

for the high schools of Boston adopted by the School Committee, September 24th, 1897, extends through two years, and in addition to the secondary branches usually taught, includes the following, specially relating to commerce: Penmanship and commercial forms, commercial arithmetic, bookkeeping, phonography and typewriting, elements of mercantile law, commercial geography.

The course of study for the Department of Commerce in the Central High School of Philadelphia covers four years, and in addition to the secondary branches usually taught, includes the following, specially relating to commerce: Penmanship and business forms, physical geography, commercial arithmetic, commercial geography, bookkeeping, stenography, typewriting, office practice, observation of business methods, industrial and commercial history, industrial chemistry, transport, banking and finance, ethics of business, commercial law and Philadelphia interests.

The commercial departments of the high schools in other important American cities are organized upon

the same general lines as those given, and no particular advantage is gained by multiplying examples.

#### THE COST OF COMMERCIAL EDUCATION.

It is difficult to obtain an accurate estimate of the cost of commercial education in the public high schools, the separate cost of the schools themselves not being reported except in a few instances. Where these schools belong to city systems of public schools the cost is included in the general financial statement of the system. It may be stated, in general, that the cost per pupil is from 50 to 100 per cent. greater in the high schools than in the elementary schools. In the city of Washington the cost per pupil in the first four grades of the elementary schools, estimated on average enrolment, was \$12.42 for 1897-98; in the next four grades the estimated cost per pupil upon the same basis was \$20.56, while the cost of each high school pupil, estimated on average enrolment, was \$42.89. This figure may be taken as the cost per pupil in the Washington Business High School. — *Indiana Journal of Education*. Dec., '99.

#### GERMAN EDUCATION.

IN the German conception of public school and higher education, and in the efforts to bring the concrete facts more closely in harmony with this conception, there has recently been remarkable progress, or at least change. And if one accepts the theory held by many educators the world over, *i.e.*, that the needed and thorough reform of the modern system of tuition must come in Germany and through German pedagogues, it may be truthfully said that the present time is rife with big things. After the

truce, in fact, which came on the heels of the present Kaiser's short and unsuccessful effort to effect a radical reform of the German "gymnasium" curriculum, and of the methods employed by the teachers there, the battle is now on once more, and the arena is already filled with the noise of the belligerents, the advocates of both "technical" and "classical" education spilling an ocean of ink in behalf of their contentions.

One of the matters which the young Kaiser, on ascending the