

BOOKS

MONEY, SEX, SCHOOL, AND OTHER OBSESSIONS

Maylan Schurch
Hagerstown, Md.: Review and Herald Publishing Association, 1990. Paper, 128 pages, \$6.95.

The title of this book is certainly provocative enough to get teenagers (and most youth workers) to pick it up and thumb through it. As I carried the book onto an airplane I was careful to turn the cover inward after I received more than one supposedly knowing snicker.

The book is a series of brief chapters dealing with various topics relevant to teens. These chapters are grouped under the headings, "God and Faith," "Personal Life" (self-image, family, etc.), "Social Life," "School," and "The Future" (college, careers, etc.). As with all books of this nature, brevity is both a strength and a weakness. But overall, given the attention span of teens, brief and to the point is a wise choice.

In the introduction, Schurch explains that the primary resource for the book was a four-page survey given to 300 academy students. He does a good job of blending the material from the survey with his own experiences.

The book lives up to its claim of not being preachy but still not afraid to take a position. This is best illustrated in Schurch's chapters on social life. I read a few of these chapters to a group of teens and then asked for their reaction. They thought the chapters on "How to Break Off a Relationship," and "How to Date Without Sex" were very good. I also thought these were strong chapters. The students thought the experiences from a chapter in the personal-life section were a little childish to have happened to the author at age 16. After reading a few chapters and the table of contents, the teens in my informal sampling gave the book a "thumbs up."

I sometimes had the feeling that the age range at which Schurch was aiming was a bit wide. However, the layout of the book lends itself to picking and choosing. I also wish that more had been said about standards (dress, entertainment, etc.) and how teens, the church, and the school can relate to changing times if not changing standards. The back cover prom-

MONEY SEX SCHOOL AND OTHER OBSESSIONS



ises a discussion of such hot topics, but the book provides only vague references.

I think this book can be profitably used as a springboard into any of its relevant topics. Bible teachers and other youth workers will appreciate many of Schurch's lead-in stories. Parents could also use the book's chapters as discussion starters for family worship.—Victor Brown.

Elder Victor Brown is the Enrollment Vice President and Chaplain of Southwestern Adventist College, Keene, Texas.

RIGHTEOUS REBEL

W. W. Fordham
Hagerstown, Md.: Review and Herald Publishing Association, 1990. Paper, 141 pages, \$8.95.

The autobiography, *Righteous Rebel*, takes you on a refreshingly brisk walk through the life of a dynamic churchman born and nurtured in the soil of the deep South during the early 1900s. As a lad, Walter Wraggs Fordham was so determined to obtain an Adventist education that he rode a bicycle 600 miles, during the Depression, from South Carolina to Oakwood College in Huntsville, Alabama. Such stark resolve and sacred stubbornness, tempered by talented

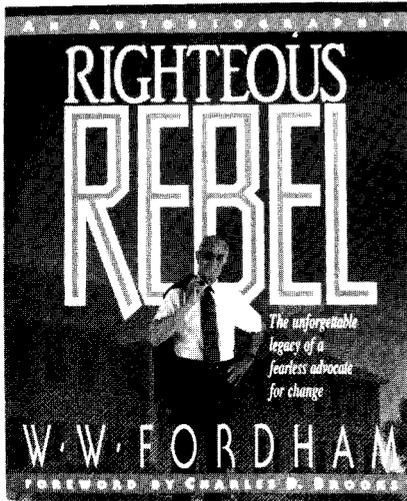
thinking, would help steer him through academy and college and then on to pulpits, evangelistic halls, and board rooms as servant of a gospel purpose.

Strolling along the way with Fordham, you see touching vignettes and glimpses of pivotal events in his life:

- The midget sister contracted by a circus for public appearances whose sudden demise plays a part in the family's turn to Seventh-day Adventism.
- The student strike in 1931 at Oakwood College in which he was a principal participant, and which hastened the appointment of its first black president.
- His experiences as a budding pastor ("a green watermelon plucked off the vine") as well as later successes as pastor-evangelist, which are sure to inspire both clergy and laity alike.
- His inaugural bout with racism during his ministry in the church.
- The strategic discussion, debate, and interchange of ideas leading to the eventual establishment of the first black (or "regional") Adventist conference in 1944.
- The seed and fruitage of several very significant programs and projects begun while Fordham was a General Conference administrator.

