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The Archives of Christendom: Reading in Church History

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In this last chapter, Mr. Aquino quotes from Allen Drury's novel, **ADVISE AND CONSENT**:

"If it (nuclear war) did happen, Senator (Richardson)", the nominee (Leffingwell) said quietly, "nothing would be left of the world."

"And if it did not, and we found that we had yielded ourselves beyond redemption simply because of the fear that it might, nothing would be left of us," Arly said with equal quietness.

Mr. Aquino says in this last chapter: "The faith of the Gordon Deans and the Senator Richardsons is the answer of free men to the counsel of fear of the Bob Leffingwells and the Toynbees. And when one comes right down to the bedrock of the concept and system of collective security, it is an act of faith." Indeed, the author states in his preface that his monograph is, in a true and profound sense, a statement of faith. But after reading the book, one is tempted to add that it is also a statement of logic and common sense.

JEREMIAS U. MONTEMAYOR

THE ARCHIVES OF CHRISTENDOM

READINGS IN CHURCH HISTORY. Volume I: From Pentecost to the Protestant Revolt. Edited by Colman J. Barry, O.S.B. Westminster, Maryland: The Newman Press, 1960. xx, 633 p. \$7.50.

This book fulfills a great need of students of Church history. In any field of history, but more particularly in this, there is no substitute for an acquaintance with the sources.

The documents presented in this volume are of great interest. Together, they present the most varied collection that this reviewer has seen assembled in one convenient volume. A chart at the back of the book gives the correspondences between the parts of the book and those of six standard Church-history texts. This will be of great assistance to the student. It is, in fact, chiefly for the seminary student that this book is intended, although it will also be most useful in college and even graduate courses.

Church history will remain largely unintelligible unless viewed against the broader background of general history. It is therefore pleasing to note that Father Barry has given breadth to his collection by the inclusion of non-ecclesiastical documents which are nevertheless essential for an understanding of Church policy and practice. Thus, the section on "The Assault in the East" includes an excerpt from the Koran; the section on "The Medieval Synthesis" includes several documents on the guilds.

Any account of Spanish and Portuguese colonization would have to reckon with Las Casas' "Short Report on the Destruction of the Indies"; but this excessively grim picture might have been mitigated by a selection or two from milder accounts by equally experienced missionaries, e.g., José de Acosta.

AUSTIN V. DOWD

HOW TO TALK LIKE A NATIVE

LANGUAGE AND LANGUAGE LEARNING, Theory and Practice.

By Nelson Brooks. New York: Harcourt, Brace and Company, 1960. xiii, 238p.

Here is a book that the serious teacher of modern foreign languages will welcome. Nelson Brooks has delved into the field of psychology, philosophy, literature, linguistics, anthropology and pedagogy, has reduced his findings to a theory of language, and has presented the teacher and student with eminently practical, detailed methods for successful language learning. The reader of this book will find a clear description of the modern trend of language teaching without having to struggle through pages of technical language. Some technical terms, such as ABCD test, allophone, phoneme, culture and morphology do appear, but where they are used, they are clearly explained. To render the reader's task still easier, and to recall the context in which the word was used, a glossary of terms was added as Appendix B.

Brooks attempts to solve a double problem: "a traditional lack of understanding of what language is and how it is learned" (p. 39). In doing so, he comes to the important theory, now commonly accepted by linguists, that language is primarily spoken and heard, and only secondarily written and read. It is symbolic, systematic in sounds, structure and forms, is arbitrary rather than logical, is adequate for its purposes, and is evolving. He notes with some emphasis that an infant has an individual, innate potential for language learning, "a vital force that finds delight in incessant verbal play" (p. 21). This potential is limited by the social element of language which he would call *langue*, and before the age of four the child masters the sound, structure and form system of his native language. "Language . . . is wholly learned. . . . It involves both neural and muscular tissue, and it has psychological, interpersonal, and cultural aspects that are indispensable to its acquisition and use" (p. 46). He goes on to say that "the single paramount fact about language learning is that it concerns, not problem solving, but the formation and performance of habits."