Adams, John. Sermons in Syntax or Studies in the Hebrew Text. Edinburg, 1908.

Isa. xxxix.l is searcely a case in point. The R. V. renders, not as a pluperfect, had heard, but simply as a fresh circumstance suggested to the mind of the prophet, and rightly introduced at this point by the help of vav consecutive with the imperfect - "For he heard that he had been sick." Nevertheless, the actual report of Hezekiah's sickness must have been prior to the sending of the Babylonian embassage; and since the pluperfect sense is found in the parallel passage in 2 Kings xx.12, the suggestion made by Delitzsch and others is probably to be accepted as correct that  $\Box \triangle \omega$ ') is a copyist's error for  $\Box \triangle \omega$ '), "for he had heare." Cf. 1 Sam. ii.21, where we have a similar confounding of the two letters  $\Box$  and  $\Box$  . The accepted reading,  $\Box$  \( \emptyre{\Delta} \cdot \emptyre{\Delta}

And yet on other grounds it is of the highest possible interest to the Febrew student. It has broached the question how far the imperfect with strong way can convey the meaning of a <u>Pluperfect</u>? There is, of course, no doubt that the formula may denote the continuation of a pluperfect, as Gen. xxvi.18, xxxi.34, xxxix.13, etc.

But can it <u>introduce</u> it? Can it, instead of conducting us forward to a <u>succeeding</u> act or detail, lead us back to one which is chronologically <u>anterior</u>? Driver, in his exhaustive note, has generally a passages, and concluded, like Böttcher, in the negative - quoting Dr. Puseyin the "Minor Prophets," who remarks on Jonah iv.5, "Some render, contrary to grammar, 'and Jonah had gone.'" Strange to say, the Jewish grammerians were unanimously in favour of this construction; and the A.V., in following their example, has inserted the reading "had" in a great variety of passages.

But in the R. V. every instance has been corrected or emended, with the exception of 1 Kings xiii.12, Isa, xxxviii.21,22, Zech. vii.2, Neh, 1i.9; and even in these instances the stuaent will experience little difficulty in finding another end equally