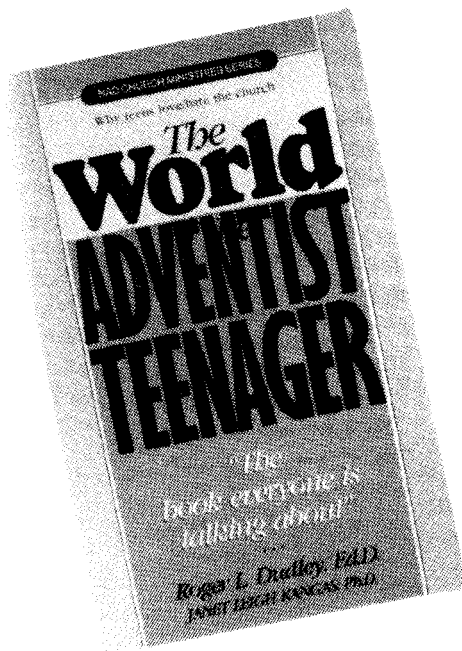


# BOOK REVIEWS



**Roger Dudley and Janet Kangas, *The World of the Adventist Teenager*. Hagerstown, Maryland: Review and Herald Publishing Association, 1990. Paper, 141 pages, \$11.95.**

How many Adventist young people leave the church? Why? Why do others remain? According to authors Dudley and Kangas, various statistics about Adventist young people have been quoted for years, without any formal verification. This lack, along with the importance of finding out how Adventist teenagers feel about their church, prompted the North American Division to ask the Institute of Church Ministry at Andrews University to find some answers.

The result is a 10-year longitudinal study of more than 1,500 Adventist teens, 15 and 16 years old. Fifty-one percent of those surveyed attended Adventist academies, 42 percent attended public schools. The rest were attending private schools, taking home study, or were not in school.

For nine more years Dudley will annually survey the same group, though in less detail, to scientifically analyze facts about Adventist teens. *The World of the Adventist Teenager* reports on the first year's data. Its 12 chapters are filled with interesting information about the Church's teens.

The first chapter, entitled "Hemorrhage in the Church," discusses the background and purposes of the study. The next chapter, "There's No Place Like Home,"

asserts that students from intact homes showed more positive attitudes toward the church than did those from divided homes.

The chapter entitled, "Families That Pray Together . . ." reveals that young people who participate regularly in family worship had a more positive attitude toward church life-style standards and the church as a whole.

The chapter, "A Multimillion Dollar Enterprise," will be of particular interest to educators. The authors compare the attitudes of students currently enrolled in Seventh-day Adventist academies with those of students in public schools.

The most dramatic difference between the groups was how they viewed their future relationship to the church. The students attending academies were much more likely to say that they would marry an Adventist and send their children to Adventist schools. However, students attending Adventist academies were no more likely than public school students to say they were happy with their religion.

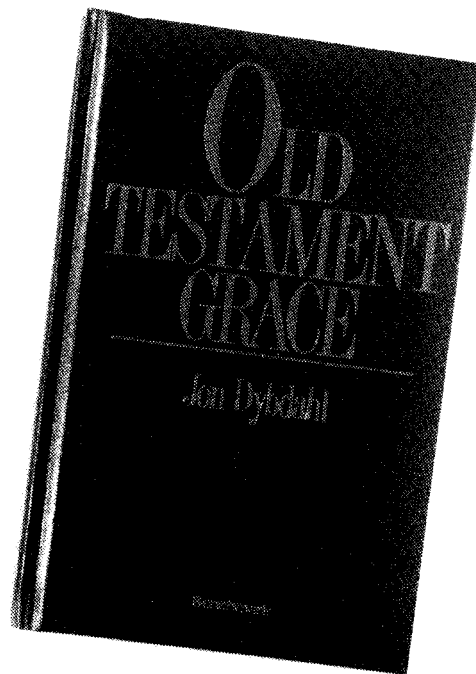
Dudley and Kangas conclude that "If youth are to have a joyous faith, they must have happy relationships with some people within that faith." However, only 40 percent of the students presently attending Adventist academies felt "very close" or "somewhat close" to an Adventist teacher. This certainly presents a challenge to Adventist educators.

