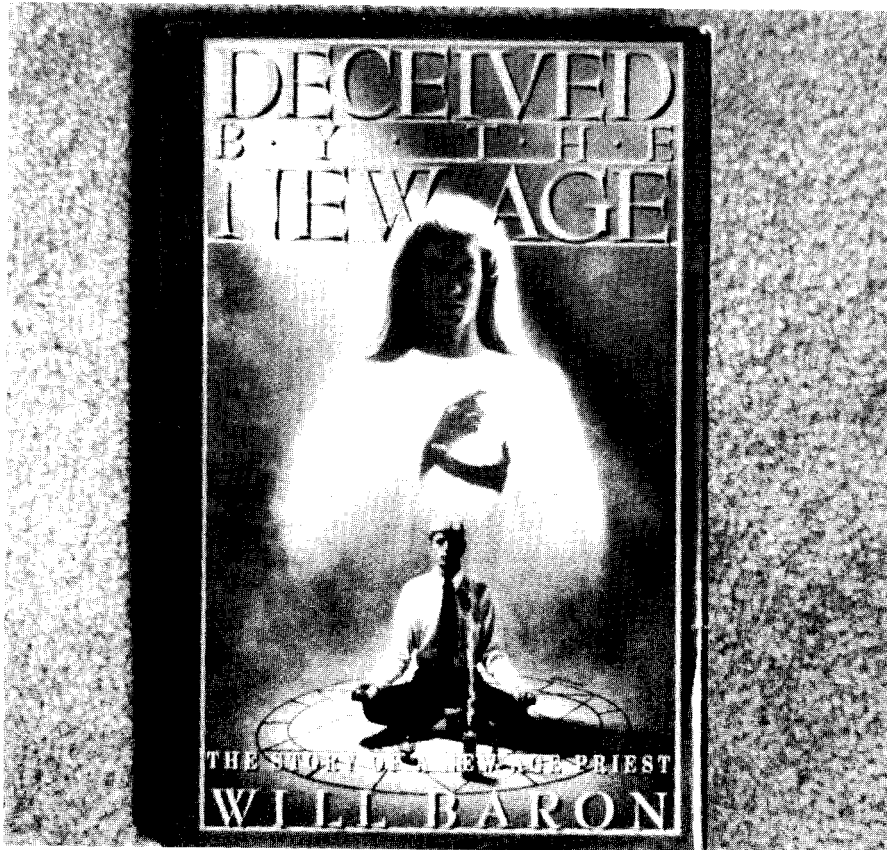


BOOK REVIEWS



Will Baron, DECEIVED BY THE NEW AGE. Boise, Idaho: Pacific Press Publishing Assn., 1990. Paper, 220 pages, \$13.95.

Believe it or not, it can happen to you! *Deceived by the New Age* shows how easily one can be misled by false messages. The facts and examples in the book are so similar to events in most people's daily lives that it's easy for the reader to identify with them.

Jesus warned in Matthew 7: "Beware of false prophets, who come to you in sheep's clothing but inwardly are ravenous wolves." He added, "You will know them by their fruits."^{*}

Those who have not carefully studied the Bible will be easily deceived by the New Age message just as was Will Baron, the author of this book. Writing from firsthand experience, Baron tells how and why the New Age Movement has been so successful. He explains how Satan has combined and adapted Eastern philosophies (Hinduism, Buddhism, astrology, numerology, etc.) to fit into Western culture. Many of the New Age organizations (Church of Christ, Scientist; and Scientology, i.e., Ron Hubbard's Dianetics) present their philosophies in such a way that makes it difficult to recog-

nize their true nature.

New Age Centers train priests to infiltrate conventional Christian churches. They seek to lead Christians into false doctrines and dangerous meditation practices by confusing introspective (New Age) meditation and Christian meditation.

What is the difference? Introspective meditation empties the mind of all thought. It's the hotline leading directly to the mind of Satan. Eventually the mind of the meditator will be completely controlled by him. Christian meditation refers to intellectual contemplation of Scripture and the way it reveals the character of Christ. Never has the Bible hinted that meditation was listening to the voice of God in the silence of self-hypnosis.

Deceived by the New Age points out that Satan's influence is evident in atheism, occult groups, drugs, crime, and the Church of Satan. However, it is hard for Christians to believe that Satan expresses himself through Christian organizations and people who call themselves followers of God. This is a tremendous advantage for Satan.

Baron shows that the New Age apostasy was prophesied in the Bible as an instrument that will prepare the way for the Antichrist. John wrote: "Children, it is the last hour; and as you have heard that

antichrist is coming, so now many antichrists have come; therefore we know that it is the last hour" (1 John 2:18). John differentiates this special Antichrist from others who had already come by saying that he "denies the Father and the Son."

In working through the New Age, Satan presents himself as the master spirit guide, quoting Genesis 3:4: "Your eyes will be opened [you will have enlightenment], and you will be like God [have cosmic consciousness]." He also usurps God's rightful position by presenting Hindu gurus as God incarnate.

Deceived by the New Age shows how Satan makes the New Age philosophy more acceptable to Christians. He gives New Age Centers a Christian flavor—teaching from the Bible and appearing to uphold Christ until attendees are deceived into thinking they are following in the steps of Christ. Those trained as New Age priests then infiltrate conventional religious organizations, thus encouraging the birth of counterfeit Christian churches.

Deceived by the New Age is well written, and motivates the reader to study for himself or herself. Baron makes it easy to identify with his life and what he has gone through. This book would be excellent outside reading or discussion material for academy and college Bible classes.—Yvonne Vanderhorst.

