

dred, and for such purpose, this section is hereby declared to be and shall be retroactive to and including the first day of January, nineteen hundred. The words "the supervising and the teaching staff," as

used in this section shall not be deemed to include borough and associate superintendents.

(This act shall take effect immediately.)—*The School Journal, N. Y.*

COMMERCIAL EDUCATION IN SECONDARY SCHOOLS.

By A. KAHN, M.A.

THE question of commercial education opens up at once the whole problem of the curriculum. Thirty years ago the Grammar-school master was scarcely conscious of the existence of such a problem. To him, classics in the morning and mathematics in the afternoon were the dumb-bells and bars by which the constituent parts of the mind were best developed. The faculty psychology alone was the basis of the curriculum. The pupil was by mental gymnastics to be made adaptable for all the duties of life.

Then there came a race of schoolmen who were driven to confess that knowledge itself, knowledge of the world, was a necessary equipment for life. True, they said, it is the function of education to develop all the faculties; we must have mental gymnastics; but, *ceteris paribus*, those subjects of study are to be preferred which not only serve as disciplines, but also impart useful knowledge. Indeed, certain knowledge is so indispensable that the curriculum must find room for it, even in the absence of "disciplinary value." Thus the subjects of study came to be regarded as (a) educational and useful; (b) educational but not useful; (c) useful but not educational.

In such a view of the curriculum the mind is looked upon as consisting of a number of communicating departments—memory, imagination,

observation, judgment, reasoning, emotions, will—the efficiency of each department increasing with its employment. Now, experience shows that the trained powers are not transferable from one field of mental activity to another. You may be a good judge of a horse, but a bad judge of pictures; and yet the process of judging is the same in the one case as in the other. The keenness of observation and sagacity of inference of the horse expert are powers only as long as they are exercised on horses. That a man may reason well in space relations and badly in matters of human conduct is a phenomenon of daily experience. We may be able easily to recall mathematical formulæ without being able to recall melodies and colours. Poetic imagination does not carry with it scientific imagination. The emotions of the epicure are excited by the sight of a festal banquet, whilst poverty and suffering may leave him untouched. My point, then, is this: that the powers of the mind are confined to the spheres of ideas in which they have been developed. And, if this be conceded, it follows that in the determination of the curriculum we have to consider not only what powers, but also what concepts, will contribute to the attainment of the end of education.

There seems no meaning, therefore, in the distinction between educational and useful subjects. The