

COMBINING SERVICE AND LEARNING, A RESOURCE BOOK FOR COMMUNITY AND PUBLIC SERVICE

JANE C. KENDALL AND ASSOCIATES
1990. Paper, three volumes. Vol. 1, 693 + xx pages, \$54; vol. 2, 528 + xxvii pages, \$54; vol. 3, 81 + iii pages, \$15 (discounts for organizational members). Available from the National Society for Internships and Experiential Education, 3509 Haworth Dr., Suite 207, Raleigh, NC 27609-7229.

Combining Service and Learning is an impressive compilation and practical organization of essays on and descriptions of community-service programs being conducted by educational institutions throughout the United States. These books present all the aspects of service-learning that qualify it as a legitimate and important part of the curriculum. Kendall and Associates act in a primarily editorial capacity in presenting the writings of many different school personnel.

Seventh-day Adventist educators, especially, need to be aware of the material contained in these three volumes, for it constitutes the very essence of Christian education. Our boards and constituents expect Adventist campuses to be in the forefront of such activities. Administrators, religious activities leaders, and campus ministries directors need to know about the many successful programs being conducted in public and private schools across the nation.

This three-volume resource book contains all the essentials for beginning, strengthening, or sustaining a program or course that combines community service with learning. Volume I contains principles, theories, and research as well as articles on the history and future of service-learning.

Stanton of Stanford University and O'Neil

of Duke University present the importance of teaching social and civic responsibility at the undergraduate level. Other writers stress the importance of cross-cultural learning as well as the development of morality, ethics, and leadership that results from service-learning activities.

Volume II contains practical issues and ideas for programs and courses that combine service and learning. It also includes many case studies in different settings—at the college level as well as K-12.

Volume III is an annotated bibliography of the literature in the field.

Each of our colleges and secondary schools should have a set of these books for ready reference. Beyond that, however, we

need to set up a system to ensure that the information is put to good use.—John Read.

Dr. John Read was Professor of Music at Southwestern Adventist College from 1962 to 1980. He served as a pastor and academy principal from 1981-1991 and is presently employed by the Weslaco, Texas, Independent School District.

MILLENNIAL DREAMS AND MORAL DILEMMAS: SEVENTH-DAY ADVENTISM AND CONTEMPORARY ETHICS

Michael Pearson

New York: Cambridge University Press, 1990. Hardback, 328 pages, \$49.50.

A person seeking help from a physician may be surprised by what happens before anything is prescribed. Even before listening with a stethoscope, the doctor is likely to ask a lot of questions about the person's medical history.

In similar fashion Michael Pearson, Prin-

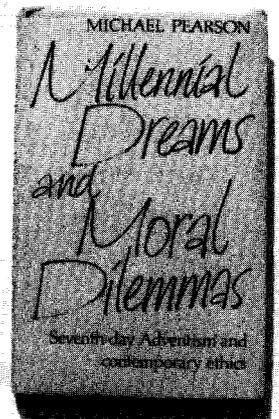
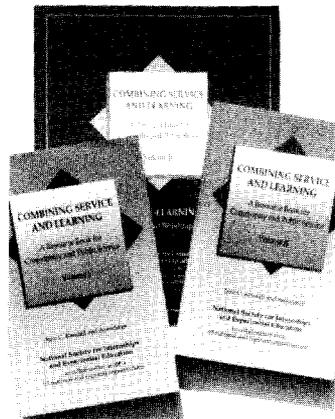
cipal Lecturer in Christian Philosophy and Ethics at Newbold College in England, has produced a careful history and diagnosis of some significant features of Seventh-day Adventist ethics. Written originally as a doctoral dissertation at Oxford University, Pearson's book is not an exercise in prescription. Rather, he tells us a great deal about Adventist teachings and history and some about Adventist practices in five areas related to human sexuality: contraception, abortion, the role of women, divorce, and homosexuality. Two chapters are devoted to each of the five areas.

The result is a well-written resource of immense value to all who care about Adventist ethics. Teachers who wish to provide themselves and their students with an informative look at the Adventist ethical heritage will find unparalleled resources in Pearson's book.

Take, for example, the controversial topic of abortion. As they form their own

perspectives on this issue, today's Adventist students are wondering just what their church has thought and done about abortion. Pearson's two chapters on the topic will enlighten them regarding the development of Adventist attitudes toward abortion, and also describe about what was happening concurrently in the larger society.

Pearson acknowledges the difficulty of being an "insider" when seeking academic objectivity. But even those who may not agree with all of his conclusions will sense his steady



commitment to fairness. Perhaps more remarkable than the objectivity of an "insider" is the fact that a British scholar could write with such clarity about what is, first of all, an American story.

