

in "everlasting bliss or everlasting torment." A sounder criticism holds that the Evangelists' report of Jesus' predictions of the impending catastrophe of Judaism were colored by their prepossessions derived from current apocalyptic writings. The marginal readings of our Revised Version, not to mention the Greek text presumably familiar to Professor Wernle, dispose of the fallacy about the "end of the world."

The foregoing comments indicate what seem to be the merits and the defects of Professor Wernle's work, of which only the more important part comes within our present limits. The remainder, rather more than half of the volume, is devoted to St. Paul and his transformation of Christianity from a Palestinian sect into a world-religion. Here Professor Wernle's views can only be summarily indicated. Paul maintains the demand of Jesus in its sublimity, but not uniformly so. In Jesus' work

salvation was simply a matter of experience. His disciples were just the children of God confiding in God as their Father. Paul first constructed a theory of salvation based on this experience. He "united the Gospel of Jesus with a cosmology and a theology which, in spite of many Jewish conceptions, was bound to be welcomed by the decaying ancient world on account of its pessimism, its new myths, its ideal, its doctrine of hope." Professor Wernle's general attitude toward St. Paul's theology may be estimated by his remark that "Jesus is our Saviour from the theologians." But the strong dissent which he frequently provokes must be balanced by grateful recognition of his chief merit—the primacy he everywhere gives to ethical interests, his indication of the spiritual grandeur and uniqueness of Jesus, his insistence on Jesus' gift to the world as a new spirit and life in sonship to God.

Books of the Week

This report of current literature is supplemented by fuller reviews of such books as in the judgment of the editors are of special importance to our readers. Any of these books will be sent by the publishers of The Outlook, postpaid, to any address on receipt of the published price, with postage added when the price is marked "net."

American Pauperism and the Abolition of Poverty. By Isador Ladoff. With a Supplement, "Jesus or Mammon." By J. Felix. Charles H. Kerr & Co., Chicago. 4x7 in. 230 pages. 50c.

Australia, Our Colonies, and Other Islands of the Sea. (Geographical Reader.) By Frank G. Carpenter. Illustrated. The American Book Co., New York. 5x7½ in. 388 pages.

Coughs, Colds, and Catarrh, How to Avoid. By Albert Rufus Baker, M.D. (Revised Edition.) The Arthur H. Clarke Co., Cleveland, Ohio. 5x8 in. 24 pages. 50c.

Dialogue (A). By A. H. Gilkes. Longmans, Green & Co., New York. 4x6½ in. 86 pages. 50c.

This indifferent title introduces an entertaining passage-at-arms between a modern Socrates and three bishops of the Church of England. Mr. Gilkes tells us that his object is "partly to exemplify the position of Socrates at Athens, and to account for his unpopularity." What he has further in mind seems to be to "take down" the bishops. The subject matter of the dialogue consists of ecclesiastical and theological questions at present attracting much attention. "Mr. Smith," a layman, acts the part of Socrates by putting questions in a way that leads the bishops to discomfiture, and loses thereby a position for which he had been recommended.

Die Chemie im täglichen Leben. By Professor Dr. Lassar-Cohn. Edited by Neil C. Brooks, Ph.D. D. C. Heath & Co., Boston. 4¼x6½ in. 130 pages.

Early Story of Israel (The). By Evelyn L. Thomas. Illustrated. Longmans, Green & Co., New York. 5x6¼ in. 151 pages. 90c., net.

The story as given in the Bible is judiciously condensed, with occasional practical comments on its lessons. Notices of the Chaldean legends parallel with the early narratives of Genesis, and a brief account of the religion of Egypt, are interwoven with the Hebrew history in a way worth imitating in similar books.

Horace. By Pierre Corneille. Edited by John E. Matzke, Ph.D. D. C. Heath & Co., Boston. 4¼x6½ in. 144 pages.

How to Get the Best Out of Books. By Richard Le Gallienne. The Baker & Taylor Co., New York. 5x8 in. 167 pages. \$1.25, net.

The papers collected under this title, with one exception, have appeared in print and doubtless have accomplished their aim, to a large extent. They are addressed to the ordinary man, the business man, and are quite free from any sign of condescension. Many sentences invite quotation, and many bits of advice are most friendly. Mr. Le Gallienne thinks a good way to begin a

library is to buy a copy of Lamb's "Essays of Elia," or, if Lamb be not for you, begin with Green's "Short History of the English People." "There is a book with roots and branches, if you like." He deplores the "prolonged epidemic of the imitation historical novel," and bids his readers return to Dumas and Charles Reade. He declares that if Henry James is read in the future he will be read as one reads Darwin on earthworms—for his marvelous observation of minute social phenomena. Howells's style is on the side of his endurance, whereas the style of Mr. James is plainly subject to writer's cramp. However, these sharper criticisms are not the prominent feature of this useful manual, for the spirit of kindness pervades every chapter. We are warned against the misleading idea that there is much to be read; there is really very little of real reading, and there is time to read it all twice over. A limit of three books to each will give a fair representation of the great novelists, says Mr. Le Gallienne, and one is inclined to agree with him. Upon the whole, common sense and just discrimination characterize these popular suggestions as to the formation and enjoyment of a literary taste.

