

IX. THE CONTRIBUTORY CAUSES OF HEALTH

A. INTRODUCTORY

This far discussion has been focussed on the biological and physiological factors concerned with the production of health. There are, however, important indirect or contributing factors which require consideration and understanding in order to have a reasonably complete picture of the problems of constructive hygiene.

While the six "determining factors," heredity, nutrition, excretion, exercise, play rest are of primary importance, the successful production of health by these is dependent upon other indirect, but essential, influences. These indirect influences or factors may be set down under the following general headings for consideration: (1) Responsibility for human welfare; (2) Favorable environment; (3) The prevention and care of health injury. These will be discussed in this order.

1. Responsibility for Human Welfare

- a. Relation of instinct of self-preservation and of minor defense instincts in their connection with certain emotions to this problem.
- b. The instincts, or nerve patterns, which influence man to care for, and protect, and seek the welfare of members of his family and community. Compare man with other animals in their responses in such matters.
- c. The "mothering," the gregarious (or "herd") instincts in relation to group and inter-group responsibility for health. Point out some of the applications of constructive hygiene based on them. (See Storey, Chapter XI on applications.) These contribute powerful influences connected with the applications of the determining causes of health.

2. Favorable Environment

- a. Compare primitive or savage peoples with those more enlightened in regard to their efforts and successes in control of environment.
- b. The control of environment and ability to make it favorable is dependent on:
 - (1) The power of scientific information. Show how information acquired through experience and research have been contributing factors in securing favorable environment; in securing food; in adjusting to climate and weather; in finding out facts about the nature of man's environment, and in the application of these facts.
- c. The Power of Balanced Education.
 - (1) In destroying superstitions
 - (2) In securing social action in applications of scientific information to various health problems; the reduction of famine and pestilences; in the control of communicable diseases; in raising standards of living, etc.