine if their responses

would be different from the first mailing. No significant difference was found.

After the second mailing, another three weeks was given before the last letter was sent asking for the return of the completed surveys. The format of the final request was a humorous, light appeal so that the non-respondent would not be antagonized. (See appendix C-6.)

Analysis

The returned surveys were sent to Andrews University for analysis on the computer. The analysis done was a basic tabulation and a chi-square analysis using the University of California BMDP-79 program with a significance level of .10.

The survey instrument was divided into five sections. In each section opportunity was provided for open comments and 53.8 percent of those responding took the time to give their comments. Because these written comments can provide valuable information, an attempt was made to put the comments into a format that could be tabulated.

A screening panel of three persons were selected on the basis of their professional experience and general conversance with matters educational to read through the commented surveys: Ann Kautz of Brookdale, Minnesota; Beverly Dickinson of Cambridge, Minnesota; and Wayne Krause of Fridley, Minnesota. This panel read the comments and separated them into fourteen categories. These categories were then represented by fourteen questions with a Likert-response scale that could be used as a grid to categorize each written comment. Each survey was re-read and comments given an appropriate rating based

upon the fourteen categories and scale. The following shows the fourteen category questions and several examples of the written comments as they were categorized:

1. Home environment is more advantageous than Christian boarding school.

Examples: "Students this age need constant supervision and are not capable of coping with a dormitory situation. They are easily led in the wrong direction."

"I also feel we can give our children the moral and religious training they need at home. I do not believe in sending my children away and letting someone else raise them."

2. Total influence of faculty is positive.

Examples: "SDA schools often have unqualified teachers. Academies seem to get a lot of teachers that are waiting for a higher position."

"Our schools may not be perfect and our teachers could at times be better influences, but being 'on duty' 7 days a week, 24 hours a day, they try to give their best."

3. Peer relationships are positive.

Examples: "From the comments of my children and others, the Christian association is not there. You are ridiculed if you stand for the church, worse in academy than in public school."

"I have very strong beliefs that the children in our schools are sick of religion. They do not act very Christian nor do they show their religious faith or belief! If anything, they are non-religious and drive others away from their beliefs."

4. Academic quality of academy is positive.

Examples: "Altho I am not a SDA now (I was), I believe the Christian education a child receives in a SDA (school) is unexcelled."

"I seriously doubt the practicality of some classes. After 4 years, I don't think my son could compose a business letter."

5. Supervision in academy is adequate.

Examples: "Unless I knew they'd give my daughter as good a training and supervision as at home . . ."

"I feel we should have more supervision in our dorms."

6. School provides an adequate and satisfactory work program.

Examples: "I feel for the students that really want to work there is good work opportunities."

"It is my opinion that boarding schools should be more self-supporting, making it possible for students to more nearly work their way through."

7. The expense of Christian education makes it prohibitive.

Examples: "I do not feel a family should have to make financial sacrifice to send their children to academy, especially when there is so much money being wasted by others in our denomination."

"The tuition is outrageous and feel everyone should be admitted."

8. Our schools are presently following the "blueprint" and upholding church standards.

Examples: "Our schools have beautiful opportunities, but the dedication, the determination to follow the blueprint is sometimes lacking."

It appears that the general worldly moral decay is creeping into our churches and schools -- and homes."

9. Our child had a positive experience while in attendance at a boarding school.

Examples: "Child did not want to attend only after unhappy experience at SDA school."

"My daughter attended 3 different academies. The spiritual atmosphere in 2 of them wasn't as good as I would like to see."

10. Facilities, non-academic program, and food are adequate.

Examples: "Only two reasons weren't mentioned (for not attending) I can think of. One is food . . ."

"The food is far from following principles outlined by Ellen White."

11. Our schools have a healthy spiritual environment.

Examples: "We feel that there is not enough emphasis put on religion and religious activities."

"Keep in mind Christ's method of behavior modification--love. Do not drive our young people from Christ."

12. Recognizing that problems exist, we still support SDA boarding education.

Examples: "I'm sure others have seen merit in all the above (questions 37-44) and undoubtedly they (they above) state the ideal goals. From what we have gleaned, such isn't the case, and we have felt constrained to do otherwise."

"In my opinion, my sons should all be in SDA schools."

13. I am in agreement with the survey and its questions.

Examples: "I feel that this survey is inadequate. I trust that your conclusions will be much more in depth than these questions."

"This questionnaire is loaded with biased assumptions."

14. The boarding schools meet the special physical and academic needs of my child.

Example: "My 14-year-old son is physically handicapped, so he can not go to SDA grade or high schools."

In computing the chi square analysis, two different methods were used. First, the parents of those attending SDA high schools were compared against those not in SDA high schools. This was done using question 9. Second, the parents of boarding-school youth were compared to all others. When the two analyses were compared, the first method showed the greatest discrimination. The second method revealed that those parents sending their children to SDA non-boarding schools had the same attitudes as the parents of boarding students.

The discriminating difference was attendance in a SDA high school versus non-attendance.

Assumptions

For the purpose of this study, the following assumptions were made:

A. Parents have the greatest influence concerning the type and location of schooling. Therefore, parental attitude is important.

B. As parental attitudes become more positive toward the boarding academy, the enrollment increases, and as parental attitude becomes negative, enrollment declines.

C. That variables such as cost, church attendance, length of church membership, and school's adherence to mission are an influence upon parental attitudes.

D. The normal age for a ninth-grader is fourteen years of age.

E. That the declining national birth rate is not a significant factor in secondary boarding enrollment because the membership growth of the SDA church should offset it.

F. If the address of a selected family could not be located, it was assumed they had moved from union territory and a new name was selected.

G. Surveys were sent to arrive on weekends so a high return rate could be obtained.

H. It was assumed that those who did not respond did not constitute a third category of parents.

CHAPTER IV

RESEARCH FINDINGS

It was the purpose of this study to determine if a relationship existed between Seventh-day Adventist boarding-school attendance and parental attitudes toward the boarding academy. Seven sub-hypotheses were stated and a survey instrument designed to provide data concerning the topic of the study. Each hypothesis was stated and a listing of the survey questions used to test that particular hypothesis was given. Tables showing the statistical analysis has been shown followed by comments concerning important observations. The format to be followed is: (1) A description of the defined population as given by the survey, (2) A review of the hypotheses, (3) The analysis of the data in reference to the stated hypotheses, (4) The analysis of written comments and other variables, (5) The relationship of the independent variable to the dependent variable, (6) Summary.

Description of Population

The defined population has been described as Seventh-day Adventist church members of the Mid-America Union who were parents of high-school-age youth who were students. Tables 4 - 6 show the membership of the Mid-America Union by conference and a comparison of those selected to participate.

TABLE 4
SURVEY POPULATION

	(N)
Mid-America Union 1981 membership	53,769
Total SDA families with high school-age students in Mid-America Union	2,618
Total surveys selected for participation	339

TABLE 5
SURVEY COMPARISON BY CONFERENCE

	Rocky Mt. (N)	Iowa/Mo. (N)	Kans./Neb. (N)	Dakota (N)	Minn. (N)	Total (N)
Church membership	14,626	11,693	10,758	5,241	5,459	47,777 ¹
Parents with high school students	931	604	593	216	374	2,618
Parents surveys	102	79	78	36	42	337
Returned surveys	63	53	56	24	34	230 ²

¹ Central States (membership, 5,992) not included

² Two surveys returned without conference code

TABLE 6
 SURVEY COMPARISON BY CONFERENCES (PERCENTAGE)

	Rocky Mt. %	Iowa/Mo. %	Kans./Neb. %	Dakota %	Minn. %	
* Membership in Union	27	21.7	20	9.7	10.1	
Parents with high-school students	31.6	23	22.6	8.2	14.2	
Selected parents	30	23.3	23	10.6	12.2	
Surveys returned	61.76	67.09	71.8	66.67	80.95	
Surveys unreturned	39 (N)	26 (N)	22 (N)	12 (N)	8 (N)	97 (N) Total

* Union membership minus Central States Conference.

The data of tables 5 and 6 show that the random selection of parents of high-school students was successful. The best percentage of representation was Iowa/Missouri with 23 percent of the total potential parents, and random selecting chose 23.3 percent. The Dakota Conference had the greatest error with 8.2 percent of potential parents, and the random selection was 10.6 percent. Further investigation revealed that the Mid-America census list, the basis of obtaining parents' names, had recently been updated, but the Dakota and Minnesota lists had been just initially completed or were still being completed.

After the names had been randomly selected, a further check revealed that twenty-four names either had wrong addresses or the parents were not SDA church members. This left a refined survey population of 315, of which 232 were returned. The return rate was 73.66 percent. It should also be noted that after the surveys were

returned, twenty-two of the parents indicated they were not presently parents of high-school-age youth. An investigation revealed that twelve of the twenty-two had college-age youth and ten of the parents only had elementary-age youth. The error was the result of faulty information obtained from those completing the Mid-America census. The twenty-two surveys were eliminated from the study because they did not fit the defined population. This left a population of useable returned surveys of 210, or a 67 percent useable return rate.

Background of Respondents

In Question one of the survey, the objective was to see who would answer the survey, the mother, father, or both, and if a significant difference would be found in the attitude of the respondents. Table 7 shows the respondents by percentages.

TABLE 7
RESPONDENTS BY PERCENTAGE

	%
Fathers only	19
Mothers only	39.5
Both father and mother	38.1
Guardian or step-parent	1.4

The number of students per home is given in table 8, and the average number of students per home is found in table 9.

TABLE 8
STUDENTS PER HOME

Number of Students Per Home	Elementary	High School	College
No student	62 %	0 %	60.5%
One student	18.6%	62.4%	29.5%
Two students	14.3%	26.6%	5.7%
Three or more students	2.9%	6.2%	1.4%

TABLE 9
AVERAGE STUDENTS PER HOME

Students	Mean	Median
Elementary	.53	0
High School	1.14	1
College	.19	0

No further investigation was attempted to discover a significant difference concerning attendance and number of students in the home.

Length of church membership

A study concerning the length of church membership showed that the mean was slightly above 16-20 years for the husbands, while the median was 21-25. The length of church membership for the wives was 16-20 years, and the median was 26-50. Further analysis on the length of church membership is discussed in this chapter under sub-hypothesis six - "Relationship between secondary boarding attendance and parental length of church membership." Table 10 shows the percentage in regard to length of church membership. It should be noted that 12.4 percent of the husbands and 6.2 percent of the wives did not answer this question.

TABLE 10
RESPONDENTS' LENGTH OF CHURCH MEMBERSHIP

Church Membership	Husband %	Wife %
0 - 5 years	7.1	5.7
6 - 10 years	7.1	5.2
11 - 15 years	5.7	10.5
16 - 20 years	7.6	7.1
21 - 25 years	11.0	14.3
26 - 50 years	39.5	50
Not a member	9.5	1

Family income level

In regard to family income, the mean was .77 above the \$13,000 - 19,000 figure, and the median was \$13,000 to 19,000. Further analysis was done to see if a significant difference existed between parents of students attending SDA schools and parents of students not attending SDA schools. The results are shown in this chapter under sub-hypothesis five - "Parental social/economic levels and secondary boarding attendance." It should be noted that the question asked for total family income and did not attempt to qualify a net or gross, nor federal income tax statement figures. The question asked was "Total family income." The percentage for income levels is listed in table 11.

TABLE 11
INCOME LEVELS OF RESPONDENTS

Income	Percentage of respondents
0 - 12,000	22.4
13,000 - 19,000	16.2
20,000 - 27,000	19
28,000 - 35,000	11.4
36,000 - 42,000	5.7
43,000 - 50,000	2.4
50,000 - and up	8.1

Age of Parents

The age of the parents was another factor considered and was also a control variable. The data showed the mean age for the husband

to be in the 38-45 range with the median being 46-53. For the wife, it was 38-45 and the median being the same range, 38-45. The percentages are shown in table 12.

TABLE 12
AGE OF RESPONDENTS

Age	Husband	Wife
30 - 37 years	3.8	11.4
38 - 45 years	36.7	48.6
46 - 53 years	35.7	30
54 - years and older	13.8	7.1
Did not respond	1	1.4
Stated that it did not apply	9	1.4

Further analysis revealed that parents' age was not a significant factor in attendance. The Pearson chi-square value for the husbands was 3.301 and a probability of .5087, while the wives' was chi-square value of 5.935 and probability of .2041. It was interesting to note that although age was not a significant factor, in some conferences age did show a different picture. For example, in Iowa-Missouri 50 percent of those fathers sending their students to the academy were in the 38-45 age bracket, while only 32 percent of fathers who did not send their students were of that age bracket. In

the Dakota Conference 46 percent of those sending their children were in the 46-53 age bracket, and 44 percent of those not sending their children were 54 years old and older. This indicated that in the Dakota Conference the parents tended to be older, and the older the father, the more likely he would not send the children to the academy. The 44 percent figure for North Dakota compared with a survey percentage of 17 percent for the same age group.

Table 13 shows the age comparison while table 14 shows the Dakota conference.

TABLE 13
AGE COMPARISON

Age	Those Sending Students to SDA High School	Those Not Sending Students to SDA H.S.
30 - 37 years	5.17	1.15
38 - 45 years	37.07	35.63
46 - 53 years	36.21	36.76
54 - years and older	12.07	17.24

TABLE 14
 DAKOTA CONFERENCE AGE COMPARISON (FATHER)

Age	Parents of Attending Students %	Parents of Non-Attending Students %
30 - 37 years	7.69	0
38 - 45 years	15.38	22.22
46 - 53 years	46.15	33.33
54 - years and older	15.38	44.44

In regard to the wife's age, the mean was the 38-45 age group and the median was the 38-45 group. Table 15 gives the percentages, and table 16 compares all the respondents with the Nebraska and Dakota conferences.

TABLE 15
 WIFE'S AGE (ALL RESPONDENTS)

Age	%
30 - 37 years	11.4
38 - 45 years	48.6
46 - 53 years	30
54 - years and older	7.1
Does not apply	1.4

TABLE 16
WIFE'S AGE

	Age	Have Attending Students	Have No Attending Students
Entire Survey Results	30 - 37 years	10.43	10.34
	38 - 45 years	52.17	47.13
	46 - 53 years	30.43	31.03
	54 - years and older	4.35	11.49
Nebraska	30 - 37 years	6.25	18.75
	38 - 45 years	62.50	50.00
	46 - 53 years	25.00	25.00
	54 - years and older	3.13	6.25
Dakota	30 - 37 years	15.38	0
	38 - 45 years	30.77	37.50
	46 - 53 years	53.85	37.50
	54 - years and older	0	25.00

Just as with the father's age, the Dakota conference had a higher percentage of older wives, and the older the wife, the less likely the child will attend the boarding school.

Church Attendance

Another variable that was investigated was the influence of church attendance by the parents upon academy attendance. Table 17 gives the percentage figures while a more detailed analysis is given later in the chapter under sub-hypothesis three - "Non-attendance and church non-attendance."

TABLE 17
CHURCH ATTENDANCE

	Husband %	Wife %
Weekly	65.7	33.3
Monthly	4.3	4.3
Seldom	8.1	6.7
Not at all	8.6	2.9
Does not apply	11.4	1.4

The data indicated that wives attend church more often and that more husbands than wives do not attend church at all, 8.6 percent to 2.9 percent.

Non-respondents

An attempt was made to determine if those who did not respond to the survey were significantly different from those who did participate in the survey. The total number of names of parents selected to participate were 339; however, 24 surveys could not be delivered, so the net sample was 315. Of the 315 surveys, 232 responded, leaving 83 who did not respond.