Even though its cost will probably prevent the book from being widely used in college classes, it should be found in all Adventist academic libraries, starting at the secondary level. The language of the book is not highly technical and should be readable for advanced secondary students and all students in higher education. Pearson's book should also be in the library of every Adventist teacher who tries to lead students to formulate their own positions on such controversial topics as abortion and divorce. As a result, the church should gain a better understanding of our shared past so that we can offer more coherent, principled prescriptions for our moral future.—Gerald R. Winslow.

Dr. Gerald R. Winslow is Professor of Christian Ethics and Chairman of the Religion Department at Pacific Union College, Angwin, California.

Phillip C. Schlechty
San Francisco: Jossey-Bass Publishers, 1990.
Hardback, 190 pages,
\$20.95.

Times are changing and so must we. *Schools for the Twenty-first Century* provides an informative and thought-provoking look at the change process as it affects the American education system.

Slechty believes that any reasonable effort to restructure schools must begin with a serious consideration of the purposes of education. He compares the present crisis in American schools to business enterprises that failed because they failed to identify accurately their purpose.

A wide knowledge of business, sociology, and education is interwoven throughout the book to expand the reader's concepts of the past, present, and future schools. Originally founded to promulgate citizenship and cultural enlightenment, education changed during the industrial age. It began to select and sort workers for society. Today, education is often viewed as an equalizer, with schools playing the role of hospitals. Teachers are called upon to diagnose

and prescribe for students in an effort to prevent academic "casualties."

After building a solid historical perspective on American schools, Schlechty proceeds to describe the consequent visions that will guide their restructuring. He then develops a framework for creating a change system. He is careful not to use a "cookbook" approach, but seeks to supply a few "ingredients" in the form of ideas, hoping that this will be an inspiration to the reader's own creativity, rather than a rigid recipe to follow.

The author views schools of the future in terms of the leadership involved. "Participatory leadership," "leading by results," "intellectual leaders," and "transformational leaders" are commonly used phrases throughout the book.

The intended audience is leaders in all areas of education—superintendents, teachers, principals, legislators, parents, and board members.

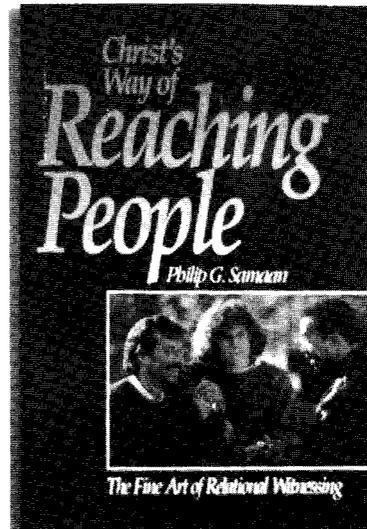
Seventh-day Adventist thought-leaders will find this book an excellent resource as they respond to the Project Affirmation study. Even though the book has been written in the context of public education goals, the concepts for leadership development and system restructuring

transfer nicely to the Seventh-day Adventist educational system.—Kathy Couch.

Kathy Couch is Principal and Teacher of grades 1-6 at Ocala SDA School, Ocala, Florida. She is a member of the Florida Conference and Southern Union K-12 curriculum committees.

Philip G. Samaan
Hagerstown, Maryland: Review and Herald Publishing Association, 1990. Paper,
60 pages, \$9.95.

Do we really need another in a succession of many witnessing programs?



Samaan forcefully declares that it is not more and better programs that we need—not Madison Avenue, but the age-old methods of Christ. With frequent references to familiar Bible texts and Spirit of Prophecy quotes, and with a rich bibliography, he supports his thesis. The relating of many witnessing experiences and other anecdotes, combined with its conversational style, make the book hard to put down.

Samaan goes right to the heart of the matter in chapter one, "Christ in Us," where he defines witnessing as more than ideas, programs, and strategies.

It is rather an intimate relationship we have with the person of Christ in which our hearts become entwined with His heart, our minds with His mind, and our actions with His actions. Consequently, we treat people as we would Him.

Samaan's major premise is built on familiar words from *The Ministry of Healing*: "Christ's method alone will give true success in reaching the people. The Saviour mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them, 'Follow Me'" (p. 143). The author writes several chapters commenting, phrase by phrase, on this quotation.

Samaan also uses several chapters to analyze biblical symbols: Christian witness as "salt" and "fragrance," and Christians as "fishers of men." He also deals with the concepts of "multiplication" and "infiltration" as strategies for witnessing.

Initially, my reaction to Samaan's work was, "I've heard it all before!" Any reader with an Adventist background will have a similar reaction. Yet there is something refreshing about its simplicity. It's an appeal to return to "primitive godliness"—to "concentrate on Christ, not technique." "Thus personal witnessing becomes as integral a part of life as breathing as we make the most of our day-to-day contact." Samaan's hints for relational witnessing are must reading for ministers of education.—David L. Gardner.

David L. Gardner is Principal of Hadley Acres School in Gaithersburg, Maryland.