Finally, the authors quote several students who dream of attending an Adventist academy but are unable to translate that dream into reality. This offers another clear challenge to the Adventist educational system.

The book's interesting style integrates quotes from the young people with data and conclusions drawn by the authors. The authors qualify their conclusions, pointing out that correlation does not prove causality. The text of the book is uncluttered by complicated statistical explanations. However, an appendix explains the methodology.

*The World of the Adventist Teenager* is a valuable resource for anyone who works with Adventist young people. Its insights will help teachers, pastors, and other youth workers as they try to understand Adventist teenagers and encourage them to live for Christ.—David Waller.

David Waller is Vice-Principal of John Nevins Adventist School in Takoma Park, Maryland.



**Jon Dybdahl, *Old Testament Grace*. Boise, Idaho: Pacific Press Publishing Assn. 1990. Hardback, 152 pages, \$16.95.**

In the introduction to *Old Testament Grace* Jon Dybdahl describes his own spiritual pilgrimage. Subsequently he uses biblical content to introduce other personal experiences. Dybdahl thus explains how God's grace was revealed toward Old Testament Israel through its institutions, individuals, and historical events. Since this area is commonly misunderstood by the general public and even by church members, Dybdahl's book serves as a helpful corrective and guide to Old Testament teachings about God and His people.

Section II gives a broad overview of how the grace of God was experienced by the corporate nation of Israel and by individual leaders. Dybdahl also discusses the problem of war in this section. He says that the wars of which God approved were generally theocratic ones in which He miraculously fought for Israel.

The third section of the book discusses the institutions of Israel: the covenant, the law, the temple and its sacrifices, and God's official representatives in Israel. One sees God's grace mediated to the people through the institutions, even when the people failed Him. My quibble with the book here is a minor matter of organization. I would have preferred a discussion of covenant, law, and Sabbath, rather than the author's reversed order. In the chapter on persons a more logical order would have been judges, kings, and prophets. The author reverses this order. The book

uses these subjects to show how God's grace has been manifested.

The fourth section of the book analyzes individual verses and words. The central Old Testament view of God's grace appears in Exodus 34:6, 7. Dybdahl supplements his discussion of this passage with other references from the prophets. He also provides word studies on key theological expressions. This material should be quite readable for the average person.

Section V of the book describes God's desired response to His grace. Special emphasis is given to worship in its broadest sense.

In Section VI the author rebuts the accusation that he has painted too rosy a picture of the Old Testament God. He suggests that we should not dwell upon any one problematic passage but consider the overall context of God's activity. The final section reviews some of the high points about God's grace from the preceding chapters.

Unfortunately, the author largely neglects the New Testament in evaluating Old Testament practices. He does not address this area at all until chapter 14, where God's grace in Old Testament times is compared to the New Testament account in Galatians and Romans. Discussion of sacrifices in chapter 7 would have benefited from reference to New Testament concepts.

This is a useful book for the general reader. Though not organized as a textbook, it would provide good outside reading for secondary or college students enrolled in courses on the Old Testament.—William H. Shea.

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Dr. William H. Shea is currently a Research Associate in the Biblical Research Institute at the General Conference of Seventh-day Adventists in Silver Spring, Maryland. Prior to joining the BRI in 1986, he taught Old Testament at the SDA Theological Seminary in Berrien Springs, Michigan, for 14 years.

**Kenneth Blanchard, Donald Carew, and Eunice Parisi-Carew, *The One Minute Manager Builds High Performing Teams*. Escondido, California: Blanchard Training and Development, Inc., 1990. Hardbound, 118 pages, \$16.95.**

Once upon a time followers tolerated autocratic leadership. They don't do so anymore. In the place of top-down management, progressive chief executive officers install concepts of

team building and decision-making at the lowest possible levels. This latest book in the One Minute Manager series shows leaders how to make this shift productively.

Ken Blanchard and Eunice and Don Carew follow the now-famous One Minute Manager parable format in describing what happens when leaders use situational leadership ideas to build high performance teams. The story and charts used to illustrate the essential concepts hold the reader's interest and make it easy to understand the book's thesis.

Skeptics who pass off the One Minute Manager concept as a successful gimmick to sell books will be happy to learn the authors have verified their ideas through research in the work place and at the University of Massachusetts.

