In today's world, the very dearth of evidence for value in Christian education is surely a product of the secular hegemony that this book deplores. This is why it is on target. Dualistic presuppositions (the church on one side, education on another) run deep in many of us. Around the world, secular education is widely perceived to be the breath of life! (Around the world, many children spend virtually all their daylight hours—up to seven days a week, year after year throughout their youth—imbibing secularism in school, using foreign tongues.) How has this come about? Do we remain silent? True believers cannot consider the secular to be source of life. Possibly beginning in the USA, where Christian education remains a strong tradition, churches should invite students onto their campus to be coached by ‘academic pastors’. Other countries can follow. Difficulties in implementing such a strategy must be cracked. After all, as the founder of Protestantism stated, ‘I am afraid that universities will prove to be the great gates of hell unless they diligently labour in explaining the Holy Scriptures. … Every institution in which men are not increasingly occupied with the Word of God must become corrupt’ (Luther, cited on pages 95 and 219). Luther, in fact, planted the seed that led to universal education (351).

The call for revolution is apt. In some senses, it is a wavering call; evident barriers abound. This reflects the kind of uncertainty that Moses undoubtedly felt when standing by the burning bush, hearing God’s message that he would be used to rescue his people from Egypt (Ex 3:8). For those who are called, like Moses, to impossible tasks—get the book, read it and then act.


**Gary Edward Schnittjer**

Zondervan Academic, 2021

Hb., 884 pp., introduction, indices, glossary, bibliography

Reviewed by Andrew Messmer, Academic Dean, Seville Theological Seminary (Spain); Associated Professor, Facultad Internacional de Teología IBSTE (Spain); Affiliated Researcher, Evangelische Theologische Faculteit (Belgium)

In this large book, Gary Schnittjer offers the church and the academy a first: a comprehensive, book-by-book treatment of the Old Testament’s use of the Old Testament. After the introduction, in which he presents key definitions and his methodology for detecting and evaluating usage, the following 35 chapters cover all the books of the Old Testament (following the BHS/BHQ order). Each chapter contains four main parts: (1) three lists, presenting the use of other Old Testament books in the particular book, the use of the particular book in other Old Testament books, and the use of the particular book in the New Testament; (2) the ‘hermeneutical profile’, which summarizes how the particular book uses other Old Testament books; (3) a text-by-text analysis of each use of other Old Testament books in the particular book; and (4) filters which include examples of non-exegetical and/or non-allusive parallels between the particular book and other books of the Old Testament. Two concluding chapters apply some of the book’s findings to the New Testament and discuss ‘networks’ of passages that are frequently evoked and used throughout the Old Testament. This final chapter functions as a capstone.
to the entire work and provides readers with images of how key passages are (re)used throughout the Old Testament.

The book’s focus is not on simple quotations, allusions or echoes, but rather on ‘interpretive interventions’—that is, how one text intentionally uses and (re)interprets another one. Schnittjer’s criteria for identifying these interventions are based on verbal, contextual and syntactical similarities (similar to Richard Hays’ well-known criteria), and he employs a five-tiered rating system (A–F) which reflects the extent to which each intervention adheres to his criteria. The objectivity that Schnittjer attempts to employ is balanced by his admission that ‘many elements pivot more on art than science.’ His transparency is greatly appreciated.

Schnittjer states that this work is not for scholars, but rather was ‘designed as a reference study for students and ministers of the word’. Fortunately, all groups will be able to read and benefit from it, as the book has maintained the difficult tension between thorough academic research, on one hand, and accessibility to a wide readership on the other. The bibliography includes well over 1,000 works (almost all in English), and his multiple indices (spanning more than 100 pages) greatly facilitate the reader’s ability to look up specific texts of interest. Citations of original languages are translated into English, with key Hebrew and Aramaic vocabulary placed in bold to further assist the non-specialist.

This book could easily be used in several settings: as a textbook for a class on intertextuality or hermeneutics, as a reference work for pastors who need help in sermon preparation, and as a beginning point for scholars and professors who are researching or teaching the material.