

of Public Schools had a duty cast on them by Public School Act 54, V. 55 (Ont. 1891) S. 131 S. S. I. Public Health Act, Revised Statutes of Ontario 205 Sec. 94 to prevent a child attending school who is suffering from a contagious disease or where contagious disease exists in any house belonging to which are persons attending schools and are obliged to report the same to the Medical Health Officer forthwith. Under these acts a child sent away may not attend school until Medical evidence has been obtained from the Medical Health Officer or a legally qualified Medical Practitioner. This certificate must contain two things, first that infection no longer exists in the house and secondly that the person's house, clothing and other effects shall have been disinfected to the satisfaction of the person giving the Certificate.

Mr. Justice Rose in disposing of the case held that the Certificate given was not a Certificate within the meaning of the Act and that the plaintiff had put himself out of Court by calling legal evidence which went to shew that the disease was contagious. It was pointed out in the course of the trial that no general power seems to be vested in trustees to exclude a case which they may deem desirable to exclude or that they may pass regulations limiting in any way the right of children to attend school. There may be cases in which no contagion exists but where it would not be desirable that the child should attend school.

THE LORD CHANCELLOR ON STUDY.
—The *Lord Chancellor* (Lord Herschell), after distributing the prizes at the Birkbeck Institute on the 1st inst., said: A few years ago he was speaking to one of the most eminent physiologists of our country, who said: "Some thirty years ago, if I had said that I knew all that was known about

physiology, it would have been no vain boast. To-day I can only say that I know a single branch of it; with all the rest I can claim only a general, and not an intimate, acquaintance." One could hardly have more vividly brought before him the enormous additions that had been made to the store of knowledge in but a single branch. (Hear, hear.) The same remark applied in a greater or less degree to every department of science. The extent to which chemistry had become important in industrial and commercial concerns could not have been imagined forty or fifty years ago. If we turned to electricity, we lived in a new world. Fifty years ago how little men dreamed of the part which electricity would play in our every day life! (Hear, hear.) All this had its depressing side. That there was so much that could be learned made it depressing to think how little it was possible for any one person to know. (Hear, hear.) He feared that the tendency must be to become to a certain extent specialists. We could master only a very limited portion of the stock of knowledge, and no doubt many were somewhat perplexed as to the course they should pursue. Of course the decision must be regulated to some extent by opportunities and to some extent by taste. The question might arise: "Had I better devote myself to one particular subject or try to obtain some general idea of the field of human knowledge?" No one would ever regret learning something about as many subjects as they could. (Hear, hear.) If he might borrow an illustration from the natural world, they might get some general idea of the rivers, the mountains, and the seas of other countries and of the relations they bore one to another. He was sure that the amount of knowledge necessary to obtain this general survey of the relations of one department of