

of food in an attractive and colorful way; and last but not least, training in the proper washing and care of the dishes and kitchen. In America, most grade schools have simple courses in cooking from the fifth grade on. This means that every girl from the age of ten or eleven learns to buy and cook simple foods. Perhaps in China this would be too much of an innovation, but surely in our middle schools the girls could learn the ground work and theories of domestic science, so that they could be ready to put them into application when they reach the universities. Thus there would be early instilled in the child a respect for labor and an appreciation for suitable foods.

However, learning to cook properly is but one of the necessary phases in the running of a home. The young girls must be taught household management. Picture an ideal home. The floors are shining and clean, the windows bright and attractively curtained. The chairs are soft and inviting, the tables gleam from much polishing. Everything is in its place and yet there pervades an air of graciousness and comfort, of coziness and charm. Here a man may be glad to relax at the close of a weary day; here he may feel proud to bring his friends. Here a woman may preside with dignity and charm; here children may grow in grace.

To achieve such a home, young girls should be taught the details of good housekeeping. They must learn how floors are polished, how silver is kept bright, how furniture is kept shining. They must learn how to create an atmosphere that is at once charming and homelike, and this without spending enormous sums of money. They must learn to create much out of little. They must learn to exercise their ingenuity. They must learn that there is greater joy of achievement in creating an attractive home out of two small rooms than there is in the planning of a grand house with the help of an interior decorator. To do this they must learn flower arrangement and color harmony. They need not necessarily sew a fine seam, but they should be able to do plain sewing. They must learn the qualities and texture of various woods and textiles, they must learn what to buy and when. They must acquire a sense of what is distinctive and fine in home furnishings; they must be able to distinguish between what is suitable and what is unsuitable.

These things accomplished, there is yet another angle of home economics to be mastered. As mentioned above, in many

a home to-day we find husband and wife each going his or her way. Each has his or her own friends and interests. Why should this be so? Can this make for a happy home life, if the husband seeks for his pleasure outside? Does not the wife feel a secret hurt, or nourish a hidden anger? It may be that the husband is to blame, but too often the wife is at fault. Perhaps her upbringing has been too narrow, and her interests too shallow for her and her husband to meet on common ground. She finds her enjoyment in gossiping or in playing mah jong; frustrated, the husband turns away. But if the home were inviting, and the wife responsive, the story would be different. We must educate our girls to-day to always keep pace with their husbands, so they may be helpmates instead of hindrances. Beauty fades, but the mind is ageless. Understanding and companionship are two props of a steady and well-balanced home life.

Thus every middle school and every university should institute a compulsory course of home economics which should be taught by capable and experienced teachers. In the University of Chicago, young men are taught how to be good husbands; in the University of Minnesota, young women are taught how to be good mothers; in China we should at least teach our girls how to be good cooks.

It may be asserted that such a course of study would not be possible because of the financial outlay involved, but actually, no elaborate equipment is required. Much money will be spent in the future for the education of China's illiterates. Is not this ignorance of how to run a home a form of illiteracy? And will not the cost be repaid a thousand fold by the better citizens we shall produce, and by the increased happiness of our children? The advantages of such an expenditure are many and lasting. We will have taught our young to work for themselves; we will have impressed upon them an enthusiasm for cleanliness; we will have trained them in the right selection and preparation of health building foods. We will have instilled in them a proper sense of home life; we will have endowed them with ideals of truth and beauty; we will have prepared them to lead useful and happy lives.

The home is the first foundation of the state, and the hand that rocks the cradle rules the world.

Mental Hygiene Education

By C. L. KWEI (桂質良)

WHAT is mental hygiene? It is the science which analyzes, correlates and integrates the various influences and drives in an individual to fit them into a harmonious whole. It accepts a person as he is, with his particular heredity, environment, and his intellectual and emotional make up, and tries to understand why he behaves the way he does, in order to guide him to a richer and fuller life. Its mission is not to diagnose or judge in high sounding terms, but to apply scientific truths in a practical manner. Its aim is to help that individual to live

a happier and healthier life—"to develop in him a capacity for self government and self dependence, as well as a balanced relationship between one's own nature and the demands of others". In short, mental hygiene educates men to become predictable, reliable, and socialized citizens in a changing world. Social inheritance of experience is just as important as scientific knowledge. Adolf Meyer has well said, "Life is a peculiar kind of journey, not only the scene changes, but also the traveller. A great deal of the biography is played upon the stage beyond the individual's control".

