

**General report on the teaching of domestic subjects to public elementary school children in England and Wales / by the Chief Woman Inspector of the Board of Education.**

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**Publication/Creation**

London : H.M.S.O., 1912.

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DEPARTMENT OF EDUCATION

BOARD OF EDUCATION

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**GENERAL REPORT**  
ON THE  
**TEACHING OF DOMESTIC SUBJECTS**  
TO  
PUBLIC ELEMENTARY SCHOOL CHILDREN  
IN  
**ENGLAND AND WALES.**

BY THE  
**CHIEF WOMAN INSPECTOR**  
OF THE  
BOARD OF EDUCATION.



LONDON:  
PUBLISHED BY HIS MAJESTY'S STATIONERY OFFICE.

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EYRE AND SPOTTISWOODE, LTD., EAST HARDING STREET, E.C.,  
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**General Report by the Chief Woman Inspector  
on the Teaching of Domestic Subjects  
to Public Elementary School Children in  
England and Wales.**

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1. The statistics given in the Appendix to this Report show that there has been a steady increase during the last few years in the number of Centres and School Classes for Domestic Subjects throughout the country. The number of Centres in England and Wales, which in 1907 was 1,751, has now risen to 2,902; the number of School Classes from 702 to 806. It is true that the ideal of bringing instruction in Domestic Subjects within reach of every girl attending a Public Elementary School is still far from being realised, and that in some areas the provision of Centres and Classes is very defective, but the progress made serves to show that most Local Education Authorities are convinced of the important place which Domestic Subjects should hold in the curriculum of Public Elementary Schools, and are alive to the responsibility resting upon them in this matter.

2. I am glad to be able to report that this increase in the quantity of instruction given has been accompanied by an improvement in its quality. In my Report to the Board on the Teaching of Cookery to Public Elementary School children which was published in 1907 I was obliged to criticise somewhat severely the methods of organisation adopted by many Local Education Authorities and the want of practical value in the teaching. It is with all the more satisfaction that I am now able to report a marked change in these respects. The instruction given is of a much more practical nature, and more care is taken to bring the work into close connection with the circumstances of the children's homes.

3. The three principal faults noted in the Report of 1907 were:—

- (i) Failure to secure a continuous and progressive course of instruction for each class. This defect was chiefly due to the existence of what were known as 'Circular' Registers. Under this faulty system of registration, a scholar was allowed to enter a class



at any stage in the course. Towards the end of the year pupils who had not completed the number of attendances required for grant were collected from their various courses and hastily re-grouped into a class for extra instruction. In this class no regard could be had either to the courses which had been previously followed, or to the needs of individual scholars. Girls who had not completed a course of elementary instruction were taught side by side with girls who had been through advanced courses—an arrangement which necessarily produced the most unsatisfactory results.

- (ii) The long intervals that existed between Demonstration and Practice lessons. This was mainly owing to the fact that 54 children were allowed to be present at Demonstration lessons, but only 18 at Practice classes; the class was accordingly divided into three sections of 18 for the practice Classes, and the interval between the Demonstration and the last Practice Class was unduly long.
- (iii) The ill-effects on the restriction of requirements as to the Sale of Food. It was found that the difficulties connected with the sale of food cooked in Centres and Classes seriously affected the value of the instruction given. Those dishes which sold best formed the subject of numerous lessons, while little or no instruction was given in the preparation of more nourishing, though possibly less cheap food. In many cases adequate material for the work of a class of 18 was not forthcoming.

4. Owing to the alterations introduced into Schedule III. of the Code, the unfortunate practices described under (1) and (2) became almost impossible, and it may certainly be said that they have now disappeared. While the strictness of the new Regulations did much to introduce reforms that were urgently needed, the Local Education Authorities must also be congratulated on the success of their own efforts of the last few years to improve the character of the instruction given in Domestic Subjects to children in Public Elementary Schools. The difficulties connected with the sale of food have greatly diminished even if they have not altogether disappeared, while it is now rare to find that a teacher's work is hampered by paucity of material. In the Report of 1907, I expressed the belief that improvement would also result after it became possible to arrange for regular and systematic inspection by Women Inspectors. This belief has been fully realised. While heartily acknowledging the co-operation of Local Education Authorities, I have no hesitation in saying that the



help and advice which Women Inspectors have been able to give to Authorities and to individual teachers, have largely contributed to the notable improvement which has taken place. A large number of conferences have been arranged between the Women Inspectors and Members and Officials of Local Education Authorities, and have been productive of excellent results, and this side of the work of the Women Inspectors has been most useful.

5. For the purpose of comparison, I have thought it convenient in this Report to summarise the remarks made on each Division in the Report of 1907; after this summary will be found reports on each Division up to date, so that the progress made can easily be seen. I have already explained that the most serious faults have disappeared owing largely to the alterations introduced into the Code, and therefore they need not be referred to in the reports on each Division. Circular registers are a thing of the past; the lessons now given are almost always a combination of theoretical instruction and practical work—by far the greater amount of time being given to the latter—and the number of girls in a class does not exceed 18. In this connection I should like to take the opportunity of saying that, in my opinion, the educational value of the Code, as it at present stands, is very considerable, and I do not believe that the educational regulations press hardly on Local Education Authorities. Of the various changes made after the issue of the Report of 1907, I consider one of the most important and most valuable is that regulation (Schedule III. 15) which requires that no scholar shall be entered in a course after the second lesson. The enforcement of this regulation has produced such excellent effects that I believe it to be possible to allow a little more latitude and to introduce the word “day” instead of “lesson,” so as to avoid excluding children who attend a class twice on the first day of the Course.\*

6. The attached reports not only show that the instruction in Domestic Subjects is now on a more satisfactory footing, and that Cookery is more generally taught, but also that instruction in Laundry-work, Combined Domestic Subjects, and Housewifery has been greatly extended since 1907. A new departure was made last year by the institution of a grant for simple Housewifery, as distinct from the grant for Combined Domestic Subjects. The course of Combined Domestic Subjects instruction requires premises where Cookery, Laundry-work, and Housewifery can be taught concurrently. This course is extremely useful for girls over 12 years of age, after they have gone through an elementary course of Cookery and Laundry. Unfortunately many children do not stay at school long enough

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\* Under the Minute of 28th February 1912 this is now possible.



to take the complete course, and it is therefore very advisable that they should learn some elements of Housewifery. This end would also be attained in a lesser degree by the suggested "Mixed Courses" in Domestic Subjects to which the Board have referred in Circular 780, paragraph 9. In this paragraph the Board contemplate "some arrangement, intermediate between teaching the three subjects (Cookery, Laundry, and Housewifery) separately and teaching them in combination, whereby a 'mixed' course of, say, 80 hours' instruction in the three subjects might be given to single groups of scholars under more elastic conditions than are permissible for courses in 'Combined Domestic Subjects' and at a slightly lower rate of grant than that assigned to such courses." I believe that if these "mixed" courses are provided by Local Education Authorities, they will be found useful not only as alternative to the separate courses of Cookery, Laundry, and Housewifery, but also as a stage between them and the more advanced courses in Combined Domestic Subjects.

7. It is to be desired that a still closer connection should be made between the instruction given in the Elementary School and the practical teaching of Domestic Subjects in the Centre, and everything that would draw the teachers of the Elementary Schools and the Special Subjects teachers in the Centres closer together is to be encouraged. This co-operation is badly needed, for it must be remembered that teachers coming out of the Training Schools of Domestic Subjects are at a disadvantage in comparison with teachers in Public Elementary Schools. The former are responsible for the teaching of Domestic Subjects in either a Centre or a School Course, and they must stand or fall alone, whereas the teacher in the ordinary school should be able to count upon the guidance of the Head Teacher, and has the advantage of seeing the methods of the other assistant teachers with whom she is working. I do not think the isolation of the Domestic Subjects teacher is sufficiently realised, and I should like to see more help given to them by many Authorities. It has generally been found that in those areas where it has been possible to appoint an organising superintendent of Domestic Subjects, the organisation and instruction have shown improvement, and the Domestic Subjects teachers have greatly valued the help and assistance given to them. In a School Course, and still more in a Centre Course, the Domestic Subjects teacher has often to accept for her class the girls whom the Head Teacher sends her. She is not always consulted by the Head Teacher as to the suitability of the girls sent with reference to their previous education in Domestic Subjects. An organising superintendent, having the right of entry both to Public Elementary Schools and Centres, can give very valuable help in supervising the drafting of girls from the School to the Centre, so that the best use may be made of the



provision for domestic Subjects in the district. In any area (town or rural) where there is a considerable number of Domestic Subjects Centres and Classes, the organisation of such Classes fully occupies one woman's time. There are 44 superintendents or organisers of Domestic Subjects employed by various Local Education Authorities throughout the country (exclusive of London). London employs three superintendents, each of whom is assisted by three district superintendents. These ladies are also responsible for the inspection of Needlework.

Generally speaking, the superintendents or organisers of Domestic Subjects are employed—

- (1) in superintending the teachers in Centres and Classes for Domestic Subjects ;
- (2) in the organisation of these Classes, and in arranging with the Head Mistresses of Public Elementary Schools as to which children are most fitted to attend them ;
- (3) in some cases, where time allows, they also teach a certain number of Classes in the week, in addition to their other duties.

