SOME SUGGESTIONS FOR THE USE OF VISUAL EDUCATION IN TEACHING ILLITERATE CHINESE PARENTS

by

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SOME SUGGESTIONS FOR THE USE OF VISUAL EDUCATION
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CONDITIONS WHICH PROVOKED THIS STUDY

Since this study has been designed to meet a specific need for the education of Chinese parents located in Fung Wong village near Lingnan University, it seems fitting that some explanation should be given regarding the existing conditions in the villages of this district. These conditions have prompted the writer to select, organize and adapt the subject matter contained in this volume.

General Plan of Villages

Located a short distance from Lingnan University are several villages, each similar in type and each consisting of several hundred families crowded into congested districts. At the entrances to these villages one may find large banyan trees under which inhabitants and travellers rest and talk.

Since the inhabitants of a single village are related, they have erected a family temple where tablets, in memory of the ancestors, have been set up for worship. In front of this temple is a paved public square where children may play. Among other important village struc-
tures, one may find "Every Man's Building". In this building public matters are decided by the elders. It is also used for festivals and celebrations.

Organization of the Families

The large patriarchal family system still exists among these people. As long as the grandfather lives he is the head of the family, and he must be honored and respected. When he dies the authority goes to his eldest son. If no son is born into a family, an early attempt is made to adopt a boy. He later assumes the responsibilities as head of the family.

The contrast between the superiority of men and inferiority of women is striking. This condition brings about conflicts and barriers between members of a family. Communication is blocked and cooperation, companionship, and a sharing of responsibilities become impossible.

Traditions that have existed for centuries are difficult to change. The aged, both men and women, show a decided fear of losing their power. Although women have little authority, it is not unusual for the older mothers to release their suppressed desire for power by exerting entire control over their daughters-in-law. Marriage, therefore, is unattractive to many young girls.
Parents have sole authority over their children including the selection of mates. As a rule, mates are not chosen according to physical and mental soundness, but according to social and economic position. This condition causes girls, as early as fourteen years of age, to unhesitatingly express a desire to avoid marriage. They much prefer to live in groups in a spinster home where they have no relationships with men.

It is not unusual after marriage for girls to refuse to live with their husbands. The marriage relationships under these conditions are terminated by paying fixed sums of money to the husband's family.

**Housing and Conditions Relating to Sanitation**

Most of the homes in the district surrounding Lingnan University are one story houses, uniform in plan, size and shape. They have been constructed on small squares or blocks, separated by narrow passage ways. Usually two houses are close together on a single square. At the entrance to most of the houses there is a hall which opens into an enclosed, roofless space where the family well is usually located. The kitchen and living room adjoin this open space. The living room is also used as a dining room. The bed rooms are located at the
back of the house and on either side of the living room.

No storage rooms are provided except for small attic spaces, accessible only by movable ladders. These storage spaces are used for extra clothing and bedding.

Since the houses contain no bath rooms, tubs are filled and carried into the bed rooms for the bath. Covered pails, which serve as toilets, are placed in corners of the bed rooms.

Formerly it was contrary to the customs of the villages to build windows and to construct tall houses, but through the influence of Lingnan University, the customs have recently been changed and taller houses with windows are now being built. The characteristic floor plan, shown in plate I, will picture the general arrangement of a typical Chinese house in the Hong Lock district.

The furniture in each house is very simple. In the living room there are rows of straight wooden chairs along two sides of the wall. Against the wall opposite the front door one may find a long narrow table approximately four and one half feet tall. On this table one may find vases, a mirror, a clock and pictures. A square dining table, which is pulled out to the center of the living room at meal time, is stored under this tall table.

On the walls, pictures of advertisements are hung.
PLATE I

FLOOR PLAN OF A TYPICAL CHINESE HOUSE AT
HONG LOK DISTRICT

BEDROOM

LIVING ROOM

HALL

OPEN SPACE

KITCHEN
These pictures not only lack educational value, but they are ugly from the artistic standpoint.

Each bed room is furnished with wooden beds, a table, and one or two chairs. These beds with wood boards rather than springs and mattresses, are used not only for adults but also for the tiny baby.

The floors in the houses are made of soft brick tile. These tile are unglazed and therefore readily collect dirt. It is difficult to keep the floors in a sanitary condition because the cleaning equipment consists of a broom and feather duster, although a wet mop is used occasionally.

During the winter months when the temperature frequently drops to forty degrees, the unheated houses seem particularly cold because of the tile floors. When children play on the floors, they are not only thrown into unsanitary surroundings but they also become chilled during the cold weather.

With sky lights, no windows, and a single door, which is kept closed at night, good ventilation is impossible. Conditions are made even worse since children usually sleep in beds with adults.

Frequently epidemics spread because the people lack an understanding of the importance of such factors as personal hygiene, sanitary equipment, good water supply,
a good sewage system, right care of food, and the proper care of the sick.

The neglect of sanitary conditions is evident as shown by the fact that the people of this district use neither individual towels nor individual plates for food. The utensils, such as chopsticks, basins, and tubs, can not be kept in a sanitary condition because most of them are made of wood.

The water is usually taken from shallow wells near sewage. Although people seldom drink unboiled water, sources of water contamination are found in many places and particularly by means of sewage which is carried off through open drainage ditches that are accessible to flies and animals. Garbage cans are kept in houses without covers and later emptied into an open space not far from the homes.

It is not unusual to find that meat, fruit and vegetables are sold close to these places that are exposed to dirt and flies. When food products are brought into the home they are usually left uncovered. Fruit is eaten raw, and since it is often subjected to many sources of contamination it may become a carrier for disease germs.

When one person in a family becomes ill he is usually kept in the house with the other family members
and not infrequently in the same room, since isolation is considered unnecessary. During illness the room is more tightly closed than usual.

It is generally believed that measles and other children's diseases should attack a person at least once in his life and the earlier the better, so why should infected persons be isolated?

The people believe that the methods of cure that are handed down from one generation to another, although unscientific, act as magic, however, a general interest in the betterment of practices is evident. This is shown by the fact that some parents now seek medical attention.

Unfortunately little consideration is given to the food that is served to the sick individual. In general the food is less attractive and less nourishing than under ordinary conditions.

Occupations and Financial Status of People

Most of the people, including men, women and children, work on rice and vegetable farms that are located some distance from the villages. These farms, consist of small patches of land about one or two acres in size. Children not only help with lighter work in these fields but they also run errands or gather leaves and wood for
fuel. Many of those who do not work on farms become day workers and sometimes pedlers. A large percent of the girls learn to embroider when they are about ten years of age and they become quite skillful by the time they are twelve or thirteen.

With the combined effort of the family members they can scarcely earn enough for a living. Women receive about thirty cents or more a day for their embroidery work and men workers of various kinds receive about forty cents a day. The income for an entire month averages about fifteen dollars for each worker, or the entire monthly income for a family of six would total about thirty-five dollars. This rate of income permits only minimum standards of living.

**Education**

According to the statistics given in the Chinese Year Book 1934 (1) only 263 out of 10,000 people receive a grade school education, 11 out of 10,000 people receive a high school education, and one out of every 10,000 people receives a college education.

Education for boys in the districts near Lingnan University is financed by each village, but not until recently has education for girls been considered.

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1. 上海中报社. 中報年刊. 一九三四.
When Lingnan University was founded about thirty years ago the students, under the auspices of the Y.W.C.A., started a free grade school for all, regardless of age. Although but few attended in early days now many children are enrolled in the school. This increase in attendance is probably due to the fact that classical or formal education is being replaced by more practical forms.

At the present time very few opportunities for parent education are available. Almost no subject matter is written in Chinese, on topics relating to child care and training.

The cost of books makes them prohibitive for homes with low incomes. If, however, books could be made available to the public, people of the laboring class could not read because of their educational status.

Since the radio is considered a luxury and for the wealthy only, it has limited possibilities at the present time for educating the mass of Chinese people on low incomes.

Trend of Prevailing Attitudes Toward the Child

The following sample of prevailing attitudes shows
the general trend of thought with reference to a few topics related to the child:

1. Children should be punished by criticisms, threats, and spankings.
2. Children should obey without showing anger.
3. Children should learn by hearing rather than through practical experience.
4. Parents give no consideration to the importance of setting a good example before children.
5. Consistency in place and regularity in time for carrying out daily routine is unnecessary.
6. Pleasant associations are unnecessary.
7. Children's questions need not be answered.
8. The child's future is predestined, environment has little influence.
9. Children play merely to kill time, and too much play makes them absent minded. This attitude is shown by the fact that the few toys that the children have are not suited to their age and growing needs. Children below one year of age may have only one or two dolls. When children begin to stand, they are put into a bamboo pen to play by themselves often without play materials except for the bamboo rings around the pen. As the children grow older some of them may be given instruments of percussion, utensils for cooking, and one or
two other toys.

10. When a woman becomes pregnant she should keep this fact a secret and not seek a doctor's care.

11. Adequate diets, appropriate clothing, rest, exercise, and hygiene of the pregnant mother receives little consideration because knowledge of their importance is lacking.

Well balanced adults cannot be expected to develop from children reared by undesirable methods. From the above description it is obvious that a great need of Chinese parents is a program for improving sanitation and preventing disease. They also need to learn principles involved in habit formation, in discipline, in training of emotions and attitudes, in play, in sex education, in better clothing practices and in family relationships.

Although the mental development of the child is of great importance, a child can not progress adequately without a sound body. The writer has therefore directed her primary interests toward developing a plan for educating illiterate Chinese parents with reference to pre-natal and infant care. In doing this she is not unmindful of the need for a complete program in the psychological field.
THE PROBLEM

Although the outcome of a series of learning experiences may include the acquiring of knowledge and generalizations, the development of skill, a change in attitudes or philosophy and the reorganization of emotional patterns; probably an important outcome should be an improvement of practices.

The writer has therefore chosen as her objective for this study the improvement of practice with reference to the physical care of the child both pre-natal and post-natal. These changes in practice to be directed toward bringing about an environment which promotes the optimal physical development of the child.

Since in a single series of study discussions, the writer can not undertake a comprehensive educational program in this field, she has limited it to the study of post-natal life to the first year. This particular emphasis has been selected because vital statistics indicate that this period is the most hazardous in the entire life cycle of the individual.

In the previous chapter the writer has attempted to set forth the general situation with reference to the status of the Chinese people for whom this plan of parent education has been developed. Although with some mod-
ifications, this plan may be adapted to any of the villages in the district surrounding Lingnan University, the specific community for which the writer has organized her material is the village of Fung Wong.

Fung Wong village has been selected because it adjoins the Lingnan campus. The people in this community have had closer contacts with education than have the people in more remote villages. The writer has made the assumption that this close contact with education which has created a friendly attitude toward knowledge in general, will facilitate the learning of better practices with reference to the care of children. From year to year the parent education program may be pushed out in an ever widening circle around the University.

After the writer has trained lay leaders, many of whom will include wives of staff members at Lingnan University, a more extensive program of parent education will be undertaken.

The Study Group

Selection of Study Group Members

Since the organization of study groups in the village of Fung Wong is a new movement, the attitudes, customs,
habits and occupations of the three hundred families who live in this community must be carefully considered to insure the cooperation and good will of the community toward the project.

Probably one of the functions of these first study groups should be that of stimulating, an interest in the later development of a more comprehensive program for studying problems relating to the child. Much therefore depends upon the success of this first group.

Esther McGinnis (1) states that parents may come to a study group from intellectual curiosity, from a feeling of inadequacy, or from the desire to solve a definite specific problem.

Parents in this village have not yet come to the realization of a felt need for improving their methods of dealing with children, or for improving family relationships. The older people from long years of unwitting experience have a mind set toward accepted customary practices. Certain fixed habits which interfere with education makes it difficult for the Chinese parents to accept new ideas.

The younger parents, however, are more eager to

learn, and to accept new ideas. It seems best therefore to open these study classes to the younger parents who show an eagerness to become members of the study group. These parents should also have children of about the same ages or in the same stage of development.

Esther McGinnis believes that with such groups, lessons can be definitely adapted to a particular age level in children. The interest of the parent is also keener when the topics are related to his specific situation. The discussion is more practical, and the benefits derived are more immediate.

The study group should also be homogeneous because a friendly group is less apt to be upset emotionally. This does not imply that parents of diverse opinions should be entirely excluded, but rather that this factor should be kept in mind in starting a group in a new community.

Perhaps the amount of available leisure is worthy of consideration. Parents who can at least have some spare moments and who are not troubled with economic instability will be in a better state of readiness to learn.

At the present time a barrier exists between the sexes of the Chinese families. The entire responsibility of caring for small children is assumed by the mother. The realization that both parents should bear a joint responsibility, has to be awakened gradually. Because of
this existing attitude it seems best that mothers only should be invited to the study groups. The group should be also limited to those who are either pregnant or have children under one year of age.

**Method of Organizing Groups**

Various authors have described methods of approach or preliminary steps in organizing study groups.

Dr. Esther McGinnis (2) has suggested that: "Interest in study groups may be aroused by holding a general meeting, widely advertised in the community. At this meeting a competent person may describe the purposes of group study, the values to be derived, and the methods of organization."