Using the 83 who did not respond, and the 17¹ that were not deliverable, a separate analysis was conducted, using the information furnished on the census cards. Data concerning the father's church membership, mother's church membership, and student's school attendance was used for comparison purposes. These figures are given in tables 13 - 27 and the appropriate chi-square analysis is shown.

TABLE 18
NON-RESPONDENT DATA

Conference	(N)	Percentage
Rocky Mountain	39	39
Iowa-Missouri	26	26
Kansas-Nebraska	22	22
Dakota	5	5
Minnesota	8	8
TOTALS	100 (N)	100

¹ There were 24 not deliverable, but 7 were eliminated because neither husband nor wife were SDA church members.

TABLE 19
NON-RESPONDENT CHURCH MEMBERSHIP

Church Membership	Husband		Wife	
	(N)	Percentage	(N)	Percentage
SDA member	60	60	93	93
Non-SDA member	40	40	7	7
No information	0	0	0	0

TABLE 20
NON-RESPONDENT MARITAL STATUS

Marital Status	(N)	Percentage
Married	79	79
Divorced/separated	16	16
No information	5	5
TOTALS	100 (N)	100

TABLE 21
NON-RESPONDENT STUDENTS' SCHOOL ATTENDANCE

School Attendance	(N)	Percentage
SDA school	30	30
Non-SDA school	44	44
No information	26	26
TOTAL	100 (N)	100

TABLE 22
SURVEYED & NON-SURVEYED HUSBANDS

Husbands	Seventh-day Adventists	Non-Seventh-day Adventists	Total
Non-surveyed	A 60	B 40	100
Surveyed	C 186	D 20	206
TOTAL	246	60	306

$$N^1 = 100$$

$$N^2 = 206$$

$$\chi^2 = 27.85$$

$$df = 1$$

$$\text{Critical value} = 2.71$$

TABLE 23
SURVEYED & NON-SURVEYED WIVES

Wives	Seventh-day Adventists	Non-Seventh-day Adventists	Total
Non-surveyed	A 93	B 7	100
Surveyed	C 217	D 2	219
TOTAL	310	9	319

$$N^1 = 100$$

$$N^2 = 219$$

$$\chi^2 = 9.277$$

$$df = 1$$

$$\text{Critical value} = 2.71$$

TABLE 24
STUDENT ATTENDANCE

Students	SDA School	Non-SDA School	Total
Non-surveyed families' student attendance	A 30	B 44	74
Surveyed families' student attendance	C 115	D 86	201
TOTAL	145	130	275

$$\chi^2 = 5.7975$$

$$df = 1$$

$$\text{Critical value} = 2.71$$

TABLE 25
 CHURCH MEMBERSHIP OF FATHERS OF NON-ATTENDING STUDENTS
 SURVEY VERSUS NON-SURVEY

Husbands	Seventh-day Adventists	Non-Seventh-day Adventists	Total
Non-surveyed	A 60	B 40	100
Surveyed	C 61	D 11	72
TOTAL	121	51	172

$\chi^2 = 12.265$
 $df = 1$
 Critical value = 2.71

TABLE 26
 CHURCH MEMBERSHIP OF MOTHERS OF NON-ATTENDING STUDENTS
 SURVEY VERSUS NON-SURVEY

Wives	Seventh-day Adventists	Non-Seventh-day Adventists	Total
Non-surveyed	A 93	B 7	100
Surveyed	C 80	D 2	82
TOTAL	173	9	182

$\chi^2 = 1.994$
 $df = 1$
 Critical value = 2.71

TABLE 27
SCHOOL ATTENDANCE BY YOUTH OF SURVEYED PARENTS

Student Attendance	(N) ¹	Percentage
SDA boarding schools	75	62
Day academies	25	21
Junior academies	5	4
SDA self-supporting	4	3
Other types of SDA schools	4	3
A combination of above	9	7
TOTAL	122 (N)	100

¹ This does not represent the number of students but the number of families who send their students. The actual number of students would vary according to the number of students per family.

The analysis indicated that there was a significant difference between the parents who responded to the survey and the parents who did not respond in the area of church membership and student attendance at an SDA school. Analysis of sub-hypothesis 3 showed that there was a significant relationship of non-church attendance to attendance at an SDA school. The figures indicated that the relationship of church attendance and SDA school attendance were similar. The higher the percentage of non-membership or non-attendance, the lower was the percentage of SDA school attendance (sub-hypothesis 3, p. 79-81).

It seemed logical to assume that if those who did not return their survey have a higher percentage of non-membership, the survey was not returned because the commitment to the church and its education system was not as strong as those who are members and attend more

frequently. Therefore, for the purpose of this study, it was assumed that the attitudes of the non-respondent parents would not alter the hypothesis testing but would rather intensify the findings. The non-respondents would reinforce the attitudes of those not sending their young people to SDA schools. It was felt that the non-respondents did not represent a third category that would alter the study if their attitudes could have been obtained.

Boarding-School Attendance

In 1980 there was 36.88 percent of the secondary-school attendance in boarding school. The present survey showed that 65.22 percent of the families who send their children to SDA schools place them in SDA boarding schools. The figures from appendix A show that there were 1511 students in SDA senior academies and 1251 of those were in boarding schools, or 83 percent. This survey showed that 36.41 percent of the total families have their children in a SDA boarding school, and 65.22 percent of those sending them to a SDA high school are in a boarding school.

As has already been stated in chapter 3, the data were analyzed from at least two standpoints. A chi square was done comparing parents of students attending SDA high school with parents of students not attending SDA high schools. A second comparison compared parents of students attending SDA boarding academies and parents of students attending other SDA schools, private, and public high schools. When the two analyses were compared, it was found that though the numbers differed, the acceptance or rejection of the hypothesis was identical. In most cases the percentages were not significantly altered. The

analysis showed the greatest difference existed between parents of students attending SDA schools and parents of students who are not attending SDA schools. For the purpose of the study, the comparison of parents will be those patronizing SDA schools versus those not patronizing SDA schools. When the boarding versus non-boarding attendance differs with basic chi-square analysis, the second chi-square analysis has been presented.

Review of Hypotheses

It was the purpose of this study to determine if a relationship existed between Seventh-day Adventist boarding-school attendance and parental attitudes toward the boarding academy. It was hypothesized that there was no significant relationship between the decline of enrollment of the secondary boarding schools and the attitudes of parents toward the secondary boarding schools.

The sub-hypotheses studied were:

- Sub-hypothesis 1 -- There is no significant difference in attitude toward the secondary boarding school between parents of students attending SDA high schools and parents of students not attending SDA high schools.
- Sub-hypothesis 2 -- There is no significant relationship between non-attendance and the cost of secondary boarding school.
- Sub-hypothesis 3 -- There is no significant relationship between secondary boarding non-attendance and parental church non-attendance.
- Sub-hypothesis 4 -- There is no significant relationship between parental socio-economic levels and secondary boarding non-attendance.
- Sub-hypothesis 5 -- There is no significant relationship between secondary boarding attendance and parental length of church membership.

Sub-hypothesis 6 -- There is no significant relationship between the secondary boarding attendance and the parental perception of the school's fulfillment of its uniqueness or mission.

Sub-hypothesis 7 -- There is no significant difference between parents of non-attending student and attending student concerning the dormitory concept.

Analysis of Stated Hypotheses

Sub-hypothesis 1

Hypothesis 1 stated that there is no significant difference in attitude toward the secondary boarding school between parents of students attending Adventist schools and parents of students not attending Adventist schools. To test this hypothesis, nineteen questions were asked that would determine if there was a significant difference. Some of these questions were also used to test other aspects of attitude. In testing this hypothesis, the questions were stated and the total tally was given to show the over-all reactions. The statistical data concerning parents of attending SDA students have been compared to those of parents of non-attending SDA students and is shown in tables 28 - 31.

Question #2. The number of school-age youth in your home.

TABLE 28
NUMBER OF ELEMENTARY STUDENTS IN HOME

Students	Total Tally	%	Parents of Attending Students	%	Parents of non-Attending Students	%
0	131		64	80	68	57
1	39	18.6	17	17	15	24
2	30	14.4	17	17	15	14
3 or more	6	3	2	2	2	5
TOTALS	206	100	116	116	100	87

TABLE 29
NUMBER OF HIGH SCHOOL STUDENTS IN HOME

Students	Total Tally	%	Parents of Attending Students	%	Parents of non-Attending Students	%
0						
1	131	65	72	72	63	68
2	56	28	33	33	29	27
3 or more	13	7	9	9	8	5
TOTALS	200	100	114	114	100	35

TABLE 30
NUMBER OF COLLEGE-AGE STUDENTS IN HOME

Students	Total Tally	%	Parents of Attending Students	%	Parents of non-Attending Students	%
0	125	62	73	63	52	60
1	62	31	33	29	29	34
2	12	6	3	7	4	5
3 or more	3	1	2	1	1	1
TOTALS	202	100	116	100	86	100

TABLE 31
CHI SQUARE ANALYSIS OF NUMBER OF YOUTH BY SCHOOL CATEGORY IN HOME

Students	Chi square value	df	Probability
Elementary	4.829	3	.1848
High school	1.012	2	.6030
College	1.020	3	.7965

No significant difference was found to exist in any of the three variables. However, it should be noted that 68 percent of the parents of attending students (table 28) had no elementary children, as compared to 57 percent of the parents of non-attending children. This factor could have an effect upon the financial feasibility to finance the older student in boarding academy. But when the figures for parents of boarding-school students were considered, it showed that 65 percent of non-boarding school parents had no elementary-age children, compared with 61 percent of parents of boarding-school students.

Analysis was also done comparing the number of school-age children in homes of parents of attending SDA students and non-attending SDA students, using conferences as controls. Tables 32 - 35 show that some conferences had significant differences concerning the elementary-and high-school age groups.

TABLE 32
ELEMENTARY PARENTS OF NON-ATTENDING STUDENTS BY CONFERENCES

Students	Rocky Mt.	%	Iowa Mo.	%	Kans. Neb.	%	Dak.	%	Minn.	%
0	14	70	18	58	8	50	3	38	7	58
1	4	20	8	26	4	25	1	12	4	33
2	2	10	4	13	1	6	4	50	1	9
3 or more	0	0	1	3	3	19	0	0	0	0
TOTALS	20	100	31	100	16	100	8	100	12	100

$\chi^2 = 19.997$ $df = 12$ Probability = .0671

TABLE 33
ELEMENTARY PARENTS OF ATTENDING STUDENTS BY CONFERENCE

Students	Rocky Mt.	%	Iowa Mo.	%	Kans. Neb.	%	Dak.	%	Minn.	%
0	32	91	9	56	19	59	10	77	9	50
1	1	3	3	19	7	22	2	15	4	22
2	2	6	4	25	6	19	1	8	4	22
3 or more	0	0	0	0	0	0	0	0	1	6
TOTALS	35	100	16	100	32	100	13	100	18	100

$\chi^2 = 19.480$
df = 12
Probability = .0776

TABLE 34
HIGH SCHOOL PARENTS OF NON-ATTENDING STUDENT BY CONFERENCE

Students	Rocky Mt.	%	Iowa Mo.	%	Kans. Neb.	%	Dak.	%	Minn.	%
1	15	75	23	77	10	63	6	75	4	36
2	4	20	6	20	5	31	2	25	6	55
3 or more	1	5	1	3	1	6	0	0	1	9
TOTALS	20	100	30	100	16	100	8	100	11	100

$\chi^2 = 7.354$
df = 8
Probability = .4989

TABLE 35
HIGH SCHOOL PARENTS OF ATTENDING STUDENTS BY CONFERENCE

Students	Rocky Mt.		Iowa/Mo.		Kans./Neb.		Dakota		Minnesota	
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%
1	19	56	8	50	25	78	11	85	7	41
2	14	41	6	38	4	13	2	15	7	41
3 or more	1	3	2	12	3	9	0	0	3	18
TOTALS	34	100	16	100	32	100	13	100	17	100

$\chi^2 = 15.433$
df = 8
Probability = .0513

The analysis showed the Dakota Conference had a high percentage of parents of attending students with only one high-school-age student per family, while Minnesota had a high percentage of two students per family, 41 percent and 18 percent of three or more per family. These figures could indicate a financial problem for Minnesota parents because of more high-school students per family. The figures for college students per family did not appear to be significant or valuable.

Attitudes concerning work and work program

Questions #16, #23, #43, #44.

- #16. "SDA boarding schools are different because the students are taught the value of labor through a work program."
- #23. "Dissatisfaction with lack of work opportunity."

- #43. "Students learn value of labor from work program."
 #44. "Students have adequate opportunity to work."

The chi-square test of significance is shown in tables 36 -39 for the questions on attitudes toward the work and work program.

TABLE 36

QUESTION #16

"SDA boarding schools are different because the students are taught the value of labor through a work program."

Question #16	Parents of Attending Students	%	Parents of non-Attending Students	%
Strongly agree	38	34	16	20
Agree	49	44	44	54
Neutral	21	19	10	12
Disagree	2	2	9	11
Strongly disagree	2	1	3	3
TOTALS	112	100	82	100

$$\chi^2 = 13.473$$

$$df = 4$$

$$\text{Probability} = .0092$$

TABLE 37

QUESTION #23

"Dissatisfaction with lack of work opportunity."

Question #23	Parents of Attending Students	%	Parents of non-Attending Students	%
Not a reason	54	48	47	56
Partly a reason	42	37	21	31
A strong reason	17	15	11	13
TOTALS	113	100	84	100

$\chi^2 = 1.295$
 df - 2
 Probability = .5235

TABLE 38

QUESTION #43

"Students learn value of labor from work program."

Question #43	Parents of Attending Students	%	Parents of non-Attending Students	%
Doing an excellent job	27	23	17	21
Doing an adequate job	54	47	38	47
Neutral	20	18	15	18
Making an attempt, but not adequate	11	10	6	7
A failure	2	2	6	7
TOTALS	114	100	82	100

$\chi^2 = 4.126$
 df = 4
 Probability = .3893

TABLE 39
 QUESTION #44
 "Students have adequate opportunity to work."

Question #44	Parents of Attending Students	%	Parents of non- Attending Students	%
Doing an excellent job	22	19	9	11
Doing an adequate job	42	37	27	34
Neutral	15	13	21	26
Making an attempt, but not adequate	29	26	17	21
A failure	6	5	6	8
TOTALS	114	100	80	100

$\chi^2 = 7.102$
 $df = 4$
 Probability = .1306

When comparisons were made concerning the work program, there was no significant difference except in Question 16. However, the difference shown in Question 16 could be a distinction of perception of how parents view the SDA boarding schools being different from public schools. Those parents sending their youth believed there was a difference while those not sending do not see a difference.

It was encouraging to note that the parents upheld the concept of a work program, but they were not positive concerning how much work was available. Twenty-nine percent of parents of non-attending students felt the work program was not adequate and 31 percent of

parents of attending students did not feel it was adequate. When the parents of boarding-school students were compared to parents of non-boarding-school students, there was a significant difference shown on Question #44. Twenty-five percent of the parents of non-boarding students felt the opportunity for work was lacking, and 37 percent of parents whose children did attend believed the work opportunities were lacking. Table 40 reveals the boarding versus non-boarding figures.

TABLE 40
QUESTION #44
"Students have adequate opportunity to work."

Question #44	Boarding School Parents	%	Non-boarding School Parents	%
Doing an excellent job	17	14	16	21
Doing an adequate job	47	38	23	30
Neutral	28	23	9	12
Making an attempt, but not adequate	23	19	24	32
A failure	8	6	4	5
TOTALS	123	100	76	100

$$\chi^2 = 8.758$$

$$df = 4$$

$$\text{Probability} = .0674$$

Attitudes concerning faculty

Questions #17, #24, and #41.