8. The difficulties of giving Domestic Subjects instruction in rural districts are fully realised, and serious attention is being given to the problems involved in this part of the work. Experiments of an interesting and valuable character have been made by some County Authorities. In some cases it has been found possible to withdraw children from the ordinary school for a fortnight, or for a month, in order to devote their attention entirely to Domestic Subjects during this period. They are taught in some instances by a peripatetic teacher, who lives in the village for the necessary time and then moves on to another village to conduct a similar course.

9. I think it may be said that the teachers coming out of the Training Schools of Domestic Subjects have, on the whole, improved since the Report of 1907 was written, but the old faults have not entirely passed away. The teaching in the Training Schools is more practical, and greater efforts are made to give the student a wider knowledge of the kind of work she will have to undertake at the end of her training. There is less tendency on the part of the teachers to use scientific terms which are above the heads of the children, but the Training School student still lacks self-reliance and a capacity to act on her own responsibility. The average standard of education and intelligence among the students has improved, but it is still not high, and I feel that the time cannot be far off when the Board should insist upon a higher standard of Entrance Examination to the Training Schools. It will only be in this way that we shall secure the services of educated women.



A special Report on the Training Schools for Teachers of Domestic Subjects throughout the kingdom is now being prepared, and therefore I have only referred to them briefly here.

10. It is of course necessary to provide for the instruction in Cookery of all the eligible girls in an area before considering the needs of the boys, but at the same time it must be mentioned that several applications have been received in respect of boys who wish to receive instruction in Cookery. One Woman Inspector reports that when she was in a small mixed country school lately, where Cookery classes for girls were being organised for the first time, she was besieged by five of the biggest boys, clamouring to be allowed to join the classes. These were Boy Scouts, and it appears that to be a Boy Scout of the second class a knowledge of how to cook meat and potatoes in a tin pan is required; while to be a first class Scout it is necessary to know how to do "quite advanced things" like porridge and soup! I think that the demand for cookery instruction for boys will require consideration in the near future.

11. In conclusion I think I can say that the amount of reform that has been accomplished in the last few years is really remarkable, and the most satisfactory result is that the whole question of Domestic Subjects teaching is now regarded from a different point of view. Instead of leaving the Domestic Subjects Classes to follow the same groove, a general interest has been aroused in the possibilities of these courses, and in very many instances Local Education Authorities have gladly made use of the Women Inspectors' advice and criticism in order to devise new schemes for training girls in the better knowledge of domestic matters.

12. When the Report of 1907 was submitted each Woman Inspector was responsible for the inspection of Domestic Subjects throughout two Divisions of the Inspectorate. At the present date two Women Inspectors are attached to the Metropolitan Division, and two to the West Central Division, while one Woman Inspector is attached to each of the other Divisions.

In 1907 no report was made on the teaching of Laundry-work. This Report deals with all branches of Domestic Subjects teaching, from a general point of view.

December 1911.

M. A. LAWRENCE,  
Chief Woman Inspector.



## DETAILED REPORTS.

### N. AND N.E. DIVISIONS.

13. The comments on the instruction throughout these divisions in 1907 showed that the instruction did not reach a high level of efficiency, and in many cases the Board's Regulations had not been carried out. The Registers were not accurately kept, and consisted for the most part of "Circular" Registers. Note Books and Record Books were unsatisfactory; departures were often made from the Syllabus in order to make those dishes which were easily saleable, *e.g.*, cakes, buns, &c., and the teachers were much hampered by the responsibilities and anxieties connected with the disposal of food, owing to the desire of Local Education Authorities to keep down expense.

As regards the Northern Division and the North Riding of Yorkshire the Inspector now reports:—

#### N. DIVISION AND PART OF N.E. DIVISION.

(CUMBERLAND, NORTHUMBERLAND, WESTMORLAND, DURHAM,  
YORKS, N. RIDING.)

14. *Teachers.*—There has been a distinct advance during the last few years in the capacity and energy of the teachers, and the Regulations of the Board are on the whole carefully followed.

15. *Registers.*—Registers are carefully kept, and usually neat and clear. It is occasionally found that the ages of the children are not given, and it would be desirable if Managers and Correspondents could verify the Registers rather more often.

16. *Note-books and Record Books.*—The note-books no longer consist entirely of recipes, but comprise a summary of the lesson as a whole; principles and general rules are not omitted. While the method of keeping the note-books has greatly improved, it is unfortunate that they are still not sufficiently revised from an educational point of view.

It should be possible for a teacher to correct obvious faults of spelling and composition, so that the standard in these subjects in the Domestic Subjects Class may not fall short of the general school standard.

Record books are carefully kept, so far as the actual teaching and practice are concerned, but more care should be used in making entries which refer to changes in the timetable, reasons for bad attendance, &c.

17. *Sale of Food and Suitability of Dishes taught.*—The sale of food does not usually present any serious difficulty. The children frequently buy the food cooked, and no case has been found where undue pressure has been put upon the teacher to make her classes self-supporting; it is recognised that



certain meat dishes will not always sell in certain neighbourhoods, but in spite of that, meat dishes are cooked in their proper order, and no departure is made from the Syllabus. The dishes taught to illustrate the lessons are usually suitable in character, but more stress might be laid on instruction in the actual cost of the ingredients. It is more generally realised that materials which are easily obtainable in the neighbourhood should be preferred to those which the children seldom see at home, and cannot buy in the town or village.

18. *General*.—Premises and accommodation have improved. New Centres are generally good, and the equipment is satisfactory. More attention should still be paid to cleaning the floors.

One of the most interesting developments in the North-Eastern Division occurs in the North Riding of Yorkshire, where the County Authority have provided a travelling van as a Centre for Cookery teaching throughout the country districts. The van is practically a movable room, carefully planned, with satisfactory arrangements, and has so far answered admirably. Its construction and equipment cost about 120*l*. The success of the experiment is undoubted, and the work done has been much appreciated. Wherever the van has been stationed, the staff of the Public Elementary Schools have done all in their power to help the Domestic Subjects teacher and the children, and it is quite possible that this arrangement may help to meet a long-felt difficulty as regards the provision of domestic instruction in rural districts. The van remains for four weeks at each School visited, and where two classes of girls can be provided, lessons are given both morning and afternoon on each day. It is used as a Centre for classes formed from other schools (if any) within walking distance. When the van was at Sutton some girls walked two to three miles, but made no difficulty about the distance. If only one class for practical work can be formed, Domestic Economy lessons are given in the afternoons, or the Cookery teacher helps in the school by taking Needlework or any other subject which she is competent to teach. The teacher is usually besieged by applications to admit older girls—and even women—to the classes. Housewifery is now taught as well as Cookery. The van makes a pleasant little room, and the girls enjoy their work and do it very well. The North Riding Authority have now built a second van, which is already in use.

Another experiment which should be mentioned is the Course of Combined Domestic Subjects provided at the Victoria Jubilee School, Tynemouth, where instruction has been given daily for a period of four weeks. It was feared that the girls might tire of the work, but they proved to be as interested at the end of the fourth week as they were when they began work.



The county of Westmorland have increased their provision for the teaching of Domestic Subjects, in spite of the cost, which is unfortunately great where small country classes are involved. Cookery is now taught at eight Centres and two Schools, and the arrangements for the present year will enable all the eligible children from 20 Schools to receive instruction. The teaching has been much appreciated, and the Local Authority are anxious to extend it still further.

In the county of Durham there is a steady increase of Centres, chiefly for Cookery instruction; some of the Centres are, however, adapted for both Cookery and Laundry teaching. Further instruction in Laundry-work has also been introduced, but at present no Housewifery or Combined Domestic Subjects instruction is given. Cookery is now taught at 63 Centres and six Schools, Laundry-work at eight Centres. The total number of teachers of Domestic Subjects employed in the county area is 36. Three Cookery Centres have recently been opened and two additional existing Cookery Centres equipped for the teaching of Laundry-work.

It may be said that the work done throughout the Northern Division and the North Riding of Yorkshire has been satisfactory. There has been a considerable increase in the number of Centres and Classes for Domestic Subjects.

#### N.E. DIVISION (EAST AND WEST RIDINGS OF YORKSHIRE).

19. *Teachers.*—The improvement in the general work of the teachers may also be noted in this part of the country.

It is still to be desired that more care should be shown in the economical use of fuel—coal and gas. Young teachers, especially, sometimes forget that the best way to teach economy is to practise it. It would be well if teachers would also take more interest in the appearance of the Centres. It is, of course, difficult to make a Centre or Schoolroom have the appearance of a home-like kitchen, but much may be done by the teacher to brighten even the duller room.

20. *Registers.*—The registers are, for the most part, extremely well kept. Circular Registers are things of the past.

21. *Note-books and Record Books.*—An improvement is to be seen in the note-books. It is now the exception to find lists of dishes and recipes, and it is gratifying to find that many teachers encourage the girls to make their own notes on the lesson. Some remarkably good notes have been seen in several Centres.

The record books are usually carefully kept.

