

of authority in religion. In science, we are told, we do well to accept, at least provisionally, the authority of others, since the matters with which it deals have no connection with our emotions. But truths which do so, like those of religion, are essentially self-authenticating; we immediately feel them to be right, and this is their authority; here we cannot accept the authority of others. That is 'true' in this sphere, in other words, which we feel on our pulses.

Presumably the doctrines of German National Socialism and Canaanite Baalism had all the 'truth' that could be desired, in this sense of the term, for their adherents. Conditioned by arguments like this, one is hardly surprised to learn (p. 14) that the Athanasian Creed is childish as compared with one of Alice Meynell's more emotional religious effusions. Statements attributed to Jesus by the Gospels, and confirmed as authentic as any by the most sceptical type of textual criticism, are refused credence on emotional grounds (p. 33). Surely one might have expected something better than this from one who thinks fit to sneer at converts to Roman Catholicism for 'intellectual suicide' (p. 28).

HUGO MEYNELL

THE ELEMENTS OF NEW TESTAMENT GREEK, by J.W.Wenham. *Cambridge* 18s. 6d.

KEY to the above (paper) 6s.

AN INTRODUCTORY GRAMMAR OF NEW TESTAMENT GREEK, by A.W. Argyle.

Hodder and Stoughton 21s.

Perhaps not enough people realise how great an advantage it is to any student of the N.T. to have some knowledge of the text in the original Greek. Introductory grammars are therefore welcome, and these two new ones have just appeared. Both cover roughly the same ground, and envisage an elementary year's course, perhaps especially for theological students, and take their place next to D. F. Hudson's *Teach Yourself New Testament Greek* of a few years ago. Both authors are teachers of experience, J. W. Wenham at Tyndale Hall, Bristol, and A. W. Argyle at Regents Park (Baptist) College, Oxford. Wenham set out to make a modernisation of H. P. V. Nunn's *Elements* (which has been the standard work for many years), and he even used the same title, but it is in fact a new book. Both books provide a course to be worked through, presenting the grammar gradually on a pedagogic basis, rather than a grammar to be consulted by the more advanced student. Yet even the elementary student often needs to look at paradigms which he is supposed to have learnt: Argyle has no collected paradigms anywhere, nobly supposing they were learnt on the way; Wenham has a 'summary of grammar' with paradigms at the end, but the economy of their presentation perhaps causes a lack of instant clarity. Wenham has a long and well planned introduction to (very elementary) grammar in general, with hints even on how to write Greek characters (pp. 1-24), and this, together with the *Key*, will make his book specially useful to the solitary student. Argyle gets *in medias res* by p. 3. Exercises accompany each lesson, Argyle's are commendably short, with sentences into Greek fewer than those into English, which is realistic. Both authors take their exercise-material chiefly from the N.T. Both provide vocabularies, but Wenham's (very nobly, but perhaps maddeningly to the more vulgar sort) English-Greek section gives not the Greek word, but an exercise-number. This means going to that vocabulary, but when we get there these vocabularies (grouped at the back of the book) are excellent, and provide intelligent clues about derived English words for many entries. Argyle has an interesting piece (pp. 119-20) on Semitisms, and an appendix of extra-N.T. extracts for study, a practice of Nunn's, now dropped by Wenham. Wenham, like Hudson, has abandoned accents,

except where they distinguish words, and has good arguments for doing so (p. vii); Argyle keeps them, but says one need not learn them (p. 2). There is so much to be said for abandoning them, certainly for the elementary student unless he is going far enough to need them later; but one cannot help hesitating. Both books are well produced, and it would be difficult to prefer one without having taught from both. Wenham tells us (pp. x, 192) that he is working on a short *Second Book of N.T. Greek*, to carry on from this one, and he rightly recommends Prof. C. F. D. Moule's *An Idiom Book of N.T. Greek* and Abbott-Smith's *Lexicon*, for students who get past the elements.

SEBASTIAN BULLOUGH, O.P.

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