#17. "SDA boarding schools are different because the faculty

teach by their Christian example."

=24. "Dissatisfaction with supervision of students."

=41. "Christian faculty give positive guidance and counsel."

Analysis done concerning how parents viewed the faculty and the job they were doing showed there was no significant difference. Again the only question that showed a difference was a question involving the uniqueness of the boarding school from other types of education and why parents sent their youth to SDA boarding schools. When comparing the boarding-school parents versus non-boarding parents, a significant difference did not hold up. Support for these findings is given in tables 41 - 43.

TABLE 41

QUESTION #17

"SDA boarding schools are different because the faculty teach by their Christian example."

Question #17	Parents of Attending Students		Parents of non-Attending Students	
Strongly agree	28	25	11	14
Agree	59	53	40	49
Neutral	18	16	21	26
Disagree and strongly disagree	7	6	9	11
TOTALS	112	100	31	100

$$\chi^2 = 6.732$$

$$df = 3$$

$$\text{Probability } .0815$$

TABLE 42
 QUESTION #24
 "Dissatisfaction with supervision of students."

Question #24	Attending Students	%	Non-Attending Students	%
Not a reason	46	41	42	51
Partly a reason	42	38	23	28
A strong reason	24	22	17	21
TOTALS	112	100	82	100

$\chi^2 = 2.343$
 $df = 2$
 Probability = .3092

TABLE 43
 QUESTION #41
 "Christian faculty give positive guidance and counsel."

Question #41	Attending Students	%	Non-Attending Students	%
Doing excellent job	30	27	13	22
Doing adequate job	49	43	31	38
Neutral	14	12	19	23
Making attempt but not adequate	17	15	10	12
A failure	3	3	3	5
TOTALS	113	100	82	100

$\chi^2 = 4.962$
 $df = 4$
 Probability = .2912

Attitudes concerning curriculum and academics

Questions #18, #22, #34, #42.

- #18. "SDA boarding schools are different because they teach subjects from a Christian point of view."
- #22. Dissatisfaction with academic quality."
- #34. "I believe the SDA secondary boarding schools are equal or better than public high schools academically."
- #42. "Students learn academic subjects from Christian point of view."

Tables 44 - 48 show the tabulations, percentages, and chi-square analysis for the questions concerning curriculum and academics.

TABLE 44
QUESTION #18

"SDA boarding schools are different because they teach subjects from a Christian point of view."

Question #18	Parents of Attending Students		Parents of non-Attending Students	
Strongly agree	49	44	22	27
Agree	56	50	52	63
Neutral	5	4	5	6
Disagree and strongly disagree	2	2	3	4
TOTALS	112	100	82	100

$\chi^2 = 6.123$
df = 3
Probability = .058

TABLE 15

QUESTION #22

"Dissatisfaction with academic quality."

Question #22	Boarding Students	%	Non-Boarding Students	%
Strongly agree	19	25	20	16
Agree	38	51	65	53
Neutral	14	19	26	21
Disagree and Strongly disagree	4	5	12	10
TOTALS	75	100	123	100

$$\chi^2 = 3.258$$

$$df = 3$$

$$Probability = .3535$$

TABLE 46
QUESTION #22
"Dissatisfaction with academic quality."

Question #22	Parents of Attending Students	%	Parents of non- Attending Students	%
Not a reason	74	65	55	67
Partly a reason	25	22	17	21
A strong reason	14	13	10	12
TOTALS	113	100	82	100

$\chi^2 = .062$
df = 2
Probability = .9693

TABLE 47
QUESTION #34

"I believe the SDA secondary boarding schools are equal or better than public high schools academically."

Question #34	Parents of Attending Students	%	Parents of non- Attending Students	%
Strongly agree	36	32	10	12
Agree	47	41	39	46
Neutral	15	13	20	24
Disagree	11	10	8	10
Strongly disagree	5	4	7	8
TOTALS	114	100	84	100

$\chi^2 = 12.707$
df = 4
Probability = .0128

TABLE 18
QUESTION #42

"Students learn academic subjects from Christian point of view."

Question #42	Attending Students	%	Non-Attending Students	%
Doing excellent job	30	26	20	25
Doing adequate job	63	55	41	51
Neutral	10	9	13	16
Making attempt but not adequate	11	10	7	9
A failure	0	0	0	0
TOTALS	114	100	81	100

$\chi^2 = 2.419$
df = 3
Probability = .4902

Concerning the question of how parents viewed the curriculum and academic quality, the data indicated that there was no significant difference in the concept of teaching from a Christian viewpoint. Both groups agreed that the boarding schools were doing an adequate job teaching subjects from a Christian viewpoint. On Question #34 concerning how well the boarding schools were doing in the academics, there was a significant difference. When the responses were analyzed, it appeared that the parents of non-attending students did not believe or disbelieve the boarding schools were inferior, but rather they were neutral. This may indicate that they were unsure or had no basis to make an evaluation. This point could become an important

factor, for if the parents of non-attending students do not know the academic quality or even distrust it, they are not likely to send their young people. It was also interesting to note that in the analysis of boarding versus non-boarding students, tables 45, 49, the significance disappeared and the percentage for agreement with the question grew while the neutral percentage declined.

TABLE 49
QUESTION #34

"I believe the SDA secondary boarding schools are equal or better than public high schools academically."

Question #34	Boarding Students	%	Non-Boarding Students	%
Strongly agree	25	33	22	17
Agree	29	38	60	47
Neutral	10	13	25	20
Disagree	7	9	13	10
Strongly disagree	5	7	7	6
TOTALS	76	100	127	100

$\chi^2 = 7.192$
df = 4
Probability .1261

Attitudes concerning basic Christian education

The next variable to be considered involved Questions #27 and #33. Question #27 broadly asked the importance of Christian education while Question #33 narrowed the decision regarding boarding school. Each question was looked at individually and then a comparison made to see if there was a difference between obtaining a Christian education and sending students to a boarding school. The results of the analyses are found in tables 50 - 52.

#27. "Christian education at a SDA high school is nice but not necessary for my children's education."

#33. "If a choice were to be made, I would put my high-school-age student in public school rather than in a SDA boarding school."

TABLE 50
QUESTION #27

"Christian education at a SDA high school is nice but not necessary for my children's education."

Question #27	Parents of Attending Students		Parents of non-Attending Students	
Strongly agree	3	0	3	10
Agree	6	5	14	16
Neutral	10	9	20	26
Disagree	40	35	24	31
Strongly disagree	57	51	12	15
TOTALS	113	100	78	100

$\chi^2 = 42.908$
df = 4
Probability = .0000

TABLE 51
QUESTION #33

"If a choice were to be made, I would put my high school-age student in public school rather than in a SDA boarding school."

Question #33	Parents of Attending Students	%	Parents of non-Attending Students	%
Strongly agree	1	1	13	16
Agree	2	2	11	14
Neutral	11	10	11	14
Disagree	43	39	32	39
Strongly disagree	53	48	14	17
TOTALS	110	100	81	100

$\chi^2 = 37.288$
df = 4
Probability = .0000

TABLE 52

(Comparison of those disagreeing in Questions 27 and 33)

Questions	Parents of Attending Students	Parents of non-Attending Students	Total
Question #27	A 97	B 36	133
Question #33	C 96	D 46	142
TOTALS	193	82	275

$\chi^2 = .78$
df = 1
Critical value = 2.71

These two questions revealed that a difference did not exist in the question of whether to send students to a boarding school or receive a non-boarding SDA high school education. The data indicated the difference lay in whether Christian education was necessary for the child. Boarding school then became an option for accomplishing that desire.

The analysis of sub-hypothesis one revealed that there was no significant difference in attitudes toward the boarding academy between parents of students attending SDA high schools and parents of students attending non-SDA high schools in the areas of the teachers and faculty. There was a significant difference in how the academic quality was perceived. It was one area that could prove to be an important difference regarding attendance.

Sub-hypothesis 2

Sub-hypothesis two stated that "There is no significant relationship between non-attendance and the cost of secondary boarding school." Questions #20, #31, #35, and #36 have been analyzed to test the hypothesis and are listed in tables 53 - 56.

- #20. "The expense is too great."
- #31. "I want to send my children to SDA secondary boarding schools, but I can not afford it."
- #35. "I can afford the tuition of SDA secondary boarding schools."
- #36. "I am willing to enroll my children in SDA secondary boarding schools even if the family must make financial sacrifices."

TABLE 53
QUESTION #20
"The expense is too great."

Question #20	Parents of Attending Students	%	Parents of non-Attending Students	%
Not a reason	19	16	10	12
Partly a reason	42	37	28	33
A strong reason	54	47	47	55
TOTALS	115	100	85	100

$\chi^2 = 1.615$
df = 2
Probability = .4461

TABLE 54
QUESTION #31

"I want to send my children to SDA secondary boarding schools, but I can not afford it."

Question #31	Parents of Attending Students	%	Parents of non-Attending Students	%
Strongly agree	12	11	22	26
Agree	19	17	18	21
Neutral	29	26	22	25
Disagree	35	32	20	23
Strongly disagree	15	14	4	5
TOTALS	110	100	86	100

$\chi^2 = 11.624$
df = 4
Probability = .0204

TABLE 55
QUESTION #35

"I can afford the tuition of SDA secondary boarding schools."

Question #35	Parents of Attending Students	%	Parents of non- Attending Students	%
Strongly agree	7	6	1	1
Agree	36	32	12	15
Neutral	19	17	8	10
Disagree	30	26	32	41
Strongly disagree	21	19	26	33
TOTALS	113	100	79	100

$\chi^2 = 16.061$
df = 4
Probability = .0029

TABLE 56
QUESTION #36

"I am willing to enroll my children in SDA secondary boarding schools even if the family must make financial sacrifices."

Question #36	Parents of Attending Students	%	Parents of non- Attending Students	%
Strongly agree	37	33	6	8
Agree	58	52	21	27
Neutral	14	12	25	32
Disagree	2	2	12	15
Strongly disagree	1	1	14	18
TOTALS	112	100	78	100

$\chi^2 = 56.929$ df = 4 Probability = .0000

Question #20, table 53, indicated that both groups agreed that they believed that the expense of the boarding academy was a strong reason why many parents did not send their children. The other three questions, #31, #35, and #36, supported that belief. Question #31, table 54, indicated that 47 percent of the non-attending parents would like to send their young people but could not afford it. It was interesting that 28 percent of those parents already sending their children wanted to but could not afford it.

Question #35, table 55, showed that 16 percent of those non-attending could afford it but did not choose to send them. Forty percent of those attending believed they could afford it while 45 percent believe they could not. Question #36, table 56, revealed that even if the finances were heavy, 86 percent of those attending would sacrifice to have their children attend while only 35 percent of those non-attending would be willing to sacrifice.

The analysis of the data showed there was a relationship between the cost of secondary boarding schools and the attendance by the students. However, there was also indication that even in homes where the financial burden was heavy, some parents were willing to make a financial sacrifice, while others were not. Only 3 percent of those sending their young people were not willing to make financial sacrifices, while 33 percent of those not attending were not willing to make sacrifices.

Table 57 compares parents of SDA non-boarding students with parents of boarding students. It shows that the percentages were very much alike except for Question #31.

TABLE 57
 PARENTS OF SDA NON-BOARDING VERSUS PARENTS OF BOARDING

Question #31	Parents of non-Boarding Students	Parents of Boarding Students
Agree	34	47
Neutral	21	25
Disagree	44	28
Question #35		
Agree	14	40
Neutral	9	17
Disagree	47	45
Question #36		
Agree	83	85
Neutral	15	12
Disagree	2	3

Sub-hypothesis 3

Sub-hypothesis three stated that "There is no significant relationship between secondary boarding non-attendance and parental church non-attendance." To test this hypothesis, Questions #7 and #8 have been analyzed and are shown in tables 58 - 60.

#7. "Husband's SDA church attendance."

#8. "Wife's SDA church attendance."

TABLE 58
QUESTION #7
"Husband's SDA church attendance."

Attendance	Parents of Attending Students	%	Parents of non- Attending Students	%
Weekly	90	78	43	51
Monthly	4	3	5	6
Seldom	5	4	12	14
Not at all	5	4	13	15
Does not apply	12	11	12	14
TOTALS	116	100	85	100

$\chi^2 = 18.825$
df = 4
Probability = .0009

TABLE 59
QUESTION #8
"Wife's SDA church attendance."

Attendance	Parents of Attending Students	%	Parents of non- Attending Students	%
Weekly	107	93	63	72
Monthly	4	3	5	6
Seldom	2	2	12	14
Not at all	1	1	5	6
Does not apply	1	1	2	2
TOTALS	115	100	97	100

$\chi^2 = 12.109$
df = 4
Probability = .0012

TABLE 60
QUESTION #7
"Husband's SDA church attendance."

Attendance	Boarding Parents	%	All Other Parents	%
Weekly	58	76	80	62
Monthly	3	4	6	5
Seldom	5	7	12	9
Not at all	3	4	15	11
Does not apply	7	9	17	13
TOTALS	76	100	130	100

$\chi^2 = .5799$ df = 4 Probability = .2146

When the hypothesis testing was considered, there was a significant relationship between boarding attendance and parental church attendance. As might be expected, faithful church attendance did show a significant difference in whether the child attended SDA schools or did not attend. However, when those data were compared with the boarding or non-boarding results, the significance of the husband's attendance disappeared while the wife's attendance still was significant.

This may indicate that the father's part in the decision regarding SDA school attendance was not on a par with the mother's. This assumption received support from Question #11 which indicated that the mother and student were the most influential in whether the student attended the boarding academy. The father's input was less.

QUESTION #11 PERCENTAGES

Father's influence	20
Mother's influence	32.5
Student's influence	32.5
All other influences	15

Sub-hypothesis 4

Sub-hypothesis four stated that "There is no significant relationship between parental socio-economic levels and secondary boarding non-attendance." To test this hypothesis, Question #4 was used to ascertain family income levels. The question asked, "My total family income is approximately . . ." The analysis is shown in tables 61-63.

TABLE 61
SOCIO-ECONOMIC LEVELS

Income (year)	Parents of Attending Students	%	Parents of non-Attending Students	%
\$ 000 - 12,000	23	20	24	28
13,000 - 19,000	36 68%	32	19 75%	22
20,000 - 27,000	18	16	21	25
28,000 - 35,000	12	11	11	13
36,000 - 42,000	7 19%	6	5 20%	6
43,000 - 50,000	3	3	1	1
50,000 - and up	13	12	4	5
TOTALS	112	100	85	100

$\chi^2 = 8.100$ $df = 6$ Probability = .2309

TABLE 62
QUESTION #4
"My total family income is approximately . . ."
Boarding versus Non-boarding
(Row and Column Percentages)

Income (year)	Boarding Families		Non-Boarding Families	
	Row	Column(%)	Row	Column(%)
\$ 000 - 12,000	38	24	62	23
13,000 - 19,000	40	30	50	26
20,000 - 27,000	37	20	63	20
28,000 - 35,000	21	7	79	15
36,000 - 42,000	33	6	66	6
43,000 - 50,000	20	1	80	1
50,000 - and up	53	12	47	6
TOTALS	37	100	63	100

TABLE 63
 QUESTION #4
 "My total family income is approximately . . ."
 Attending SDA Schools versus non-Attending
 (Row and Column Percentages)

Income (year)	Attending		Non-Attending	
	Row	Column(%)	Row	Column(%)
5,000 - 12,000	49	20	51	28
13,000 - 19,000	65	32	35	22
20,000 - 27,000	46	16	54	25
28,000 - 35,000	52	11	48	13
36,000 - 42,000	58	6	42	6
43,000 - 50,000	75	3	25	1
50,000 - and up	76	12	24	5
TOTALS	56	100	43	100

The analysis revealed that there was no difference regarding the socio-economic levels of the parents. Seventy-five percent of the parents of non-attending students were in the \$5,000 to \$27,000 group, as compared with 68 percent of the parents of attending students. When the higher categories, \$28,000 - \$50,000, were considered, it was very even, 20 to 19 percent. However, there were more parents of the \$50,000 and above with children attending SDA schools than not attending.

