THE BOOK OF HEALTH

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MANUAL OF HYGIENE FOR
SUPERIOR CIVIL SCHOOLS
AND PEDAGOGICAL FOR GIRLS,

ALSO HAS THE PURPOSE TO BE

HYGIENIC ADVISER FOR
EDUCATED WOMAN IN VARIOUS
STAGES OF LIFE=============

BY

DR. STEFAN ERDELYI
DR. IN PHILOSOPHY, MEDICINE AND SURGERY, MAGISTER
OF OBSTETRICS, PROF. APPROVED OF HYGIENE FOR
MIDDLE SCHOOL AND SCHOOL PHYSICIAN. CITY PHYSICIAN IN
SZASZVAROS - ORAS'TIE

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The number and diversity of knowledge of a woman who graduated from higher schools for girls and pedagogical for girls, are extraordinary. If she didn’t forget what she was taught, she knows the order of the Universe and she may tell all the planets, which designates their orbits in the depth of the skies. In the natural science classes, she was shown all the animal species, from the simple polyp, who stretches his long arms in the quiet waters, up to the most perfect beings of the zoological ladder. She knows the families of plants, covering the surface of the globe, ranging from algae and moss up to the majestic oak, the pride of our forests.

The earth holds no secrets for her: she knows the name of the rocks that it’s made from and the different minerals which are in it’s substance. She knows the composition, properties and various qualities of the air that we breath and those of the waters who covers ¾ parts of our globe. There is no corner of earth inhabited or uninhabited whose geography she may not know.
Since school she knows the exact history of the social, warlike and political activities of the human kind, from the beginning to the present day; she is no stranger to things referring to philosophical arts, to wars and conquests of the antique people from Asia and Europe, and she knows everything that happens daily. She knows not only what happens and what happened on Earth, she knows not only the composition of our planet, but by some miracle of modern science she can say which are gaseous or solid bodies that compose the stars that are staying million kilometers away from our Earth! She knows that the Sun is made of oxygen and hydrogen that in the Venus and Mars lies iron, manganese, and lime.

One thing she doesn’t know. This thing is – her own person!

Rival of the wise Solomon, who knows and speaks about the all existing and non-existent things, she is not able to say exactly what is her finger, what is in her skull or in her chest? If you ask her how she breaths, how she digests, why is her heart beating, how she feels, her answers are vague or absurd. She calls the stomach chest, the tendons in her muscles, veins.

This contradiction in public school is very old.

The greek antiquity imposed the principle of knowing yourself but the stubborn Greeks, which were interested only to speculate ideas, restricted the human only to his intelectual element, and
they’re gladly closed their eyes when it was about their physical organizing. The Greek philosophy held the most admirable and profound analysis about the moral human, but those referring to the structure and the mechanism of the human body, where left in the care of some obscure observers, which means in those of the gymnasiuums surgeons and traveling physicians.

The philosophy of all modern population is the continuation of old population philosophy, which in the past, as well as in the middle ages to the present day, deals only with the faculties of the soul, leaving the study of the human physique in the care of physicians.

Countless times I’ve asked myself, why the wisdom of peoples has prohibited the public study of the structure of the human body when by all possible means it promotes the study of nature and of all sciences? Why is the knowledge of animals recommended, that of the plants is increased; why the study of the entire nature is useful?

I never could answer that.

It has been said, that if the schoolgirls have the imprudence to open a book of medicine, they learn false notions. This isn’t true, because here it isn’t about medicine, but it’s about the healthy human and about the fulfilling of his physiological functions. Can it be good to forbid a woman to know her own body and to deprive her to the tiniest look on her own organism when she deals with the most various sciences?
If people had exact notions about their many organs and about their functions they could always know when those are in order and what dangers threatened them. Knowing the mechanism of digestion, of breathing, of blood circulation, we can supervise and conduct the fulfilling of those functions. The physiology leads the hygiene. Because, to be able to prevent the derangement of a mechanic tool we must know the mechanism of the wheels.

When you are indisposed, the physiological and hygiene’s notions will be very useful, so that you can tell the doctor clearly and with certainty which will be clear to him immediately and will ease questioning the sick person; and this is the primordial thing for putting a diagnostic, then you will understand better his recommendations and you will follow them better.