Hundred Years of Warfare, 1689-1789 (A):
How the Nation was Born. By Marguerite Stockman Dickson. Illustrated. The Macmillan Co., New York. $5\frac{1}{2} \times 7\frac{1}{4}$ in. 273 pages.

Introduction to Vertebrate Embryology (An).
Based on the Study of the Frog and the Chick. By Albert Moore Reese, Ph.D. Illustrated. G. P. Putnam's Sons, New York. 5x8 in. 291 pages. \$1.40, net.

Manual of Corporate Management, Containing Forms, Directions, and Information for the Use of Lawyers and Corporation Officials (A).
By Thomas Conyngton. (Second Printing.) The Ronald Press, New York. $6 \times 9\frac{1}{4}$ in. 352 pages. \$2.50, net. (Postage, 20c.)

Methods of Social Advance. Edited by C. S. Loch, B.A. The Macmillan Co., New York. $5\frac{1}{4} \times 8$ in. 192 pages.

The papers collected in this volume deal with a large variety of practical questions constantly confronting those who are endeavoring to better the conditions of the poor in the struggle to live and rear their children. Having appeared for the most part in the (British) "Charity Organization Review," they deal with some points with which Americans are not much concerned. But the problems of the poor and the methods of social advance are sufficiently alike here and there to commend this volume of expert testimony to all who are interested in the questions it takes up.

People's Psalter (The): A Plain Book for Those who Wish to Use the Psalms in Church with Intelligence and Devotion. By Rev. G. H. S. Walpole, D.D. The Young Churchman Co., Milwaukee. $3\frac{1}{2} \times 5\frac{1}{4}$ in. 244 pages. 75c., net.

Philippine Islands, 1493-1898 (The). Translated from the Originals. Edited and Annotated by Emma Helen Blair and James Alexander Robertson, with Historical Introduction and Additional Notes by Edward Gaylord Bourne. With Maps, Portraits, and other Illustration. Vol. XII.—1601-1604. The Arthur H. Clark Co., Cleveland. $6\frac{1}{4} \times 9\frac{1}{2}$ in. 321 pages.

Professional Training of Secondary Teachers in the United States. By G. W. A. Luckey. (Columbia University Contributions to Philosophy, Psychology, and Education.) The Macmillan Co., New York. $6 \times 9\frac{1}{2}$ in. 391 pages. \$2, net.

Quiet Talks on Power. By S. D. Gordon. (New and Revised Edition.) The Fleming H. Revell Co., New York. $5 \times 7\frac{1}{2}$ in. 220 pages. 75c., net.

The power here treated of is the power of personality inspired through close personal sympathy with Jesus; it is power for full and strong Christian living with effective influence. Mr. Gordon takes the English Bible in its face meaning to the ordinary reader, and speaks in a simple but searching and stimulating way.

Self-Portraiture of Jesus (The). By J. M. E. Ross, M.A. Edwin S. Gorham, New York. 5x8 in. 252 pages. \$1, net.

Great sayings of Jesus descriptive of traits of his character, or features of his work, furnish themes for the plain and brief discourses, earnestly evangelical, which the author modestly describes as "sermon-studies."

Social Diseases and Marriage. By Prince A. Morrow, A.M., M.D. Lea Brothers & Co., New York. $6 \times 9\frac{1}{4}$ in. 399 pages.

Songs of Southern Scenes. By Louis M. Elshemus. Eastman Lewis, New York. $5\frac{1}{2} \times 8$ in. 157 pages. \$1.50.

Spanish Colonial System (The). By Wilhelm Roscher. Translation edited by Edward Gaylord Bourne. Henry Holt & Co., New York. $6 \times 9\frac{1}{4}$ in. 48 pages.

Spelling by Grades: Words from Baldwin's Readers. The American Book Co., New York. $5 \times 7\frac{1}{2}$ in. 128 pages.

Steps in English: Book I and II. By A. C. McLean, A.M., Thomas C. Blaisdell, A.M., and John Morroe, M.S. Illustrated. The American Book Co., New York. $5 \times 7\frac{1}{4}$ in.

Student's Old Testament (The): Vol. I. Narratives of the Beginnings of Hebrew History. By Charles Foster Kent, Ph.D. (With Maps.) Charles Scribner's Sons, New York. 6×9 in. 382 pages. \$2.75, net.