This analysis was in harmony with the finding for sub-hypothesis 2 regarding cost and attendance. Though there was a slight difference, the hypothesis testing for socio-economic was not significant.

Sub-hypothesis 5

Sub-hypothesis five stated that "There is no significant

relationship between secondary boarding attendance and length of parental church membership." Question #3 was used to test this hypothesis.

#3. "Length of SDA membership, husband - wife."

The data showed that both the fathers' and mothers' length of membership was a significant factor of the student attending a SDA school. It also proved to be significant in the boarding versus non-boarding analysis. It should be noted that the greatest difference was found in membership length of 0 - 15 years, where the percentages of non-attending were 55 percent and for attending were 16 percent. For those of 26 - 50 years, it was 30 percent of non-attending and 55 percent for attending. This may indicate that the new members did not have the same conviction on Christian education or did not have the concept of Christian education presented fully to them.

Tables 64 - 67 show the chi-square comparison of church membership between the two groups.

TABLE 64
FATHER'S CHURCH MEMBERSHIP

	Parents of non-Attending Students		Parents of Attending Students		Totals
Non-SDA members	A	11	B	9	20
SDA members	C	61	D	98	159
TOTALS		72		107	179

$\chi^2 = 2.0446$
df = 1
Critical value = 2.71

TABLE 65

FATHER'S LENGTH OF CHURCH MEMBERSHIP

Length	Parents of Attending Students		Parents of non-Attending Students	
	(N)	%	(N)	%
0 - 5 years	3	3	11	15
6 - 10 years	16% $\left\{ \begin{array}{l} 6 \\ 7 \end{array} \right.$	6	35% $\left\{ \begin{array}{l} 9 \\ 5 \end{array} \right.$	13
11 - 15 years	7	7	5	7
16 - 20 years	21% $\left\{ \begin{array}{l} 8 \\ 15 \end{array} \right.$	7	20% $\left\{ \begin{array}{l} 7 \\ 7 \end{array} \right.$	10
21 - 25 years	15	14	7	10
26 - 50 years	59	55	22	30
Not a member	9	8	11	15
TOTALS	107	100	72	100

$$\chi^2 = 19.483$$

$$df = 6$$

$$\text{Probability} = .0034$$

TABLE 66

MOTHER'S LENGTH OF CHURCH MEMBERSHIP

Length	Parents of Attending Students		Parents of non-Attending Students	
	(N)	%	(N)	%
0 - 5 years	1	1	10	12
6 - 10 years	14% $\left\{ \begin{array}{l} 4 \\ 10 \end{array} \right.$	4	36% $\left\{ \begin{array}{l} 7 \\ 12 \end{array} \right.$	9
11 - 15 years	10	9	12	15
16 - 20 years	24% $\left\{ \begin{array}{l} 6 \\ 21 \end{array} \right.$	5	21% $\left\{ \begin{array}{l} 8 \\ 9 \end{array} \right.$	10
21 - 25 years	21	19	9	11
26 - 50 years	69	62	34	41
Not a member	0	0	2	2
TOTALS	111	100	82	100

$$\chi^2 = 23.516$$

$$df = 6$$

$$\text{Probability} = .0006$$

TABLE 67
MOTHER'S CHURCH MEMBERSHIP

	Parents of non- Attending Students		Parents of Attending Students		Total
Non-SDA members	A	2	B	0	2
SDA members	C	80	D	111	191
TOTALS		82		111	193

$\chi^2 = 2.7357$
df = 1
Critical value = 2.71

The data indicated that there was no significant difference between the two groups regarding whether or not the father was a member. It was interesting to compare these figures with the analysis of Questions #11 and #13 which sought to determine who had the greatest influence upon the child's going to the boarding school. Please refer back to Question #11 on page 82 for figures on most influence.

The data indicated there was a relationship between church attendance and boarding-academy attendance. However, there was no relationship between the father's membership and non-attendance. This figure must be qualified because only the respondents' data were used. If the non-respondent data were available, it could alter the above conclusion since the percentage of non-member fathers differed significantly (non-respondent (40%) versus non-member father (10% respondents)).

Sub-hypothesis 6

Sub-hypothesis six stated that "There is no significant relationship between the secondary boarding attendance and the parental perception of the school's fulfillment of its uniqueness of mission." Questions #14, #15, #16, #17, #18, #19, #26, #37, #39, #40 have been used to test the hypothesis.

- #14. "SDA boarding schools are different because the students have common religious beliefs and moral values."
- #15. "SDA boarding schools are different because they teach moral development."
- #16. "SDA boarding schools are different because students are taught the value of labor through a work program."
- #17. "SDA boarding schools are different because faculty teach by their Christian example."
- #13. "SDA boarding schools are different because they teach subjects from a Christian point of view."
- #19. "SDA boarding schools are different because part of their mission is to train young people to share their religious faith and beliefs."
- #26. "SDA boarding schools are not different enough from public high schools."
- #37. "Students receive education in moral development."
- #39. "Students receive training in sharing their faith."
- #40. "Students receive education in religious beliefs."

The question of whether the boarding schools were fulfilling their unique mission was complicated and varied. In order to give an accurate picture and to test the hypothesis in an orderly fashion, the area of concern was divided into five subareas with accompanying analysis: belief and values (tables 68 - 70, 77), work program (table 71), faculty (tables 72 - 73), teaching from a Christian point of view (tables 74 - 75), and teaching sharing of faith (tables 74, 78).

TABLE 68
QUESTION #14

"SDA boarding schools are different because the students have common religious beliefs and moral values."

Question #14	Parents of non- Attending Students		Parents of Attending Students	%
Strongly agree	24	30	41	37
Agree	39	49	55	49
Neutral	11	14	10	9
Disagree and Strongly disagree	6	7	6	5
TOTALS	80	100	112	100

$\chi^2 = 1.938$
df = 3
Probability = .5354

TABLE 69
 QUESTION #15
 "SDA boarding schools are different because
 they teach moral development."

Question #15	Parents of non- Attending Students	%	Parents of Attending Students	%
Strongly agree	21	26	34	31
Agree	38	46	57	52
Neutral	16	20	13	12
Disagree and Strongly disagree	7	8	5	5
TOTALS	82	100	109	100

$\chi^2 = 3.775$
 $df = 3$
 Probability = .2868

TABLE 70
 QUESTION #40
 "Students receive education in religious beliefs."

Question #40	Parents of Attending Students	%	Parents of Attending Students	%
Strongly agree	28	35	31	27
Agree	41	51	62	55
Neutral	5	6	10	9
Disagree and Strongly disagree	7	8	10	9
TOTALS	81	100	113	100

$\chi^2 = 1.390$
 $df = 3$
 Probability = .7080

TABLE 71
QUESTION #16

"SDA boarding schools are different because students are taught the value of labor through a work program."

Question #16	Parents of non-Attending Students	%	Parents of Attending Students	%
Strongly agree	16	19	38	34
Agree	44	54	49	44
Neutral	10	12	21	18
Disagree	9	11	2	2
Strongly disagree	3	4	2	2
TOTALS	32	100	112	100

$$\chi^2 = 13.473$$

$$df = 4$$

$$\text{Probability} = .0092$$

TABLE 72
QUESTION #17

"SDA boarding schools are different because faculty teach by their Christian example."
(Attending versus Non-attending)

Question #17	Parents of non-Attending Students	%	Parents of Attending Students	%
Strongly agree	11	14	28	25
Agree	40	49	59	53
Neutral	21	26	18	16
Disagree and Strongly disagree	9	11	7	6
TOTALS	81	100	112	100

$$\chi^2 = 6.732$$

$$df = 3$$

$$\text{Probability} = .0816$$

TABLE 73
QUESTION #17

"SDA boarding schools are different because faculty teach
by their Christian example."
(Boarding versus Non-boarding)

Question #17	Parents of non- Boarding Students	Parents of Boarding Students
Strongly agree	20	19
Agree	65	38
Neutral	26	14
Disagree and Strongly disagree	12	4
TOTALS	123	75

$\chi^2 = 3.258$
df = 3
Probability = .3535

TABLE 74
QUESTION #18

"SDA boarding schools are different because they teach subjects from
a Christian point of view"

Question #18	Parents of non- Attending Students	%	Parents of Attending Students	%
Strongly agree	22	27	49	44
Agree	52	64	56	50
Neutral	5	6	5	4
Disagree and Strongly disagree	3	3	2	2
TOTALS	82	100	112	100

$\chi^2 = 6.123$ df = 3 Probability = .1058

TABLE 75
QUESTION #19

"SDA boarding schools are different because part of their mission is to train young people to share their religious faith and beliefs."

Question #19	Parents of non- Attending Students	%	Parents of Attending Students	%
Strongly agree	22	27	42	37
Agree	44	53	51	45
Neutral	10	12	18	16
Disagree and Strongly disagree	7	8	2	2
TOTALS	33	100	113	100

$\chi^2 = 7.411$
df = 3
Probability = .0599

TABLE 76
QUESTION #26

"SDA boarding schools are not different enough from public high schools."

Question #26	Parents of non- Attending Students	%	Parents of Attending Students	%
Not a reason	54	67	76	67
Partly a reason	14	17	27	24
A strong reason	13	16	10	9
TOTALS	91	100	113	100

$\chi^2 = 3.041$
df = 2
Probability = .2186

TABLE 77
 QUESTION #37
 "Students receive education in moral development."

Question #37	Parents of non- Attending Students	%	Parents of Attending Students	%
Strongly agree	17	21	23	20
Agree	37	46	56	50
Neutral	11	14	14	12
Disagree and Strongly disagree	15	19	20	18
TOTALS	80	100	113	100

$\chi^2 = .220$
 $df = 3$
 Probability = .9743

TABLE 78
 QUESTION #39
 "Students receive training in sharing their faith."

Question #39	Parents of non- Attending Students	%	Parents of Attending Students	%
Doing excellent job	17	21	19	17
Doing adequate job	41	50	49	43
Neutral	12	15	19	17
Making attempt, but not adequate	9	11	20	18
A failure	3	3	6	5
TOTALS	82	100	113	100

$\chi^2 = 1.390$ $df = 3$ Probability = .7080

Belief and values

The questions involving whether the SDA boarding schools were different because they teach religious beliefs and moral values showed that both groups of parents perceived the boarding schools to be unique and different, and no significant difference was found. There were high percentages in the positive for all except Question #37, which showed that parents were not as favorable to the accomplishment of moral development as other areas. In fact 19 percent of those parents of non-attending and 18 percent of parents of attending students felt moral development was lacking. However, there was no relationship between parental perception of whether the school was different in teaching of beliefs and values and non-attendance.

Work program

As has already been stated in sub-hypothesis one, there was a significant difference regarding the concept of the work program as being unique. The parents were in agreement concerning the importance of the work program, 73 percent for non-attending parents and 78 percent for attending parents, but there was a relationship between the work program being unique and boarding academy non-attendance.

Faculty

As has already been shown in sub-hypothesis one, there was a significant difference concerning the faculty themselves. And there was a significant difference concerning whether or not the faculty and their Christian example were different from other school systems. In harmony with the presented data, there was a relationship between

parental perception of the faculty being different in their Christian example and boarding school non-attendance.

Subjects taught from Christian viewpoint

The data indicated that both groups agreed that the boarding schools did teach from a Christian perspective and were significantly different because of that factor. There was not a relationship between parental perception concerning the boarding academy's teaching from a Christian perspective and non-attendance at the boarding academy.

Unique mission to train for sharing faith

In reviewing the data, it was found that there was a significant difference among the parents concerning the question of training youth in sharing their faith. However, both groups agreed strongly that the boarding schools were different because of this aspect. It should also be noted that 71 percent of parents of non-attending students believed the school did an adequate job, while only 60 percent of parents of attending students felt the same way. Also, 23 percent of parents of those attending felt the school did do an adequate job.

The data showed that there was a relationship between parental perception of the boarding academy being different in training for sharing their faith and boarding-school non-attendance.

Sub-hypothesis 7

Parental attitudes towards dormitory concept

Questions #21, #28, #29, #30, #32.

- #21. "Dissatisfaction with dormitory concept."
- #28. "Ninth and tenth-grade youth should not be placed in a dormitory situation."
- #29. "I would send my children to public high school rather than to send them away from home to attend a SDA boarding school."
- #30. "If a choice were to be made, I would put my ninth-grader in public school rather than a SDA boarding school."
- #32. "I do not believe a dormitory situation is suitable for high-school-age students."

The question of the dormitory concept was a very challenging one because it had many variables, such as age and maturity of student, the ability of the deans, and the previous home background of the student. The survey questions attempted to determine the attitudes toward the basic concept and if the age of the student made any difference in that attitude.

Table 79 shows both groups of parents agreed, 54 percent for parents of non-attending students and 52 percent for parents of attending students, that they believed parents probably did not send their students because of the dormitory. However, in Question #28, table 80, while both groups agreed (non-attending, 46%, and attending, 43%) that ninth and tenth graders should not be placed in the dormitory, parents of attending students disagreed with 44 percent saying they should be placed there. This meant that parents of students now in attendance were about equally split. But the parents of

non-attending students were much more convinced it was not a good place (46% agree -- 27% disagree). It should be noted that there was a significant difference between parents of attending students and parents of non-attending students.

TABLE 79
QUESTION #21
"Dissatisfaction with dormitory concept."
(Reasons for not sending young people)

Question #21	Parents of non-Attending Students	%	Parents of Attending Students	%
Not a reason	44	54	58	52
Partly a reason	21	26	35	31
A strong reason	17	20	19	17
TOTALS	82	100	112	100

$\chi^2 = .915$
df = 2
Probability = .6327

Responses to Question #32, table 83, showed there was almost a 2 to 1 ratio (24% non-attending -- 13% attending) who did not believe the dorm was suitable for any age. Those who disagreed and felt the dorm was suitable for high-school students ranged in percentages (parents of non-attending, 48% -- parents of attending students, 75%). By placing the percentages of Question #28 side by side with Question #32, shown in tables 85, 86, the data indicated that the dorm concept was probably suitable, but those parents of non-attending students felt that the younger students should not be placed there.

A question should be raised at this point regarding the dormitory situation. Did the parents who sent their children to non-boarding SDA schools believe the dorm was not a good situation? To help answer this important question, the data were analyzed by separating the parents who sent their children to SDA non-boarding schools and comparing their responses to parents of boarding students. Table 84 shows the percentages for agreement, neutral, and disagreement for Questions #28, #29, #30, and #32. The data indicated that the SDA non-boarding parents felt differently from the parents of boarding students on this issue. This showed that the dorm was an important issue concerning attendance. A quarter of the parents of non-attending students (28%) felt the dorm was a great enough issue not to send them to a SDA school.

The analysis revealed that a significant difference did occur and it occurred even for the younger students. This conclusion was reinforced by the responses of Question #30, table 82, which showed the parents of non-attending students split almost equally, while the parents of attending students were 17 to 71 percent in favor of overlooking the possible drawbacks of the dorm for ninth graders and still sent them. The responses to Question #29, table 81, again reinforced the findings of Question #30.