Many women are asked to take care of the sick and the most noble call of a mother is to take care of the sick children, of a sister to take care of her sick brothers and sisters, and everywhere the woman with her carrying heart is meant by the Creator to take care of the suffering. Is it then not natural for them to answer that call knowing the human body?

The cute boy of a mother becomes suddenly ill, unable to explain the place and nature of his illness, it's mother’s call to search the place and cause of the disease, until the physician comes. How will she be able to help if she doesn’t know at all the structure of the human body?
If mothers would know precisely the mechanism of life functions and the lack of care of the such delicate organs of infants, these beings so frail would receive a more reasonable care. The kindness of the mother being more illuminated, in addition to that, being so much lively, it would become more effective. In childhood the temperaments are formed, then the character start to gain strength and importance than that which will preserve and then in a mature age, then the organs of life and senses is designed for the whole life. So, at that age a mother most supervise very carefully the formation of character, and the development of the spirit and the senses. A well trained mother will raise healthy and robust people.

Does a school teacher that knows her students bodies, she will not be able to lead their training better and will she not know to divide better the changes of various occupations, isn’t better that has only vague ideas about the matter trusted to her to model, like a sculptor who is given the inert clay?

If the young girls would know the huge role that the nervous system has in the body, would know how to control her excessive sensitivity. With proper exercise of the muscular system she will be able to prevent those nerves illness which torments their young age and which will become the plague of their adult lives. In time, these young girls maybe will become mothers. Isn’t maybe...
important, to be instructed referring to their present as girls as well as to their duties they will have as mothers?

By endowing the girls with a robust temperament, they will settle to their home, the health, peace of heart and well-being and morality, which are the fountains of happiness in life.

These considerations, I hope, will bring in the spirit of the female reader sufficient evidences, that popularizing the notions of human physiology and hygiene will bring to the public their reported services.

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B. The organs and their functions

1. The organs of digestion and their functioning.

Every man who wants to know how his body is functioning must first learn the notions about nutrition. For the locomotive to work it needs coals so is the human to work needs nutrients.

If we don’t put coals in the fire, the locomotive will stop, the same will happen to the human if we don’t give him nutrients. He will not be capable to do anything, because through our life acts, our body consumes substances for the organs needs, and for us to live we have to repair through nutrients the lost materials.

Our body can’t use the nutrients contained in foods, only if they get through some modifications that happens during digestion.
This modification takes place in the organs of digestion, which together forms the digestive canal, called like that because it looks like a canal.

The parts that forms this canal are:
1. Mouth
2. Pharynx
3. Oesophagus
4. Stomach
5. Intestins

Meals to be useful, they need to go through all these parts, but we will see how the food is transforming going through the digestive canal.

Before we start to eat we have to grab the food because the roasted pigeon doesn’t fly in our mouth.

The animals which live in the water, by swimming they open their mouth and swallow what gets in. Most of the animals by the form of their throats and long jaws can grab the food with their lips, like the horses, with the tongue like the ox, with the teeth like dogs.

In this matter, the human is inferior to other animals because his jaw isn’t long. This flaw is substituted by the hand which grabs the food and put it in the mouth. With the fingers the human grabs the food, and drinks from the palm until the civilization made him more delicate, then he started to made instruments to use to eat so he doesn’t get his hands dirty.

Modificarea acesta se preface în organele digeștiunii, cari împreună formădă canalul digestive numit așa, deoarece samănă ca un canal.

Părțile cari compun acest canal sunt:
1. Gura.
2. Faringele.
3. Esofagul.
4. Stomacul.
5. Intestinele.

Mâncările ca să ne fie de folos, trebuie să treacă prin toate aceste părți, avem dar se vedem cum să trasformeză mâncarea în percursum canalului digestive.

Înainte de a începe să mâncăm, trebuie să apucăm mâncarea, căci porumbul frigt ne sboră în gură.

Animalele cari trăiesc în apă, înotând cască gura și ce ajunge în ea înghit. Cele mai multe animale prin forma grumațului și a falcilor lungurete pot să apucă mâncarea cu budele, ca și calul, cu limba ca boul, cu dinții ca cânii.

Omul în aceasta privință este inferior altor animale, pentru că falca lui nu e lungăreța.

