

**HEALTH AND GROWTH  
SERIES. ADVENTURES  
IN HEALTH**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649150472

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

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Cover @ 2017

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**HEALTH AND GROWTH SERIES**  
**ADVENTURES IN HEALTH**  
**CHARTERS · SMILEY · STRANG**



John F. Remsburg. 1937.

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1937



*HEALTH AND GROWTH SERIES*

## ADVENTURES IN HEALTH

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NEW YORK

THE MACMILLAN COMPANY

1935



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Set up and electrotyped. Published January, 1935. Reprinted February, 1935; May, 1935.



PRINTED IN THE UNITED STATES OF AMERICA

## 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.

For their co-operation in the preparation of the posed photographs, the authors' indebtedness is gratefully acknowledged to Supervising Principal Charles A. Philhower, Principal B. D. Stuart of the Franklin School, and Principal G. D. Smith of the Roosevelt Junior High School of Westfield, New Jersey.

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