

EDUCATION

Improved standards of university education in mental hygiene would, it was believed, follow if the majority of the senior research members would undertake to teach. In this way, it was hoped that students in the social sciences would be impressed with the importance of studying human problems, with the result that the weak point of undergraduate instruction in the social sciences as compared with the physical would be overcome.

By arrangement with the Rockefeller Foundation and the Laura Spelman Rockefeller Memorial, fellowships were made available for Canadians to continue their mental hygiene studies in other countries.

SUMMARY

The Period of Transition (1923-1927) saw developed two general lines of activity. The first of these was concerned with established cases of mental abnormality. In connection with this activity, provincial surveys were conducted and studies made with regard to preventive measures based on considerations of the existing case. The second activity began with the study of the average normal person, usually a child, and the factors which underlie mental health. Both activities converge in providing the knowledge required for a programme of prevention.

In 1927, at the end of this period, the programme of the National Committee was as follows:—

1. Work with Dominion Government to promote and support improvements in the control of immigration.
2. Work with Provincial Governments, surveys, etc., to promote sound programmes for the care of mental disease, mental deficiency, special classes for the mentally retarded, mental hygiene clinics, etc.
3. Work with Municipal Governments and other local bodies to promote sound mental hygiene programmes.
4. Co-operation with universities in education.
5. Securing fellowships for Canadians to study mental hygiene abroad.
6. Education of the public in mental hygiene through the medium of a bulletin, other publications, public addresses, exhibits, etc.
7. Co-operation with Universities in Child Study, including experiments in Parent Education and the training of leaders for Parent Education.
8. Co-operation with Universities in providing Nursery Schools as laboratories for the study of the pre-school child.