Defectul acesta însă îl suplimesce mâna, care apucă mâncarea și o bagă în gură. Cu degetele apucă omul mâncările, și din palma bea, până ce civilizația nu l-a făcut mai delicat, când apoi a început să fabrice instrumente de cari are să se folosească la mâncare, fără să-și mângescă mânile.
The first instrument of this kind was a sharp thin stick which nestled in the pieces of food served to grab them. Later this stick was made with a sharp bifurcation. This stick was the mother of the forks we are using today. Many will think that our ancestors also used forks. They are completely wrong; because they were started to get use recently. It’s origin is in Italy, Saint Peter Demian wrote, that Argyle, the sister of the emperor of the Orient who married to a son of the venetian doge Petru Orseolo in the year 991, instead of grabbing the food like other people, used golden forks and spoons. Otherwise they said that the use of the fork used to be a description of the incommensurable luxury of the venetians in the X Century.

What is now a necessity, a thousand years ago was considered a ………luxury.

The use of the forks was slowly spread from Italy; but in 1610 in England was still considered a useless tool.

The spoon was used more often only from the XIV Century.

We eat the fluids food in different ways.

We can simply throw from a bowl in a thin flow the fluids in the mouth like the Spaniard peasants who pour the wine into their throats from some distance.
We can drink by sipping fluids, when we chewed them blended with air, so we can appreciate the taste better.

We can suck the fluids from a bowl, with the lips and tongue.

In the end we can spill directly in to our throats a bigger quantity of fluids.

But the most common way to drink is when we take the bowl with the fluids to our mouths and we pull the head back a little we pour the fluid from the bowl in the mouth and swallow it.

Before we start to chew the food put in our mouth we control somehow with the sense of taste and the food which don’t like, we throw them out.

We chew the food that we put in our mouths. The chewing is that process in which with the teeth and the tongue we modify the solid pieces into small pieces to be able to swallow them and digest them. The chewing agents are the jaws with teeth, the tongue and the cheeks.

The role of the tongue, the lips and the cheeks is to search the food in the whole mouth and to push it between the teeth. The lips hold the food into the mouth by closing it and by clenching the cheeks near the gums, they remove de pieces of food from there and push them between the teeth.

The tongue, moving all around, squashes the soft pieces to the palatine vale and the thickest ones between the teeth. The lips and
the tongue fulfill their multitasking role because of their mobility and sensitivity which they possess with the help of a nerve that goes through them. Without that, the chewing would be impossible.

The main agents of the chewing are the jaws. The man, like other vertebrates, has a lower jaw and upper one. The upper jaw being glued to the base of the skull, it’s immobile, and the lower has a perpendicular motion, and it hits the upper part just like the hammer against the anvil.

For example, at the reptiles the upper jaw is mobile also. They don’t chew they swallow whole pieces of food which apparently are bigger than their mouths, like entire frogs, mice, rabbits, staggs. The birds because of their upper jaw mobility can swallow large pieces like fruits or a big nut.

At the jaws we have to take under consideration: the teeth and the muscles which moves the jaws.

That parts of the teeth which is stuck in the jaws is called root, and the part that we see in the mouth, the tooth crown.

The teeth are made of: veneer, that transparent very solid and resistant (just like the veneer inside the iron bowls) which covers the teeth crown; then cement, which covers the ivory root that forms the body of the whole tooth and finally, the pulp of the tooth which maintains the life of the teeth and lies inside them and it’s shape it’s like a thin thread and naïve people think it’s a warm
The full grown man has 32 teeth, 16 in one jaw, 4 in the middle of each jaw has the role of biting the food and are literally teeth. Next to them in the right and left there’s one sharp teeth called canine because they serve to tear apart the food, and it is called the eye tooth as if it communicates with the eye, but this is only a tale. After the canines there are 2 small molars and 3 bigger molars on each side last of them are named the wisdom teeth because they grow when the human is supposed to be wise. The molars have the role to grind the food.

The nerve positioned in the teeth pulp feels everything that reaches between the teeth and he let’s us known to stay away from everything that ruins our teeth.

If we take in our mouth dishes too cold or too hot, the teeth email can crack, also if we want to break hard objects in our mouth we can crack our teeth. Through the crack will go different materials that will cause the ivory and email to rot and the rot will reach the pulp of the tooth, causing us great pains.

