

**THE CASE-SYSTEM
OF
HYGIENE; BOOK IV**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649413393

The Case-System of Hygiene; Book IV by Harry W. Haight

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HARRY W. HAIGHT

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OF
HYGIENE; BOOK IV**

THE CASE-SYSTEM OF HYGIENE

BOOK IV

BY

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NOBLE AND NOBLE, *Publishers*
76 FIFTH AVENUE - NEW YORK

547496

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PREFACE

(To teachers.)

The author presents the following suggestions in regard to the use of this book:

I. It is often advisable to start a lesson by means of a short questionnaire of the last lesson.

II. As a rule a new case should be begun by writing it on the blackboard or reading it aloud a time or two and by assigning it for two or three minutes intensive study, not expecting to secure correct answers, but to promote thought and interest.

III. Written answers to the question following the case mean more intense, individual interest.

IV. The cases need not come in exact rotation. Skipping about a bit secures unstudied cases for starting points.

V. After the presentation of the case a verbal discussion should occur.

VI. When using the case-method instruction may be given in nine *different* ways: (1) by using the cases as motivating and thought-producing devices, (2) by verbal discussion, (3) by reading, (4) by summary, (5) by notes, (6) by causing the pupils to think twice (see below), (7) by review questionnaire as suggested, (8) by test, and (9) by examination,—as time and circumstances permit.

The differing phases prevent monotony and secure thoroughness.

VII. The entire conception of the case-system differs from the conception of the didactic products, in content quite as much as in method. A sincere effort has been made to combat harmful, absurd, and cynical prejudices, such as the ones that nothing

should be taught about disease or symptoms and that pleasing sentimentalities must be presented rather than the concrete, every-day realities and existing conditions with which one must deal to secure action. Instead we have striven to produce a work which would, "move hands and feet rather than tickle the ear."

VIII. A good way to measure the value of the book is to check it over page by page noting the number of places it functions in experience where no book of didactic conception does function.

IX. Too much emphasis can not be placed on the practice of thinking twice. Each child should be lead by proper encouragement and instruction to think over each case for himself outside of class; that is, to recall what the case was about; to recall the system of the summary which is the same in each lesson; and to piece the lesson together, as much as he can on that basis, using pencil and paper in proper grades, before consulting the book. Finally the pupil should be prepared to ask questions at the next lesson, if there are any gaps in his knowledge. Every pupil should realize the importance of making an effort to think for himself without consulting print when he thinks the second time. He should know that what he thinks up and thinks out for himself on the first review represents mastery and clear gain. Whereas, if he is weak and lazy and never thinks twice or only reads in review, he loses part of what he already has and must repeat and repeat before mastering the lesson. The process of thinking twice is facilitated by the process of thinking once, when the case is first presented. Having thought once, the pupil finds it easier to think twice than he would with the old didactic method which is too often demoralizing to the mind and to the will.

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