Don't let the business image of the One Minute Manager scare you off from this superb book. It contains information that covers more than just business information. This can change your ministry as an educator, at whatever level you teach.

The authors describe group dynamics and the four stages developing through which groups pass as they mature into productive teams. The book also discusses situational leadership styles used to develop a high performing team. The formula they use for doing this is found in the mnemonic memory word, PERFORM. High performing teams have: Purpose, Environment, good Relationships and communication, Flexibility, Optimal performance, Recognition and appreciation, and high Morale.

You will gain a deeper understanding of the concepts described in this book if you have read *The One Minute Manager*. However, the authors explain the basic concepts clearly enough that you can understand them without having read the previous book.

Everyone can benefit from the ideas and thoughts in this book. We all work with teams—school boards, fellow teachers, students, pastors, and parents.

Teams do not just happen, they are built and developed. Perhaps this book can give you a new vision of what your "team" can become.

In a sense, *The One Minute Manager Builds High Performing Teams* is to adult organizations what Robert Slavin's books about cooperative learning are to the classroom. Educators can learn much from Blanchard's latest book.—Marc Rott.

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Marc Rott is Church Ministries Associate for the Potomac Conference of Seventh-day Adventists, Staunton, Virginia.

### U.S. Average Public Teacher Salaries Top \$30,000 for 1989-1990

The average teacher salary in the United States was estimated to be \$31,304 during 1989-1990, according to the National Education Association. This was an increase of about \$1,800 from 1988-1989.

NEA President Keith Geiger said the figure does not represent "an adequate wage for the professional services teachers perform." More than half of today's public school teachers hold a master's degree and possess an average of 15 years' classroom experience, he said.

Salaries ranged from a low of \$21,300 in South Dakota to a high of \$43,153 in Alaska.

### New Laws Ban Corporal Punishment

Twenty U.S. states now ban corporal punishment in schools, nine of which have enacted laws in the past two years. Legislation is pending in seven other states, and a bill has been introduced into the U.S. House of Representatives that would ban corporal punishment for handicapped children.

### Why College Tuition Is Rising

"Public and independent [U.S.] colleges and universities raised their tuition rapidly in the 1980s for different reasons, concludes a report issued [recently], although both sectors were affected by a decline in the number of traditional college-age students...."

The report, prepared for The College Board and the American Council on Education, "argues that limitations on state funding were the driving force behind increases at public institutions, especially in the recession years early in the decade.

"In the independent sector, on the other hand, 'many institutions in the 1980s began increasing their tuition to pay for improved facilities and service, higher faculty salaries, and more student aid rather than competing for students through lower prices and fewer services of diminished quality,' the report notes.

"The decline in the number of college-age students 'made it more difficult for institutions to spread their fixed costs over growing numbers of students' the report says, 'thereby contributing to pressures to

# COMING EVENTS

FEBRUARY - MAY 1991

NAD Union Directors of Education NAD Board of Higher Education NAD Board of Education, K-12 NAD Education Code Committee <i>Loma Linda, California</i>	February 4, 7-8 February 5 February 6 February 11-12
Christian Home Week	February 16-23
American Association of School Administrators <i>(New Orleans, Louisiana)</i>	March 1-4
Association of Seventh-day Adventist School Administrators <i>(Orlando, Florida)</i>	March 8
National Association of Secondary School Principals <i>(Orlando, Florida)</i>	March 8-12
Association for Supervision and Curriculum Development <i>(San Francisco, California)</i>	March 16-19
NAD Bible Textbook Steering Committee, K-12 <i>(San Diego, California)</i>	March 25-28
National Association of Elementary School Principals <i>(Anaheim, California)</i>	April 6-10
NAD Science-Health Steering Committee <i>(Williamsburg, Virginia)</i>	April 7-11
GC/NAD Spring Meetings International Board of Education Executive Committee <i>(Silver Spring, Maryland)</i>	April 10-11 April 12
Educational Day	April 27
NAD Committee for Elementary Curriculum/Committee for Secondary Curriculum/Small Schools Steering Committee NAD Curriculum Committee <i>(Myrtle Beach, South Carolina)</i>	May 14-16 May 17-22