Payson and Haley (3) have also suggested methods of advertising classes. These suggestions include visits, telephone calls, plans presented through the schools or clubs, church announcements, news papers, slides at movie houses, and posters.

Although these and other methods may be used in the United States, the home visit is the only type that is

2. ibid., p. 6
adapted to the Chinese situation.

A survey of the available methods of making announcements to the inhabitants of the village shows limited possibilities.

The village is without churches and moving picture houses. Public meeting or lectures are so seldom held that no adequate provision has been made for public meeting places.

Newspapers, hand bills or posters have no value because the majority of people are illiterate.

Few telephones are used because the cost is too great for the limited Chinese budgets. This method of communication must, therefore be excluded.

Announcements sent through school children can not be relied upon as a means of reaching pregnant mothers and parents of children under one year of age. In China school attendance is not enforced and since all children do not attend school this method of making announcements would have a most limited value.

For the above reasons home visits have been selected for use in this study. Through these home contacts the leader will be introduced to the home situation. She will also gain a better understanding of the individual needs and interests. She can establish a personal acquaintance with the group members which should, if the leader is
skillful, serve as a nucleus for the development of confidence and mutual understanding between the leader and parents.

Each of these study classes will be limited to twenty members. If necessary, several sections will be organized to accommodate all who are interested in attending.

**Time, Place and Frequency of Meetings**

Within this village it is not possible to find a meeting place adequate for groups due to the lack of electricity and comfortable seating space. Distractions are common because the Chinese people have not been trained to avoid the interruption of group meetings while they are in progress. To provide the best available conditions, the study group meetings will be held either on the Lingnan University Campus or in homes of members when home equipment is needed for illustrative material.

In selecting the season most favorable for study classes, occupations have little influence. Probably the most important factor to be considered is that of climate. The summer months from the first of July to the end of August are very hot and the period between December fifteenth to March fifteenth is cold. Because the Chinese people dislike to travel during unpleasant
weather, it seems best to arrange for day meetings during the spring and fall.

Evening meetings would attract very few people because the Chinese have neither efficient travelling facilities nor well lighted roads.

To better fit into the customs and climatic conditions, the lessons therefore will be divided into units of eight lessons each.

Meetings will be held once each week since there is no convenient method of informing parents of irregular meetings.

The majority of the people in this district serve but two meals each day. These are served at nine in the morning and at five o'clock in the evening. The most convenient time for meetings therefore is during the late morning or early afternoon.

The Problem Stated

With the above objectives, limitations and conditions in mind, the writer, in planning a program of parent education for illiterate Chinese parents, has defined her problem as follows:

1. To analyze the literature in the field of child development pertaining to prenatal and postnatal care.
2. To select from this material (through subjective analysis) those factors which need to be stressed to bring about a change of practices in caring for Chinese infants under one year of age and also those factors which need to be stressed to bring about better practices in prenatal care.

3. To adapt acceptable practices to the equipment obtainable by those included in the study groups.

4. To develop visual methods for teaching a selected sample of subject matter to illiterate Chinese parents.
AUTHORITIES IN THE FIELD OF PARENT EDUCATION ARE WELL AGREED THAT THE SUBJECT MATTER TO BE INCLUDED IN A GROUP DISCUSSION SHOULD BE IN ACCORD WITH THE NEEDS OF THE INDIVIDUAL MEMBERS OF THE GROUP.

IN THE UNITED STATES, THE PARENT EDUCATION MOVEMENT IS FAIRLY WELL ESTABLISHED AND AS A RESULT PARENTS, AND PARTICULARLY THE YOUNGER ONES, ARE SEEKING SPECIFIC HELP IN LEARNING METHODS OF CARING FOR THEIR CHILDREN.

SINCE THE PARENT EDUCATION MOVEMENT HAS NOT YET BEEN INTRODUCED INTO CHINA, AND THESE PARENTS HAVE NOT BEEN MADE AWARE OF A NEED FOR IMPROVING PRACTICES IN CARING FOR THEIR CHILDREN, IT SEEMS BEST FOR THE LEADER OF STUDY GROUPS TO ASSUME THE RESPONSIBILITY FOR ANALYZING THE NEEDS, AND TO SELECT THE PRINCIPLES WHICH (THOUGH SUBJECTIVE JUDGMENT) APPEAR MOST ESSENTIAL TO THE MEMBERS OF THE STUDY GROUP. THESE PRINCIPLES MAY THEN BE USED AS A BASIS FOR THE MEETINGS; BEING SUBJECT TO CHANGE WHICH SEEM NECESSARY AS THE COURSE PROGRESSES.

BASED ON THIS ASSUMPTION, THE WRITER HAS SELECTED HER MATERIAL BY THE FOLLOWING METHOD:

KNOWLEDGE AND GENERALIZATIONS RELATED TO THE PRENATAL AND POSTNATAL CARE OF THE INFANT WERE ASSEMBLED AND CLAS-
ifled. This was done by carefully analyzing the material set forth in books written by recognized authors. (2, 7, 8, 13 and 21). The method used by Ojemann (described in an unpublished manuscript) for preparing standards was followed. i.e. All subject matter was classified under specific units. The material in each unit was then summarized. This method insured a fair degree of completeness with reference to the material considered essential by experts.

This summary of knowledge and generalizations was then considered in conformity to the thinking of experts with reference to the principles of child care.

As a means of comparing the Chinese situation with this standard, a summary of the Chinese practices and attitudes was prepared for each unit. Through a careful analysis, those units in which widest gaps appeared were selected as units to be included in this study.

The specific subject matter selected in each unit lends itself to adaption in accord with the following conditions (i.e. before the writer attempts to teach this series of lessons she must attempt to find the answers to the following questions and to further revise her learning program to meet the needs of the specific group):

1. Needs of the groups according to:
   a. What ages of children are represented by the group
of parents?

b. Physical health

Are existing physical health conditions of such that medical or nutritional aids should be given immediate consideration?

c. Economic condition

Are the parents in a financial situation that makes it desirable to introduce better methods of production, or better use of time, money, and energy before the administration of the parent education program?

d. Leisure activity

Does the group think of leisure as an unproductive time consuming enterprise, or does the group feel a need for guidance in better use of leisure time?

2. Interest of the group

Are parents interested in problems of child care and training, house furnishings, foods, clothing, or other subjects?

3. Knowledge of the parents

What is the background of the group? Are their emotions in balance with their knowledge?

4. Age of the group

What are the approximate ages of the parents? (Problems that confront the young parents differ from those of the
older parents. Their interests and needs differ, their ease of learning differ, their attitudes differ, and their ability to adapt differs).

5. Materials available

Are demonstration or other illustrative materials available for instructional purposes?

6. Parent standard practices

How far does the group deviate from desirable standards and practices? Would it be advisable to bring about radical changes or gradual changes in practices?

7. Ability

What are the parents levels of ability? (Though the practices of the group may be far from the ideal, care must be taken that the demand is not beyond their ability to attain).

Objectives

An important part of a course in parent education is that of setting forth objectives or goals.

The writer has reviewed the discussion of objectives and criteria set forth by the following authorities in the field:
Gertrude Law (1), Esther McGinnis (2), E. G. Lindeman (3), Sidonie M. Gruneberg (4), and (5), Flora M. Thurston (6) and (7), and William E. Blatz (8). With these in mind the following specific objectives have been selected for the parent education course for illiterate Chinese parents:

1. To help parents improve methods of carrying out a program of physical development for themselves and their children by:
   a. Recognizing their problems.
   b. Improving their own status of physical and mental health.
   c. Putting into practice the improved methods of child care.
   d. Modifying their attitudes toward better methods.

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2. McGinnis, Esther, op. cit., p. 44.
5. ________, "What is Parent Education All About" in Our Children, 1933, pp. 9-25.
Based on the criteria set forth in this and the previous chapter, the writer has selected the following units for a course of study:

**Units to be Included in the Study Class**

Prenatal Care

1. Medical Supervision
   - Influence of prenatal care from the standpoint of both mother and child
   - Need for medical supervision throughout the prenatal period
   - Responsibilities of the physician
   - Responsibilities of both parents

2, 3. Diet of Expectant Mother
   - Effect of diet on the well being of both mother and baby

4. Personal hygiene, Rest and Exercise
   - Importance of adequate elimination
   - Suitable types of exercise
   - Proper rest and sleep

5. Clothing for the Mother
   - Principles in selecting clothing
   - Warmth, appearance, hygienic value and comfort
   - Types of garments needed
Selection of materials
Construction of new clothes and making over of old ones

Postnatal Care

6. The Infant's Diet
   Mother's milk as an adequate diet
   Method of nursing
   Care of breasts
   Feeding schedule
   Weaning the baby--time and method

7. Preparation of Artificial Food
   Supplementary food for the baby
   How and when introduced
   Equipment needed for preparing food
   Methods of preparing
   Quantity to prepare
   Method of storing
   Method of preparing milk for artificial feeding

8. The Baby's Bath
   Importance of bath in the daily schedule
   Temperature of room
   Temperature of water
   Materials needed
   Undressing
   Method of bathing
Steps in bathing

Drying

Method of dressing the infant

9. Safe guarding the Baby's Health

Importance of health examinations at regular intervals

Methods of reducing disease to a minimum

Sunshine, fresh air, and exercise

Immunizations

Children's diseases

Isolation

Importance of cleanliness and medical supervision

10, 11. Infants Clothing

Principles involved

Baby's layette

Number of and kinds of garments

Materials suitable for each kind

Principles of Construction

Size of garments

12, 13. Care of Clothing

Arrangement of the working room for laundering

General principles of washing cotton materials

Preparation for washing

Actual process of washing

Drying

Ironing
Washing of colored materials, woolen, and silk

14. Sleep
   Kind of bed
   Bedding
   Conditions that favor sleep
   Amount of sleep needed
   Method of preparing the baby for bed
   Teaching the child habits of sleep

15. Elimination
   Necessity for early training
   Methods and principles used in training
   A program for diet and exercise in promoting good habits of elimination

16. A Program of Play for the First Year of Life
   Necessity of play equipment for physical, mental, social and emotional development
   Types of play materials for the child under one year
   Conditions necessary for play
   Temperature
   Space
   Clothing
   Safety

In planning this sequence of units, it seems most logical to begin with prenatal care and follow with the first care of the infant. The topics related to clothing,
eating, sleeping, elimination, hygiene, routine and diseases of childhood are all important, but the sequence of these units in the study course is of little importance.

Unless specific needs which suggest a better sequence are observed as the class progresses, the general arrangement of the units as outlined in the above summary will be followed.

Although the above outline of subject matter appears to include a great amount of material, it seems best to cover a rather wide range of topics for the purpose of arousing consciousness of a need for engaging in better practices.
SUGGESTED METHODS FOR ADAPTING AND PRESENTING THE LEARNING PROGRAM TO ILLITERATE CHINESE PARENTS

Before discussing methods for presenting a learning program to illiterate Chinese parents, the writer will summarize the criteria set forth as a guide in adapting and presenting the learning program.

Criteria Set Forth in Adapting the Subject Matter

1. All subject matter should be adapted to the age level of children and also to the understanding and interests of parents.

2. The suggested equipment to be used for each lesson should be within a price range that conforms to the economic status of the families.

3. In so far as possible illustrative material should include native equipment or material and whenever possible, pictures of Chinese parents and infants.

4. In adapting the materials and subject matter customs of the people should be given consideration to prevent unnecessary violations.
Criteria Set Forth as a Guide in Selecting Methods of Presenting the Learning Experiences

1. Conformity to the laws of learning.

The effectiveness of a learning program depends largely upon the methods used, i.e. upon conformity to the laws of learning. These laws briefly summarized are as follows:

a. Readiness

The teacher should find the parent's level and begin at that point. Subject matter that is too easy or below the level of the learner tends to kill the interest. Subject matter that is too difficult will not be understood and subsequently brings disappointment.

b. Vividness

A vivid experience will make a more lasting impression upon the learner than will experiences that are not vivid.

c. Primacy

The first impression exerts the strongest influence upon the learner. That which is learned first will remain longer in the memory. The first impressions therefore are important.

d. Effect
Satisfaction which comes from accomplishment serves as a motivating force for repeating the act and for further learning.

e. Participation
One learns more quickly by doing than by memorizing or reading principles. Final results depend on how successfully one uses the principles in practice, not upon the number of principles learned.

f. Repetition
Retention of learning depends upon the number of repetitions. The more one repeats a process providing satisfaction is present, the better it is understood, and the more skillfully it is done, i.e., providing the practice is well done and properly motivated.

2. The use of variety in sensory experiences
Any one (illiterate or literate) learns more readily through sensory experiences. The greater the variety of sensory experiences the more readily will learning take place. Therefore in giving lessons to parents, the use of a variety of sensory experiences such as hearing, seeing, and doing, reinforces learning.