22. *Sale of Food and Suitability of Dishes taught.*—Very few teachers are restricted in their work by conditions imposed



by the Local Education Authority with regard to the sale of food. Indeed, in some instances, the Local Authority have complained that the teachers did not use sufficient material to make the lessons of real interest and of practical value. Where the work does suffer for the sake of the sale of food, it is often the result of the teacher's lack of experience. Young teachers, in their anxiety to keep down expense—nearly always a self-imposed task—sometimes have an absurdly small amount of food cooked. It is interesting to note that food appears to sell most readily in those Centres where individual practical work is done, and in these cases the girls are unquestionably keener about their work, and become much more self-reliant, than when working in groups of two.

The Syllabuses show distinct signs of improvement, both in the arrangement of matter and in the dishes chosen to illustrate the various methods and processes. Unfortunately, there are still some teachers who do not give as much care and attention to the teaching of the simple homely dishes as they do to the more elaborate. This may, in part, be due to the fact that the "High Class Cookery Course" is the one taken just before the young student completes her training.

23. *General.*—The premises and equipment are, generally speaking, satisfactory. Many of the older Centres have been greatly improved by the removal of the galleries, and cupboard sinks are rapidly disappearing. Gas and coal stoves are now to be found in the majority of the Centres. Unfortunately, the former are frequently fixed in exceedingly awkward positions, and are usually much too high for the children. Fire guards are to be found almost everywhere, but fire blankets are still conspicuous by their absence in many Centres. The floors of the Centres are washed more frequently than formerly, but the standard of cleanliness is not very high in many rooms used as class-rooms.

Interest in Domestic Subjects is, unquestionably, growing. The number of Centres for Cookery, Laundry, and Housewifery is increasing yearly.

It is gratifying to note that Laundry-work appears to be growing in favour with the children, and—a most important matter—with their parents. This is doubtless due in some measure to a more careful arrangement of work and to better teaching.

The growth of Housewifery instruction has, in the past, been slow, but it is evident that its growth will be more rapid in the future.

In spite of the steady increase in the number of Centres for Domestic Subjects, there is much untrodden ground in both Ridings, more particularly in the Eastern and South-Western portions of the West Riding. The Inspector adds, however, "I cannot but feel that Head Teachers of Schools are taking a



“ greater interest in Domestic Subjects than hitherto. There are many reasons for this, but undoubtedly the attention the subject now receives from medical men and others has done much to arouse the teachers from indifference. There used to be a want of active co-operation with the Special Subjects teacher, but this has now changed into a desire for co-operation, which is all to the good.”

## N.W. DIVISION.

### CHESHIRE.

24. Generally speaking, the instruction in this county was of a low standard, and needed severe criticism in the Report of 1907. It is therefore satisfactory to be able to report distinct progress, both in the quality and the quantity of the teaching of Domestic Subjects.

The principal defects noted in the Report of 1907 were:—

*Teachers.*—General slackness and waste of time during the progress of the lesson.

*Registers.*—The registers, though carefully marked, were not often signed.

*Note-books.*—These were not well kept, and were merely a collection of recipes.

*Sale of Food and Suitability of Dishes taught.*—The sale of food was much influenced by the expense, and the lack of suitable material was evident.

25. The Inspector now reports on Cheshire as follows:—

*Teachers.*—The Staff of teachers employed by the Cheshire County Local Education Authority are, with few exceptions, fully qualified to teach Domestic Subjects. The majority, especially those employed at important Centres, hold Diplomas for Cookery, Laundry-work, and Combined Domestic Subjects, even though they are not at present required to teach more than one of these subjects.

Unqualified teachers have gradually dropped out of employment at Public Elementary School Centres. Several teachers who only held Diplomas for Cookery teaching have returned to Training Schools, and, by taking further training in Laundry-work and Combined Domestic Subjects, have improved their methods and made their services of greater value to Local Education Authorities, who generously held their posts open for them till this further training had been completed.

Those employed by County Borough and Borough Authorities are in every case qualified teachers of Domestic Subjects. Even in places where Laundry-work teaching is not general, nor Combined Domestic Subjects Centres established, many of the teachers employed are qualified to teach all three subjects.



It may safely be stated that, though further improvement is still very desirable, really incompetent and careless teaching is a thing of the past.

26. *Registers*.—These are on the whole well kept, carefully marked, and always to be found at the Centre. Duplicate registers are, as a rule, kept by the heads of schools whose scholars attend the Centres. Greater interest is now taken in the work by Correspondents, Managers, and Members of Education Committees, although they do not appear to sign the register on each visit.

27. *Note-books and Record Books*.—More attention is now given to the proper keeping of note and record books. The character of the notes given has greatly improved. Summaries of lessons are more often composed by the children themselves, and efforts are being made to stimulate intelligence and interest on the part of the scholars.

28. *Sale of Food*.—With general improvement in organisation and teaching, the difficulties which formerly existed in connection with the sale of food seem to have disappeared. Grants are now given for materials, or tradesmen's bills are presented to the Local Education Authority at regular intervals, so that teachers are no longer responsible for profit or loss on the food sold. The introduction of practical work by individual children is a great stimulus to the sale of dishes. Children take great interest and pride in what they have made entirely by themselves. The small complete dish appeals to them, and they naturally wish to take it home to show to their mothers.

29. *General*.—Looking back on the conditions under which the teaching of Cookery (the only Domestic Subject taught in Cheshire before 1907) was formerly conducted, it can be said that great progress has been made. Laundry-work is now taught, while in the county the teaching of Combined Domestic Subjects has been very successful, and has set the example in this direction to many other places in the Division. The need for the knowledge of Housecraft is now acknowledged by the majority of good teachers. Even where no special premises are available for more extended teaching, an attempt is being made to utilise the knowledge gained by the girls in Cookery classes, and to direct it into practical channels. A striking example of this has been shown at Stockport, where 12 girls of the Cookery class at North Reddish School have been taken to the country during the summer, in charge of the Cookery teacher and one of the regular staff. Housed in two cottages, they have spent a happy week, doing all their own cooking and housework, and at the same time enjoying a country holiday.

#### LANCASHIRE.

30. The Report on Lancashire in 1907 showed that most of the work was good, and that the faults which were prevalent



in the other Divisions were not so marked in this county. The two points which required most attention were the excessive length of the Demonstration Lessons in some cases and the existence of some "Circular" Registers. Both of these faults have now disappeared.

31. *Teachers*.—Taking the Lancashire teachers as a body, it may be said that, on the whole, they still keep up their reputation for conscientious and painstaking work. Lancashire towns were in advance of other places in the early days of Cookery teaching, and could, therefore, command the best teachers. Now that Cheshire has developed the lines of her Domestic Subjects scheme the demand for good teachers has increased, as teachers naturally are attracted to those posts which give them most scope for their powers. There are now few unqualified teachers in Lancashire, and it may safely be stated that they have realised the necessity for improving their methods. The teacher whose class spent two hours on the cutting up of four oranges still teaches in the same town, but no lesson such as that described now takes place.

32. *Registers*.—Registers are well and accurately kept, and as a rule give the ages of all scholars attending the class.

33. *Note-books and Record Books*.—Both note and record books are fairly well kept, and the remarks on Cheshire note-books are applicable to Lancashire also. The lack of adequate seating room for the scholars is often the excuse made for notes badly composed and scribbled in pencil. When some special provision for seating the scholars, apart from the Cookery tables, is made (whether at desks or a special table) it is possible for the notes to be written in ink and to be more carefully done.

34. *Sale of Food*.—There is ready sale for all food cooked at most of the Centres. In Lancashire industrial towns especially—where there is always a demand for ready-cooked food—soups, stews, &c., are sold to the scholars themselves, who, as a matter of course, bring vessels in which to carry the food home and the pennies to pay for it.

35. *Conclusion (as regards both Lancashire and Cheshire)*.—The character of the work done, as a whole, is steadily improving, especially in the direction of being more practical and more closely related to the work of the home. Teachers are realising that the making and cooking of a certain number of dishes in the Cookery Centre or the performance of certain tasks in the Laundry and Combined Domestic Subjects Courses should not be the sole objects of Domestic Subjects teaching, but that the instruction, if undertaken from a more liberal standpoint, should help to develop the general intelligence of the scholars and stimulate them to take greater interest in everyday things. The growing interest which is being taken in Domestic Subjects by members of Education Committees, more especially the women members, is doing much to eradicate the idea



in the minds of many parents and scholars that the performance of domestic duties is necessarily menial. The plan wherever adopted of inviting parents to see the children at work has proved most successful. At one Cookery Centre as many as seven mothers attended a morning lesson, and watched with delighted interest the practical Cookery of their girls.

There is one fact in this Division which should be specially mentioned. The early age at which girls leave school altogether or become "half-time" scholars causes the organisation of Domestic Subjects, courses to be a difficult problem. A large number of scholars throughout the Division miss instruction in Domestic Subjects, as many Local Education Authorities, especially in manufacturing districts, will not undertake to register half-time scholars in the classes owing to the fact that they are often irregular in attendance and consequently grant is lost upon them. Further, the Authorities argue that five half-days per week are all too short to make up arrears in ordinary education, and that to spend one half-day per week in the Cookery Centre is waste of time. This is an unfortunate attitude, as it is in the large industrial towns of Lancashire that a knowledge of Domestic Subjects is of the utmost importance and of the greatest benefit in after life. The half-time scholar leaves school at the age of 13 and becomes an all-day worker at the mill. She then has little opportunity of gaining any insight into the various branches of home management, and often grows into womanhood in complete ignorance of them.

