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A useful background book for Old Testament teaching: [Review of book Introducing the Old Testament by Frederick Leo Moriarty (Milwaukee: Bruce)]

Rose, Brian Waldron

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Johannesburg College of Education
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BOOKS REVIEWED

merry-go-round operator. These occupations have been classified into seven major groups, which are then divided and subdivided and coded by a system reminiscent of the Dewey system of the library. Each occupation has six digits. For instance the first digit represents the general classification: 0 for professional and managerial, 1 for clerical and sales, 2 for service occupations, 3 for agriculture, fishery and forestry, 4, 5 for skilled and 6, 7 for semi-skilled, 8, 9 for unskilled occupations. All this should prove most helpful to the pupil studying occupations in theory and learning the names of various jobs, but one cannot help feeling that many of the games and quizzes described to make learning easy and pleasant, hardly seem to belong to the already overcrowded high school curriculum. For instance: "Repeat three nursery rhymes which mention vocations, such as "Old Woman who lived in a Shoe" (Housewife), "Sing a Song of Sixpence" (Maid) etc., etc. or "Name the titles of three movies dealing with occupations."

Some more useful vocational quizzes are detailed in a later chapter, but here again, one feels that the subject is stretched to an unnecessary degree when one comes across such items as "Four songs will be played. What kind of worker is suggested by each?"

"Yes, We have no Bananas". Answer: Storekeeper or fruit vendor.

"Cancel the Flowers". Answer: Florist.

"In my Merry Oldsmobile". Answer: Auto mechanic.

"I've been working on the Railroad". Answer: Railroad worker.

In another section one learns that the rhyme "Jack be nimble, Jack be quick! Jack jump over the candlestick" represents an "Obstacle Course Director."

Here is a project detailed for those who are interested in music as a vocation: A prominent musician or singer is invited to play or sing a list of about thirty songs, which . . . of course describe occupations. For instance

"They cut down the old Pine Tree." Answer: Woodsman.

"There is something about a soldier." Answer: Soldier.

"I'm an old cowhand." Answer: Cowboy.

After the musician has conducted this game which will be "especially profitable, ease and informality having been achieved by the preliminary contest", the pupils may ask the musician questions about music as a career.

More and more difficult musical quizzes are described, but all are on the lines of the foregoing.

The link-up between vocational interests and avocational, or leisure-time, such as hobbies etc. has not been forgotten. The thoroughness which characterises Gertrude Forrester's work may be realised when one reads her chapter on "Helping students acquire specific information concerning occupations." In this section she advocates career conferences to which Rotary Club or Professional and Business Club members are invited to speak. Nothing is left to chance or the initiative of the speaker who, in addition to being furnished with a list of the pupils about to attend his lecture, is visited by the student chairman who gives him a list of subjects and a suggested outline. Later he is sent a reminder as to time and place with a list containing "Some suggestions for conducting your conference." These suggestions deal with the allocation of time to different sections of the address and the avoidance of giving a false picture of the prospects of the career being discussed. There is also a list of ten "Don'ts", such as "Don't wander away from the subject." "Don't moralise or preach" and rather incomprehensibly, "Don't lecture." There are some "Do's" too, such as "Do get right to the point — the period passes quickly." Similarly the student chairman, the student vice-chairman and the Faculty Host for each talk has a list of about a dozen suggestions covering behaviour, procedure and assessment of the address.

There is a chapter on the investigation of specific jobs by the students, with a detailed outline for making such a report. There is a brief treatment of the matter of fitting the pupil to a particular job, as well as suggestions for try-out, placement and follow-up studies.

One cannot but be struck by the great extent to which the community seems to co-operate with a vocational programme of this nature, in furnishing speakers, conducting tours, supplying pamphlets, allowing observations etc.

E.P.R.

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A useful background book for Old Testament teaching.



Introducing the Old Testament by Frederick L. Moriarty, S.J. (Bruce).

This is a very sound and scholarly work. It sums up and digests the immense amount of research done in the last decade by archaeologists and scholars of all sorts. Father Moriarty is far from dogmatic in the general sense, and his reconstruction of the personalities of the great leaders of Israel has about it a sense of reality. A very fine chapter on Amos retains the real majesty of the poetry of the man. A chapter on the Psalms is also handled particularly wisely, the author considering the works of scholars such as Herman Gunkel and H. H. Ginsberg — who quite excitingly traced Psalm 29 (Hebrew version) to an old Canaanite hymn. Then there was the passage from Ugaritic literature:

"Lo, thine enemies, O Baal, lo, thine enemies wilt thou smite,
Lo, thou wilt cut off thy foes."

Which makes interesting comparison with Psalm 92:

"Lo, thine enemies, O Yahweh, lo thine enemies shall perish:
all evildoers shall be scattered."

To all who teach scripture this book will provide new lines of thought urged throughout with a profound respect.

B.W.R.