

can—not aggressively so—nor did his political opponents charge him with partisanship in his administration, but he was Republican, while the majority in the House was of the opposite party, therefore, the Hon. A. S. Draper must be voted out. His political friends spoke and voted for him; non partisan educational men spoke and worked for him, but the political “Jew” urged that it was in the terms of the bond that a Democrat should be appointed, and accordingly the able and tried Superintendent was dismissed, and a Democrat was put in his place.

So it is in the wealthy and populous State of New York, as often as the partisan political pendulum swings from Republicanism to Democrat, the chief servant of the people is changed accordingly. We all know how this change is often brought about—“by ways that are dark and tricks that are vain.” The spoils are divided on political lines. Merit, unless backed by the political machine, wastes its sweetness, even in educational affairs, on the desert air. We have yet to see arguments of sufficient weight to justify, in State or Province, the political partisan headship of education. There are, of course, some things to be said in its favour, but the gains are much more than counterbalanced by the losses inflicted on the country.

PUBLIC SCHOOL PROGRAMME.

IN the United States of America, there is at present a discussion about what is called “Enriching of the Public School Programme.” The claim of the teachers in the High Schools and Colleges is that at least a couple of years is lost by the pupil on account of the amount of time which is given to useless drill in the Public and Grammar Schools.

President Eliot, of Harvard University, has on more than one occasion made this statement, and showed

that the pupils in European schools are at least two years in advance of pupils of the same age in the schools of the same grade in the United States. Many of the High School men agree with President Eliot. It seems the loss of time is caused by undue stress being laid upon absolute accuracy before promotion is made to another form or school. The chief proposal made to remedy the evil complained of is the introduction into the elementary schools of the study of a foreign language, either French or German or Latin. The pupil must begin this study of a new language not later than the age of ten. To find time for this additional work, it is recommended that less time be given to drill in such subjects as arithmetic, spelling, geography, etc.

The parish school of Scotland affords us a lesson that we should not hastily part with; for in the humblest of these schools, till quite recently, might be found a few pupils who were studying classics and some other subjects of an advanced character. And some of the most illustrious scholars Scotland has ever produced began their higher education in this way. But [writes a British educational contemporary] owing to the inelastic arrangements of the Education Department, these pupils have disappeared, and even if they existed, the large majority of the new race of teachers would be incapable of giving them secondary instruction. The inelastic arrangements of the Education Department are felt elsewhere as well as in Scotland. One instance in point is that successful Preparatory Schools in High Schools are closed by statute passed by the Minister of Education of this Province, which schools afforded the best example we know of how to enrich the public school programme—the thing now asked for by our friends in the United States.