

Domestic Science in Public Schools.
by
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"What then does cooking mean? It means the knowledge of Cereals and of Media and of Calypso and of Helen and of the Queen of Sheba. It means a knowledge of all herbs, fruits, balms, spices and all that is healing and sweet in fields and groves and savory in meats. It means carefulness, and inventiveness, and watchfulness and willingness and readiness of appliances. It means the economy of your great-grandmother, and the science of modern chemists. It means much tasting and no wasting. It means English thoroughness and French art and Arabian hospitality, and it means in fine that you are to be perfectly and always ladies, loaf-givers, and that you are to see that every body has something nice to eat" Ruskin.

The importance of good cooking as a means of promoting health and happiness was formerly very much underrated by many house keepers especially those of America. Of course it was understood there must be enough

to eat but the quality of food was considered of much less consequence. The tastes of many housewives ran more to the display of fine china, silver, and linen - things which delighted the eye, and were of importance, but could not satisfy a hungry man, make the strong man nor promote friendship and good humor. In families of means, often incapable cooks were employed and the articles of food brought to the otherwise luxuriant dining rooms, were enough to wear out the stomachs and try the patience of the members of the household. Among the people of moderate means there prevailed - and we may say prevails - the erroneous idea, that delicate and dainty dishes were extravagant, and they continued to eat grasy soup and watery potatoes, and every cup of muddy coffee made them more sure that they were practising the strictest economy. Just such persons are the most wasteful creatures imaginable. No one, however meagre his purse, can afford to

fill his stomach, unless by doing so, he has nourished his body or enriched his mind.

Oh, that our ancestors had given more attention to the preparation of our food. Their food we had better say! It would not feed so many dyspeptics and other stomach-troubled people. How infinitely increased would be the number of bright and happy hearts had our grand mothers and great-grand mothers been French cooks or had at least devoted more time to the chemistry and composition of foods. The old adage "Whoever a man eateth that shall he also be," speaks more of truth than most of us realize. Look at gay France! Her people are light hearted and fresh, ready for their work yet possessing sufficient vitality to allow them much gaiety. Their diet is always good. They never overload their stomachs with rich succulent pastries nor any great variety of heavy food, but their food is wholesome and savory, unlike that of any other people. The French cook makes cookery an art and delights in the

concoction of new and palatable dishes.

The English are different in character. One would naturally suspect the English to be the most eating people they are. The rugged frame of an Englishman bespeaks his desire for heavy substantial food and it is not common in England, to find the absence of three or four meat courses at dinners even in the houses of the people of moderate circumstances. May we not attribute the invincibility of England to the fact that her people eat food that develops them physically.

The Irish again are different. See what a comparatively weak people they are and note, too, their principal article of food. An Irishman counts himself happy when his board consists only of finely cooked "murphies". His morning, noon and evening meal may consist of this one article yet he wastes and grows fat - as any one should who took as much starchy food into his stomach. Nevertheless he is a man of enviable disposition though his physique is not one to be envied. Have you ever thought of the food

of the Chinese? What makes them the ignorant people they are? Without a doubt they have nothing to make them otherwise so long as they continue to eat rice and drink tea in such quantities. Rice does not give strength to the muscles, nor does tea quicken the intellect. We too might fall to the level of the Chinaman did we diet on such food alone.

"If you want your children launders, feed them milk; if liars, meat." is another quotation that proves itself. A German physician, two or three years ago, published an article on this subject. He gave statistics showing that those people who ate the most animal food - flesh - were of higher tempers and of less lovable dispositions than those whose diet consisted of vegetables, and animal food other than flesh. This is shown in the lower animals very clearly. The carnivores, as a class, are of more fierce natures than the herbivores.

If then what we eat can virtually make our characters, is it not of the

of utmost importance that we know the value of food; know how to prepare it and in what quantities and proportions to take it into our bodies?

It is only recently that this subject of food has been studied as a science and practiced as an art in America. In Europe instruction in domestic industry forms a very considerable part of a young lady's education. The different methods in giving this instruction are used in different countries, yet it is never entirely neglected.

What is known as the "Exchange System" prevails in Germany. The daughters of the mechanic, tradesman, and mobility are taught all branches of housework - taking part in the daily routine of marketing, cooking and serving food, managing servants and superintending household expenses, in families of their own rank and social standing. Families related or acquainted with each other trade their girls for the time being for the special purpose of having them educated in domestic science. The young ladies are treated with deference, not

as servants as we might suppose, but as pupils who are fitting themselves to be "Hausfräus".

The British Training School for Cookery in London is the great institution of this kind in England. Its object is the training of teachers of cookery together with the diffusion of general instruction on the subject. The lessons are given by experienced cooks and comprise instructions in the cleaning of utensils; the lighting and management of fires; training in different methods of cookery and finally the actual cooking of all articles of food. Holland also boasts of a cooking school as do many other European countries.

