## HEALTH AND GROWTH SERIES. ADVENTURES IN HEALTH

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Health and growth series. Adventures in health by W. W. Charters & Dean F. Smiley & Ruth M. Strang

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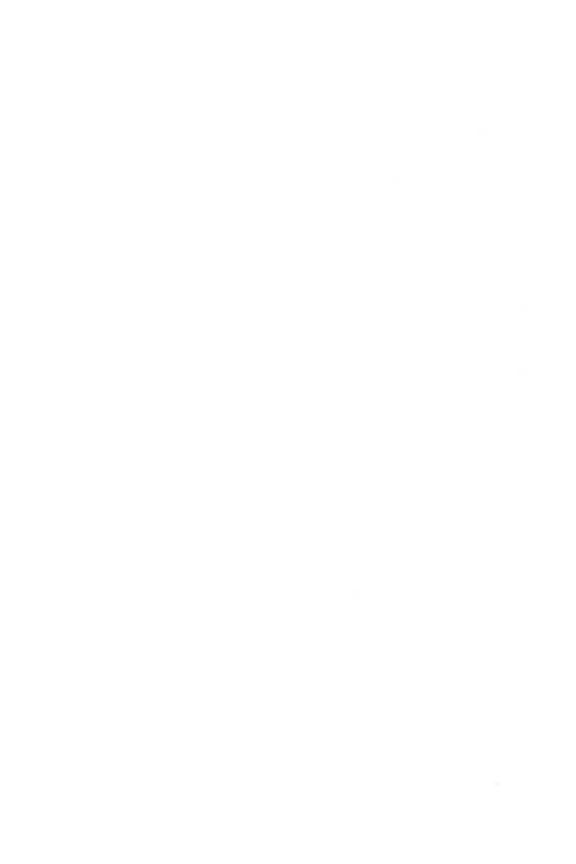


# ADVENTURES IN HEALTH CHARTERS SMILEY STRANG



John F. Remsberg. 1937.





#### HEALTH AND GROWTH SERIES

### ADVENTURES IN HEALTH

W. W. CHARTERS, Ph.D.

Bureau of Educational Research, College of Education,
Ohio State University

DEAN F. SMILEY, M.D.

Medical Adviser and Professor of Hygiene, Cornell University

Director of the Health and Physical Education Division of the New York State Department of Education

RUTH M. STRANG, Ph.D.

Assistant Professor of Education, Teachers College, Columbia University

Illustrated with Drawings by ADRIAN IORIO and Photographs by DORIS DAY

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#### FOREWORD TO THE TEACHER

The major objectives of the authors in preparing the Health and Growth series were initially defined with clarity and kept in mind with consistency in the preparation of the texts.

In order to bring to the construction of the series the best thought concerning what should go into the books and how they should be organized, exhaustive basic studies of a wide variety were carried on over an extended period of time:

Statistics concerning the incidence of children's diseases and accidents were collected and interpreted to provide an indication of the school age at which materials upon these subjects should be most appropriately taught. Health columns in newspapers and health bulletins for laymen were analyzed to discover the vocabulary children should be taught to enable them to continue to read intelligently popular health articles after graduation and in adult life. The difficulty of words was ascertained for each grade to enable the authors to use words known by eighty per cent of the class, except necessary technical terms which would be carefully explained. A complete list of such preliminary studies made is given in the Teachers' Manual.

The initial purpose of this series, as it should be of any series of textbooks, is to lead the child to like the subject — to make its mastery so interesting that it becomes a favorite subject of study. The primary method of creat-

ing this interest is to teach a unit when the learner sees a good reason for its introduction — precautions when colds are in season, safety in the "accident years" of childhood. Supplementary methods are legion. They include, of course, illustrations that depict real health situations.

A second objective that has special significance in this field is to establish habits of health. To that end what one does is of more importance than what one knows. Good health is maintained by actions and not by knowledge alone. To acquire habits of right living, no time is so opportune as the period of childhood. All methods of habit building should be used — interest in the activity, an understanding of its physiological purpose, repetition until habituation occurs, use in varied situations, and satisfaction in the outcome.

A third objective of major importance is to furnish the child with the latest scientific information about health and disease. Much misinformation is still prevalent in the homes of the nation. This can be eradicated in the next generation only provided the child learns proved facts in the schoolroom. Much can be eradicated in the homes of this generation by the practice of having the child read his texts with his parents.

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The Authors