

# BOOK REVIEWS

## OF INTEREST TO TEACHERS

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

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raise tuition. Increased spending for recruitment and retention of nontraditional students also has contributed to higher costs."

In the 1980s students, parents, and institutions recognized the economic value of a college education. "As a result, some institutions adopted a high tuition/high aid strategy, increasing charges and using some of the additional funds to provide attractive financial aid packages for needy students."

"That strategy may not work in the 1990s, Hauptman warned, as students and their families become more resistant to paying high prices." ...

"The report also examines five forces often cited to explain tuition increases: rising prices for goods and services purchased by colleges and universities; expanded or improved services and capital needs; decreased or stable revenues from sources other than tuition; increased availability of student aid and intensified competition for students and faculty.

"Reduced income from endowments and private gifts played little part, the report concludes, noting that the share of income from these sources changed only slightly between 1975 to 1985.

"Hauptman also found no relationship between increases of federal student aid and higher tuition charges."—*Higher Education and National Affairs*, 39:8 (April 23, 1990), p. 1.

## Teenagers and AIDS

About one in five U.S. high-school students has had at least four sexual partners and about 3 percent have used intravenous drugs, putting these young people at high risk for exposure to AIDS, the U.S. Centers for Disease Control reports.

Results of a survey of approximately 100,000 high school students in 30 states, 10 cities, and two U.S. territories also indicated that many teenagers do not know how the disease is spread.

## Preparing Entry-Level Workers

Few entry-level American workers have been adequately educated for the work force, according to a recent survey of 1,200 top firms by the National Alliance of Business.

Only about 16 percent of the executives surveyed said they were satisfied with new workers' training, the survey reported.

Officials in three out of four corporations questioned said schools have not kept up with technological growth. Seventy-two percent said new workers'

mathematics skills have eroded over the past five years, and more than 65 percent said reading skills declined during the same period. Many executives believed that schools were at fault for the decline.

Schools' emphasis on college-preparatory programs has meant that teachers pay little attention to the academic development of average and weak students, said William Kolberg, the N.A.B.'s president. "Despite the fact that 82 million U.S. jobs don't require a college degree, our entire education system is geared to those few students who are lucky to attend college," he said.—

Reported by *Education Week*, vol. IX, No. 40, August 1, 1990.



lies With Dependent Children (welfare), and Medicaid benefits for families in which the first child was born when the mother was a teenager. About 9 million adults and children were in such families.

The study said that about one-third of all families that started with a teenage birth has ended up on public assistance. Nearly a half-million babies were born to American teenage girls in 1988, with birth rates increasing most sharply among those 15 to 17.

Researchers said that the cost of teenage pregnancy was actually higher than the statistics indicated, since the study did not include amounts states spend for families receiving AFDC and Medicaid benefits, which the authors said probably amounted to billions of dollars. Furthermore, federal housing subsidies, special education, foster care and day care to these families were not included in the \$22 billion figure.—Reported by *The Washington Post*, September 24, 1990.

## Health Education Urged

The U.S. Public Health Service has unveiled a final set of ambitious national goals designed to improve the health of all children and their parents by the year 2000.

Among the stated goals are reducing the infant-mortality rate, decreasing the percentage of adolescents who use drugs, alcohol, and tobacco; reducing the percentage of teenagers who engage in sexual intercourse; and increasing health-, physical-, and AIDS education classes.

Other objectives include a recommendation that all disadvantaged children have access to high quality preschool programs; ensuring that at least 90 percent of students graduate from high school; including information about sexually transmitted diseases in the curricula of all middle and secondary schools; and reducing the number of children who suffer from elevated levels of lead in their bodies.

## Lack of Exits Blamed for Deaths in Bus Crash

A lack of sufficient emergency exits led to the deaths of 21 students in a 1989 school-bus crash in Alton, Texas, the National Transportation Safety Board concluded recently.

About one-fourth of the 82 junior and senior high-school students on a Mission Consolidated School District bus died from drowning or related injuries when the

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## EDITORIAL

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ent expectations. Doing so does not become easier with time. We now deal with students whose values and life-styles have brought some of them in conflict with their parents, and many more in conflict with their church. I have great respect for our deans and their staff who guide the campus life of our students. In the face of immense pressures from contemporary culture they nurture students toward a mature Christian life-style. They deserve our support and encouragement.