3. The presentation of one or two approved methods of practices for each process is preferable to the presentation of many methods. The introduction of
one method prevents confusion.
There may be different methods of preparing food,
different schedules for a bath, and different methods of
responding to a child's reactions, but there is usually
one generally accepted method or principle. When one
method or principle is fixed firmly in the mind, modi-
fications may be introduced. It is far better to know
and carry out one accepted method well than to have a
feeling of confusion with reference to several methods.

Methods of Presenting Subject Matter to Illiterates

Of the various methods used in parent education the
most common ones are the lecture-question method and the
discussion method. The lecture-question method is satis-
factory if the leader presents the material in a thought
provoking way, allowing each member freedom to participate.
Gertrude Law (1) says, "We need leaders who have a command
of large bodies of reliable subject matter, plus the habit
of inquiry, skill in provoking questions and freedom from
any desire to impose a particular point of view upon a
group."

1. Law, Gertrude, "Lecture-Question Method" in Parent Edu-
cation First Year Book, 1930, p. 112.
In the discussion method, discussion may begin with an initial presentation by the leader or with reports by a member. Frequently an immediate problem or an observation stimulates the members to contribute to the thinking and solution of problems. Sidonie M. Grunenberg (2) has said that an urgent need of parents is not an accumulation of facts, "but rather a changed point of view with respect to values and objectives." Herbert R. Stotz (3) states that discussion affords an opportunity to

1. release emotions
2. recognize that others have the similar problem
3. get satisfaction from an analysis and treatment of a problem
4. grow in knowledge of the child and themselves

In planning a program for illiterate Chinese parents it seems highly desirable that both the lecture-question method should be used as a means of reinforcing visual methods. It also seems important, in the teaching of illiterate Chinese parents that motivation should be given special consideration since these people are not accustomed to attending lectures or to discussing their problems in public meetings.

The writer has previously stated the importance of facilitating learning by making use of as many sensory experiences as possible.

By means of visual aids such as slides, posters, pictures, photographs, exhibits, cartoons, and demonstrations, a more efficient method of learning is made available to parents. For illiterate parents, it seems to be the logical method to use.

The advantages of visual aids may be summarized as follows: (4) and (5)

1. They are a universal language, easily understood by all.
2. They convey concrete knowledge which is more understandable to parents than abstract facts and theories.
3. Familiar experiences are presented in a new way thus stimulating interest and attention.
4. Vivid experiences are presented which facilitate retention.
5. They can be shown over and over again as frequently as desired.
6. A long process or period of development can be shown in a short period of time.
7. They reduce time in presenting large amounts of material.

8. They make it possible to show to any group, at any time, things outside the immediate environment.

Visual aids alone are not sufficient. They should be, if presented in the most effective form, accompanied by other sensory experiences, i. e., pictures or charts should by supplemented by oral explanations. Materials shown should be felt or handled. In other words the greater the variety of sensory experiences the more permanent will be the impression. According to Ellsworth C. Dent (6) visual-sensory aid is more nearly true statement than "visual education". Since so many senses are required, Dent (7) stated that it is especially important for teachers to be familiar with the visual aids before presenting and organizing them. It is also important that few pertinent illustrations be given rather than scores of less related ones.

It may be interesting to call attention to the fact that the use of Visual Education is not a new method. In ancient times pictures were used to convey correct impressions, in fact, the Chinese writing itself is a form of pictures. As time progressed these characters lost their original form.

7. ibid., p. 12.
Various Forms of Visual Aids - Their Advantages and Limitations

1. Charts, diagrams, and graphs (8)

Charts summarizing the most important ideas in a lecture or discussion can be made at a small cost and they can be carried from place to place easily. Only limited materials, however can be presented by graphs or charts. Not all people (and particularly illiterates) are trained to understand them.

2. Glass slides (9)

Their greatest advantage is that any portion of a series of slides can be shown without running through any other portion. Slides can be arranged in any sequence and shown any number of times. One great disadvantage however is that glass slides are heavy and the cost of shipping is high. Furthermore they must be handled with care in order to avoid breakage and damage from scratching. They require a great amount of storage space. The cost is far more than is that of film slides or still films.

8. ibid., pp. 20-21.
3. Still films (10)

Still films are inflammable and light in weight. The cost for the films and the cost of transportation is much less than is that of the glass slide. Their disadvantage is that the pictures are fixed in a series. If not threaded into the projector correctly, they may be damaged easily.

4. Film slides, filmstrip or film roll (11)

Film slides are a reduced or cheapened form of still films. In addition to the advantages and disadvantages of the still film, they are extremely economical to purchase. The projecting machine is also inexpensive. The pictures can be taken with a small camera on 35 mm. film negatives. One of the greatest drawbacks is the limited amount of light which can be passed through the film.

5. Opaque Projector (12)

This is an instrument which reflects pictures or diagrams directly to a screen. The greatest advantage is that it can project and reproduce the color of any picture. These pictures may be used in their original form from books, magazines, post cards, bulletins, or catalogues, thus making it possible to secure a wealth

10. ibid., pp. 44-45.
11. ibid., pp. 55.
12. ibid., pp. 56.
of illustrative material at very little cost. A combination projector (for the opaque projector and for glass slides) is obtainable. It is also possible to secure a film slide attachment for an opaque projector. It is more advisable however to get a separate film slide projector. To show pictures by means of the opaque machine, complete darkness of the room is required for successful results. Comparatively speaking however, this is not a great disadvantage. The term day light projector is misleading. No films can be shown satisfactorily in a light room. The opaque machine is somewhat cumbersome to move from place to place. This perhaps may be considered a disadvantage.

6. Motion pictures(13)

Motion picture usually makes a strong appeal to the observer because things in motion are more vivid. Motion pictures can be slowed down for purposes of study. They can also be speeded up to present a life long event in a short time. For many purposes the motion picture machines are not practical because they are very expensive. Unlike other projectors they can not be operated without at least some training.

13. ibid., pp. 64-66.

These have the advantage of tactual contacts. No other methods can bring a truer or more practical picture. They have limitations however, since frequently materials are bulky and difficult to be carried from place to place. It is not always possible to get materials at the desired time. Some materials easily deteriorate and others are too expensive for exhibition purposes.

It is not possible to draw specific conclusions concerning the best device to use for visual aids. Each has its advantages and limitations. The cost factor is probably one of the most important considerations.
A SELECTED SAMPLE OF LESSONS WITH SUGGESTED METHODS OF PRESENTING THESE UNITS TO ILLITERATE CHINESE PARENTS

Having kept in mind the criteria, special conditions and limitations set forth in the previous chapters, the writer has selected a sample of the lessons for which she has outlined in some detail, her general plan of procedure.

These lessons are intended to be used, not as a dogmatic method of administering the learning program but rather as a preparation for the teacher and as a general plan which may be modified and revised to meet the special needs that arise as the course progresses.

Lesson I

Prenatal Care

Medical Supervision

In order to know what to emphasize and how to present this lesson to illiterate Chinese parents it is necessary for the teacher to have clearly in mind the attitudes an expectant mother should hold and also to know the existing attitudes and practices toward pregnancy and the difficult-
ies that confront the teacher in bringing about the acceptance of right attitudes.

Desirable Attitudes Toward Motherhood

1. The well being of both mother and baby depends upon the care of the mother during pregnancy.
2. Many abnormal conditions during pregnancy that were once thought to be unavoidable can be prevented if one is under the care of a competent physician.
   a. An early diagnosis of difficulties is important.
   b. If a mother goes to a doctor during the early stages of pregnancy he will make tests and examinations regularly and interpret test results intelligently.
3. A normal pregnancy does not impair health.
4. A baby is an enjoyable and increasingly satisfying responsibility, mothers should therefore become well adjusted toward approaching motherhood.
5. Both father and mother should plan for the baby's coming and prepare to jointly assume the responsibility of providing adequately for the child.

Attitudes That Now Exist Among Illiterate Chinese Parents

1. A baby is destined to be strong or weak and parents have
no power to change this condition.
2. It is always painful to be pregnant.
3. The mother is the only one who should assume the responsibility for the coming baby.
4. It is not necessary to see a doctor if a mother:
   a. Has had children before.
   b. Was all right during a previous pregnancy.
   c. Can get advice from older persons who have had some experience.

Difficulties to Face in Teaching a Lesson on Prenatal Care

1. A withdrawing emotion which involves shame is present when pregnancy is discussed.
2. Anyone who discusses matters relating to sex violates a social custom.
3. Due to the limited background of the people, it is difficult to use visual aid to show the importance of medical attention.
4. It is difficult for parents to foresee results and take protective measures.
5. This lesson may not reach all mothers during the early stages of pregnancy or at the period when the most good can be accomplished.
6. It requires a wide experience and background to intro-
duce ideas and practices that are contrary to custom.

**Principles to be Followed in Teaching Subject Matter**

1. Subject matter must be limited to the non-technical.
   a. All facts must be within the understanding of the parents.
2. Subject matter must be practical and related to the immediate needs of parents.
3. Material must be presented in such a manner that the parents do not feel shocked.

**Objectives**

With the above conditions in mind the writer has set forth objectives toward which this outlined lesson has been directed. The primary object of this lesson is not that of teaching subject matter but rather a program for teaching attitudes. It is hoped that these changed attitudes will serve as motivating factors in bringing about better practices with reference to making use of available medical services. It is assumed that the necessary directions will be given by the physician after he knows the exact condition of the mother.

The objectives are:
1. To change parents attitudes and practices to a more desirable position with reference to the employment of medical services.

2. To develop confidence in better methods of prenatal care.

**Presentation of the Lesson**

I. Arouse interest through stressing the importance of having well babies.

A. Demonstration

1. Show pictures of several new born babies that are in a good physical condition and several that are in a poor physical condition. Point out these defects as the pictures are shown.

B. Questions

1. Which type of baby would you prefer to have?
2. Which baby do you think would be easier to care for?
3. Why is there such a difference in new born babies?

C. Summary

1. Babies that are well taken care of during pregnancy have a better chance to be well born. Babies are not destined to be weak or strong.

II. Arouse interest in the importance of care and prevention, through a common experience known to all members of the
study group.

A. Demonstration

1. Picture of a farmer spraying a lichee tree to kill insects that might harm the fruit.
2. Picture of a farmer sitting lazily by the tree visited by insects.
3. Picture of the happy contented look on the farmer's face as he looks at the tree that was cared for and that is now full of thick clusters of fine fruit.
4. Picture of a heart broken farmer by the poorly cared for tree that bears but a small amount of a poor quality fruit.

B. Question

1. What causes the difference between trees?

C. Conclusion

1. Trees that have good care produce a better quality of fruit.
2. Daily care of the trees is important for good results.
3. Prenatal care is more important than the care of trees.

III. Arouse interest in prenatal care through the adults desire to be healthy and strong.

A. Demonstration
1. Picture of a healthy alert mother visiting a doctor during pregnancy.

2. Picture of a sickly mother during pregnancy asking advice from an ill looking elderly person.

3. Picture of a sickly mother with a sickly looking child.

B. Questions

1. What do you think could cause the difference between the babies and mothers shown in the pictures?

2. From whom do you receive your advice?

3. When did you last see the doctor?

4. Have you had any difficulties during pregnancy?

5. How many children have you had including dead ones? How many of these are alive?

C. Conclusion

1. Since the child belongs to both parents, plans for the coming child should include the cooperation of both parents before and after the child comes.

V. What does the doctor usually do when a pregnant mother calls on him for medical care.

A. Demonstration

1. Picture of the mother on the scales weighing.
2. Picture of a doctor examining her lung.
3. Picture of a doctor taking pelvic measurements.
4. Picture of a doctor examining the blood.
5. Picture of a doctor making urine analysis.
6. Picture of a doctor taking blood pressure.
7. Picture of mother getting ready for internal examination. (Explain that an internal examination is not always made.).

B. Lecture materials accompanying demonstration.
He will examine you. By doing this he will be able to give you sound advice as to how to keep well, how to have strong babies, how to be strong yourself. Go to see him regularly. This will enable the doctor to detect any undesirable symptoms and apply treatment at once.

VI. Parents responsibility after seeing the doctor.
A. Demonstration
1. Picture a well healthy looking mother taking cod liver oil given by the doctor.

B. Question
1. What is wrong with the second mother?

C. Conclusion
1. Parents should follow the doctors suggestions.
It is a waste of time and money if his advice is not followed.

Summary

1. Both parents should plan for the coming baby.
2. A mother should call on a doctor as soon as she is pregnant.
3. Make regular calls on the doctor.
4. Follow his advice.
Lesson II and III

**Diet of the Expectant Mother**

1. An adequate diet must be provided although the money for the food allowance may be limited.
2. Many ills which were once thought to be an unavoidable part of pregnancy can be controlled by diet.
3. The teeth and frame work of the infant are influenced by the mother's diet during pregnancy. An adequate diet during pregnancy also protects the mothers' teeth or bony structure.
4. Normal growth and general health are influenced by diet.
5. Food should be chosen according to the food value, not according to price alone.
6. Food likes and dislikes are an unreliable guide in selecting food.

