

## PAPER V.—BRAIN STUFFING AND FORCING.

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*Mr. Chairman, Ladies and Gentlemen :*

It is not my intention to inflict an elaborate essay on this Association. My object will be attained by giving hints to enlist your attention ; by summarizing facts which are accumulating daily, and by simply stating conclusions which are forcing themselves with saddening emphasis upon the sensible educator, the physician and the social reformer of to-day. Much has been written on the best methods to educate children from a metaphysical and purely mental standpoint, but it is only within the last few years that the warning voice of the physiologist has been heard on behalf of suffering childhood. So far he has been as a voice crying in the wilderness, and ridicule has pointed at him its long, gaunt finger of scorn, charging him with being a mere alarmist or a hobby rider. The voice of the scorner is now being hushed. He meets an ever increasing throng of nervous invalids ; he sees a change in the physical condition of the young since his school days ; as a tax-payer he spends \$700,000 annually to maintain the defective classes in this Province, and to-day one person in every 320 persons in Ontario is insane. This is a startling catalogue. Were I to add to this list the weakling, who is a chronic drunkard ; the moral imbecile, who is a chronic criminal ; the habitual vagrant, with limited intellect, who is a life-long tramp ; and trace the existence of such classes to vicious conditions of society and to ignorance of Nature's laws in their operations on our social systems, my statement would be complete.

Let me, however, confine myself to a consideration of the brain in relation to modern education and to the results which flow therefrom.

I start by making this statement : the more highly organized brain will bear mental strain better than will the more simple nervous center of the ignorant, if the building-up process have been in accordance with the laws of health.

It is also a fact that the educated insane recover, as a rule, more readily and in proportionately larger numbers than do the ignorant. I do not refer here to mere culture, but to that standard of knowledge and wisdom which is possessed by an average all-around man, who, although intelligent and well-informed, may never have studied within the walls of a college,