The data showed a significant difference in attitude concerning the dormitory question, and that the age of the student played an important role.

TABLE 80
QUESTION #28

"Ninth and tenth-grade youth should not be placed
in a dormitory situation."

Question #28	Parents of non- Attending Students	%	Parents of Attending Students	%
Strongly agree	23	46% ← 28	20	43% ← 18
Agree	15	18	28	25
Neutral	22	27	16	13
Disagree	20	27% ← 24	39	44% ← 35
Strongly disagree	3	3	10	9
TOTALS	83	100	113	100

$\chi^2 = 10.632$
df = 4
Probability = .0310

TABLE 81
QUESTION #29

"I would send my children to public high school rather than to send
them away from home to attend a SDA boarding school."

Question #29	Parents of non- Attending Students	%	Parents of Attending Students	%
Strongly agree	18	39% ← 22	1	3% ← 1
Agree	14	17	8	7
Neutral	16	20	13	12
Disagree	26	41% ← 32	39	80% ← 35
Strongly disagree	7	9	50	45
TOTALS	31	100	111	100

$\chi^2 = 48.697$
df = 4
Probability = .0000

TABLE 32
QUESTION #30

"If a choice were to be made, I would put my ninth-grader in public school rather than a SDA boarding school."

Question #30	Parents of non-Attending Students		Parents of Attending Students	
		%		%
Strongly agree	21	43%	4	17%
Agree	15		15	
Neutral	13		13	
Disagree	26	42%	35	71%
Strongly disagree	9		43	
TOTALS	84	100	110	100

$\chi^2 = 32.213$
df = 4
Probability = .0000

TABLE 33
QUESTION #32

"I do not believe a dormitory situation is suitable for high-school-age students."

Question #32	Parents of non-Attending Students		Parents of Attending Students	
		%		%
Strongly agree	12	24%	7	13%
Agree	3		8	
Neutral	23		13	
Disagree	32	48%	49	75%
Strongly disagree	8		35	
TOTALS	83	100	112	100

$\chi^2 = 20.761$
df = 4
Probability = .0004

TABLE 84

PARENTS OF SDA BOARDING VERSUS PARENTS OF SDA NON-BOARDING

in Questions #28, #29, #30, #32
(comparisons shown in percentages)

Question		Parents of SDA non-Boarding Students	Parents of SDA Boarding Students
#23	Agree	43	44
	Neutral	26	11
	Disagree	31	44
#29	Agree	28	8
	Neutral	19	12
	Disagree	53	80
#30	Agree	34	17
	Neutral	14	12
	Disagree	52	71
#32	Agree	20	13
	Neutral	22	12
	Disagree	58	75

TABLE 85
COMPARISON OF QUESTIONS #28 and #32, part 1

	Question #28		Question #32	
	Parents of Attending Students %	Parents of non-Attending Students %	Parents of Attending Students %	Parents of non-Attending Students %
Opposed to dormitory concept	43	46	13	24
In favor of dormitory concept	44	27	75	48

TABLE 86
COMPARISON OF QUESTIONS #28 and #32, part 2

	Parents of Attending Students		Parents of non-Attending Students	
	Question #28 %	Question #32 %	Question #28 %	Question #32 %
Opposed to dormitory concept	43	13	46	24
In favor of dormitory concept	44	75	27	48

Written Comments and Other Variables

In the design of the survey, opportunity was given for open comments. The written comments were read and fourteen categories were made to analyze the comments. This was done by a panel of three individuals from the Minneapolis area, Ann Kautz, Beverly Dickinson, and Wayne Krause. The results of their work in categorizing and deciding in which category each belonged is shown in table 87.

It should be noted that the survey was constructed for controlled responses and that the amount of written comments (113 respondents or 53.9% of those returning surveys) showed a high interest and concern for the topic of Christian education. These comments were used to provide additional insight in the attitudes of parents, attitudes that were important enough for the respondent to take extra time to write concerning his attitudes.

The table showed that 20 percent of the written comments were in the area of finances with 59 percent believing finances were a negative factor and 36 percent saying they were bearable.

Another area of concern was that the boarding academy was not doing an adequate job upholding church standards or adhering to the writings of Mrs. White. The school work program also received considerable comments, 9 percent of those commenting had an 80 percent negative reaction. The influence of the faculty was also shown to be a concern, with 85 percent of the "faculty" comments being negative. These four areas received the most comments and helped to highlight the results already presented. There seemed to be agreement between the written comments and the analysis of the controlled responses.

TABLE 37
SURVEY COMMENTS.

	Number of Comments	Percentage of Comments	Number Agree	Number Disagree	Percentage Agree	Percentage Disagree
45. Home environment is more advantageous than Christian boarding school.	15	6.5	13	1	86	6
46. Total influence of faculty is positive.	27	11.6	4	23	14	85
47. Peer relationships are positive.	11	4.7	2	9	18	81
48. Academic quality of academy is positive.	10	4.3	4	6	40	60
49. Supervision in academy is adequate.	12	5.2	1	10	3	33
50. School provides an adequate and satisfactory work program.	21	9	4	17	19	80
51. The expense of Christian education makes it prohibitive.	47	20	28	17	59	36
52. Our schools are presently following the "blueprint" and upholding church standards.	22	9.5	1	20	4	90
53. Our child had a positive experience while in attendance at a boarding school.	8	3.4	0	8	0	100
54. Facilities, non-academic program, and food are adequate.	2	.3	0	2	0	100
55. Our schools have a healthy, spiritual environment.	10	4.3	0	9	0	90
56. Recognizing that problems exist, we still support SDA boarding education.	37	15.9	24	13	64	35
57. I am in agreement with the survey and its questions.	6	2.6	0	6	0	60
58. The boarding schools meet the special physical and academic needs of my child.	4	1.7	1	3	25	75
TOTALS			232			

It was gratifying to note that area #56 showed that even though parents realize the boarding school had problems, 64 percent of those commenting on this topic were positive. The written comments concerned with the approval or disapproval of the boarding school was 15.9 percent.

The Relationship of the Independent Variable to the Dependent Variable

In chapter III the independent variable was described as the attitude of the parents towards the boarding school, and the dependent variable was described as the attendance or non-attendance at the boarding school. The assumption was made that as the attitude of the parents increased or decreased favorably toward the boarding school, the attendance would rise or decline.

Based upon the statistical analysis of this chapter, the following relationship has been found to exist: as the attitude of the parents increases or decreases favorably toward the boarding school in the areas of the dormitory, academic quality, the concept of a work program, cost of attendance, and the SDA school being different from other schools, the attendance at the boarding school will rise or decline.

Age of the husband and wife

The variable of age was included as a control variable and the data are presented in tables 88 - 93.

TABLE 88

FATHER'S AGE

(Comparing parents of students attending SDA schools
versus parents of non-attending)

Father's Age	Parents of non- Attending Students	%	Parents of Attending Students	%
1. 30 - 37 years	1	1	6	5
2. 38 - 45 years	31	36	43	37
3. 46 - 53 years	32	37	42	36
4. 54 - and older	15	17	14	12
5. Does not apply	8	9	11	10
TOTALS	87	100	116	100

$$\chi^2 = 3.301$$

$$df = 4$$

$$\text{Probability} = .5087$$

$$\bar{X} \text{ for category 38-45 } 2.87$$

TABLE 99

MOTHER'S AGE

Mother's Age	Parents of non- Attending Students	%	Parents of Attending Students	%
1. 30 - 37 years	9	10	12	10
2. 38 - 45 years	41	47	60	52
3. 46 - 53 years	27	31	35	31
4. 54 - and older	10	12	5	4
5. Does not apply	0	0	3	3
TOTALS	87	100	115	100

$$\chi^2 = 5.935$$

$$df = 4$$

$$\bar{X} \text{ for category 38-45 } 2.38$$

$$\text{Probability} = .2041$$

TABLE 90
AGE OF HUSBAND: PARENTS OF ATTENDING STUDENTS BY CONFERENCE

Age of Husband	Rocky Mt.	%	Iowa Mo.	%	Kans. Neb.	%	Dak.	%	Minn.	%
30 - 37	1	3	0	0	1	3	1	9	2	11
38 - 45	12	34	8	50	13	41	2	15	8	44
46 - 53	15	43	5	31	11	34	6	46	5	28
54 - older	4	11	2	13	4	13	2	15	1	6
Not apply	3	9	1	6	4	9	2	15	2	11
TOTALS	35	100	16	100	32	100	13	100	18	100

$$\chi^2 = 8.670$$

$$df = 16$$

$$\text{Probability} = .9264$$

TABLE 91
AGE OF HUSBAND: PARENTS OF NON-ATTENDING STUDENTS BY CONFERENCE

Age of Husband	Rocky Mt.	%	Iowa Mo.	%	Kans. Neb.	%	Dak.	%	Minn.	%
30 - 37	0	0	0	0	1	7	0	0	0	0
38 - 45	3	38	10	33	6	40	2	22	5	41
46 - 53	9	42	9	30	4	27	3	33	7	59
54 - older	2	10	6	20	3	20	4	45	0	0
Not apply	2	10	5	17	1	6	0	0	0	0
TOTALS	21	100	30	100	15	100	9	100	12	100

$$\chi^2 = 18.800$$

$$df = 16$$

$$\text{Probability} = .2792$$

TABLE 92

AGE OF WIFE: PARENTS OF NON-ATTENDING STUDENTS BY CONFERENCE

Wife's age	Rocky Mt.	%	Iowa Mo.	%	Kans. Neb.	%	Dak.	%	Minn.	%
30 - 37	2	10	3	10	3	19	0	0	1	9
38 - 45	8	38	15	48	8	50	3	37	7	64
46 - 53	9	43	8	26	4	25	3	37	3	27
54 - older	2	9	5	16	1	6	2	26	0	0
Not apply	0	0	0	0	0	0	0	0	0	0
TOTALS	21	100	31	100	16	100	8	100	11	100

$\chi^2 = 8.291$

df = 12

Probability = .7620

TABLE 93

AGE OF WIFE: PARENTS OF ATTENDING STUDENTS BY CONFERENCE

Wife's age	Rocky Mt.	%	Iowa Mo.	%	Kans. Neb.	%	Dak.	%	Minn.	%
30 - 37	4	12	0	0	2	6	2	15	4	22
38 - 45	15	44	10	63	20	63	4	31	10	55
46 - 53	13	38	4	25	8	25	7	54	3	17
54 - older	2	6	2	12	1	3	0	0	1	6
Not apply	0	0	0	0	1	3	0	0	0	0
TOTALS	34	100	16	100	32	100	13	100	18	100

$\chi^2 = 20.100$

df = 16

Probability = .2158

The data indicated that the Iowa-Missouri Conference had a high proportion of fathers of students attending SDA schools that were in the 38 - 45 age group, while the Dakota Conference had a small percentage of that group. When the wives' ages were analyzed, the same pattern was found in the Iowa-Missouri Conference and Dakota Conference. This may indicate that the Iowa-Missouri parents of attending students tended to be younger than parents of non-attending students.

It must be stated that there was not a significant relationship between age of the parents and attendance in a SDA school. When analysis was done on the parents of boarding-school students, the percentages were almost identical and did not vary more than 3 percent in any one age category.

Summary

In this chapter a description was given of the population as provided by the survey instrument. Also, those parents not responding were reviewed concerning their church membership and where they sent their children to school. The hypotheses and sub-hypotheses were reviewed and then analyzed to test their null statements. Data concerning the written comments were presented and observations given.

In summary the hypotheses and sub-hypotheses have been stated in their null form and a statement concerning their acceptance or rejection has been made.

Hypotheses: It is hypothesized that there is no significant relationship between the decline of enrollment of the secondary boarding schools and the attitudes of parents toward the secondary boarding school.

The null is rejected based upon the finding of the seven sub-hypotheses.

Sub-hypothesis 1 - There is no significant difference in attitude toward the secondary boarding school between parents of students attending SDA high schools and parents of students not attending SDA high schools.

1. The null is accepted in regard to the attitudes toward the effectiveness of the teachers and faculty (pages 64 - 67).

2. The null is rejected in regard to the attitudes toward the academic program of the boarding school (pages 68 - 71).

Sub-hypothesis 2 - There is no significant relationship between non-attendance and the cost of secondary boarding school.

The null is rejected (page 78).

Sub-hypothesis 3 - There is no significant relationship between secondary boarding non-attendance and parental church non-attendance.

The null is rejected (page 82).

Sub-hypothesis 4 - There is no significant relationship between parental socio-economic levels and secondary boarding non-attendance.

The null is accepted (page 84).

Sub-hypothesis 5 - There is no significant relationship between secondary boarding attendance and parental length of church membership.

The null is rejected (page 87).

Sub-hypothesis 6 - There is no significant relationship between secondary boarding attendance and the parental perception of the school's fulfillment of its uniqueness or mission.

1. The null is accepted in the area of teaching beliefs and values from a Christian viewpoint (page 95).

2. The null is rejected in the area of work program, faculty dedication, and training young people for sharing their faith. (pages 94-95).

Sub-hypothesis 7 - There is no significant difference between parents of non-attending students and attending students concerning the dormitory concept.

The null is rejected (page 99).

CHAPTER V

CONCLUSION

In chapter I data were given to show that there has been a declining trend in the enrollment of the church boarding academies. In 1967, 54.78 percent of those enrolled in senior academies were in boarding schools, but in 1977, there were only 44.64 percent of senior academy enrollees in the boarding academies.

It was the purpose of the study to determine if a relationship existed between the declining enrollment of the boarding academy and parental attitudes concerning the boarding school. To determine if there was a relationship, seven null sub-hypothesis were developed. The parents of high-school students in the Mid-America Union were chosen as the population and a Likert-type-scale survey was designed to determine the attitudes of the randomly chosen parents. There was a 74 percent response rate. To test the sub-hypothesis, a chi-square analysis was conducted and the results applied. The outline for this chapter is: (1) The hypothesis and seven sub-hypotheses as reflected from the testing; (2) The relation of the independent variable to the dependent variable; (3) Findings and conclusions based upon the analysis; (4) Recommendations for further studies and suggestions for correcting.

Restatement of Hypothesis

Hypothesis: There is a significant relationship between the

decline of enrollment of the secondary boarding schools and the attitudes of parents toward the secondary boarding school.

- Sub-hypothesis 1 - There is no significant difference in attitude toward the secondary boarding school between parents of students attending Seventh-day Adventist high schools and parents of students not attending Seventh-day Adventist high schools in the area of effectiveness of the teachers and faculty, but a significant difference does exist in attitude toward the academic program.
- Sub-hypothesis 2 - There is a significant relationship between non-attendance and the cost of secondary boarding schools.
- Sub-hypothesis 3 - There is a significant relationship between secondary boarding non-attendance and parental church non-attendance.
- Sub-hypothesis 4 - There is no significant relationship between parents socio-economic levels and secondary boarding non-attendance.
- Sub-hypothesis 5 - There is a significant relationship between secondary boarding attendance and parental length of church membership.
- Sub-hypothesis 6 - There is no significant relationship between secondary boarding attendance and the parental perception of the school's fulfillment of its uniqueness or mission in the area of teaching beliefs and value from a Christian viewpoint. There is a significant difference in attitude in the areas of work program, faculty dedication, and training students to show their faith.
- Sub-hypothesis 7 - There is a significant difference between parents of non-attending students and attending students concerning the dormitory concept.