It is generally observed that it is those scholars who have received instruction in practical Domestic Subjects in the day Centres and Classes who return to the Evening Schools for further instruction in the same subjects. This furnishes another reason for extending the teaching of these subjects in the Day Centres to half-time scholars.

Every effort has been made to persuade Authorities to include these half-time scholars in the classes. This may sometimes be done by arranging that the classes should meet alternately morning and afternoon. This plan has been successfully adopted at Preston, and it is hoped that other factory towns may follow the example.

#### WALES (AND MONMOUTH).

36. With the exception of Newport, the teaching of Cookery in Wales was unfavourably reported on in the Report of 1907, although better instruction was given in the North than in the South of Wales. Instruction was unsystematic, and the teachers appeared to be indifferent and careless in their methods. There were long intervals between lessons, demonstration being generally separated from practice, while "Circular" Registers were much in favour.



Note-books and Record Books were badly kept and of little or no educational value, while the work suffered greatly by the efforts to sell the food.

The premises were not good, and as a whole the standard of Cookery teaching in Wales was distinctly low.

It is therefore all the more satisfactory to be able to report in 1911 the very marked improvement that has taken place throughout the country, and the various Local Education Authorities are to be sincerely congratulated on the successful efforts they have made in this direction.

There are 40 new Centres and rooms where classes have been taught this year (1910-11) as compared with 25 in 1909-10 and 15 in 1908-09.

37. *Teachers*.—The teaching is much improved; it is more systematic and progressive, and it is more in touch with the home conditions of the children. There is more efficient organisation, and greater interest is taken in Domestic Subjects by the Head Teachers of the Public Elementary Schools.

38. *Registers*.—On the whole registration is careful and accurate. Each class of 18 girls is separately registered. "Circular" Registers do not now exist in Wales. There is occasionally some unpunctuality on the part of children who have to walk some distance to the centre, but this is being improved owing to the closer co-operation between the school teachers and the Domestic Subjects Teachers.

39. *Note-books and Record Books*.—There is considerable improvement to record in blackboard work and note-taking, although there is still too much copying of notes straight from the blackboard and enough opportunity is not given to the children to write out their own account of the lessons. Some of the teachers are reluctant to let the children write their own notes, as they fear that the burden of correction will be much heavier. The spelling is still in some cases poor, and is not always corrected, so that the same word is often misspelt over and over again.

The entries in the school Record Books are always up to date. The books with printed columns, giving only information as to date, subject of lesson, &c., are being gradually replaced by manuscript books, in which full particulars as to the number of children present at each lesson and the quantities of the chief ingredients used by them are given, together with the observations of the teacher upon special points. Home-practice Record Books are being introduced and are very popular. The children take a great pride in entering the dishes which they have been practising at home and the remarks of their parents on their efforts.

40. *Sale of Food and Suitability of Dishes taught*.—On the whole the sale of food is satisfactory. None of the Authorities



now expect that the Cookery Classes can be made "to pay," though the teachers themselves occasionally make it too much a matter of personal pride that the deficit should be as small as possible. In some districts, where there is great poverty, it is very difficult to find a sale for the meat dishes, which have often to be sold at considerably less than cost price. The teachers generally tell the children at the close of one lesson what will be the subject of the next and the approximate price of the dishes, so that the children may come prepared to buy them if their parents will have them. The class teachers of the schools at which the Centres are situated are often good "customers," and in some cases can be counted upon regularly, as they stay in school for lunch, and are glad to have what the Cookery teacher can provide. For the Cookery in connection with the Combined Domestic Subjects courses the girls very frequently bring their own materials from home.

The syllabuses are very much improved, and although it is still found that cakes and pastry have the readiest sale, they hold a quite subordinate place in the schemes of instruction. On the whole there is very little deviation from the approved syllabus, and the illustrative dishes are usually suitable to the home conditions of the children.

41. *General.* — There has been a marked improvement within the last few years in the matter of premises. In 25 cases the County School premises are used for the instruction of Public Elementary School children; practically all these are good buildings erected since the Intermediate Education Act (Wales). Some excellent Centres have been built during the last five years in connection with some of the newly erected schools, *e.g.*, Llandudno Junction, Llanfairfechan, Rhos, Holton Road, Barry, and the growth of new and suitable premises is steady. There is still a large number of Centres, especially in South Wales, where galleries originally planned for classes of 54 fill up the space, but these are decreasing in number every year. Temporary buildings of wood and corrugated iron have been put up in some places; one Authority erected 17 of them for Combined Domestic Subjects courses in 1910.

The growth in the number of Combined Domestic Subjects courses, and the anticipated further development in that direction are perhaps the outstanding features of the work in Wales at the present moment. In 1910-11, 26 Combined Domestic Subjects premises were in use. During 1911-12, 11 new ones will be opened, and there are at least 13 more either being built or contemplated for the near future.

Out of the 29 Local Education Authorities in Wales, only two (Carmarthen County and Neath Borough) make no provision for the teaching of Domestic Subjects, and one of these (Neath Borough) has just decided to convert a caretaker's house into a Centre.



The Local Education Authority of Wrexham Borough should be specially mentioned for the thoroughness of their Domestic Subjects teaching. The Combined Domestic Subjects rooms belonging to the Roman Catholic School are now opened. The equipment here is unique in its origin. Most of it has been made by the fathers of the children, who have given freely of their leisure time, and placed their skilled craftsmanship at the service of the Head Teacher, who is herself an enthusiast. One father, for example, has carved a mantelpiece out of an old desk, another has made an oak bedstead, and another has done the necessary painting.

#### W.C. AND S.W. DIVISIONS.

42. In 1907 these two Divisions were reported upon by one Woman Inspector. Since that time it has been possible to divide them, one Inspector having charge of Gloucestershire, Oxfordshire, Berkshire, Herefordshire, Worcestershire, and Shropshire; another of Staffordshire and Warwickshire; and a third of the S.W. Division.

While it was reported in 1907 that throughout the whole of the two Divisions a considerable amount of good work was being done, yet at the same time the following criticisms were made:—

*Teachers.*—The teachers were anxious to produce good results, but showed inability to realise the conditions of the home life of the children, and the lessons were not sufficiently practical.

*Registers.*—There were some “Circular” Registers, and it was found that the registers were not often checked by either Managers or Correspondents.

*Note-books and Record Books.*—The Record Books did not give adequate information, and Note-books were not carefully corrected and often contained only lists of dishes.

*Sale of Food and Suitability of Dishes taught.*—Too much expensive material was used, *e.g.*, lard or butter instead of dripping, and the importance of a knowledge of prices and economy of food-material was not sufficiently realised.

*General.*—The premises and equipment were generally satisfactory, with the exception that in some cases the water supply was reported as being inadequate.

#### W.C. DIVISION.

(GLOUCESTERSHIRE, OXFORDSHIRE, BERKSHIRE, HEREFORDSHIRE,  
WORCESTERSHIRE, AND SHROPSHIRE.)

43. Considerable improvement in the instruction in Domestic Subjects has been observed.



44. *Teachers.*—Speaking generally, the teaching has improved in the last few years. There has been distinct advance in the endeavour to suit the teaching to the conditions of the home, and to bring the two into closer relation. Many teachers do excellent work in this direction, and have done much to wear down the old prejudice against the introduction of these Special Subjects into the school curriculum.

The teaching of the cost and value of foods is now as rarely omitted as formerly it was rarely included. The use of the blackboard still leaves much to be desired, although there has certainly been an advance.

45. *Registers.*—The Registers very rarely show inaccuracies; such inaccuracy as exists is generally connected with the ages of the children. The ages are, however, entered carefully as a rule, but the notification of under-age girls is sometimes omitted. In some cases the visits of Managers seem to be fairly frequent, but it is regrettable that this is still the exception rather than the rule.

46. *Note-books and Record Books.*—The improvement in the note-books has been most marked. Recipes are rarely found, and then only as a quite secondary matter. They have been replaced by general rules, proportions, principles, and simple food values. The books are generally well corrected, but here the lack of closer connection with the School is often apparent in the lower standard of writing and spelling. There is still too great timidity in requiring the girls in the more advanced classes to write original notes. Where this system has been tried it has usually been successful, and has increased the interest of the work.

The record books are very much better kept and call for little remark.

47. *Sale of Food and Suitability of Dishes taught.*—The sale of food of course varies a great deal according to the district, and the influence of the teacher has an obvious bearing on this. As a rule there are no difficulties in selling the food. Syllabuses have been greatly improved, and in many instances local prejudices and conditions have been successfully studied. Far more use has been made of vegetables and non-meat dishes, and less expensive materials are used. The girls have opportunities of shopping, and are encouraged to notice varying prices, foods in season, &c.

48. *General.*—Premises are generally better, and the equipment is usually suitable. Portable sinks have been introduced with much success in places where a water supply has not been possible inside the building, and better arrangements have been made for the carrying of water.

Better use has been made of the coal stoves, and the teachers show much greater discretion in the use of gas stoves. This last is no doubt due to the greater care taken by the Local



Education Authorities to supply better coal stoves and to keep them in good order.