Some books spark discussion and almost force the reader to take sides for or against its concepts and ideas. While *Righteous Rebel* may offer its share of challenge (especially among contemporaries of its events), it is better suited for reflection and easy reading than rigid analysis. Careful readers will miss source documentation for significant quotations as well as the full names of some persons referred to only by surname. A few denominational workers may consider the topic of black unions in the SDA Church structure to be conspicuous for its absence in *Righteous Rebel*, inasmuch as Elder Fordham, a stalwart church leader for Afro-American affairs over the decades, was a participating spokesman on this topic.

Righteous Rebel's lucid prose is spiced with lively metaphors. It is like sharing scenery with which Elder Fordham is very familiar. However, it could have gone one step further and offered contemporary instruction to those who



continue the journey and the struggle.—Mervyn A. Warren.

Dr. Mervyn A. Warren is Chairman of Religion at Oakwood College, Huntsville, Alabama.

BIOLOGY FOR EVERY KID

Janice VanCleave

New York: John Wiley & Sons, Inc., 1990. Paper, 224 pages, \$10.95.

EARTH SCIENCE FOR EVERY KID

Janice VanCleave

New York: John Wiley & Sons, Inc., 1991. Paper, 231 pages, \$10.95.

PHYSICS FOR EVERY KID

Janice VanCleave

New York: John Wiley & Sons, Inc., 1990. Hardbound, 241 pages, \$19.89.

Janice VanCleave, winner of the Phi Delta Outstanding Teacher of the Year Award in 1982, is unusually skilled in making scientific concepts clear and simple. She uses safe, inexpensive, and readily available materials for hands-on demonstrations. These books provide excellent classroom resources for the teacher who may hesitate to engage in hands-on science activities due to lack of background or expertise in science.

Each book contains 101 quality experiments that demonstrate a variety of concepts, most of which are difficult to understand without visual evidence. The terms are simple, the ideas clearly explained. Each experiment is easy to set up. Experiments are outlined in a clear, concise method that can be used as a topic introduction

by the teacher or as a follow-up lab to pull together the concepts being taught.

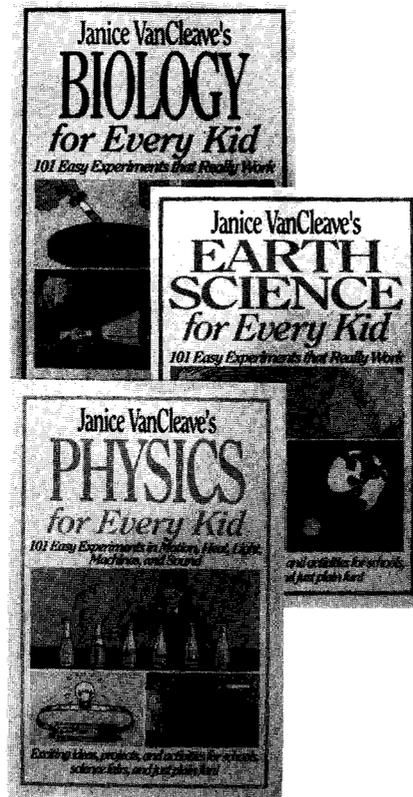
Each experiment starts with the a purpose of setting a goal without giving away the results. (This is a good time to review vocabulary and concepts or predicted outcomes.) Next comes a list of materials that can be prepared in tubs or boxes before class. The procedure section offers step-by-step instructions that students can follow on their own.

The results of each experiment are explained, including the all-important "why." Even a novice can read ahead and come off as quite knowledgeable. This helps students get into the "process" of learning and become adept at using scientific methods.

