

The following extract from the report of the Superintendent of Schools in Philadelphia may give an idea of its growth in that City: "The teaching of cooking in the public schools . . . began experimentally in 1887." The experiment was watched carefully by all interested, and by the close of the term in June, 1888, the Board of Public Education became satisfied not only of the value of the instruction, but also of the practicability of making it a branch of the curriculum of the schools.

The Board therefore assumed the responsibility of the instruction in the girls' High Schools, and elected a permanent teacher. In 1889, owing to the increased number of pupils attending the school, it was found necessary to furnish another kitchen and a second teacher was employed.

The result of the instruction in the girls' High School was so satisfactory that in 1888 a school kitchen was opened experimentally for girls of the higher grades of the public schools. This also proved successful and in the Autumn of 1889 the first permanent cooking centre for grammar schools (occupying the same place as the senior grades of public schools in Ontario) was established . . . In 1891 a second school kitchen was opened, and at present writing, 1897, there are eight cooking centres under the control of the Board of Education. "The pupils are taken from classes of the sixth school year. The time required for the course of lessons averages two and a half hours per week from October to June. The system gives each teacher of cooking ten classes a week, and one school kitchen can accommodate 250 pupils."

"The eight schools accommodate 2,000 pupils, and as there are over 4,000 sixth-year pupils in the grammar grades it is seen that it cannot be made compulsory (as in Washington) until facilities are largely increased."

"The interest manifested by the girls and parents, and by the large number of progressive teachers, shows how highly the instruction has been appreciated. It is expected that before long, additional school kitchens will be furnished in convenient localities, and accommodation provided for all grammar school pupils of the proper age." It is worthy of note that in every case where domestic science was introduced first into High Schools, it was afterwards found advisable to provide the primary training in the Public Elementary Schools. Consequently in planning a system for the schools of Ontario it will be well to remember this fact, and benefit by the experience of others.

In summing up the general evidence given in connection with these investigations, and which has been the result of actual experience, the following may be accepted as the benefit to be derived from the introduction of these practical subjects into the public school curriculum:

1. It tends to inspire respect for skilled labor, and domestic duties.
2. It develops self-respect and self-reliance, especially in pupils who dislike books.
3. It develops general intelligence and increases interest in school work.
4. It cultivates habits of neatness, *attention*, accuracy and industry.
5. It improves the health and strengthens the will power.

As the chief objections to the introduction of these subjects into the Public School System of Ontario are—1st, overcrowded curriculum; 2nd, expense; it may be well to submit evidence concerning such important points. N. B. Powell, Superintendent of the Washington Schools says, in reference to the effect of such instruction upon the other studies:—"I feel very sure that the unbiassed testimony of all connected with the public schools of Washington is that our academic work has been substantially and perceptibly improved and made more agreeable to the pupils by virtue of the co-related manual of exercises. The result has been health-giving and has changed the attitude of children's minds toward the subject of education."

Instead of these subjects overcrowding the curriculum, they are made to serve as new methods for conveying knowledge, as already stated, by co-relating the subjects taught in the schools. It has not been found necessary in a single instance to reduce the number of subjects. In many cases through the interest awakened in these classes, dull pupils have made marked progress in their other school work.