

**SOME LIVING THINGS:
FIRST LESSONS
IN PHYSIOLOGY**

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Some Living Things: First Lessons in Physiology by Ella B. Hallock & C. B. Gilbert

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ELLA B. HALLOCK & C. B. GILBERT

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IN PHYSIOLOGY**

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**FIRST LESSONS IN
PHYSIOLOGY**

BY

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IN NEW YORK AND MASSACHUSETTS

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TO THE TEACHER

IN the Courses of Study of many schools the physiologic topics suggested for study in the lower grades are, The External Parts of the Body, The Organs of Special Sense, and The General Needs of the Body. These topics afford an opportunity for either a broad, interesting, useful work, or a narrow, childish, almost valueless one. There are great possibilities in the topics, but it is necessary for some one to expand them into definite lessons for the busy teacher. Take, for example, the topics relating to the arm. The pupils are to observe the parts, name them, and notice their use. This should be only the beginning of the work, however. If the teacher were to stop here, the work would be less than half done. Not only the arms of man, but the arms of the dog, the horse, the bird, the frog, and the fish, should be studied. The pupils should find them, notice how they differ, the different kinds of work they do, how the different arms are suited

to the work which they must do, and especially the wonderful human hand. Then they should consider the care and training that are necessary in order that the hands may be strong, beautiful, and skilful.

The interest and benefit of this correlated work to pupils are sufficient proof that there should be a place for it, but the teachers, in meeting the heavy demands made upon them to-day, have not time to prepare oral lessons on these topics. Hence, with many misgivings, I have made the attempt to supply pupils, by means of a text-book, with such questions, directions, and information as teachers would use in presenting oral lessons.

Briefly stated, in preparing the lessons I have had the following aims in mind: 1. To study the human body in relation with other living things and the things on which it depends for life; 2. To present subjects as a true teacher would present them orally—not so much by telling facts as by directing the pupils in their observations, thought, and expression; 3. To teach about the human body in such a manner and in such relations that the pupils will be interested in the structure and work of its different parts; 4. To relate the lessons on structure and work to healthful living by