The general organisation of the Domestic Subjects classes has improved wonderfully. The mixing of first, second, and third course girls rarely occurs. One point, however, has not received sufficient attention, and that is the drafting into these classes, of girls who are over 11 but still in the lower classes of the School. These need the instruction even more than girls who are more advanced in the ordinary school subjects. There are still girls eligible for Domestic Subjects instruction, for whom there is no accommodation, but this is realised by the Local Education Authorities, who endeavour to supply the need with as little delay as possible.

It is satisfactory to note the closer relations that exist in many cases between the Heads of the schools and the Special Subjects teachers, and it is hoped that this will be increasingly found. In many cases where the Special Subjects teacher is not on the staff of the school the Head Teacher has given most valuable help and encouragement.

There are many instances of the appreciation shown by the parents of the Domestic Subjects instruction given to the girls. For instance, a girl of 13 kept house for her father, elder brother, and small sister during her mother's absence from home. She did all the work of the house and cooked the meals besides attending school. On her return the mother made a point of speaking to the Head Mistress of the school of the excellent work done by the girl, and expressed her appreciation of the instruction given.

It must, however, be admitted that thriftlessness in homes is still apparent. In a small rural school the teacher had, on a very cold day, made some soup and given it to the children. One of them asked her what such nice soup was made of, and when told that it was principally composed of stock made from bones, expressed great surprise, saying, "Oh, mother always gives the bones to the dogs."

Although considerable progress has been made, at the same time it is necessary to say that there is still room for further improvement. The teachers should try to secure independent work from the girls, and should endeavour to vary their teaching in the light of their own experience. "Quality not quantity" should be the rule, and while the class should be fully occupied with intelligent work, yet the time should not be overcrowded. General discipline has been rendered easy by the reduction in the numbers of the classes.

#### STAFFORDSHIRE AND WARWICKSHIRE.

49. *Teachers*.—There is a decided tendency to make the teaching of Cookery of a more practical nature. Evidence of this is chiefly shown in the teacher's desire to reduce the



number of dishes taught, and thus to give more time for revision. Many of the teachers are very successful in finding out the home conditions of the children, either by tactful questioning or by visiting the homes. On the whole there is more thoughtfulness, life, and intelligence in the teaching and more attention is paid to the use of the blackboard.

50. *Registers*.—The registers now seldom call for criticism, and are in most cases regularly checked by Managers or Correspondents.

51. *Note-books and Record Books*.—Note-books are usually neatly written and carefully corrected. In many places the girls are now encouraged in the 3rd Course, and sometimes in the 2nd Course, to make their own notes and to write essays on certain lessons. The Record Books are generally satisfactory.

52. *Sale of Food and Suitability of Dishes taught*.—In most cases there is not much difficulty in disposing of the food cooked. The practice of allowing the teachers to provide all the materials for the Cookery Classes and also to be responsible for any loss on the sale of food still exists in one district (Burslem, Stoke-on-Trent), but it is to be discontinued when the classes are reorganised. It is now the general rule that the dishes taught are carefully selected as suitable to the needs of the district.

53. *General*.—The premises, equipment, and lighting generally are satisfactory. In the case of some Centres in rural districts the ventilation is not all that could be desired. Sometimes also there is difficulty in securing good office accommodation, but matters are improving in this respect.

Fifteen new Centres have been opened during the last year, nine for Cookery, four for Laundry, one for Housewifery, and one for Combined Domestic Subjects. The only Local Education Authorities who have hitherto made no provision for the practical teaching of Domestic Subjects to Public Elementary School children are Wolstanton and Nuneaton, but it is understood that both these Authorities will open Cookery Centres during the present Special Subjects year.

On the whole the work done is very satisfactory, and in many cases parents have expressed much appreciation of the value of the instruction given to their children.

#### S.W. DIVISION.

(DEVONSHIRE, SOMERSETSHIRE, WILTSHIRE, CORNWALL,  
DORSETSHIRE.)

54. *Teachers*.—It is somewhat difficult to make statements applicable to the teaching staff of five counties. In general, however, it may be said that most of the teachers who have been working for four or more years in the county areas have improved



very much in their teaching methods, and that they are generally capable and conscientious, while some, who are really enthusiastic, are undoubtedly doing a good work for the country. This is especially the case in Somersetshire and Devonshire, where the work can be closely supervised by the superintendent. The number of these experienced teachers is not, however, large, and, in many cases, the teaching staff is mostly composed of young teachers, fresh from the Training Schools, who naturally lack experience. There seems, however, to be every reason to believe that many of these will develop into efficient and useful teachers. It is perhaps in the boroughs, where some of the teachers have been employed for a number of years, that the greatest differences in the character of the instruction are to be noted, and that some of the best and some of the most indifferent teachers are to be found. A rather common fault, where many revision lessons are introduced, is that both the teaching and the practical cooking are somewhat hurried, and an hour, or longer, is devoted to the writing of notes and to scullery work.

55. *Registers.*—The registers are at present generally carefully and accurately marked.

56. *Note-books and Record Books.*—There is still a tendency in some cases to allow children to copy recipes, but in general the notes are on the principles of the subject taught, and they have usually been carefully corrected. More attention should be paid to the teaching of right proportions of materials to be used. Some young teachers make the mistake of giving a blackboard summary copied from one which they received in their training, without taking care that it really bears on the lesson which they have given. The note-books are usually tidy, but in some country districts the notes are only taken down in pencil, owing to the want of space for writing. In Somerset notes are written in pencil and copied at school in ink.

Record books are in general accurately kept.

57. *Sale of Food and Suitability of Dishes taught.*—The sale of food is not allowed to interfere with the teaching of suitable dishes, but in a few cases only very small quantities of meat are provided for roasting or boiling lessons. Occasionally only one or sometimes two very small joints are provided both for the teacher's demonstration and for practice. Otherwise the quantities provided are as a rule sufficiently large; and the dishes taught are generally suitable. In country districts more attention might still be paid to the cooking of vegetables and to the question of the best substitutes for meat, since meat cannot always be obtained in sufficient quantity to form a large part of the diet; and it is still necessary that attention should be paid to teaching the cost of different dishes.

58. *General.*—The premises vary very much in character and equipment. In towns the number of specially built and



equipped Centres is increasing, and a Cookery Centre, or at least a class-room fitted with stove and sink which will serve this purpose, is generally added to most new large schools. In the country, however, it is often necessary to make use of any building which is available. These temporary buildings are often quite suitable, but might be kept cleaner. In a few cases temporary rooms are still used in towns where a specially built Centre is really required.

In some cases the weakness of the organisation lies in the fact that sufficient care is not taken that all the children over 11 in the schools of a town shall receive instruction. In one county, also, there has been a tendency to give instruction only to girls in Standard V. or higher standards and to neglect those rather backward girls who really need the instruction most. It is also sometimes found difficult, owing to the small number of children, to arrange for them to attend courses in the proper order of progression.

The county of Wilts has been the first to try a scheme for giving instruction in Cookery, Laundry-work, and very simple Housewifery for one month at a time to children in rural districts. There are advantages and disadvantages in this scheme, as in any other, but it is certainly economical, both in money and in fatigue for the teacher, and it enables the latter to get into closer touch with the home lives of the scholars than is possible in itinerant weekly classes. The entire change of work and teacher seems to be stimulating to rural children. The concentration on one subject seems to produce good results, and those who have charge of some of the children after they have left school state that they seem to have gained a better insight into the first principles of domestic work than the urban children who have attended weekly classes. This is specially the case when the course is held late in the school life, so that when the child leaves school she has more opportunity of practising at home.

In two other counties the experiment is being tried of allowing untrained teachers who have some knowledge of domestic work to give instruction to girls attending the School. The experiment is at present too new for it to be possible to gauge its success with accuracy. It would seem, however, from the few cases seen, and also from similar attempts made in connection with Evening Continuation Schools, that this experiment should not be tried unless there is some responsible person who can devote considerable time to its supervision; otherwise there seems to be some danger that the untrained teacher may make many of the mistakes formerly noted in the work of some of the trained teachers in the Report of 1907.

There is no doubt that progress has been made in this part of the country in the teaching of Domestic Subjects, though for some time it was rather behindhand in comparison with other parts of England. It must be remembered that this



Division consists of many rural areas where the difficulty of providing Domestic Subjects instruction is necessarily great. There are, however, signs that the Authorities are endeavouring to see that the instruction given is more adequate than it has been in the past.

With the exception of Bridgwater all the Local Education Authorities of the South Western Division give *some* instruction in Domestic Subjects.

### E.C. AND E. DIVISIONS.

59. In the Report of 1907 it was pointed out that the principal matters requiring attention in the E.C. and E. Divisions were:—

*Teachers.*—The teachers did not appear to be sufficiently in touch with the homes of the children and the blackboard was not intelligently or sufficiently used.

*Registers.*—These Divisions were fortunately free from the evils of the "Circular" Register, but it appeared that the registers were not often signed by either Managers [or Correspondent.

*Note-books.*—These were not particularly well kept and certainly not adequately corrected. They contained too many recipes and not enough principles of Cookery.

*Sale of Food and Suitability of Dishes taught.*—It was generally found in both Divisions that the sale of the food was expected to cover its cost, with the natural result that syllabuses were drawn up to meet this contingency and were not always suitable to the needs of the district. There were too few lessons on meat dishes and too many on the making of cakes and buns.

*General.*—The buildings could not always be considered satisfactory. The premises were not well chosen; equipment was indifferent, and the stoves were not always suitable and were badly fixed.