Relationship of the Independent Variable to the
Dependent Variable

As the attitudes of the parents increase or decrease favorably toward the boarding school in the areas of the dormitory, academic quality of program, concept of work program, cost of attendance, and

the Seventh-day Adventist schools being different from other schools, the attendance rises or declines at the boarding school.

Findings and Conclusions

The success of the random sampling in selecting parents who represent various sub-populations, such as conference, was very encouraging. It gives strength to projections that will be made from the survey results to various conferences and variables of the boarding-academy program. For example, some conferences, such as Dakota, showed the parents to be older and that the older parents did not send their young people as much as the young parents. This data could be used by the Dakota Conference as it sets in motion ideas to increase their academy's enrollment. They need to speak to a group of parents who are older than parents in their neighboring conference.

Before this study was begun, it was observed that many school administrators and parents believed the decline of the boarding school enrollment was because of high tuition and other costs. The study also revealed that the majority of parents believed the cost to be a very important question. The data for sub-hypothesis two showed that 47 percent of parents of non-attending students would like to send their children but they felt they could not afford the expense. Even 28 percent of parents of attending students felt they could not afford the expense but still enrolled their children.

The data also indicated that 85 percent of parents of attending students believed the boarding school yielded positive results and were willing to sacrifice, while only 33 percent of parents of non-attending students felt the same way.

Another revealing fact was that only 16 percent of parents of non-attending students felt they could afford the cost of the boarding school, as opposed to 38 percent of parents of attending children. This data strongly suggests that the financial burden is very heavy for a significant number of parents. Almost one half (46%) of the parents of non-attending children want to send their children but feel financially unable. Twenty percent of the written comments were concerning the high cost of boarding schools with 60 percent of those comments being negative.

The data may be indicating that one of the differences between parents is not so much the high expense but rather the issue of a compelling advantage requiring a financial sacrifice. Is the total educational advantage of a boarding school enough to warrant such a sacrifice? Apparently, 33 percent of the parents of non-attending children voted "no."

The study also dealt with the topic of the unique mission of Seventh-day Adventist schools and how well the boarding academy was fulfilling that mission. Of the six questions regarding the uniqueness of Seventh-day Adventist schools, three of them showed a significant difference in attitude. The areas of moral development, religious beliefs, and subjects from a Christian viewpoint found the parents in agreement that the schools were unique and different. However, in the other areas, such as work program, dedicated Christian faculty, and training in witnessing, the parents were divided upon whether the boarding schools were unique. The attitudes concerning the work program of the academies revealed that it was an area in which parents had some concerns. Nine percent of the written

comments were targeted to this problem with 80 percent of the comments being negative. When the parents of attending students were compared to non-attending, the statistics revealed that 31 percent of the parents of attending students were negative concerning the adequacy of the work program, while 29 percent of parents of non-attending were negative.

The data also indicated that the parents were in disagreement whether or not the faculty was unique in teaching by Christian example. Sixty-three percent of parents of non-attending students felt SDA boarding-school teachers were unique in their Christian example while 78 percent of parents of attending students felt the same way. This factor may indicate that some parents viewed SDA boarding teachers and public-school teachers on a par in Christian example. If the variable should be true, it could result in a major overhaul of present recruiting strategies. For present recruiting arguments rely heavily on the assumption that Christian education is better because of teachers who teach by Christian example as opposed to public-school teachers who are neutral or negative in Christian example.

Another unique feature of Christian education that was tested was training young people for Christian witnessing. The literature review revealed that both Caine's and Bakel's studies of Catholic education indicated a relationship between Catholic school closings and negative parental attitudes concerning the fulfillment of the school in its unique mission. It was stated earlier that one of the objectives of SDA education was the training of young people for sharing their faith. This study indicated that the parents of

non-attending students were more positive than the parents of attending students in the adequacy of this special training. Twenty-three percent of the parents of attending students felt the boarding schools had failed in their mission to train young people to share their faith. This factor could have a significant impact upon the future of not only SDA boarding schools but all SDA schools. If parents do not perceive the school adequately training young people for witnessing and that training is considered as part of the unique mission of the school, then part of the reason for SDA school existence has been negated.

Analysis of the data revealed that one in four (24%) of those not sending their children to a boarding school acted upon a strong rejection of the dormitory concept, and those parents who did send their children to a boarding school, one in seven (13%), expressed reservations regarding the wisdom of the plan. It is interesting to note that when the parents were polled concerning keeping their children at home and attending a public school versus sending their children to a boarding academy, 39 percent of the parents of non-attending students declared on the side of keeping them at home. Parents of attending students desiring to keep their children home and in public school was only 8 percent.

This disclosure is a reality of no small import to those in leadership positions in Christian education. Clearly, a stronger mandate than this is needed if a broad base of support for the educational program of the church is desired.

Recommendations

Because Seventh-day Adventists have traditionally placed Christian education as a high priority and because this study indicated that attendance at a boarding academy is related to the parents' commitment to Christian education, it is recommended that:

1. Every conference re-evaluate its present approach in making its constituents aware of the importance of education. Local church pastors should not assume that their congregations "know all about" Christian education. Instead, an on-going emphasis and awareness of Christian education must become part of the church program.
2. The evangelistic program of the church be re-evaluated to ascertain the amount of emphasis placed upon the concept of Christian education. Revival and evangelistic efforts, baptismal classes, and Bible studies should include a section that deals with the Biblical concept of Christian education and its place in the SDA family. To help convince new members of the importance of Christian education, it is recommended that a special packet describing SDA Christian education and the schools that serve the member's conference be made available.
3. The students of local SDA boarding schools and their accomplishments be continually presented to the churches of each conference. Educational rallies should be held on a district basis where special programs involving the students of the boarding schools are featured. It is further recommended that all SDA elementary students be personally contacted by an academy representative and systematically cultivated in an on-going program of personal contact.

Academic achievement

The study indicated that boarding-academy academics were questioned by a significant number of parents. The parents were not so much condemning the academic quality as they were indicating that they did not know the quality of the program.

It is recommended that:

1. Each academy evaluate its academic program and improve areas of deficiency.
2. Each academy inform its constituency of the scholastic attainment of the students, and that the reporting be accurate, positive, and professional.

Dormitory

As has been shown, one of the most clear-cut findings of the study was in the area of negative parental attitudes concerning the dormitory. In view of these important findings, the following recommendations are offered:

1. That more emphasis be given to encouraging parents to not enroll their children in primary schools until ages seven or eight.
2. That the boarding academies re-evaluate the present "one dean to many students" program and provide a stronger program by having more adult supervision and a better "home environment" as opposed to a "barrack atmosphere."
3. That a better method of room and roommate selection be found to reduce negative peer pressure. Especially for the ninth and tenth graders great care should be used to provide adequate adult association and positive peer influence.

4. That study be given to the psychological, physical, emotional, spiritual, and social needs of each age in the dormitory and adequate programs be provided to meet specific needs. At the present it appears that two to three separate stages of developmental needs and developmental tasks are lumped into one stage. This means that many younger and older students' needs are not being met.

5. That the faculty have small groups of students in their homes on a regular basis to provide positive "home modeling."

6. That study be given to providing each dormitory with an adequate dean staff, based upon a policed dean/student ratio.

7. That study be given to providing more K-9 elementary programs where the ninth grade is an extension of the boarding academy. The student would be enrolled at the boarding academy but take class work at the K-9 elementary school. (The Mid-America Union currently is piloting such a program.)

8. That the SDA Board of Education (K-12) for North America re-examine the philosophy undergirding the boarding-school experience and develop instrumentation for evaluating its effectiveness.

Finances

The study revealed that 46 percent of those parents not sending their young people wanted to but felt they could not afford the expense. The following recommendations are made to provide more financial assistance:

1. That study be given to reducing the total cost of boarding-school attendance by requiring all students to work as part of the school program. This would mean they would receive no monies for

labor but rather academic credit. This would also allow those under sixteen to work more within the industrial areas.

2. That each conference set up an endowment program to provide matching scholarship funds with the parents and local churches.

3. That a stronger emphasis be given to placing non-academy-operated industries near academies where students can learn trades and make a better cash income for the academies.

4. That stronger emphasis be given to a professional recruiting program that functions twelve months a year. More students per year help to reduce expenses.

5. That study be given to reducing the number of class offerings thereby reducing the need for low pupil/teacher ratios.

Because this study was delimited by time and scope, it is recommended that a study similar to this study be done in other unions and that comparisons be made and norms established. It is further recommended that all conferences secure an accurate youth census and that the parents of these young people be provided adequate, up-to-date-information regarding Christian education.

APPENDIX A

SDA CHURCH AND MID-AMERICA UNION STATISTICS

1. Summary of Seventh-day Adventist Membership.
2. Mid-America Union Church Membership.
3. Birth Rate for States in Mid-America Union, 1953-1967.
4. Mid-America Senior Academy Enrollment, closing report.

APPENDIX A

SUMMARY OF SEVENTH-DAY ADVENTIST MEMBERSHIP

<u>Year</u>	<u>Membership</u>	<u>North America</u>
1961	1,307,892	
1962	1,362,775	
1963	1,428,352	
1964	1,508,056	
1965	1,578,504	
1966	1,661,682	
1967	1,747,614	
1968	1,845,183	
1969	1,935,078	
1970	2,051,864	
1971	2,145,061	
1972	2,261,403	
1973	2,390,124	
1974	2,521,429	
1975	2,666,484	
1976	2,810,606	536,649
1977	2,949,758	551,884
1978	3,117,535	566,453
1979	3,308,191	585,050
1980	3,480,518	604,430

118th Annual Statistical Report, 1980.
 General Conference of SDA, Washington, D.C., compiled by Office of
 Archives and Statistics, D. Yost.

APPENDIX A (continued)

MID-AMERICA UNION CHURCH MEMBERSHIP

<u>Year</u>	<u>North.Union</u>	<u>Cent.Union</u>	<u>Total</u>	<u>% Enrolled in Sr. Acad.</u>	<u>Growth %</u>
Jan. 1, 1967	12732	27081	39813	3.679	
" 1968	12652	27375	40027	3.680	.538
" 1969	12706	27590	40296	3.593	.672
" 1970	12694	28295	40989	3.732	1.719
" 1971	12799	29101	41900	3.610	2.222
" 1972	12910	29771	42687	3.612	1.878
" 1973	13044	30482	43526	3.319	1.965
" 1974	13214	31284	44498	3.278	2.223
" 1975	13584	32359	45943	3.321	3.247
" 1976	14340	32840	47180	3.013	2.692
" 1977	15179	33621	48800	2.829	3.433
" 1978			51981	2.916*	6.518
" 1979			52076	2.792	.182
" 1980			53303	2.641	2.356

* Dakota Adventist Academy opening with 71 additional students.
Later enrollments declined.

APPENDIX A (continued)

BIRTH RATE FOR STATES IN MID-AMERICA UNION
1953 - 1967

<u>Year of Birth</u>	<u>Year of School Enrollment</u>	<u>Per 1000 Population</u>	<u>% Change</u>
1953	1967	27.266	
1954	1968	27.233	.1210 decrease
1955	1969	26.000	4.527 decrease
1956	1970	25.266	2.823 decrease
1957	1971	24.833	1.713 decrease
1958	1972	25.2	1.477 increase
1959	1973	25.23	.119 increase
1960	1974	24.766	1.839 decrease
1961	1975	24.633	.537 decrease
1962	1976	22.8	7.44 decrease
1963	1977	22.2	2.63 decrease
1964	1978	20.8	6.306 decrease
1965	1979	19.166	7.855 decrease
1966	1980	17.766	7.304 decrease
1967	1981	17.7	.371 decrease

APPENDIX A (continued)

MID-AMERICA SENIOR ACADEMY ENROLLMENT
(Closing Report)

<u>Year</u>	<u>North.Union</u>	<u>Cent.Union</u>	<u>Total</u>	<u>Percentage of Growth/Decline</u>	
66-67	497	968	1465		
67-68	455	1018	1473	.546	increase
68-69	454	994	1448	1.697	decrease
69-70	499	1031	1530	5.662	increase
70-71	463	1050	1531	.065	increase
71-72	483	1059	1542	.718	increase
72-73	429	1016	1445	6.29	decrease
73-74	420	1039	1459	.968	increase
74-75	442	1084	1526	4.592	increase
75-76	437	985	1422	6.815	decrease
76-77	470	911	1381	2.883	decrease
77-78	540	975	1516	9.775	increase
78-79	531	923	1454	4.089	decrease
79-80	483	925	1408	3.163	decrease
80-81			1332	5.397	decrease

APPENDIX B

ACADEMY STUDENT LOSSES

1. Academy Student Losses.
2. North American Boarding Academy Losses, 1979.
3. North American Day Academy Losses, 1979.

APPENDIX B

ACADEMY STUDENT LOSSES

UNIONS/ACADEMIES	Enrollment				Losses				
	Open Sept. 1978	Clos. June 1979	Open Sept. 1979	Exp. or Asked to Withdraw	Tr. Acad.	Tr. Pub.	Drop Out.	Total Losses	% of Closing
ATLANTIC									
Bermuda Institute	120	120	97	-	1	1	1	3	2.5
Greater Boston	94	101	75	1	1	3	1	6	5.94
Greater New York	242	240	226	3	-	1	3	7	2.91
Northeastern	240	245	222	-	3	8	3	16	6.53
Pine Tree Memorial	64	74	67	1	2	2	-	5	6.75
Pioneer Valley	107	217	174	10	13	13	2	38	17.51
South Lancaster	153	165	135	5	8	12	9	29	17.57
Union Springs	141	148	126	11	2	9	13	35	23.64
	1265	1310	1122	31	30	49	32	139	10.61
CANADIAN									
Canadian Union	286	306	308	-	-	-	-	39	12.74
Fraser Valley	110	112	113	-	-	-	2	2	1.78
Kingsway College	247	261	282	4	-	15	4	23	8.81
Newfoundland	46	46	50	-	-	-	5	5	10.86
Okanagan	58	59	74	-	-	-	-	-	-
	747	784	827	4	-	15	11	69	8.80
CENTRAL									
Campion	233	257	215	24	7	25	7	39	15.17
College View	NR	114	105	-	2	4	-	6	5.26
Enterprise	142	140	131	6	7	7	5	21	15.00
Mile High	145	146	146	2	2	5	4	13	8.90
Platte Valley	174	184	200	9	4	6	5	23	12.50
Sunnydale	140	107	128	1	4	14	5	24	22.42
	834	948	925	41	26	61	26	126	13.29
COLUMBIA									
Blue Mountain	404	419	393	30	10	22	3	65	15.51
Garden State	142	136	167	1	-	4	-	5	3.67
Highland View	116	126	132	13	6	6	3	28	22.22
Mount Vernon	278	NR	296	NR	NR	NR	NR	NR	NR
Pine Forge	170	163	210	3	-	3	-	7	4.29
Shenandoah Valley	388	396	366	32	12	54	-	66	16.66
Spring Valley	115	111	115	-	6	-	-	6	5.40
Takoma	579	592	577	-	4	11	6	21	3.54
	2192	1943	2256	79	38	100	13	198	10.19

APPENDIX B. (continued)

