

in Luke and in the Fourth Gospel, not in Matthew and still less in Mark. They seem to have reached Christianity in its later Hellenistic form, not in its primitive Aramaic sources.

P. C.

A BALAAM AMONG THE HISTORICISTS.

Less than a year ago Dr. Erich Klostermann, Professor of Theology in the University of Strassburg, addressed by special invitation the *Pastoral-conferenz* on "The Latest Attacks on the Historicity of Jesus." The address was notable for its dispassionate tone, for its clear and fair statement of some aspects of the controversy, but more especially for the numerous and important concessions made to the radical criticism. The audience must have heard with dismay from such a high-placed authority that "the strength of his attack has been hitherto mostly underestimated," that "rusty weapons will have to be set aside in the corner," that "even Weiss has alas! not renounced these weapons," that "we can not make appeal to Schmiedel's Nine Pillars against *these* opponents," that "new and more efficient weapons will have to be forged." (Conspicuous by name among the castaways is the "*uniqueness*," along with the "*uninventibility*"—a fact to be commended to the prayerful consideration of such as Mr. Edwyn Bevan, who in the *Nineteenth Century* (April, 1813, p. 859) not merely leans but formally lays out his Deutero-Christianity at full length on this "*uniqueness*," now officially discarded.) Klostermann does not essay to forge these much desiderated "doughtier weapons," but in the brief "Foreword" to the published Address he says significantly: "The wishes expressed to me for an essentially enlarged statement or for greater sharpness in repelling the adversaries, I could not fulfill." No explanation of this inability is either stated or hinted. "I took thee to curse mine enemies, and behold thou hast blessed them altogether."

W. B. S.

CRIMINOLOGY.

Mr. Arthur MacDonald is a great advocate for the study of man, and his specialty is the study of criminal man. He has with various success proposed the idea of establishing laboratories to investigate the criminal, pauper, and defective classes, and has proposed a bill before the finance committee of the New York State Senate and the Judiciary Committee of the United States House of Representatives for this special purpose. We do not doubt that his proposition is important, and among the many movements of reform it ought to have full consideration. Mr. MacDonald writes to us:

"When a student chooses for his life work a subject in the older branches of knowledge, as physics, philosophy, philology, Greek, Latin and natural history, he finds the field somewhat well developed; but not so in more recent sociological lines of research, as criminal anthropology (criminology, shorter term), and other cognate subjects, in which there is full opportunity for mental acumen and scientific ability of the highest character, to carry out most lofty purposes.

"The question may arise as to what course of study will prepare one best for such work. I would suggest the following:

1. A two-years course in psychology, especially laboratory work.
2. Medical studies to the extent of anatomy, physiology, general pathology, nervous diseases and insanity (especially clinical studies).
3. A practical course in craniology in the laboratory.
4. Facility in reading modern languages, especially German and French.

"Thus social pathology, and especially criminal anthropology, one of its branches, requires more extensive preliminary training than most subjects, for it involves the investigation of man both mentally and physically. Such training is synthetic, which in this age of specialism is much needed. As such education is relatively new and experience in it as yet limited, it is difficult to designate a preparatory course. I have myself followed the course of study just indicated, but more extensively especially in medical lines, but such additional preparation might not be practicable for most students."

He sends us for inspection a small pamphlet entitled *Study of Man*, which outlines his plan of work. This he will gladly mail to any student who will send name and address to him at "The Congressional," Washington, D. C. The gist of his work as here expressed may be summed up in the following sentences:

"1. The prison should be a reformatory and the reformatory a school. The principal object of both should be to teach good mental, moral, and physical habits. Both should be distinctly educational.

"2. It is detrimental financially, as well as socially and morally, to release prisoners when there is probability of their returning to crime; for in this case the convict is much less expensive than the ex-convict.

"3. The determinate sentence permits many prisoners to be released who are morally certain to return to crime. The indeterminate sentence is the best method of affording the prisoner an opportunity to reform without exposing society to unnecessary dangers.

"4. The ground for the imprisonment of the criminal is, first of all, because he is dangerous to society. This principle avoids the uncertainty that may rest upon the decision as to the degree of freedom of will; for upon this last principle some of the most brutal crimes would receive a light punishment. If a tiger is in the street, the main question is not the degree of his freedom of will or guilt. Every man who is dangerous to property or life, whether insane, criminal, or feeble-minded, should be confined, but not necessarily punished.

"5. The publication in the newspapers of criminal details and photographs is a positive evil to society, on account of the law of imitation; and, in addition, it makes the criminal proud of his record, and develops the morbid curiosity of the people; and it is especially the mentally and morally weak who are affected.

"6. It is admitted by some of the most intelligent criminals, and by prison officers in general, that the criminal is a fool; for he is opposing himself to the best, the largest, and the strongest portion of society, and is almost sure to fail."