### E.C. DIVISION.

(DERBYSHIRE, NOTTINGHAMSHIRE, LEICESTERSHIRE, RUTLAND, NORTHAMPTONSHIRE, HUNTINGDONSHIRE, BUCKINGHAMSHIRE, BEDFORDSHIRE, HERTFORDSHIRE.)

60. Most of the faults above mentioned have disappeared, and there has been a steady progress all along the line, while in many areas remarkable activity has been shown.

*Teachers.*—It is difficult to generalise safely or helpfully on the teaching in an area in which widely differing conditions obtain, and where, owing to the number of teachers employed, there are necessarily included teachers of all kinds—



some who were trained 20 years ago or more, and who have become set in their ways; some newly trained who show promise, but who have their experience and knowledge of the children's home conditions all to gain; some who are naturally "born teachers" and are doing splendid work; and the great bulk of teachers who make up the average. It is mainly a question of the individual. The adoption of more educational methods has led to great improvement, even with the weak teachers. Syllabuses have been arranged with a view to connecting one lesson with another, and an attempt has been made, in most cases successfully, to bring about more correlation between the general work of the School and the Domestic Subjects teaching. This is a matter in which there is room for development. The cooking is more suited to the needs of the girls; teachers have been encouraged, in submitting a Syllabus for a new Centre, to note the main industries of the place, and in consequence to indicate the particular methods or dishes that it would be desirable to introduce. Although in no case, except in revision lessons, has it been possible to arrange for each girl to work separately in Cookery, much more independent work is done, and there is more training in self-reliant habits. The teaching has far more life and reality in it than formerly, and there is evidence that the work serves the threefold purpose of helping to develop the capacity of the children, of making them realise the importance of Housecraft, and of making them more useful at home. The blackboard is in general intelligently used; more use might yet be made of it for incidental notes, for illustrations, and for helping to elucidate a difficult point. In some cases the girls have been encouraged to exercise their knowledge of drawing by making quick blackboard sketches to illustrate the lesson. An important point, and one significant of progress, is that many of the Local Education Authorities now offer appointments only to teachers holding the full qualifications for teaching Cookery, Housewifery, and Laundry-work, in order that the expansion of their work may not be hampered; many of the teachers who at present hold only Cookery Diplomas are arranging to return to their Training Schools to train in the other subjects. The Authorities have shown themselves ready to grant a teacher facilities for improvement.

61. *Registers*.—There are no "Circular" Registers. It is very rare to find a register incorrectly kept. In some cases, notably in Northampton County Borough, the Centres are frequently visited by Managers and others and the registers signed; in others this is still not the case.

62. *Note-books and Record Books*.—There has been improvement in the matter of note-books. They consist mainly of general rules for the processes taught, of proportions of ingredients used, and of the cost of dishes. All teachers are expected to correct them carefully. It is found difficult in



practice for the younger girls to make their own independent notes, but in some of the second and third-year Classes, where there is an able teacher and the children come from a school where independent thought and work are encouraged, this has been done. Home-work is everywhere encouraged, both in Cookery and in Laundry-work; in some places records are kept at school by the children of home-work done. Record books are universally kept by the teachers; there has been a tendency to limit these to a description of the work done, whereas they should form a complete history of the Centre.

63. *Sale of Food and Suitability of Dishes taught.*—The question of provision of material has been one of the most important and at the same time one of the most difficult to deal with. So far as the suitability of dishes is concerned, this has been dealt with in every syllabus submitted. The great difficulty has lain in securing that a sufficiency of material, such as would give the children adequate practice and power in manipulating reasonable quantities, should be provided. In many cases more material has been hurriedly sent out for after the Woman Inspector has arrived. Each separate Authority claims that it lays no undue restriction on the teachers, and the claim seems to be justified by the fact that in one area a class may be found where the children are dealing with two ounces of flour, while in another class in the same area they may be using half a pound. In one Centre the use of half an ounce of flour between two girls, and in another the use of three ounces of meat between 18 girls, reduced the teaching to an absurdity. Here again it is largely a question of the individual teacher; a good teacher would not carry on her work under such conditions. It cannot be urged too strongly that while extravagance must be guarded against, adequate material is essential, and that so long as a genuine effort has been made to secure a sale for the cooked food no teacher should be expected to restrict her purchases to the amount of sales she anticipates.

64. *General.*—There has been a very considerable increase in the volume of work done, particularly in the rural districts. Hertfordshire always ranked high in this respect, but in three areas alone, Buckinghamshire, Derbyshire, and Nottinghamshire, the number of Cookery Centres and courses has increased from 31 to 112. In the towns the chief development has lain in the additional facilities for teaching Laundry-work, the increase in the number of Centres being from 13 to 46. There are five Combined Domestic Subjects Centres, three of which are used for Housewifery also, as against three Housewifery Centres in 1907. Development in this direction is very desirable, but it seems necessary first that still further provision should be made for Laundry-work.

It is inevitable that in this Division, where many of the Centres are open for a short time only, rented premises should



be largely used. In many cases rented premises of a more suitable character have been found; in others the same premises have been improved by the removal of unnecessary furniture and by suitable equipment. It is to be regretted that there are still instances, in Centres which form part of a circuit of a peripatetic teacher, where the stoves are not properly fixed before the course of lessons begins, and where there is delay in dealing with the teacher's requisitions for the replacement of apparatus lost or broken in transit. This delay makes a serious inroad into an already short course.

It is satisfactory to note that the increase in the volume of the work has been accompanied by the erection of new permanent Centres; these have generally taken the form of rooms attached to a new School. To these the Authorities have given much time and thought, and many of them are models of sensible, suitable rooms. The plan adopted in Northants of setting apart where possible one room in a School which can be used at different times for Cookery, Laundry-work, Manual Instruction, and Cutting-out, seems particularly suitable for a village, as are also the Cookery and Woodwork rooms of Huntingdonshire. The Cookery blocks which are being set up in the playgrounds in Derbyshire, and the combined Cookery and Laundry rooms which are being included in new Schools in Nottinghamshire and in Leicestershire, also deserve mention.

In Derbyshire, where the need for introducing the teaching of practical subjects into the mining and rural villages was vital and pressing, the Authority decided to try the experiment of specially training certain selected persons resident in the more remote parts of the area, in order that they might teach Cookery in their own villages. For this purpose two training courses of about 200 hours each have been held in Chesterfield and Derby to serve the Northern and Southern districts. The result has been that about 20 teachers have now been specially approved to teach Cookery in places where instruction would probably have otherwise been impracticable. It is interesting to note in this connection that although 10 out of the total number of teachers so trained were Elementary School Teachers, not one of these kept up the teaching of Cookery for more than a year. Experience seems to point to the inadvisability of pressing teachers already fully occupied to make sacrifices in order to teach Cookery, unless there is a certainty that they will be relieved of some of their ordinary school work. On the other hand, the teaching given by the specially selected persons, *e.g.*, wives of Head Masters, or persons known to be good housewives, has, after their short training course, been attended with marked success.

In Buckinghamshire an attempt has been made to solve the same problem by the adoption of what may be called the "intensive" system. A qualified teacher has been stationed for a month, or two months, in a village, and has given instruc-



tion in either Housewifery and Laundry-work, or in Laundry-work and Cookery, on every day of the week during that time. This system seems well suited to villages where the weekly expenses of a visiting teacher would be prohibitive; it has the further strong educational recommendation that the teacher, by living in the village, gets to understand its life and conditions. The results at the end of the month are very good; the children seem to profit by the concentration of thought on these subjects; on the other hand there is little opportunity for home practice during the course. It will rest largely with the Head Teachers of the schools to do what they can to keep the children's knowledge fresh by encouraging home-work and by testing the memory of the course by means of composition and other exercises.

The establishment of courses of Combined Domestic Subjects is in the initial stages. The most successful courses in this Division seem to be those that have been preceded by two Courses of Cookery and one of Laundry-work; and the courses that approximate most nearly to the conditions of home life seem to be those where, as at Nottingham, Raleigh Street, a six weeks' course is held in an inhabited house, and where consequently the weekly routine of a house and the working in of one day's meals with another can be planned and followed.

#### E. DIVISION.

(LINCOLNSHIRE, CAMBRIDGESHIRE, NORFOLK, SUFFOLK, ESSEX.)

65. *Teachers.*—The teaching in the E. Division has greatly improved. Teachers are usually keen and enthusiastic. They keep themselves well up to date in the theoretical side of their subject, but their knowledge of the technical side is not quite so thorough. It is satisfactory to note that very often good conscientious work is done by Domestic Subjects teachers under very trying conditions and unusual isolation. The best work, as a rule, is done in places and districts where there is a superintendent or organising teacher to help and advise those under them. The teachers always appear to be glad of hints which will improve their work, and it is seldom found that a teacher has failed to put suggestions to the test of trying them. There is a closer relation existing between the schools and the Domestic Subjects Centres than formerly, and many Head Teachers make a point of visiting the Classes at least once while their children are there. Very often parents visit too, with the result that the majority of children now practise at home the dishes learnt at school.

66. *Registers.*—These are generally clear and well kept and frequently signed by lady Managers. There are no "Circular" Registers in use in any of the Centres.



