

**HOW WE LIVE: OR, THE HUMAN
BODY, AND HOW TO TAKE CARE
OF IT. AN ELEMENTARY COURSE
IN ANATOMY, PHYSIOLOGY,
AND HYGIENE**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649608935

How We Live: Or, the Human Body, and How to Take Care of It. An Elementary Course in Anatomy, Physiology, and Hygiene by James Jhonnot & Eugene Bouton & Henry D. Didama

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

JAMES JOHONNOT & EUGENE BOUTON & HENRY D. DIDAMA

**HOW WE LIVE: OR, THE HUMAN
BODY, AND HOW TO TAKE CARE
OF IT. AN ELEMENTARY COURSE
IN ANATOMY, PHYSIOLOGY,
AND HYGIENE**

Margaret Mason.

Phil Sheridan School.

South Chicago, Ill.

1889



HOW WE LIVE:

OR,

THE HUMAN BODY, AND HOW TO TAKE CARE OF IT.

*AN ELEMENTARY COURSE IN ANATOMY,
PHYSIOLOGY, AND HYGIENE.*

BY

JAMES JOHONNOT

AND

EUGENE BOUTON, Ph. D.

REVISED AND APPROVED BY

HENRY D. DIDAMA, M. D.,

PROFESSOR OF THE PRINCIPLES AND PRACTICE OF MEDICINE IN THE COLLEGE
OF MEDICINE, SYRACUSE UNIVERSITY; EX-PRESIDENT OF THE MEDICAL
SOCIETY OF THE STATE OF NEW YORK, AND OF THE
NEW YORK STATE MEDICAL ASSOCIATION.

NEW YORK ·· CINCINNATI ·· CHICAGO
AMERICAN BOOK COMPANY.

FROM THE PRESS OF
D. APPLETON & COMPANY.

EDUCATION LIBRARY

**COPYRIGHT, 1884, 1885.
BY D. APPLETON AND COMPANY.**

LB 1587

A3J6

1885

Educ.

Lit.

WHY AND HOW.

FOR a long time the conviction has been growing that there is a radical defect in an elementary course of study which admits technical grammar, but excludes physiology, and which makes more of the classifications of expression than of the thought to be expressed. The urgent need has long been felt of giving more attention to subjects pertaining to life, those that may be a guide to thrift, health, and happiness.

Legislative Action.

These convictions seem to have been shared by the law-makers of New York and several other States. The recent enactments making physiology a part of the course of instruction in the public schools are evidences of this conviction; and from every point of view the measures appear wise and beneficent.

If wisely carried out, this law must be productive of great good. The attention of pupils will be directed to the laws which govern their own being. The truths set forth will find lodgment in the brain, and in time they will find expression in daily practice. As a result, we may look for improvements in food, in dress, in ventilation, in habits, in hours

M750313

of work and recreation, and in everything that pertains to living.

Plan of the Book.

The manifest importance of the subject is the "why" of the book. The "how" remains to be considered.

The book is elementary, not a scientific treatise for advanced students. Beginning with obvious relations, its method is inductive, each new topic growing out of the one that precedes it. It aims to present the laws of life in such a practical and reasonable way that they will become a guide to living.

In the treatment of each topic, function is considered before structure. The first step is to show that, for purposes of life and growth, there is a need. Then, in answer to the query as to what is done to satisfy the need, a full description is given of the organs used and the methods employed. This properly subordinates structure to use, and shows the true relations of all the agencies of life.

The limitations set by the term "elementary" have forbidden minute details, abstruse discussions, and ultimate analyses. All these are left for the "High-School Physiology."

Hygienic Laws.

An endeavor has been made to present the relations of part to function in such a way that the hygienic law applicable to the case follows as a matter of course, and scarcely needs to be stated. A law derived in this way compels assent and com-

mands obedience; while one learned from the book is likely to remain in the mind as a mere formula.

Incentives to Study.

At the close of each chapter a list of questions is appended, not on the text, but rather on subjects which the text suggests. The answers to these questions will test the pupil's powers of inference, and will incite to careful observation and study in various directions. When the questions are not matters of mere inference, one at a time should be given out at the close of each recitation, so as to allow ample time for inquiry and study. The good which will come from a judicious use of these topics may be lost by a rigid demand for a specific answer in a specified time.

Alcohol and Narcotics.

The provision in the new laws in regard to alcohol and narcotics seems to be another wise and timely measure. It assumes that bad habits are largely due to ignorance. It would diminish the evils by removing the cause. It submits the solution of a great social problem to science. It espouses no theories, but demands the exact truth. It calls upon the teacher to furnish the weapons that shall conquer prejudice, and arm the inexperienced against temptation.

In this work, alcohol and narcotics, in their relations to life, are duly treated. Wherever they are found in the body, their effects upon organ and