far from being a complete continuous narrative. But if you take the intervening passages which the critics have assigned to J you read about the fall of man and there you have the reason for the flood that came later on. Although the critics say these are continuous documents, nevertheless we have seen that a matter which is a very vital feature of the whole history is taken out of the one document and given to the other document. In the P document this wonderful world which God made is all of a sudden filled with corruption and violence while in the J document no account whatsoever is given of all the some seven generations of people living between the time of Seth and the time of Noah.

So neither P nor J is at all complete at this point. We need the story of the Fall (in J) in order to understand the story of the Flood (in P), and we need the record of the genealogy (in P) in order to be able to understand the coming of Noah (in J).

The account of the Flood itself will be considered under the study of interwoven parallels.

Going on to chapter 9 we find that verses 1-17 which tell about God's covenant with Noah and the bow of promise are given to the P document together with verses 28 and 29 which record the death of Noah. Chapter 10.1-7.20,22-23 with its list of genealogies and enumerations is given to P because P is interested in such lists. J, who is said to be interested in narrative, has the rest. J gives the story about Nimrod going out and becoming a mighty hunter before the Lord (chapter 10) and the story of the tower of Babel (chapter 11) but P gets the list of nations and the genealogies mentioned in those chapters. Again we see that neither P is complete without J or J without P.

Following the generations of Shem and Terah. P jumps to 12.4b-5 and tells how old Abraham was when he went out from Haran and took Sarah his wife and Lot his brother's son, and all the substance they had gathered, and the souls they had gotten in Haran and they went forth to go into the land of Canaan; and into the