67. *Note-books*.—These are more useful than formerly and are corrected. Too often, however, they contain long summaries copied from the blackboard, and in one or two cases, dictated. They seldom contain information in the child's own words or the result of her own observation.

68. *Sale of Food and Suitability of Dishes taught*.—The dishes are better suited to the localities from which the children come, and the instruction is not so handicapped as formerly by the sale of food, while the drawing up of a Syllabus is nowhere regulated by this condition. It is however, said by teachers in some cases that all the cooked food cannot be sold, and that although the Local Education Authority do not insist that the sale of food shall cover the cost of the material used, the teachers dare not risk the possibility of a loss.

Of course there are exceptions, but it is still surprising that Domestic Subjects teachers do not know of more really appetising and economical dishes and do not teach the children many variations of the same dish. Thus, if the lesson be upon the boiling of puddings, and the illustrative dish be roly-poly pudding, each child in the class puts raspberry jam into her pudding, whereas the lesson would be much more effective if some used syrup and bread crumbs, some currants, or apples, or sausage, or onion and potatoes. This is probably due to a too literal adherence to the Syllabus more than to a lack of originality on the part of the teacher.

69. *General*.—As regards premises, the Centres in the towns are as a rule very satisfactory, and adapted buildings in the country are more happily chosen than they were. The premises in the country districts are of varying kinds—farm kitchens, barns, drill halls, parish rooms. The Essex, Norfolk, Cambridgeshire, and East Suffolk Local Education Authorities have lately built several good Centres, chiefly rooms which are suitable for teaching either Cookery, Laundry-work, or Woodwork. The cooking stoves are much improved in all the country districts, except in Kesteven, where they are still too small to allow 18 children adequate practice during the lesson.

It is very satisfactory to note that since the issue of the 1907 Report, the following Local Education Authorities have considerably increased the facilities in their areas for providing instruction in Domestic Subjects to the children of their Public Elementary Schools:—Cambridge County, Essex, Leyton Urban District, Lincoln County Borough, Lindsey, Norfolk, East Suffolk; and in a lesser degree, Cambridge Borough, Colchester Borough, Ilford Urban District, West Ham County Borough, Grimsby County Borough, and West Suffolk. Many Laundry-work Centres and Classes have been opened during these four years, and a few additional Classes in Housewifery have been



begun. It is, however, disappointing to report that there is only one Combined Domestic Subjects Centre in operation in the whole of this large Division.

The County Authorities are all, with one exception, trying to solve the problem of the best and cheapest method of bringing practical instruction within easy reach of girls in the most remote country places. Peripatetic teachers are appointed to certain districts, and the children either walk in from the neighbouring villages or drive to the nearest Centre to which the peripatetic teacher is appointed. The following experiments have been tried where the train service is too bad and driving too costly.—

In Norfolk a teacher remains in a village for a fortnight, and the children attend Classes in a convenient kitchen of a farmhouse, adapted clubroom, barn, &c., all day and every day during the fortnight. At the end of this time the teacher moves on to the next suitable village for another fortnight, and so on. There are three of these teachers (one for Cookery and two for Laundry-work) now employed in this county.

In Cambridgeshire a Certificated Mistress of the School attends on Saturdays at the School of Cookery or Technical Institute for Cookery and Laundry-work lessons during the six winter months, and, if approved by the Inspector, teaches the children of her own school in some suitably adapted room or manual instruction workroom built for the purpose.

It was hoped that a Home-making Class would have been formed at the Eden Street School, Cambridge, where a very suitable house for the purpose is attached to the school. Unfortunately this hope has not yet been realised.

The Norwich Local Education Authority introduced a revised organisation of Classes in Cookery and Laundry-work last year, whereby older girls were given two continuous courses of instruction in each subject in the same year. The girls attended the first course once a week for three months, and the second course every school day for a fortnight.

The Great Yarmouth Local Education Authority has instituted experimental dinner courses in the summer, which the older girls attend two days per week. The mornings are devoted to shopping, and the preparation, cooking, and serving of the dinner, and the afternoons to thinking out menus for varying sums for the following day, preparing shopping lists, the making of cakes, preserves, pickling, &c. Girls who stay to dinner but are not in the Cookery Class do the washing up for the Cookery Class before afternoon school, so as to enable the Class to take a rest after serving dinner and as a courteous acknowledgment for being allowed the privilege of dining in school for the small sum of 3d. each.



It is most encouraging to find that the public, who were formerly somewhat prejudiced against the teaching of Domestic Subjects in schools, are realising the practical value of this instruction. Head Teachers constantly mention instances where fathers have called at the school to thank them for allowing their daughters to attend the Classes, as they have proved so capable when their mothers have been ill. Ladies in the rural districts now prefer to take girls for servants who have attended the Cookery Class, because their cooks and other servants do not require to spend such a long time upon their training as they otherwise have to do. A lady manager also received the grateful thanks of a woman for having brought Cookery instruction within reach of the village school, for she said her daughter, who had learnt to make bread at school, had taught her how to make it, and she now saved 1s. 6d. per week by making it at home instead of buying. In another case, during the mother's absence from home, a girl kept house for her father, and was able to reduce the family expenditure by 5s. a week.

#### METROPOLITAN AND SOUTH-EASTERN DIVISIONS.

70. The Metropolitan and South-Eastern Divisions were not fully reported upon in 1907, as it had not been possible to secure a very extensive inspection. Sufficient ground was, however, covered to show that the faults prevalent throughout the rest of the country were not so conspicuous in these two Divisions.

The work in London was reported to be satisfactory on the whole, but since the issue of the Report of 1907 attention has had to be called to various deficiencies of organisation, which are now being dealt with by this Authority; it is fully recognised, however, that the magnitude and complexity of the organisation in London give rise to many difficult problems which are not easily solved, but which are receiving careful consideration.

#### LONDON.

71. *Teachers.*—About 450 teachers are employed in London in teaching Domestic Subjects to girls in the Public Elementary Schools. With such a large number of teachers, the quality of the work naturally varies enormously, but on the whole it is very good.

Where the teachers have a knowledge of the conditions under which their pupils live, they are able to make the teaching of additional value; but too often, among the younger teachers



especially, this knowledge is lacking, and little thought is given to the home circumstances of the children.

Some teachers endeavour to get into touch with the parents, a few of whom show appreciation of the instruction given by sending letters of thanks or by paying visits to the Centres.

More care might be taken by many of the teachers to train the girls in resourcefulness and self-reliance.

72. *Registers*.—The registration is accurately done and usually the registers are particularly well kept.

73. *Note-books and Record Books*.—The note-books cannot, as a rule, be regarded as satisfactory. In general, they need more careful correction, and greater attention should be paid to the substance of the notes given and to the method of expressing them.

The Record Books are carefully kept.

74. *Sale of Food and Suitability of Dishes taught*.—Difficulty with regard to the sale of food in London is often great. The arrangement by which the children work in pairs at the practice class was abandoned some years ago, and every girl cooks alone. This individual practice is excellent, and the Authority are much to be commended on the arrangement, but it follows that large quantities of food are prepared, and considerable ingenuity is often required on the part of the teacher to dispose of it. In some districts the difficulty is greater than in others, but the syllabus and the instruction are not allowed to suffer in consequence, and the necessary expense is ungrudgingly met.

The dishes are generally suitable.

75. *General*.—The premises in London are, on the whole, excellent and very well equipped; and a high standard of cleanliness is maintained.

The scheme in general operation is based on the assumption that each girl during the last three years of her school career will, for a period of two years, devote one half-day per week to Domestic Subjects, but an interesting experiment is being tried in parts of Poplar and Southwark. In certain schools in those districts the girls give all their time to the ordinary subjects until they are about 13½ years of age; they then spend half the week in the Domestic Centres and half the week in school. It is still too soon to estimate fully the results of this experiment, and it will probably be necessary to try it in districts of other types, but there is no doubt that this continuous instruction in Domestic Subjects given during the last year of school life makes the girls more self-reliant and thoughtful, and causes them to take a keener interest in their lessons.

#### MIDDLESEX.

76. *Teachers*.—The teaching of Domestic Subjects in Middlesex reaches a very fair standard. There are some



excellent teachers, and, with only a few exceptions, all are doing conscientious work. Throughout the area, except in Hornsey, where there is a local superintendent, the teachers draw up their own schemes of work. More advantage might be taken of this privilege, for so far, generally speaking, there is not much individuality shown. Many of the teachers do not yet realise the conditions in which the poorer children live. This criticism is often made, but until the teachers do gain a first-hand knowledge of these conditions, the instruction given in the Domestic Centres must fail to make as much impression as it should.

77. *Registers.*—The registers are carefully kept, and it is rare to find any errors.

78. *Note-books and Record Books.*—Speaking generally, the note-books are not yet satisfactory. It is rare to find thorough correction, and the notes given are often poorly expressed. Sometimes they are little more than a list of recipes. It is very uncommon to find a teacher who allows even her more advanced pupils to formulate their own notes.

The record books are regularly marked, but the record book commonly used is of little value, as it does not give sufficient information as to the general work and progress of the Class.

79. *Sale of Food and Suitability of Dishes taught.*—The sale of food is not expected to cover the cost of the materials used. Some teachers, owing to their desire to show a good balance sheet, are still inclined to order insufficient material for the practice Classes, but now that they have to follow specially approved syllabuses, there is not the same temptation to confine the practical work to cakes and to dishes which are easily disposed of. The dishes taught are generally suitable, but the method of making them is often too elaborate.