**Present Chinese Practices and Attitudes**

1. Some foods that are desirable for both mother and child are eaten because of habits and customs and not because food values are known. In general however, when poor economic conditions are present, inadequate diets prevail.
a. Pig's legs, egg and ginger are cooked with vinegar and taken during pregnancy and lactation. Similar foods such as pork spare ribs cooked with vinegar is also a favorite dish. It has been found that spare ribs cooked with vinegar and soy-bean sauce yield calcium and phosphorus. (1).

2. The following foods are used because they are cheap.

   a. Bean curd - This consists of ground up bean cooked with lime to make it coagulate. This contains phosphorus and calcium.

   b. Bean extract - This is in powdered form and it is used to add a slightly sweet flavor to soup.

   c. Bean juice - Frequently used in hospitals as a substitute for milk.

   d. Pig's blood - Consumed largely by poor people.

   e. Soy-bean sauce - an extract of fermented beans used for adding flavor to food.

   f. Wheat candy - Made from wheat germs and a specific type of rice. No sugar is added.

3. Certain foods are considered a cure for specific illnesses. These foods therefore are eaten only during an illness. The Chinese have no knowledge of the value of such foods as a remedy and they make no plans for serv-

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1. Hoh, Pik Won, Possible Sources of Calcium and phosphorus in Chinese Diet - The Determination of Calcium and Phosphorus in a Typical Chinese Dish containing meat and Bone. 1933, pp. 30 and 58.
ing them as preventives or as essentials to optimum health.

a. Syrup that contains wheat germ is taken when symptoms of indigestion appear.

b. Cooked liver is taken when one is enemic.

c. A string of pearl is worn around the neck of a person who has thyroid trouble. Sometimes ground up or powder of pearls are taken internally.

d. Green leaved vegetables cooked with meat are taken when eye-trouble develops.

(Although the above practices suggest possible sources of mineral and vitamin, definite reasons for illnesses are not known, and no program of prevention by means of adequate diet has been developed.)

4. Quality of teeth and frame work of the body is inherited and is not affected by diet.

5. Price determines the value of food.

6. There is a tendency to eat what is liked.

7. Fruit is not essential. It is merely a delicacy to be eaten between meals.

8. Water should not be taken in large quantities. It dulls the appetite.

9. Sunlight is not good for health. (The poor people however are the ones who receive the most benefit from sunlight.)
10. Polished rice rather than unpolished rice is desirable.

**Difficulties in Teaching Desirable Food Habits**

1. It is difficult to plan for adequate meals with the meager incomes of these people.
2. Many Chinese foods have not been analyzed for composition.
3. Actual analyses of Chinese foods can not be made immediately because research is expensive and time consuming.
4. The effect of an adequate diet can not be seen immediately by the Chinese who have had no opportunity to study foods.

**Objectives of the Lesson**

1. To teach parents to choose adequate diets.
2. To bring about an understanding that an adequate diet means the well being of both mother and child during their entire lives.
3. To stimulate a desire to follow good food habits.

**Principles of Teaching**

1. Give only information parents can understand.
2. Standards set should not be unattainable.
3. Knowledge must be made vivid and impressive to the learner.

Presentation of the Lesson

Part I. Lesson II.

1. What physical characteristics do we want for ourselves and for our children?
Let class give suggestions and present them in the order they suggest. The writer anticipates that parents will ask the suggested questions. If not, the instructor will direct the discussion in such a way that the answers will be given to the outlined questions.

A. Good bones and teeth

   1. Demonstration - (Show pictures with opaque machine.)

      a. Influence of diet on:

         (1) Skeleton of two rats (2)

         (2) Growth of two puppies (3)

(3) Growth of two rats (4)

b. Effect of a lack of:
   (1) Calcium in diet (5)
   (2) Phosphorus in diet (6)
   (3) Sunshine or vitamin D. (7)

c. Picture of known foods rich in calcium and phosphorus.

d. Rickets.
   (1) Show a baby with a well developed case of rickets.
   (2) Effect of vitamin D. on legs (8)
   (3) Effect of vitamin D. on chest (9)
   (4) Effect of vitamin D. on children (10)
   (5) Effect of vitamin D on chicken (11)

2. Questions.
   a. What is the difference between the two rats?
      with two puppies?
   b. What are some such conditions that have occurred
      among children and older people you know?

4. Bureau of Home Economics, Chart No. 2, "Bone Growth May
   be Controlled by Diet" in Nutrition Set, 1935.
5. ibid., Chart No. 4, "Calcium".
6. ibid., Chart No. 5, "Phosphorus".
7. ibid., Chart No. 10 Vitamin D.
9. ibid., p. 219.
10. ibid., p. 220.
11. ibid., p. 223.
c. What do you think caused their defects?
d. Why do some people lose their teeth early?
e. What do those people eat?
f. What kind of foods are eaten by those who have good teeth?
g. What foods do women eat when they are pregnant and also during the period of lactation?
h. What foods are in the picture?
i. What changes should mothers make in their diet?
j. What do we want our children to be?
k. What does sunlight do to us?
l. What kind of houses do we want?

3. Conclusions

a. Our bones and teeth are greatly affected by diet.
b. Poor frame work and poor teeth can be avoided.
c. Since milk is not available pork spare-ribs or pigs legs cooked with vinegar and served in various ways should be taken every day as a source of bone building material.
d. Vegetables and fruits that contain calcium are turnip tops, beans, cabbage, spinach, carrots, and oranges.
e. Foods that contain phosphorus are peas, beef, chicken, liver, pork, beans, and egg yolk.
f. When the mother is pregnant if her diet is not ade-
quate the child draws calcium and phosphours from
the mother's teeth and bony structure. In order to
protect her teeth the expectant mother must eat a
dish of spare-ribs or pigs legs every day. She should
also have some of the vegetables just shown.

g. In addition to good food for bone growth, sunshine
or codliver oil is necessary.

h. Sunlight helps to develop bones and kill germs.

i. We must expose children to sunlight every day.

j. A pregnant mother needs sunlight more than other
people since she has to provide for growth of the
child.

B. Firm muscles - (By means of opaque machine)

1. Demonstration

   a. Picture of a healthy boy (12.
   b. Picture of a weak thin boy.
   c. Picture of food rich in growth promoting proteins.
      (13) (See conclusion for list)

2. Questions

   a. What is the chief difference between these boys?
   b. Have you seen children with soft muscles? firm
      muscles?

Nutrition" in Child Feeding Set, 1931.

13. Bureau of Home Economics, Chart No. 3, "Protein", in
Nutrition Set, (Each 15X23 Inches), 1935.
c. What foods are good for muscles?
d. What must a pregnant mother eat besides food rich in calcium and phosphorus? Why?
e. Name the foods in the picture.

3. Conclusion

Such foods as liver, chicken, beef, pork, milk or eggs must be taken every day to provide materials necessary for growth.

C. Good Color

1. Demonstration (By means of opaque machine)
   a. Colored picture of two children—one pale and one with rosey checks.
   b. Picture of foods rich in iron (14)

2. Questions
   a. Why does one boy look better than the other?
   b. Name the foods in the picture. These foods contain iron which is necessary for good health.

3. Conclusions
   a. Liver, lean meat, pigs blood are good sources of iron.
   b. Vegetables rich in iron are mustard green, beans, beet tops, spinach, peas, turnip, beets, cabbage, lettuce, pumpkin, and radishes.

14. ibid., Chart No. 6, "Iron".
D. **Good appetite and good firm footing**

1. Demonstration (By means of opaque machine)
   a. Picture of a baby enjoying food (15).
   b. Picture of a baby refusing food.
   c. Picture of a man with beriberi (16).
   d. Vitamin B in diet (17).
   e. Growth of rats may be stunted by lack of vitamin B (18).
   f. Picture of two pigeons (19).

2. Questions
   a. Why do children refuse food?
   b. What do you serve children who have poor appetites?
   c. What is contained in the syrup?
   d. Why is wheat germ candy eaten?
   e. What do we feed to poultry? Why?
   f. What causes beriberi?
   g. Do well people need these foods containing vitamin B?
   h. What is taken out of polished rice?

3. Conclusion

19. ibid., p. 215.
a. It is better to eat unpolished rice.
b. It is desirable to eat wheat candy every day.
c. We should include in our diet lettuce, wheat germ, cantaloupe, beans, pine-apple, spinach, tomato, and cabbage.

Part II Lesson III

E. Good eyes and sound respiratory system

1. Demonstration

a. Picture of two puppies - one with good eyes, and one with eye trouble (20).
b. Picture of a child with eye trouble (21).
c. Picture of child who has had adequate vitamin A in diet (22).
d. Picture of foods containing vitamin A (23).
(See conclusion for list)

2. Conclusion

a. Eye trouble is often caused by insufficient green and yellow vegetables.
b. We should have at least two green or yellow vegetables every day.

21. ibid., p. 213.
23. ibid., Chart No. 7.
c. Foods that keep the eyes and respiratory system in good condition are spinach, raw carrots, raw lettuce, banana, cantaloup, orange, peaches, pineapple and tomatoes.

F. Scurvey

a. Demonstration

1. Vitamin C in diet (24).
2. Show list of foods containing vitamin C.
   
   (See conclusion for list)

b. Questions

1. Can diet cause difficulties with the joints and mucous membrane?
2. What do people eat when they have scurvey?

c. Conclusion

1. Citrus fruits, raw tomatoes, cabbage, and raw beans are foods that protect against scurvey and the mucous membrane irritations.
2. Banana, cantaloup, peach, pineapple, raw lettuce, spinach are also good for this purpose.
3. Choose from the above foods those that are cheapest during the season, eat at least one type every day.

G. Goiter

1. Demonstration

a. Show the effect of a lack of iodine on the hair and nails.

b. Goiter sometimes develops when food lacks iodine. It can not be cured by diet alone usually, a physician should be employed if a goiter has developed. Proper diet however, can help to prevent the development of goiter.

2. Question
a. What every day food protects against goiter?

3. Conclusion
a. During pregnancy mothers need foods containing iodine.

b. It is advisable to eat sea foods occasionally such as salmon, clams, lobster, oysters or shrimps.

H. Constipation

1. Question
a. Why do we drink water?

b. How much water should we drink every day?

c. Why is it especially necessary for a pregnant mother to drink water?

d. What other foods help in the removal of waste?

2. Conclusion
a. Water is used as solvent.

b. It transports food to different parts of the body.
c. It helps in the elimination of waste.
d. Since the kidneys have extra work during pregnancy it is especially necessary to drink water.
e. A pregnant mother should drink water regularly every day. Some water is taken in the form of soup or liquid foods but this is not sufficient.
f. Roughage such as vegetables and fruits will help in the removal of waste.

II. Daily diet during pregnancy

A. The essential food should included each day:
1. A dish that contains some extract form of bone.
2. Green leafy or yellow vegetables (slightly cooked). Mustard green, beet tops, turnip, spinach, lettuce, carrot, cabbage, and beans are important vegetables for an adequate diet.
3. If possible some raw green leafed vegetables.
4. Unpolished rice.
5. Fruits- such as citrus fruits or tomatoes.
   If citrus fruit is out of season eat raw cabbage, canned tomatoes or raw beans. Banana, peaches, cantaloupe, and pineapple are also valuable.
6. One meat dish or egg.
7. Two spoonfuls of wheat germ candy.
8. Codliver oil (one spoon full) if sunshine is
9. Sea foods once a week.

B. **Amount**

1. The amount of food taken varies with the months of pregnancy. During early months one should gain very little. One should not gain more than fifteen or twenty pounds throughout the period. Constant weighing will indicate the necessity for a doctor's advice concerning the amount of food needed. Essential foods should never be omitted.

2. A doctor's advice from time to time is necessary.

C. **Good habits of eating.**

1. Be happy at meal time.
2. Chew food thoroughly.
3. Avoid eating when fatigued.
4. Eat regularly.
5. Avoid over eating.
6. Avoid under eating.
7. Avoid concentrated foods.

D. **Summary**

Show the film strip "Food makes the difference."

This film shows the importance of food as a whole.

E. **Conclusion**

1. To insure normal development for child and mother
adequate diets during pregnancy are essential.

2. Many ills can be avoided by proper diet.

3. Proper diet is not necessarily expensive.

4. Water is necessary.

5. Raw food should be used only when planted under sanitary conditions.
Lesson VIII

The Baby's Bath

Introduction

Many illiterate Chinese parents do not see the importance of including a bath in the infants daily routine. Rather than to associate a bath with health and happiness, these people associate a bath with colds and sickness. This erroneous attitude has developed largely because incorrect methods have been used. This lesson therefore is designed to change attitudes and to teach better practices with reference to cleanliness. Briefly state the objectives of this lesson are to teach illiterate Chinese parents the following principles:

1. A daily bath should be a part of the infant's routine.
2. A bath should be scheduled at the same time each day.
3. A baby should be handled quickly, comfortably and with the least possible thwarting.
4. Cleanliness is one of the important essentials in child care.

