

**GRADED OUTLINES
IN HYGIENE. BOOK
ONE**

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Graded Outlines in Hygiene. Book One by Walter Frank Cobb

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WALTER FRANK COBB

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GRADED OUTLINES IN HYGIENE

BOOK ONE

By

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PREFACE

THE school curriculum as well as the school child may suffer in health. Both are subject to conditions which handicap their success. In the case of the curriculum, the adverse condition, more often than anything else, is inanition. And strangely enough, it is Hygiene that suffers most as a general rule. It seems incongruous that a subject which ought to be invaluable in influencing the health of every school child should be the invalid of the curriculum. The encouraging thing about the situation is that the period of convalescence seems to have arrived. The importance of health work in the schools is being realized as never before. The work does not stop with instruction: the teacher follows it up with the kind of stimulus that makes the informational aspect of hygiene carry over into every phase of activity.

Volumes have been written on the therapeutics of Hygiene. Some prescriptions have been empirical; others have been prepared after a careful diagnosis of the patient's condition and a study of its needs. Many of the best texts, however, lack the necessary directions. Too much seems to have been left to the teacher who administers the tonic. Not infrequently the teacher has neither the professional training nor the time required for assuming with any large degree of success the responsibility of looking after our sick, albeit convalescing, subject — Hygiene.

If it develops that the lesson outlines suggested here serve in some measure as stimulating doses of health instruction that the teacher can successfully administer, the purpose of this book will have been served. Like

other kinds of medicine, these doses must be given regularly, frequently, intelligently, and persistently. Their efficacy must depend also in a large degree upon the personality of the teacher. She must believe in the potency of her prescriptions. What is more, she must follow up her professional advice with sufficient interest to see that the information is translated into action. She must "teach lessons in hygiene, not merely hear lessons in hygiene."

An effort has been made to develop these lessons so that interests which arise from a well-taught lesson in hygiene will be constantly finding expression in the other subjects of the curriculum. A period devoted to the consideration of some historical incident may unexpectedly (to the child) lead to discussion of a hygienic principle that finds its application in the history lesson. A lesson about the voyage of the Pilgrims, in which the political and religious motives for making the adventure are briefly explained, may easily lead to a discussion of liberty and give opportunity for pointing out that freedom from disease is one form of liberty that can be secured only at the cost of continual battle with our disease enemies. Other lessons find their application in mythology, nature study, fiction, industry, care of animal pets, etc. Many of these lessons are so closely related to other topics and subjects that it does not appear evident to the pupil that hygiene as a required study is being considered. The larger interests of the child are made the approach to lessons in health.

The author finds it impracticable to acknowledge individually his indebtedness to all who have con-

tributed, directly or indirectly, to the preparation of this book. Many texts have been consulted; numerous magazines and journals have been searched for useful material; some most valuable suggestions have come from papers presented at meetings on health and physical education. Much help has also come from conferences with specialists in the field of health education. Among those who have contributed most freely with their expert knowledge and who have been of inestimable assistance with their suggestions and kindly criticism, are: Dr. Thomas A. Storey, Executive Secretary, United States Interdepartmental Social Hygiene Board; Francis T. McSherry, formerly superintendent of schools, Holyoke, Massachusetts; Dr. Willard S. Small, Chief of the Division of Hygiene, Federal Bureau of Education (now on leave of absence with the United States Interdepartmental Social Hygiene Board); Prof. John W. Ritchie, author of the New-World Health Series and other books on health education; and Miss H. P. Gorman, of the Boston public schools.

It is with much gratitude that the author acknowledges also the very helpful encouragement he has received from his wife, Vivien MacConnell Cobb.

WALTER F. COBB

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