

ances between citizens. This would be quite unworkable. The Code of 1892, which had the force of an Act of Parliament, in dealing with grants for discipline and organization, provided that the inspector, in recommending the grants, should have special regard to "the moral training and conduct of the children." Could that be properly attended to if the master had no authority beyond the limits of the school? If the master had no control over his scholars outside the school in their relations to each other, his power would be too limited; he would be unable to take "all reasonable care" to bring up the children in "habits of punctuality and good manners" and to impress on them "consideration and respect for others." Here, instead of showing consideration and respect for others, the boy hit another boy in the eye with a bit of putty. Respect for others was best to be secured by punishment. It would be idle to leave the correction for this misconduct to the chance of the boy being at some subsequent day convicted by justice. That would be the result if this conviction was upheld.

(Solicitors Baker and Nairne, for the appellant.)—*Times Law Reports*.

The boy who is only mischievous, and who loves fun better than he loves books, he should not be forced to go. That is not what the school is for, to turn him out. To be sure he is a burden, but he is a burden to be borne rather than thrown in the ditch. To dump him is an easy way out of the trouble, for the time being, but it is the coward's way, the lazy teacher's way, the shrink's way, the sneak's way. It is not the way of the teacher who is called of God to teach, and who believes in himself as God's minister among the children!—*Public School Journal*.

A letter has been received from Professor J. B. Harris, of Cambridge, who is now in Egypt, announcing the discovery at the convent on Mount Sinai of a Syriac palimpsest manuscript, containing the full text of the Four Gospels. The discovery was made by two English ladies, Mrs. Lewis and Mrs. Gibson, both conversant with Oriental languages, and speaking Arabic and Modern Greek fluently. Although the convent had often been searched for written treasures since Tischendorf's great discovery there—and even by Professor Harris himself only three years ago—the present discovery remained hidden from former investigators. When Mrs. Lewis first saw it, it was in a dreadful condition, all the leaves sticking together and being full of dirt. Professor Harris, on hearing of the discovery, set off for Mount Sinai, and for forty days he and the two ladies sat in the convent deciphering the the palimpsest leaves. The whole manuscript has been carefully photographed.—*The Publishers' Circular*.

There is a spirit of unrest taking possession of the entire world; it penetrates to the school-room and shows itself in both teacher and pupil. The teacher steadily questions whether he is not a fool to spend his time with children; the pupil insists that only such things be taught him as will advance him in life—that is aid him in making money. There is great need of rest—spiritual rest. No one can read the newspapers without seeing that he is surrounded by unhappy people. Certainly this is not the happy era—the golden age. The need of a solution of the problem of rest must be felt by those in charge of the school-room.—*The School Journal*.

Any life that is worth living must be a struggle.—*Dean Stanley*.