

"Anyone can teach a bright, capable boy; anyone can teach a boy what he has a special aptitude for; anyone can teach a scholar who by long attendance at school has acquired the momentum, so to speak, of being taught. But the true function of the teacher lies in developing the dormant faculties of the beginner, and directing them into the most suitable course, or in selecting the means by which the torpid wits of the mentally deficient can best be exercised."

Science found its way into the school, and "magical moments" were the result. On Saturdays there were rural excursions for pure delectation, heightened and not marred by surreptitious teaching, visits to the reed-grown sand dunes, jaunts to the shipping, botanical rambles and regular swimming lessons on the sands at Tynemouth. Winter and summer there was systematic marching and countermarching in the playground to the tune of drums and fifes, and a wholesome scheme of physical exercise which no one enjoyed more than the evergreen "maister."

No wonder the school was a paradise, no wonder brown sailors came rolling up to the half-door of the school, after long voyages, to have a word with the dominie, no wonder his letter-bag was full, and his cupboard stocked with curiosities from China to Peru. Our readers must remember that the man did all this and more, with no other assistance than that furnished by monitors.

The era of codes dawned, and our friend was urged to present himself for a Government certificate. A "First Class" was granted him, and Government inspectors came and went with the effect of "narrowing down" the wide educational scope of his teaching, and of elevating the three R's into a sort of scholastic trinity.

Haswell was out of his element, though he worked on with some success. He felt bitterly the baneful effect of the new principle, which made education a mere matter of

physic, to be poured into the learner to the top of his capacity. He marvelled at the ignorance which miscalled such ill-digested instruction, Education.

"The Government Grant, as the Maister had foreseen, brought in its train Government red-tape and circumlocution, and so, what with rigid codes repeatedly reversed and inverted, and stereotyped regulations, the fresh, breezy, invigorating, and flexible scheme which for a period of two generations had successfully equipped many thousands of boys for the battle of life was shackled and stifled; to be replaced by the procrustean methods, which, ignoring all individuality, all human nature, it might also be said, in the scholar are yet the ideal of the 'official' educationalist."

Could the old "Maister" revisit the glimpses of the moon, say in the year 1900, he might find a return to the old free method of sanity and life. We have no space to enter into the last phase of this remarkable career—as headmaster of a modernised board school. Full of years and renown, he retired on a Government pension in 1886. Shields does itself honour in revering the memory of a worker whose wonderful success is a powerful appeal for the freedom, individuality, and breadth of an emancipated teacher.
—*The School Master, Australia*:

ELECTRICITY.—Edison says we do not know what it is, but that it acts like a fluid as much as anything. The best theory is that it consists of an infinitely fine form of matter in a state of infinite motion and manifesting itself in whorls or vortex rings. It appears to be around the chemical atoms and be the cause of chemical action. An atom of oxygen, for example, is supposed to be a core, or center, around which electrical matter is whirling. Heat and light are caused by the effects of this matter on ordinary matter. "Chemical affinity and electricity are one and the same," says Helmholtz.—*The School Journal*.