

th individuals and the State should constantly keep in view is that, we, of the present generation, are largely responsible for the condition of those who come after us.

THE PUBLIC MUST BE EDUCATED.—There are causes of disease, however, which legal enactments cannot reach. People cannot be forced into virtuous habits nor be made personally clean by police regulations. Hence it is that most Sanitarians of the present time base much of their hopes of sanitary progress on the education of the masses of the people in sanitary science. As Lord Derby has said, “no sanitary improvement worth the name will be effective, whatever acts you pass, or whatever powers you confer upon public officers, unless you can create an intelligent interest in the matter among the people at large. The State may issue directions, municipal authorities may execute to the best of their power, inspectors may travel about, medical authorities may draw up reports, but you cannot make a population cleanly or healthy against their will, or without their intelligent co-operation. . . . This is why, of the two, sanitary instruction is even more important than sanitary legislation.” The people must be taught the science, the laws, of health; taught that temperance in all things and perfect cleanliness are indispensable to the preservation of health; they must be interested in the work of prevention, and shown that nothing is so costly in every way as disease, as, over and over again, it has been proved to be; and that no other investment, whether by individuals or communities, is so remunerative as the outlay towards contributing to health. There cannot, indeed, be public health unless each person is conscious of the duty of doing his or her part toward it.

ARRANGEMENT OF RULES OF HEALTH.—Rules of health should commence with the regulation of the health of the mother of the unborn child, in order that the growth of the new being shall be as perfect as possible. After birth, the rules should apply to the three periods of life: to the period of growth; to the period of maturity; and to the period of decay. Those applying to the first period, that of growth, are of most importance. They must be different for each sex at certain times, and must embrace those relating to education.

In these several periods, the human being may be considered—first, in relation to its environments, to the essentials of life, air, water, foods, work, rest, clothing, etc.; second, as an independent creature, with thoughts, feelings, desires, habits, which require self-control and regulation; third, in its social relation, as a member of