

These must be worked without aid in presence of a local examiner or inspector, the results being transmitted to the Superintendent, who submits them to a central board of examiners. The teacher's grade is fixed and the license issued in accordance with the figures of these examiners, and the license is then good for all parts of the Province, the holder, wherever engaged in teaching, being entitled to a certain uniform sum from the Provincial Treasury, and the balance of pay being made up from a county fund and a section fund. This system of examination, faithfully carried out, ensures fair play to teachers, and tends to raise the standard of attainment from year to year. The system which we have here outlined was first introduced on this continent by Dr. Rand: in its main features it was subsequently adopted in Ontario.

During the five years and a half that Dr. Rand was Superintendent of Education in Nova Scotia, the progress in all that related to education was unprecedented. Actually, as well as legally and theoretically, a free school was placed within reach of almost every child in the Province. The attendance leaped at a bound from 37,000 in 1864 to 75,000 in 1869. Excellent text books were introduced and sold at greatly reduced prices. The system of support was so adjusted between province and county and section as to cease to be felt burdensome. School houses, instead of being a scandal and a reproach to the country, were now among the comeliest objects in the landscape. Teachers were honestly graded; their salaries were largely advanced; their professional enthusiasm and *esprit de corps* were developed by means of Teachers' Institutes and Educational Associations; and the throbbing stir of real life and progress were felt in the obscurest corners of the land. Early in 1870 Dr. Rand was removed from office, apparently for political reasons, and under circumstances which created a great deal of dissatisfaction at the time amongst the friends of education in the Province. The value of his services appeared even more fully after his dismissal than during his period of active work. But he was not destined to remain long unoccupied. He utilized his enforced leisure by studying on the ground the educational methods adopted in England, Scotland, and Ireland, and visiting the most noteworthy schools. His own experience fitted him to profit by what he heard and saw; and he returned from intercourse with the foremost educationists of the parent land more than ever convinced of the importance of national, in contradistinction to sectarian, education.

In 1871 the Legislature of New Brunswick adopted the Free School system. The New Brunswick Act in its main features resembled that of Nova Scotia, but there were improvements suggested and enforced by Nova Scotian experience. The Government offered Dr. Rand the office of Chief Superintendent of Education in September, 1871; he accepted it, and entered soon afterwards on the discharge of his duties. In his new sphere his experience in Nova Scotia was of great use to him. He well knew the arduous task that lay before him, and he addressed himself to the work with all his accustomed energy and tenacity of purpose. He has done for education in New Brunswick all, and more than all, that he did for education in Nova Scotia. He was in entire sympathy with the law, and carried it out faithfully. There were appeals by the friends of Separate Schools to the Courts of Law, to the House of Commons at Ottawa, and to Her Majesty's Privy Council. The constitutionality of the Act was vindicated by all the courts, and the interference of the House of Commons was unavailing. Dr. Rand was not an idle spectator of the intensely exciting contest which was carried on for a period of four years—in the local courts, at the polls, in the Local Legislature, in the House of Commons at Ottawa, and finally in the Colonial Office, and before Her Majesty's Privy Council—and he now enjoys the remarkable distinction of having brought into operation in two Provinces an enduring and efficient system of public education. He has been heart and soul in the work, and his success has been at the same time solid and brilliant. The New Brunswick School Law is not surpassed anywhere in the completeness of its provisions for the education of the whole people. In the face of a most resolute opposition, there had been set in operation, at the date of the last Education Report, 1,274 schools. The number of school houses had in the same period increased 112 per cent., and the rooms belonging to them had increased 158 per cent. Of houses previously built, 66 per cent. had been enlarged and repaired. School furniture of the most approved pattern had been introduced into one-half the schools in the Province. The value of school houses, grounds and furniture, owned by trustees, had run up in five years from \$125,000 to \$777,000, and there was insurance on buildings and furniture to the extent of \$222,550. Pupils had increased 54 per cent.