Subject Matter
At the close of this lesson, the study group should have a knowledge of the following i.e., they should know how to select and arrange the materials needed in bathing a baby and they should also be familiar with principles set forth. The instructor in charge should therefore, make sure she has all necessary facts at hand as she shows the equipment and demonstrates the giving of a bath. This lesson, which is to be presented in the form of a demonstration will be accompanied by a lecture or explanation of the following processes as they are presented to the group:

A. Show and discuss the following equipment: (1)

1. Bath tub
2. Flannel or turkish towel
3. Wash cloth (soft)
4. Low chair (without arms)
5. Low table
6. Rack for childs' clothes
7. Safety pins of assorted sizes
8. Castile soap
9. Boracic acid (saturate solution)
10. Absorbent cotton
11. Pail and cover

1. Maternity Center Association, Routines for Maternity Nursing and Briefs for Mothers Club Talks, 1935, p. 72.
12. Soft hair brush
13. Unscented talcum powder
14. Garments arranged in order of dressing
15. Toilet tray containing: (2)
   a. Glass jar with boiled water for washing the mother's nipples before and after nursing the baby.
   b. Glass jar for large cotton swabs used in cleansing the mother's nipples.
   c. Glass jar for small cotton swabs used in cleansing the baby's nose and genitals.
   d. Glass jar for rubber nipples.
   e. Dish for soap.
   f. A cake of soap (may be used for a pin cushion if no other is at hand).
   g. A pair of sterilized tweezers for lighting rubber nipples from a sterilized jar.

B. Demonstrate the method of getting ready for the bath.
   1. Warm the room to about seventy five degrees.
   2. Wear an apron.
   3. Wash hands with hot soap and water.
   4. Roll up sleeves.
   5. Place towels, clothes, and tray in a position for use.
   6. Fill tub with luke warm water (test with elbow) (3)

2. ibid., p. 70-1.
3. Hundesen, Herman N., Our Babies, 1933, p. 49.
and place on table for use.

7. After taking the baby out of the bed, throw the bed covers back for the bed to be thoroughly aired and suned (Plate II, Fig. 2.).

8. Sit squarely with knees together in a chair which has no arms.


C. Demonstrate the method of bathing a baby.

1. Wash eyes - prevent solution from running from one eye to another. (4)

2. If there are teeth wipe them with boracic acid and soda solution.

3. Wipe out nostrils with spiral of cotton dipped in olive or mineral oil. (5)

4. Wash face with warm water and pat dry. (Plate II, Fig. 4.).

5. Take off clothes.

6. Wash hair - if there is a crust in the scalp, first remove with oil (Plate III, Fig. 1).

7. Remove diaper.

8. Clean buttocks with oil.

9. Grasp the baby firmly with right hand under the buttock, thumb curled around the thigh, left hand

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4. Ibid., p. 51, Fig. 70.
5. Ibid., p. 51. Fig. 68.
under shoulder, thumb and last finger gripped under
the arm. Lower the baby into the water feet first.
(6).

10. Bath him, as quickly as possible. (Plate III, Fig.
2).

11. Pat child dry.

12. Oil skin between folds.

13. Take care of child's nails - trim toe nails and fin-
gers straight across to prevent hang nails. (7).

D. Demonstrate the method of dressing an infant.

1. Put on band with shoulder strap (8).

2. Put on a shirt, (Plate IV, Fig. 1).

3. Put on diaper.
   a. Fold the diaper to about the following dimen-
sions: 10 or 12 inches by 20 inches or 12 inches
   by 15. (Plate IV, Fig. 2).
   b. Pin on sides. (9)

4. Put on petticoat and dress at the same time.
   (Plate IV. Fig. 3 and 4).

5. Brush hair.

6. Wrap in blanket.

6. ibid., p. 60.
7. ibid., p. 51.
8. ibid., p. 56. Fig. 88.
9. ibid., p. 57.
The pictures shown in plates II, III and IV and pictures in books will be used for visual aids. They will be made in poster form and hung about the walls of the room. As the various processes are demonstrated, attention will be called to these charts. These charts are also to be used in presenting the summary of lesson. They will serve as a means of helping to recall to the minds of parents points that should be stressed.

The writer has previously stated that speed is an essential factor in bathing a baby. This speed and skill are to be demonstrated in bathing the baby thus permitting only a limited amount of time to discuss each step as it is actually carried out. If questions arise before the summary is given, these pictures may be used as a substitute for the real situation.

Summary

1. Cleanliness is essential in the physical care of infants.
2. All materials should be carefully assembled and ready for use before the baby is taken out of its' bed.
3. The comfort of the baby should be considered at all times.
4. The baby should be bathed before feeding, never immedi-
ately after.

5. When the baby has been bathed, feed it and put it to bed.
PICTURES USED AS A MEANS OF VISUAL AIDS

PLATE II

Holding Baby Before Bath
Fig I

Air Bed Before Giving Baby his Bath
Fig II

Cleaning Baby's Ear
Fig III

Washing Baby's Face
Fig IV
PICTURES USED AS A MEANS OF VISUAL AIDS

PLATE III

Washing the Baby’s Hair
Fig. 1

Giving the Bath
Fig. 2
PICTURES USED AS A MEANS OF VISUAL AIDS

PLATE IV

Putting on Shirt
Fig. I

Putting on Diapers
Fig. II

Putting on Dress
Fig. III

Tying the Dress
Fig. IV
Lesson X and XI

Postnatal Care

Infant’s Clothing

Principles Involved

A teacher who attempts to teach clothing should first acquaint herself with the psychological, physiological, and economic factors involved. Infant clothing involves all of these factors namely the selection of clothing with a limited amount of money and the selection of clothing which will meet the individual needs with reference to comfort, and convenience. These factors are briefly summarized as follows:

1. Warmth
   a. Materials
      The fabrics chosen for children’s clothing should maintain body temperature, and at the same time should provide for ventilation, evaporation, and absorption of moisture. Cotton materials best serve this purpose.
   
   b. Fitness
      Under garments which follow the lines of the body
give the greatest amount of warmth. Knitted garments are generally considered the best. Bayha (1) says, "Recent investigation in textiles has proved that weave rather than fiber is an important factor in heat retention, and various other phases of clothing hygiene."

c. **Length**
A longer dress gives more warmth than a shorter one. The average length for a new born baby should be two inches longer than his body length.

d. **Condition of the day**
Temperature varies with season, time of day, outdoor or indoor, therefore the amount of clothing needed varies. In cold weather, clothes should be sufficiently warm so that the child can conserve his own body energy. On a warm day clothing should be cool enough to keep body from becoming overheated.

e. **Individual needs of the child**
Physical conditions and activities of the different children varies. A frail child may need warmer and lighter weight clothing than a strong healthy child. An inactive child needs more clothing than an active child, i.e. he needs more layers of warm light garments rather than heavy garments.

2. **Comfort**

a. **Factors relating to physical health**

A dress that is tight is physically harmful—restricting circulation and preventing good posture. For example, round garters are frequently too tight to permit proper circulation; poorly fitting shoes or stockings may deform the child's feet. For the first few months it is preferable that a baby not wear shoes and stockings. They may be used only when the weather is cold. As soon as a child begins to walk he should be provided with soft shoes that are one inch longer than the foot and one fourth an inch wider along the side. This will allow ample freedom for movement.

b. **Freedom for movement**

Garments must permit freedom for activity. A child's normal activity may be inhibited by very heavy clothing or by clothing which is too large or too small for him. Consequently he is unhappy and irritable because his movements are hampered.

c. **Non Irritating fabrics are essential**

1. Suitable materials are cotton, silk, linen, or mixtures of cotton and wool which do not irritate the skin. Pure wool or starchy materials are uncomfortable when worn next to the body.
2. Construction

a. A seam that is spread and feather stitched prevents irritation.

b. Buttons or snaps are unnecessary. Fasten clothes with tape if possible to prevent scratching and pricking. The tape should be so woven to avoid knotting, curling and raveling. They should also be placed in such a manner that the child will not lie on large hard knots.

c. Lace, if used, should be smooth and soft.

d. Avoid tight bands or elastic around the arms, legs, or waist.

e. Clothing should be well laundered and frequently changed to add to the comfort of the child.

3. Convenience

The construction of the garment should allow ease in dressing the child. Garments with large openings down the front lend themselves to more ease in dressing and prevent anger reactions.

4. Economy

a. Time

From the standpoint of construction a simple dress is much more easily made. Simplicity is not plainness, but intelligent omission of superfluous
trimmings. A baby needs but little decoration. A simple dress is more easily laundered.

b. **Money**

1. Select materials that are durable and color fast, garments of this type are more economical. Avoid materials which shrink readily such as wool.

2. Not only must the materials be durable but the garments must be well made to stand the wear and tear of the child. French and flat fell seams are stronger than plain seams. The size of thread used in the construction of garments should match the weight of the material. The pattern of the garment may add to the durability and thus increase economy. For example raglan and kimmona sleeves wear well.

3. If the baby's dress is so cut that it is two inches wider than the body both front and back, with a ten inch neck and seven inch cuffs with a tape or a ribbon run through so that they can be drawn up to the required size the same set of dresses can usually be worn until the romper state is reached.

4. The number of clothes for the baby should not exceed the number needed for necessary changes.
It is not good economy to get more than is necessary to permit cleanliness.

5. Each child should be granted the privilege of forming the interior of his shoes to fit his feet. One should never be required to make his foot conform to an already shaped shoe which has been worn by another child. It is more desirable to discard old shoes than to hand down a deformity to another child.

The above principles can be summarized as follows:

1. Choose materials that
   provide ventilation
   maintain body temperature
   allow evaporation and absorbs moisture
   are durable
   will not shrink
   are simple
   have colors fast to light, laundry and perspiration.

2. Choose garments that
   fit the individual child
   suit the weather
   permit freedom
   promote health
   are non irritating
   are easily put on
   launder easily
Present Chinese Practices Which Differ From Accepted Principles

Even among the educated there are many who violate the principles set forth for infant clothing. Practices of the uneducated parents deviate even to a greater extent from desirable principles. From the writer's experience with illiterate parents, the following practices have been observed:

1. Clothes for both adults and children do not promote the best physical health.
   a. A common practice is that of using the draw string around the waist to keep the trousers in place. This is also used for the child. If the draw string is tied tightly, it prevents good circulation and crowd the abdominal organs.
   b. Often mothers who are afraid the child will wet through his clothing, put thick diapers on the baby. Probably this is one of the reasons there are many bow legged Chinese.

2. Garments do not fit the child.
   a. Children are usually dressed like a miniature adult. Clothing does not meet the needs of the child.
   b. Chinese children's clothes are usually too big and too loose. Although clothes should be loose they
may also be too loose for comfort and convenience.

3. Garments are irritating.
   a. Round tiny home made buttons are used for the child's clothes. When the sensitive baby lays on these hard buttons he feels irritated but is unable to state the reason.
   b. More often children are over dressed than under dressed. Heat rash is therefore very common.
   c. In cold weather babies are not given a bath every day. Their clothes are not changed frequently and as a result the skin secretions become irritating.
   d. Diapers are usually made from old materials that are frequently coarse and irritating.

4. Children can not be dressed conveniently.
   Their clothing is of various sizes and shapes. Some are buttoned in front, some at the side, some at the shoulders, and some are put on over the head. It requires an unnecessary amount of time to put on this kind of clothing. As a result the child forms a great dislike for dressing and undressing.

5. Colors are not always becoming to the child.
   Various colors are chosen for the child. The Chinese are unaware of the fact that children need little or no decoration.
Objectives for this Lesson

1. To change the practices of illiterate Chinese parents to standards that are attainable.
2. To guide parents in choosing suitable kinds of materials at reasonable prices.
3. To foster in parents the desire to make garments that fit the child physically and psychologically.
4. To set forth methods of economy in time and money management.

Difficulties to Face

1. In the first place, it is difficult to change practices. The results are too intangible to make evident the need for change.
2. The influence of neighbors is strong.
3. Changes in practice are difficult to measure.
4. If mothers may have previously made an infant's clothing and they will not have the money to make another set. If parents have other children later for which clothes must be made, mothers may forget the principles and methods taught if the lessons can not be repeated as the needs arise. They may also loose interest.
5. Mothers probably would hesitate to make over clothes
they have completed because it requires more effort than many would be willing to expend.

6. They do not have the time. If extra time is available they would prefer to spend it for gainful employment rather than for their child, the benefit of which they can not see clearly.

7. They are troubled by the fact that principles and actuality do not seem to go well together. In the winter time it is damp and cold. In an unheated house, it seems impossible not to dress children heavily.

**Teacher's Preparation**

1. If research has given measurements of the Chinese baby these should be obtained. If they are not available statistics from hospitals may be used for:
   a. average length of babies at birth.
      1. entire length.
      2. length from shoulder to feet.
      3. length of arms.
   b. width of shoulders.
   c. size of head.

2. Look for inexpensive and durable materials from local manufacturing companies. Get samples and note the:
   a. prices
b. widths

c. places the materials may be purchased

d. amount of materials needed for various garments

3. List the minimum amount of clothes necessary.

4. Determine satisfactory places for getting knitted materials.

5. Cut paper patterns and put them into folders with figures of the different kinds of clothing on the folders.

7. Make a mimeograph copy of illustrative materials such as the following to be handed out to parents. (This cannot be completed until Chinese information has been acquired.)