This volume is assured of wide welcome. Professor Kent, well known already by his "History of the Hebrew People," "History of the Jewish People," and "Messages of the Prophets," has compressed into remarkably small compass a full and lucid exhibit of the assured results of Biblical criticism. Following an introductory history of Israel's early records, in which the genesis of traditions and their present literary form is explicated, the Old Testament text is given with its component strands in parallel columns—the Early Judean (Jehovistic), the Early Ephraimite (Elohistic), the Later Prophetic (Deuteronomic), and the Late Priestly. In the present volume this concludes with the conquest of Canaan. The foot-notes amply suffice to give the text its proper historical background, and such critical and other data as the reader requires for a clear understanding of the subject matter. The ordinary Bible-reader's needs have been consulted to the extent of a fresh translation of the text, departing from that of the American Revised Version wherever the exact thought of the original seemed

capable of expression in more clear and idiomatic modern English, without losing the dignity of the current version. The analysis and classification which this first installment of the "Student's Old Testament" presents of the heterogeneous material which the ancient writers and editors habitually threw together is the prime requisite for reaching any intelligent and adequate conception of the development of religion in Israel. Those who look with suspicion on the unraveling process are likely to be reconciled to it in degree as they discover that it leads to surer historical ground for their faith in a divine guidance of the early pupils of the Spirit. Professor Kent's work meets practical needs. It has been tested in university and Bible classes. For the

first time, the ordinary Bible student has now a complete manual that puts him in possession of the results of the labors of specialists, and of such an understanding of the processes as is adequate for intelligent confidence in them. A selected bibliography and an ample appendix leave nothing to be desired for complete apparatus.

Teaching of the Catechism (The). By Beatrice A. Ward. Illustrated. Longmans, Green & Co., New York. 5x6 $\frac{1}{4}$ in. 171 pages. 90c., net.

This manual has been prepared for children of the Church of England.

White Servitude in Maryland, 1634-1820. By Eugene Irving McCormac, Ph.D. (Johns Hopkins University Studies in Political Science.) Johns Hopkins Press, Baltimore, Md. 6x9 $\frac{1}{2}$ in. 112 pages.

Correspondence

Letters addressed to the Editors of The Outlook, to receive any attention whatever, must in all cases be accompanied by the name and address of the writer. Names will not be published if a request to that effect is made by the writer, but no attention, either personal or editorial, can be paid to anonymous communications.

Singing or Spelling?

To the Editors of The Outlook:

I have read with much interest an article in The Outlook of March 19 on "Our Public School Music," and would like to respond to the author's request that we all "champion it" by voicing what I know to be the view of many parents.

Like Mr. Mason, I had recently the pleasure of seeing a wonderful exhibition of the ability of little children to read music by sight. It was in a class of seven-year-olds in one of our public schools, and after they had finished their music-reading the children went to the blackboard and wrote the notes which their teacher sang, a key of several sharps or flats being selected. I was astonished and delighted, but I was more astonished and not at all delighted to find that the same children could not spell the simplest four-letter words, that those ears so wonderfully drilled musically were utterly unable to hear the difference between tract and track, between shell and shall. The explanation was not far to seek. A question to the teacher revealed the fact that in that class double the time was devoted to singing that was devoted to spelling. Nor was that class exceptional. Throughout that whole school there is no class in which spelling is systematically and thoroughly taught, and reports which come to me from other cities lead me to believe that what is the case in that school is common throughout the schools of our land.

If this be true, I, for one, feel inclined to "champion" spelling rather than singing. Let us see to it that our children's hands and faces are clean before we pay much attention to elaborate trimmings on their garments.

As I read Mr. Mason's figures and ponder on the one item of the more than seven hundred young women graduated from one musical institution and "distributed all over the country, many as supervisors of the musical instruction in State Normal schools," I begin to see why our teachers' salaries are necessarily so low and their classes so large that no one can do justice to them. We pay so much for singing, for drawing, for nature study, that we cannot afford to pay living wages to our regular class teachers and cannot expect to get competent persons to accept this work.

Surely it is time to demand that, whatever accomplishments are or are not taught in our public schools, our children shall leave them able to read aloud pleasantly a piece of ordinary prose, able to write easily a letter which they will not need to submit to revision on account of its spelling and diction, and, most important of all, trained to use their minds intelligently and industriously.

Those who know the facts know that students are every year being graduated from some of our best public schools who can do none of these things, and some of us would rather that our children should have these acquirements than that they should be able to sing at sight, use water-colors deftly, or be thoroughly conversant with all the symptoms of alcoholism. F.

[It is hardly fair to ascribe shortcomings in the teaching of common branches to music, drawing, and nature study. Many observers of public school education believe that wasteful methods of teaching arithmetic, for instance, frequently account for such bad results as these mentioned by our correspondent.—THE EDITORS.]