In the second arena—maintaining high academic standards—we face an equally daunting task. This responsibility falls largely upon our faculty and academic deans. They are constantly asked to miraculously prepare large academic meals with small loaves and few fishes. They really have done remarkably well. However, the push for quality must continue relentlessly. This commitment begins with a well-qualified faculty, continues with opportunities and support for faculty development, and ends with a high level of teaching competence, academic maturity, and professional confidence. In addition, the high-powered academic life described above must harmonize with Adventist life and faith, or the whole mission of our institutions will falter.

In my new position as a college president, people frequently ask what I think about my job. Already I am greatly impressed with the remarkable talent and commitment of the human resources in our educational institutions. As educational leaders we must find ways to release this talent and commitment. To the extent that we make existing and pent-up resources available to young people, we will have achieved our goal of improving Adventist education.

—Niels-Erik Andreasen.

*Dr. Niels-Erik Andreasen recently became President of Walla Walla College, College Place, Washington.*

## COURSE SYLLABUS

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## CAN ADVENTIST COLLEGE BOARDS PASS THE TEST?

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as well as studying the craft of boardmanship; (2) participation—sharing wealth, wisdom, and working to the level of their capacity, with special emphasis on regular attendance at board meetings; and (3) evaluation—periodically requesting the chair to lead them in a self-study to assess their own performance.

Certainly, the challenges of tomorrow will require greater skill, devotion, and disinterested commitment on the part of board members in order to increase the quality, cost-effectiveness, and spiritual contribution of Adventist colleges and universities. Even more importantly, the Adventist Church must seek greater openness combined with deeper trust by everyone who has the challenge of operating these institutions in the 1990s. □

*Elder Philip Follett is President of the Atlantic Union Conference, South Lancaster, Massachusetts.*

*sachusetts, and Chairman of the Atlantic Union College Board.*

### REFERENCES

<sup>1</sup> Cyril O. Houle, *Governing Boards: Their Nature and Nurture* (San Francisco: Jossey-Bass Inc., Publishers, 1989), p. 19.

<sup>2</sup> *Ibid.*, p. 23.

<sup>3</sup> Morton A. Rauh, *The Trusteeship of Colleges and Universities* (New York: McGraw-Hill Book Co., 1969), pp. vi, viii, quoting Wilmarth S. Lewis, "The Trustees of the Privately Endowed University," *American Scholar*, vol. 1, pp. 17-27.

<sup>4</sup> *Ibid.*, p. 9.

<sup>5</sup> Clark Kerr and Marian L. Gade, *The Guardians: What They Do and How Well They Do It* (Washington, D.C.: The Association of Governing Boards of Universities and Colleges, 1989), p. 12, 13.

<sup>6</sup> Kerr and Gade, p. 29.

<sup>7</sup> Houle, pp. 5-12.

<sup>8</sup> Kerr and Gade, pp. 47, 48.

<sup>9</sup> Miriam Wood, *Trusteeship in the Private College* (Baltimore: Johns Hopkins University Press, 1985), pp. 94-100.

<sup>10</sup> Wood, pp. 115-123.

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bus plunged over an embankment into a water-filled excavation pit after colliding with a delivery truck at an Alton intersection.

Based on the investigation, the NTSB held that the truck driver was responsible for the collision itself, but said that the students died because there were too few emergency exits on the bus, which filled with water within 30 to 60 seconds and came to rest on its side in 10 feet of water.

The bus's front door jammed shut, and only three to five students were able to escape through the rear emergency door, which was repeatedly forced closed by the water pressure. Most of the students who escaped the bus crawled out through 9-inch by 24-inch windows, but many students became stuck or too many students tried to escape at the same time.

The board asked the National Association of State Directors of Pupil Transportation Services and the National Highway Traffic Safety Administration to develop a guide for training transportation and emergency-service personnel in school-bus rescue methods and drills on the use of bus exits.

The board also asked the NHTSA to study whether larger windows would aid in passenger evacuation, and to revise federal safety standards so that floor-level emergency exits such as doors remain open during school-bus evacuations. In addition, the board reiterated a call for improved passenger exits in school buses, which it had made after 27 Kentucky children died after being trapped in a school bus fire.—Reported by *Education Week*, vol. IX, No. 40, August 1, 1990. □