

THE TEACHING OF HYGIENE IN THE GRADES

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The teaching of hygiene in the grades by J. Mace Andress

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J. MACE ANDRESS

**THE TEACHING OF
HYGIENE IN
THE GRADES**

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THE
TEACHING OF HYGIENE
IN THE GRADES

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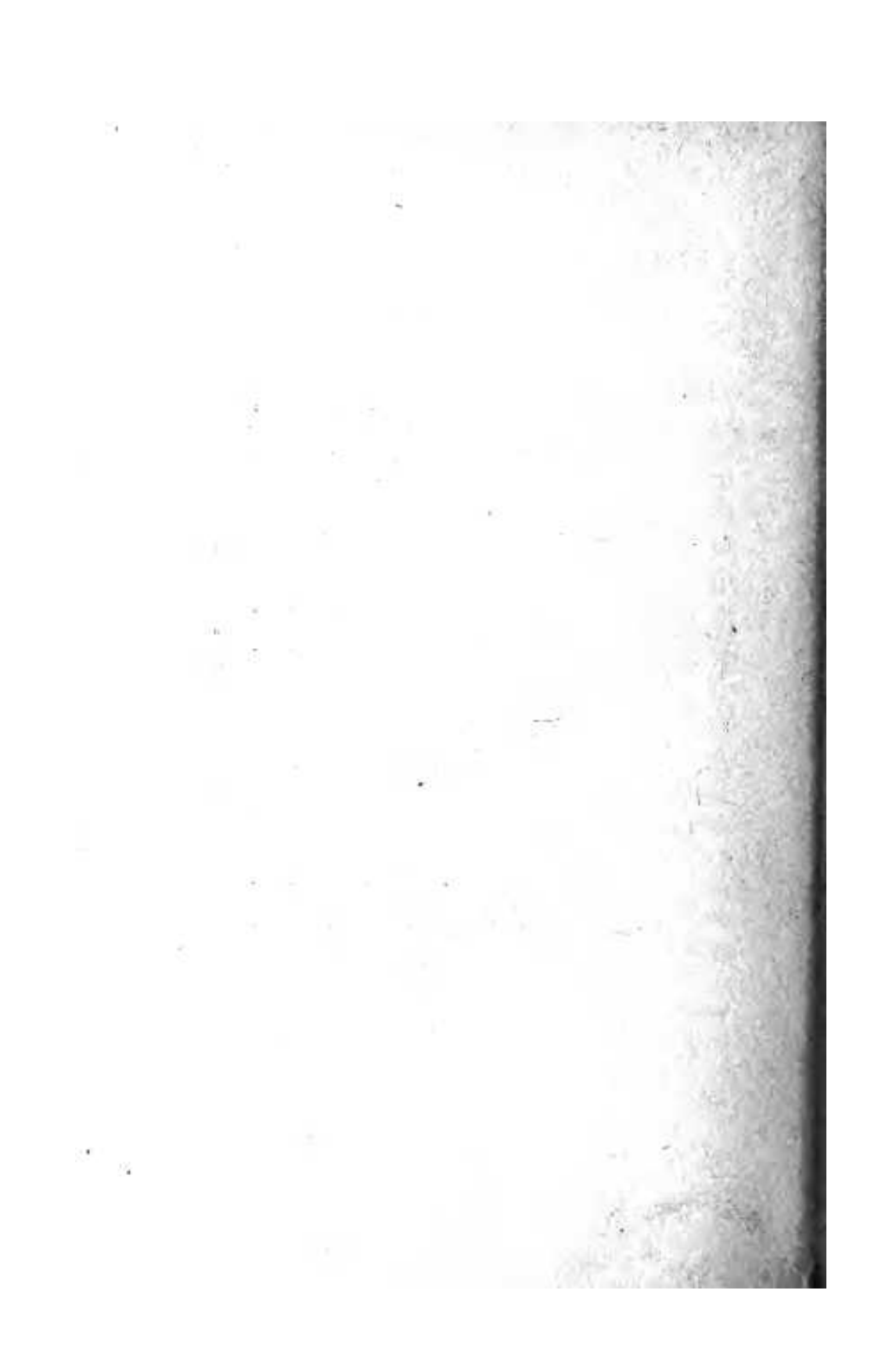
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To
W. H. BURNHAM
PIONEER IN HEALTH EDUCATION

CONTENTS

EDITOR'S INTRODUCTION	vii
PREFACE	xi
I. THE FUNDAMENTAL IMPORTANCE OF HYGIENE IN THE CURRICULUM	1
II. THE STATUS OF THE TEACHING OF HYGIENE	12
III. THE GOALS OF INSTRUCTION	26
IV. SUGGESTIONS ON METHOD	39
V. IMPORTANT PROBLEMS AND THEIR SOLUTION	86
VI. THE TEACHING OF HYGIENE IN THE RURAL SCHOOLS	150
BIBLIOGRAPHY	165
SELECTED LIST OF BEST REFERENCE BOOKS FOR TEACHERS	172
OUTLINE	175



EDITOR'S INTRODUCTION

THE impotency of mere knowledge is gradually being recognized by the schoolmaster. Long he has believed in the magical influence of information about human conduct. Centuries of unchanging pedagogical tradition bear witness to his faith in the omnipotence of facts. Now, somewhat suddenly, this sublime confidence in pure, or rather isolated, intellectual training, is disturbed by lay critic and psychological skeptic.

As long as theory and practice were the separate responsibilities of two different classes of people, the dependence of each on the other could not be fully perceived, and in consequence the assumed self-sufficiency of each was safe from destruction. It is precisely because contemporaneous intellectuality has assumed practical aims, and because practical work has sought an efficiency that requires scientific aid, that we are now no longer content in education to worship pure learnedness. When learning ceases to be worshiped exclusively for its own sake and comes to gain the sanction of the actual service it may

EDITOR'S INTRODUCTION

render to human living, it is necessarily subjected to criticism it has not known before. As a product of this criticism, two striking changes occur in the intellectual discipline of our schools. First, the intellectual content of the school curricula is chosen on a different basis—a practical one. It includes elements previously omitted and omits those before included. Second, the intellectual activity is dealt with under conditions approximating normality. It begins in proper motivation and ends in expression to a degree unknown in traditional schools. Cognition is related to its emotional backgrounds and to its functional terminus. More useful subject-matter assimilated under natural psychological conditions, rather than isolated information artificially acquired, is the characteristic demand of every modernized course of study. The critics have had their way.

Certain new practical ambitions of the public schools have revealed the weakness of educational formalism more readily than some of its ancient functions. The teaching of language and literature has been slow to respond to reform, whereas the attempts to teach morals, art, civics, and health have been sensitive. Theirs was a practical purpose, and they were bound to