Although men have written and practised mental hygiene since ancient times, yet as a science it is quite young,—less than half a century old. Many people are suspicious of mental hygiene as a result of protective reaction towards all things new. Also mental hygiene has been closely associated with psychiatry which has always inspired awe and a certain amount of aloofness. Doctors themselves are often confused about psychiatry and mental hygiene. Psychiatry is curative while mental hygiene is preventive or prophylactic. The emphasis in psychiatry is diagnosis and treatment while in mental hygiene it is in application and education. We are not shy to ask advice of a specialist about infant feeding, the amount of sleep and the relative weights of growing children. Why do we hesitate to seek the help of a mental hygienist for information concerning the problems of growing personality where individual differences are even more pronounced? The way young parents turn to more experienced ones for advice shows the need of mental hygiene education very clearly.

Furthermore to forestall physical diseases in time is energy and money saving. To forestall mental diseases, through the good office of mental hygiene is even more expedient and economical. It is often beyond the comprehension of the average intelligence why a municipal government or a social organization is willing to spend interest and money for mishaps and bankruptcy of development physically and mentally in establishing hospitals for tuberculosis, syphilis and insanity but shows so little interest and effort in providing for happy and healthy living! Must society always wait until a person is sick to allot him attention? Does preventive work, such as mental hygiene, occupy no place in a public health program? Are we doing public health work when our attention is centered on diseases? Should we not call it more appropriately public disease work? Far be it for me to suggest that diseases should not be attended to. Even in Shanghai, we have not nearly enough hospitals for the sick. The condition of other cities is worse. My contention is that preventive medicine in the form of physical and mental hygiene deserves equal consideration if not more important consideration because it is a fundamental solution and the most economical. Instead of waiting for a disease to develop to correct it isn't it more intelligent to abort it in time? Building healthy body and mind is fundamental while correcting diseased body and mind is palliative.

Perhaps many people will say "after all mental hygiene is only common sense. We are all potential mental hygienists. Why do we need specialists?" This attitude is just as injurious to mental hygiene work as the "hands off" group. These self-styled mental hygienists are like half filled bottles. They make a lot of noise when you shake them, whereas the completely filled bottles make no sound. These "potential specialists" make fetish of independence and self-direction that children brought up by them are undisciplined, unsocialized, egocentric savages. They are misfits in our society. If they succeed in obtaining responsible positions, they will rob society through diverse means to enrich their coffers or satisfy their vain glory. These pseudo mental hygienists do not understand that they may cripple a person from over-loading as well as through thwarting and repression. In their ridiculous fear of stunting budding genius,

they run the risk of developing futile self-assertion. They overlook the fact that freedom cannot thrive without responsibility.

We are all acquainted with the statement "身修而後家齊，家齊而後國治，國治而後天下平" If we want a strong, healthy China, we must train citizens of stable character who will sacrifice selfish interest for the good of the whole nation. China is greater than any party. The welfare of China is more important than the welfare of any individual, family or tribe. The future of China is more precious than the fulfilment of any doctrine or theory. Mental hygiene aspires to do this,—to build up stable, socialized unselfish individuals, who, in turn will build a stable, unselfish society which is the foundation of a nation. Someday when we achieve that goal, we may teach a lesson to the rest of the world,—who knows?

Let us be concrete in our suggestions. We should like to offer a three fold mental hygiene program.

First, we suggest child guidance clinics where parents, kindergarten and primary school teachers may seek information. If special problems arise such as contrariness, lying, nail biting and stealing, suitable guidance and advice will be given. Instead of prescription, we offer understanding. We would help the teachers and parents to know whether the contrariness is really anti-social or only the natural manifestation of independence. Lying may be the result of imagination or a purposeful act to avoid the consequence of some wrong act. Nail-biting may be sign of nervousness, while stealing may be an attempt on the part of the child to gain attention. Child guidance clinics will dispense scientific knowledge in a simple way so that parents and teachers may be guided in a practical manner.

Second, we suggest mental hygiene lectures in all high schools. Adolescence is the most difficult period to manage. The adolescents often suffer secretly because they are shy and over-sensitive. They may be unwilling to come individually for advice so it is more expedient to offer guidance in an academic way. Adolescents should have hygiene lectures, both physical and mental. They should be taught the psychological maze of their own minds; the physical and mental differences of the two sexes; the normal relation between boys and girls; the relation between them and their homes. Better deal out essential information in a scientific lecture than to let them seek wrong information in a secretive way! Occasional discussions should be arranged so that more personal problems may have a chance to be brought up. The friendly, scientific manner will inspire confidence and mutual respect. Their questions may, sometimes, seem comical, but we must never laugh at them. Once their pride is hurt, it takes months to heal.

Third, special consultation service where college students may come for vocational guidance; pre-marriage couples may obtain valuable advice on choice of mates, requirements of a successful marriage; expectant parents may know how to welcome the new addition to their family; and middle aged women may know how to face the problems of menopause. Individual interviews and personal attention will be given. Through this three fold approach, we hope mental hygiene will be of use to the mass of our people. The need is apparent and urgent. Should we neglect it in our program of our national reconstruction? God forbid!!