The cooking schools that should interest us most, however, are those of America. It was early in the seventies when the first departments of Domestic Science were established in the schools of our country. The Agricultural Colleges were the first to venture the new idea and Kansas has the distinction of being the first state to place this study on

a place with other sciences in the State Agricultural College. The Iowa Agricultural College established a similar department in the same year and it is often disputed as to which college the credit should be given, but as Kansans we give it to our Sunflower State. We are familiar with the growth made in this science in our institution under the efficient superintendence of Mrs. Kedzie, and appreciate the value of the training the girls receive. What the course in our college does for us, the courses in other institutions do for their students. The value of the training received here may be estimated when we recognize the fact that in eight different states, graduates from this place hold positions in the domestic science department.

The New York Cooking School is also widely known. It was established in 1874 under the management of an institution for teaching women and girls the principles of various feminine occupations. Miss Corson had the immediate su-

permission of this department, and before
 the laboratory work was begun, she gave
 a course of lectures on the methods
 of cooking various foods. The work of
 this school was not nearly so advanced
 as it is at present for in the early
 history of the school the instructor alone
 prepared the dishes while at present
 the pupils do it themselves. The School
 of Cookery in Boston is under the di-
 rection of Miss Maria Parloa. The first
 lectures were given in 1877 and the meth-
 ods here are much the same as in the
 New York School. These two schools are
 perhaps the most noted but there are
 a great many smaller ones where this
 science is taught. The department is
 given a prominent place in many of
 the leading colleges and it is a note-
 worthy fact that in many high schools
 and graded schools it is being given a
 place.

For many years the subject of manual
 training in public schools was greatly
 agitated and it has at last been agreed
 that hand work in even the lower

grades is elevating to the morals and intellects as well as the bodies of the pupils. "Every step in hand work," says one, "involves corresponding increase in brain culture. The distinctive work of the public schools," and to be sure, it is a means of physical education. Its end is to make the hand an ever-ready and obedient servant to the will. Training of the hand begins with the infant long before the child goes to school. It is carried on in the home and in the kindergarten until five or six years of practice have ensued before the child is sent to the public school where it is taught to handle crayons, pencils, pens etc. This is right and good so far as it goes but it should go further and indeed, has. In many places provision has been made for the boys in the way of furnishing carpenter shops where the little boys are given the saw and hammer as soon as their little willing hands are able to handle them. The result of this hand work in the early train-

ing of boys is marked and the moral standards of the young men is higher than it would otherwise be.

If it is proper and desirable to educate boys in the use of hand tools, is it not equally desirable to educate the girls in the science of cookery by giving them a practical training in the use of the cooks utensils and in the methods followed? If the little girls are taught in the early years of their lives the art of house keeping it will become second nature to them and they will be better house makers and better mothers for their knowledge. The habits of carefulness, accuracy, economy and cleanliness will be fixed and the children of poorer classes have an opportunity which might not be theirs did they wait for a college training.

You may argue that home is a good place for children to learn the rudiments of house-keeping and plain cooking. So it is. But what is the condition of many of the homes and what the culture of the mother in many

of the families of our cities and towns? And even though the mothers are interested in having their girls to be useful in this way, what interest does the child find unless she can do something alone and can experiment if she makes mistakes the first time as she is sure to do. Then there is a peculiar fascination for a girl to work with others under the supervision of one whose duty it is to see that each ingredient is weighed and measured accurately. She soon becomes interested in making some pretty dish for the home table and delights in her knowledge of the chemistry and composition of the food she has prepared for the family meal. When we have cooks in our families that know what to cook as well as how to cook we will have better nourished minds and bodies. It is the knowledge of the chemistry of foods that our mothers of today lack and which if this science were introduced into the public schools, the coming

generation of women would possess. They need to be taught early in life that cookery is not drudgery but that it is a science, an art, and should be so considered. When once they can be taught that it is a science, they will understand the dignity, and call to mind all the poetry of cookery. To say nothing of the dinner which Milton describes Eve as preparing when an "hospitable thought" entered and his "Herbs and savory messes".

Which meat-handed Phyllis dresses, there are the Homeric banquets where kings literally carried and tilled their own meat and the queens and princesses tended the fires. When they are taught that cookery is classical, and when they acquaint themselves with Greek literature they will not disdain the art.

We would not leave the impression that every woman should devote her entire life to the execution and composition of food alone, for no mother whose mind never goes

beyond her house work can make that compassionate wife she ought to be to her husband nor the guiding mother she ought to be to her children, but we would have you believe that it is every woman's duty to know how to be a house-maker, and she can not be this unless she knows how to be a health-keeper and a mind-restorer. She must know even if reliable servants are employed, what is best for the nourishment and development of the minds and bodies of her flock and knowing this she will be able to produce happy hearts and bright faces around her fireside. She can do infinitely more to make love and joy abound if she keeps that one organ, the stomach, in proper condition. And how shall she know this unless she be taught in some manner, by one of experience?

May we not say then, that a girl's education is not complete without a thorough knowledge

of Domestic Science, and let this include a general knowledge of household affairs, the keeping and care of the house, the filling it with a cheerful presence, the keeping of the expense within the income and the actual cooking and serving of food, for

"Man may live without music, poetry
art;

He may live without conscience, live
without heart,

He lives without friends, lives without
books;

But show me the man that can
live without cooks." (Lucile)