Incorporating hands-on activities will make science exciting for your students. Commitments to life-long learning result from teachers and students engaging in problem solving together.

Often a teacher must struggle to provide quality hands-on science education with limited time and resources. VanCleave's books provide a great solution to this dilemma.—Colleen Wire. ✉

Colleen Wire teaches seventh- and eighth-grade science and math at the Beltsville Adventist School, Beltsville, Maryland.



Correction

In the article "Teaching Science in the Multi-grade Classroom" (April-May 1991), credit should be given to Roy Kakazu for the initial idea of designing chapter instruction on the model of Art, Reports, and Creativity, preceded by a listing of the chapter objectives.

VirLynn Burton
Article Coauthor
Loma Linda, California

Kudos for Dyslexia Issue

Our teachers in Potomac Conference have been concerned about how to help children who learn differently. They and we in the conference office found your focus issue on learning disabilities (Summer 1991) a useful and well-prepared edition.

When we decided to feature learning disabilities in our teachers' retreat, the consultant we invited insisted that we make sure that each teacher read the entire issue before coming to the retreat. We honored that request by ordering additional copies of the JOURNAL. The consultant told us the JOURNAL's coverage of learning disabilities was the finest she has seen.

Violet Weiss
Superintendent of Schools
Potomac Conference
Staunton, Virginia

Your Summer 1991 issue is excellent. I plan to carry it around, digest it, and use it for reference. I look forward to more issues like this one.

Alyce Pudewell
Associate Director of Education
Pacific Union Conference
Westlake Village, California

Please send me 10 copies of Summer 1991 issue. I plan to distribute it to parents of dyslexic children.

Kathy Melendy, Principal
Fallon SDA Church School
Fallon, Nevada

The principal of Kalamazoo Academy, a private non-Adventist school in Kalamazoo, Michigan,

Continued on page 39

EDITORIAL

Continued from page 4

seem less attractive or affordable to our own Adventist families and students. Chart 1 shows that in 1975, 65 percent of the students enrolled in our schools were Adventists, while 35 percent were non-Adventists. By 1990, the proportion of Adventist students had dropped to 48 percent, while the proportion of non-Adventists had increased to 52 percent. This means that today less than one-half of the students enrolled in our schools worldwide are Adventists or come from Adventist homes.

How should we relate to these trends? The leaders and representatives of our world church assembled in Perth were as sobered by these shifting ratios as we ourselves are.

These trends are alarming for at least two reasons. First, most of our denominational leaders and workers have been educated at one or more levels in our own schools. This has provided unity and a shared sense of direction for our worldwide denominational activities. Will we be able to maintain both with fewer Adventist students in our schools? Second, in some world divisions a sizable proportion of the church growth comes from the baptism of students from Adventist homes who attend our elementary and secondary schools. If the number of these students continues to decline, our church growth in those divisions is also likely to decline.

The steadily increasing ratio of non-Adventist students shows that, in some places, the nature of our schools is changing. As educators, we must recognize what is happening and respond intelligently. Rather than the changing ratio being a problem, it may offer us an evangelistic opportunity. For this to occur, the school administration and faculty must pursue a proactive strategy that attracts the non-Adventist student and his or her family to Christ and to our church. Such a strategy requires (1) a faculty committed to both academic excellence and Adventist mission; (2) a curriculum that deliberately integrates Christian faith, values, and learning; and (3) qualified chaplains/Bible teachers who reach out to these students and their families, with the support of other teachers and students.

The trends listed above must be further analyzed by Adventist educators and church administrators. This study must lead to constructive plans and decisive action. To start with, each world division should survey its school-age youth to es-

tablish more reliable ratios, to learn why fewer of them are enrolling in our own schools, and to recommend methods to reverse this trend.

Our church cannot allow these declines to continue. If current trends are not reversed, some world divisions will have dangerously low numbers of Adventist students trained in our own schools. This, in turn, will imperil the viability of the church and jeopardize the future of its Global Mission.³—H.M.R.