A new Normal School—a very fine building costing \$50,000—has been erected, and is well equipped for the training of teachers. Twenty-five per cent. of the schools are graded; the status of teachers has been vastly improved; their remuneration exceeds, on the average, that received by the teachers of any other Province east of Manitoba, and arrangements are being made further to encourage a life-long devotion to the profession. An Educational Institute has been organized, embracing the whole Province; and Teachers' Institutes are being set in operation in each of the counties. An *Educational Circular*, containing over 100 pages, is issued semi-annually, and keeps teachers well informed on the law and their own profession. The new school system is now practically accepted by all classes and creeds of the people of New Brunswick.

Dr. Rand is President of the Educational Institute of New Brunswick, and a member of the Senate of the University of New Brunswick. The Baptist Convention of the Maritime Provinces (of which, in 1875-6, he was President) recently elected him one of the Governors of Acadia College, his *alma mater*. Few men have devoted themselves so unreservedly to the cause of education, and perhaps fewer still have seen their efforts crowned with such signal success.

THE HOUSE THAT JACK BUILT.

[The following is probably the finest grandiloquent paraphrase in existence. Observe how the author avoids tautology—always reiterating the same idea but never repeating the same language. Even the simple name of John is expressed in English, French, German, and Russian, while the poor cow, dog, cat and rat are rolled over and over through the complicated verbosity. The whole picture is the work of scholarship and patient genius. It was written by Anon—that modest but immortal author who has written some of the best things in every language:—]

Behold the mansion reared by dædal Jack.

See the malt stored in many a plethoric sack,
In the proud cirque of Ivan's bivouac.

Mark how the rat's felonious fangs invade,
The golden stores in John's pavilion laid.

Anon, with velvet foot and Tarquin strides,
Subtile Grimalkin to his quarry glides—
Grimalkin grim, that slew the fierce rodent
Whose tooth insidious Johann's sackcloth rent.

Lo! now the deep-mouthed canine's foe's assault,
That vexed the avenger of the stolen malt,
Stored in the hallowed precincts of the hall
That rose complete at Jack's creative call.

Here stalks impetuous cow with crumpled horn
Whore the exacerbating hound was torn
Who bayed the feline slaughter beast that slew
The rat predacious whose keen fangs ran through
The textile fibres that involved the grain
That lay in Han's inviolate domain.

Here walks forlorn the damsel crowned with rue
Lactiferous spoils from vaccine dugs, who drew
Of that corniculate beast whose tortuous horn
Tossed to the clouds in fierce vindictive scorn,
The harrowing hound whose braggart bark and stir
Arched the lithe spine and reared the indignant fur
Of puss, that with verminicidal claw
Struck the weird rat in whose insatiate maw
Lay reeking malt that erst in Ivan's courts we saw.

Robed in senescent garb that seemed in sooth
Too long a prey to Chronos' iron tooth,
Behold the man whose amorous lips incline,
Full with young Eros' osculative sign,
To the lorn maiden whose lac-albic hands
Draw alba-lactic wealth from lacteal glands
Of the immortal bovine, by whose horn,
Distort, to realm ethereal was borne
The beast catulean, vicer of that sly
Ulysses quadrupedal who made die
The old mordacious rat that dined devour
Antecedaneous ale in John's domestic bower.

Lo! here with hirsute honors doffed succinct
Of saponaceous locks, the priest who linked
In Hymen's golden bands the torn unthrift
Whose means exigious stared from many a rift
Even as he kissed the virgin all forlorn
Who milked the cow with implicated horn,
Who in fine wrath the canine torturer skied
That dared to vex the insidious muricide
Who let the inurnal effluence through the pelt
Of the sly rat, that robbed the palace Jack had built.

The loud, cankerous shanghai comes at last
Whose shouts aroused the shorn ecclesiast,
Who sealed the vow of Hymen's sacrament
To him who robed in garments indigent,
Exosculates the damsel lacrymose,
The emulator of that horned brute morose
That tossed the dog that worried the cat that killed
The rat that ate the malt that lay in the house that Jack built.