

Journal of Education & Christian Belief

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Book Reviews

Stephen Bigger & Erica Brown (eds)

Spiritual, Moral, Social and Cultural Education: Exploring Values in the Curriculum

Reviewer: L. Philip Barnes (p.162)

Terence Copley & Karen Walshe (eds)

Teaching the Bible (Perspectives 59)

Reviewer: Rosemary Cox (p.162)

Michael Poole

Teaching about Science and Religion

Reviewer: Harro Van Brummelen (p.164)

Albert L. Blackwell

The Sacred in Music

Reviewer: Geoff Hall (p.165)

David Thistlethwaite

The Art of God & the Religions of Art

Reviewer: Geoff Hall (p.165)

Adrian Thatcher (ed.)

Spirituality and the Curriculum

Reviewer: Andrew Wright (p.166)

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Editorial

IN RECENT YEARS, talk of worldviews, ideology and transformation has become quite commonplace in discussions at the interface between Christian belief and education. This has been particularly so in the more philosophical of these discussions and in the plenary sessions of international conferences on Christian education. In the opening article in this issue, Brian Walsh takes a fresh look at these subjects. Readers already familiar with his writing through the influential book *The Transforming Vision: Shaping a Christian World View* (which he co-authored with Richard Middleton) will be interested to read his perception sixteen years on that there are two problems with that book. Having looked at the two problems - one with worldviews and the other with what he terms 'disorientation', Walsh goes on to propose five ways in which a 'dynamically biblical worldview' might be able to remain 'transformational'.

Problems are also confronted by Perry Glanzer in his article on 'Finding the gods in Public School'. (Readers in some parts of the world may need to be reminded that 'public schools' in the USA are what are termed 'state schools' in many other countries: in the UK 'public schools' are independent schools!) Glanzer is concerned with the problems with character education in the USA - and also in the former Soviet Union under communism, as he discovered in the course of research on Soviet moral education. He finds that the emphasis on shared values in a plural society may actually smuggle in particular meta-narratives/ 'gods'/ideologies. He goes on to pose some important questions and to suggest some ways forward for the public schools of the USA which should also be of interest in other parts of the world where similar situations pertain.

William Kay and Linnet Smith present some research on the problem of divorce and its effects on the attitudes of pupils from within Christian and Muslim communities. They find that these effects are much more marked than those of bereavement when a parent dies and they suggest some reasons why this might be the case.

Problems are to the fore again in John Van Dyk's and Doug Blomberg's article but this time as an aspect of how we teach. They engage in a discussion of Blomberg's proposal for a 'problem-posing pedagogy' (in an earlier issue of this journal). Understandings of experience, knowing and learning and, indeed, of what we mean by a 'problem' in this context are all debated and much common ground is found. Others may wish to join in this discussion - or of that of issues in any of the other articles - and your letters and articles will be very welcome in the editorial office (nay, editorial offices - see *Notes and News!*).

The final article in this issue arises from a Master's dissertation and Paul Kidson brings us round again to transformation, worldviews and narratives. He proposes the orientation of 'Christian Praxis Education' as one which may be of particular interest to those teaching in Christian schools.

This issue contains fewer book reviews than usual but we hope that among the six reviewed you will find some of particular interest. The subjects range from spiritual and other values in the curriculum, through teaching the Bible, the relationship between science and religion, aspects of music and art, and back to spirituality in the curriculum. We have a steady flow of books to keep our reviewers busy but if you come across one that you think other readers should know about, please let us know. In conclusion, remember that, as Doug Blomberg puts it, problems can be friends, and friends promote pleasantness and peace. May you know the friendship of problems and the promotion of pleasantness and shalom among those whom you teach.

John Shortt & David I. Smith