Keeping the mouth clean prevents the deterioration of the teeth. When they deteriorate, the deterioration only the doctor can stop it, by cleaning the hole and covering it to stop the deterioration.

At children, the first teeth appear between the 6th and the 10th month. When they turn 2 or 2 years and a half...
they have 20 grown teeth which means in the entire mouth 4 incisive, 2 canines and 4 molars.

Until the teeth don’t appear they can’t chew, nor can they consume more food because they have no saliva. Until that time it’s better to be feed only with milk, other dishes will spoil them.

In the 7th year, the first teeth, so called milky teeth will fall making free space for the permanent teeth that will never change again.

For the jaws to be able to chew, meaning to grind the food put inside them, the one below must be able to move up, down, back and sideways.

The animals which have jaws moving only up and down are carnivores, the dog, etc.; those who chew by moving their jaws only sideways herbivorous like cow; those who move their jaws front and back are rodents like rabbits and mice, etc. The jaws of the human moving in all the ways makes him an omnivorous.

Lower jaw movement occurs through contraction of muscles, which are secured with one end to the skull and the lower jaw with the other jaw. From the development of these muscles depends the power that some animals have in their mouths. To some people this musculature develops in such a way that they can raise in the teeth 40-50 kg.

Chewing food, meaning their kneading and grinding with molars, constitute the first level of digestion. Chewing the food
The results of not proper chewing.

Taking care of the teeth

Saliva

Where does it come from.

better, means they are more ready to be digested, process which starts in the mouth by mixing the food with saliva, the lack of this makes the digestion harder. This is why it's not healthy to eat as they saying, like a wolf, because not chewed pieces make it difficult for the stomach. This explains why the solid foods are bad for the children without teeth. This is why people with many bad teeth aren't healthy, also those who lacks many teeth can't eat properly. The cause of many diseases are pieces of food not chewed properly. That's why, since childhood we have to take care of our teeth and when they start to spoil, to ask help from the dentist physician, which can repair the teeth that are less spoiled by making fillings and in the place of the missing ones will put others that will make the chewing perfect and people will be healthy again.

So far as the teeth grind the food is mixed with saliva, which is a fluid produced by the salivary glands located around the mouth.

The most important are: the parotid glands which are: one on the right, the other on the left in the face cheeks. The saliva produced by them is spilling in the mouth through one canal discovered by Nicolau Stenon a famous anatomist, which from being an ardent protestant turned into catholic and was made Bishop by the Pope Innocentiu the XIth in the year 1677. These salivary glands produce saliva not only when we move the jaw but also to the smell of food.
The benefit of the saliva for digestion is shown in a mechanical way by that the mixing with the pieces, they can easily be chewed with the molars, then makes the swallowing easy because we can't swallow dry food, until mixed with saliva, only meals containing a lot of water can be swallowed at once.

Another use of saliva is, that it converts starch into sugar. We can find starch in these products: wheat, rye, barley, corn, rice, potatoes, all the pods. Starch is insoluble in water, so has no use for nutrition, and with the chemical action of saliva, it turns into sugar, which being soluble becomes nutrient.

It's true that the digestion of starch is also made by the pancreatic juice and intestinal tract, but everybody can observe, that when the bread is chewed for a longer period of time, we can feel a sweet taste in our mouth. We can feel this transformation much faster when we chew a wafer.

We saw how the piece of food bitten with the teeth, tear apart with the canines, grinded with the molars and mixed with the saliva became an homogeny object that tries to escape from the mouth, which it does: going to the third act of digestion, the swallowing.

By swallowing we mean the way the chewed food is made from mouth to the stomach. The piece is pushed by the tongue into the pharynx which is a cavity in the back of the palatine veil in the middle
of which lays the uvula. This cavity communicates with the mouth, the nose, then below with two canals, one in the front called the larynx, this canal communicates with the lungs. The superior part of this canal is covered with some kind of a membrane named epiglottis. The other canal is in the back of the larynx, and it goes from the mouth in the stomach and is called esophagus. The part called the Adam’s apple belongs to the larynx.

The piece of food goes from the mouth into the pharynx, the palatine veil sits on the tongue, the uvula covers the nostrils and the food has no other choice but to slip into the esophagus, and from here into the stomach.

If we talk while we eat, one piece of food can go into the larynx but then with a cough we will spit it out.
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