
Dr. MacAlister, for many years superintendent of schools in Philadelphia, now President of Drexel Institute, says:—"The thing which must be kept constantly in mind is that the new studies are not simply annexed to the existing curriculum, but are to be worked into it as an integral part of the general education given in the schools." Therefore, it must be remembered that the introduction of such practical subjects as cooking and sewing should not be considered as an additional mental tax, but rather as mental recreation while developing other faculties.

EXPENSE.

An exaggerated idea is usually entertained concerning the expense of such instruction. There are two points of view from which it is well to consider this question. 1st. The relative value of these subjects as they affect the general principles of education; 2nd. The economic value of such instruction. The returns have been so sure and satisfactory in every case where such training has been provided, that the matter of expense has become of minor importance. No objections have been raised by ratepayers after a fair trial of the system. As domestic science has been successfully introduced into the public schools of Halifax and Montreal, a fair estimate of the expense may be taken from reports received from these two cities. The cost of furnishing a class room varies from \$200 to \$300. Teachers' salaries vary from \$500 to \$600 per annum; \$100 a year is allowed for materials and \$100 for extras, such as fuel, etc. The pupils are taught the care of utensils, therefore very little annual outlay is necessary for replenishing the class-room. Each school kitchen accommodates from 200 to 250 pupils, taken from the senior grades. The most satisfactory age for such instruction is from 12 to 15 years. The pupils from the various schools attend these classes one-half day or 2½ hours each week. The system adopted in Halifax and Montreal is practically the same as that of Washington, Boston, Philadelphia, and other cities throughout the United States.

From this general summary of the practice and principles of teaching domestic science, the possibility of incorporating such instruction with the regular school work will be clearly seen.

There is no part of a girl's education which is so likely to produce a permanent effect or to exercise a better influence than an intelligent study of domestic science, which gives a practical knowledge of the essential principles underlying true home making.

ADELAIDE HOODLESS.

HAMILTON, March 10th, 1899.
