

**THE GULICK HYGIENE
SERIES. BOOK
ONE. GOOD HEALTH**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649595396

The Gulick Hygiene Series. Book One. Good Health by Frances Gulick Jewett

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Cover @ 2017

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FRANCES GULICK JEWETT

**THE GULICK HYGIENE
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ONE. GOOD HEALTH**

THE GULICK HYGIENE SERIES

BY

LUTHER HALSEY GULICK, M.D.

THE GULICK HYGIENE SERIES

BOOK ONE

GOOD HEALTH

BY

FRANCES GULICK JEWETT

GINN & COMPANY

BOSTON • NEW YORK • CHICAGO • LONDON

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The Athenaeum Press
GINN AND COMPANY • PROPRIETORS • BOSTON • U.S.A.

QP37
J59
1906

INTRODUCTION

In planning a series of text-books for elementary school use I have borne in mind the fact that the main object of physiological instruction should be to aid in the establishment of good hygienic habits. I have also remembered that habits are more often established in the individual by social custom and wont, by example and precept, than by logic and reason.

It is recognized that mere knowledge of an intellectual character is ineffective. We all know much better than we do. Only that knowledge is effective which is related to doing,—knowledge which we actually put into practice. The effect of knowledge upon action is an important, even if not the ultimate, criterion of its value. It is relatively useless to teach children about the body, unless the teaching is done in such a way as to lead them to desire to form their lives accordingly.

The purpose of this series, then, is to introduce that atmosphere, both of intellectual comprehension and of social custom, which shall result in the unconscious as well as the conscious development of wholesome hygienic habits. In order to so arrest the attention that conviction may follow and right habits be started, I have

realized that children should be instructed not by methods of dogmatic assertion but rather by knowledge of the facts on which such assertions rest. I have also been convinced that, in so far as possible, the facts should relate to the child's own life and environment; in other words, that children should be taught through experiment and personal experience. This, therefore, is the plan of the series.

The present volume gives detailed instruction in matters of personal health: what to do in caring for eyes, ears, teeth, finger nails, hair, etc.; why we keep clean; how to get pure air into a room and impure air out of it; why this is needed, as proved by experiment, etc. In each case the child himself is made to demonstrate the need. This method of instruction is indeed a dominant characteristic of the series as a whole. Each book has been prepared with the conviction that children are influenced by facts which result in definite courses of reasoning. Assure a child that unwashed people, crowded into unclean rooms, breathing impure air, and drinking impure water are more likely to be ill than clean people in clean rooms, breathing pure air, and drinking pure water, and he may or may not believe you; but explain to him the nature of those microbes which endanger life through water, air, and food; show by actual facts how the death rate has been raised and lowered; demonstrate by individual example the laws of contagion, and we shall con-

vince the child by the same facts that have convinced his elders.

The current notion has been, "a little book for a little child." To me it seems so true as to be almost axiomatic, that the younger the child the more often must a fact be told and the more fully must it be elaborated. The capacity to profit by generalized statements comes only with age. For this reason, in the present series, even on the subjects of alcohol and narcotics, dogmatic assertion and the easy moral have been avoided. Treatment of subjects by this method necessarily increases the size of the text somewhat, but it also rouses and holds the interest of the reader.

Although I have thus planned the series myself, the work of writing the separate volumes has been done by others. And it is but just to the author of each book to say that in preparing the facts for presentation no pains has been spared to secure acquaintance at first-hand with the work of the original investigators upon whose authority the facts rest. An illustration of this is found in the study of pure water as given later in the series when typhoid fever is under discussion. The author not only visited the experiment station in Lawrence, Massachusetts, where more scientific work has been done in sewage filtration than elsewhere in the United States, but also made careful study of water conditions in New York, London, Pittsburg, and other important cities.

Other subjects in the books are treated with similar thoroughness. In fact the reference lists given with each volume, although representing the best available material for the use of teachers, gives but part of that which was actually used in the preparation of the books themselves.

During the past few years important contributions have been made to the fund of material bearing upon the effects of the use of alcohol. These contributions have come partly from scientific work in America, England, and Germany, partly from recent careful investigations concerning the interrelations of drink with crime and pauperism, and partly from practical anti-alcohol requirements on the part of large business corporations. The facts so contributed, together with those more generally known, furnish a story of such exceptional vividness and power that, in regard to scientific instruction on the subjects of alcohol and narcotics, we cannot but be faithful to the demands of school law in the various states.

LUTHER HALSEY GULICK