**Bible quotes are 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, and are used by permission.*

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Carolyn Kohlenberger and Noel Wescombe, RAISING WISE CHILDREN (How to Teach Your Child to Think). Portland, Oregon: Multnomah, 1990. Paper, 265 pages, \$9.95.

Christian educators have long quoted Ellen White's counsel that their teaching was incomplete if children and youth did not learn to think so they could become more than mere reflectors of another's thought. Unfortunately, we seldom see or hear much about this happening. *Raising Wise Children* was written to fill that void.

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Three sections with 13 chapters teach the reader "wisdom thinking" skills that make a lot of sense. Each skill has clearly described subsets. The authors don't waste valuable space and reading time citing horror stories about nonthinking children. They jump right in and describe their process while showing the reader how to make personal use of the skills while learning how to teach them.

When Carolyn Kohlenberger and Noel Wescombe decided to write this book, they researched biblical records and modern accounts of successful thinking. Their synthesis of the research uncovered three basic skills "wise thinkers share in common": (1) Having a basis upon which to build wise thinking (gathering, sorting, and choosing); (2) Thinking about thinking (focusing on the problem, being fair-minded, using one's feelings, reviewing what one has done); and (3) Thinking about God (finding principles from the Scriptures, learning to read the Bible, listening to wise counselors).

The book cites many examples from the Scriptures that add believability to its instruction. It also offers practical examples based on real life. For example, the chapter on "Rethinking" what happened will be of great value to teachers, principals, and parents who want to help their children think through choices that were based on poor thinking.

While reading this book, I found myself saying, "This makes sense. I think I'll try it." In fact, I have tried some suggestions already. I also found myself thinking that this book could be used as a textbook for teacher in-service (Sabbath school and church school) and for family-life seminars. It would be worth having in the teacher's personal library and the church's lending library.

Many how-to books become cumbersome with their long lists of what to do. The authors, a librarian and a Christian school teacher, have followed an essential concept of teaching. They present six or seven concepts clearly and illustrate them with many pertinent stories. They also repeatedly say, "You can begin to use this one step at a time according to the ability your children have to use the ideas. There is no need to rush things." If you, as an adult, have not given careful thought to the thinking processes, you'll find this book a good short course to help brush up your skills.—Clarence Dunbebin.

Dr. Clarence Dunbebin is Associate Superintendent of Education for the Potomac Conference of SDA, Staunton, Virginia, and Book Review Editor for the JOURNAL.

Jim Grant, WORTH REPEATING: Giving Children a Second Chance at School Success. Rosemont, New York: Modern Learning Press/Programs for Education, 1989. Paper, 195 pages, \$9.95.

Author Jim Grant's basic premise is that students must have attained a certain developmental maturity in order to be successful in a school setting. He suggests that many students are shortchanged by being placed in a grade for which they are developmentally unready. He suggests that this, in many cases, can be remedied by re-placing students in the grade for which they are developmentally ready.

Grant makes a careful distinction between re-placement and retention. He suggests that re-placement is adjusting a child's grade placement so that the child is placed in a classroom setting for which he is developmentally ready. Retention, on the other hand, is holding a child back because of uncompleted work, learning disabilities, below-average intelligence, or for some other reason unrelated to the child's development. In the author's words, "Re-placement is progression, not academic retention."

The author includes a Retention Bill of Rights:

1. Every child has the right to be in the correct grade.
2. Every child has the right, if originally placed in the wrong grade, to be re-placed.
3. Every child has the right to be free of blame if that child needs to be re-placed.
4. Every child has the right to be free from discrimination if re-placed.
5. Every child has the right to be protected from the teasing and torment of other children.
6. Every child has the right to be included in the decision about re-placement.
7. Every child has the right to have school records reflect the fact that the child took two years to complete a grade rather than the indication that the child flunked a grade.

8. Every child has the right to be re-placed at any age or grade at any time during the year.
9. Every child has the right to be taught by teachers who are trained in developmental education.
10. Every child has the right to experience success in learning at school.

In Chapter 2 Grant provides the reader with a profile of the overplaced child. He illustrates his points by using case histories of overplaced children. He concludes by giving these benefits of re-placement: greatly reduced school-induced stress, an increased comfort level for the child, a chance to compete successfully, an increased willingness to take risks, a change in the child's position in the class, an enhancement of the child's self-concept, an improvement in life at home, and more positive energy for teacher and parents.

Throughout the book the author emphasizes that re-placement should take place as early in the child's school career as possible. Re-placement should always take into consideration the feelings of the child and the parents and should never be forced on either child or parents. Grant continues to emphasize the idea that re-placement is not a panacea for all the problems of all students, but that it is a viable option for those students who are not coping well in a particular grade because they are developmentally unready.

Some particularly helpful chapters include Chapter 4, "Children Who Need More Than Re-placement"; Chapter 6, "Today's Positive Options—Kindergarten Through Second Grade"; Chapter 7, "Alternative Options Throughout the Grades"; Chapter 8, "Teachers and the Fine Art of Re-placement"; and Chapter 10, "How to Give a Child Support." Chapter 10 concludes with testimonies from kids who have "lived through it." One little girl who repeated fourth grade said, "Everything, even at home, got much better after I took another year in fourth grade."

I would recommend this book to SDA teachers as important reading. It is guaranteed to be controversial, but it will provide thoughtful reading to the teacher who has watched a struggling student and been convinced that the routine approaches were not working. Grant's ideas are well thought out, and simply stated without a lot of technical jargon. In addition, Grant provides a bibliography for those interested in further study on the topic.—David Waller.

David Waller is Vice-Principal of John Nevins Andrews School in Takoma Park, Maryland.