80. *General.*—The premises in Middlesex are, with very few exceptions, excellent and the equipment is satisfactory. In several districts rooms originally built for Cookery only have been converted into combined Cookery and Laundry Centres, and it is gradually becoming the custom to build Centres for combined instruction.

There are only two Combined Domestic Subjects Centres in the area, at Hornsey and at Chiswick, but Centres of this type are probably to be opened before long in Finchley and Wood Green. At Chiswick the teacher lives at the Centre from Monday till Friday, and thus the work is made more real.

Generally speaking, the quantity of the work is increasing and the quality steadily improving.

All the Local Education Authorities in Middlesex, with the exception of Edmonton, arrange for instruction in Cookery to Public Elementary School children.



## HAMPSHIRE, SURREY, SUSSEX, KENT.

81. It is very satisfactory to note the marked increase in the number of Centres and Classes for Domestic Subjects in this Division.

The county of Surrey has provided 20 new Centres; East Sussex 14, and West Sussex 19.

Of the 45 Local Education Authorities, 41 give instruction in Domestic Subjects and four give no instruction; these are Faversham, Bexhill, Lewes, and Aldershot.

Many Local Authorities are now contemplating provision for Laundry-work, and instruction in this subject is given by 14 out of the 45 Local Education Authorities.

82. *Teachers.*—The methods of instruction have greatly improved. In almost every Centre the practical teaching is more thorough and the children do their work well. There is still, however, a tendency on the part of the teacher to do too much for the children, and sufficient care is not always taken in the demonstration lesson. It is noticeable that where the work is carefully executed by the teacher in the demonstration lesson, the comprehension of the scholars is far better than in a case where the teacher has been at much pains to explain the various processes, but has failed to put the principles into practice.

83. *Registers.*—In almost every case the registers are well kept and are carefully marked.

84. *Note-books.*—Note-books are usually well written and are carefully marked by the teachers. There is great value in the training afforded by a reasonable use of writing in connection with practical work. The children can be taught by degrees to make their own notes and to use their notes as a guide in the practice lessons. This plan is most successful in the Centres at Eastbourne, where each girl works by herself, using her note-book if she is in any doubt as to how to proceed.

85. *Sale of Food and Suitability of Dishes taught.*—The dishes cooked are sold to the children or to others after the lesson is over, but the approved Syllabus is not altered for the purpose of economy, except in rare cases. As regards the adaptation of the teaching to practical requirements, there is still much to be done. In about one-third of the Cookery Centres the cost of the material is taught, but this is a point which is frequently omitted from the lessons given by young teachers. In planning a syllabus for a first course, teachers have been recommended to use vegetables, fruit, pudding, and cake mixtures to exemplify the usual processes during the first ten lessons, introducing more expensive material when the children



are more capable of dealing with it. This plan has tended to reduce the cost of lessons without detriment to the instruction given. On the whole the work done and the dishes taught are suitable—there is no extravagance; but it is not always understood that there is good economy in putting sufficient material into a pudding to make a nourishing meal, and bad economy in wasting small scraps with every dish that is cooked, or in scorching food in the oven, or in wasting coal and gas. An interesting experiment may be mentioned at Folkestone, where during the third course of instruction two girls receive one shilling in cash at each lesson. They plan out a dinner for four persons and buy the materials during the week, making out an account of the way in which they have spent the money. They bring the materials to the Centre the following week and cook and serve the dinner. This method has proved very useful in exercising the intelligence of the scholars and making them careful and economical.

86. *General*.—The premises are, on the whole, excellent, and the instruction throughout this Division may be said to reach a high level.

Increased interest is undoubtedly shown in the teaching of Domestic Subjects, and is particularly evident among the teachers of the Public Elementary Schools. There is also much evidence to show the increased interest of parents in the work of the children, and a growing tendency to allow the children to practise at home what they have learnt in the Centres.

The county of Surrey may be mentioned as doing excellent work, and it is their aim to provide in time a course of instruction in Domestic Subjects for every girl in the county. This aim, of course, has not yet been realised, but every effort is being made on the part of the Authority to make the day not far distant when it will be possible to say that every girl has had the opportunity of receiving this instruction. This county organises Domestic Subjects instruction both in rural and to a certain extent in urban districts; it will easily be seen that the needs of a place like Mitcham on the one hand and a place like Cranleigh on the other require different consideration. These difficulties have been successfully met.

West Sussex have arranged that Cookery instruction should be given in a considerable number of rural schools.

In Hampshire the difficulty of providing Domestic Subjects instruction in rural districts is greater than in many other parts of this Division, and the authority have made commendable efforts to deal with the question.

In the county of Kent it is satisfactory to note that the provision of accommodation for the teaching of Domestic Subjects is being steadily extended, especially in the direction of instruction in Laundry-work.



## APPENDIX.

TOTAL NUMBER OF DOMESTIC SUBJECTS, CENTRES, AND SCHOOLS,  
ARRANGED ACCORDING TO DIVISIONS.

(The numbers of Centres and Schools given in this table include the premises, whether in separate buildings or not, recognised for instruction in each of the Domestic Subjects for which separate Grants are payable under Article 34 of the Code.)

Division.	1906-7.		1909-10.		1910-11.	
	Centres.	Schools.	Centres.	Schools.	Centres.	Schools.
<i>A.—Northern Group.</i>						
North - - - -	80	48	147	37	181	39
North-west - - -	218	121	351	80	384	87
North-east - - -	204	77	245	63	267	68
<i>B.—Midland Group.</i>						
West Central - -	215	108	325	122	359	127
East Central - -	132	74	210	87	240	105
East - - - -	164	61	263	80	279	98
<i>C.—Southern Group.</i>						
South-west - - -	63	47	192	58	228	62
Metropolitan - -	454	36	493	20	562	17
South-east - - -	129	77	188	104	218	123
Total England (excluding § 15).	1,659	649	2,414	651	2,718	726
§ 15 - - - -	—	5	—	12	—	10
Total England - -	1,659	654	2,414	663	2,718	736
Total Wales - - -	92	48	142	50	184	70
Total England and Wales	1,751	702	2,556	713	2,902	806



## NUMBER OF REGISTERED SCHOLARS IN EACH DOMESTIC SUBJECT.

Subject.	1906-7.	1909-10.
<i>Cookery :—</i>		
England - - - - -	272,634	316,533
Wales - - - - -	16,419	18,992
England and Wales - - - - -	289,053	335,525
<i>Laundry :—</i>		
England - - - - -	67,465	118,156
Wales - - - - -	1,446	3,558
England and Wales - - - - -	68,911	121,714
<i>Combined Domestic Subjects :—</i>		
England - - - - -	7,942	6,736
Wales - - - - -	28	553
England and Wales - - - - -	7,970	7,289
<i>Housewifery :—</i>		
England - - - - -	—	24,920
Wales - - - - -	—	163
England and Wales - - - - -	—	25,083

WITHDRAWN



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Pronunciation of Latin. [Circular 701.] Price 1d.; by post, 1½d.  
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Teaching of Geometry and Graphic Algebra. [Circular 711.] Price 1d.; by post, 1½d.  
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Teaching of Modern Languages. [Circular 797.] Price 3d.; by post, 4d.  
Teaching of Needlework. [Circular 719.] Price 1d.; by post, 1½d.  
Memorandum on Physical Training in Secondary Schools. [Circular 779 for England; or Wales, Circular 40.] Price 2d.; by post, 2½d.

## Technology, Evening Schools, and Higher Education in Science and Art.

Regulations for Technical Schools, Schools of Art and other Forms of Provision of Further Education, 1910-11. Part I.—Grant Regulations. [Cd. 5329.] Price 2d.; by post, 3d.  
Provisional Regulation for Examinations in Art, Science, and Technology, 1912. [Rule 104.] Price 2d.; by post, 2½d.  
Syllabuses of Science, &c. for 1911-12 applicable to Technical Schools, &c. Price 3d.; by post, 4d.  
Syllabuses for Art Examinations, 1913. [Circular 798.] Price 1d.; by post, 1½d.  
List of Day Technical Courses and of Schools of Art, 1909-10. [List 111.] Price 3d.; by post, 4d.  
Report on Royal College of Art, 1908-9. [Cd. 5003.] Price 1d.; by post, 1½d.  
Report of Departmental Committee on Royal College of Art. [Cd. 5810.] Price 6d.; by post, 7½d.  
Prospectus of the Royal College of Art, 1911-12. Price 3d.; by post, 4d.



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**GENERAL REPORT**  
ON THE  
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TO  
PUBLIC ELEMENTARY SCHOOL CHILDREN  
IN  
**ENGLAND AND WALES.**

BY THE  
**CHIEF WOMAN INSPECTOR**  
OF THE  
**BOARD OF EDUCATION.**



LONDON:  
PUBLISHED BY HIS MAJESTY'S STATIONERY OFFICE.

To be purchased, either directly or through any Bookseller, from  
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PRINTED BY  
EYRE AND SPOTTISWOODE, LTD., EAST HARDING STREET, E.C.,  
PRINTERS TO THE KING'S MOST EXCELLENT MAJESTY.

1912.

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