NOTES AND REFERENCES

1. At the elementary level, we have listed as Seventh-day Adventist students those who are themselves baptized members as well as those who come from a home in which at least one of the parents is a church member. For the secondary and tertiary levels, we have counted as Adventists only baptized students. Fractions have been rounded to the nearest lower figure.
2. The ratios for non-Adventist students in our schools can be obtained by deducting the figures of Chart 1 from those of Chart 2 for the corresponding year and educational level.
3. Readers interested in the study "Enrollment Trends in Adventist Education," on which this editorial is based, may request a copy from the education director of the respective world division or from the General Conference Education Director, c/o THE JOURNAL OF ADVENTIST EDUCATION, at the address listed in the masthead.

TEACHING ELEMENTARY AND SECONDARY STUDENTS HOW TO CARE FOR THE EARTH

Continued from page 17

with habitat restoration and wilderness preservation.

Garbage: The Practical Journal for the Environment, published monthly by Old House Journal Corp., 435 Ninth St., Brooklyn, NY 12215. Practical articles deal mostly with recycling, recycled products, toxic waste, and related topics. Printed on recycled paper.

Videos

Race to Save the Planet. A 10-part series from the Annenberg/CPB Collection. Covers all aspects of environmental science. Most useful at the high school level. Distributed by Intellimation (1-800-346-8355), it sells for \$275.

The Worlds Below. A 20-min. video showing the subtidal life along the California coast. Not overtly environmen-

tally oriented, but could be used in conjunction with discussions on oil spills or water pollution. Primary focus seems to be grades 6-12, but may also be used for other grade levels. Produced by Sea Studios, Monterey, CA 93940.

Return of the Great Whales. A well-done presentation of marine mammal and bird protection. Focuses on the whales and birds off the coast of Northern California. Excellent photography and informative narration. A bit old (1984) but still very timely and a bargain at \$24.95. Distributed by Home Vision (1-800-262-8600).

NOTES AND REFERENCES

1. The author wishes to thank Nancy Miller for use of her project for Human Ecology class, "Getting Green: A 12-Day Ecology Unit," and Ian Bothwell for reviewing the manuscript.
2. Taken from the pamphlet, "1990 World Population Data Sheet," prepared by the Population Reference Bureau, Inc.
3. Genesis 1:28, RSV. From the Revised Standard Version Bible, copyright 1946, 1952, 1971 by the Division of Christian Education of the National Council of Churches of Christ in the USA. Used by permission.
4. Many states have an adopt-a-highway program that encourages private organizations to become involved in litter removal. Commonly a stretch of highway is adopted by the organization (e.g., a school) and they pledge to pick up all the litter three to four times per year. In return, the state highway department places a sign by the road acknowledging the organization.
5. S. Marbert, "Cafeteria Ecology," *The American School Board Journal*, 178 (January 1991), pp. A17-A20.
6. Anonymous, "The Time Has Come to Talk Trash," *It Starts in the Classroom* (September 1990), p. 6.
7. Two articles that can provide additional ideas and resources specifically designed for church schools are D. Dale, "Think Globally, Act Locally: A Curriculum in Ecology for the Church School," *Church Teachers* (June-August 1990), pp. 205-207; and D. P. McGuirk, "Learning How to Be a Steward of the Environment: Activities for a Short-Term Study for the Summer," *ibid.*, (June-August 1990), pp. 210, 211.

LETTERS

Continued from page 19

saw a copy of the Summer 1991 JOURNAL OF ADVENTIST EDUCATION, liked it, and would like to give each of his teachers a copy. We here at Andrews University very much want to follow up on this request. Please ship 12 copies and bill us.

Gregory A. Gerard
Director of Development
Andrews University
Berrien Springs, Michigan

Note: Limited quantities of the Dyslexia and Learning Disabilities Issue are available for U.S. \$2.50 each from the JOURNAL office, 12501 Old Columbia Pike, Silver Spring, MD 20904. Photocopies of specific articles are available for U.S. \$1.00 a page (please include a self-addressed, stamped envelope).—The Editor.