

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

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J. JOHONNOT & E. BOUTON & H. D. DIDAMA

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HOW WE LIVE:
DEPARTMENT OF EDUCATION
Leland STANFORD JUNIOR UNIVERSITY

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

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

BY
JAMES J^HONNOT
AND
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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

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

function are fully described. These effects, on the whole, are seen to be so pernicious that a knowledge of them would seem to be an almost sufficient safeguard against evil example, which is continually inciting to evil habits.

The error of over-statement has, however, been carefully avoided. Assertion without reason weakens a cause. The facts are sufficient. A serious mistake is made when the suspicion is aroused that an effort is made to establish a case, rather than to ascertain and state the truth.

Practical Application.

This and all kindred works will be of little use if thought stops with the text. What is said is valuable only as it "wakes up mind," and leads to further study, and to the observance of hygienic laws in daily practices. The teacher who allows his pupils to sit in draughts, and pays no heed to ventilation and the arrangement of light, and who is careless in regard to his own diet, dress, and hours of sleep, will teach physiology to little purpose.

The pupils should be made to see, to study, and to experiment. The word should lead to work. Principles should direct practices. The understanding of conditions must precede conscious obedience to law, but obedience is the desired end. Full mental conception of the subject in its relations will, in time, yield fruit in the direction of more healthful bodies, more vigorous minds, and lives made richer by the accomplishment of good deeds.

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