

**BOOK FIVE.
CONTROL OF
BODY AND MIND**

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Book five. Control of body and mind by Frances Gulick Jewett

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FRANCES GULICK JEWETT

**BOOK FIVE.
CONTROL OF
BODY AND MIND**

THE GULICK HYGIENE SERIES

BOOK FIVE

CONTROL OF BODY
AND MIND

BY

FRANCES GULICK JEWETT

GINN & COMPANY

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EDITOR'S NOTE

In four respects we have attempted in this series to do what, so far as we know, has not been attempted before.

1. We have endeavored to present to children a series of texts in which the central theme shall be hygiene. The current school text-books treat of physiology and anatomy primarily. The reason we have placed this special emphasis on hygiene is that we believe the first purpose of such study in the elementary schools should be to influence children definitely towards more intelligent and better habits of living. We also believe that the study of physiology and anatomy as such is of little use or even intelligibility until the high-school or even the college age.

2. It is the purpose of the series to treat each subject in a purely scientific, as distinguished from a philosophical manner; for instance, as far as possible genuine experiments by the child are urged, and the results of such tests are given. The child's own action, experience, and observation are constantly drawn upon, so much so that the blunt facts of actual experience, rather than those of any philosophical argument, constitute the plea.

3. We have presented a new point of view in each volume. The body has been viewed from the standpoint of

- a. General health,
- b. Accidents and emergencies,
- c. Social relations,
- d. Physical efficiency,
- e. Mental and moral control.

Under each of these rubrics it has been necessary to discuss many of the same sets of facts, but they have new meaning because of their relations. In the first volume (*Good Health*) alcohol is discussed in its general relations to health; in the second (*Emergencies*) as a factor in injuries and accidents; in the third (*Town and City*) in its relation to the community as a whole; in the fourth (*The Body*) in its effects on the bodily organs; while in the fifth (*Control*) it is discussed in its relations to character and morals. This mode of treating a subject I believe to be a fundamental necessity to good pedagogy. The teaching of essentially the same physiology with merely increased details from year to year seems to account in some measure for the distaste with which it is so often regarded by both teachers and pupils.

4. These little volumes have been prepared with the same kind of utilization of original works as if they had been intended for adult scientific workers.

LUTHER HALSEY GULICK

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INTRODUCTION

This book deals with the elementary facts of the nervous system and with the underlying principles which govern man's mental operations. It shows what nerves are, how they do their work, what gives them vigor, what does them harm, how they may be taught lessons, how they form habits, how their power may be increased and how it may be lost. In other words, *Control* tries to give in readable form the fundamental facts about that part of the human system which influences man's mental and moral destiny. Through the dramatic interrelation of muscle and neuron it has indeed been possible to show that mind and body depend on each other.

As in the previous volumes of the series, so here, the chapters concern themselves with clearly demonstrated scientific facts, not with theories; with data, not conclusions. Dogmatic assertion and broad generalizations have been avoided, the object being so to inform the reader that he shall be led to draw conclusions for himself from the facts given.

Emphasis is laid on the care and cultivation of the special senses; on the relation of health to efficiency,