

THE PRINCETON THEOLOGICAL REVIEW

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THE LITURGICAL USE OF ENGLISH HYMNS.*

I.

THE DENOMINATIONAL DIVISIONS OF CHURCH SONG AT THE RESTORATION.

We have considered the development of the English Hymn from the metrical Psalm. As the metrical Psalm had been originally cast into the mould of the congregational Hymn, the change was in the subject matter rather than in the form. This change we have followed through its several phases, from a close translation of canonical Scripture, to a freer paraphrase first of Psalms then of other Scriptural songs, and up to the point where the purpose of turning Scriptural materials into metre met the impulse to give lyrical form to devotional poetry, and coincided in the production of Hymns, freely composed and yet more or less based upon Scripture.

The movement toward hymns was always a liturgical one. It had for its motive the enrichment of English worship rather than of English literature. The same thing was true of the Hymn movement in the period following the Restoration. But what gave it special significance was the weakened hold of the old Psalmody upon the people, the number of men who concerned themselves with the new movement, and the acceptable character of the new hymns themselves. Under such conditions hymn singing

* Being the second of the lectures upon "The Hymnody of the English-speaking Churches", delivered on the L. P. Stone Foundation at Princeton Theological Seminary, in February, 1910.

duly appreciated. In discussing the training of the evangelist, the author insists that while the pastor is the chief agent in this work there must also be specially trained men for such fields as the Y. M. C. A., the institutional church, and the various missions among soldiers, sailors, railway men, prisoners, social outcasts, and the like. Judicious counsels are offered in regard to the particular courses of instruction that the regular and the special evangelist ought to pursue.

Dr. Shearer's appendices deal with a particular phase of the problem, the so-called simultaneous evangelistic campaigns; the preparation for such a mission, the methods by which it is to be conducted, and the means by which its results are to be conserved.

In conclusion, Dr. Kilpatrick publishes a letter to a young missionary which abounds in wise remarks on such important matters as personal preparation for evangelistic work, the sort of preaching that is required, the need of personal work and of a behavior that becomes the winner of souls.

We cannot forebear expressing the conviction and hope that this instructive, well-balanced and practical treatment of biblical, historical and applied evangelism will be a valuable aid to all interested in the theory or practice of this branch of the homiletic art.

Princeton.

FREDERICK W. LOETSCHER.

A TREATISE ON THE PREPARATION AND DELIVERY OF SERMONS, By JOHN A. BROADUS, D.D., LL.D., author of "A Harmony of the Gospels", "History of Preaching", Commentary on Matthew", etc. New (twenty-ninth) edition, edited by Edwin Charles Dargan, D.D., Professor of Homiletics in the Southern Baptist Theological Seminary, Louisville, Ky. New York: George H. Doran Company. 12mo, pp. xv, 562. Price \$1.50 net.

The present edition of this work, originally published in 1820, is a reprint of the twenty-third, the first edition prepared, in 1897, by the author's colleague, Dr. Dargan. During these forty-two years of its history this manual has become the most popular and widely-read text-book on homiletics in this country. The well-known merits of the work are the sufficient guarantee that its usefulness to theological students and ministers of the gospel will continue for many years to come. It gives us pleasure, in this purely formal notice, to call attention to the latest edition of this celebrated homiletic treatise.

Princeton.

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THE PEDAGOGICS OF PREACHING. Being the Substance of Lectures given at the Hartley College, Manchester, in 1910 and in 1911. By THISELTON MARK, D.Lit., B.Sc., Lecturer on Education at the University of Manchester, and on Sunday-School Pedagogics at Theological Colleges affiliated with the University Faculty of Theology; Author of "The Teacher and the Child", "The Unfolding of Personality as the Chief Aim in Education". Fleming H. Revell Company, 1911. 12mo, pp. 92. Net 50 cents.

By the small size of this volume we are reminded at the outset that

we must not expect anything like an adequate treatment of the theme stated in such comprehensive terms in the title, "The Pedagogics of Preaching". In reality, the author restricts himself to a few practical suggestions in the planning of a sermon, in which special stress is laid on the means of enhancing its didactic aim, and to the mental attitude of the preacher with respect to his subject and to his audience. By the illustrative study of "five great sermons"—Canon Liddon's on "Christ and Education", Stopford Brooke's on "Child Life", Robertson's on "The Early Development of Jesus", Maclaren's on "Verily, verily, I say unto you", and Dr. Jowett's on "Rejoicing in hope"—the author elucidates the four successive steps in the plan which he recommends for the construction of every sermon: "the introduction or preparatory step; the elaboration; the bringing of the accomplishment of the aim of the sermon consciously before the hearers; practical application of the line of thought." "These steps", we are assured, "were first worked out for teachers by Herbart and his school." The author adds, however, that "the approximation to them in Aristotle's theory of oratory will be obvious to the student of the subject"; and we are tempted to add that many of our best manuals on homiletics have likewise emphasized these very points.

The second part of the Essay, "Section B, The Psychological Situation", is more original, stimulating and helpful. It shows how some of the most important principles now commonly applied in the sphere of academic teaching are equally serviceable and necessary in the ministry of the pulpit. Thus, the preacher, no less than the teacher, "may be said to be dealing not so much with a class or an audience as with the *individuals* constituting the one or the other"; "neither teacher nor preacher is, so to say, set over against his class or his audience, but is rather engaged in *coöperation* with them"; "neither teacher nor preacher is quite so directly concerned with giving information as with evoking *power*"; "fundamentally the appeal whether of teacher or preacher is not more to feeling or to understanding than to *the will*"; "teacher and preacher alike achieve success not merely as sayers of words, but also, and largely, as *seers of pictures*"; "neither teacher nor preacher is limited for his direct *supply of power* to the relationship between his own personality and the personalities of those before him" (since the truth taught is ever exerting its own characteristic influence, an influence which, in the case of the preacher and his hearers, is that of the divine Spirit himself).

These principles are admirably illustrated and enforced in the last chapter on "The Mental Attitude of the Listener and the Interplay between Speaker and Audience."

Princeton.

FREDERICK W. LOETSCHER.

FROM TALK TO TEXT. By ADDISON BALLARD, D.D., Author of "From Text to Talk", "Through the Sieve", "Arrows; or, Teaching a Fine Art". Boston: Sherman, French & Company. 1911. 12mo, pp. x, 190. Price \$1.00 net.