UNION/ACADEMIES	Enrollment			Exp. or Asked to Withdraw	Losses				% of Closing
	Open Sept. 1978	Clos. June 1979	Open Sept. 1979		Tr. Acad.	Tr. Pub.	Drop Out.	Total Losses	
LAKE									
Adelphian	178	190	166	5	9	5	-	19	10.00
Andrews Univ. Acad.	348	369	326	2	21	6	11	40	10.84
Battle Creek	81	84	70	1	-	1	-	2	2.38
Broadview	242	254	254	7	5	14	2	28	11.02
Cedar Lake	311	326	296	4	8	24	7	43	13.19
Grand Ledge	81	83	65	4	2	2	3	11	13.25
Indiana	210	223	185	13	7	28	8	43	19.28
Frank L. Peterson	74	76	99	1	-	7	-	8	10.52
Shiloh	119	125	111	2	1	3	-	6	4.80
Wisconsin	231	253	213	5	6	23	4	38	15.01
	1875	1983	1785	44	59	113	35	238	12.00
NORTH PACIFIC									
Auburn	456	481	423	31	12	36	11	90	18.71
Columbia	162	168	164	3	5	6	1	15	8.92
Gem State	230	241	237	14	3	19	10	46	19.08
Laurelwood	368	414	365	26	13	11	11	71	17.14
Milo	284	335	281	25	7	6	34	72	21.49
Mount Ellis	194	203	180	2	8	16	4	30	14.77
Portland Adventist	273	296	268	2	11	9	8	30	10.13
Upper Columbia	324	337	316	26	13	10	7	56	16.61
Walla Walla Valley	266	286	268	11	5	16	7	39	13.63
	2557	2761	2502	140	77	129	93	449	16.26
NORTHERN									
Dakota Adventist	181	184	121	4	39	2	1	46	25.00
Maplewood	218	239	242	4	5	19	4	30	12.55
Oak Park	132	140	120	12	1	7	1	21	15.00
	531	563	483	20	45	28	6	97	17.22

APPENDIX B, (continued)

UNION/ACADEMIES	Enrollment			Exp. or Asked to Withdraw	Losses				
	Open Sept. 1978	Clos. June 1979	Open Sept. 1979		Tr. Acad.	Tr. Pub.	Drop Out.	Total Losses	% of Closing
PACIFIC UNION									
Armona Union	84	91	76	-	-	10	-	10	10.98
Bakersfield	NR	106	82	4	2	5	6	17	16.03
Fresno Union	137	155	143	1	3	5	1	10	6.45
Glendale Union	320	337	310	7	7	12	1	20	5.93
Golden Gate	93	69	69	-	-	2	-	2	2.89
Hawaiian Mission	245	270	247	14	-	7	5	26	9.62
LaSierra	359	404	329	17	6	4	-	27	6.68
Lodi Union	170	180	178	3	-	5	3	11	6.11
Loma Linda	415	449	437	8	8	21	7	44	9.79
Lynwood	259	259	345	2	-	18	2	22	8.49
Modesto	170	178	178	3	2	3	3	8	4.49
Monterey Bay	519	557	525	20	30	17	4	71	12.74
Mountain View	259	277	280	5	5	4	1	15	5.41
Newbury Park	320	340	315	4	20	27	5	56	16.47
Orangewood	287	305	250	6	1	17	1	25	8.19
PUC Preparatory	199	216	179	6	4	5	6	21	9.72
Rio Lindo	358	385	391	17	35	34	5	74	19.22
Sacramento	167	172	138	2	5	7	5	17	9.88
San Diego Union	238	250	225	5	3	15	2	25	10.00
San Fernando Valley	126	114	105	1	7	10	1	19	16.66
San Gabriel	244	235	217	2	2	5	1	10	4.25
San Pasqual	251	276	251	12	14	31	6	51	18.47
Thunderbird	307	333	321	15	17	22	18	72	21.62
	5433	5958	5591	154	171	286	33	653	10.96
SOUTHWESTERN									
Chisholm Trail	236	252	246	-	5	5	8	18	7.14
Jefferson	57	71	95	4	4	8	8	24	33.80
Ozark	261	272	262	6	7	15	8	36	13.23
Sandia View	101	107	136	1	3	4	2	10	9.34
Valley Grande	153	129	107	NR	NR	NR	NR	NR	NR
	808	831	846	11	19	32	26	88	10.58

APPENDIX B, (continued)

UNION/ACADEMIES	Enrollment			Exp. or Asked to Withdraw	Losses				% of Closing
	Open Sept. 1978	Clos. June 1979	Open Sept. 1979		Tr. Acad.	Tr. Pub.	Drop Out.	Total Losses	
<u>SOUTHERN</u>									
Bass Memorial	178	143	165	10	2	32	5	49	34.26
Collegedale	337	354	342	7	6	12	11	36	10.16
Fletcher	233	252	196	22	15	40	3	80	31.74
Forest Lake	422	444	407	24	13	17	-	89	20.04
Ga.-Cumberland	245	260	229	9	14	12	4	39	15.00
Greater Miami	65	71	65	-	-	7	-	7	9.85
Groveland	39	43	30	13	8	10	3	34	79.06
Harbert Hills	59	NR	NR	-	-	-	-	-	NR
Highland	158	136	155	7	5	17	4	33	24.26
Laurelbrook	90	99	84	9	6	4	3	15	16.85
Little Creek	NR	62	60	-	-	-	-	-	-
Madison	132	144	146	5	1	13	3	23	15.97
Mount Pisgah	218	233	230	20	4	16	1	41	17.59
Oakwood College	38	103	103	-	-	-	2	2	1.94
Pine Forest	NR	NR	NR	NR	NR	NR	NR	NR	NR
Stonecave Inst.	NR	12	14	1	1	1	1	4	33.33
	2264	2346	2226	127	75	181	40	452	19.26
<u>SUMMARY</u>									
ATLANTIC	1265	1310	1122	31	30	49	32	139	10.61
CANADIAN	747	784	827	4	-	15	11	69	8.80
CENTRAL	834	948	925	41	36	61	26	126	13.29
COLUMBIA	2192	1943	2256	79	38	100	13	198	10.19
LAKE	1875	1983	1785	44	59	113	35	238	12.00
NORTH PACIFIC	2557	2761	2502	140	77	129	93	449	16.26
NORTHERN	531	563	483	20	45	28	6	97	17.22
PACIFIC UNION	5433	5958	5591	154	171	286	83	653	10.96
SOUTHERN	2264	2346	2226	127	75	181	40	452	19.26
SOUTHWESTERN	808	831	846	11	19	32	26	88	10.58
NAD TOTALS	18506	19427	18563	651	550	994	365	2509	13.73
Jr. Acad. & K-9		54692	55632						

Annual Report-1979, Department of Education - North American Division,
Washington, D.C., 1979, Table 11.

APPENDIX B, (continued)

NORTH AMERICAN BOARDING ACADEMY LOSSES
1979

UNIONS/ACADEMIES	Open Sept. 1978	Clos. June 1979	Exp. or Asked to Withdraw	Tr. Acad.	Tr. Pub.	Drop Out.	Total Losses	% of Closing	
ATLANTIC									
Pioneer Valley	207	217	10	13	13	2	38	17.51	
Union Springs	141	148	11	2	9	13	35	23.64	
			21	15	22	15	73	41.15	20.57*
CANADIAN									
Canadian Union	286	306					39	12.74	
Kingsway College	247	261	4		15	4	23	8.81	
Okanagan	58	59							
			4		15	4	62	20.55	10.27*
CENTRAL									
Campion	232	257	24	7	25	7	39	15.17	
Enterprise	141	140	6	7	7	5	21	15.00	
Platte Valley	174	184	8	4	6	5	23	12.50	
Sunnydale	140	107	1	4	14	5	24	22.42	
			39	22	52	22	109	65.09	16.27*
COLUMBIA									
Blue Mountain	404	419	30	10	22	3	65	15.51	
Garden State	142	136	1		4		5	3.67	
Highland View	116	126	13	6	6	3	28	22.22	
Mount Vernon	278	NR	NR	NR	NR	NR	NR	NR	
Pine Forge	170	163	3		3		7	4.29	
Shendandoah	388	396	32	12	54		66	16.66	
			79	28	89	6	171	62.35	12.47*
LAKE									
Adelphian	178	190	5	9	5		19	10.00	
Broadview	242	254	7	5	14	2	28	11.02	
Cedar Lake	311	326	4	8	24	7	43	13.19	
Indiana	210	223	13	7	28	8	43 +	19.28	
Wisconsin	231	253	5	6	23	4	38	15.01	
			34	35	94	21	171	68.50	13.70*

APPENDIX B, (continued)

UNIONS/ACADEMIES	Open Sept. 1978	Clos. June 1979	Exp. or Asked to Withdraw	Tr. Acad.	Tr. Drop Pub.	Drop Out.	Total Losses	of Closing
NORTH PACIFIC								
Auburn	456	481	31	12	36	11	90	18.71
Gem State	230	241	14	3	19	10	46	19.08
Laurelwood	368	414	26	13	11	11	71	17.14
Milo	284	335	25	7	6	34	72	21.49
Mount Ellis	194	203	2	8	16	4	30	14.77
Upper Columbia	324	337	26	13	10	7	56	16.61
			124	56	98	77	674	107.80
								17.93*
NORTHERN								
Dakota Adventist	181	184	4	39	2	1	45	25.00
Maplewood	218	239	4	5	19	4	30 +	12.55
Oak Park	132	140	12	1	7	1	21	15.00
			20	45	28	6	97	52.55
								17.51*
PACIFIC								
Hawaiian Mission	245	270	14		7	5	26	9.62
Monterey Bay	519	557	20	30	17	4	71	12.74
Newbury Park	320	340	4	20	27	5	56	16.47
Rio Lindo	358	385	17	35	34	5	74 +	19.22
San Pasqual	251	276	12	14	31	6	51	18.47
Thunderbird	307	333	15	17	22	18	72	21.62
			82	116	138	43	350	81.67
								11.94*
SOUTHERN								
Bass Memorial	178	143	10	2	32	5	49	34.26
Fletcher	233	252	22	15	40	3	80	31.74
Forest Lake	422	444	24	13	17		89 +	20.04
Ga.-Cumberland	245	260	9	14	12	4	39	15.00
Groveland	39	43	13	8	10	3	34	79.06
Harbert Hills	59	NR	NR	NR	NR	NR	NR	NR
Highland	158	136	7	5	17	4	33	24.26
Laurelbrook	90	89	9	6	4	3	15	16.85
Little Creek	NR	62						
Mount Pisgah	218	233	20	4	16	1	41	17.59
Pine Forest	NR	NR	NR	NR	NR	NR	NR	NR
Stonecave Inst.	NR	12	1	1	1	1	4	33.33
			115	68	149	24	384	272.13
								30.24*
								without Groveland 21.64*

APPENDIX B,(continued)

UNIONS/ACADEMIES	Open Sept. 1978	Clos. June 1979	Exp. or Asked to Withdraw	Tr. Acad.	Tr. Pub.	Drop Out.	Total Losses	% of Closing
<u>SOUTHWESTERN</u>								
Jefferson	51	71	4	4	8	8	24	33.80
Ozark	261	272	6	7	15	8	36	13.23
Sandia View	101	107	1	3	4	2	10	9.34
			11	14	27	18	70	56.37
<u>UNION TOTALS</u>								
Atlantic				15	22			
Canadian					15			
Central				22	52			
Columbia				28	89			
Lake				35	94			
North Pacific				56	98			
Northern				45	28			
Pacific				116	138			
Southern				68	149			
Southwestern				<u>14</u>	<u>27</u>			
				399	623			60.96

+ Indicates errors in report as printed by GC report. The total loss number has been used in computing percentage in closing.

* Mean Average

APPENDIX B, (continued)

NORTH AMERICAN DAY ACADEMY LOSSES
1979

UNIONS/ACADEMIES	Open Sept. 1978	Clos. June 1979	Exp. or Asked to Withdraw	Tr. Acad.	Tr. Pub.	Drop Out.	Total Losses	% of Closing	
ATLANTIC									
Bermuda Institute	120	120		1	1	1	3	2.5	
Greater Boston	94	101	1	1	3	1	6	5.94	
Greater New York	242	240	3		1	3	7	2.91	
Northeastern	240	245		3	8	3	16 +	6.53	
Pine Tree Memorial	68	74	1	2	2		5	6.75	
South Lancaster	153	165	5	8	12	9	29 +	17.57	
			10	15	27	17	66	42.20	7.06*
CANADIAN									
Fraser Valley	110	112					39	12.74	
Newfoundland	46	46					5	10.86	
							44	23.60	11.80*
CENTRAL									
College View	NR	114		2	4		6	5.26	
Mile High	145	146	2	2	5	4	13	8.90	
			2	4	9	4	15	14.16	7.08*
COLUMBIA									
Spring Valley	115	111		6			6	5.40	
Takoma	579	592		4	11	6	21	3.54	
				10	11	6	27	8.94	4.47*
LAKE									
Andrews U. Academy	348	369	2	21	6	11	40	10.84	
Battle Creek	81	84	1		1		2	2.38	
Grand Ledge	81	83	4	2	2	3	11	13.25	
Frank L. Peterson	74	76	1		7		8	10.52	
Shiloh	119	125	2	1	3		6	4.80	
			10	24	17	14	67	41.79	8.36*
NORTH PACIFIC									
Columbia	162	168	3	5	6	1	15	8.92	
Portland Adventist	273	296	2	11	9	8	30	10.13	
Walla Walla Valley	266	286	11	5	16	7	39	13.63	
			16	21	31	16	84	32.68	10.89*

APPENDIX B, (continued)

UNIONS/ACADEMIES	Open Sept. 1978	Clos. June 1979	Exp. or Asked to Withdraw	Tr. Acad.	Tr. Pub.	Drop Out.	Total Losses	% of Closing	
PACIFIC UNION									
Armona Union	84	91			10		10	10.98	
Bakersfield	NR	106	4	2	5	6	17	16.03	
Fresno Union	137	155	1	3	5	1	10	6.45	
Glendale Union	320	337	7	7	12	1	20 +	5.93	
Golden Gate	83	69			2		2	2.89	
LaSierra	359	404	17	6	4		27	6.68	
Lodi Union	170	180	3		5	3	11	6.11	
Loma Linda	415	449	8	8	21	7	44	9.79	
Lynwood	259	259	2		18	2	22	8.49	
Modesto	170	178	3	2	3	3	8 +	4.49	
Mountain View	259	277	5	5	4	1	15	5.41	
Orangewood	287	305	6	1	17	1	25	8.19	
PUC Preparatory	199	216	6	4	5	6	21	9.72	
Sacramento	167	172	2	5	7	5	17	9.88	
San Diego Union	238	250	5	3	15	2	25	10.00	
San Fernando Valley	126	114	1	7	10	1	19	16.66	
San Gabriel	244	235	2	2	5	1	10	4.25	
			82	55	148	40	325	141.95	8.35+
SOUTHERN									
Collegedale	337	354	7	6	12	11	36	10.16	
Greater Miami	65	71			7		7	9.85	
Madison	132	144	5	1	13	3	23 +	15.97	
Oakwood College	88	103				2	2	1.94	
			12	7	32	16	68	37.92	9.48+
SOUTHWESTERN									
Chisholm Trail	236	252		5	5	8	18	7.14	
Valley Grande	153	129	NR	NR	NR	NR	NR	NR	
								7.14	

APPENDIX B, (continued)

	Open 1978	Clos. 1979	Exp. or Asked to Withdraw	Tr. Acad.	Tr. Pub.	Drop Out.	Total Losses	% of Closing	% Closing Boarding
<u>UNION TOTALS</u>									
Atlantic	10	15	27	17	66	7.06	20.57		
Canadian					44	11.80	10.27		
Central	2	4	9	4	19	7.08	16.27		
Columbia		10	11	6	27	4.47	12.47		
Lake	10	24	17	14	67	8.36	13.70		
North Pacific	16	21	31	16	84	10.89	17.93		
Northern	No Day Academies								
Pacific Union	82	55	148	40	325	8.35	11.94		
Southern	12	7	32	16	68	9.48	30.24	21.64	
Southwestern		5	5	8	18	7.14	18.79		
Totals	142	141	280	121	718	8.29	169.69	16.97	

+ Indicates errors in report as printed by GC report. The total loss number has been used in computing percentage of closing.