<table>
<thead>
<tr>
<th>Kind of clothes in drawing</th>
<th>pieces of materials suited for the purpose sewed or pasted on the squares</th>
<th>Number to get</th>
<th>Place to get</th>
<th>Amount of material shown by measurement</th>
<th>Approximate price shown by coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Illustration of shirt]</td>
<td><img src="image" alt="Illustration of material" /></td>
<td>1</td>
<td>城内德成布铺</td>
<td>[Measurements]</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>
8. Have a set of child clothes made from suitable material, for demonstration.

9. Show a baby that is dressed properly.

10. Obtain photographs of suitable clothing to illustrate points.
   a. A picture showing the shirt indicating the woven knitted texture, and the tapes used.
   b. The sleeping garments with draw strings.
   c. Diapers showing the shape and methods of folding.
   d. Hoods—how to make them adjustable.
   e. Dresses showing the seams.
   f. How to cut pattern.
   g. How to put patterns together.
   h. How to make seams.
   i. The way underwear should fit the baby.
   j. The looseness of the dress.
   k. Stockings that are 1/2 inch longer than baby's foot.
   l. The mother putting a finger on toe of the shoe.
   m. Baby in rompers showing the roomy part of the crotch.
   n. Correct method of putting diaper on baby.

**Previous Assignment to Parents**

Ask some members of the class to remind the group members of the assignment.
1. Bring some of their baby clothes with them (underwear, dresses, shoes, and diapers).
2. Bring materials suitable for clothes.
3. How do their children react to dressing?

**Just Before the Meeting**

1. Assemble all illustrative materials
2. Arrange them in place where everyone can see easily.
3. Arrange seats in a semi-circle.
4. Test the focus of the opaque machine. Get all pictures in order of presentation.
5. Be present before time for meeting.

**Presentation of the Lesson**

**Part I Lesson X**

1. Purposes of clothing
   A. Questions used in the discussion
      1. Why do people dress?
      2. Who needs more clothing, the older person or the child? Why?
   B. Demonstration
      1. Picture showing the comparison of body proport-
ions of a baby and adult.

2. A thermometer showing the differences in temperature of a room:
   a. near the ceiling
   b. near the floor (child is always on the floor)

C. Principles

1. The main purpose of clothing is for warmth and comfort.

2. The baby needs more clothes when not in active play because:
   a. anyone feels colder when sitting than when exercising.

3. A child's clothes needs special consideration because:
   a. he has a greater exposed area of the body in proportion to weight;
   b. he plays nearer the floor than the adult;
   c. he was accustomed to 98.6°F before he was born.

II. Different kinds of clothing and number needed

A. Questions

1. What articles of clothing does your baby wear?
2. Ask mothers to show clothes they brought and tell for what purpose the child needs them?
3. What suggestions have parents for modifying
this clothing?

4. What determines the amount of clothing needed?

B. Demonstrations

1. Show picture of a complete set of an infants clothing.

2. Show each garment separately.

3. Show a complete set in actual garments of the same type shown in pictures.

   3 bands
   3 shirts (showing weave and fit of garment)
   3 sleeping garments (with draw strings)
   24 diapers (showing shape, method of folding, also how to put them on the baby.)
   2 hoods (showing method of making adjustable)
   1 lined or cotton quilted gown
   2 jackets
   3 dresses (showing seams and looseness of garments)
   1 pair of booties (show that they are $\frac{1}{2}$ inch longer than foot)
   3 pairs of stockings (show that they are $\frac{3}{4}$ inch longer than foot)
   3 pairs of rompers (show roomy part of crotch)

The number of clothes should be just enough for changing and cleanliness.
III. Materials for each kind of garment

A. Questions to stimulate thought.

1. What kind of material do you think is good for bands? Why?
2. for shirts? Why?
3. for sleeping garments? Why?
4. for diapers? Why?
5. for hoods? Why?
6. for a gown? Why?
7. for a dress and romper? Why?
8. for jacket? Why?
9. What kind of stockings are most suitable?
10. How do you choose shoes?
11. What general rules would you give in getting materials?

B. Demonstrate (using the garments prepared for illustrative material)

1. Show the clothes to them noticing the fabrics from which they are made.
2. Trace a baby's foot on paper and show how to make sure the pair of shoes is sufficiently large.
3. Show a picture of suitable shoe materials.
4. Show the test for pliability of a shoe.
5. Have mothers feel some of the woolen and
starchy materials to see how rough and irritating they are to the skin.

C. Conclusion

<table>
<thead>
<tr>
<th>Number and type of garments</th>
<th>Material suitable for garments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 shirts</td>
<td>knitted cotton material</td>
</tr>
<tr>
<td>3 bands</td>
<td>flannel (torn or cut, without hems, may be knit for the older child)</td>
</tr>
<tr>
<td>3 sleeping garments</td>
<td>flannel or knitted cotton material</td>
</tr>
<tr>
<td>24 diapers</td>
<td>absorbant soft material</td>
</tr>
<tr>
<td>2 hoods</td>
<td>soft closely woven texture</td>
</tr>
<tr>
<td>3 gown (sleeping garments)</td>
<td>flannel lined or cotton fabric lined with cotton</td>
</tr>
<tr>
<td>2 jackets</td>
<td>cotton fabric lined or wool or silk lined with cotton</td>
</tr>
<tr>
<td>1 pair of shoes</td>
<td>soft leather</td>
</tr>
<tr>
<td>3 pairs of stockings</td>
<td>cotton or wool and wool</td>
</tr>
<tr>
<td>3 pairs of rompers cotton</td>
<td></td>
</tr>
</tbody>
</table>

Get materials that are durable, non irritating, fast in color, will not shrink, warm, absorb perspiration, dry quickly, and allow ventilation.

IV. Where material may be purchased
A. Questions

1. Do you know of a shop where you can purchase suitable cotton materials?
2. ---knitted materials?
3. ---good shoes?
4. What are the prices?

Demonstration

1. Show parents materials the instructor has found in shops, also give the prices. Ask their opinion.

Part II Lesson XI

V. Principles of construction

A. Questions

1. How do you make your clothes? What kind of seams do you use?
2. Illustrate from the clothes you brought and give reasons.
3. How long and how wide do you make children's garments? Why?
4. How do you keep the trousers in place? Is this a good method? Why?
5. At what positions should you plan to make the openings of children's clothes? Why?
6. Do you have embroidery on children's clothes? Why?

7. Which part of the dress tears most easily? How do you prevent this?

8. What color is most becoming and practical for children?

9. Show the kind of diapers you use. Are they satisfactory? Why?

10. Do you think buttons are suitable for the infant? Why? How are your baby's clothes fastened?

11. What kind of shoes and stockings do you purchase? Are they satisfactory? Why?

B. Demonstration

1. Show parents a picture of a normal sized baby.

2. Show a dress with reinforcements.

3. Pass out for inspection some clothes with satisfactory seams.

4. Emphasize that all clothes should have no buttons by showing them clothes with tapes.

5. Show them dresses with plenty of fullness.

6. Show a picture of a baby whose under garments are too loose. (show how it hampers movements)

7. Picture of a baby whose under-garments fit well, yet allow freedom.

C. Conclusion
1. Diapers should not be bulky but of triple thickness.

2. Use tapes instead of buttons

3. Shoes must be one inch longer and one fourth an inch wider than the foot, soft and pliable, seam on the outside, no heel, laced and almost square round toes.

4. Stockings must be one half inch longer than the infants' feet.

5. Clothing should be loose and allow freedom.

6. Under clothing should fit, allow freedom, keep the child warm and not hinder activity.

7. Children's clothing need no color or decoration.

8. There should be no tight band or tie around any part of the body.

9. The length of the dress should be about two inches longer than the baby is tall to keep him warm and allow for growth.

10. Seams should be flat and well finished.

11. Put special reinforcements on parts that tear most easily.

12. Material and thread should match.

13. Poorly fitted clothing brings about poor posture.

14. Clothes must be simple, thus making them easily constructed and easily laundered.
15. For convenience of both the mother and the baby
clothes should open all the way down the front.

D. Actual process

1. Show patterns
2. Demonstrate method of cutting out garment
3. Arrange an extra period for those who want to
make a sleeping garment. Instruction for con-
struction will then be given.

VI. How much clothing should be put on a baby?

A. Questions

1. How much clothing should you put on a baby?
2. How can you judge the amount?
3. What is the result of dressing with too many
clothes?
4. What is the result of under dressing?

B. Demonstration

1. Picture showing a mother testing the baby's
hands and feet for judging the amount of cloth-
ing needed.

C. Conclusion

1. Too many clothes inhibit normal activity, bring
about poor posture.
2. When under-dressed, a baby may become cold and
susceptible to disease.
3. Amount of clothing depends upon individual
child, climate and time of day. Mothers can tell by the feel of the hands and feet. If baby gets cold his hands and feet feel cold. If over dressed his hands and feet sweat.

VII. Conclusion

Show a picture of a baby correctly dressed and state:
1. This baby has loosely woven under wear.
2. She has clothes that allow freedom.
3. She has clothes that are light in weight.
4. Her clothes are not made from irritating material.
5. The construction is free from rough and irritating seams.
6. Garments are easily put on.
7. They are clean and easily laundered.
8. They are simple.
Lesson XII and XIII

Care of Clothing - Method of Laundering Clothe

Scope of the Work

It is not within the scope of this lesson to deal with methods of cleaning all kinds of fabrics. Since the main interest is concerned with the care of the baby, the writer has confined this lesson to methods of washing babies clothes. As stated in a previous lesson, baby's garments should for the most part be of white cotton materials.

The first part of this unit, unit XII, will therefore, be devoted to the washing of white cotton materials. Occasionally colored materials, silk and wool, and knitted materials may be used, the second part of the unit, lesson XIII, will deal with general principles involved in washing these latter materials.

General Method Used

Actual learning can best proceed when principles are applied. Since suitable posters, films, slides, and other
types of illustrative material is not as well adopted to the teaching of laundry practices as are practical demonstrations, the writer has chosen the latter method. A more lasting impression is brought about through an actual execution of these processes.

**Principles Involved in Teaching Correct Methods of Laundering a Baby's Clothes**

The principles of laundering include physiological, psychological and economic factors, the first one concerns the health of the child, the second is related not only to the child but to the entire family, while the last principle concerns the family.

I. Physiological factor

The chief purpose of washing clothes is to promote health. Clean clothes absorb excretions thrown off by the skin. Clean clothes are also important because they are free from disease germs.

A. A high temperature is the most bactericidal factor in the laundry process. Ironing and boiling kill germs.

B. Bleaching agents are effective germicides. (Sunlight and chemicals such as javelle water, potassium permanganate, hydrogen peroxide, oxalic acid, and
hydrosulphates will act as bleaching agents.)

C. Soap has a germicidal action.

II. Psychological factor

A. When clothes are clean and free from irritation one is more comfortable.

B. When one is dressed neatly there is a better emotional reaction and general feeling of well being.

III. Economic factor

A. Time may be saved when proper consideration is given.

1. Working centers must be arranged in such sequences that unnecessary steps can be avoided.

2. Materials should be grouped and stored at the place of use.

3. Efficient equipment or tools will bring about economy in time.

4. Working center should not interfere with traffic.

5. One's time should be planned to permit continuous work with a minimum of distraction.

B. Energy may be saved when the following considerations are given:

1. Height of working surfaces should be adjusted to avoid fatigue.

The following table of working surfaces is the
result of numerous experiments made at Kansas State Agricultural College.

<table>
<thead>
<tr>
<th>Height of Worker</th>
<th>Working surface heights of laundry equipment in inches</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Table</td>
</tr>
<tr>
<td>5 ft. .....32</td>
<td>29</td>
</tr>
<tr>
<td>5 ft. 2 in...32</td>
<td>30</td>
</tr>
<tr>
<td>5 ft. 3 in...32</td>
<td>31</td>
</tr>
<tr>
<td>5 ft. 4 in...32½</td>
<td>31</td>
</tr>
<tr>
<td>5 ft. 5 in...32½</td>
<td>31</td>
</tr>
<tr>
<td>5 ft. 6 in...33</td>
<td>31½</td>
</tr>
<tr>
<td>5 ft. 7 in...33</td>
<td>32</td>
</tr>
<tr>
<td>5 ft. 8 in...33½</td>
<td>32</td>
</tr>
</tbody>
</table>

Mrs. Christine, Frederick (1) has said that the proper working surface for a woman 5 feet 2½ inches.

For each one inch difference in height there is a corresponding change of one half in the equipment.

2. Some tasks can be done while sitting.

3. Ventilation

The room for work should be well ventilated, well lighted, and comfortable in temperature.

