
This book is a compilation of essays previously published in various periodicals from 1951 through 1988. Two of them appear for the first time in English. The book is edited as volume 3 in the series Sources for Biblical and Theological Study by Duane L. Christensen, Professor of Old Testament Languages and Literature at the American Baptist Seminary of the West.

After an introduction in which Christensen describes the criteria by which the essays were selected, he gives a short summary of each work included in the five-part volume. The first part includes essays that deal with basic issues in the study of Deuteronomy: Moshe Weinfeld, "Deuteronomy: The Present State of Inquiry" (1967); Norbert Lohfink, "Recent Discussions on 2 Kings 22-23: The State of the Question" (1985); S. Dean McBride, Jr., "Polity of the Covenant People: The Book of Deuteronomy" (1987); E. W. Nicholson, "Covenant in a Century of Study since Wellhausen" (1986); Gordon J. Wenham, "Deuteronomy and the Central Sanctuary" (1971); Peter C. Craigie, "Deuteronomy and Ugaritic Studies" (1977); and C. Brekelmans, "Wisdom Influence in Deuteronomy" (1978).

The second part, named "The Outer Frame," includes articles that deal with Deuteronomy 1-3 and 31-34: Timo Veijola, "Principal Observations of the Basic Story in Deuteronomy 1-3" (1988); William L. Moran, "The End of the Unholy War and the Anti-Exodus" (1963); Patrick W. Skehan, "The Structure of the Song of Moses in Deuteronomy (32:1-43)" (1951); George E. Mendenhall, "Samuel's 'Broken Rib': Deuteronomy 32" (1975); and George W. Coats, "Legendary Motifs in the Moses Death Reports" (1977).


The fifth and final part gives limited attention to new directions and approaches concerning the structure of the book of Deuteronomy. This section is represented by three authors: Robert Pozlin, "Reporting Speech in the Book
of Deuteronomy: Toward a Compositional Analysis of the Deuteronomic History" (1981); Casper J. Labuschange, "Divine Speech in Deuteronomy" (1985); Duane L. Christensen, "The Numeruswechsel in Deuteronomy 12" (1986).

The partition of the book (parts 2, 3, and 4) is in harmony with the editor’s views concerning the composition and structure of the book of Deuteronomy (expressed in more detail in his commentary on Deuteronomy, WBC, vol. 6a). Although it is obvious that such a compilation as this cannot include every authority in the field, nevertheless, it is noteworthy that the works of several giants in OT scholarship (A. Alt, M. Noth, R. E. Clements, O. Eissfeldt, S. Mittmann, J. J. Stamm, S. R. Driver, G. E. Wright, and G. von Rad) have not been included. The book is further limited by the exclusion of John M. Wiebe’s article, “The Form, Setting and Meaning of the Song of Moses,” published in Studia et Theologica 17 (1989), where the literature in regard to Deut 32 is well represented, and an interesting structure for the chapter is skillfully proposed.

Regarding book design, a subject index would have been much appreciated. Nevertheless, the index of authorities and of scripture references is of great benefit to the reader. Christensen deserves praise for compiling this valuable material in a one-volume reference. The book will be valuable as a primary or supplementary resource for graduate students and scholars of Deuteronomy and of the Pentateuch in general.

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Teaching for Moral Growth represents a professional and courageous attempt to weave concepts from three major disciplines—theology, psychology, and education—into a single resource volume for teachers, parents, and pastors. Bonidell Clouse, Professor of Educational and School Psychology at Indiana State University, argues that these three disciplines find “common ground in the field of moral values and uses contributions from each to build her toolbox for moral growth.

The book is divided into three sections of unequal length. Part I (59 pp.) traces three “Traditional Approaches to Moral Growth.” This section describes “The Role of Stories,” “A Biblical Approach,” and “Character Education,” sketching in broad strokes a historical overview of each approach as it has affected moral education.

Part II (287 pp.) presents “Psychological Approaches to Moral Growth.” The author supplies the reader with engaging summary sketches of four major schools of psychology: Freudian psychoanalysis, behaviorism, cognitive psychology, and humanist psychology. In each summary the author first presents brief readable biographies of the school’s chief proponents, then gives