* Mean Average

APPENDIX C

LETTERS

1. Letter from E. S. Reile, president of Mid-America Union, to parents of academy-age students.
2. Letter from Randall Fox, Director of Education for Mid-America Union, to parents of academy-age students which accompanied the survey instrument.
3. Letter from Randall Fox reminding those parents who had not returned the survey to do so.
4. Second letter from Randall Fox reminding those parents who had not returned the survey to do so.
5. Last, humorous letter from Randall Fox reminding those parents who had not returned the survey to do so.

APPENDIX C



MID-AMERICA HEADQUARTERS of SEVENTH - DAY ADVENTISTS

CENTRAL UNION CONFERENCE
CENTRAL STATES COLORADO KANSAS MISSOURI NEBRASKA WYOMING

December 24, 1981

Dear

A letter from your church is probably not an everyday occurrence, especially one from the Mid-America Union office, and you are probably wondering what special activity or event demands a special notification.

The Mid-America Union is attempting to strengthen the education ministry in our church. Your family has been randomly selected to participate in a very important part of this project. In the next three weeks, you will be receiving in the mail a survey from our educational department. The purpose of the survey is to help us better understand our members' views and attitudes towards the church's boarding academies.

Out of the 2700 families with high school youth in the Mid-America Union, we have randomly selected 350. Your family has been selected and your response is very much needed. Your answers to the survey will be confidential and a number will be given to your answer sheet to protect your privacy.

Thank you so much for helping us provide you with better opportunities for Christian education. Please remember to quickly complete and return the survey when it arrives at your home. May God continue to bless and enrich your family.

Cordially,

E. S. Reile
President

bd

APPENDIX C, (continued)



MID-AMERICA HEADQUARTERS of SEVENTH-DAY ADVENTISTS

CENTRAL UNION CONFERENCE
CENTRAL STATES COLORADO KANSAS MISSOURI NEBRASKA WYOMING

January 14, 1982

Dear

Some time ago Elder E. S. Reile, Mid-America Union president, wrote to you concerning participation in a Union-wide survey. I am sure as you complete the survey that you will understand how vital your feelings and attitudes are to us. We need your opinion so we can better operate our boarding schools.

As Elder Reile mentioned, your opinions will be confidential and your privacy guarded by referring to your survey by number. If you wish a copy of the survey results, please write to my office requesting a copy of the survey report. Allow 6-8 weeks for the survey results to be tabulated.

Please read the survey carefully and answer the statements in accordance with your thinking. Then place it in the envelope provided and mail within three days. Thank you for your cooperation and in helping us to serve you better.

Sincerely,

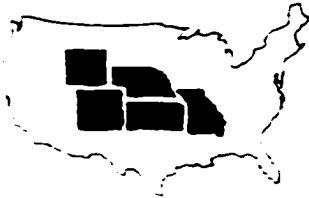
Randall Fox
Director of Education

bd

Enc. 2

APPENDIX C, (continued)

February 19, 1982



MID-AMERICA HEADQUARTERS
of SEVENTH-DAY ADVENTISTS

CENTRAL UNION CONFERENCE
CENTRAL STATES COLORADO KANSAS MISSOURI NEBRASKA WYOMING

Dear Parents:

Just a short reminder that we have not received your survey concerning the boarding academy. The response thus far has been excellent and we want you to know how valuable your survey is to the project. As the rate of returns increases, our accuracy in discerning your opinions is much greater.

I have enclosed another survey in case you have misplaced the first. If you have already mailed your first survey, please disregard this letter.

Thanks again for your contribution to this project. We appreciate so much your opinions and your taking the time to complete the survey.

Sincerely,

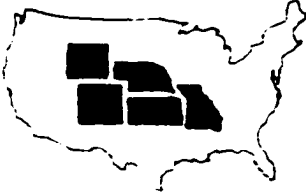
Randall Fox

Randall Fox
Director of Education

bd-

Enc. 2

APPENDIX C, (continued)



MID-AMERICA HEADQUARTERS of SEVENTH-DAY ADVENTISTS

CENTRAL UNION CONFERENCE
CENTRAL STATES COLORADO KANSAS MISSOURI NEBRASKA WYOMING

March 1, 1982

Dear Parent:

A few weeks ago I sent you a survey concerning the SDA boarding academies in our Union. It is very important that every family selected for the survey complete the form and return it as soon as possible. Your opinions and attitudes are important to us and will be used to guide decisions concerning the future operation of our school system.

Would it be possible for you to take a few moments in the next few days to complete the survey and return it? As each survey is returned, the accuracy of the project becomes greater, so you can see how vital your returned survey is to us. We sincerely want to know how you feel concerning the various issues. Thank you so much.

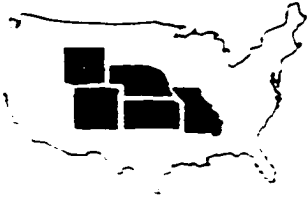
If you have already completed and returned your survey, please accept our appreciation and disregard this card.

Sincerely,

Randall Fox
Education Director for the Mid-America Union

bd

APPENDIX C, (continued)



MID-AMERICA HEADQUARTERS
of SEVENTH-DAY ADVENTISTS

CENTRAL UNION CONFERENCE
CENTRAL STATES COLORADO KANSAS MISSOURI NEBRASKA WYOMING

March 11, 1982

Dear Parents:

When you saw our return address on the envelope today, you probably wanted to shout "Not that survey again!" I certainly can't blame you, but we need only 40 more return surveys to make a 75% return rate.

If only to shut us up or even humor us, could you help us obtain the last 40 by filling out your survey and returning it in the self-addressed envelope. (Should you have sent in your survey, please disregard this letter.)

Sincerely,

Randall Fox

Randall Fox
Director of Education

bd

APPENDIX D

SURVEY INSTRUMENT

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APPENDIX D

MID-AMERICA UNION PARENTAL ATTITUDE SURVEY

Thank you for taking the time to participate in our survey. Please answer each question in accordance with your thinking, not what you believe others think. Answer the following questions by placing an (X) in front of the number that most corresponds to your situation.

SECTION 1:

1. The individual(s) completing this survey is (are) the:

1. Father
 2. Mother
 3. Guardian or Step-parent
 4. Both father and mother

2. The number of school-age youth in your home is:

- | | <u>Elementary age</u> | <u>High school</u> | <u>College age</u> |
|----------------------------|-----------------------|----------------------------|-----------------------------|
| <input type="checkbox"/> 1 | 1 | <input type="checkbox"/> 5 | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 2 | 1 | <input type="checkbox"/> 6 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 3 | 2 | <input type="checkbox"/> 7 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 4 | 3 or more | <input type="checkbox"/> 8 | <input type="checkbox"/> 12 |

3. Length of SDA church membership:

- | | <u>husband</u> | <u>wife</u> |
|----------------------------|----------------|-----------------------------|
| <input type="checkbox"/> 1 | 0 - 5 years | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 2 | 6 - 10 years | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 3 | 11-15 years | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 4 | 16-20 years | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 5 | 21-25 years | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 6 | 26-50 years | <input type="checkbox"/> 13 |
| <input type="checkbox"/> 7 | Not a member | <input type="checkbox"/> 14 |

4. My total family income is approximately:

1. \$ 000 - \$10,000 a year
 2. 13,000 - 19,000 a year
 3. 20,000 - 27,000 a year
 4. 28,000 - 35,000 a year
 5. 36,000 - 42,000 a year
 6. 43,000 - 50,000 a year
 7. 50,000 - and up a year

5. Husband's age is:

1. 30 - 37
 2. 38 - 45
 3. 46 - 53
 4. 54 - and older
 5. Does not apply

APPENDIX D, (continued)

Parental Attitude Survey, page 2

6. Wife's age is:

- 1 30 - 37
 2 38 - 45
 3 46 - 53
 4 54 - and older
 5 Does not apply

7. Husband's SDA church attendance:

- 1 Weekly
 2 Monthly
 3 Seldom
 4 Not at all
 5 Does not apply

8. Wife's SDA church attendance:

- 1 Weekly
 2 Monthly
 3 Seldom
 4 Not at all
 5 Does not apply

9. I have the following school-age children in an SDA school:

	<u>Elementary age</u>	<u>High School age</u>	<u>College age</u>
<input type="checkbox"/> 1	0	5 0	3 0
<input type="checkbox"/> 2	1	5 1	10 1
<input type="checkbox"/> 3	2	7 2	11 2
<input type="checkbox"/> 4	3 or more	9 3 or more	12 3 or more

Answer questions 10 and 11 only if you have high school-age children in a SDA school.

10. My children (is / are) in

- 1 Day academy
 2 Boarding academy
 3 Junior academy (9th and 10th graders)
 4 Self-supporting SDA school
 5 Other types
 6 A combination of 1, 2, 3, or 4.

11. Which of the following had the most influence in your child's going to boarding academy? (Please check only one (1) answer.)

- 1 Father
 2 Mother
 3 Student himself
 4 Outside influence of home
 5 Unknown

APPENDIX D, (continued)

Parental Attitude Survey, page 3

Answer questions 12 and 13 only if you have high school-age youth in public or private non-SDA schools.

12. I have the following high school-age children in public or private non-SDA schools:
- _____ 1: _____
 - _____ 2: _____
 - _____ 3: _____
 - _____ 4: 3 or more
13. Which of the following had the most influence in child's going to public or private non-SDA high school? (Please check only one (1) answer.)
- _____ 1: Father
 - _____ 2: Mother
 - _____ 3: Student himself
 - _____ 4: Outside influence of home
 - _____ 5: Unknown

SECTION II:

Below are reasons why parents send their youth to SDA boarding schools. Please circle the number that most agrees with your thinking.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14.	SDA boarding schools are different because the students have common religious beliefs and moral values.	1	2	3	4	5
15.	SDA boarding schools are different because they teach moral development.	1	2	3	4	5
16.	SDA boarding schools are different because students are taught the value of labor through a work program.	1	2	3	4	5
17.	SDA boarding schools are different because the faculty teach by their Christian example.	1	2	3	4	5
18.	SDA boarding schools are different because they teach subjects from a Christian point of view.	1	2	3	4	5
19.	SDA boarding schools are different because part of their mission is to train young people to share their religious faith and belief.	1	2	3	4	5

COMMENTS:

APPENDIX D, (continued)

Parental Attitude Survey, page 4

SECTION III

Please circle the number which shows the degree to which the following items in your judgment may be reasons for not sending children to an Adventist secondary boarding school.

	not a reason	partly a reason	a strong reason
20. The expense is too great.	1	2	3
21. Dissatisfaction with dormitory concept.	1	2	3
22. Dissatisfaction with academic quality	1	2	3
23. Dissatisfaction with lack of work opportunity.	1	2	3
24. Dissatisfaction with supervision of students.	1	2	3
25. Child does not want to attend.	1	2	3
26. SDA boarding schools are not different enough from public high schools.	1	2	3

COMMENTS:

SECTION IV

For the next questions, please circle the number in the box which most agrees with your thinking.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
27. Christian education at a SDA high school is nice, but not necessary for my children's education.	1	2	3	4	5
28. Ninth and tenth-grade youth should not be placed in a dormitory situation.	1	2	3	4	5
29. I would send my children to public high school rather than to send them away from home to attend a SDA boarding school.	1	2	3	4	5
30. If a choice were to be made, I would put my ninth grader in public school rather than a SDA boarding school.	1	2	3	4	5
31. I want to send my children to SDA secondary boarding schools, but I can not afford it.	1	2	3	4	5
32. I do not believe a dormitory situation is suitable for high school-age students.	1	2	3	4	5
33. If a choice were to be made, I would put my high school-age student in public school rather than a SDA boarding school.	1	2	3	4	5
34. I believe the SDA secondary boarding schools are equal or better than public high schools academically.	1	2	3	4	5

APPENDIX D.(continued)

Parental Attitude Survey, page 5

SECTION IV, continued.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
35. I can afford the tuition of SDA secondary boarding school.	1	2	3	4	5
36. I am willing to enroll my children in SDA secondary boarding schools even if the family must make financial sacrifices.	1	2	3	4	5

COMMENTS:

SECTION V

Below are listed reasons why parents send their youth to SDA boarding schools. Please circle the number that most agrees with your thinking.

	<i>Doing Excellent Job</i>	<i>Doing Adequate Job</i>	<i>Neutral</i>	<i>Making An Attempt, But Not Adequate</i>	<i>A Failure</i>
37. Students receive education in moral development.	1	2	3	4	5
38. Students have Christian association with fellow students.	1	2	3	4	5
39. Students receive training in sharing their faith.	1	2	3	4	5
40. Students receive education in religious beliefs.	1	2	3	4	5
41. Christian faculty give positive guidance and counsel.	1	2	3	4	5
42. Students learn academic subjects from Christian point of view.	1	2	3	4	5
43. Students learn value of labor from the work program.	1	2	3	4	5
44. Students have adequate opportunity to work.	1	2	3	4	5

COMMENTS:

APPENDIX E

SAMPLE OF CENSUS CARD

APPENDIX E

YOUTH CENSUS

Current Date _____	Conference _____	Church _____	Code _____	School _____	Code _____
Student Address					
FULL LEGAL NAME (Please Print)					
Street _____	Last _____	First _____	Middle _____	Maiden _____	
City and State _____	Zip _____	() _____	Phone _____		
Parent's Address					
Title and Name _____					
Street _____					
City and State _____	Zip _____	() _____	Phone _____		

STUDENT DATA	PARENT DATA
Sex: M _____ Male F _____ Female Birthday _____	Parent's Address Above is: F _____ father's M _____ mother's P _____ both G _____ guardian O _____ other
Marital Status: S _____ Single M _____ Married W _____ Widowed D _____ Divorced X _____ Separated	Parent's Marital Status: S _____ Single M _____ Married W _____ Widowed D _____ Divorced X _____ Separated
Student SDA Member Yes _____ No _____ Current Grade PR, KG, 1-16, CR _____	Father SDA Member Yes _____ No _____ Mother SDA Member Yes _____ No _____

SPECIAL NOTES _____

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VITA

NAME: Lawrence Gilbert Kromann

EDUCATION:

- 1965 Bachelor of Arts - Theology
Pacific Union College
Angwin, California
- 1967 Master of Divinity
Andrews University
- 1982 Doctor of Education - Religious Education
Andrews University

PROFESSIONAL EXPERIENCE:

- 1967-69 Youth Pastor
Central California Conference of SDA
Assignment: San Francisco, 1967-8;
Modesto, 1968-69
- 1969-72 Youth Pastor
Upper Columbia Conference of SDA
Walla Walla College area
- 1972-73 Youth Co-ordinator
Upper Columbia Conference of SDA
Spokane area
- 1973-78 Director of Education/Adventist Youth/Temperance
Iowa Conference of SDA
- 1978-80 Director of Education/Adventist Youth/Temperance
North Dakota Conference of SDA
- 1980 - Director of Education/Adventist Youth/Temperance/
Communications
Minnesota Conference of SDA

MEMBERSHIPS

- 1977 Appointed by Governor R. D. Ray to the Private School Advisory Committee for the State of Iowa.
- 1982 Appointed member of Minnesota Nonpublic School Accrediting Association.
- 1982 Appointed member by Commissioner of Education, John Feda, to the Nonpublic School Study Committee.