C. Money

1. Clothing will last longer if correct methods of washing are employed. This method, with the sequence of processes may be described as follows:

a. Soaking
   (1) removes surface dirt,
   (2) loosens albuminous matter and starch,
   (3) opens the weaves of the fabric to allow free passage of the soap solution through the clothes.

b. Selection of soap
   (1) Strong alkali soaps will weaken fabrics, injure the skin, and remove the color from the materials.
   (2) Use more nearly neutral soap for wool and silk. Strong soap will harden and shrink woolen and yellow silk.

c. Preparation of soap
   (1) Soap solutions will make suds more quickly than will a soap cake. A soap solution also enables one to use bits of soap.
   (2) Soap solution will clean more evenly and produce less wear on the material than soap rubbed directly on the clothes.

d. Water softeners
(1) Without a water softener soap will act as a partial softener by combining with the mineral to form a compound. More soap will be needed for actual cleaning if hard water is used.

(2) Soda is the cheapest softener for cotton material.

(3) Borax is desirable for laundering silk and wool.

e. The temperature of the water should be suited to the fabric.

(1) Wash silk and wool in luke warm water.

(2) A sudden change of temperature will shrink woolens. Any water if hotter than luke warm, will injure silk. This same principle applies to the temperature of the flat iron. Never use a very hot iron for woolen or silk materials.

(3) White cotton materials may be boiled without injury.

f. Rubbing

(1) hardens wool

(2) gives silk a rough wavy look

(3) injures color

(4) wears fabrics
g. Rinsing

(1) First rinse water must be hot to remove soap suds. When cold water is used the fabrics will contract making the removal of soap suds more difficult.

(2) No bluing is needed but the clothes should be rinsed thoroughly. Bluing has no whitening effect. It covers the yellowness with blue - the effect will by grayish white. Some bluing contains iron salts which may combine with the soap left in the clothes and form little spots of iron rust on the material.

(3) Rinse water should be soft to keep clothes white. Hard water contains compounds of mineral which react with soap and form soap curds. These cling to clothes and are difficult to remove.

h. Use of sunlight

(1) Sunlight whitens or bleaches cotton materials.

(2) It hardens and shrinks woolen.

(3) It yellows white silk.

(4) It fades colors.
D. Ways of economizing in the use of fuel.

1. Soaking eliminates the need for boiling except in the case of clothing infected with disease germs.
2. Sunlight will eliminate boiling and makes the ironing of such garments as diapers and outing flannel gowns unnecessary.
3. Clothes that are hung neatly and folded carefully will need little ironing.

Summary of principles:
A. From the physical, psychological and economic standpoint, clothes should be clean.

B. To save money

1. Apply laundry methods that are suited to the fabric.
2. Soak white cotton garments before washing.
3. Use water softeners.
4. Use a soap solution rather than a bar of soap.
5. Rinse clothes well.
6. Make the proper use of sunlight.

C. To economize in the use of time and energy the following points should be remembered:
1. Have suitable working heights.
2. Use correct arrangements of equipment and supplies.
3. Comfortable room conditions should be maintained.
4. Suitable equipment should be used.
Chinese Practices that Deviate from Desirable Standards and Principles

In teaching this lesson present Chinese practices must be given consideration. These practices may be summarized as follows:

1. Clothes are not changed frequently enough to promote optimum physical health and emotional satisfaction.

2. No thought is given to the efficiency or comfort of working conditions.
   a. There is no definite place for washing.
   b. There is no definite storage space for equipment near place of use.
   c. Time for doing laundry work is not planned.
   d. Tools are not selected carefully.
   e. Working height is usually too low.

3. Misconceptions
   a. Bluing is needed to whiten clothes.
   b. Sunlight is not thought of as germicidal but as a drying agent.
   c. Wash water should be hotter than first rinse.
   d. Water for soaking clothes should be hot.
   e. The use of a soap cake is the most economical method.
   f. Washing soda is deteriorating to fabrics.
   g. Woolens and silks are usually washed in hot water.
h. Ironing is only essential when one wants to press out wrinkles.

Objectives

The objectives set forth in this lesson which pertain to the care of clothing may be summarized as follows:

1. To make illiterate Chinese parents realize that healthy babies are happy babies, and clean clothes is a factor in bringing health.
2. To help them see methods by which they can economize in time, money and energy.
3. To substitute better practices for present practices.

Problems to be Considered in Teaching This Unit

1. At the present time no definite space suitable for washing is provided. How can such a place be arranged?
2. Being accustomed to long established habits of work, mothers are not willing to set up a convenient working area different from their own without some special stimulation. How can such an interest be motivated?
3. Because of the low economic status, the Chinese parents must resort to labor rather than to mechanical devices.
How is it possible to help them maintain desirable standards of cleanliness, when washing is a fatiguing process?

4. There is an insufficient supply of water from Chinese wells to permit the use of large quantities of water. How can clothes be washed well with a minimum of water?

**Teacher's Preparation**

Since the Chinese situation differs greatly from the American situation special preparation will be necessary before teaching this lesson.

1. Test the "hardness" of water and recommend the use of softening agents according to the following table (2) which has been carefully developed.

   a. For very soft water use no softening agent.

   b. For fairly soft water use 1-2 level table spoonfuls of soda to ten gallons of water (this is equal approximately to the volume of one Chinese kerosene can).

   c. For moderately hard water use 3/4 level table spoonfuls of soda to ten gallons of water.

   d. For very hard water use 5-7 level table spoons of soda for each ten gallons of water.

---

2. Determine the best soap in the market by analyzing the following:
   a. The purchase price per ounce of soap of different kinds.
   b. The number of ounces and cost of each kind required to form a satisfactory suds in ten gallons of water.

3. Indicate the markets where a particular kind of soap may be purchased at a reasonable cost.

4. Draw a chart showing the plan of a home made closet with arrangements of supplies and equipment needed for laundering. (Plate V) The materials and supplies are as follows:
   - wash board
   - duster
   - soap flakes
   - bar of soap
   - floor mop (broom)
   - fan
   - charcoal
   - soda
   - clothes pin
   - iron
   - pitcher for soap solution
   - brush
   - sprinkler
   - tongs
   - borax
   - starch

5. Arrange a room in a typical home for the demonstration. Have a diagram drawn in chart form to show reasons for the arrangement. (Plate VI) The first of these (Plate VI, Fig. I) is the better plan if families are willing to sacrifice a room for this purpose and to open a
special door way to the well. One objection to the plan is that the laundry room will be farther from the kitchen when hot water is needed. This, however, is a minor matter, when the comfort and convenience it would provide is considered. Plate VII represents a poster that will be made to show the path of the worker from the various centers.

In the second plan the wash tub is near the kitchen, out in the open (Plate VI, Fig. 2). A movable shade arrangement will be needed to protect the worker against the sun and light rains. Plate VIII shows a plan for arrangement from the standpoint of the path of the worker. This too will be made in a poster for class use.

6. Pictures showing directions for making
   a. Soap solution (Plate IX, Fig. 1)

   Use one cake white soap in three quarts of hot water.

   b. Soft water

   Use the table of direction for softening water. If water is medium hard use 3 level table spoon for ten gallons of water or 3 soup spoon for 1 kerosene can of water. (Plate IX, Fig. 2)

7. Materials needed for class demonstration
   
   soda   sample of soap
   washboard   jars for preparing soap solution
   tub   thread for mending
PLATE V
CLOSET ARRANGEMENT

BROOM

CLOTHES-PIN BAG

DUST CLOTH

BRUSH

CHARCOAL

IRON
BORAX
STARCH
SODA
SOAP
SALT
SOAP SOLUTION

FAN
TONGS
PLATE VI
FIRST PLAN

SECOND PLAN
PLATE VII

Paths of the worker from various centers (First Plan) arranged to reduce time and energy to a minimum.

Get enough hot water for soaking and for washing from kitchen then take water softener (soda) and soap solution to the washing center. Go to well fill the filter and take water to kitchen and bring from kitchen very hot water for rinse. Wash clothes.

After washing is completed, take clothes and clothes pins out to drying rack.

Take basket back and put water softener and soap solution and rest of clothes pins back to closet.
PLATE VIII
Paths of the worker from various centers (Second Plan) arranged to reduce time and energy to a minimum.

Get enough water for soaking and for washing from the kitchen and take water softener and soap solution to washing center.
Go to well fill the filter. Take water to kitchen and bring hot water from kitchen for rinse and at the same time bring clothes pins out.
Take clothes and clothes pins out to drying rack.
Take basket back and put water softener and soap solution also remaining clothes pins back to closet.
PLATE IX

PICTURES SHOWING DIRECTIONS FOR MAKING SOAP SOLUTION

1 BAR SOAP + 12 CUPS HOT WATER

FIG. 1

DIRECTIONS FOR MAKING WATER SOFT

3 SOUP SPOONS SODA

FIG. 2

Note - This is good for medium hard water. For harder water more soda is needed.
PICTURES USED AS A MEANS OF VISUAL AIDS

PLATE X

POOR POSITION FOR WASHING

FIG. 1

POOR POSITION FOR WASHING

FIG. 2

CORRECT POSITION FOR WASHING

FIG. 3
PICTURES USED AS A MEANS OF VISUAL AIDS
PLATE XI

POOR POSITION FOR IRONING
FIG. 1

CORRECT POSITION FOR IRONING
FIG. 2

CORRECT POSITION FOR IRONING
FIG. 3
baskets  clothes pins

8. Prepare posters (Plate X and XI) showing effect of various heights of working surfaces.

9. Assignment (made at previous meeting of class)
   Ask class members to bring to class some soiled cotton garments.

**Presentation of the Lesson**

**Part I Lesson XII**

**Washing of Cotton Materials**

This is to be given in a selected Chinese home where the place for washing has been previously arranged in logical sequence. Material will be presented to the class in the following order.

I. Arrangement of the working room
   A. Demonstration showing
      1. The arrangement of the closet
      2. The diagram for closet arrangement (Plate V)
      3. The arrangement of the entire setting
      4. The diagram showing the two plans of washing arrangements (Plate VI)
      5. The different working positions (Plate X and XI)
      6. Diagram showing the steps needed as compared with
the actual steps used by Chinese women. (Plates VII and VIII)

B. Questions

1. Where do you usually keep your iron, soap, starch, soda, washtub, washboard, etc?
2. How many steps do you take to get things ready for washing?
3. What is the advantage of this closet arrangement?
4. Where do you usually wash your clothes?
5. What is the advantage of the present arrangement?
6. What are the advantages of the different arrangements in Plate VI?
7. In what position do you usually wash?
8. Which figure do you resemble when you are washing?
9. Which is the best position for washing? Why?
10. Which is the best position for ironing? Why?
11. What should be the proper height?
12. What method of drying clothes is best?

C. Conclusion

1. Materials should be stored near the place of use.
2. Working centers should be arranged to save steps.
3. Correct working heights are necessary to avoid fatigue.
4. Working centers should not be in the way of traffic.
5. The working place must be comfortable. It must be well lighted, well ventilated and of right temperature.

6. Working height differs with individuals. Everyone should have equipment which permits working without stooping. The correct working surface for women of 5 feet 2 inches is 28½ inches.

II. Use suitable equipment

A. Demonstration

1. Show mothers how to prepare ironing board for use.

2. Show them the drain at the bottom of the tub for outlet of water.

3. Call attention to the use of bamboo as a water pipe.

4. Show parents the umbrella type of drying rack.

III. Preparation for washing

A. Demonstration followed by practice

1. Make soap solution

2. Show the picture of making soap solution (Plate IX, Fig. 1)

3. Demonstrate the process of softening water. (Plate IX, Fig. 2)

4. Show the picture of preparing soft water.

B. Questions (discussed from the practical rather
than technical point of view)

1. What kind of soap should we use?
2. Why do we use a soap solution?
3. How is soap curd formed?
4. Why do clothes get yellow?
5. Why is soda used in water?

C. Conclusion

1. Strong soap will weaken fabrics
2. Mild soap used for babies clothes will be less irritating to the baby's skin.
3. Soap solution cleans more evenly and does not wear out clothes as quickly as does soap rubbed on garments.
4. Making soap solution enables one to use bits of soap.
5. Softeners save soap.
6. Without a softener the soap curds will cling to clothes.

IV. A frequent change of clothing is necessary

A. Demonstration

Picture two babies - one happy and clean; one dirty and irritable.

B. Questions

1. What makes one baby unhappy and one happy?
2. How often do you change your baby's clothing?
C. Conclusion

1. Change diapers as soon as they are wet.
2. Change clothes as soon as they get soiled.
3. Never use the same clothes day and night.
4. Babies are happy when they are not irritated by dirty clothes.
5. It gives them a sense of satisfaction when they are dressed neatly.

