

the measure of their moral power, is so low as to rob them of every charm. Such cases recognize their infirmity, and shield it with shrewd and plausible ways and explanations. They distinctly see and understand the difference between right and wrong, but *that* in their nature, which should be present to enable them to resist the commitment of evil deeds, and inhibit the utterance of speeches they know to be false, *has ever existed, or has been destroyed*. The order of intellect to be found among ordinary criminals and law-breakers, as a rule, is far inferior to the intellect of those morally insane. The two move in a different sphere in life. The latter is totally indifferent as to what his sociological surroundings are. His moral obtuseness prevents him from ever properly defining his position. This is not so with the former. They studiously avoid the lights of the world, so to speak, and they jealously seek to blind the eyes of the law in the commission of overt acts.

Intellectual power and the study of self-restraint comprise two of the most important factors for study in the consideration of this question. Intelligence with the morally insane, when exercised along the line of action he intends pursuing, or involuntary pursues, does *not* teach him that what he would do, or is doing is *wrong*. His moral powers are dead. Intuitive moral feelings do not exist in his nature; and for that reason he should *not* be held responsible for what is beyond his every effort to prevent. Then again in other cases, the man who is morally insane may *fully understand* that what he would do, or is doing, is wrong, and in violation of law and society; but he could not resist the impulse to do evil, because he undoubtedly is suffering from a *paralysis, or deficiency of the psychological inhibitory forces*, and absolutely without the slightest feeling of self-restraint, which he may honestly desire to exercise, he takes a false step. This man likewise should not be harshly adjudged, for *not* as a free agent has he been guilty of crime, but as a victim of an ignorant motive, engrafted upon evil powers that are instilled with no response.

With the ordinary criminal it is totally different. His intellect does not play him false. It permits him to always, under normal conditions, regulate his actions in a manner that he reasons best for his purpose. His powers of self-restraint are not diseased. He can easily leave undone what he has planned should new development teach him that it is unwise. Shrewd precautions for personal safety are taken by him at every step. He recognizes when he has been guilty of crime; he under-

stands its consequences, and studiously seeks to avoid detection.

These points of differentiation, as far as we are able to give them at present, seem to designate the chief distinction between moral insanity and the purely criminal and wicked. Of course, no hard-and-fast rules can be laid down to guide us in the solution of this important problem. Every case, as it stands before science, or before the bar of legal justice, must abide by the decision that is made after consideration of its individual merits. We would be gratified to have moral insanity understood, because its recognition would at some time temper the sentence that would otherwise be imposed in all its severity upon some irresponsible law-breaker.

We would like to see it recognized, for the reason that science might rejoice over an additional benefit bestowed upon mankind. "To err is human." To find the true cause of human error, and to render judgment accordingly, is not far from divine.

GOOD SUGGESTIONS IN SCHOOL HYGIENE

Dr. G. F. Witter, of Grand Rapids, Wis., in an excellent report on the sanitary conditions of the leading schools of this State, concludes with the following recommendations, among others: clean and perfect all sources of water supply, and where schools have no water supply of their own, to furnish such. In the absence of a better system, to prepare the windows and transoms so that ventilation can be had without causing drafts, and that all schools introduce improved ventilating systems as soon as possible. Place buildings in good repair, &c. See that the grounds do not permit standing water, and prepare gravel or board walks to keep the children's feet out of the mud. Suitable water-closets for each of the sexes should be provided. The rooms should be so warmed as to maintain an even temperature, and all be kept comfortable; stoves and furnaces should be safe and in good order. Not less than fifteen square feet of floor space and 215 cubic feet of air space should be allowed to each pupil. Blackboards should not be placed between windows; the surface should be dead black, not glossy. The light should, if possible, be admitted from the rear, or rear and left of the pupil—never from the front. Desks and seats of different heights should be furnished to suit the size and age of pupils.