

worth—the magnetism of intense earnestness and the clear evidence of profound thought—bent on reaching truth. No genuine teacher ever came away from contact with his mind without feeling strengthened, and inspired with higher motives for his work. It is doubtful, on the other hand, if any one can fully enter into the spirit of much that Mr. Thring has written unless he is himself one who has actually wrestled earnestly and sincerely with the task of influencing young minds. To such as have done this he is a guide and prophet—to the machine teacher and examination crammer he probably will remain a mystic or enthusiast.

In his work as master of a large English public school, he furnished a singular example of a man, who, brought up in the very atmosphere of educational tradition and prejudice, had shaken these off, and made himself a pioneer in advanced teaching methods. Manual training in working wood and metal; the free use of music and art in education; variety of study and employment in school life—methods towards which we are only feeling our way in America—were all parts of his regular system. His idea that to secure honor for education among children, its everyday appliances and surroundings should be made in all possible ways excellent and beautiful, is one which ought to gather force until it has blotted out of existence the unsightly and cheerless school-rooms in which most of the education of England and America has been carried on for centuries.

We see it stated in more than one English paper, that in carrying out his educational reforms Mr. Thring not only spent his great energies, but also sacrificed the earnings of a laborious life. When the master of another great and fashionable English school resigned a few months ago to accept a position of easy affluence, it was stated that he carried away as the result of his headmastership, a fortune of fifty thousand pounds. Mr. Thring, on the other hand, after all that he did for education, has left to his family little more than the heritage of a great name. The English people have always been proud to heap rewards and honors upon their military heroes. Possibly they may yet learn the art of recognizing heroism and self-sacrifice in other and perhaps higher walks of life.

Doubtless the full story of Mr. Thring's life and work will yet be written. If so, it will be a record of single hearted devotion to educational truth which may well be an encouragement and stimulus to all true workers. The sketch of his career, which we published a few months ago, makes it unnecessary to speak further of it here, but we add a few extracts from the English press.

In its notice of him the *Pall Mall Gazette* says:

No one who ever came into contact with him, even for a short time, could forget the impression left by his vivid personality. The downright directness, the transparent honesty, of the man, made themselves instantaneously felt, and won for him much devoted friendship. He might have been a great soldier if he had not been a great schoolmaster, for he was a born leader of men.

The *Times*' obituary speaks of him as—

A man of striking gifts and singular strength and separateness of character, who made his name a synonym for the school in whose service he lived and died. . . . But his praise was not merely to have made a little state into a great one. Far more was his work remarkable as the successful effort to embody in visible shape, truths of education which he was the first to

give expression to. . . . Certainly he worked out in action his idea with a consistency of plan, a fidelity in details, a burning energy, an untired enthusiasm, a readiness to take risks and make sacrifices, and, beyond all, an indomitable quality of faith in the triumph of principle which set on his life's work a firm stamp of originality.

In the *English Journal of Education*, the head mistress of Cheltenham College says:

There has passed to his rest one whose influence in the world of teachers has been great, but will, I believe, become greater, now that he is no more seen. Never, perhaps, has there been a life more devoted to the work of education in its highest sense.

A writer in one journal refers to him as a "hero among schoolmasters," while a correspondent of the *Guardian* quotes the opinion of one who knew him well, that "He had more elements of greatness than any man I ever knew."

In the *Cambridge University Review* we read:

Dispirited workers, tremulous beginners, enthusiastic venturers, were from all sides turning for light and encouragement to this "old man eloquent," and came away inspired and heartened by the loveliness of that mellowed strength. Above all, perhaps, the women teachers of England will acknowledge a debt to him.

And again—

A heroic life ended most hero-like. It must be the task of other hours or of other pens to cast an estimate of that life, and attempt the portraiture of a character so strong and separate, so original and so originative, so versatile and so profound. These hasty lines are but a glance at the campaigns of a soldier of education, who has fallen, a veteran, but in arms.

The influence of a man who made so strong an impression upon his contemporaries cannot cease with his death. The world is poorer for his loss, but the work of teaching has been ennobled by his great example.

The cut shown above is from a photograph taken a few years ago.

N. S. SUMMER SCHOOL OF SCIENCE.

The following course is suggested for a first year certificate in physiology in the Nova Scotia Summer School of Science:

I. Anatomical data,	50 points.
II. Chemistry and Physics of Digestive, Circulatory, Respiratory and Nervous Systems,	150 "
III. Applications of Laws of Physiology to individual and social life,	100 "
Total,	300 "

FERNDALE SCHOOL.

No. VII. — CLASSES OF INSECTS.

T. We have had several lessons on insects and we now know something about them. We know there are several kinds of them. Can you tell me some of the kinds?

S. Yes; the kind with scales like colored dust on their wings.

T. Very good. Any other?