V. Actual process in washing cotton materials

A. Illustrations followed by demonstration of practice.

1. Show Plate XII - steps in washing clothes.
2. Have mother carry out the procedure.

B. Questions

1. How do we sort out clothes? Why?
2. Why must we mend before washing?
3. What kind of water do you use for soaking your clothes?
4. How long do you soak your clothes?
5. What kind of water do you use for rinsing? Why?
6. How do you wash baby diapers?
7. What kind of soap do you use for baby clothes?
8. Where do you dry your clothes, on the line or rack?
9. Where do your white cotton clothes get dried?
10. What process do you follow in ironing?
C. Conclusion

1. Colored clothes and woolens must be washed separately.
2. Mending of thin spots is necessary to prevent the wearing of holes.
4. Five to ten minutes of soaking is sufficient.
5. First rinse water must be hot to open the weaves and take away all soap.
6. Use mild soap for all baby's clothing. Strong soap will irritate the tender skin.
7. For baby clothes, use borax instead of washing soda.
8. Sunlight bleaches clothes and kills germs.
9. No bluing or ironing is necessary when baby clothes are dried in the sun.
10. In hanging clothes remember the following steps:
   a. Wipe clothes line with damp cloth before hanging.
   b. Dry clothes inside out.
   c. Hang as nearly as possible in the shape desired when ready to be used.
   d. Put like clothes together.
PLATE XII

STEPS IN WASHING CLOTHES

SORTING CLOTHES

FIG. 1

MENDING CLOTHES

FIG. 2

SOAKING IN SOFT LUKEWARM WATER

FIG. 3

PUTTING SOAP SOLUTION IN WASH TUB

FIG. 4
PLATE XIII

STEPS IN WASHING CLOTHES

WASHING

FIG. 1.

RINSE THREE TIMES
IN SOFT WATER,
FIRST RINSE HOT.

FIG. 2.

HANGING UP CLOTHES

FIG. 3.
PLATE XIV
WASHING DIAPERS

WASH OUT FECES
FIG. 1

SOAK IN BORAX SOLUTION
FIG. 2

WASH IN SUDS
FIG. 3

RINSE THREE TIMES AS IN FIGURE 2, PLATE XIII
FIG. 4

HANG UP IN THE SUN AS IN FIGURE 3, PLATE XIII
FIG. 5
e. Do not fasten pins over worn or thin spots.

11. Steps to follow in ironing
   a. Have clothes evenly damp by sprinkling each piece, fold the sides and ends into the middle fold tightly.
   b. Wipe the iron with a clean piece of cloth to remove rust and dust, then wax iron with bees wax or paraffin to make smooth.
   c. Test heat of iron on a piece of old cloth, before ironing garments.
   d. Temperature of iron needed depends upon the material.
   e. First iron parts that will wrinkle least then large flat surfaces.
   f. Articles to be ironed should be stretched flat on the board, the thread of the clothes straight with the edge of the board.

Part II Lesson XIII

Washing of Colored Materials, Woolens and Silks

I. Previous assignment

   Bring colored clothes (both woolen and silk) to class.

II. Washing colored materials

   A. Questions
1. What should we consider chiefly in washing colored clothes?

2. What is most essential in retaining color?

3. How can speed be accomplished?

4. What bleaches color?

B. Demonstration of the process emphasizing the following:

1. Cool water prevents color from bleeding.

2. Mild soap prevents injury to color.

3. Colored clothes should be dried quickly. This can be accomplished by wrapping silk in dry towels.

4. Sunlight bleaches color (colored clothes should be dried in the shade).

5. If the color runs badly place towels inside the sleeves and between front and back of the garment.

6. Keep colored fabrics from touching one another while they are damp.

7. Rubbing will injure color.

C. Actual practice.

III. Washing woolen and knitted materials.

A. Questions

1. What is your problem in washing woolen?

2. What causes shrinkage?

3. What causes hardening of wool fabrics?
B. Demonstration of the process, emphasizing the following principles:

1. Woolens will be hardened by
   a. Strong soap
   b. Sunlight
   c. Rubbing

2. To avoid hardening of woolens
   a. Use borax as softener.
   b. Use neutral soap.
   c. Dry in gentle breeze and in the shade.

3. Woolens will be shrunken by
   a. Strong soap.
   b. Sudden change of temperature.
   c. Sunlight.

4. To avoid shrinking
   a. Use luke warm water for washing woolens.
   b. Never boil.
   c. While damp, press with warm iron on wrong side, over a pad or turkish towel.
   d. Brush garments when dry.

C. Actual practice.

A. Question
   1. What are your problems in washing silk?

B. Principles demonstrated in the process.
   1. Silk when exposed to
a. Sunlight
b. Strong soap

2. To avoid a yellow color
   a. Use neutral soap
   b. Dry in shade

3. Silk will be injured by
   a. Rubbing
   b. Twisting
   c. High Temperature

4. To avoid injuring the fabric
   a. Never rub or twist
   b. Use luke warm water and cool iron.
   c. Roll silk in towel and iron on wrong side while damp.

Conclusion—General principles:
1. The first rinse should be hotter than wash water to remove soap.
2. For woolens, silks, and colored materials use mild temperatures.
3. Dry white cotton materials in the sun.
4. Dry woolens, silks, and colored materials in the shade (speed is important in drying colored materials).
5. For woolens, silks, and colored materials use mild soap, and rub as little as possible.
6. Apply methods and devices for labor, money and time saving.
A SUGGESTED METHOD FOR CHECKING
PARENT PRACTICES

Objective tests, examinations, or written reports are the usual procedure by which a study group leader determines the outcome of learning experiences. These, however, are not methods which can be employed with an illiterate group. Moreover, they are inefficient methods for use in any group, due to the fact that most tests for knowledge measure the theoretical rather than the practical side. What one really gains may be better judged from his actual practice and from his daily living.

Another method of judging the outcome of a series of learning experiences is through expressed attitudes and responses during meetings. The attitudes of the learner may however, be of short duration. Follow up conferences, encouragement, guidance, and supervision are necessary to forestall forgetting and to facilitate the integration of learning and practice.

How would such guidance be possible? It would be beyond the leader's power to extend her guidance to every member of the group. The following plan therefore, is suggested as method for promoting rather than checking their practices.

1. Have members of the group with more advanced back-
grounds assume a responsibility for helping other members who are in need of assistance. When two people work together on a project, enthusiasm is sustained over a longer period of time.

2. Whenever new projects are to be done, the leader will arrange a definite time to start one or two members of the group on the job and let them in turn be responsible for the other members. This plan is somewhat similar to the lay leadership plan, quite extensively used in the United States and Canada.

3. Secure help from the visiting nurse in this district. Get her cooperation in planning meals and in caring for babies.

4. Select an adviser for each member. This adviser to be a faculty member who has had special instruction. Let the adviser be responsible in helping individuals assemble the equipment or materials necessary for the project. (This is very important since much of the practice depends on suitable equipment.)

5. If the members prefer, arrange an extra period of time by which they can meet in small groups at one another's house for the purpose of sewing or discussing problems.

6. The instructor will set aside specific hours for personal conferences with parents who need special help.
All these plans may be used at one time or only selected ones may be used as the occasion requires.

Although the sample lessons included in the study are not complete, from the standpoint of known facts, the writer has attempted to select the salient points and to integrate them into survey units with the hope that this material will stimulate a better attitude toward the importance of proper physical care in the program of child development.

It is also the hope of the writer that the practices of parents will improve with the increase of knowledge. If an interest in further study has been stimulated the course will have been of value. This course is intended merely as an nucleus for further study.
SUMMARY

In this study the writer has attempted to outline a plan for introducing a education course into China.

Before setting forth specific recommendations, careful consideration was given to the selection of a community for the introduction of this work. This community (Fung Wong village), after having been selected because of its relationship to educational centers, was subjected to a careful analysis to determine the specific needs of the people.

Including in the characteristics which were analyzed are: the organization of the village itself, the economic and educational status of the people, the organization of the families and the habits, customs, practices and attitudes related to the care of children.

Since this analysis revealed an immediate need for improvement of practices with reference to the physical care of the infant, the writer selected this topic for the introductory course in parent education, with the thought that later courses would be designed to give help in bringing about a better environment for the promotion of mental, social, and emotional development of the child.

Available knowledge in the field of physical care was then summarized. Topics upon which there appeared to
be widest gaps between Chinese practices and approved methods were selected for the course of study. These topics included: Medical Supervision, Diet of Expectant Mothers, Personal hygiene, Rest and Exercise, Clothing for the Mother, The Infant's Diet, Preparation of Artificial Food, The baby's Bath, Safe Guarding the Baby's Health, Infant's Clothing, Care of Clothing, Sleep, Elimination, and a Program of Play for the First Year of Life. Care was taken to select, adapt and simplify the subject matter to the extent that it falls within the needs and understanding of illiterate Chinese parents.

Available methods of presenting the subject matter were then given consideration. These methods were analyzed and selected from the standpoint of possibilities for changing practices and modifying attitudes. A careful analysis was made to determine the conformity of these possible methods to the laws of learning. Consideration was also given to the customs of the people to prevent unnecessary violations.

Visual methods reinforced by lecture discussions and verbal presentations appeared to be best adapted to the teaching of this material. These methods therefore were selected. The visual method demonstrations, the use of illustrative materials, posters, film strips, movies and pictures thrown on a screen.
The presentation of a selected sample of lessons is described in this study.

Although the course of study outlined in this volume is merely an introductory course, it is the hope of the writer that it will serve as a beginning unit in a series of courses which will be designed to foster right practices in the care and training of children. It is also the hope that these courses will promote sound relationships between individuals and develop better adjusted, integrated and emotionally matured personalities who in turn will be better qualified to care for their children.

It seems highly probable that the introduction of parent education into China has great possibilities for the improvement of conditions. If an attitude toward the importance of this work is properly stimulated, perhaps some of the present magazines in China that now use pictures as a means of educating people in matters concerning politics, athletics and art, may devote a few pages each month to the improvement of Chinese practices in child care and training.

The training of lay leaders also offers possibilities for furthering this work.
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Periodicals


**Thesis**

Charts


59. Maternity Center Association, **A Set of 9 Posters** which Measure 10½X27 Inches, Maternity Center Association, 1 East 57th St., New York City.
Sources of information concerning materials for visual aids were assembled for use in this study and also for future needs as this course is expanded.

These companies and organizations were selected in accord with the following criteria:

1. Those that send out suitable materials for parents of pre-school children, (including infants).
2. Those that supply inexpensive materials which are obtainable by a club or an institution with little means.
3. Those institutions that are known to give information of value.

Sources of Information

1. From the United States Department of Agriculture, Office of Extension Work at Washington D. C. it is possible to obtain a list of film strips in Home Economics with information concerning methods of obtaining these films. The strips cost from 36 to 45 cents a roll. They may be shown on a projecting machine.
2. The United States Department of Agriculture, Office of
Motion Picture Extension Service, at Washington, D. C. has films for rent.

3. The Bureau of Home Economics, United States Department of Agriculture at Washington, D. C. has prepared charts on child feeding, growth, nutrition, and other topics of interest. They have also designed some children's clothing which may be secured for exhibit purposes. This bureau will supply information as to how materials and exhibits may be secured.

4. The department of visual instruction of the Extension division at Iowa State College at Ames, Iowa has some valuable films on child care and training. Full information and lists of films will be sent upon request.

5. The Handbook of Visual Instruction by Ellsworth C. Dent published by Brigham Young University, Provo, Utah contains valuable instructions concerning kinds of visual aids, their uses and sources of visual materials.

6. The Ideal Baby Shoes Co. at Denver, Mass. supplies shoes and charts for exhibition purposes.

7. The Maternity Center Association at 1 East Fifty Seventh St., New York City also sells posters, materials and books. A price list may be obtained from this association.

8. The National council of parent Education at 60 East 42nd St., New York City will give full information in regard
to posters and films. It also has motion picture films for rent and for sale.

9. A list of Motion Picture Films for Parent Education programs has been prepared by Cline M. Koon, Abel J. Gregg, and Agnes Tilson. Under each title listed in their book will be found a brief description of rental prices with addresses of disseminating agencies. This book may be obtained from the United States Department of Interior, Washington, D. C.

10. One Thousand and One, the Blue Book of Non-theatrical Films, published by the Education Screen Inc., 60 East Lake St. Chicago contains valuable information about motion pictures on child care and training and other fields of home economics.

11. Other companies or institutions disseminating educational films and posters are as follows: Bausch and Lomb Optical Co. Rochester, N. Y; Bells and Howard Co. 180, Larchmont Ave. Chicago, Ill.; Eastman Teaching Films, Inc., 343 State St. Rochester, N. Y.; Edited Picture System, Inc. 330 W. 42nd St. N. Y. City; Erpi Picture Consultants, Inc. 250 W 57th St. N. Y. City.

Metropolitan Life Insurance Co. New York City.
National Council Y. M. C. A. Motion Picture Bureau
138 La Salle St. Chicago Ill.

Society for Visual Education 327 S La Salle St. Chicago Ill.

Spencer Lens Co. 17 Doat St. Buffalo, N. Y.

These agencies render many services. Through their distributing centers, visual materials can be secured at reasonable costs.

12. A list of posters on child health compiled by the Educational Service of the American Child Health Association 20 West 50th St. New York City is available. References on infant welfare are also included.


14. The American Medical Association 535 No. Dearborn St., Chicago, Ill. has a set of baby posters.

The above list of source material is by no means complete, but rather, a selected list of materials that are suitable from the standpoint of the writer's needs.