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THEODORE H. RAND, A.M., D.C.L.

Theodore Harding Rand, Chief Superintendent of Education in the Province of New Brunswick, is one of the most earnest, accomplished, and successful educationists of our time; and as such we have pleasure in laying before our readers an outline of his career and work. Born in Cornwallis, Nova Scotia, in 1835, he is now forty-two years of age. After the usual common school training of thirty years ago, he attended Horton Collegiate Academy, and passed thence into Acadia College, where he graduated with honours. In 1863 he received his degree of A.M., and in 1874 his *alma mater* conferred on him the honorary degree of D.C.L. After teaching for a short time in Horton Collegiate Academy, he was in 1860 appointed to the chair of English and Classics in the Provincial Normal School at Truro, Nova Scotia. In this position he distinguished himself by his enthusiastic devotion to his work; and his intelligence, aptitude and zeal in developing the best methods of instruction won for him the respect of the students and the affectionate confidence of the late Dr. Forrester, then Principal of the institution and Superintendent of Education in Nova Scotia.

The school system of that Province was then sadly chaotic and ineffective. Teachers were, as a rule, ill-fitted for their work, and their pay was paltry for such poor work as they managed to perform. School houses were ugly, uncomfortable and unhealthy; and not nearly one-half the children of school age attended school. The revelations of the Census of 1861 startled the country, and convinced thinking men that reform, prompt and thorough, in educational law and policy, was essential to the future welfare of the country. Mr. J. W. Dawson, Principal of McGill College, the Rev. Dr. Forrester and other gentlemen did much to prepare the country for the necessary stride in advance. In 1864 a Free School Law was enacted, intended to bring a fair common school education within reach of every child in the Province. The Government of the day selected Dr. Rand for Provincial Superintendent, and upon him accordingly devolved the grave responsibility of putting the new law into operation. The task was a most onerous one, for, though the leaders of both political parties combined in maturing the Act, and though the educated sentiment of the country was mainly in its favour, yet there was a population to be dealt with which had

known little or nothing of direct taxation, and which regarded it with dread and abhorrence. The multitude recoiled from the apparently heavy, inevitable, unprecedented burdens on property. The Act, in some particulars, proved clumsy and unworkable, and there was for some time considerable apprehension that the agitation which had sprung up in favour of repeal might prove successful. Happily, Dr. Rand, by his indomitable energy and tact—by his tours through the country, his skilful management of the springs of influence, and his clear and forcible expositions before the Government and the Legislature, turned the agitation for repeal into an irresistible plea for recasting, amending and perfecting the law. The improved Act of 1865, carefully matured by him, is, in all essential features, the school law of Nova Scotia to this hour.



The Free School Act was now safe. Many who had opposed it most keenly became its strenuous defenders when once they witnessed its practical operation. A *Journal of Education* was established, and by means of it he was able to communicate with teachers and trustees regarding the law and its proper working. A uniform series of school books was introduced, vastly superior to any previously in use. But in nothing was improvement more marked and sudden than in the erection of school houses throughout the Province. They rose as if by magic in all parts of the land. To-day a "log school house" is a curiosity for which one would search in vain from Cape North to Cape Sable, but in 1864 log school houses, and shanties quite as comfortless and ill-looking, might have been found by the score. In the new buildings the laws of health are not treated with old-fashioned contempt, nor are comeliness and the require-

ments of good taste ruthlessly ignored. The teachings of Dr. Rand on these points were borne far and wide over the country in the pages of his *Journal*, and became fruitful of the best results. Under the old *regime* every county had its board for the examination and licensing of teachers, and some counties had two such boards. Each board pursued its own method of testing the attainments and merits of candidates for license; and the standards of excellence were as various as the boards of examiners. The value of licenses was therefore extremely uncertain, and gross injustice was often inflicted upon the best men and women in the profession. To remedy this evil he organized a system of examination and of grading equally just to all, under which carefully prepared examination papers are placed in the hands of candidates for license.