Domestic Science in Public Schools.

by

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"That then does cooking mean? It means the knowledge of Ceres and of Medea and of Calypso and of Helen and of the Queen of Sheba. It means a knowledge of all herbs, fruits, salves, spices and all that is healing and sweet in fields and groves, and savory in meals. It means carefulness, and inventiveness, and watchfulness and willingness and readiness of appliances. It means the economy of your great-grandmother, and the reserve 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, hostesses, 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 housekeepers, especially those of Adelies. Of course it was understood there must be enough
to eat but the quality of food was considered of much less consequence. The choice 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 more promiscuous friendship and good humor. In fam-
ilies of means, often incapable oaks were employed and the articles of food brought to the otherwise luxurious din-
ing room, 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 a delicate and dainty
dishes were extravagant, and they continued to eat gravy soup and roasting
potatoes, and every cup of muddy cof-
fee made them more sure that they
were practicing the strictest economy. Just such persons are the most noble
ful creatures imaginable. No one, how-
ever escape his shame, 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 eat. We could not find as many depositories and other stomach-troubled people.何者 infinitely increased would be the number of bright and happy hearts had our grandmothers and great-grandmothers been French cooks or had all least devoted more time to the chemistry and composition of foods! The old adage "Whatsoever a man eateth that shall the also be," speaks more of truth than most of us realize. Look at gay France! Her people are light-hearted, add 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, dense pastries nor any great variety of heavy food, but their food is wholesome and savoury, unlike that of any other people. The French cook makes cookery an art and delights in the
acquaintance 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 our Englishman bestrides his desire for heavy substantial food and it is not uncommon in England, to find the absence of three or four main courses at dinners even in the homes 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 yet, too, their principal article of food. The Irishman secures himself happy when his board consists merely of finely boiled "murphies." His morning, noon and evening meal may consist of this one article yet he moves 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 coveted. 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 as 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. He too might fall to the level of the Chinese man did we diet on such food alone.

If you want your children healthy, feed them meat, if Alexis, waist is another quotation that proves it self. 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 temper and of less lara

ably disposed 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

nature than the herbivores.

If then what we eat can virtually make our character, is it not of the
At most importance that we know the value of food; know how to prepare it and its what quantities and proportion 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 nobility are taught all branches of housework—taking part in the daily routine of cooking, cleaning, and serving food, managing accounts and account keeping household expenses, and familiar with every need for planning. Facilities are provided 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 respect, not
as servants as we might suppose, but as pupils who are fitting themselves to be "Haushauern."

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 each instruction in the cleaning of utensils, the lighting and management of fires, training in different methods of cooking 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 introduce 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 of the disputed as to which college the end it should be given, but as Kansas we give it to our Sunflower State. We are familiar with the growth as we in this science in our institution under the efficient superintendence of Mrs. Kel- zie, 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 several science departments.

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 Korean had the immediate on-
vision 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 as advanced as it is at present for it is 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 direction of Miss Maria Parlon. The first lectures were given in 1877 and the methods 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 noble, worthy fact that in many high schools and graded schools it is quietly 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 hard work is even the lower
grade is elevating to the morals and intellects as well as the bodies of the pupils. "Every step in hard work," says one, "involved 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 ensured her for the child is sent to the public school where it is taught to handle Rayons, pencils, pens, etc. This is right and good as 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 carpentershops where the little boys are given the saw and hammer as assid as their little willing hands are able to handle them. The result of this hard work in the early train-
ing of boys is worked and the normal standard 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 cook's utensils and in the methods followed? If the little girls are taught in the early years of their lives the art of housekeeping it will become second nature to them and they will be better housekeepers 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 college training.

You may argue that home is a good place for children to learn the rudiments of housekeeping and plain cooking. So it is. But what is the education of many of the housewives and that the culture of the masses in many
of the families of our cities and towns. And even though the mothers are interested in having their girls be useful in this way, what interest does the child find unless she can do some thing alone and can experiment if she likes? One takes the first time do she is able 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. Then we have cooks in our families that know what is cooked as well as how to cook we will have better nourished children and bodies. It is the knowledge of the chemistry of foods that only bears of tody lack and which if this science were introduced into the public schools, she carrying
The next generation of women must possess. They need to be taught early in life that cooking 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 skill to mind all the poetry of cooking. To say nothing of the duties which will be described here as preparing things as "hospitality thought"killed" and his "flats and savory mseses.

Which meatPreviously Phyllis dressed", there are the heuric launquets where kings literally carried and tended their own meat, and the queens and princess tended the fires. When they are taught that cooking is classical, and that they acquaint themselves with cook literature they will not disdain the art.

He would not have the impression that every woman should devote her entire life to the preparation and composition of food alone, for we rother whose mind never goes
beyond her housework can make that compassionate wife she ought to be to her husband nor that
guiding mother she ought to be to her children, but we should have you believe that it is every woman's
duty to know how to be a housekeeper, 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 hap-
py 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 rich 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 and art;
He may live without conscience, love;
He lives without friends, lives without books;
But show me the man that can live without cooks." (Lincoln)